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ACCOMPLISH THE FOLLOWING:

1. IDENTIFY THE PROBLEM  
2. DETERMINE THE SCOPE OF THE PROBLEM  
3. IDENTIFY THE PERSONNEL INVOLVED  
4. IDENTIFY THE RESOURCES AVAILABLE  
5. IDENTIFY THE METHODS TO BE USED  
6. IDENTIFY THE RESULTS TO BE OBTAINED

7. IDENTIFY THE PERSONNEL TO BE ASSIGNED  
8. IDENTIFY THE RESOURCES TO BE USED

9. IDENTIFY THE METHODS TO BE USED  
10. IDENTIFY THE RESULTS TO BE OBTAINED

**ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ  
ҚАЗІРГІ ЗАМАНҒЫ ҚЫТАЙДЫ ЗЕРТТЕУ ОРТАЛЫҒЫ  
ҚАЗАҚСТАН «ҚЫТАЙТАНУШЫЛАР АССОЦИАЦИЯСЫ»  
ҚОҒАМДЫҚ БІРЛЕСТІГІ**

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ  
КАЗАХСТАНКАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ  
ИМ. АЛЬ-ФАРАБИЦЕНТР ИЗУЧЕНИЯ СОВРЕМЕННОГО  
КИТАЯОБЩЕСТВЕННОЕ ОБЪЕДИНЕНИЕ «АССОЦИАЦИЯ  
КИТАЕВЕДОВ КАЗАХСТАНА»**

**«ҚКП ХІХ СЪЕЗІ ШЕШІМДЕРІ ЖӘНЕ ҚАЗАҚСТАН-  
ҚЫТАЙ ҚАТЫНАСТАРЫ»**

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КИТАЙСКИЕ ОТНОШЕНИЯ»**

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## METHODS OF TEACHING DIALOGUE

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**Introduction.** The word dialogue came from the Greek διάλογος (*dialogos*, conversation); its roots are *dia*: through and *logos*: speech, reason. It means a written or spoken conversational exchange between two or more people or an exchange of ideas and opinions. Dialogue is used as a practice in a variety of settings, from education to business. Influential theorists of dialogic education include Paulo Freire and Ramon Flecha [2]. "The object of a dialogue is not to analyze things, to win an argument, or to exchange opinions. Rather, it is to suspend your opinions and to look at the opinions—to listen to everybody's opinions, to suspend them, and to see what all that means.... We can just simply share the appreciation of the meanings, and out of this whole thing, truth emerges unannounced—not that we have chosen it." – David Bohm.

Teaching dialogues in English classes is one of the effective methods of teaching foreign languages. . Using dialogues helps students to develop their conversation skills and it is common practice in most English classes.

### **Linguistic peculiarities of dialogue:**

Each of the two forms of speech - dialogue and monologue - has its own linguistic characteristics, so learning each of them requires a differentiated approach.

The dialogue refers to a form of speech in which there is direct exchange of utterances between two or more people. The basis of any dialogue is based on different statements, the combination of which is its essence.

On purpose to highlight a common narrative, interrogative and imperative statements, each one can be affirmative and negative. The narrative is the message (positive or negative) about any fact of reality

or event. The questions encourage the interviewee to express the idea of interest to the speaker. In motivating the statements expressed the will of the speaker, request, supplication, threat, tip, offer, consent, permission, refusal, appeal, invitation to a joint action, desire etc [1].

Each of these three statements may become an exclamation mark with appropriate emotional coloring, as expressed in the appropriate tone. Exclamation intonation is often accompanied by a special structure. Therefore, in English, exclamatory sentences often begin with pronouns or adverbs, such as what and how: How well he reads! What an interesting book that is!

**Linguistic peculiarities of dialogue are as follows:**

1. The use of incomplete sentences (ellipses) in response:  
E.g.: Where do you live? - In Yerevan. How many books do you have? - One.
2. The use of contracted forms: Does not. won't, haven't, can't
3. The use of some abbreviations: lab, bike, math's, fridge, comp, etc.
4. The use of conversational tags. The speaker uses these words when he/she wishes to speak without saying anything: e.g.: of course, perhaps, surely, etc.

Communication involves the use of four language skills:

- *Listening and speaking in oral communication*
- *Reading and writing in written communication [3].*

The sender of the message uses speaking or writing skills to communicate ideas, the receiver uses listening or reading skills to interpret the message. The skills used by the sender are productive and those used by the receiver are receptive (or interpretive).

The use of each skills demands various components of language substance. Each skill involves the use of specific vehicles.

