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MODELING SPEECH DEVELOPMENT IN GAGAUZ LANGUAGE (DIALOGICAL SPEECH LEVEL) IN GYMNASIUM CYCLE STUDENTS

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The article examines the concept of speech development in the Gagauz language (level of dialogic speech). The author presents the basic principles and concepts of speech development in the Gagauz language. The characteristics of technology for teaching dialogue in the Gagauz language are presented. The article sets out the requirements for the content of training and stages of training. The article emphasizes that dialogical communication is social from all points of view, since it includes establishing contact, perceiving the personality of interlocutor, orientation in the situation, maintaining the level of relationships, and socially established forms of reactions in dialogue. The author draws attention to the presence of different teaching technologies, but emphasizes, taking into account the specifics of proficiency and use of the Gagauz language as a language of communication, that: teaching speaking the Gagauz language should be built taking into account two fundamental approaches: „bottom-up" and „top-down".

Keywords: *dialogue, concepts of speech development, Gagauz language, learning technologies, communication environment, learning stages, text, educational dialogue.*

МОДЕЛИРОВАНИЕ РАЗВИТИЯ РЕЧИ НА ГАГАУЗСКОМ ЯЗЫКЕ (УРОВЕНЬ ДИАЛОГИЧЕСКОЙ РЕЧИ) У УЧАЩИХСЯ ГИМНАЗИЧЕСКОГО ЗВЕНА

В статье рассматривается понятие развития речи на гагаузском языке (уровень диалогической речи). Автор представляет основные принципы и концепты развития речи на гагаузском языке. Представлены характеристики технологии обучения диалогу на гагаузском языке. В статье изложены требования к содержанию обучения и этапам обучения. Здесь делается акцент на то, что диалогическое общение социально со всех точек зрения, поскольку включает установление контакта, восприятие личности собеседника, ориентировку в ситуации, поддержание уровня отношений, социально установленные формы реакций в диалоге. Автор обращает внимание на наличие разных технологий обучения, но с учетом специфики владения и использования гагаузского языка в качестве языка общения, выделяет: обучение говорению на гагаузском языке должно строиться с учетом двух основополагающих подходов: «снизу-вверх» и «сверху- вниз».

Ключевые слова: *диалог, концепты развития речи, гагаузский язык, технологии обучения, среда общения, этапы обучения, текст, учебный диалог.*

Introduction

Didactically competent organization of speech situations, educational dialogues, reading fiction in the Gagauz language in order to instill in students the ability to read creatively, the ability to think in images, to see text and subtext, and to understand the inner world of an artistic image determines the disclosure of their intellectual and creative capabilities, the development of their oral and written speech skills. This may help erase the persistent opinion that the native language is the language of outgoing generation.

Today there is a problem of preserving, developing the language and teaching schoolchildren their native language. The identified problem in itself is not new, but time presents new rules due to today's realities.

It can also be noted here that the use of modern means of communication expands the opportunities for adolescents to communicate in the Gagauz language with their peers from other countries of the Turkic world, as a result of what their speech needs significantly increase, but adolescents do not always have enough means to express them in the Gagauz language [4, 35]. In this regard, the purpose of the study is to develop a concept for the development of speech in the Gagauz language, to identify the didactic prerequisites for the theory and methodology of preserving and developing the Gagauz language in the context of globalization.

Research

When organizing educational activities aimed at developing speaking skills, including dialogical communication, the teacher must be guided by modern approaches to teaching. Some traditional approaches to teaching speaking pay too much attention to the grammatical correctness of speech, which results in problems, difficulties in learning the Gagauz language, and reluctance to speak for fear of making a mistake.

The main reasons for the difficulties that arise when performing speaking tasks are: the teacher's too close attention to mistakes, lack of motivation, lack of necessary support (linguistic and psychological). The reasons for unsatisfactory proficiency of dialogical speech in the Gagauz language by students in grades 5-9 can also include:

a) discrepancies in the linguistic characteristics of dialogue in the Gagauz and Russian languages;

b) complexity of the structural-grammatical and intonation-semantic characteristics of dialogical speech;

c) lack of Gagauz speech environment;

d) lack of development of methods for teaching Gagauz dialogical speech to Gagauz students.

