

# Methodical Approaches for Developing Students' Communication Skills

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This article has involved a detailed analysis and scientific-methodical basis for improvement of dialogue speech teaching. “Dialogue speech” has been defined by the originator of the term as “an interaction, conversation, communication”. The main purpose of language teaching as a subject is recognised to develop students' ability to communicate literally, politely keeping speech etiquette. One of the most effective means of developing speaking skills in teaching native languages is rightly considered to be dialogue. The significance of the dialogue speech as a form of communication is confirmed by the necessity for human interaction. The article considers the special significance of the dialogue in the process of the student’s personality formation and the development of his or her intellectual, communicative, spiritual and moral qualities. Using those or other techniques that involve dialogues, it is desirable to constantly emphasise attention on the requirements for oral speech.

**Key words:** *Dialogue Speech, Language Learning, Psychological Peculiarities of Adolescents, the Approach of Communicative Activity, Intellectual Potential, Ability to Speak Systematically.*



## **Introduction**

In today's technological world, perceptions of the world are affected by the culture, including the culture of speech. Most of the students have a technology adventure as computers and mobile phones are important in their life education. It is no secret that in the life of most students the achievements of technology: computer and mobile phones occupy an important place. It is impossible to refute their role as a means of developing the student's intelligence and meeting life needs. But the reality allows the students to really communicate with others, to share their inner world, to talk, to improve the culture of communication. Reading books by students continues to decrease and is limited by the use of the Internet as a means of communication. Therefore, improving speech and communication culture is not important for a student (Zhubanova, S., Berkinbayeva, G., & Meirbekova, G. 2018).

The principal aspect of the Kazakh language teaching is characterised by the objective of forming the right speaking skills and abilities of students in their mother tongue. In this regard, the main purpose of teaching native language is to educate speech culture which aims to teach the speech and its laws, that is, on the basis of acting speech content. In the lessons of the Kazakh language it is very important to choose the content that increases the effectiveness of training, stimulating students to communicate and speak. All these require the systematic implementation of functional and communicative aspects as a methodological direction of teaching the Kazakh language (Zhanat Dauletbekova, Aisulu Yermekbayeva, Gulzat Berkinbayeva, Mehmet Kavakli & Nurlyaiym Danayeva 2017).

Today, the dialogue becomes the main object in the study of communicative linguistics, but it is only in the form of second language proficiency and not taken into account is the form of conscious action in the formation of the student's speech culture in teaching the native language.

It is true that the culture of speech in the native language of young people concerns society. Today, unfortunately some young people are unwilling to speak in their mother tongue, using the words that come from other languages, thus destroying the purity of the language. Speech is the main sign of human consciousness. The language and humanity are a single phenomenon. Thus cultural and social factors are formed on the basis of interaction between language and person, language and society.

## **Materials and Methods**

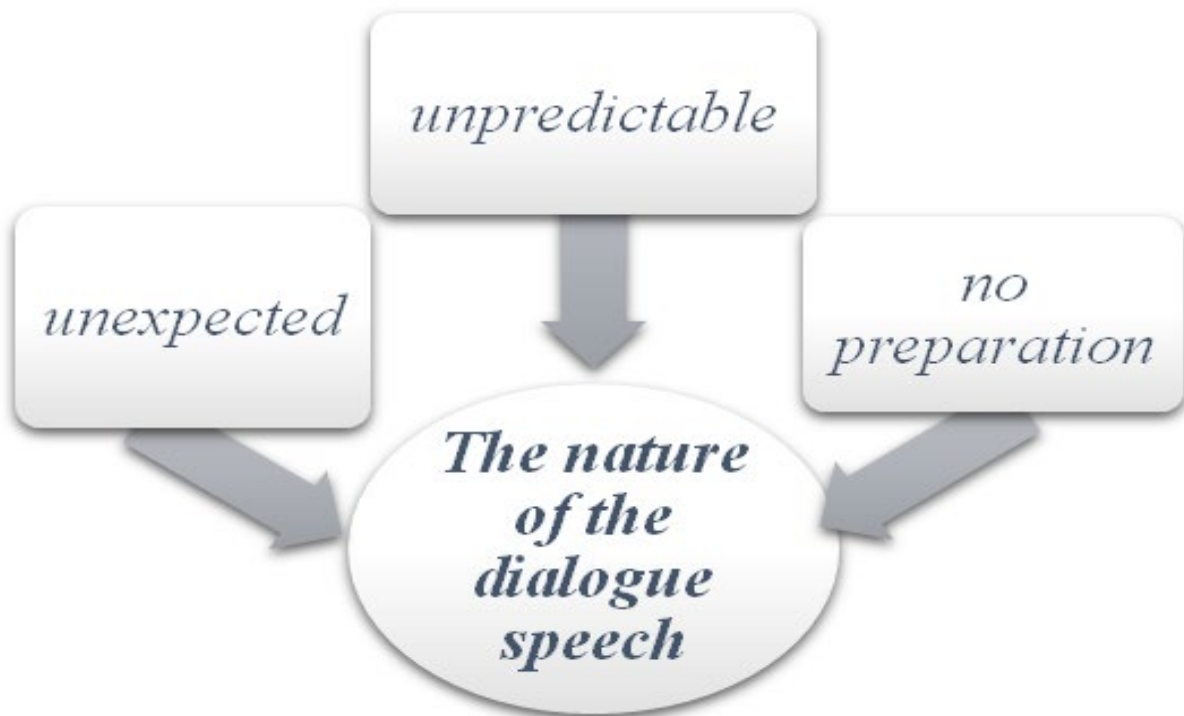
As the main purpose of the article is to form students' dialogue speech, we decided to make a conceptual analysis of the terms "dialogue" and "culture of speech", "dialogue speech". In

