

## The Dialogue Form Of Teaching A Foreign Language In The Context Of Language Competencies Formation

By

**Maria V. Asmolovskaya**

Kazan Federal University, Department of Foreign Languages, Institute of International Relations, Kazan, RUSSIA, e-mail: [asmolovskayamaria@yandex.ru](mailto:asmolovskayamaria@yandex.ru)

**Agzam A. Valeev**

Kazan Federal University, Department of Foreign Languages, Institute of International Relations, Kazan, RUSSIA, e-mail: [agzam.valeev1952@yandex.ru](mailto:agzam.valeev1952@yandex.ru)

**Lucia M. Ibatulina**

Kazan Federal University, Department of Foreign Languages, Institute of International Relations, Kazan, RUSSIA, e-mail: [lucide@list.ru](mailto:lucide@list.ru)

### Abstract

Modern teaching methods are focused today on the use of interactive teaching technologies that contribute to improving the quality of university education, for example, in the field of foreign languages. This process is influenced by various factors associated, first of all, with the integration of the professional and linguistic training of future specialists, who currently need to master intercultural competences. And this raises the question of updating the study of foreign languages, for which, in fact, modern educational technologies are being implemented, among which the dialogue form of teaching a foreign language in the context of the formation of language competencies occupies an important place. This form of teaching a foreign language can provide students with opportunities to reveal their cognitive abilities to learn foreign languages. The study showed the importance of turning to such forms of education that would maximally contribute to the intensification of the educational process, involving high-quality methodological assistance in mastering language competencies. In this regard, this study reveals the following topical aspects: The importance of knowledge of foreign languages in the modern world; Educational opportunities of the dialogue form of teaching a foreign language for university students; The essence of the formation of language competencies in the framework of the dialogue form of teaching a foreign language; Fundamental principles of the dialogue form of teaching a foreign language in the framework of the formation of language competencies; The advantages of the dialogue form of teaching a foreign language in the context of the formation of language competencies. In the course of the study, the results of the experimental work carried out indicate the effectiveness of using the dialogue form of teaching a foreign language in the university.

**Keywords:** university students, educational process, educational technologies, language training, foreign languages, language competencies, the dialogue form of education, speech activity, communicative qualities, self-education.

## Introduction

### *Possibilities of the dialogue form in teaching a foreign language from the point of view of actualizing the problem in language competencies formation*

At present, the teaching a future specialist a foreign language is considered as a priority direction in his professional training. And the content of language teaching, in this regard, as a rule, includes the following:

The main elements of the language (phonemes, morphemes, lexemes, phrases and sentences within the syntax) that form linguistic competence;

Speech material (texts with monologues and dialogues in oral and written form), intended for the formation of speech competence;

Country-specific material (knowledge of words denoting objects of national culture; phraseological units as an element of national-cultural information; history and culture of the target language, for example, holidays, symbols, traditions; features of speech behavior in interpersonal communication, etc.), revealing the features communication in the culture of the target language;

Types of communication tactics (tactics aimed at achieving a common goal in the form of an exchange of knowledge and skills; tactics aimed at achieving an individual goal in the form of an exchange of interests, motives and needs) that determine the pragmatic context of communication, etc [1-4].

And taking into account the fact that a modern specialist must also learn the autonomous study of a language, then in the method of teaching a foreign language with its various approaches and technologies, an educational field is being formed today, where the main emphasis begins to be given not so much to the personality of the teacher and his capabilities, but to the student himself and the learning process itself. In this case, we are talking about the strategy of teaching a language and the compulsory search for the most effective ways of developing foreign language communication [5-7]. And here, from the point of view of the strategy of teaching a foreign language, to one of the approaches we attribute the dialogue form of teaching, which demonstrates, as practice shows, the interest on the part of the students themselves. In this regard, each teacher in his teaching practice must clearly understand the problems associated with the methods of studying a foreign language by students. Hence, it is important for the teacher to know the answers to such questions as: What opportunities does the dialogue form of teaching have? To what extent does the dialogue form of teaching contribute to the formation of language competencies? What methods do students use when learning a foreign language? What teaching methods and techniques would be most useful for students? All this speaks in favor of the fact that the learning process should be considered from the point of view of the independence of students. This is precisely what the dialogue form of teaching contributes to, and especially in the formation of language competencies [8-10].

And one of the advantages of the dialogue form of teaching a foreign language in the context of the formation of language competencies can be called the flexibility of its techniques and methods, which are an important strategy when students study a foreign language. And this aspect shows the certain relevance, since the dialogue form of teaching with its content and principles becomes the most important element of teaching technology

[11-13]. This contributes, in particular, to the following: It increases the level of the motivational base of the educational process; It intensifies the qualitative characteristics of students' knowledge and skills; It acts as a kind of guideline for the teacher and students during the entire learning process. This, in its own way, determines the setting of learning goals related to the training of a competent specialist with a certain set of competencies, to which we include, in particular, linguistic competencies. So, for example, the formation of the language competence of students in modern conditions begins to take a priority place in the learning process, especially when it comes to understanding a foreign language speech and the successful reproduction of speech patterns. Hence, the formation of students' ability to convey their thoughts to participants in communication in a multicultural world is of particular interest for this study [14-16].

