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**Резюме**

В данной статье автор рассматривает методы обучение на основе диалога для развития языковой функциональной грамотности учащихся на уроках английского языка.

**Түйіндеме**

Бұл мақалада автор ағылшын тілі сабағында оқушылардың тілдік функционалдық сауаттылығын дамыту үшін диалог негізінде оқыту әдістерін қарастырады.

**Methods of dialogue-based learning for the development of language functional literacy of students at English language lessons.**

Nowadays the quality education of the next generation is one of the most important issues. In this regard, in order to improve the skills of teachers there are various online webinars and free courses are organized. The teacher plays an important role in the formation of a well-developed student who is able to express himself or herself freely, convincingly, motivated, confident, systematically developed critical thinking, competent in digital technologies. During teaching, the teacher must give the necessary direction, and must not forget that the main person in the study is the student.

Since I am an English language specialist, I am very concerned about the competent speech of the students in English and ability of each student to fully express their thoughts during lessons. To develop students ' speaking skills I often try to motivate them to discuss on different topics through using various communicative tasks and methods. One of them is the usage of dialogue learning and questioning methods will be a significant contribution to the development of students ' pronunciation skills.

Dialogue - based learning shows that students ' dialogue and dialogue between teachers and students are a way to help students systematize and develop their own thoughts. Famous scientists M. Galton, N. Messer. Alexander, K. Littleton, D. Barnes, L. Hargreaves (1971) noted the important role of dialogue in the educational process. Among these scientists, Mercer and Littleton (2007) clearly studied and demonstrated the growing interest and level of knowledge of students in the dialogue during classes. Barnes (1971) notes that the more language is used in the classroom, the more it affects students ' learning. Barnes (1971) showed that learning is not only done by listening to the teacher in silence, but also by using verbal means, that is, in the process of conversation, analysis, and reasoning.

During the English language lessons, each student learns new words in depth, often through conversations between students.This was stated by Professor A. Crawford of the University of California (1994), who said that students learn new words by listening and reading. In my lesson, I organize conversations between teacher and students, students and students on various topics using various techniques that develop speaking skills, so that each student can fully and freely express their thoughts.

When conducting a conversation, the correct question plays a very important role, because a correctly asked question becomes the most effective tool of the lesson. To achieve students ' understanding of the topic, it is advisable that the teacher master the wide use of two types of questions: low-level and high-level questions.

Sometimes low-level questions are also called" closed "or" wrong " questions. These are questions aimed at memorization, and the answer to which is evaluated as "right" or "wrong". When high-level questions are asked, students will have to use, reconstruct, expand, evaluate, and analyze information in certain ways. Within the framework of effective pedagogy, both types of these questions are used, only the type of question asked varies depending on its purpose. Moreover, it is necessary to build the question in such a way that it corresponds to the educational abilities of students. Questions can be differentiated depending on different opportunities and students. I use various methods of asking questions, such as motivating, testing, and redirecting, to support student’s learning. I can say that asking high-level questions during the educational process fully develops students ' thinking and speaking skills in English.*For example*: it is very effective to start *a review* of a new topic with questions on cards. All students answer questions by drawing a circle in the middle.After reviewing a new topic, it is necessary to suggest discussing the issues as a dialogue within a specific topic.



*Hidden words* method.During the discussion of certain issues, students share their thoughts, ask questions, and start using new words and phrases. In order to repeat those words on the completed topic, the teacher has to write down the words on cards in advance, and the goal of students is to correctly translate the written word. If the student does not know the *Kazakh* or *Russian* equivalent of expression or phrase on the card, then the next student can raise his hand and say the translation of those vocabulary beginning to collect the cards for himself.A student who fails to pronounce the correct translation of a word becomes guilty and is obliged to answer questions from classmates on the completed topics.

At the same time , the questioner tries to summarize his thoughts in English and ask a high-level question to the accused student. The guilty student tries to answer a high-level question. Thus, each student who answers correctly receives one point for each card. There not always high-level questions are asked during the lesson process, sometimes I ask low-level questions when asking homework,repeating topics,or performing exercises related to listening or reading.

The results of scientific research showed that dialogue plays an important role in the lesson. In their work,Mercer and Littleton (2007) emphasize that dialogue not only increases students ' level of learning in the classroom, but also contributes to improving their level of education. The study shows that interactive communication with a teacher and working together with classmates have an impact on children's learning and cognitive development.

At the same time, as Vygotsky (1926) noted that cognitive development improves if students work in their "immediate development zone". The skills and abilities developed by the student determine the amount of tasks that they cannot perform independently. In completing these tasks, students need the help or help of adults who will assist them during the educational process. This support includes communication, and it is considered this situation to be the main tool for teaching students.Students receive knowledge as a result of building a dialogue. Therefore, the role of the teacher in providing social assistance to the development of the student's level of knowledge is special. Learning will be easier if they have the opportunity to conduct a dialogue with people who are more familiar, of course, these roles can include classmates and teachers. Therefore when discussing a particular issue, it is necessary to fund students by asking them various questions that will motivate them to read the relevant text on the topic.

Well-developed communication skills and understanding are required to determine what students know and what they do not know. In comparison with the teacher's question, which is answered only by students, dialogue is a truly effective form of interaction, which makes a significant contribution to the education of students. According to the above theory, in fact, the main task of a teacher is to create a positive atmosphere among students using a dialogue.

If during the educational process we focus on the discussion of teacher-oriented questions by students then the students will learn 95 percent according to the learning pyramid. In the searching for answers to the questions, students share their thoughts, knowledge and experience with each other and help each other.Guidance to the student should be gradually reduced, because through the development of the learning process , its essence is revealed, and learning becomes independent and self-regulated. Using dialogue and asking questions method, first of all, students improve their speaking skills, learn to use new words and phrases correctly in expressing fully their thoughts and opinions.

Within the framework of this method,it is quite possible to see students who have a well-developed language base, are able to express their opinions freely, take care of each other, are confident and have a certain level of respect. For each teacher,the most important thing is to create a positive atmosphere with their students, increase their confidence and the joy that they are interested in the subject and delighted to come to the lesson.

Literature:

1. Teacher's Guide for the Third Basic Level, 2015.