this regard, we studied pedagogical, psychological and philosophical works and tried to explain the essence of the concept of dialogue and the culture of dialogue speech.

When we look at the culture of speech, we can say that "culture of speech, culture of language" originated from Aristotle. For example, Aristotle drew attention to the expressiveness of the word in the culture of speech: "If the word is clear, it reaches the goal; who clearly thinks, he clearly says." Quintilian, Cicero and other scientists came to the same conclusions: "The accuracy of speech is the achievement of speech, if it is clear, there is no need to examine it."

Dialogue is always a matter of life, without any preparation, no instruction, surprise, no one's compulsion, without political, cultural, business, literary and life themes. In dialogical communication language can show its properties as fully as possible (Little, D., 1995).

**Figure 1:** The nature of the dialogue words



- Dialogue is a prerequisite for the meaningful implementation of the word and the presence of a common knowledge of the subject matter of the interviewers. To carry out a dialogue, firstly interviewers should have relevant information resources, and secondly there should be little differences in the volume of knowledge at the same level. Otherwise, the words between them may be intriguing and may be too short.

- The presence of a common language for the dialogue creators is an important condition in the development of the conversation. A common language point should be taken into consideration by two linguistic communities. First, interlocutors' common language speech (for example, interlocutors both know Kazakh or Turkish, etc.). In the second case, we are talking about the level of interlocutors' knowledge for the debating question. Speaking in a certain language, the speakers do not take into account the level of perception, usage of professional words and terms in their speech
- The next condition for the correct conduct of the dialogue is the semantic continuity of the conversation. It is important for the speakers to "hang down" the words of one another, without hesitation. And there is no meaningful dialogue from the replica, if they have different thoughts and idea. In this case, the words of the interviewer will not be cut off and the conversation will not last long.

### Literature Review

In the methodological and psychological literature for language learning, "the dialogue" is considered as "the basis of cooperation and interaction in the process of joint action in both sides". The following definitions are given to the dialogue:

The conversation between two people.

From Greek - *dialogos* - a dialogue between two or more people; the main form of organisation of a dramatic work in terms of colloquial speech; a literary work written in the form of speech.

From Greek - *dialogos* – a conversation, interview; form of oral speech based on dialogue speech.

-Dialogue speech - oral, colloquial speech acts as a verbal means of communication, the nature of which is the direct connection of the speaker and the listener, as well as being a common apperception base of the addressee and the addresser (Zhazira Issayeva, Gulzat Berkinbayeva, Gulnaz Berkinbayeva, Alissa Tazabek Kanalbekkyzy, 2019).

Since the language of speech is a unique phenomenon, dialogue is being studied by both specialists of linguistics and scientists-psychologists. Specifically, in the dictionary of socio-psychological concepts, written under the guidance of E. S. Kuzmin & V. E. Semenov, "Dialogue is a form of linguistic communication, which consists of several replica-makers, one after the other" (E.S.Kuzmin, V.E.Semenova, 1987). The main feature of the dialogue in the Expository Dictionary, titled "Pedagogical Reforming" published under T.A.Ladyzhenskaya is: "Dialogue is a kind of discrimination, when it comes to interconnected replicas of reputed people" (Ladyzhenskaya, 1998). This shows that the dialogue speech is not just conversations but it is a pedagogical and psychological process.



