

ABSTRACT

Graduation Level of Proficiency Paper

Title: Variant models of teaching dialogic speech at the middle stage of secondary school.

Author: Ekaterina Igorevna Savchenko

Research Supervisor: R. V. Managarov.

Topicality: One of important characteristics of educational process is the development of speech interaction of the subjects of learning in the process of studying a foreign language, which is understood as the process of making and supporting direct or indirect contact between the subjects of communication in a foreign language. The indicators of the well-developed speech interaction are: efficiency of conveying one's thoughts, opinions, intentions; the character of speech interaction; the character of strategies of socially-oriented interaction. Therefore it is necessary to form the skills of dialogic interaction in the course of foreign language.

Goals: The paper is aimed at identifying effective approaches to teaching dialogic communication and designing a teaching dialogic speech techniques based on the psycholinguistic 'down-top' model.

Tasks: The following tasks were performed:

- analyse national and foreign literature on the problem;
- define the meaning of the term 'dialogic communication';
- evaluate approaches to teaching dialogic speech based on different psycholinguistic models;
- design a model of teaching dialogic communication in a foreign language based on the psycholinguistic 'down-top' model.

Theoretical Value and Practical Applicability: The possibility of using different approaches to teaching dialogic speech and their application in foreign language lessons in secondary school have been substantiated.

Results: The research resulted in the 'down-top' model of teaching dialogic speech which is adduced in the appendix. A series of corresponding teaching exercises has been worked out.

Recommendations: Research results can be used by foreign language teachers for enhancing their students' dialogic speech in secondary school.