The study was aimed at developing a model of speech development in the Gagauz language. To achieve the greatest efficiency and effectiveness of language education, preference was given to such a model of teaching dialogical coherent speech, which, along with the development of motivation to learn, would allow the use of language as a means of communication in all spheres of life.

The research materials make it possible to identify the fundamental principles of the development of a student's speech activity in the lessons of the Gagauz language and literature, which are the following: communicative principle, differentiation, programming, multi-level principle, problem-solving, continuity and succession of activity, developmental education principle, principle of relationship between language theory study and speech acquisition [5, 65]. As an object of assimilation when teaching dialogical speech in the Gagauz language, there should be considered units of material (standard phrases, supra-phrasal unities, as well as varieties of dialogical utterances, i.e. speech samples), actions of forming speech messages and operating actions (pronouncing the necessary phrases, their transformation, use in conjunction with other sentences, etc.) [6, 75].

Thus, when teaching the Gagauz language to students, it is necessary to develop their speech skills in using linguistic elements and teach them to use these skills to independently formulate dialogical statements, taking into account various communication situations, i.e. develop their communicative competence.

One of the most important principles for organizing speech material when implementing communicative skills is the situational-thematic principle, which allows you to bring the educational process closer to real communication in the Gagauz language. The implementation of situational-thematic principle when selecting didactic material allows the teacher to create an atmosphere of speaking in the lesson and to use the life experience of students in the Gagauz language. *,,Nesoy paalılıklar var insanın yaşamasında?” (,,What values are there in a person's life?”), ,,Neçin yaşamakta lääzım kanonnar?”(,,Why are laws necessary?”), ,,Nedir o zamandaş vakıdı?” (,,What does modernity mean?”), ,,Kimdir gagauz?”(,,What does it mean to be a Gagauz?”)* [7, 290].

Teaching dialogical speech as a form of social behavior is one of the fundamental concepts. Dialogue communication is social from all points of view, since it includes establishing contact, perceiving the personality of interlocutor, orientation in the situation, maintaining the level of relationships, and socially established forms of reactions in dialogue.

Contents of Teaching Dialogical Speech

Dialogue as a means of developing communicative competence requires the inclusion in the content of language knowledge training, familiarization with culture, national traditions and values, skills and abilities necessary for communication in the family, with friends, in the social environment of the compact inhabitancy of the Gagauz people.

To determine the content of training, it is advisable to include situations from areas of communication close to students. When teaching the Gagauz language communicatively oriented, it is necessary to pay special attention to the following areas:

a) the sphere of spiritual culture (science, school, sports, literature, music, traditions, holidays, painting, leisure);

b) service sector (consumer services, trade, catering, transport, healthcare, museums, clubs, library, cinema, theater, media);

c) socio-political sphere (family, classmates group, village, city, republic, nature);

d) sphere of material production (agriculture, industry, construction).

In recent years, research has emerged in two directions in teaching dialogue. Proponents of the first direction propose to work on the formation and development of the necessary skills and abilities in the process of teaching dialogical speech in the following sequence: from memorizing ready-made dialogues to situational conversation. This task can be accomplished by performing a number of exercises aimed at activating patterns learned in dialogue. Representatives of the second direction propose to prepare students for more independent dialogue. E.I. Passov believes that teaching dialogical speech should begin with familiarization with various types of dialogues, which are minimal semantic segments of dialogue [3, p.129]. We adhere to the point of view, the essence of which is the consistent and conscious assimilation of dialogical forms. This organization of exercises, in our opinion, brings speech activity closer to the process of natural speaking.

In primary school, students acquire basic dialogical speech skills, which find their expression in situational dialogue. Primary education methodologists recommend the following sequence in teaching dialogical speech:

1. explanation of the situation;

2. demonstration of a sample dialogue;

3. reading the pattern by persons;

4. training exercises [1, p. 75-76].

