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**FORMATION OF DIALOGIC SPEECH SKILLS AT A FOREIGN LANGUAGE LESSON USING A PERSONALLY-ORIENTED APPROACH**

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**ФОРМУВАННЯ КОМУНІКАТИВНИХ НАВИЧОК НА УРОЦІ ІНОЗЕМНОЇ МОВИ З ВИКОРИСТАННЯМ ОСОБИСТІСНО-ОРІЄНТОВАНОГО ПІДХОДУ**

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*The expectations of today's youth require original and challenging methods of teaching foreign languages. A major objective of current methodology is teaching conversational skills. Students' communicative competence depends on how efficiently all the language skills are developed.*

*It is expedient to apply personality based approach involving the creation of pedagogical situations that require students' independent decision as they learn to think creatively; take part in conversation, the contents of which requires cultural dialogue speech; give a critical assessment of the problem discussed; replenish own glossary of foreign languages for the skills of dialogical speech of students at the foreign language classes. It is such a person oriented situation every teacher can create in the form of dialogue between teacher and students or between students at the foreign language classes.*

*Visual materials thus have the primary role of promoting and using communicative language.*

*One of the most effective techniques of providing motivation in teaching grammar is the use of view materials as a way of influencing the quality of classroom interaction and language use. Visual materials thus have the primary role of promoting and using communicative language.*

**Key words:** *dialogical speech, personality based learning, speech communication.*

*Для формування комунікативних навичок студентів на заняттях іноземної мови доцільно застосовувати особистісно-орієнтований підхід, що передбачає створення штучних педагогічних ситуацій, що потребують прийняття з боку студентів самостійного рішення, оскільки студенти навчаються самостійно творчо мислити; вступати в бесіду, зміст якої потребує культури діалогічного мовлення; давати критичну оцінку проблемі, що обговорюється; поповнювати власний глосарій з іноземної мови. Саме таку особистісно орієнтовану ситуацію кожний педагог спроможний створити на занятті у формі діалога між викладачем та студентами або між студентами.*

*Заняття, на якому створюються штучні педагогічні ситуації, що потребують прийняття з боку студентів самостійного рішення, стає більш ефективним, оскільки: студенти навчаються самостійно творчо мислити; вступати в бесіду, зміст якої потребує культури діалогічного мовлення; сприяє підвищенню ефективності у вивченні іноземної мови; навчаються давати критичну оцінку проблемі, яка обговорюється; поповнюють власний глосарій з іноземної мови.*

*Саме таку особистісно орієнтовану ситуацію кожний педагог спроможний створити на занятті у формі діалога між викладачем та студентами або між студентами. Адже діалог на занятті - це не тільки обмін інформацією або форма спілкування між двома співрозмовниками. Завдяки навчання діалогу студенти вчать ся оволодівати «принципами варіативності» у виборі фразеологічних доведень іноземною мовою.*

*Особистісно орієнтована технологія організації навчання студентів не є метою, а засобом досягнення мети. Увесь сенс упровадження нової освітньої системи полягає в тому, щоб зробити процес вивчення кожної окремої навчальної дисципліни творчим та індивідуальним, щоб це вивчення зацікавило студента, принесло йому моральне й інтелектуальне задоволення від того, що він пізнає, від власного інтелектуального й освітнього зростання.*

**Ключові слова:** *діалогічне мовлення, особистісно орієнтоване навчання, мовленнєве спілкування*

The formation of a Ukrainian democratic state, the construction of civil society presuppose changes in the education system of Ukraine. This requires the creation of a viable system of continuing education and upbringing to achieve high educational levels, provide opportunities, continuous spiritual self-improvement of the individual, the formation of intellectual and cultural potential as the highest value of the nation. The humanistic values of education include the direction of professional reorientation in the preparation of future professionals for personality-oriented pedagogy of cooperation.

Personality-oriented learning as a priority of the pedagogical system recognizes the student's personality, its identity and self-worth, involves the cooperation of teacher and student, in the process of which there is an exchange of experiences of different content. An attractive humane version of the interaction of two experiences is not along the lines of displacing the individual and replacing it with public, but by their constant agreement, the use of all that the student has accumulated as a subject of knowledge in their own previous activities. The development of the student as a person is not only through the mastery of the normalized activities set by the teacher, but also through constant enrichment, transformation of subjective experience as an important source of personal development. On the basis of the implementation of the relevant tasks is the acquisition of knowledge and predetermined ways of working, ie the main result of learning is the development of personality in the process of acquiring knowledge, skills and abilities. Recognition of the student as the main active figure of the whole educational process is a personality-oriented learning.