Learners usually attain a much higher level of proficiency in the receptive skills than in the productive skills. Mastering the language skills, like mastering any kind of skill, requires a considerable amount of practice. Systematically in the teaching-learning development process, the learner should become more proficient.

When we say a person knows the language, we, first, mean he understands the language spoken and can speak himself. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we, first, have in mind teaching it as a means of communication.

Speech is a bilateral process. It includes hearing and speaking. Speaking exists in two forms: dialogue and monologue [4].

**Experiment.** Developing oral communication skills attention should be concentrated on the following main problems:

- syllabus requirements
- language and speech
- physiological and linguistic characteristics of speech
- ways of creating situations
- prepared, unprepared and inner speech
- types of exercises.

Oral communication has two types: **productive-speaking and receptive-listening.**

The syllabus requirements for developing oral communication are as follows:

- To listen and understand the language spoken
- To carry on a conversation and to speak a foreign language within the topics and linguistic material the syllabus sets.

Oral language is a means of testing pupils' comprehension when they read or hear a text.

Properly used oral language ensures pupils' progress in language learning and, consequently, arouses their interest in the subject.

Dialogue is a conversation between two interlocutors. It is always situational and emotionally coloured. Dialogue is generally unprepared. Sometimes it can be both prepared and planned as well.

To carry on a dialogue pupils need words and phrases to start a conversation, to join it, to confirm, to argue, to reject, to invite, to comment and so on:

I would like to tell you; and what about; I hope; I mean to say; thank you; I am sorry; do not mention it; good luck etc. - These phrases make dialogues more lively and emotional.

While teaching dialogue we should use pattern dialogues in three stages:

**1. Receptive:** pupils listen to the dialogue once or twice recorded or reproduced by the teacher, then they read it silently for better understanding. The teacher helps them in comprehension of the dialogue using pictures.

**2. Reproduction:** Three kinds of reproduction must be underlined:

- **Immediate** - Pupils listen to the dialogue imitating the speaker. Attention should be paid to pronunciation and intonation.

• **Delayed** - Pupils enact the pattern dialogue in person (listen second time before it).

• **Modified** - Pupils enact the dialogue changing some element in it. The more elements they change in the pattern the better they assimilate the structure of the dialogue.

These first two types aim to store up the patterns in pupils' memory for expressing themselves in different situations.

### **3. Constructive or creative**

#### Structure of dialogues

**Results of experiment.** As already stated above, the dialogue consists of statements. One or more statements made by one of the talking until the interlocutor is listening to is called a replica. The statements that form the replica, linked. In turn, the adjacent replicas are interrelated in meaning, structurally and tonally. They are dialogical unity. If we assume that in each of the dialogue unity may combine the selected types of statements, given the exclamation of the options will be 16 basic types of dialogue unities.

Then below there is a list of basic dialogue unities, accompanied by their examples.

1. Statement – Statement:

- I don't like this picture.
- I don't like it either.

2. Statement – question

- I have got a lot of things to do before I leave.
- Have you really?

3. Statement - motivation

- I have translated the text
- Translate the next one, please.

4. Statement – exclamation

- I have just come from London
- How interesting!

5. Question - Statement

- Where are my glasses?
- On the table.

6. Question – question

- Are you going on the excursion tomorrow?
- Who told you?

7. Question – motivation

- Is the book interesting?



- You'd better ask him this question.
- 8. Question – exclamation
  - Have you cleaned the blackboard?
  - I!
- 9. Motivation – statement
  - Let's go to the cinema
  - There is nothing interesting on there.
- 10. Motivation – question
  - Please, tell me the time.
  - The time?
- 11. Motivation – motivation
  - Let's go to the cinema.
  - It is better to go to the theatre.
- 12. Motivation – exclamation
  - Let's go on a trip.
  - Splendid!
- 13. Exclamation – Statement
  - What rotten weather!
  - Three days rain.
- 14. Exclamation – question
  - How well she sings!
  - Do you really think so?
- 15. Exclamation – motivation
  - How clever she is!
  - You should not praise her.
- 16. Exclamation – exclamation
  - What rotten weather!
  - Awfull!

Question-response dialogue is usually taught in schools. Above-mentioned four lead-response units should be taught and their peculiarities should be taken into account.

The use of dialogues in language teaching has a long tradition.<sup>3</sup> Stereotyped dialogues and dialogues in unnatural language have been recently replaced by more natural dialogues, which illustrate how sentences are combined for the purpose of communication in clearly defined (specific) social context.

In dialogue activities not only accurate expression is important but also the appropriate use of language forms in a specific social context.

