

UDC 378:378.147.091.33-27.22]:811(043.3)
DOI <https://doi.org/10.24919/2308-4863/78-2-44>

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FOSTERING DIALOGIC SPEECH IN ENGLISH CLASSES FOR FUTURE GEOGRAPHERS

The article deals with the problem of fostering dialogic speech at English language classes when training geographers-to be. Dialogic communication, characterized by open and collaborative communication, has ended up a fundamental expertise for geographers-to be. It goes past basic verbal trade to incorporate dynamic tuning in, astute reactions, and the capacity to lock in in helpful talk about. This ability set improves a geographer's capacity to collaborate in multidisciplinary groups, as well as advances a more profound understanding of the subtleties and interconnected nature of geographical issues. The authors analyze teaching dialogic speech in a historical context and its contemporary applications. Following the fundamental principles of teaching dialogic speech, a set of tasks has been created. Using examples of their own tasks, the authors demonstrate the effectiveness of applying these tasks in English language classes for future geographers. The developed exercises are thematically aligned with the topics of the classes approved by the program requirements of the higher educational institution. As dialogue is a speech interaction within a given situation, the ability to respond to the interlocutor's remarks is crucial. Activities that encourage to ask many questions: general, alternative, special and tag questions are given. Thematic project ideas are demonstrated along with debates, interviews, discussions. Tips to conduct explorer interviews, tasks for working with material from the Britannica Encyclopedia are given. Activities, and assessment methods, providing a roadmap for educators to enhance students' dialogic speech capabilities and, consequently, their readiness for success in geography-related professions are demonstrated.

Key words: *dialogic speech, English language proficiency, student, geographer, activity.*

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РОЗВИТОК ДІАЛОГІЧНОГО МОВЛЕННЯ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ МАЙБУТНІХ ГЕОГРАФІВ

У статті розглядається проблема формування діалогічного мовлення на заняттях з англійської мови під час підготовки майбутніх географів. Діалогічне спілкування, яке характеризується як відкрите та спільне, набуває фундаментального значення для майбутніх географів. Діалогічне мовлення виходить за межі базової словесної розмови, воно включає в себе усі динамічні налаштування, що допомагають зав'язати та підтримати потрібну розмову. Набір потрібних навичок та умінь покращує здатність студента співпрацювати в групах, а також сприяє більш глибокому розумінню тонкощів, пов'язаних з проблемами, що виникають у географічній галузі. Автори статті аналізують навчання діалогічного мовлення в історичному контексті та його сучасне застосування. Дотримуючись основних принципів навчання діалогічного мовлення, створено комплекс завдань. На прикладах власних завдань автори демонструють ефективність застосування цих завдань на заняттях з англійської мови для майбутніх географів. Розроблені вправи тематично узгоджені з темами занять, затвердженими програмовими вимогами вищого навчального закладу. Оскільки діалог – це мовленнєва взаємодія в рамках певної ситуації, то вміння реагувати на репліки співрозмовника є вирішальним. Завдання, що спонукають класти багато запитань: загальні, альтернативні, спеціальні та розділові висвітлюються у статті. Демонструються тематичні ідеї проєктів, дебатів інтерв'ю та дискусій. Подано поради щодо проведення інтерв'ю дослідника, завдання для роботи з матеріалом Британської енциклопедії. Демонструються види діяльності та методи оцінювання, які є орієнтиром для педагогів щодо розвитку здібностей діалогічного мовлення студентів і, як наслідок, їхньої готовності до успіху в географічних професіях.

Ключові слова: діалогічне мовлення, володіння англійською мовою, студент, географ, діяльність.

Problem Statement. In the hectic world of geographic areas, the capacity to lock in in compelling dialogic communication is vital. The challenge for geographers is not as it were to get it complex topographical wonders, but moreover to communicate their discoveries to assorted gatherings of people. Dialogic communication, characterized by open and collaborative communication, has ended up a fundamental expertise for geographers – to be. It goes past basic verbal trade to incorporate dynamic tuning in, astute reactions, and the capacity to lock in in helpful talk about. This ability set improves a geographer's capacity to collaborate in multidisciplinary groups, as well as advances a more profound understanding of

the subtleties and interconnected nature of geological issues. Besides, great communication aptitudes permit geographers to interpret complex spatial data into available stories, making their work more pertinent and impactful. Whether talking at conferences, composing reports, or partaking in open wrangles about, geographers with great communication aptitudes can pass on the significance of their work and make a critical commitment to the talk of basic issues such as climate change, urbanization, and social disparity.

Analysis of research and publications. The basis of scientific knowledge about dialogic speech, the methodology of its teaching, and didactic-methodical aspects of the formation of students' dialogic

skills were studied in the works of domestic scientists (O. Vyshnevskiy, G. Koronenko, S. Lytvynenko, S. Nikolayeva, O. Petrashchuk, etc) and foreign (J. Anderson, N. Bilbrough, V. Cook, O. Jespersen, H. Sweet, etc.).