### ***The importance of knowledge of foreign languages in the modern world***

The importance of knowledge of foreign languages in the modern world determines the fact that teaching a particular language is becoming one of the main elements of the professional training system for specialists at all levels, since proficiency in a foreign language in the professional sphere is extremely necessary today in order to be competitive in the labor market [17-18]. Moreover, a non-native language often helps the native language to serve as a means for the development of speech thinking activity, which in the future can become a productive means of familiarizing with another national culture, as well as achieving understanding with people of a different ethnic group. Hence, the goal of teaching foreign languages in universities is to achieve a level sufficient for students to practically use a foreign language in their future professional activities. In this regard, where a foreign language is not a major subject, the question arises of choosing a leading teaching strategy. Therefore, the importance of knowledge of foreign languages requires that the process of learning a foreign language must be organized in an intensive mode, which often implies the autonomy of students when they learn a foreign language [19-21].

In this regard, based on the message of the importance of knowledge of foreign languages in the modern world, the goal of teaching languages to students is the formation of their language competencies, i.e. that set of linguistic knowledge and skills, the mastery of which allows an individual to carry out a foreign language speech activity in accordance with linguistic norms in the organized sphere of activity. And, as practice shows, knowledge of a foreign language in the form of interrelated and interdependent skills and abilities helps an individual to perform specific tasks, both professional and multicultural [22-24]. Therefore, the goal of any specialist in this context is to develop the ability to carry out productive activities within the framework of the mastered language competencies in order to adequately act based on the requirements of a particular situation. In this regard, knowledge of foreign languages requires an individual to learn to understand and reproduce linguistically correct sentences with the help of the learned linguistic rules and their use. In this case, this implies the ability necessary to perform a certain linguistic activity in a multicultural environment. And this leads to the implementation of one's own program of speech behavior in a foreign language, depending on the ability to navigate in a particular environment of multicultural communication. All this in general, from the point of view of foreign language speech activity, makes it possible for an individual to build his own picture of the world with its language model, where he produces his own texts or interprets foreign language information. This presupposes, on the basis of knowledge of a foreign language, the presence of the whole system of intellectual abilities, which, in interaction with other factors, for example, possession of linguistic and communicative competencies, determine the types of behavior of an individual

as a linguistic personality [25-27].

And here, when we talk about the importance of knowledge of foreign languages in the modern world, the question arises of mastering the technique of communication, where it is just necessary to have social motives for mastering a foreign language (for example, the ability to maintain a conversation based on the ability to select the necessary figurative means of language for effective expressing your thoughts). For this purpose, the university widely uses the dialogue form of education today, which provides the necessary conditions for enhancing the foreign language speech activity of students [28-30]. The main thing is that young people understand the importance of speaking a foreign language, as well as the ability, on a logical-semantic basis, to communicate and competently begin and complete the intended communication. To do this, students must understand that each dialogue has the following components: Self-realization of the individual in communication, where, on the basis of emotions and feelings, he shows his cognitive, speech and creative abilities; The individual's reflection of his actions during the dialogue, when, with the manifestation of creative initiative, he tries to assess his potential as a linguistic personality; The semantic richness of the dialogue, which allows the individual to determine his individual value orientations. Thus, knowledge of foreign languages in the modern world becomes necessary not only because it can be considered a kind of mechanism of intercultural communication. It is also an opportunity for each individual for self-development in the field of knowledge of foreign culture and technology; to understand various social conventions and cultural aspects, as well as the ability to communicate with people with a different mentality and worldview [31-32].

### ***The essence of language competencies formation in the framework of the dialogue form of teaching a foreign language***

Based on the stated problems, we will further consider the essence of the formation of linguistic competence, since the goal-setting of this process, one way or another, determines the organization of the dialogue form of teaching a foreign language. The linguistic competence itself can be considered a multifaceted system, in which, in addition to the availability of information about the language, there is also a certain accumulated speech experience, including such an important component of it as the sense of language. Thus, linguistic competence is understood as the ability of an individual to use linguistic means (phonetic, grammatical and lexical aspects of speech) for competent expression. In this regard, it is in the course of various types of speech activity that linguistic competence is formed. Hence, the formation of linguistic competence is associated with the linguistic foundations of education, implying the process of mastering the lexical and grammatical minimum for university students of various specialties [33-34]. For example, a student needs to achieve the following: Mastering the forms of lexical units; Capability to create sentences using linguistic signs and the rules for combining them; Capability to distinguish linguistically correct sentences from incorrect ones; Deliberately choosing the most appropriate grammatical forms and constructions; Capability to apply linguistic structures corresponding to a specific socio-cultural situation and, on this basis, being able to adequately respond to the interlocutor's remarks. Hence, students should gain knowledge about language as a system and be able to implement this knowledge in their speech activity, based on the type of organized communication. And this is directly related to the styles of foreign language interaction, within which communicative goals are realized, which implies the ability of students to competently build communication based on the grammatical and semantic structures of the sentence. This also applies to the student's ability as a linguistic person to clearly perceive a foreign language text; to produce a competent text in a foreign language; to be able to move freely from the knowledge and meanings of the

language to its meanings and back. This suggests that the word as content and knowledge of the language (i.e. speech and the language itself) are inextricably linked, since the word as such reflects linguistic connections, and therefore knowledge about the structure of the language. That is why it is so important to develop students' verbal memory and form their ability to generate, perceive and understand foreign language. And in this, the dialogue form of teaching a foreign language is of great help.