In the gymnasium cycle, training in this type of speech expands. Dialogue develops and improves both in terms of speech content and linguistic design. Therefore, at this stage it is advisable to use the following system for teaching dialogical speech in the Gagauz language:

1. familiarization with a sample dialogue selected in advance and presented in a magnetic recording or an expressive reading of the dialogue by teacher;

2. performing preparatory, training-speech and speech exercises,

3. drawing up a structural diagram and determining the structural and semantic features;

4. working on content;

5. producing dialogue.

It is also important to note that modern methods pay sufficient attention to regional studies information necessary for understanding and correct production of speech, since ,,as the second language is mastered, a deep process of assimilation of national speech and social historical experience occurs, and there is achieved an understanding of the specifics of human behavior of that social system, which the bilingual person gradually enters" [2, p. 13].

Therefore, when determining the content of training, it is necessary to highlight from the entire variety of material what is of the greatest value for introducing students to the culture of Gagauz people, since, only in this case, mastering the Gagauz language as a means of communication will be tantamount to mastering the culture of Gagauz people.

Technologies for Teaching Dialogical Speech

Teaching dialogue in a ,,top-down" manner is most optimal for teaching standard or typical dialogues.

Algorithm for a teacher's work when teaching dialogue using a ***„top-down"*** approach [3, p. 87]:

- Select or compose sample dialogues using speech cliches and models of speech interaction typical for a given situation.

- Determine the sequence of presentation of various typical dialogues in the process of studying the topic.

- Familiarize students with new words and speech structures of the presented dialogue.

- If necessary, comment on the sociocultural features of verbal communication within a given situation.

- Read the dialogue or play the recording.

- Organize the work with the text of dialogue, aimed at its full understanding and memorization, as well as the partial transformation, taking into account already familiar synonymous models.

- Partially modify the speech situation in order to introduce an element of authenticity into the solution of a speech problem, modeling the combination of utterances from various standard dialogues in students' speech.

„Bottom-up” dialogue teaching assumes that students do not have an initial model dialogue because:

1. the students do not know how to read and cannot use the model;

2. the level of speech development is quite high, so a single sample is no longer needed;

3. the intended dialogue is a type of free dialogue, and the pattern will only hinder the initiative and creativity of students.

In this case, we are talking not just about using dialogue, but about teaching a dialogical form of communication, therefore, students need to improve the following dialogical skills and abilities:

- ability to ask different types of questions;

- answer questions posed logically, consistently and clearly;

- use various response utterances in the communication process, showing interest, attention and active participation in the conversation;

- use various ways to implement speech functions, such as expressing agreement or disagreement, doubt, satisfaction, requests, etc.

Learning to speak the Gagauz language should be built taking into account both directions. The National Curriculum – 2020 defines the specific competences of the subject “Gagauz Language and Literature”, which are the immediate goal for achievement, a certain standard and product of speech activity, for the implementation of which models for the development of communicative competence in the Gagauz language are being developed for gymnasium cycle students. Therefore, the model for the development of dialogical speech in the Gagauz language should be aimed at the formation of specific communicative competences, that is, teaching students not only questions and answers, but also composing response statements, exchanging opinions, picking up the thoughts of interlocutor, etc. Thus, it is necessary to learn consistently: listen and understand dialogical speech in the Gagauz language; pronounce dialogue utterances correctly; build a dialogue similar to the example; build a dialogue yourself [2, 35].

Conclusions

In the process of teaching dialogical speech to students, as school practice shows, it is necessary to use a situational method of presenting, consolidating and activating speech material. It is based on taking into account the psychological characteristics of human activity and the linguistic characteristics of this type of speech activity. The process of mastering dialogical speech should be provided with methodological means that contribute to the development of students' specific communicative (dialogical) competence in the Gagauz language, the concept of which includes mastery of the norms of behavior accepted in a given linguistic society, knowledge of the customs and traditions of the Gagauz people, that is, the ability to use the rules of interpersonal etiquette and communication.

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