These arguments show that there is no consistency in defining dialogue. Consequently, given the above conceptual analysis, we have come to the following conclusion: all definitions recognise that dialogue is a direct speech between two or several people. Thus, dialogue is not just a conversation, but the speech of the speakers, which reflects the inner nature and characteristic (Kabdolov Z.), communicators interaction (Skalkin V.L.), realistic situation (Bakhtin M.), and complex language phenomenon, which consists of the dialogue replica between the addresser and the addressee (Ladzhenskaya T.A.). That is, a dialogue is a type of conversation that is based on a particular situation, a specific purpose, a two-way conversation and a mutual exchange of ideas. Professor R. Amir, pointed out the communicative circumstances that led to the emergence of a dialogue, also reassures these points:

- The verbal interpretation is spoken by the speaker and the audience.
- Discussion occurs in the form of a dialogue, i.e. by the presence of two or more people.
- Opinion is formed without any preparations, in a relaxed conversation (Amirov R. Syntactic learning, 1995).

From this we can see that the dialogue should not be used as a kind of conversation, and that it is always necessary to keep in mind that its consistency is the type of interaction that is carried out without preparation.

A handy tool for the general public who wants to learn how to use speech skills in the "Speaking Art" book, is found with the following definition: "Dialogue is a type of conversation that is specifically targeted, interacted and interacting with two people at a specific point of view, a number of factors that can be classified as written form, monologue, dialogue, polylogue, speech functional, styles and types of functionality" (Dauletbekova Zh.D., Ray K.M., 2013). It is understandable that the interaction of people is a very complex phenomenon. That is, there are the following factors in creating a dialogue:

- two people talk
- situation
- goal
- interaction

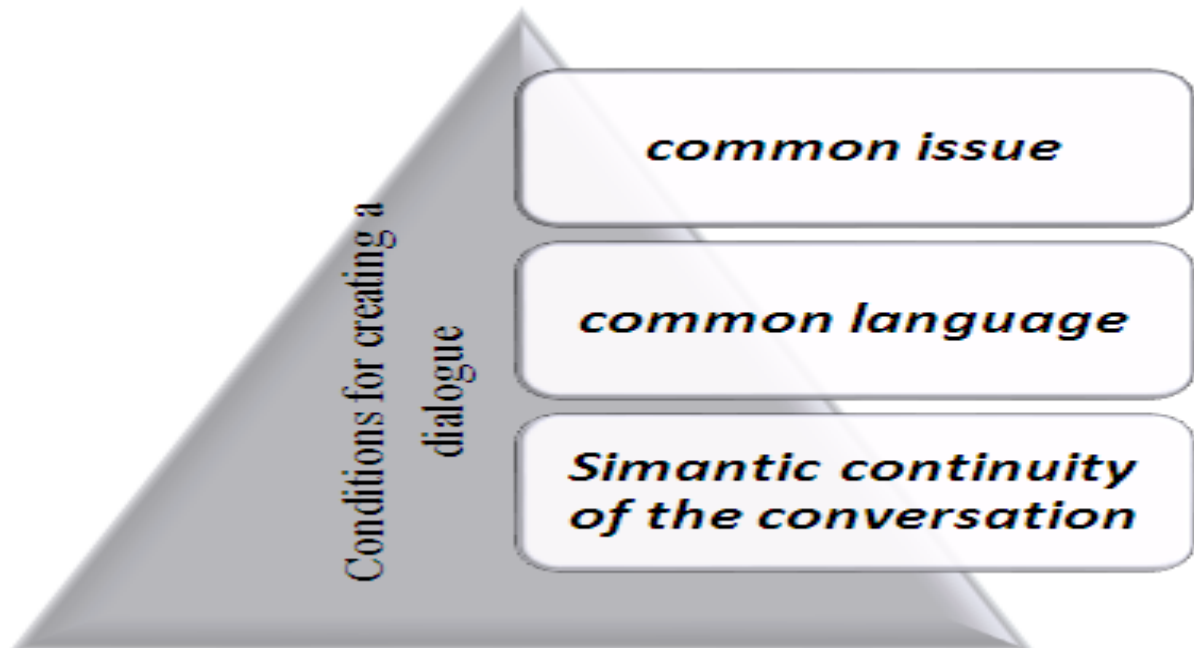
**Figure 2:** Factors of the formation the dialogue speech



## Results

A dialogue unit in a dialogue speech is the creation of a multi-lingual exchange of thoughts on a particular subject and their subsequent interconnection and subsequent thought, as a continuation of the previous thought. The communication between the dialogue units can be done through the speech replicas (language labels, question/answer, replenishment, narration, co-ordination and interpretation).