Within the framework of the dialogue form of teaching a foreign language, the formation of language competencies can be represented in the form of the following process: 1) at first, students, in the course of comprehending the heard word or phrase, try to grasp their meaning, thereby comprehending the sounds and structure of the language; 2) then, in the course of speech activity within the framework of participation in familiar situations, students are already independent and more thoroughly comprehend the meaning of a foreign language phrase, trying to apply linguistic structures that correspond to a given situation; 3) further, with the independent use of a foreign language, students learn to build more complex phrases and sentences based on learned words and structures when describing, explaining and comparing something, thus increasing the level of their understanding of the text they heard; 4) and finally, using an extensive vocabulary more accurately and relevantly, students begin to approach a level close to the level of a native speaker, when their speaking skills based on mastering language competence are significantly improved.

At the same time, it is important to understand that knowledge of a foreign language in the form of the ability to use linguistic norms in speech often depends on the individual abilities of communication participants, when it is necessary to achieve understanding between representatives of different cultures in the multiethnic world. And since the student needs to constantly use knowledge in his practice, the ability to work with information in a foreign language and apply it in his practice becomes one of the most important qualities for him as a future competent specialist. Thus, knowledge of a foreign language includes various components, where, in addition to language competence, lexical competence also occupies an important place, which is a set of knowledge in the field of vocabulary and lexical skills. This, in fact, allows students to make a choice of lexical units in terms of their semantics in accordance with the linguistic norms of the language being studied. This means that when mastering a foreign language, students must constantly replenish their vocabulary, learn to understand new words and use them correctly in practice. Hence, knowledge of a foreign language, the level of its mastery directly depends on the skills of using the corresponding vocabulary in speech activity. And in this case, knowledge of foreign languages also presupposes the student's personal qualities, thanks to which, on the basis of knowledge, abilities and skills, he has the opportunity to express his own thoughts in accordance with the linguistic norms of the given language.

### ***Status of a problem***

The carried out analysis of psychological and pedagogical literature on the problem of the formation of language competencies on the basis of the dialogue form of teaching a foreign language revealed the relevance of addressing various concepts related to the language education of students. So, to the question of the need to know foreign languages in the modern world are devoted the works of N. Chomsky (1986), R.C. Gardner (1983), L. Newmark, D.A. Reibel (1968). In the course of the research, the works of J. Ayres (1996), A. Barraja-Rohan (1997), D. Nunan (1992) were studied concerning the educational possibilities of the dialogue form of teaching a foreign language. The works of F. Eckman (1994), D.H.



Hymes (1971), D.S. Taylor (1988) are related to the essence of the formation of linguistic competencies. This study was also based on the works of the authors E.W. Borgers (1942), Z. Dörnyei, S. Thurrell (1994), H. Dufva (1995), studying the principles of the dialogue form of teaching a foreign language. The disclosure of the advantages of the dialogue form of teaching a foreign language in the context of the formation of language competencies was carried out in the studies of M. Addison, V. Mountford (2015), G. Brown, G. Yule (1983), R. Carter (1999). The researchers M. Canale, M. Swain (1980), G.F. Gali, A.I. Gali, A.V. Fakhrutdinova (2019), D. Nunan (1991a) have addressed the problem of the possibilities of the communicative approach in teaching a foreign language. Theoretical research on interactive methods and their practical implementation in teaching a foreign language were carried out by G.A. Abrosimova, I.G. Kondrateva (2018), E.S. Khovanskaya, N.V. Maklakova (2018), M.V. Nazarova, A.A. Valeev (2017). Various aspects of the formation of intercultural competence are discussed in the studies of M. Byram, A. Feng (2004), L.A. Gizyatova (2018), I.G. Kondrateva, D.R. Sabirova, N.F. Plotnikova (2018). We have attracted research data on the professional orientation of teaching a foreign language by such scientists as: A.S. Khakimzianova, A.M. Ilyasova, F.B. Ildarovich (2019), I.G. Kondrateva, A.A. Valeev (2015), D.R. Sabirova (2019). Pedagogical ways of forming motivation for learning a foreign language are described in the works of Z. Domyei (2001), N.A. Sigacheva (2018), Z.N. Sirazieva G.F. Dulmuhametova, G.F. Gali (2018).

### ***Hypothesis of the research***

Providing the dialogue form of teaching students a foreign language in the context of the formation of their language competencies will be more effective if the following provisions are observed: If the formation of students' language competence is carried out on an activity basis from the position of organizing foreign language communication, close to the conditions of real life; If the fundamental principles of the dialogue form of teaching a foreign language in the context of the formation of language competencies are taken into account; If the maximum possibilities of the dialogue form of teaching a foreign language are used in the context of the formation of language competencies; If students have an internal motivation for a high-quality mastery of the system of the foreign language being studied; If there is a connection between the formation of linguistic competencies and students' understanding of the importance of knowledge of foreign languages in the modern world.

## **Materials and Methods**

### ***The tasks of the research***

In this study, the following tasks were set: To substantiate the importance of knowledge of foreign languages in the modern world; To reveal the educational possibilities of the dialogue form of teaching a foreign language; To explore the essence of the formation of language competencies in the framework of the dialogue form of teaching a foreign language; To show the importance of the principles of the dialogue form of teaching a foreign language in the framework of the formation of language competencies; To reveal the advantages of the dialogue form of teaching a foreign language in the context of the formation of language competencies.

