

So, we may come to the conclusion that the work on this genre of a medical discourse requires a thorough pre-work, while-work and post-work activities.

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*Копыткова Т.Г.
Харьковский национальный автомобильно-
дорожный университет
г. Харьков, Украина
e-mail: t_kop@ukr.net*

The problems of learning dialogue in the classroom in Russian as a foreign language

In most cases, learning the speech activity in a foreign language involves mastering skills in the most natural form – dialogical one. Depending on the communicative needs of students, the goal of learning is set, that is, what level of language skills must be achieved to meet these needs. The common goal at all stages of language acquisition is to form the dialogical competence: the possibility and readiness for speech communication in a non-native language in various situations. This paper discusses the most common issues of the organization of the dialogic form of communication, as well as the most important problems of learning the dialogic speech. As a rule, the lesson uses different types of educational dialogues that have one or another goal: to teach how to correctly use the grammatical forms or new vocabulary, to fix different types of speech patterns, etc. In any case, it is proposed to follow a certain stereotype (for example, the dialogue of sale and purchase, dialogue in urban transportation). Of course, at the initial stage of language learning, a set of standard phrases can be memorized and successfully applied until the life practice confronts a condition where other speech skills are needed resulting in an immediate

resolution of the situation by existing language means that go beyond the clichés. The situations that affect the interests of the individual, relevant in this environment and society, become the main motive for the ability to generate a dialogue and learn a language.

It is impossible to remove the stereotypical conversational structures from the learning process, it is better to distinguish between the high- and the low-frequency situations. The first includes stereotypes of etiquette and urban stereotypes (transportation, shop, post office, train station). For atypical situations situational variability is possible, when language means vary depending on the type of situation and the cognitive preferences of the speakers, "Perceiving the statement, the addressee is free to choose how to respond" [1, p. 187]. Or it is speech automatism, or "struggle of feelings" – a conscious choice as a result of the struggle of motives. The choice of a reaction depends on the chain and cognitive context that the participants create in the dialogue. To analyze this context, we use a scheme – a set of key parameters. The following parameters are distinguished: 1) pragmatic precondition, or initial context; 2) social context; 3) the internal structure of the speaker (knowledge, opinions, needs, desires, feelings, emotions etc.); 4) a specific type of situation. If the speech situation satisfies the set of these parameters, then it can be considered as allowing the choice among alternatives – possible speech acts [2, p. 20].

In real speech situations, all these factors are invariably present and, whether we realize it or not, affect the internal structure of the dialogue. Moreover, the stages of dialogue cannot be planned in all details. In cases, where the sequence of actions becomes difficult and it is necessary to make a choice among alternatives, the strategic approach is optimal [2, p. 188]. A strategy is a cognitive plan that rules a sequence of speech steps to achieve a goal or interaction goals. When teaching the dialogue in foreign language lessons, it is difficult to foresee all the details of the cognitive context for recreating the situation. In the development of the Russian as a foreign language, the attempts have been made to create the dialogue models. The study [3, p. 73] suggested classifying models by initial replica (question, request,

advice, etc.). The researcher presented a system of the most common directions for the dialogues, which can be considered as strategies in their pure form, that is, without taking into account the cognitive context. However, the practical application of the models, in our opinion, is irrational. Since it is desirable to recreate all the details of the situation when teaching dialogue, its description becomes cumbersome one. For example, in order to make a student to say one or two phrases, he is invited to listen (read), understand and imagine the situation: "One student had some problem. He did not know who to contact on this issue. Finally, he decided to get to ... This man is ready to help him, but he does not understand why the student did not come to him earlier. Now this problem is difficult to solve " [3, p. 130]. And if the social context, the internal state of the speakers and the external situation should be specified, the number of parameters to be set will increase even more. Thus, when teaching the "non-standardized dialogue" the following problems occur: the difficulty of recreating the real communicative situation; the complexity of planning all stages of speech communication; organization of the training material.

So, even an elementary dialogue can involve a variety of response options. A complex dialogical construction, moreover, cannot be stereotypical and static. The dynamic model of discourse is complex in representation, but it is most natural and close to real dialogue. A similar model can be implemented as a strategy, where the choice of a variant of initiative and response replicas is determined by the goal to be achieved.

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