At the beginning of the 20th century, when the methodology of teaching foreign languages was being formed as a science, Berlitz proposed a methodological path that contributed to better mastery of dialogic speech, namely: studying words in oral and written forms with their picture. Subject and extra linguistic semantization; dialogic speech using the language and speech material that was studied; reading texts with this material, answering questions about them, paraphrasing and discussing them were also suggested (Berlitz, 1926). The famous methodologist H. Sweet insisted on the inclusion of reading texts in the educational process, which would contribute to the development of dialogic speech. The scientist set certain requirements for the texts: the texts should be interesting for children, diverse in content and necessarily include multiple repetition of the lexical and grammatical material being studied. The texts should be complicated both in content and language aspects, but gradually: from specially created "educational" to "authentic" ones with the inclusion of elements of dialogic speech. The texts should not only be read, but also reproduced and discussed (Sweet, 1899).

Today, in the times of the communicative approach to learning foreign languages, dialogic communication is seen as the ability to engage in speech interaction with any person and on any topic arising from any circumstances. The use of English for special purposes has transformed into "integrated courses of study", i.e. teaching various educational disciplines through the medium of English. In this case, the foreign language acquired all the features of the mother tongue, as it was used to perceive new subject information, comprehend and take notes, reproduce what was heard, perform practical tasks based on it, write test papers, essays, etc.

According to O. Vyshnevskiy, dialogue is the main, dominant form of speech, and it should occupy its proper place in teaching practice. The process of teaching speaking should be built in the direction from it to the monologue, and not vice versa. Dialogic speech for a learner is more difficult than monologic speech. It is formed during a conversation between two partners; it is not planned, because it is not known in which direction the conversation will go (Vyshnevskiy, 2011: 104). Dialogue involves visual perception of the interlocutor and a certain incompleteness of statements, which is supplemented by non-verbal means of communication (mimicry, gestures, eye

contact, postures of the interlocutors). Thanks to these means, the speaker expresses his / her wishes, doubts, regrets, assumptions, so they cannot be ignored in teaching foreign language communication (Vyshnevskiy, 2011: 147).

The aim of this study is to analyze and provide a plan to teach dialogic speech in English language classes for geographers-to be.

Presenting of the main material. Dialogic speech is more closely related to the situation, compared to monologic speech. This determines the specificity of the linguistic structure of the dialogue, in which there are often collapsed (reduced) forms, abbreviated sentences that are not always understandable outside the situation (Nikolayeva, 1999: 104).

We believe that in order to learn English successfully, students need to be actively involved in the learning process. They need to be encouraged to ask many questions: general, alternative, special, and divisive questions. However, the ability to formulate or answer a question correctly is not dialogic speaking. Asking questions is the first step in teaching dialogic speech. Dialogue is a speech interaction within a given situation, the ability to respond to the interlocutor's remarks, to stimulate him or her to continue the conversation.

Among the remarks made by students, there can be reaction remarks and prompting remarks. For example:
Agreement: Yes, of course. Naturally. It goes without saying. Surely. Exactly.

Disagreement: No, it is not. I do not agree. On the contrary. No, I don't. No, I can't. Nothing of the kind.

Uncertainty: I am not sure ... As far as I know. If I am not mistaken ... Maybe. It seems to me ... etc.

But there are some that encourage us to continue the conversation:

Expressing surprise: Really? – Why? How can you ...? What?

Suggesting: What about ...? How about ...? It's high time ...

During dialogic speech, students should be able to participate in a conversation and discussion, combining the exchange of remarks with detailed messages. The interlocutors' remarks should contain their own assessment of the facts and phenomena under discussion and detailed arguments.

We consider dialogic speech as a process of speech interaction between two or more participants of communication. Therefore, within the speech act each of the participants acts in turn as a listener and a speaker. For future geographers, proficient dialogic speech is instrumental in conducting research, collaborating with diverse communities, and presenting findings effectively.

It is a well-known fact that the history of geography has two main parts: the history of exploration and map-making and the development of the academic discipline.

To develop dialog speech skills, you can use the following tips. Debates, interviews, discussions and projects.

1. Divide the students into groups and assign each group a specific period or explorer in the history of exploration.

Here you can mention the following facts. The Age of Discovery, also known as the Age of Exploration, was a period from the late 15th century to the early 17th century during which European nations explored and expanded their influence across the globe. Motivated by factors such as the desire for wealth, power, and spreading Christianity, European explorers embarked on voyages that led to the discovery of new lands, trade routes, and cultures. Key explorers of this era include Christopher Columbus, Vasco da Gama, Ferdinand Magellan, and Hernán Cortés.

2. Divide the students into groups and assign each group a particular aspect of space policy (e.g., funding priorities, international collaboration, commercial space ventures). Have students research their assigned topic and prepare arguments to defend their position during a debate. It is advisable to use some of the following debate phrases.

Agreeing:

1. "I concur with the point that..."
2. "I am in full agreement with..."
3. "It is clear that..."
4. "Without a doubt, we can see that..."

Expressing Importance:

1. "It is crucial to note that..."
2. "One cannot overlook the significance of..."
3. "The importance of this issue cannot be overstated..."
4. "It is imperative that we recognize..."