### ***Theoretical and empirical methods.***

To test the hypothesis, complex methods were used that complement each other:

At the theoretical level, the analysis of psychological and pedagogical literature was

carried out; we studied methodological developments and materials on the organization of the educational process associated with teaching a foreign language; procedural studies were carried out on the issue under discussion; an innovative pedagogical experience in the formation of students' language competencies was generalized;

At the empirical level, the following was used: observation, questioning, testing; the ascertaining and formative pedagogical experiment was carried out; the results of the educational activities of students were analyzed.

### ***The trial infrastructure and stages of the research***

The research is based on The Faculty of Law and the Alexander Butlerov Institute of Chemistry of Kazan (Volga region) Federal University. The research was carried out within the framework of training students of the specialty "Foreign language". The study was carried out in two stages: At the first stage (September 2020) the following was done: Students' ideas about the possibilities of the dialogue form during the development of foreign language speech activity were formed; Pragmatic opportunities for the formation of language competencies to increase the level of communication skills were updated; The possibilities to use the norms of the language for the regulation of speech means in various situations of communication on the basis of social experience in the field of interpersonal interaction were promoted; The relationship of linguistic competencies with the ability to convey socio-cultural stereotypes of speech behavior was brought to understanding; Technologies for developing the ability to build communicatively expedient statements in oral and written form were adapted; Opportunities to organize foreign language communication based on the linguistic norms of a given language were provided, etc. The state of this problem in the university educational practice was studied; empirical material was collected; the attitude of students to the adequate implementation of sociocultural behavior based on knowledge of the linguistic realities of the target language has been studied, etc. At the second stage (May 2021), techniques were developed to study the pedagogical potential of the formation of language competencies within the framework of the dialogue form when teaching a foreign language; an experimental test of the implementation of the possibilities of relying on the principles of the dialogue form of teaching a foreign language in the framework of the formation of language competencies was carried out; registration of research results was carried out.

### ***Educational possibilities of the dialogue form of teaching a foreign language***

Considering the possibilities of the dialogue form of teaching a foreign language to university students, it should be borne in mind that dialogical speech presupposes a special selection and orientation of the use of language material which includes introductory words, interjections, expressions of an evaluative nature in the context of expressing surprise, doubt, wishes, etc. The dialogue is also characterized by non-verbal expression of thought (gestures and facial expressions). With the dialogue form of training, all this is taken into account from the point of view of situations which, by creating certain relationships, in its own way, facilitates communication between the interlocutors. In this regard, within the framework of the dialogue form of training, the teacher solves such problems as: Ensuring communication in a foreign language in its natural form in the classroom, in which questions and answers are only part of the dialogue, therefore it is necessary to include in it various remarks in the form of a greeting, an invitation, any message, thanks, doubts, etc.; Bringing the use of replicas by students to the level of automatism when used in a specific situation; Teaching students the ability to exchange remarks based on the situation; Teaching students the ability to conduct the dialogue itself; Constantly use speech patterns based on specific exercises and texts. For this purpose the tasks should assume the ability of students to coherently express their thoughts,

building communicatively meaningful statements, using the necessary language means in accordance with the conditions of communication. In this regard, the possibility of the dialogue form of teaching a foreign language includes teaching students all types of speech activities (reading, speaking, listening, writing), for which students listen to authentic texts and dialogues, compose a resume on them, talk about themselves, their interests and hobbies, etc. At the same time, in parallel, they get acquainted with new vocabulary and consolidate grammatical rules.

It should be noted, in this regard, such a possibility of an interactive form of teaching a foreign language, as the organization of debates. It is important that the teacher knows how to choose the right topics of debates, to organize their staging, to distribute roles between students and cultivate their motivation to speak in front of an audience. Among the possibilities of the dialogue form of teaching, we also include role-playing games and staging techniques, which cause spontaneous behavior of students and their reaction to the behavior of their group mates participating in a hypothetical situation. In the course of the role-playing game, students, in fact, learn to speak freely within the given circumstances, being in the role of participants in a foreign language communication. We also add here the use of techniques of simulation and dramatization. In a role-playing game a student plays an imposed role on him (for example, an employee of a travel agency), while in a simulation the student plays his natural role as in real life (for example, the role of a customer in a store). The main thing is that during role-playing and simulation, students learn social interaction in a foreign language, when their speaking skills begin to improve and the level of speech practice increases with its need to listen, understand and remember the interlocutor's remarks. At the same time, students learn to distinguish linguistically correct sentences from incorrect ones, to adequately respond to remarks based on a competent choice of language means, and also to answer the interlocutor's questions in order to maintain a conversation. This, in particular, is facilitated by various clichés of both the spoken genre and this or that professional context, for example: In my opinion..., As far as I'm concerned..., Frankly speaking..., Personally, I think..., To my mind..., It seems to me that..., That sounds great but..., Let's clear it up, I'm not quite sure, I'm interested in that, too, Let us consider..., To begin with..., What is more..., Briefly speaking..., I must admit..., The point is..., In other words..., On the contrary..., Even though..., Firstly/ Secondly/ Finally..., In addition to..., In conclusion... and so on. The possibilities of role play as the dialogue form of teaching a foreign language lie in the fact that each student to one degree or another, based on the proposed situation, has to reason in a foreign language, for which students themselves consciously begin to replenish their vocabulary, which is facilitated by special exercises (e.g., students are taught to constantly ask and answer questions). Regarding role-playing games, it is advisable for a teacher to take into account the possibilities of the following categories of roles when organizing a dialogue: The temporary status of a role, when a student is identified with a certain nationality or belonging to a certain social group; The functional role, when a student receives a specific communication function (for example, asking for help); The activity-related role where the student is required to perform specific activities (such as being interviewed for a job); The role of a specialist, when a student speaks on behalf of a representative of a profession. Taking into account the categories of roles offered to students within the framework of the formation of their language competencies, language exercises should meet the following requirements: immediately before communicating in a foreign language, it is advisable to demonstrate several sample dialogues using stable phrases and clichés; the dialogue should have a specific focus and imply motivation of students to master specific knowledge; to activate the foreign language speech activity of students, the content of the dialogue should have typical examples and situations from life; it is necessary to gradually complicate speech activity both in terms of language material and the nature of the