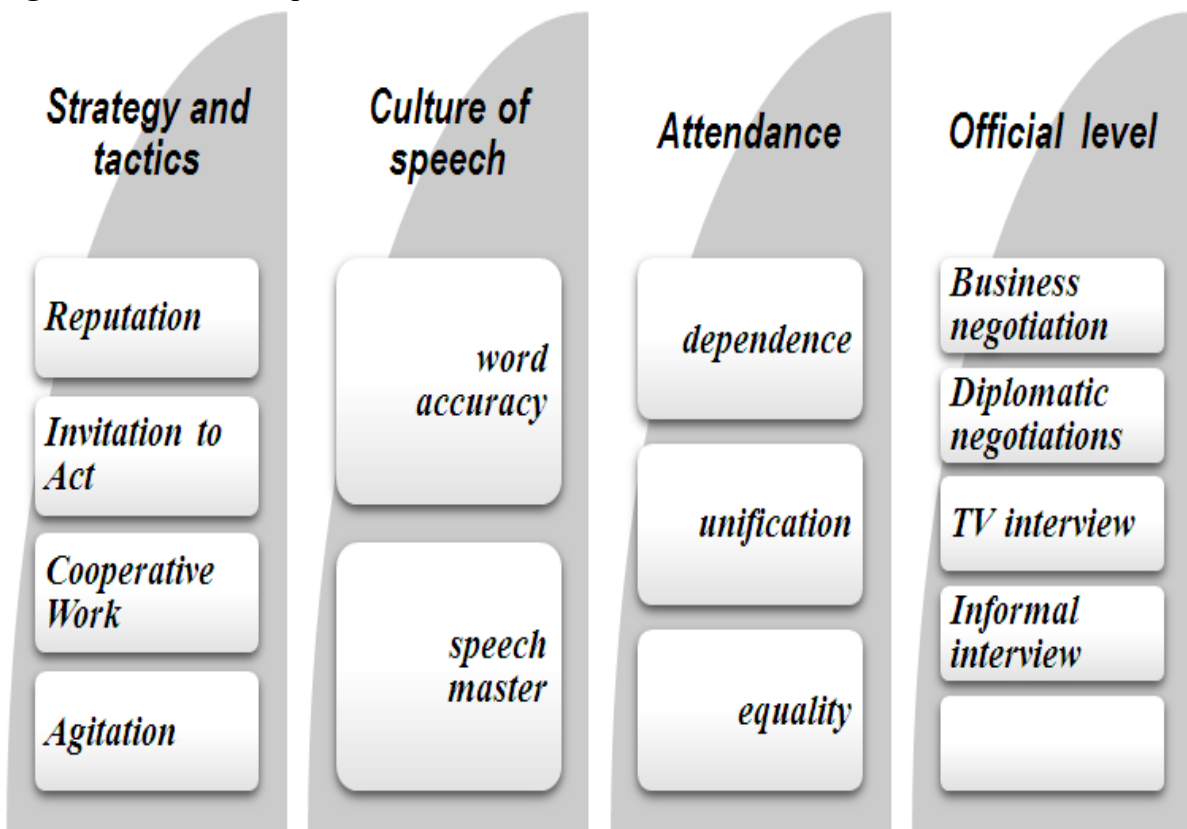
**Figure 3:** Conditions for the effective dialogue



Factors that determine the size and nature of the replica:

- The strategy and tactics of the interviewers in the dialogue. The word strategy comes from the idea of a human being with a clear objective. It involves one of these goals such as: gathering reputations; influencing the outlook of a partner; calling on a specific action; encouraging collaboration; or rejecting something. The tactics of language communication is expressed through the use of different language approaches used in the conversation. It uses: clear language techniques in order to attract the attention of the interlocutor; successful coordination of language tools that enhance communication with the partner; and influence on mood and feelings. Due to the fact that a person is able to intelligently express their thoughts, depends on how well they are aware of their social role.

