

Analyzing Authentic Dialogues to Teachcommunicative Skills

*Ruzieva Sitora Asrorovna*¹, *Atayeva Gulbahor Mirsafayevna*²

Abstract: Literature indicates that authentic dialogue can play an essential role in the social and emotional development of young children. In the classroom settings, it enables the children to speak their minds on topics that are relevant to them in an intimate face to face conversation, without the fear of being judged through an imbalance of power by an authoritative figure, the teacher. Dialogue time is often deprived during the teaching process, most often due to an increasing demand for advancing academic skills, leaving children to focus on pleasing their teachers with the answers that are considered desirable rather than focusing on matters that are perceived as important to them.

Key words: Authentic dialogue, model dialogue, Simultaneous Round Stimulative interaction.

Theoretical materials of authentic dialogue in education

The role that authentic dialogue plays in education is of great importance for building a meaningful educational climate. Social constructivist theory places development and learning processes in a social context, claiming that through social interactions, cognitive development can be successfully achieved. The author further goes on to explain that when learning is child-centered, both teachers and children share their knowledge and claim ownership of their own voices as part of the learning process. A teacher must encourage and promote dialogue with children in order for them to feel as equals in their learning process. A child's interactions with his/her peers and the teacher in the classroom is what gives him/her a sense of emotional security and social wellbeing.

In theory of dialogism, explains that authentic dialogue transpires when two people are in communion, giving and receiving messages for the purposes of creating a relationship. Inclusion occurs when those engaged in dialogue acknowledge all available points of view and perspectives while asking thoughtful open-ended questions. Authentic dialogue occurs when participants open spaces that encourage active listening, awareness of another's needs as well as reciprocal responses. This type of dialogue enables each individual to seek meaning in the content spoken while viewing himself with regard to others. Teachers and children that engage in authentic dialogues that include multiple voices in the pursuit of understanding and exposing personal stories, found that new questions are formed and new meanings are constructed [8-122].

Unfortunately, most of the classrooms around the world look and function as they did throughout history. Teacher-child interactions are still following the traditional style of teaching known as "IRE", i.e., initiation, reply and evaluation. The teacher initiates a topic, the children reply to the topic being taught and are then evaluated by the teacher as to the responses expected to hear. The teacher dominates the discourse and children's voices are only heard when they need to respond to the questions at hand, leaving them no space to actively participate in the dialogue. Strickland and Marchland explain that when the teachers voice is heard throughout most of the dialogue and the child's voice is constrained, spaces are closed and prove uninviting for children's participation. Hence, the way teachers view the use of classroom dialogue will either support or interfere with the way children learn.

Part three of our blog series is on 'improving your enterprise social media by creating collective intelligence, authentic dialogue and two-way symmetrical communication'. I want to explore how

¹ Associate professor, (PhD) of Samarkand State University named after Sharof Rashidov

² Associate professor, of Samarkand State University named after Sharof Rashidov



authentic dialogue helps facilitate and produce conversations and engagement which allows organisations to open the lines of communication while improving organizational culture. Richard Johannesen identifies authentic dialogue as the creation of connectivity resulting in creativity, diversity and a sense of community. He identifies five characteristics of authentic dialogue which includes honesty, accuracy, genuineness, empathy and a “spirit of mutual equality”. For communicators to be successful in delivering these characteristics they need to speak in their own voice and create a two-way interaction to hear and consider the views of others both positive and negative. At a previous employer the General Manager showcased all five of Johannesen’s authentic dialogue characteristics. Examples of how he did this were:

- ✓ Any time he was visiting the team in stores he would post a photo with a team member and congratulate as well as highlight how they were living the company values.
- ✓ He consistently gave his views on how the business was going compared to the competition and was honest and frank in his assessments.
- ✓ He contributed to content posted by other team members, by commenting on posts with his insights, opinions and congratulations.
- ✓ He had fun. On a number of occasions, he would run competitions where he would set sales challenges on specific lines and rewarded the winning teams. He would also get involved in instore events. We were once visiting stores in Adelaide for ‘Talk like a pirate day’. The leader encouraged stores to embrace the day and share their outfits on our social platform. We then went into stores for the day dressed as pirates. This created a lot of fun and engagement with the teams.
- ✓ Three lessons for communicators in engaging their leaders in authentic dialogue:
 - Education:
 - ✓ If you have just implemented a social platform into your business, spend the time educating your leader on the platform. Show them how to post, comment, ‘like’. Load the program onto their desktop as well as their mobile. It’s critical they feel comfortable using the tool.
 - Encouragement:
 - ✓ If your leader is out visiting the team encourage them to post about their learning’s from the day or highlight a great story from the team. It’s important the leader becomes self-sufficient on the platform. If the communicator starts writing the content for the leader, they will lose the personal touch and authenticity that can only be created by the leader writing their own content [9-98].
 - Provide Feedback:
 - ✓ It’s important that communicators provide feedback to their leaders on their content. Positive reinforcement will help the leader feel confident in their messaging and constructive feedback will mean the leader improves their dialogue and stays engaged using the tool.

Encouraging your leader to engage in authentic dialogue is a constant challenge for communicators but with encouragement and persistence you will see the benefits on your social platform.

In our final blog I’ll explore how creating two-way symmetrical communication can help you improve your enterprise social media.