exercises; the volume of dialogue should be feasible for students of any level of proficiency in a foreign language; when conducting a dialogue, special emphasis should be placed on listening.

Take, for example, the dialogue form of learning a foreign language based on the Learning Together method, developed in 1987 by David Johnson and Roger Johnson. According to this method, the general group of students is divided into subgroups according to the level of training, each of which receives a separate task on the general topic. For example, today the topic "Admission of students from Canada" is being worked out. At the beginning, the students work together to develop a general concept of meeting with Canadian students at the university. Further, each subgroup is given the task to prepare its part: To discuss the program of stay of these students at the university; To outline a cultural program for them; To discuss the lunch menu; To draw up a discussion plan for educational practice; To draw up a list of questions for discussion on the theme of the culture of both countries, etc. Then students from all subgroups communicate with each other in a brainstorming process. At the same time, all the vocabulary required on the topic must be mastered during the previous lessons. Therefore, in this lesson, in the course of dialogues, purely speech practice is carried out.

Here it is important to emphasize that the dialogue form of teaching a foreign language in the formation of linguistic competencies in the case of a role-playing game in any of its proposed situations should have a solution to some problem. It is the condition for solving a particular problem that promotes the activation of the communicative activity of students, when solving a problem, they have to carefully think over the situation, look for the right solution and, on the basis of logical thinking, present their position reasonably in order to convince the interlocutor. Thus, the interactive form of teaching a foreign language to university students creates opportunities for them to master new vocabulary, to consolidate grammatical rules on the basis of speech patterns, and hence to correctly use language norms to regulate speech means.

### ***Fundamental principles of the dialogue form of teaching a foreign language in the context of language competencies formation***

As the university practice shows, the dialogue form of teaching a foreign language should be carried out in various types of students' activities in order to stimulate their practical use of foreign language communication skills. In this regard, the following fundamental principles of the dialogue form of teaching a foreign language in the context of the formation of language competencies were determined:

The principle of communicative orientation: based on the dialogue form of teaching, it provides the student with the opportunity to demonstrate communicative self-expression in the context of real communication; in the course of the selection and organization of the necessary means, this principle contributes to the concretization of the communication situation within the framework of the corresponding forms of dialogue (thus, this principle involves the creation of effective methods of teaching languages, taking into account the flexibility and activity of the student in using the cognitive strategy towards the successful solution of the language problem);

The principle of personal communication: on the basis of the dialogue form of teaching, it contributes to the maximum fusion of theory and practice in the context of the developmental function of communication, which makes it possible for the student to develop partner qualities of the individual (thus, this principle implies the creation of opportunities for the student to

gradually build a system of linguistic presentations for the successful organization of future communication);

The principle of motivation: on the basis of the dialogue form of teaching, it forms a student's special attitude towards a foreign language as an important means of cognitive activity, directing the internal structure of his activity towards mastering communication techniques and orienting him towards the realization of communicative needs (thus, this principle implies providing the student linguistic knowledge in the direction of forming his readiness for the autonomous improvement of his language skills);

The principle of role-based communication: on the basis of the dialogue form of teaching, it preserves the psychological structure of communication, providing training for students in the ability to efficiently organize their cognitive activity in the context of its communicative potential, thereby stimulating the self-organization of educational activity (thus, this principle implies the formation of a student the ability for independent action and critical reflection when making decisions, which gives him the opportunity to develop a certain psychological attitude to the process of his own educational activity);

-the principle of the phased formation of speech skills: on the basis of the dialogue form of training, it models the appropriate types of communication at each stage of education, forms the students' ability to express their speech skills, taking into account language competencies and in accordance with the specifics of the sphere of communication, thereby developing a dialogue culture (thus, this principle presupposes the provision of variable ways of teaching the organization of foreign language speech activity in order to form language skills for the successful implementation of various activities in situations of foreign language communication);

-the principle of cognitive orientation: on the basis of the dialogue form of teaching, it provides the process of forming language competencies within the framework of the student's cognitive activity, which is realized on an individual basis through the use of one's own methods of learning a foreign language and one's own internal resources based on one's knowledge and imagination, organizational skills, and critical analysis of their actions (thus, this principle involves providing the student with different strategies for mastering the language, based on his needs in communication and the desire to study the linguistic realities of the language being studied);