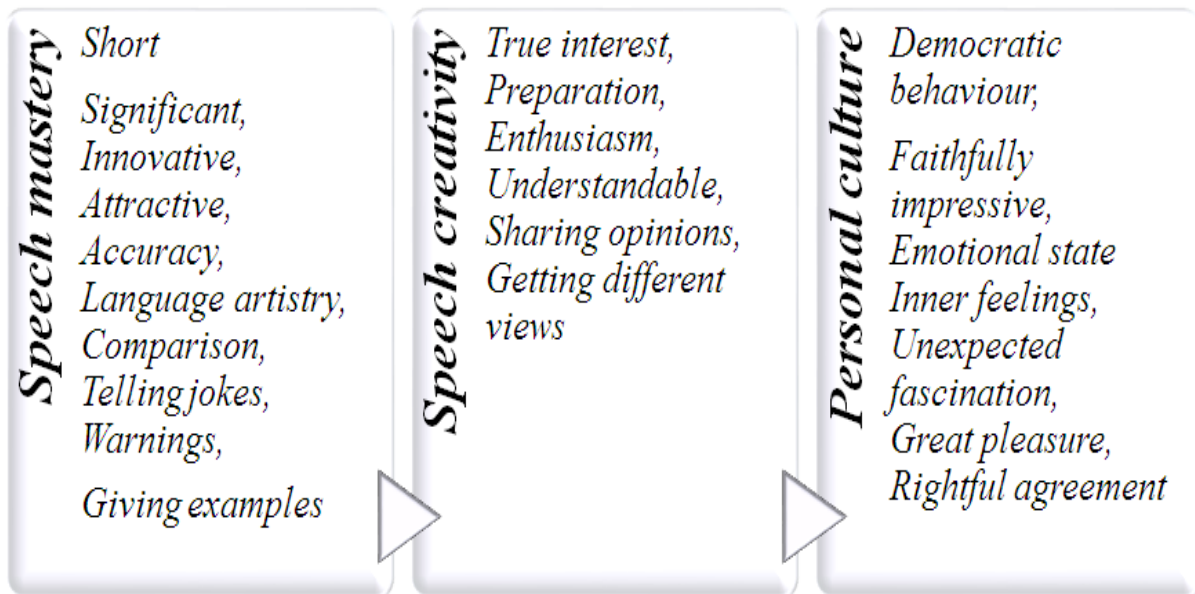
**Figure 4:** Factors of replica



- Speakers' culture of speech: each participant is guaranteed a successful dialogue with the ability to communicate honestly, effectively and respectfully, keeping the norms of speech and speech skills.
- The official level of the implementation of the dialogue: interviewers differ in the official situation (business negotiations, diplomatic meetings, interviews on TV, etc.) or informally (with a friend, a parent, a stranger in public transport).
- Dialogue activity: the activity of the interlocutor is based on their social status and role, age, gender, and so on. It might be different depending on the conditions. There are three types of dialogue participants: dependence, unification and equality.



**Figure 5:** Principles in dialogue speech



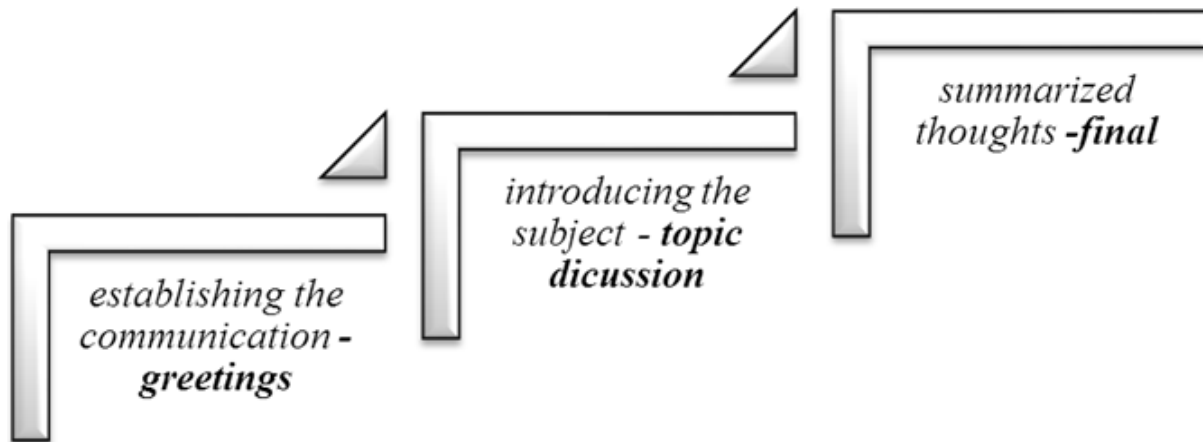
Principles in dialogue speech:

