

## THE IMPORTANCE OF DIALOGICAL COMMUNICATIVE STRUCTURES IN THE PROCESS OF TEACHING DIALOGICAL COMMUNICATION SKILLS IN THE MOTHER LANGUAGE

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### Abstract

This scientific paper explores the essence of dialogic communicative structures, their role in developing students' oral speech, and their methodological significance in teaching dialogic communication skills in native language classes. The study analyzes the potential of such structures to enhance active listening, opinion expression, dialogue participation, and adherence to speech etiquette among students. Particular attention is given to communication-based teaching methods, such as question–answer exercises, role-plays, and dialogic tasks, which foster the development of communicative competence. The findings emphasize the importance of integrating a communicative approach into native language instruction as a key direction in modern pedagogy.

**Keywords:** Dialogic communication, simulation of lingual interaction, communicative tactics (approaches), communicative strategies, communicative structures of dialogue.

### Introduction

Native language to teach in the process monologue advantage not repeated speech skills to develop help gives. Only not repeated conversation communicative competence develop for is the basis. Often competence is endless in quantity syntactic, phonological and semantic structures create possible was rules It is believed that the system is syntactic. component generative grammar three main from the component one as known one the word explanation for necessary was all information own inside received abstract objects set defines.

Phonological component of the word phonetic form, semantic component and semantic interpretation determines. So, from the language use real use of language, i.e. known one in the situation qualification means. Language studying of individuals communicative

competence model "linguistic, discursive, strategic, socio-cultural, conversational (discursive), social, pragmatic, intellectual and personal competencies " own" inside takes. Human of activity different in the fields mother from the language use for communicative competence formation necessity teachers and researchers by verbal of speech the most wide widespread event as to dialogue attention focus provides. Interlocutors understandable topic according to in conversation participation to be able and emotional convenience conditions different kind conversation situations adequate acceptance to do and familiar roles to choose means.

The research main purpose mother language in learning practical use for suitable was effective dialogic models is to create.

### **Discussion**

Communicative strategies and approaches. None how communication unobstructed communication effective is considered communication. Effective dialogic models create communication obstacles eliminate to grow and communication more comfortable conversation to the state to transfer facilitates : conversational for maximum at the level understandable dictionary used, familiar conversation topics in mind " Communicators " language behavior models each of them certain conversational ( oral ) communication (place ) and such of communication conditions and purposes, as well as any person's age, education, psychological structure, social position, national and cultural come output and others such as certain to constants depends on". Many national groups and mixture aged groups under the circumstances of communication success or failure ( failure ) many in terms of communicators by chosen approach and to strategies depends.

V.B. Kashkin strategy general circle, behavior deviation also own inside to receive "possible." Many strategies to the ceremony to turn around and give their "information" and to oneself "characteristic" lost, conversation conventions becomes "real" approach speech exchange in the process ( of speech) mutual effect ) practical actions combination as.

Communicative tactics - this communicative to the strategy relatively communication process smaller scope. It is communicative. goal for not, maybe known communicative intentions to the sum " relevant ". So, communicative strategy communicative to goals achieve is a way, communicative tactics and practical actions and communicative from intentions consists of.

Communication communicative structures. Psychology point of view from the point of view dialogic the speech analysis to do mutual impact subjects intersubjective dynamics as to understand justification need, that is dialogic communication in the process mutual impact under certain subjects between relationships develop them evaluation, feelings, values and goals formation " Sentence (integral unit of speech ) " as) language structure last, top level (syntax from the level high) unit as recognizing It won't be, because it's different. level language relations with by comparison impossible fundamentally difference doer of

relationships (dialogical (of relationships) one is part of...". "Sentences between dialogic relationship... to metalinguistics They belong to language both in the system and separately different in speech of elements other possible was language to their relationship is disparate.

Communication intentionally models mutual the effect the plan done to increase, partners to their intentions and to the goal to achieve aimed at process as represents, information models and communication participants between information exchange process as mutual impact the concept describes the communication further to oneself typical models verbal mutual of influence separately stages ( start, process) itself, completion, evaluation, modification or impact to make, decide acceptance to do ) represents.

Speech shape as a dialogue row to oneself typical to the features has, for example

- 1) etiquette rules, stereotypes and of phrases noticeable number;
- 2) not expanded replication (abbreviated sentences);
- 3) the situation conditionality;
- 4) structural features according to internal to the speech proximity and others.

This to oneself typical features elementary in stages mother dialogue skills in the language to teach for big opportunities opens, this and students by mother in the language of communication structural elements and characteristic linguistic features acceptance to do to the problem big attention gives.