- the principle of the development of educational autonomy: on the basis of the dialogue form of teaching, it ensures the formation of the student's motivation for autonomous cognitive activity, taking into account the development of his mental qualities and the strengthening of self-assessment of this activity in the direction of the formation of attitudes that contribute to the effective organization of autonomous work necessary to perform the assigned tasks, based on the ability to control his behavior when choosing linguistic means in the course of communication (thus, this principle creates opportunities for the implementation of rational autonomy when a student acts on the basis of what he considers most important at the moment);

- the principle of taking into account the language experience of students in the formation of language competencies: on the basis of an interactive form of teaching, this principle helps to ensure the expansion of opportunities for the formation of a student as a linguistic person and the formation of the ability to construct his own system of values through immersion in linguistic and cultural discourse in the course of mastering the norms of language communication (thus, this principle deepens knowledge of the specifics of the language being studied and the patterns of communication in a multicultural environment);

- the principle of intensifying the teaching of a foreign language: on the basis of the dialogue form of teaching, it creates the preconditions for the assimilation of lexical units in the shortest possible time, for which the educational process is focused on the maximum possibilities of students, their cognitive needs and individual personality, causing them to be highly active, a conscious attitude to activities and formation of an attitude towards the priority value of knowledge of a foreign language (thus, this principle ensures the use of interactive forms and methods of teaching with the utmost intensity of the educational process in order to create an optimal language environment that stimulates the speech activity of students on the basis of their creative self-expression);

-the principle of the optimal combination of individual and group forms of work on vocabulary: on the basis of the dialogue form of teaching, it creates opportunities for students to overcome psychological constraint during involvement in communication situations, for which students are united by a community of interests and aspirations in order to manifest their potential abilities to know the language and methods implementation of speech activities for discussing problems and solving situational tasks in a foreign language, thereby increasing their level of mastery of vocabulary (thus, this principle creates conditions for favorable communicative activity of students, promotes the active participation of each of them and expands their speech initiative);

-the principle of professional orientation: on the basis of the dialogue form of teaching, it contributes to the increase of the professional interests of students in language classes, within which language material is specially selected, oriented to the specialty, in this connection, tasks of a dialogical nature are aimed at in-depth language training of students, taking into account modern linguistic didactics (thus, this principle ensures the introduction of students to foreign language communication in professional and other spheres).

So, the considered principles of the dialogue form of teaching a foreign language in the context of the formation of linguistic competencies act in the educational process as the basis for actualizing the semantic cognitive activity of students and make it possible to identify the following components of the dialogue being organized:

The analytical component of the dialogue: it is associated with the following: the student's ability to comprehend the content of the topic under discussion; the ability to assess the reaction of the interlocutor; his desire to develop creative imagination in the course of mastering new linguistic material;

The personal component of the dialogue: it is associated with the activation of the student's intellectual sphere, as well as the development of such qualities as: curiosity, purposefulness, communication, etc.;

The cognitive component of the dialogue: it expands, on the basis of the communication space, the mastery of new linguistic means, developing high-quality speech and sociocultural behavior, thereby motivating students to oral communication in a foreign language.

Based on the above, the main components of the dialogue, developed by the dialogue form of education, increase the level of cooperation in communication, stimulate the formation of language competencies, and hence the motivation to carry out communication in a foreign language.

## Results

### *The advantages of the dialogue form of teaching a foreign language in the context of language competencies formation*

Considering the advantages of the dialogue form of teaching a foreign language in the context of the formation of linguistic competencies, we relied on the provision that language competence presupposes that students achieve a certain level of proficiency in various aspects of speech (spelling, phonetics, grammar and vocabulary), as well as ways of using language means for constructing a logical statement. At the same time, as the study showed, the dialogue form of teaching a foreign language is the best possible way to provide a language environment where students have the opportunity to reveal their creative potential on the basis of the accumulated language material. The point is that within the framework of dialogue, students learn the following: To freely express their own opinions; To perceive the statements of others; To use specific typical phrases based on the situation; To form in oneself the need to speak and, which is very important, the desire to “express oneself”. In other words, the dialogue form of teaching a foreign language creates the prerequisites for the study of foreign languages. Based on this, during the study it was revealed that the dialogue form of teaching a foreign language in the context of the formation of language competencies has the following advantages:

It determines the content of teaching a foreign language, in particular, in the preparation of language material and topics of spheres and situations of communication;

It promotes the organization of students' communicative activities;

It provides an environment for students' communication with the constant inclusion of new language means in their dialogue;

It stimulates students to master communication techniques based on taking into account their interests and needs;

It contributes to the formation of the ability to quickly use speech skills in accordance with the communication situation;

It actualizes the development of speech samples by students, which are used further in a monologue speech;

- It reveals opportunities for the implementation of adequate socio-cultural behavior;
- It constantly supports the process of developing speaking skills;
- It serves as an additional opportunity to develop listening skills;
- It leads to high-quality mastering by students of new language material;
- It creates the basis for developing a sense of language, developing analytical skills of students;
- It allows students to express their individual feelings and emotions;
- It leads to the expansion of students' cultural outlook;

It increases the level of students' social motives for mastering a foreign language (for example, the desire to be competent in the proposed topic of communication);

It creates and maintains an emotional and intellectual background during communication;

It directs the motivation of students to study a foreign language in terms of expanding their own cognitive activity;

It enhances the activity and creative nature of the organized communication in a foreign language;

It stimulates students to be active in the development of their speech activity;

It adapts students to the use of a foreign language as a means of social communication, and hence - expanding the range of intercultural communication.