Methods of teaching with Authentic dialogue

Although dialogues in textbooks often include lots of good functional language to practice, the way to practice it can be uninspiring and predictable. Usually students listen to a model dialogue (maybe after completing the gaps with target vocabulary), practice it and then create their own using prompts provided in the text book. Although our students often found these activities quite dull, I wanted them to learn the useful functional language, so I started to look for ways to make practicing dialogues a bit more meaningful and engaging. Round about the same time I got seduced by cooperative learning...



Stage 1

Preparation

Students work with the model dialogue to become familiar with the target functional language. Depending on the kinds of exercises, I either use the textbook for this stage or create our own exercises and activities, for example:

- a listening comprehension
- order the dialogue
- disappearing dialogue (students re-create the dialogue from the prompts given which become fewer and fewer)
- identify and classify target structures (e.g ways of asking for help and ways of giving help)
- drill pronunciation
- etc...

The amount of time you spend on stage 1 will depend on how much scaffolding your students need to be able to tackle stage 2.

Stage 2

Creation

This is when students usually refer to prompts in the textbook and adapt the model dialogue using their chosen prompt. I prefer to personalise the activity at this point, for example, if the dialogue we are working on is about asking for and giving help, students think about times they have either asked for or given help, or situations in which they might need help. In pairs they then choose two of these situations to create their dialogues rather than using the situations provided in the textbook [15-189].

Simultaneous Round Table to build our dialogues. Students create two dialogues simultaneously which must include the functional target language. Each student or pair (pair up students if they need more support) begin their dialogue and then pass it to their partner/other pair to continue. If students spot a mistake, they first correct it and then add an appropriate response before passing it back. Students check any corrections their partner/teammates have made and continue the dialogue, repeating these steps until it is complete.

At this stage, the teacher is free to monitor and guide students.

Stage 3

Performance

Students practise their finished dialogue and perform for their classmates. I usually give students a couple of questions to answer while listening to the dialogues to ensure they are listening and check for understanding.

E.g. A dialogue asking for and giving help:

- What problem have they got?
- What solution(s) is/are offered?
- As a final activity, teams discuss their classmates' situations and the help given.
- Have you ever been in that situation?
- Do you think the help offered was good?
- Is there any other help you could offer?

I then collect the dialogues for teacher correction and students copy the final version in their notebooks.



Using the cooperative learning strategy Simultaneous Round Table, all students are active participants in the construction of their own dialogues. They stay on task (usually!), give and accept feedback from peers, encourage each other and solve problems together. Students collaborate to reach the common goal.

By personalising the model dialogue, they relate it to their own experiences, making it more meaningful and engage with the activity on a deeper level.

Authentic dialogue in early childhood education has been of interest to researchers in sciences of education, as preschools today are putting great emphasis on didactic, academic and content based education which comes at the expense of child centered, play oriented and constructivist approaches.

Dialogue is considered the most common pedagogical form of interaction in early childhood education due to the fact that teachers serve as mediators for the children, explaining the world around them [20-5].

The quality of teacher-child interactions is based on the teacher's ability to open spaces for children to speak their thoughts and express their feelings, while truly listening and caring about what the child is saying. Preschool teachers learn a great deal about a child's developmental stages by observing them going about their daily activities. More can be learned by simply listening to what the child says as he reveals his own inner world to those around him. This will further enrich their personal relationship and enable them to conduct authentic dialogue, which can prove to be beneficial for both the child and the teacher.

Communicative learning requires the following five essential components to be successful.

Positive interdependence

The teacher should propose a clear objective to the group and emphasize that the efforts of each member benefit both themselves and the group.

Individual and group responsibility

Each person should take responsibility for completing their share of the work. This helps to avoid social loafing where team members do not contribute equally and some of them take advantage of the work of others.

Group responsibility also allows for individual evaluation of each student's performance to determine who needs support. Each member benefits from the practice and becomes stronger [10-123].

Stimulative interaction

Stimulative interaction strengthens relationships among members as they promote each other's success, offering help and congratulations and fostering social commitment.

Teaching interpersonal and group practices

The teacher should supply students with the necessary tools to achieve social integration and encourage them to function as a team.

Group evaluation

Group members should analyze how teamwork is developing and how they can improve their effectiveness in achieving their objectives. The best dialogue writers know their characters intimately, so they know the way each character thinks, speaks, and feels. They know the kind of words each character would use and which words the character would never say in conversation. If you do not yet fully know your characters and their speech patterns, consider assigning friends or family members' conversational styles to your characters. If the character becomes more fleshed out through your writing process, you can adapt the dialogue as you write and edit. It is essential that you keep your characters' voices consistent throughout the story, so if you learn things about how your character speaks as you write, make sure you go back and edit the entire work with consistency in mind.



Conclusions

In this chapter I focused on 3 main points like: Ground theories of dialogical approach, Theoretical materials of Authentic dialogue in education and Methods of teaching with Authentic dialogue method. I tried to cover each part completely. I tried to highlight that the use of authentic dialogues during training is a factor in the development of communication. I tried to highlight a number of methods that can be used while working with students. I focused on the student's group work, pair work, and the effectiveness of demonstration methods.

Group members should evaluate how their teamwork is progressing and how they may increase their effectiveness in achieving their goals. The most effective conversation writers comprehend their characters' ideas, words, and feelings. They comprehend the types of words that each character would use, as well as the words that the character would never say in conversation. If you don't fully understand your characters' speech patterns, try assigning conversational habits from friends or family members to them.

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