Communication strategic content and his/her grammatical location to oneself typical feature between mutual dependency the most important become remains. Answer to be given need was important question. A series researchers this problem purposefulness to the concept relied on without solution They do. In grammar intention - grammatical of forms semantic tasks with speech and of the text communicative purpose with speaker intentions between attitude, grammatical of the form verbal and cogitative of activity general the idea done increasing from elements to one rotation ability. In grammar intentions determination many contextual and sociolinguistic of factors complicated mutual the impact into account to take in mind holds. Such without they for only the most many occurring grammatical tools show It is possible. However, this to admit the truth dialogic strategy and tactics explanation grammatical to the methods related the question eliminate Grammatical studies this in the direction of the most important thing is that grammatical forms speaker's intentions translation to do capable was to changes (boundaries inside) possible gives, this and speaker by applicable strategies character to determine opportunity gives.

Communicative strategies there is concepts analysis to do this shows that communication strategies dialogic structure option directly determinant factor even if not, to him big impact shows. Therefore, communication strategies for dialogue grammar to teach for conditional communicative strategic of exercises new systems create in the process usage possible was exercises efficiency increase on account of not only communicative

competence, but flexible grammar and dialogic speech skills formation process to accelerate opportunity giving tool as use possible.

Research to their teachers mother language to teach in the process communicative strategies different ranges determination and from them use according to assignment different language in structures different strategies done increase forms to questions dependency with related debates and discussions brought Strategic communication divisions choice criteria and strategic exercises in creation from them use, as well as such of exercises character and dialogic the speech to teach individual strategies in the process seeing exit forms and methods The issue of not yet arrived.

Communication process all laws reflection provider the most wide widespread verbal speech event as dialogue understanding current of the day research and research for is typical. Communication gesture tools using done increaseable and partners situation, behavior, personal and semantic formation noticeable at the level to change aimed at of subjects mutual impact as seeing exit dialogic of speech main communicate the purpose to the dialogue partner or this the effect done increase as defines "Psychological and relatively easy observable level dialogue sentences to each other opposite directed become, encourage and reaction as mutual connected". If the communicator right correlation If it breaks, it is different. the interlocutor's relevant reaction brought releases.

The dialogue is not repeated. verbal of speech the most important event as his/her own spontaneity with separated It stands. That's why for dialogic speech very many compensation strategies and hesitant to pauses has is, any of the interlocutor's unexpected reaction if, the speaker own speech again to plan opportunity Compensation strategies active application dialogue lexical in terms of less clear does. Speech of mistakes availability, short sentences, sentences one how many communication to units for dialogue to be usual It is.

LPYakubinsky stating that dialogue is not only interlocutors of speech mutual exchange, maybe the interlocutor's interruption is also characterized by, which and emotional in terms of strong of dialogue to oneself typical feature is considered. Its to his words according to, "some to the information according to, just alternative interruption general to dialogue "It is typical." Nevertheless, the daily interpersonal to communicate typical was high Seeing the pace of speech exit, motives gravity, lexical tools and grammatical structures choice with related speech activity to optimize help giving factor not. This instead of, dialogical of speech high " normal " pace to the elements has was simple will movement " means. With a monologue (especially a written monologue) compared, dialogical communication " one of time in itself "and even " anyway" statements to give in mind holds (that) on the ground).

Oral of speech many disadvantages, for example, complete not been statements, incorrect structure, interruptions, self interpretation, contactors, repetition, hesitation elements and others dialogic of communication success and efficiency necessary is a condition. Listener of the text all grammatical and semantic their relationship observe can't and speaker

him/her into account to receive need. Such without it, its speech understandable and understandable will be, especially if we are talking writing about speaking if we are Dialogue is oral. of communication primary and natural shape as is described, therefore for that speech shape as more conversation in the style of is used, but scientific, journalistic and official speech also expressed in the style possible.

Such communication application in the process of the conversation topics random change Any form of communication is possible. initial scenario preparation possible was in any case, scientific, journalistic or official from speech used Even if it is, each of the dialogue partners by such of dialogue installation spontaneously will be, because absolute many in cases scripts and them done increase absolutely one kind to be possible not, speech and of the conversation unknown or in advance saying impossible to his partner rotation possible. Speech accuracy and clarity, its clarity, brevity, as well as the tools thriftiness, interlocutors own thoughts their diverse interpretation complete eliminate in the process of expression ability - of these all the way to go maximum level reflection will bring.

Quantity to the maximum compliance to do known difficulties brought release possible, because of speech information content to the level to be placed requirements communication of those who do knowledge level, their social position and emotional to the state looking at changes. Business dialogic of speech one part as speeches often information lack with described, especially communication participant the facts intentionally when trying to hide. This is a violation known at the level quality also affects the maximum does.

This to the rule compliance to do demand business partners for mandatory although, true in communication we are in psychology right and real between so- called conflict the event On the one hand, human himself right tries to catch, the second from the side, such man own needs to satisfy wants this need satisfy often moral and moral any of the standards violation with is related.

Communicators by solution to be done social and conversation of the problem complexity dialogues themselves to separate opportunity gives. Their to the role according to of dialogues themselves domination, control and mutual control such as forms differs. Domination type dialogue paired in groups working new beginners mother in the language communication for the most is a typical dialogue, each of which teacher and from the student consists of.