And for this, when organizing the dialogue form of teaching a foreign language in the context of the formation of linguistic competencies, it is necessary to implement the following aspects: Providing students with specific speech patterns in order to bring them to automatism in the course of their inclusion in the communication process; The content of speech patterns should have a generally accepted lexical orientation (for example, greeting, gratitude, surprise, doubt, invitation, farewell, questions related to everyday life, etc.); Providing a clear explanation to students that the question-answer form of dialogue is only a special case of communication; The constant requirement for students that, when exchanging remarks, they must logically build a dialogue based on the acquired language material; Formation of students' ability to independently organize a dialogue and conduct it in accordance with the proposed situation, etc.

### ***The procedure and results of the experiment.***

Organizing in the course of experimental work the educational process within the framework of the dialogue form of teaching a foreign language in the direction of its compliance with the tasks of forming students' linguistic competencies, we tried to carry out certain transformations in the field of increasing their level of high-quality foreign language communication. As the study showed, it is possible to assess the advantages of the **dialogue** form of teaching a foreign language in the context of the formation of language competencies only with the help of diagnostic procedures. In this regard, diagnostics was used in the form of questioning and testing of students. At the same time, the diagnostic stage in the course of the experiment was of great importance, since it was focused on identifying the students' current level of proficiency in language competencies. In this regard, we proceeded from the assumption that a university graduate should have the ability to apply language structures in accordance with a specific sociocultural situation. This is due, in particular, to the fact that the ability of students to convey socio-cultural stereotypes of speech behavior also presupposes their manifestation of social activity, for example, in the course of organizing a dialogue in a multicultural environment. Therefore, at the diagnostic stage, students' understanding of the importance of correctly producing speech patterns for the formation of a competent statement was formed in order to competently organize foreign language communication based on the linguistic norms of a given language. In this regard, we focused on the formation of the following necessary skills and abilities in students: The ability to distinguish linguistically correct sentences from incorrect ones; The ability to adequately respond to remarks based on a competent choice of language means; The ability to use language norms to regulate speech means; The ability to build communicatively meaningful



statements in oral and written form; The ability to apply language structures appropriate to a specific socio-cultural situation, etc.

Testing of the degree of cognitive potential in future specialists was carried out in the 2020-2021 academic year: initially - in September 2020, for the second time - in May 2021 in one experimental and one control group. The experimental group consisted of 16 2nd year students of the Alexander Butlerov Institute of Chemistry, the control group consisted of 30 3rd year students of The Faculty of Law of Kazan (Volga region) Federal University. Diagnostic results are presented in Table 1.

**Table 1.** Formation of language competencies based on the dialogue form of teaching a foreign language ("Plus" - an increase, "minus" - a decrease in indicators in% for the period September 2020 - May 2021)

<b>Components of the formation of students' language competencies</b>	<b>The control group</b>	<b>The experimental group</b>
The ability to distinguish linguistically correct sentences from incorrect ones	+ 25 %	+ 85 %
The ability to be aware of new language content during communication	+ 6 %	+ 55 %
The ability to build communicatively meaningful statements in oral and written form	+ 25 %	+ 80 %
The ability to use language norms for the regulation of speech means	+ 2 %	+ 40 %
The ability to adequately respond to remarks based on a competent choice of language means	- 2 %	+ 50 %
The ability to apply language structures appropriate to a specific socio-cultural situation	+ 10 %	+ 80 %
The ability to correctly produce speech patterns for the formation of a competent statement	+ 15 %	+ 75 %
The ability to convey sociocultural stereotypes of speech behavior	- 4 %	+30 %
The ability to organize foreign language communication based on the language norms of the given language	+ 20 %	+ 85 %
The ability to carry out sociocultural behavior based on knowledge of the linguistic realities of the target language	+8 %	+ 70 %

Compared with the results of the control group in the experimental group, we observe a certain increase in all factors. Thus, according to the results of diagnostics, we can say that the dynamics of the formation of language competencies of students who took part in the experiment exceeds the similar dynamics in the control group. This testifies to the effectiveness of the dialogue form of teaching a foreign language carried out at the university in the context of the formation of language competencies. The dynamics of indicators of the components of the formation of students' language competencies indicates that most of them have an increased level of the ability to distinguish linguistically correct sentences from incorrect ones, as well as the ability to apply language structures

corresponding to a specific socio-cultural situation. At the same time, the number of students with a narrow range of the ability to understand new language content in the course of communication and poor practical experience to correctly produce speech patterns for the formation of a competent utterance has decreased. All of the above allows us to assert that the study carried out confirmed the main provisions of the hypothesis. However, this does not solve all the issues related to the study of the educational potential of the dialogue form of teaching a foreign language in the context of the formation of language competencies. It seems to us that special research is required for the development of students' ability to self-development as a linguistic person in the process of studying various disciplines related to a foreign language; problems of psychological support of students in the course of improving their ability to organize foreign language speech activity; opportunities for extracurricular work in the framework of cooperation with peers of the country of the target language.

