



**THE ROLE OF DIALOGIC COMMUNICATION IN TEACHING ENGLISH  
METHODOLOGY**

Yusupaliyeva Fazilat

Termiz State Pedagogical Institute MA Student of Foreign

Language and Literature Department

E-mail: fazilatf948@gmail.com

**ABSTRACT**

Teaching foreign languages is considered essential for part of education. In this paper the information is given about importance of dialogical conversation to develop elementary school pupils' speaking skill.

**KEYWORDS**

Communications, school, pupil, knowledge, students.

**Introduction**

English is widely acknowledged as the global language of communication, and its importance cannot be overstated in today's interconnected world. Teaching English at schools plays a crucial role in preparing students for the challenges of the modern world. It not only helps students develop their linguistic skills, but it also provides them with access to a vast pool of knowledge and opportunities. With English being the primary language of business, science, and technology, proficiency in the language opens doors to a wide range of career prospects for students. Moreover, learning English also enables individuals to connect with people from diverse cultural backgrounds, fostering understanding and promoting tolerance. Additionally, teaching English at schools can also boost students' confidence and self-esteem as they are able to express themselves effectively in a language that is globally recognized. Therefore, it is essential that schools prioritize teaching English to equip students with the necessary skills and competencies to succeed in a highly competitive and interconnected world.

Today, there are thousands of innovative teaching methods, ways. Teachers choose ones of the most effective in order to achieve their goal according to syllabus. These kind of methods help to pupils to improve their linguistic skills, listening, reading, writing and speaking. Speaking is given highly attention among others. If a pupil impresses his feeling freely in another foreign language, he feels confident and try to not to shy. Teachers teach speaking with two types of communication: monologic and dialogic.

Dialogical communication is an essential aspect of teaching English as a second language. It involves engaging learners in meaningful conversations and interactions that promote active learning. Through dialogical communication, teachers create a dynamic learning environment where students can express their thoughts, share their ideas, and ask questions. This approach to teaching English allows for a two-way exchange of knowledge, where both the teacher and students learn from each other. It also encourages critical thinking and helps students develop their communication skills in English. By

engaging in dialogical communication, teachers can also assess the understanding and progress of their students, providing them with feedback and further support to improve their language skills. Furthermore, this approach promotes cultural understanding and appreciation as it encourages students to share their diverse perspectives and experiences.

At secondary schools the following types of dialogue are recommended to teach:

- Information - exchange dialogue
- Plan – dialogue (outline in order to work together)
- Discussion – dialogue, to speak one’s own ideas<sup>1</sup>

Dialogue is talk with a very distinct character and purpose, designed to enable people to ‘inter think’ (Mercer, 2000; Littleton and Mercer, 2013) and come to an understanding of one another’s knowledge and assumptions. Thus, classroom dialogue might be thought of as collective, reciprocal, supportive, cumulative and purposeful.<sup>2</sup>

We discuss benefits of dialogical communication however now let’s learn what components create a impressive speech or dialogue.

1. **Grammar** - plays a crucial role in teaching speaking as it provides learners with the necessary structure and rules to effectively communicate in a language. By understanding the grammatical structures and patterns of a language, learners are able to express their ideas and thoughts clearly and accurately. Moreover, grammar also helps learners to develop their speaking skills by providing a framework for organizing their thoughts and ideas in a coherent manner. It enables them to form complete sentences and use appropriate verb tenses, sentence structures, and word order, which are essential components of fluent speaking. Additionally, grammar also helps learners to improve their pronunciation and intonation, which are crucial for effective communication. By understanding the rules of grammar, learners are able to produce accurate and meaningful speech, leading to better communication skills. Therefore, it can be said that grammar plays an integral role in teaching speaking as it provides learners with the necessary tools to express themselves confidently and fluently in a language.
2. **Vocabulary** plays a crucial role in teaching speaking skills, as it is the foundation of effective communication. When students have a rich vocabulary, they are able to express themselves more clearly and confidently. A strong vocabulary allows students to choose the right words to convey their thoughts and ideas accurately. In teaching speaking, incorporating a variety of vocabulary words can help students become more articulate and fluent speakers. Introducing new words and phrases during speaking activities can expand students' language skills and improve their ability to engage in conversations on a wide range of topics.
3. **Proper pronunciation** not only helps in expressing ideas clearly but also enhances the overall fluency and understanding of the language. In language teaching, it is necessary to focus on pronunciation as it can significantly impact the students' ability to communicate efficiently in real-life situations. One of the main reasons why pronunciation is vital in teaching speaking skills is that it helps in making the speaker's message easily understandable to the listener. Clear pronunciation ensures that the intended meaning is accurately conveyed, reducing the chances of miscommunication or misunderstanding. It also helps in building confidence in the

---

<sup>1</sup> J.J. Jalolov, G.I.Makhamova, Sh.S.Ashurov English language teaching methodology – T.: “Fan va texnologiya”, 2015, 172b

<sup>2</sup> <https://blog.irisconnect.com/uk/blog/developing-effective-dialogic-teaching-and-classroom-talk>

speaker, as they can communicate more effectively and confidently when they know they are being understood.

