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Ildar Urakovich Khatamov
Karshi Engineering-Economic institute
Russian Language teacher
Department of Uzbek Language and Literature
Karshi, Uzbekistan

STUDYING RUSSIAN LANGUAGE VIA MAKING A DIALOGUE

Abstract: In perceiving Russian language, especially, engineering one is not easy, instead, it takes a long-standing process which may fulfill our dream to be proficient in this technical language. Furthermore, we, Russian language teachers have to approach to learning this one in different way and from some perspective comparing to traditional. Besides, we have to enable learners speak more on a wide range of topics, involving them to make a dialogue in classes, with their classmates, just creating a convivial atmosphere which may increase the quality of learning Russian and value to respect this subject. Moreover, a dialogue should be based on a variety of episodes such concerning the needs of students.

Key words: Russian language, engineering, making a dialogue, episodes, needs of students.
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Introduction

A society we live in having a wide choice of languages to study and speak, communicate, use and enjoy, but that one requires us a much energy to invest in making a huge progress. Furthermore, making a dialogue needs much knowledge in studying phonetics, grammar, vocabulary as it enhances communicative abilities of learners during the classes of Russian language. Additionally, this kind of method strengthen the communicative competence of students in learning Russian language and they are able to perform as a native-speakers out of the classes. The consistence of dialogue should be based on a wide range of vocabulary resources to use in oral context because insufficient of words in describing the details one by one may hinder the speaker to express his full idea according to the topic as well. Moreover, we highlight the statements of distinguished, eminent scholars according to the advantages of making a dialogue in acquisition of Russian language. We made a qualitative experiment by conducting a survey in designing door-to-door interview with learners to the issues concerning effectiveness of making a dialogue in communication. As a result, the collected data indicated in the diagram in some details.

Effectiveness of making a dialogue in experiencing talks in L2

According to some scholars' (Mercer & Littleton, 2007; Resnick, Asterhan, & Clarke, 2015; Snell & Lefstein, 2017) statement, productive dialogue is essential for learners learning a language. However, a lot of scientists such as (Black, 2004; Clarke, Howley, Resnick, & Rose, 2016; Sedlacek & Sedova, 2017) claimed that a lot of students do not take part in whole-class dialogues Clarke et al. (2016:29) argued that this situation casts 'a shadow on dialogic instruction' and they encouraged further exploration of whether classroom discourses can be developed in ways that better distribute productive whole-class dialogues. A relevant strand of research for addressing this challenge proposes integration of dialogic pedagogy and digital technology. Furthermore, not all students have a skill to talk in classes, while taking in different ways in the classroom, yet not all kinds of talk have equal educational value. Jo Inge Johansen Froytlog, Ingvill Rasmussen (2020) stated that a large body of work, most of which adopts the sociocultural position that discourse is fundamentally social and interactional, has focused on identifying the types of talk that are

especially productive for the development of students' thinking and learning.

The distribution of dialogues in whole-class

Dialogue-listening is always active way of learning a language, especially, being aware of sentence construction and recognizing the grammatical and spelling errors. Wells & Mejia-Arauz, (2006) indicated that on the contrary that, as only a few students are involved in the dialogue, many are excluded from learning through talk in an activity where the reciprocal nature of classroom communication is potentially played out at its richest. Moreover, in whole-class, the teacher can effectively monitor, support and model dialogues that are especially productive for learning and thinking (Kerawalla, 2015). Jo Inge Johansen Froytlog, Ingvill Rasmussen (2020) pointed out that this might be especially important for students who need extra support. There may be various reasons why students do not take part in whole-class dialogues and it is worth noting that underlying students' perceptions are epistemologies and norms in which knowledge is perceived as something belonging to individuals and individuals should bring this knowledge to the table only if they perceive it to be worthy of collective exploration. What's more, Snell & Lefstein (2017) claimed that the students that were believed to have less to offer were sometimes given less cognitively demanding questions because teachers wanted to protect low-ability students from losing face.