Providing Evidence:

1. "According to recent studies..."
2. "Evidence clearly shows that..."
3. "Data indicates that..."
4. "Historical examples demonstrate..."

Summarizing:

1. "In summary..."
2. "To sum up..."
3. "In conclusion..."
4. "To wrap up our discussion..."

Here you can mention the following facts. Space exploration refers to the investigation and exploration of outer space using spacecraft, satellites, telescopes, and other technologies.

The Space Age began in the mid-20th century with the launch of the first artificial satellite, Sputnik 1,

by the Soviet Union in 1957, marking the beginning of the space race between the United States and the Soviet Union during the Cold War.

Key milestones in space exploration include the first human spaceflight by Yuri Gagarin in 1961, the Apollo moon landings by NASA in the late 1960s and early 1970s, the development of space stations such as Skylab and the International Space Station (ISS), and robotic missions to explore other planets and celestial bodies.

Space exploration has led to significant scientific discoveries, technological advancements, and international cooperation in space research. It has also inspired generations of scientists, engineers, and explorers to push the boundaries of human knowledge and expand our understanding of the universe.

Notable robotic missions include the Voyager probes, which provided unprecedented insights into the outer planets and interstellar space, the Mars rovers Spirit, Opportunity, and Curiosity, which have explored the Martian surface, and the New Horizons mission, which conducted a flyby of Pluto and the Kuiper Belt. In recent years, the Space Age has entered a new phase with the emergence of commercial space exploration ventures. Companies such as Space X, Blue Origin, and Virgin Galactic are developing reusable rockets, spacecraft, and space tourism initiatives, aiming to reduce the cost of access to space and expand human presence beyond the Earth.

Explorer Interviews. Assign each student or group of students an explorer from history (Marco Polo (1254–1324), Christopher Columbus (1451–1506), Vasco da Gama (c. 1460–1524), Ferdinand Magellan (1480–1521), Hernán Cortés (1485–1547), Francisco Pizarro (c. 1471–1541), James Cook (1728–1779), Lewis and Clark (Meriwether Lewis, 1774–1809, and William Clark, 1770–1838), etc. For interviews, you may use the questions like those:

1. Background and Personal Experience:

Can you tell us a bit about your background and how you got started in your field?

What inspired you to pursue this career/venture?

What are some key experiences that have shaped your professional journey?

2. Challenges and Learning:

What challenges have you faced in your career, and how have you overcome them?

What is the biggest lesson you have learned so far?

How do you handle criticism and setbacks?

3. Personal Views and Opinions:

What do you think about [current event/issue related to the field]?

How do you balance personal life and professional responsibilities?

Who are your role models or sources of inspiration?

4. Impact and Goals:

What impact do you hope to make through your work?

What are your long-term goals and aspirations?

How do you measure success in your career?

For future geographers, projects that develop dialog speech skills can be designed around themes that involve geographic concepts, real-world applications, and interactive scenarios. Here are some thematic project ideas:

Climate Change: Host debates on the causes, effects, and mitigation strategies for climate change.

Conservation vs. Development: Discuss the balance between environmental conservation and economic development.

Natural Disasters: Debate the best approaches to disaster preparedness and response in different regions.

Local Geography Studies: Conduct field research on local geographic features and present findings.

Urban Planning Projects: Develop and present urban planning proposals for sustainable cities.

Ecotourism Development: Propose ecotourism projects that balance environmental protection and tourism growth.

Border Disputes: Analyze and discuss historical and current border disputes.

Resource Management: Debate the geopolitics of natural resource management, such as water rights and mineral resources.

Globalization Impact: Discuss the impact of globalization on different regions and cultures.

Thematic Maps: Create and present thematic maps on topics like population density, climate zones, or economic activity.

Historical Cartography: Compare historical maps with modern ones and discuss changes in geographic understanding and political boundaries.

GIS Projects: Develop GIS-based projects and present spatial data analysis.

Weather Forecasting: Practice presenting weather forecasts and explaining meteorological phenomena.

Climate Zones: Discuss the characteristics and challenges of different climate zones around the world.

Extreme Weather Events: Present case studies of extreme weather events and their geographic impacts.

Disaster Response: Simulate disaster response scenarios and discuss strategies for geographic coordination and resource allocation.

Urban Planning Simulations: Use urban planning software to design cities and present the geographic rationale behind planning decisions.

Sustainability Simulations: Engage in simulations that focus on sustainable development practices and their geographic implications.

These themes will help future geographers develop their dialog speech skills by encouraging them to engage in discussions, present findings, and articulate their understanding of geographic concepts in a clear and persuasive manner.

Conclusion. Teaching dialogic speech in English classes for future geographers goes beyond linguistic proficiency; it fosters critical thinking, cultural competence, and collaborative skills essential for success in the field of geography. By adopting interactive pedagogical approaches that prioritize authentic communication experiences, educators can empower students to become good communicators who bridge divides, embrace diversity, and contribute meaningfully to global discourse.

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