- The principle of speech mastery: the ability to comprehend the thoughts in shorter and simplicity, to distinguish the most important issue, but also the compassion, attractiveness of the information, argumentation, intelligence, successful comparisons, reasonable humor, ignorant remarks, surprises, and so forth. They do not just express thoughts, but also activates the dialogue.
- The principle of speech creativity: partnerships need to be realistic and willing to share their thoughts on the topic, to take the view from the other side, to be sincere in evaluating, to seek mutual understanding, to have shared opinions about the subject matter, as well as to have their own standpoints.
- The principle of personal culture: in the conversation, participants will be able to express their emotions and feelings in a way that expresses their feelings of natural affection (expressing emotion, joy, etc.) to enhance the relevance of the interview. Listening attentively to partner's each word is a criticism for speakers 'culture (Blase, J., & Blase, J., 2000).

Stages of dialogue speech development:

- a) The stage of establishing the communication - greetings, mutual psychological links.
- b) The stage of introducing the subject. As a rule, in the framework of one dialogue may contain several topics. The interlocutors should relate to each other the problems covered in the conversation. Otherwise, the interview loses his focus and is included in the image of intermittent language.
- c) Briefly formulated and summarised thoughts expressed at the final stage. Summarised the conclusions drawn from the final stage [Levin, J. A., & Moore, J. A., 1977).

**Figure 6:** Stages of dialogue speech development



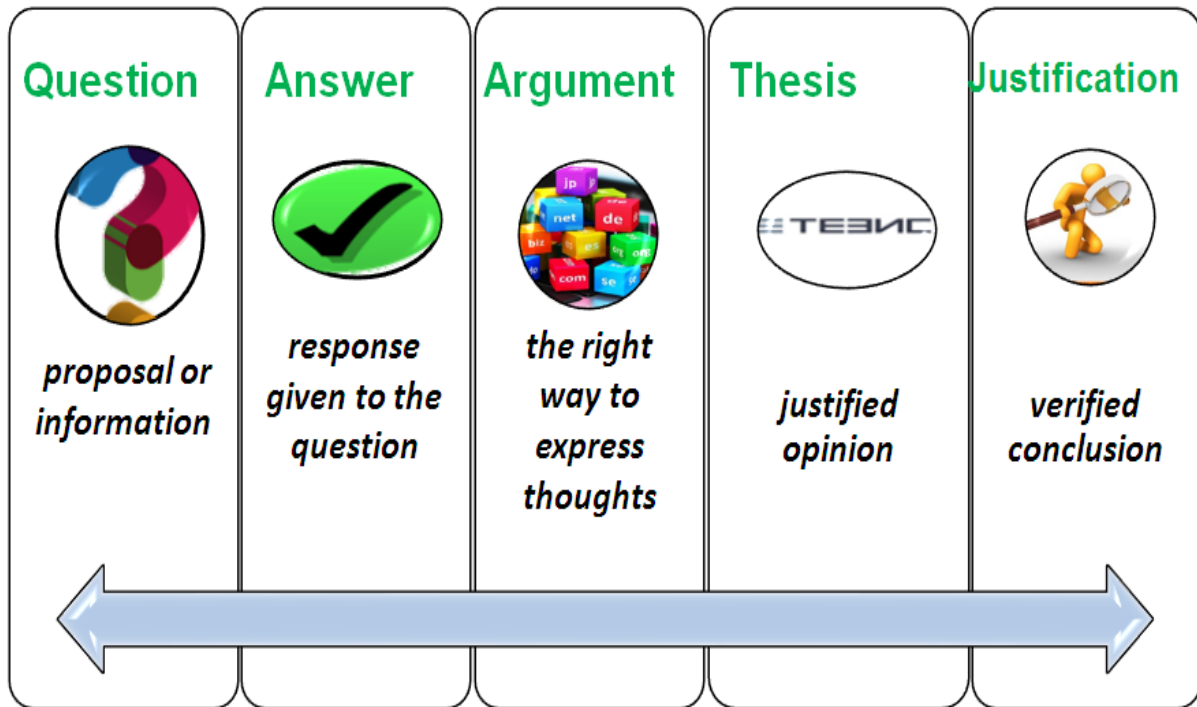
An argument is a way of communicating with a person to convey his or her thoughts to someone else. There are logical and practical aspects in an argument. The logical aspect demands the thought be interpreted as truth and speaker's opinion is clear and accurate. There must be two distinctive points of argumentation:

