



The Importance of Using Dialogue Discourse in Language Learning

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Abstract: Organizing language learning based on the requirements of the times is a reasonable way to improve the skills of a language learner. At the same time, the transfer of the Uzbek language based on the requirements of the times allows language learners to create new ideas, acquire knowledge in all fields not only in one field, but also in several directions, and solves problems in one-way gives and greatly affects the ability to predict the consequences.

Keywords: language, communication situations, situations.

The content of language learning includes topics, communication situations, texts, language materials, lexical, grammatical, phonetic, practical units, vocabulary, and reading skills that make educational activity more effective. In the process of language acquisition, it is not necessary for the language learner to memorize texts, it is desirable to speak, understand and accept a speech on the topic depending on the speech situation and communicative purpose.

In this regard, in the process of language learning, the language learner first determines his communicative goal, that is, he chooses the topic and type of speech depending on why he is speaking or writing. Then, depending on the situation (formal or informal) and whom it is related to, the content and language form of the text is determined. The listener should understand and evaluate the communicative goal of the communicator and the general situation, and be inclined to communicate on this basis. Only when these conditions are met is the thought understood, responded to appropriately, reacted to, and continued. The discourses used in the educational process should correspond to the objectives of language learning. At the same time, after achieving fluency, it is necessary to consider in what environment, with whom and in what field, the learner will be speaking. This allows language learning to be professionally and individually oriented. In everyday practice, familiarization with a certain speech is carried out through various dialogues, which are a structure that reflects a real, communicative situation. Usually, at the initial stage of language acquisition, the work is mainly organized on the discourses of a domestic, cultural and educational nature, based on informal communication.

For example: application for messages about life, culture, education; explanation of action, event, fact; describe, describe things, events, events; analysis and evaluation of events; approval or rejection, avoidance of response; persuasion; consulting and others. At the next stage of language acquisition, teaching is carried out in formal communication and speech forms related to professional activities.

Oral speech can be mastered in the following forms: business interview; discussing business and professional issues; repeated request; to discuss; dispute; report; notification, oral feedback, review, report, etc. By analyzing the same authentic dialogue discourse, its communicative purpose is determined by logical-semantic and syntactic structure, as well as means of communication within the text. Once the type of discourse is determined in this way, a situation of formal or informal dialogue is established.

These situations can be as follows: in the household sphere - at home, in the family; meeting with friends - going to the store (food, industrial products); transport (metro, bus, taxi, train, plane); to be (stranger) in the city, to be; in an educational institution (school, institute, etc.); breaks, during vacations; stay in the village; in the library, etc. visiting cultural places; housework etc. At the next stage, possible difficulties associated with such situations are determined: parents and children; teacher and student; financial problems; recreation, a person's place in society, etc.

When fluency is reached at the highest level of language knowledge, the next group of cases is related to the professional field: employment of foreign specialists in an enterprise (institution); meet them; establishing business relations; concluding a contract; negotiations; working together on a specific project, topic; participation in meetings, conferences, symposiums, etc.

Possible difficulties in the professional field: education; new technologies; technical progress in society; choosing a profession, salary, mutual understanding with colleagues, etc. The group of discourse situations is related to the social and cultural sphere.

This is a formal or informal communication of the participants of the speech act; politics, economics, science, ecology, culture, war and peace; discussion of cooperation issues; as well as visiting theaters, cinemas, museums, concerts; visiting stadiums, swimming pools and other sports complexes and participating in other public events; visiting the library; interest in literature; it takes place in the form of visiting historical events, beautiful nature and attractions of the country and the city.

The following problematic situations may arise from the situation: organization of recreation and entertainment; the role of culture, sports and art in the life of the youth and the country; role and function of mass media. Thus, after determining the situations and problems related to the types of speech in language acquisition, the condition of in phones and their communicative goals are determined.

In addition, it is necessary to pay attention to the "institutional discourse in the field of sociolinguistics", which, depending on the relationship between the participant-agent and the client, can include the following types: parents and children; teacher and student; doctor and patient; seller and buyer; police officer and resident, delegation members and host; driver and passenger; conference participant and employee of the institution (embassy) and others.

Then, as a means of achieving communicative goals, the means of the common language are selected. Dialogue discourses covering life topics in the language they are learning cover a wide range of speech characteristics of that people. This allows the student to develop the dialogue style of dialogue in oral speech. Since the social status of the participants of the dialogue is one of the factors that subordinate all linguistic and non-linguistic means to the communicative goals of the speaker, the social competence of the language learner in language communication also develops.

Linguistic competence is closely related to mastering the language. It refers to solving communication problems by using speech. Acquiring language and speech competences is a step towards linguistic competence. Language acquisition, introduction of country studies concepts in the use of dialogical discourses in the process of communication is carried out in the target language. Interpersonal communication can develop a student's ability to perform many speech acts in different types of speech activity. Linguistic communication competence is realized through different levels of intentions. With their help, the student can compare the purpose of the action that led to the dialogue and the relationship of pronunciation structures used by each partner in the dialogue. Conversational communication happens when both the speaker and the listener need it. Therefore, language acquisition is the ability of a language learner to solve a communicative task.

The texts included in the discourse allow the speaker to develop the following skills and qualifications:

- ✓ understanding the logical and semantic structure of the text;
- ✓ ensuring the compositional side of the text (presence of introduction, main part and conclusion);

- ✓ being able to make different types of plans;
- ✓ to be able to determine the method of presentation (description, communication, reflection, etc.);
- ✓ to be able to compose text types using the methods of narration;
- ✓ to be able to understand the method of explanation (deductive, inductive; deductive-inductive; inductive-deductive);
- ✓ to be able to compose a text according to a certain method of presentation;
- ✓ being able to use lexical and grammatical operations;
- ✓ be able to use stylistic approaches for different texts and their separate parts;
- ✓ to be able to identify connecting words and use them correctly.

Any discourse appears in a specific socio-cultural context and linguistic-cultural community, and it is seen as relevant there. In this regard, the types of discourse and the content and meaning of the text are formed only because of linguistic and cognitive background knowledge and language culture. For example, if the following conditions are met, it will be possible to understand the text properly and adequately:

- When the speaker is familiar with the text source (newspaper, magazine, book, etc.);
- when aware of the problem (specific event, its causes, dynamics of development, etc.);
- when information about the author is available (his social role, views, opinions, etc.).

Samples of dialogic discourse consisting of ethno-marker units are presented. In addition, this reflects the culture of the people who are learning the language. It means that he expects the same attitude from representatives of other nationalities. These individual characteristics, which determine the behavior of the population, inevitably affect the language learners' behavior, manners, and attitude to the environment. It was noted that there are specific ways and conditions for the formation and development of discursive competence as one of the components of communicative competence.

In the implementation of intercultural communication, the methods of discourse organization, identifying situations, problems, determining the means of achieving communicative goals, reflecting the status and virtues of each language learner in relation to communication, as well as organizing formal and informal communication.

There is no doubt that the new technologies used in language teaching will humanize learning, create conditions for self-determination and development of language learners, and most importantly, for their formation as self-educators. Based on this, the language learner becomes active, goal-oriented, self-seeking and creative.

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