DIALOGUE DYNAMICS: EXPLORING FACETS OF CONVERSATION.

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Annotation: Dialogue is an integral part of human communication, in which two or more characters are represented as conversing. It is used by writers as a way of advancing their plot of their story, by getting their characters to reveal their plans of action or share their inner thoughts and emotions. This article discusses different types of dialogues illustrating with some examples.

Key words: dialogue conversation, dialogue dispute, dialogue equality, dialogue questioning.

Аннотация: Диалог – неотъемлемая часть человеческого общения, в которой два и более персонажей представлены беседующими. Писатели используют его как способ продвижения сюжета своей истории, заставляя персонажей раскрывать свои планы действий или делиться своими внутренними мыслями и эмоциями. В этой статье рассматриваются различные типы диалогов, иллюстрируемые некоторыми примерами.

Ключевые слова: диалог разговор, диалоговый спор, диалоговое равенство, диалоговое анкетирование.

Anotatsiya: Dialog inson muloqotining ajralmas qismi bo'lib, unda ikki yoki undan ortiq insonlarning suhbat ifodalanadi. Bu yozuvchilar tomonidan o'z hikoyalari syujetini rivojlantirish, qahramonlarini harakat rejalarini ochib berish yoki ichki fikrlari va his-tuyg'ularini baham ko'rishga yordam berish usuli sifatida foydalanadi. Ushbu maqolada ba'zi misollar bilan tasvirlangan turli xil dialog turlari muhokama qilinadi.

Kalit so'zlar: dialog suhbati, dialog bahsi, dialog tengligi, dialog so'rovi,

Dialogic speech is a type of speech in which direct exchange of statements between two or more persons. The conditions under which dialogical speech proceeds determine a number of its features: brevity of expression, wide use of non-verbal means of communication (facial expressions, gestures), a large role of intonation, variety of incomplete proposals, free from strict norms book speech, the syntactic design of the statement, the predominance simple suggestions. According to the types of communicative attitude, it can be divided into two: a dialogue-conversation and dialogue-dispute.

Dialogue-conversation is distinguished with the widespread use of simple one-part sentences with a predominance of declarative and interrogative sentences over incentive and exclamatory. In this type there can be commonly find the predominant use of various interrogative, including alternative interrogative sentences; among complex proposals relatively often complex subordinate and especially explanatory sentences of the modal type are used; frequent use of incomplete sentences, ellipses (yes, no); the presence of individual statements, in structural and semantic terms close to the monologue. In a dialogue-conversation, the leading units of learning are stimulus replicas (initiative replicas) and response replicas (reactive replicas).

Dialogue-dispute is an exchange of opinions with the aim of making a decision or finding out the truth, explanatory argumentation and contradictory argumentation. It includes language tools that describe the argumentation in the dialogue-dispute cover all language levels. At the same time, the means of expressing argumentation include verbs, negative adverbs, pronouns, adversative conjunctions, a negative particle and phraseological units with a negative meaning. The remaining lexical, grammatical and prosodic means of expressing the argument acquire the appropriate meaning in the context. According to the nature of the interaction of communicants, the dialogues are divided into: dialogue-equality, dialogue cooperation and dialogue dependence. Both participants in the dialogue conduct a conversation that is not

aimed at the achievement of some joint, specific result, for example, an interview dialogue.

Dialogue-equality is characterized by a cooperative strategy, linguistic form, which is expressed in question-answer replication. Dialog dependence is characterized by the subordination of one of the participants over the other, for example, a dialogue between an employer and a job seeker. The predominant nature of the replicas is affirmatively interrogative.

Dialogue cooperation is aimed at achieving a common goal of the communicants, therefore, it is marked by the predominance of cooperative strategies. For example: a telephone conversation between a client and an employee of the company for computer repair (both the client and the employee of the company strive to solve a problem together) the question-answer character of replicas is realized.

The question-and-answer line in dialogue is an effective tool for implementing a variety of speech acts. For example, when using informational questions and answers, as in the case of the question 'What is your favorite color?' and the answer 'My favorite color is blue', participants in the dialogue can exchange specific information or details. Clarifying questions and answers such as 'Are you talking about that store on the corner?' and the answer 'Yes, exactly about him', allow you to clarify the meaning of previous statements. Affirmative questions and answers, for example, 'Did you really read this book?' and the answer 'Yes, I read it' can be used to confirm or confirm assumptions. Negative questions and answers such as 'Have you seen my backpack?' and the answer 'No, I haven't seen him', help express doubt or denial. Rhetorical questions and answers, such as the question 'Who doesn't want to be happy?', leave open the possibility of reflection without requiring an actual answer. This method of communication allows participants in the dialogue achieve various communication goals, such as conveying information, clarifying details, confirming assumptions and expressing emotional reactions, which emphasizes its flexibility and adaptability in various situations."

Dialogic speech is always motivated. This means that we always speak for some reason, for some purpose, which is determined either by external or internal stimuli. This characteristic must be taken into account at the initial stage. It is necessary to arouse in the student a desire, a need to speak, and for this it is necessary to create conditions under which there would be a desire to say something, to express one's thoughts, feelings, and not just reproduce others' ones, as is often the case at school, when the student does not see such opportunity, but is replaced by the reproduction of what has been learned by heart. Such conditions, first of all, include the use of such incentives that would cause the student to need to "express himself". This is possible when creating a favorable psychological climate conducive to statements, a friendly attitude with the teacher and in the class team, interest in completing the proposed tasks, the desire to perform these tasks well.

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