Many scientists, educators and researchers prioritize the teaching of a foreign language is the creation of personality-oriented situations [1]. In scientific research, the problem of personality-oriented education was considered in the works of ID Bekh, AV Furman, IS Yakimanskaya. Psychological principles of the problem were considered by I.Ya. Lerner, M.I. Makhmutov, G.I. Shchukina. Researchers differently see the process of implementation and formation of the model of personality-oriented education: culturological; anthropological; psychological and didactic; positional - didactic; projective.

The aim of the article is to substantiate the advantages of personality-oriented learning for the formation of dialogic speech skills in a foreign language class.

The main procedural characteristic of personality-oriented education is the learning situation, which actualizes, makes in demand the personal functions of students. The construction of such a situation, as shown by research [4], offers the implementation of three main conditions: the presentation of elements of the content of education in the form of multilevel personality-oriented tasks ("task approach technology"); mastering the content in terms of dialogue as a special didactic - communicative environment that provides subjective - semantic communication, reflection, self-realization of the individual ("technology of educational dialogue"); imitation of social - role and space - time conditions that require the pupil to manifest personal functions in conditions of internal conflict, conflict, competition ("technology of simulation games") [5, 12].

The triad "task - dialogue - game" reveals the foundations of a kind of "technological complex" of personality-oriented learning.

Since the system of teaching foreign languages is one of the elements of the general education system, all of the above applies to it. Thus, the main principle of teaching IM is its personality-oriented orientation, focus on the language personality of the student. In this regard, we emphasize once again that the promotion of the concept of language personality of the secondary language personality as a system-forming factor of modern methodological theory and practice is quite relevant and in tune with the general ideology. The lesson, which creates artificial pedagogical situations that require students to make independent decisions, becomes more effective because: students learn to think creatively independently; to enter into a conversation, the content of which requires a culture of dialogic speech; promotes efficiency in learning a foreign language; learn to give a critical assessment of the problem under discussion; replenish their own glossary of foreign languages.

The lesson, in the structure of which the teacher of a foreign language lays an artificially created pedagogical situation, requires creative thinking from students. Entering dialogic communication, the student acquires not only cognitive experience, but also the experience of the culture of dialogic speech [3, 61].

It is this personality-oriented situation that every teacher is able to create in the classroom in the form of a dialogue between teacher and students or between students. After all, dialogue in class is not just an exchange of information or a form of communication between two interlocutors. Through learning dialogue, students learn to master the "principles of variability" in the choice of phraseological evidence in a foreign language. But the culture of dialogic speech requires students to compare the content of selected sentences, which (in the presence of the named culture) should be bright, reflect the nature and content of the opinion.

According to the requirements of dialogic speech, the interlocutors are considered as equal subjects of joint activity. Students are trained to evaluate the process of dialogue development from their personal positions, to change the direction of dialogue. The value of dialogue is also manifested in the fact that it involves a constant change of roles of interlocutors [4, p.90].

The most effective problem situation can be realized in a foreign language class in group activities. In our opinion, group activity is an effective form of learning in small groups of students who are united by a common educational goal and cooperate with the teacher and other students.

The relationship between teacher and students becomes cooperative, as the teacher directly intervenes in the work of small groups only when students have questions. In addition, group

learning activities allow students to realize the natural desire to cooperate on the basis of dialogic communication and mutual assistance. Working in groups contributes to the intensification of dialogue and the formation of humane relations between students [2, 44].

The advantages of dialogic communication are the following results: the formation of the ability to prove their point of view, culturally defend it, listen carefully to the opinions of others. Group activities in the classroom also perform an organizational function: students learn to distribute responsibilities, communicate with each other, resolve conflicts that sometimes arise in joint activities in case of disagreement in solving an artificial situation.

Personally oriented technology of organizing students' education is not a goal, but a means to an end. The whole point of introducing a new educational system is to make the process of studying each discipline creative and individual, so that this study interests the student, brings him moral and intellectual satisfaction from what he learns, from his own intellectual and educational growth.

We see prospects for further research in the development of special methods of applying personality-oriented learning to develop the skills of dialogic speech in a foreign language.

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