Each communication The role of the individual and to the role based to be possible every one who is certain situation for typical was communication strategies possible was set determining communicative goals and communication partners dialogic direction with conditioned strategic of behavior characteristic lines own inside takes. Saying individual strategies researchers for big interest wakes up, but methodological goals for first Next, students own in training to be determined possible was, one of time in itself training process universalizing and individualizing communication roles strategic comprehensive content seeing exit done increase need.

Vasilyeva dialogical mutual impact 3 main types of complexity type The first type is monological. communication, this from partners one of other to the partner one one-sided from the influence consists of. Such kind of communicative mutual of influence description unit separately pseudo-monological is speech. Communicative mutual of influence next complicated level is one one-sided dialogic communication is, he is a partner not only other to the partner message to deliver, maybe him/her communication to the process attraction to do: like this The partner also sent the message. transmits. This kind of communicative mutual to the effect cycle such as dialogic structure suitable This type comes from one-sided dialogic It is called communication because communicative initiative only from partners to one If such dialogic communication initiative one partner by other to the partner if held and mutual of influence one as a respondent in the cycle participation provider subject later himself/herself by new mutual impact cycle if it starts, like this type conditional accordingly two one-sided dialogic to call it communication possible, in this case two one-sided initiative act Psychologists to the mind according to, communicative mutual of influence such type much complicated connected dialogic from cycles organization found structure.

This in the article main research object as last topic and topic type dialog This is kind of in dialogue two main role ( initiator) and respondent) are preserved remains and leader's reign strong expression not accepted, initiative again caught to take communication to the purpose achieve in the process, for example, the answer from giving before or from the post office next strategic exchange in the phase road is placed.

Contact leader and different functions as a respondent who performs usage varies strategies set of dialogues communicative each in the structure role strategies determination and distinction and them teaching process organization in the process of later differential use and dialogue grammar study for exercises system create Therefore, such kind of of dialogue mutual impact and role structure strategic analysis to do for any choice his/her relatively simple and to oneself typical aspects with related is, of the training initial stage for is convenient, for example:

a) only two communicative role availability;

b) in pairs work condition with exercises to perform in the rules relevant strategies determination opportunity giver of roles relative stability. Official accordingly of dialogue main unit dialogic unity, that is idea exchange and words representative one how many of words association, each of them next to the previous one depends.

Speech to oneself originality and character different to factors related to be maybe these the interlocutor's individuality and their known communicative and speech strategy and tactics, interlocutors general speech culture, specific of the situation formality level, " potential" the " listener " factor, i.e. in conversation now was, but non-participant listener or audience. Words to the character communication according to partners status, as well as communication those who do between relationship codex impact does.

Research purpose simulation made situations under the circumstances to the language based mutual impact process is to study. Study methods. Linguistic the material collect and analysis to do for observation, experiment methodology and taken speech from the method used. Experience conditions control to do, the results repetition and one or one how many variables manipulation to do opportunity research method when choosing the most important are factors.

Experience description. This linguistic experimental research statistic in terms of important to the results achieve for enough in quantity subjects and necessary in quantity encouraging materials with The experiment was conducted. natural of the language mutual impact to the process conscious impact show elements with was held. The process manipulation unexpected in a way new introduction of incentive (incentive) with related was.

### **Conclusion**

Therefore, mother language teaching to the system communicative introduction of the practice module this is necessary on the ground no speech exchange no. Given topic according to speech mutual impact act, but main unity as simulation made from the dialogue is used.

Simulation made of dialogue basis as two following mutual impact from models use offer is proposed: two dialogue partners own inside received real model and speech the topic own inside received information model. From the research visible It is clear that communication to facilitate aimed at use of drivers (incentives) because of dialogic of communication development becomes easier. If speech movements in the process communication to the purpose if achieved, but communicators lexical minimum number of units spending if they do, then leader and answer giver for different kind incentives dialogic of communication further to develop help gives and speech of their actions harmony provides, in which one of the movement reaction as a move for the next move service does.

Incentive from tools when using, communicators grammatical and lexical units permanent speech mutual impact in mode to unite forced will be. Teaching different in stages dialogues and drivers encouragement topics changes and becomes complicated: simple daily from topics scientific until the discussions.

Dialogical of structures content seeing exit following conclusions to release opportunity gives.

- 1) Communicator by applicable communication strategies his/her leader or answer giver as communicative role with closely depends.
- 2) A series behavior positions there is are, they are only one to the role typical to them communicative strategies to oneself typical package suitable comes. Dialogic of speech grammatical expression to teach in the process communicants role from strategies is used.

3) Language of teaching elementary in the phase communication strategies into account received without, dialogue grammar to teach unit as dialogue partners one of speech working in the release at least one strategic communicative the movement own inside received complicated dialogic cycle is applied.

4) Communication initiator for from the center advance, strategic communicative step, alternative request or help asking appeal to do such as strategic from actions use possible, answer giver for and all kind of support, additional requests and in advance from the answers use possible.

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