4. **Fluency** plays a crucial role in teaching speaking skills to students. When we talk about language acquisition, fluency is one of the key components that determine a person's proficiency in a particular language. In the context of teaching, fluency refers to the ability to speak smoothly and confidently without hesitations or breaks. It is important for teachers to help students develop fluency in speaking because it allows them to communicate effectively and express themselves clearly.

One of the main benefits of fluency in speaking is that it enables students to participate actively in conversations and discussions. When students are fluent in speaking, they are able to convey their thoughts and ideas without struggling to find the right words or phrases. This not only enhances their communication skills but also boosts their confidence in using the language. Fluency also plays a significant role in language learning as it helps students improve their overall language proficiency. When students are fluent in speaking, they are more likely to understand and be understood by others. This creates a positive learning environment where students can engage in meaningful interactions and practice their language skills effectively.

In order to develop dialogic conversation teachers use communication games. These kinds of games are chosen according to children's age, ability, learning styles and so on. Using a variety of interactive activities such as debates, group discussions, role plays, and collaborative projects can facilitate dialogic communication in the English classroom. These activities encourage students to actively participate and engage in meaningful conversations, allowing them to practice and apply their language skills in a communicative and interactive way. Furthermore, incorporating technology tools such as online forums, video conferencing, and social media platforms can extend the opportunities for dialogic communication beyond the physical classroom, facilitating interaction and collaboration among students even outside of class time. By incorporating dialogic communication in English language classrooms, teachers can create a dynamic and stimulating learning environment that promotes active engagement, critical thinking, and meaningful language development.

**Benefits of dialogical conversation.** Dialogic conversation refers to a style of communication that encourages active participation, exchange of ideas, and open dialogue between individuals. This type of conversation has several benefits, including:

1. **Promoting critical thinking and problem-solving skills:** Dialogic conversations encourage individuals to think critically about different perspectives, evaluate arguments, and analyze information.
2. **Enhancing interpersonal communication skills:** Dialogic conversation helps individuals develop effective listening, speaking, and empathy skills, allowing them to engage in meaningful and respectful interactions with others.
3. **Fostering understanding and empathy:** Dialogic conversation promotes a deeper understanding of different viewpoints, experiences, and cultures, fostering empathy and tolerance towards others.
4. **Building strong relationships:** Dialogic conversation creates a space for individuals to build trust and mutual respect, leading to stronger and more meaningful relationships in personal and professional settings.

- 5. Generating new ideas and innovative solutions:** Dialogic conversation allows for the exchange of diverse perspectives and ideas, which can lead to the exploration of new possibilities and innovative solutions to complex problems.

## References

1. J.J. Jalolov, G.I.Makhamova, Sh.S.Ashurov English language teaching methodology – T.: “Fan va texnologiya”, 2015, 335
2. <https://blog.irisconnect.com/uk/blog/developing-effective-dialogic-teaching-and-classroom-talk>
3. Jeremy Harmer The practice of English language teaching –Pearson Education Limited 448 p.
4. Ramazonovna, A. N. (2024). PROVERBS AND SAYINGS WITH PHYTONYMS AND THEIR ANALYSIS IN COMPARED LANGUAGES.
5. Abdullayeva, N. (2021). THEMATIC CLASSIFICATION OF NAMES OF FRUIT TREES IN THE ASPECT OF INTERCULTURAL COMMUNICATION (ON THE MATERIAL OF THE UZBEK, TAJIK AND ENGLISH LANGUAGES). *InterConf*.
6. Abdullaeva, N. R. (2020). THE PERFECT TEACHING METHOD: CASE OF UZBEKISTAN. *Theoretical & Applied Science*, (7), 10-15.
7. Абдуллаева, Н. Р. (2024). Пословицы И Поговорки О Растениях В Сопоставляемых Языках. *Open Herald: Periodical of Methodical Research*, 2(1), 4-7.