## **Discussions**

As the study showed, in the formation of language competencies, one of the effective means of teaching a foreign language is the dialogue form of teaching, which can be included in the category of personality-oriented approaches. It is the use of the dialogue form of teaching a foreign language that creates excellent prerequisites for the formation of communication technique skills, and hence the development of the communicative qualities of a person, the formation of social motives for mastering a foreign language. So, for example, within the framework of speech activity, the dialogue form of teaching contributes to the successful assimilation of foreign language information, giving, at the same time, a cognitive and creative character to the learning process and forming students' motivation to master foreign language speech as a means of social communication. And the advantage of the interactive form of teaching a foreign language in the context of the formation of language competencies in this case is that communication in a foreign language already in itself has a positive effect on enhancing the cognitive activity of student youth. And this in the future leads to an increase in their motivation for self-education, and therefore, to constant cognitive development, which creates the preconditions for their independent professional choice and understanding of the importance of a foreign language as a necessary component of the competence of a modern specialist. Proceeding from this, the dialogue form of teaching a foreign language, focused on the formation of students' linguistic competencies, can have an applied character for the implementation of educational goals of education in a modern university, in particular, related to the formation of a personality who speaks languages and is capable of intercultural communication in multi-ethnic communities.

For this, it is important for a teacher to keep in mind the following when developing students' language competencies: 1) To design educational activities based on the dialogue form of teaching, filling with information about the main realities of the multicultural world and expanding the speech specifics of this foreign language society; 2) To provide full-fledged lexical and grammatical material with up-to-date speech patterns and clichés; 3) To constantly use situational tasks of a communicative type in the classroom, based on the studied sections of grammar; 4) To constantly cultivate the importance of the ability to carry out sociocultural behavior based on knowledge of the linguistic realities of the target language; 5) To develop students' skills to competently build communicatively meaningful statements in oral and written form.

In this regard, the dialogue form of teaching a foreign language is becoming one of the priority components of the educational process, since learning a language through

communication also contributes to the acquisition of personal experience by the student, for which it is supposed to organize a sequence of learning stages in order to develop a dialogue culture among students. These stages can be arbitrary, but they all, one way or another, include the following three main stages:

The organizational stage: it involves the creation of an intellectual mood and an emotional atmosphere in order to stimulate students to speech activity and connect to communication in a foreign language;

The main stage: it involves the organization of a dialogue process based on questions with detailed answers; it involves the performance of students with prepared short dialogues based on questions with detailed answers; it involves the demonstration of the use of speech means in accordance with the task of communication;

The final stage: it involves analyzing the influence of a foreign language on the cognitive activity of students, as well as determining the level of ability to implement the relevantly mastered vocabulary.

Thus, the advantage of the dialogue form of teaching students a foreign language in the formation of their language competencies lies in the possibility of expanding both interpersonal and professional communication, which contributes to the self-realization of university graduates as future specialists, which is also obliged by the processes of cultural integration and economic globalization taking place in the world.

## **Conclusion**

So, when considering the advantages of the dialogue form of teaching a foreign language in the context of the formation of linguistic competencies, it was revealed that the introduction of students to the knowledge of languages most effectively occurs when they are included directly in the process of communication in the target language, which makes it possible to ensure the creative assimilation of knowledge. At the same time, as practice shows, under the conditions of the dialogical teaching method, students do not receive ready-made knowledge; they have to discover it for themselves in cooperation with the teacher and with the support of their group mates. Thus, a student often has to independently solve language problems, which contributes to the development of his thinking and an increase in cognitive activity in the course of testing some hypotheses and formulating conclusions. And this, to one degree or another, contributes to the formation of the student as a researcher. We also add here that participation in a dialogue in a foreign language creates the preconditions for the student's personal development, developing such qualities as initiative and reflexivity, independent thinking and the ability to defend his own position, communicativeness and a sense of partnership, etc.

Regarding the components of the dialogue form of teaching a foreign language, so in the formation of linguistic competencies they are the following: firstly, the dialogue should be considered as a way of organizing the educational process itself when teaching a foreign language; secondly, the dialogue itself is one of the types of speech activity that must be mastered; thirdly, the dialogue becomes an effective means of assimilating linguistic material. Thus, from the point of view of teaching oral speech, based on the variety of speech patterns used, a dialogue is given greater preference than a monologue, since through the dialogical speech, it is in it that language structures are best worked out and memorized, which are then

used, in fact, in the monologue speech. It is important to note such a potential of the dialogue form of teaching a foreign language, as the possibility of increasing motivation to learn languages, which in itself improves the results of the work of the teacher himself. Hence, in order to increase the effectiveness of teaching a foreign language to students, it is very important to expand the range of their active oral speech so that, on the basis of cooperation with each other, they learn to organize communication and, skillfully directing these actions, move towards the set goal.

## Acknowledgments

This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

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Fakhrutdinov, B., Iudintseva, A., Shalamova, G., Astaviev, V., Ilikova, L. (2021) Digital Technologies in Socio-cultural Environment: Kazan (Volga region) Federal University Experience. ACM International Conference Proceeding Series 4th International Scientific and Practical Conference on Digital Economy and Finances, DEFIN 2021St. Petersburg March 2021 doi 10.1145/3487757.3490919

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