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SPEECH EXERCISES FOR FORMING SPECIFIC COMMUNICATIVE COMPETENCES IN CONTEXT OF DEVELOPING DIALOGICAL SPEECH IN GAGAUZ LANGUAGE

Nadejda COCEANJI,
Moldova State University

In the article, the author describes the importance and features of the speech situation, notes its role in the formation of communicative competence in the Gagauz language. The author emphasizes the feasibility of interactive learning. The article describes in detail the characteristics of micro- and macro-situations, in the context of thematic units. Here the emphasis is on the development of speaking as a productive type of speech activity through which oral verbal communication is performed. The goal of teaching speaking in the Gagauz language and literature lesson is the formation of such speech skills that would allow the student to use them in extracurricular speech practice at the level of communication in a social environment. The topics of speech situations and assimilated dialogues should cover the range of life situations that are typical for the conditions of students' daily activities at school, at home, in the street, etc.

Keywords: *speech situation, Gagauz language, communicative exercises, interactive learning, speaking, topics of speech situations, social environment, communication.*

РЕЧЕВЫЕ УПРАЖНЕНИЯ ДЛЯ ФОРМИРОВАНИЯ СПЕЦИАЛЬНЫХ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ В УСЛОВИЯХ РАЗВИТИЯ ДИАЛОГИЧНОЙ РЕЧИ НА ГАГАУЗСКОМ ЯЗЫКЕ

В статье автор описывает важность и особенности речевой ситуации, отмечает ее роль в формировании коммуникативной компетенции на гагаузском языке. Автор подчеркивает целесообразность интерактивного обучения. В статье подробно обозначены характеристики микро- и макроситуаций, в разрезе тематических единиц. Здесь делается акцент на развитие говорения, как продуктивного вида речевой деятельности, через который выполняется устное вербальное общение. Целью обучения говорению на уроке гагаузского языка и литературы обозначается формирование таких речевых навыков, которые позволили бы учащемуся использовать их во внеучебной речевой практике на уровне общения в социальной среде. Тематика речевых ситуаций и усваиваемых диалогов должна охватывать тот круг жизненных ситуаций, который характерен для условий повседневной деятельности учащихся в школе, дома, на улице и т.п.

Ключевые слова: *речевая ситуация, гагаузский язык, коммуникативные упражнения, интерактивное обучение, говорение, тематика речевых ситуаций, социальная среда, общение.*

Introduction

The communicative orientation of teaching and developing speech in the Gagauz language is associated with the problem of speech development and language use, which comes from linguistics, and puts the theory and practice of language teaching, the very use of language, and its functioning at the center. With this approach, the educational process should be as close as possible to the conditions of natural communication, since language is used to solve communicative problems.

Research

Schoolchildren master the Gagauz language as a means of communication and must be able to use it in oral and written forms. Students must master four types of speech activities: speaking, listening, reading and writing, as well as three associated aspects of language – vocabulary, phonetics and grammar. It is very important to master all forms of communication and all speech functions in order for the Gagauz language to become a means of interpersonal communication.

The formation of communicative competence in the Gagauz language is the main goal of training in the discipline ,,Gagauz Language and Literature", which includes several components:

- communication skills in speaking, listening, reading and writing;

- linguistic knowledge and skills in mastering this language building material for generating and recognizing information;

- knowledge about Gagauz literature, cultural and national characteristics of the Gagauz people to provide a socio-cultural background, without which the formation of communicative competence is impossible.

The purpose of teaching speaking in the Gagauz language and literature lesson is to develop such speech skills that would allow the student to use them in non-educational speech practice at the level of communication in a social environment. It is impossible to learn speaking without immersion in *real situations*, and not just by composing standard dialogues on a certain topic. A very effective teaching method is the ***communicative (speech) situation*** [5, 98].

Having studied various technologies for teaching and developing dialogical speech, we came to the conclusion that teaching dialogical speech using a series of exercises makes it possible to master the skills and abilities necessary to implement dialogical speech in a communication situation in accordance with the communicative tasks of students, taking into account the specific conditions of communication, as well as relying on different types of interpersonal and inter-role interaction among students.

Modeling speech situations creates an environment for real communication, involving students in a communication process that is as close as possible to natural conditions. The use of speech situations when teaching communication in the Gagauz language ensures the natural need for multiple repetition of language material and creates conditions for the development of skill of its competent selection, preparing students for spontaneous communication. The expected volume of the produced utterance varies from 5–7 to 20 lines of dialogue, which is determined by the goals and type lesson.