Research Methods

In Russian language class, the group of students were divided into two parts in order to conduct a survey which is based on interview focusing on questionnaire consisting of different questions to respond. The respondents were forty and they were invited to be interviewed one by one in orally. First, they were given a task to make a dialogue by pairs regardless of their level of knowledge of grammar, phonetics and lexical in acquisition of a language. The process of making a dialogue in front of other students and making a speech took 10 minutes by their choice in producing oral speech. At the end of having a speech, they were given questions one by one. In particular, we intended to research their ability in speaking and their free of description and psychological behavior such as being able to socialize with others.

Data Analysis

According to the data analysis we collected were put in frame, having indicated the respondents' answer in the diagram visually:
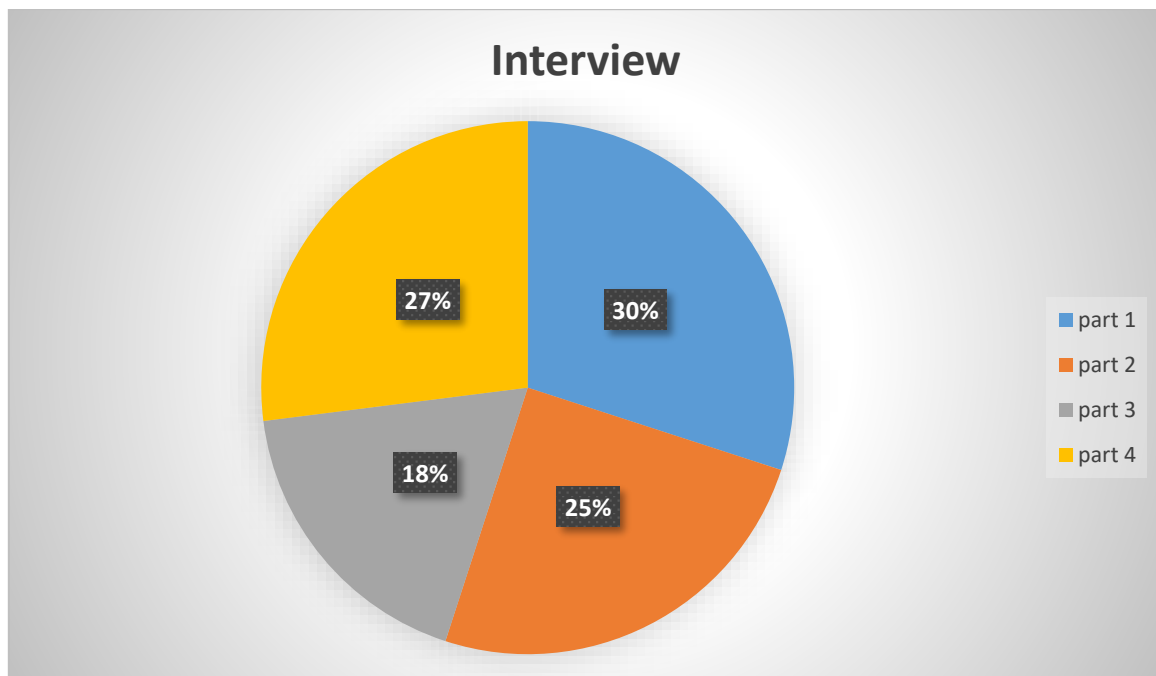
Pic.1.

The collected data showed that part 1 and 2 expressed their willing to the using this method of learning more than other part 3 and 4. The questionnaire based on close-ended.

Conclusion

In teaching and learning Russian language, learners need to follow a wide range of tasks to accomplish, one of them is making a dialogue which involve them to express their thoughts in different

way, sometimes neglect to the words in the process of making a speech. Furthermore, this method enables them to find words through thinking of what they have already studied. Besides, it also motived them to state their words without feeling shame of pronouncing words or fear of losing himself in front of course-mates in classes. We made an experiment on finding out the needs of students in making a dialogue and its effectiveness in acquisition of Russian language. The result indicated that most of learners prefer more tasks concerning on talks.

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