

**EXERCISES FOR THE FORMATION OF DIALOGICAL SPEECH
COMPETENCE ON BASIS OF THE DIFFERENTIATION OF STUDY ON
THE FIRST-YEAR OF STUDY OF THE FOREIGN LANGUAGE
DEPARTMENTS**

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One of the most common challenges of teaching a foreign language is to take into consideration both the typical individual psychological peculiarities of students and also intelligences they possess. A teacher's peculiar approach to different groups of students or just to some students within a group that presupposes the organization of different by content, in volume, rising in difficulty of tasks and methods of learning process is called the differentiation of study. According to Multiple Intelligence Theory that was developed in mid-1980s by Howard Gardner (Harvard University) on the basis of personal-differential process of learning there are different ways in which people are "intelligent" - smart in the learning process. Just as students are smart in different ways, they learn in different ways. Thus, we differentiate between: verbal-linguistic intelligence, mathematical-logical intelligence, musical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence.

The formation of dialogical speech competence for learning the dialogue on the first-year of study on the basis of differentiation of study includes three stages:

I stage - reproductive exercises, aimed at forming skills of producing a dialogue on the level of a dialogical unit, with the use of verbal aids;

II stage - reproductive-productive exercises, aimed at producing a microdialogue, with the use of audio/ visual, verbal/non-verbal, technically designed aids;

III stage - productive exercises, aimed at producing a macrodialogue independent extended dialogue of different functional types.

Here are some examples of exercises to illustrate the formation of dialogical speech competence for learning the dialogue on the first-year of study on the basis of differentiation of study to the topic "Health" (mathematical-logical intelligence).

I stage. Task: Listen to a mini-conversation and reproduce a conversation move which conveys surprise and count how many times it is used in a conversation.

Sp. 1. Where's Tony this evening? Sp. 2. He's not feeling very well.

Sp. 1. Really? What's the trouble? Sp. 2. He's gone down with a cold.

II stage. Task: Your friend has fallen ill with a catching disease. For that reason he stays away from classes. Inquire about his state of health on the phone using the following structural pattern and the given strips of paper with the vocabulary under study.

Sp.1. Hi, Kate, I hear you.....

Sp.2. Yes, that's true. I can surely say that my.....

Sp.1. I wonder what kind of disease.....?

Sp.2. Actually the doctor says.....

Sp.1. I hope you'll soon.....?

Sp.2. Thanks a lot.....

Sp.1. I see. By the way, what.....?

Sp.2. You know, I'm really lucky because.....

Sp.1. Oh! It's wonderful. I wish.....

III stage. Task: Pair up with your friend and produce a talk about how to stay healthy (10 tips of keeping feet) and what to do in case of falling ill.

References

- 1.Gardner, Howard. Multiple Intelligence. - New York: Basic Books, 1993. - 412 p.
- 2.Gardner, Howard. Frames of mind. London Fontana Press, 1994. - 466 p.
- 3.Tanner, R. (2001) Teaching Intelligently. - English Teaching Professional.