When teaching the Gagauz language and literature, the following groups of real speech situations can form the basis of situational communication:

- coming late, absence or illness of students,
- presence or absence of visual aids,
- change of classroom,
- doing homework,
- new information from the teacher;
- relationships between students,
- birthdays;
- sudden change of weather;
- current everyday questions: how to call the post office, where to buy a jacket, how to cook a dish;
- problems of a domestic or technical nature;
- an event or holiday in the village and in the gymnasium school;
- cultural and regional issues;
- funny, sad or unexpected cases.

Such *real* speech situations are stimuli for speech activity. But they do not fully solve the problem of developing students' communicative competence, since they do not cover all areas of speech communication [6, p. 158].

Therefore, the formation of communicative competence of students in grades 5-9 is directly related to the development of the following communication skills in students:

a) in accordance with the specific communication situation, speech task and communicative intention, students must **understand and produce** statements in the Gagauz language;

b) carry out their speech and non-speech behavior, taking into account the rules of communication and the national and cultural characteristics of the Gagauz people and the Gagauz language;

c) independently improving the level of proficiency in the Gagauz language, students must **use** rational methods of mastering the Gagauz language.

It is also important to develop students' general linguistic, intellectual, cognitive abilities, mental processes that underlie mastery of foreign language communication, as well as students' emotions, feelings, their readiness to communicate, a culture of communication in various types of collective interaction.

The first stage is training in dialogue, which has the nature of a small-step action based on a ***micro-situation***. To improve a one-step speech act, it is necessary to develop the ability to express one's thoughts through statements in certain types of relationships. This skill has three components:

a) reaction to the situation with a supporting utterance;

b) understanding a reactive utterance based on the situation;

c) reaction to a supporting utterance, based on the situation and using functional and structural connections.

Students need to be taught not only to respond to a supporting utterance, but also to present it, start a conversation based on the situation or the goal set by the teacher, and establish connections between the situation and the statement. Starting a conversation is particularly difficult for students, as it requires the ability to independently find the subject of conversation. Dialogue can begin with a message, a question, an incentive. Therefore, ***microsituations*** should be selected in such a way as to train students in each type of supporting utterance [3, p. 78].

In the lower grades, an easier beginning of a conversation is practiced - a question or an incentive. At the middle stage, in the gymnasium level in grades 5-9 - a message. The supporting utterance must correspond to the situation, be justified, and encourage the interlocutor to express response judgments.

Speech exercises are designed to ensure the formation of independent dialogical communication skills. To achieve this goal, situational visualization (reproductions of paintings, drawings, slides, classroom objects) is widely used.

A significant place in teaching dialogue is occupied by asking questions. For example, the teacher pronounces the sentence: *Benim var dostum. (I have a friend),* and addresses the students with the task: *Kurun soruşları: Nesoy onun adı, kaç yaşında, neredä yaşêêr. „Ask his/her name, how old he/she is, where he/she lives…” (oyun „Yıldız patlaması”)*

When performing preparatory exercises for the development of speech reaction, the following types of tasks are offered:

- *Gösterin kendi kayıllınızı işidilmiş iş için (Express agreement with what you heard);*

- *Cuvap edin kafadarın soruşuna hem kendiniz dä koyun ona bir soruş ... : (Answer the interlocutor's question and, in turn, ask him/her a question)*, etc.

An indispensable condition for performing these exercises is the presence of a communicative attitude towards:

a) expression of agreement/disagreement, doubt, surprise;

b) making a request, advice, proposal;

c) message;

d) clarification, explanation, addition;

e) expression of regret, gratitude;

f) denial.

In addition to traditional forms, group work is organized. For example, the "*Dialogue*" exercise. The essence of this exercise is for each group to jointly search for an agreed solution. For example, while consolidating knowledge about nouns, this technique was used to test students' abilities to find a noun in a sentence. The work was organized in such a way that in groups, students paired up and engaged in dialogue.

According to our observations, schoolchildren enter into dialogical contact, they are "talkative", and are practically devoid of any feeling of awkwardness in connection with an unsuccessful statement. Students of this age readily answer, often in detail, but usually do not show initiative in conducting dialogue in educational conditions. They easily connect to game situations, begin to fantasize, and actively engage in dialogue.

To teach dialogical speech based on situations, educational and communicative speech exercises are used, which allow building dialogic unities, i.e. observe stimulus utterances and response utterances.