Therefore, the interlocutors (learners) should take into consideration:

- who is speaking to whom
- about what
- for what purpose
- where and when.

It is also important to heighten learners' awareness of how dialogue is structured, of ways of opening, maintaining and classing a conversation, and of the strategies used by the speakers to negotiate meaning so that their efforts at communication achieve the desired result.

Using dialogues to help students develop their conversation skills is common practice in most English classes. One of the main advantages to using dialogues is that students are given a rubric as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation [5].

**Conclusion.** Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom:

- To introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics
- As gap fill exercises for students as a listening exercise
- Use dialogues for role-plays
- Have students write dialogues to test key vocabulary and language formulas
- Have students memorize simple dialogues as a way of helping them improve their vocabulary skills
- Ask students to finish a dialogue.

#### **Monitoring and assessment of dialogue**

Systematic monitoring and evaluation of skills in dialogical speech is an important factor ensuring success in learning. First, control facilitates feedback: thanks to it, the teacher receives information about the effectiveness of his or her work in general and individual techniques in particular, makes appropriate changes in his or her activities, varies the quantity and quality of exercises and the relationship of various forms of work, implements an individual approach to students, organizes repetition, etc. Secondly, monitoring and evaluation stimulate students' learning activities, contribute to increasing its effectiveness.

Assessment of students is based on a number of criteria. The main ones are:

1. Achieving a real communicative goal
2. Efficiency of use of speech means
3. Correctness of the language forming

The first criterion is a leading. If the purpose of the act of communication is achieved if the dialogue in connection with a given situation took place, then the student deserves a positive assessment. For higher grades it is necessary that the student speech consistent with the other two criteria. It depends on the use of speech means carried out according to the quantity and quality of replicas. Language design, correctness of grammatical, lexical and phonetic design of the speech, should be taken into account when evaluating the dialogical speech. However, note that it is very difficult to achieve error-free use of an oral speech in a foreign language. Approximative approach to linguistic correctness in foreign language teaching allows to ignore some errors. So, in the pronunciation correct first of all phonemic errors and grammar ones that lead to the distortion of the speech. At the same time, it is not always possible to admit the learner's response as a good one, in which there were no errors. Communicative purpose, the situational relatedness, motivation, linguistic means of expressions are also important in assessing dialogue [6].

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## ҚЫТАЙ ТІЛІНДЕГІ ГЕНДЕРЛІК ЕРЕКШЕЛІКТЕРДІ ЗЕРТТЕУДІҢ ЖАЛПЫ ЖАҒДАҰЫ ЖӘНЕ ЗЕРТТЕУ КЕЗЕҢДЕРІ

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Қытайда осы тақырып бойынша зерттеулердің қадамы сәл кешірек, 20 ғасырдың 70-жылдырдың соңы – 80-жылдардың басында басталды, сонымен қатар даму барысында үзілістер байқалды, осының себебі жаңа кезеңдегі Қытайдың батыс мәдениетінен жалтару болып табылады, 80-жылдардың басталуымен, қытай ғалымдары біршама дербес түрде гендерлік тіл формаларына қатысты тақырыптарға зерттеулер жүргізе бастады. Ерте аудармалардан бастап, батыс мәдениетінің ағылшын тіліндегі гендерлік кемсітушілік айырмашылықтарының мәселесінен кейінгі дербес зерттеулермен танысып, отыз жылғы даму тәжірибесі теориядан практикалық қолданбалы үрдіске көшті. Кейінгі жылдары елдің ішінде және сыртында қытай тілі лингвистикасы, шетел тілін оқыту ғылыми мерзімді басылымдарында екі жүзден артық мақалалар жарияланды, олардың мазмұны төмендегі тақырыптарды қамтиды: шетелдік теориялардың аудармаларына талдаулар, қытай тілінің тілдік формасының дыбыстық тондарға ұқсастығы, сөз таңдауы, синтаксистік айырмашылықтар және тілдегі гендерлік кемсітушіліктің құбылысы, халықаралық әрекеттердегі гендерлік қоғамдық айырмашылықтар және тіл, гендерлік фактордың тілдің қолданылуына әсері және тағы басқасы. Осы зерттеулер тіл зерттеулеріндегі жаңа саланы ашты, қабылдау, еліктеу, батыстың орнына қытай тілін объект ретінде таңдау, өзін-өзі танудың көптеген кезеңдерінен өту, қытай елі қоғамының дамуы мен адамзаттың прогресіне елеулі практикалық маңызға ие.

Адамзат қауымынан ең анық байқалатын айырмашылықтардың екі категориясы бар, олар жыныс