- To increase the fluency of the word, the speaker uses the most important principles or data that are already known.
- In the argumentation, both the speaker and the listener take an active part in the conversation.
- They come to an agreement with each other, exchanging opinions and reaching the real truth. Therefore, the slaughtering process is considered as a collective act.

A thesis is an opinion that must be justified. In the conclusion of the conversation, any information should be summarised and analysed thoroughly. It is a language approach used to guide people in a particular situation. The answer to a particular question may be in the form of a thesis. Therefore, a thesis is given in advance for the discussion. The opponents defend their theses.

Justification is a previously recognised note used to improve the validity and reliability of the thesis. The ability to seriously analyse justification is a creative activity (Zheltukhina, M. R., Zinkovskaya, A. V., Katermina, V. V., & Shershneva, N. B., 2016).

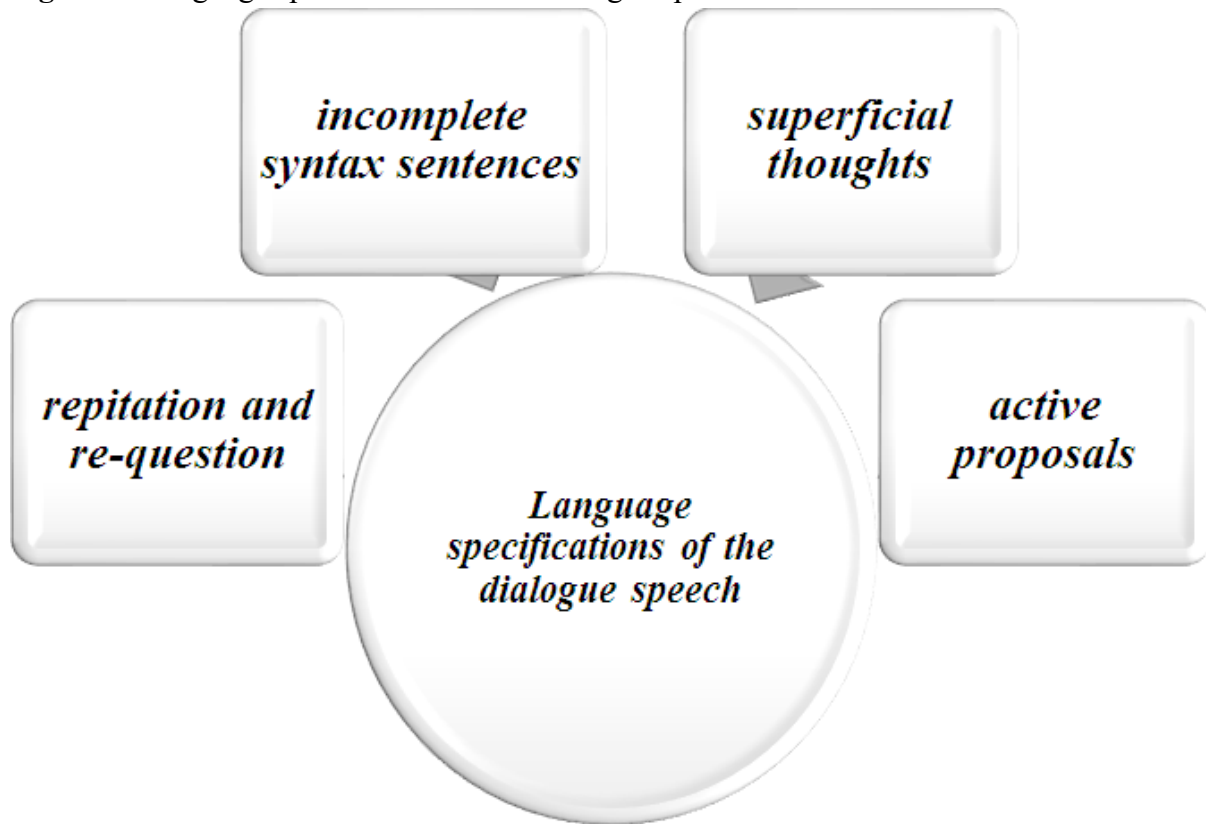
**Figure 7:** Linguistic peculiarities of dialogue speech