So, for example, the teacher invites students to build a dialogical unity according to the model „Happy Birthday - Gratitude". Here the teacher invites the children to remember the forms of congratulations they know. Children name: *bütün canımdan (from the bottom of my heart), b*ütün ürektän (*with all my heart), kutluca olasın (congratulations), dillerim (wish you), dua ederim (I wish, I pray for...).* Forms of gratitude are also named: Çok saa olasın! (*Thank you very much!); Bütün ürektän şükür deerim! (Thank you from the bottom of my heart!); Saa ol! (Thank you!/Be healthy!); Şükürüm sana (Very grateful to you!).*

In language exercises, asking questions, as a rule, is not communicatively determined. In the process of performing such exercises, students asked questions about the content of the text/sentence they listened to or read, about the plot of picture, drawing, etc.

Using the interactive technology „Star Explosion", the teacher invites students, based on the content of the work, drawing, situation, to create questions that begin with the proposed question word: *Yıldız patlaması" (Kim ..? Neçin ..? Neredä ..? Nezaman ..? Kaç kerä ..? Nekadar ..?)* [4, p. 276].

For example: the teacher says *„The holidays will begin soon..." (Tezdä çekedecek kanikullarınız!)* and suggests finding out everything that the students are interested in about the holidays: *When will they start? (Nezaman onnar yollanaceklar?), How long will they be? (Nekadar vakıt onnar olaceklar?), When will they finish? (Nezaman onnar biteceklär?),* etc. [8, p. 295]. Training in dialogue, therefore, implies both training in speech actions in typical, repeating conditions, which develops readiness for action, and accumulation of experience of independent orientation in a variety of speech situations that require elements of creativity, self-expression, and own vision of the situation. Only a complete combination of these two aspects of teaching speech interaction in the lessons of the Gagauz language and literature can ensure practical knowledge of the Gagauz language.

The situation should arouse in students the need for communication, on the basis of which motives and goals that are truly significant for the student arise. This is the main task and the main difficulty of teaching dialogue at the stage when the mechanism of dialogue has already been prepared and it is necessary to give the formed skills and abilities an outlet in speech.

An interactive approach to teaching is appropriate here, which implies the direct involvement of students *in discussions, debates, discussion of problems, and therefore in* ***dialogue***.

It is impossible to teach speaking without teaching communication, without creating conditions for verbal communication in lessons. The content of communication in Gagauz language lessons is the following topics- *„Tradiţıyalar hem adetlär" („Traditions and customs"), „Musaafirlik" („Hospitality"), „Kiyat hem bilgi" („Book and knowledge"), „Dostluk" („Friendship"), „Benim ayläm" („Family"), „Zanaat insanın yaşamasında" („Profession in a person's life"), etc. And also speech situations – „musaafirliktä" („being a guest"), „panayırda" („at the market"), „lafkada" („at the shop"), „komuşularda" („at the neighbors"), „maaledä" („in the street"),* etc. [1, p. 78]. Meanwhile, in real life we discuss not themes, the so-called topics, but issues, so the teacher must teach children spontaneous speaking, unprepared in advance. Examples of speaking tasks: *Lafedelim insanın giiyimneri için. Angi rubaları giiyer karılar, angılarını – adamnar. Evelki hem zamandaş giimnilär. Moda, estetika, fayda soruşları.*

Problems discussed in communication can be different: *„Haliz dostun nesoydur kaliteleri?" („What should a true friend be like?"), „Nedir o hatır gütmäk adama?"(„What does it mean to respect a person?"), „Nedir o olmaa serbest?"(„What does it mean to be free?"), „Ne lääzım adama, ki olmaa kısmetli deyni?" („What does a person need to be happy?"),* etc. [8, p. 14].

The topics of learned dialogues cover the range of life situations that are typical for the conditions of students' daily activities at school, at home, in the street, etc.

The topic should be current. In a Gagauz language lesson, it is natural to talk about what is currently the subject of conversation at home, during recess, after school and corresponds to the intended topic.

Conclusion

The central methodological device of the communicative method is the speech situation. Actively addressing speech situations increases the desire of students to contact each other and the teacher, thereby creating conditions for speech partnerships and destroying personal barriers in communication; helps

relieve anxiety and create psychological readiness for communication; makes it possible to adapt to the Gagauz language environment. Speech situations are used at all stages of the lesson, when consolidating already studied conversational topics or repeating them, which indicates the effectiveness of situational speech activity to facilitate the process of mastering speech material.

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Data about the author:
Nadejda COCEANJI, PhD Student, Department of Pedagogical Sciences, Doctoral School of Social and Pedagogical Sciences Moldova State University.
ORCID: 0000-0003-0670-313X
E-mail: gaidarsh2009@yandex.ru

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