FEATURES OF TEACHING DIALOGICAL SPEECH AT A NON-LINGUISTIC UNIVERSITY

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ABSTRACT. This article examines the advantages of a communicative approach to teaching foreign languages to students at a non-linguistic university, the need for teaching dialogical speech, and its characteristics. The importance of grammatical construction in constructing statements, as well as the use of clichés for successful communication in both social and professional settings, is highlighted. A sequence of exercises necessary for developing communicative competence in students at a non-linguistic university is described.

Keywords: communicative approach, communicative competence, non-linguistic university, dialogue, clichés.

The practical goal of teaching a foreign language to students at non-linguistic universities is to develop communicative competence, which we understand as the ability to freely communicate with native speakers of the target language on social, everyday, and professional topics.

After mastering the "Foreign Language" course, students at non-linguistic universities should:

- Know the lexical and grammatical phenomena and stylistic norms of the target language, characteristic of oral and written communication in both social, everyday, and professional spheres;
- Be able to use verbal means to solve communicative problems in social, everyday, and intercultural situations in a foreign language;
- Have oral and written communication skills in a foreign language to solve problems in social, everyday, and intercultural situations.

Without experiencing communication difficulties, future graduates should be able to give reports, argue their point of view, and reach agreement in controversial situations. Achieving these goals is possible through developing writing, reading, listening, and speaking skills. The most important aspect of mastering a practical foreign language is speaking, specifically, freely engaging in dialogue.

In this article, we examine dialogue training as a key component of speaking, essential not only for communicating on social and everyday topics but also for subsequent professional activities.

To teach students at a non-linguistic university how to conduct dialogue, it is advisable to use a competency-based approach in teaching, allowing for the

creation of specific situations in the classroom in which students can both acquire knowledge and demonstrate skills and abilities.

Upon completion of foreign language study, students should know and understand the phonetic and orthographic features of the target language, as well as the basic vocabulary and grammar used in everyday and professional communication. Students should be able to use lexical and grammatical tools to solve communicative problems. It is also necessary to have oral and written communication skills to enable intercultural interaction in social, everyday and professional spheres.

To enable future specialists to use speaking skills in various areas of communication, the task of a non-linguistic university instructor is to teach students to compare, contrast, and construct phrases and sentences as grammatically correct as possible. Today's graduates must not only understand the general meaning of what is said but also accurately convey it to their business partners. They must be able to conduct a full dialogue, taking into account the context in which communication occurs.

Dialogue is defined as a conversation in which statements are exchanged, arising from the need to express thoughts, feelings, and desires.

They can be not only a response to a question but also a stimulus for continuing the conversation. The content of the answer may be exhaustive or incomplete.

When teaching dialogue, it is necessary to emphasize the grammatical features of dialogic utterances. The grammatical basis of oral communication should be the simple sentence and the most common types of complex sentences that do not contain a large number of secondary clauses. Regardless of communication style, when teaching dialogic speech, it is necessary to encourage students to create different types of dialogues and work with them: dialogue-conversations, dialogue-role-playing, student-to-student conversations, paired and group conversations.

To achieve results, teaching dialogic speech to students at a non-linguistic university should be situationally oriented and focused on different types of interpersonal interactions. Clearly defined tasks also play an important role in developing language skills. They should be as close to real-life realities as possible.

As a result of systematic training in developing communicative competence, students will not only begin to understand the general meaning of their interlocutor's utterances or extract key information, but will also be able to give a clear, detailed response and maintain a conversation.

When completing paired and group assignments, students focus on the content of the utterance. The goal of the joint activity is important: to learn new information, evaluate it, discuss problematic tasks together, compare different points of view, and participate in the discussion. Through interactive assignments, students develop linguistic independence.

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