Dialogue is characterised by interactivity, stimulation of questions and reactions and language interruptions. Specific features of dialogue speech are as follows:

- The abundance of demanded and active proposals to be activated.
- The abundance of repetition words and requesting tasks.
- Incomplete syntax sentences.
- Oral transmission of some thoughts at the expense of previous words.

**Figure 8:** Language specifications of the dialogue speech



The main purpose of the creation of human society from ancient times was the necessity of collaboration and communication. In fact, the culture of speech enabled people to reach mutual understanding, to respect opponents' opinions, and social cohesion to solve conflicting issues without using powerful weapons, but by paying attention to the ideas, opinions and judgments (Burbules, N. C., & Bruce, B. C., 2001).

Summarising the research, the following learning outcomes were made:

- The end result of teaching Kazakh language in upper secondary school is the ability of students to apply the knowledge they have gained in life. The purpose of teaching the subject "Kazakh language" can be achieved through the introduction of different types of dialogues into the content of their education, in order to align them with the requirements of the current social demands.
- The paradigm of recognising the learner as a subject of teaching activity as part of the school education process is fully related to the requirements for students to be proficient in the language. This is because the learner can use the knowledge they have acquired in their life in almost any situation. That is why senior students, whose leading activity is thoughtful communication, are more likely to master dialogue units. This, in turn indicates the need to strengthen the personal, action and professional orientation of teaching as a priority of teaching native language.



- Implementation the culture of dialogue speech as one of the conditions for improving the quality of education and as a mechanism for developing students' language and communication skills, first of all requires the identification of specific principles for their learning. Based on these principles, only new knowledge and skills are the basis for the child's ability to learn, and to build on learning and social motivation for language learning. At the same time, the use of the Kazakh language is in the use of the power of the language, the principle of interactive teaching, the principle of creative teaching and the principle of professional orientation which will increase the students' ability to use the language in accordance with their needs (Dauletbekova, Z., Berkinbayeva, G., Meirbekova, G., Yelubayeva, P. & Shalabayeva, Z., 2020).

## **Conclusion**

The importance of: teaching dialogue speech in the process of mastering the native language at the schools; promoting the cultural-value feature of language for the younger generation; and improving the cultural speech skills in the communicative and cognitive activities of the Kazakh language, (the formation of conscious relationships) is very real in education system of the country. It is logically to think, to convey the idea of the issue and to listen to the other person in a polite manner. These qualities might be present in a person's character, that is, a person who participates in the dialogue must master the philosophical thinking ability. To be able to integrate into any social environment, it is necessary to develop the skills of verbal communication in all the realities. This skill requires the development of social communication, including the development of dialogue speech. Communication skills, ability to understand and analyse socially important issues are needed by modern people. They need be able to explain their own ideas, be able to argue, listen to the opinions of their colleagues, and be able to understand each other correctly. That's why students should aim to learn about dialogue speech, vocabulary and discussion skills. Based on the results of our research, we aimed to teach student dialogue speech, to communicate well with their companions through dialogue and to be tolerant to any situation. When a dialogue is formed properly, students understand each other's thoughts well, and if the friend's opinion is misunderstood, they will be forgiven, obeying to each other and faithfully accepting his or her opinion. Therefore, society needs qualified citizens who are able to properly discuss vital issues, conduct democratic relations, arguing their point of view. The formation of future generations in the spirit of humanism, particularly the identification of the features of students' education through dialogue, the rational use of it is the main requirement in school education system. Thus, communication or dialogical communication with each other is the source of its existence for a person. If people cannot communicate, they cannot be formed as a person. Education of the person, development of consciousness is a result of this communication. Dialogue speech helps people to organise joint work, to make and discuss plans for the implementation of the task, and to implement the plan. Mastering the skills of proper



communication is necessary, regardless of whether a person works or the type of activity they are engaged in.

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