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METHODS AND TECHNIQUES FOR FORMING COMMUNICATIVE COMPETENCE IN THE GAGAUZ LANGUAGE IN GYMNASIUM STUDENTS THROUGH DEVELOPMENT OF DIALOGICAL SPEECH SKILLS

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Abstract. The article presents the key principles and stages involved in developing dialogic speech among Gagauz students. It highlights effective teaching methods, with particular emphasis on interactive strategies and the situational-thematic approach to language instruction. The paper includes practical examples of speech exercises designed for the subject Gagauz Language and Literature. The findings indicate that a structured system of dialogic exercises effectively develops students' communication skills by fostering the ability to participate in dialogues according to specific communicative tasks and contexts. The proposed approach also promotes the flexible use of language resources, functional speech patterns, and various forms of interpersonal and role-based interaction.

Keywords: dialogue, Gagauz language, speech situation, competences, competence approach in education, speech, speech activity, speech communication, communicative and speech competence, native language, text, interactive exercises.

METODE ȘI TEHNICI DE FORMARE A COMPETENȚEI COMUNICATIVE ÎN LIMBA GĂGĂUZĂ LA ELEVII CICLULUI GIMNAZIAL PRIN DEZVOLTAREA ABILITĂȚILOR DE VORBIRE DIALOGICĂ

Rezumat. Articolul prezintă principiile și etapele principale ale formării vorbirii dialogate la elevii găgăuzi. Sunt evidențiate metode și tehnici didactice eficiente, cu accent pe strategiile interactive și pe utilizarea abordării situațional-tematică în procesul de predare. Lucrarea oferă exemple practice de exerciții de dezvoltare a vorbirii dialogate, recomandate pentru disciplina Limba și literatura găgăuză. Rezultatele demonstrează că un sistem structurat de exerciții contribuie la dezvoltarea competențelor de comunicare, formând capacitatea elevilor de a participa la dialoguri în funcție de sarcinile comunicative și de contextul interacțiunii. Totodată, această abordare stimulează utilizarea flexibilă a resurselor lingvistice, a tipurilor funcționale de enunțuri și a diferitelor forme de interacțiune interpersonală și de rol.

Cuvinte cheie: dialog, limba găgăuză, situație de vorbire, competențe, abordarea competențelor în educație, vorbire, activitate de vorbire, comunicare verbală, competență comunicativă și de vorbire, limbă maternă, text, exerciții interactive.

Introduction

The selection and organization of educational materials for teaching dialogic speech to Gagauz students in the Gagauz Language and Literature course in grades 5-9 of Russian-language gymnasiums should be based on *the principle of communicativeness as the fundamental principle of organizing speech material* [5, p. 76].

Applying the principle of communicativeness - a fundamental methodological

category – requires both its consideration in relation to all key aspects of the educational process and specific solutions to a number of issues.

These primarily include:

- language acquisition and mastery;
- the role of the native language for students;
- factors organizing language acquisition;
- teaching methods that meet the goals of language acquisition;
- the place of theoretical knowledge in language teaching, etc.

One of the most important principles of organizing speech material when implementing communicative skills is the situational-thematic principle, which allows the educational process to be closer to real communication in the Gagauz language [6, p. 89].

The situational-thematic organization of educational material is fundamental in the development of educational content (curricula, textbooks, methodological recommendations, and guides); it determines the conditions for students to implement natural Gagauz speech (dialogue and monologue) [4, p. 15].

Implementing the situational-thematic principle in the selection of didactic material allows the teacher to create an atmosphere of speaking in the lesson and utilize students' life experiences in the Gagauz language. "*Nesoy paalılıklar var insanın yaşamasında?*" («What values are there in a person's life?»), "*Neçin yaşamakta lâüzüm kanonnar?*" («Why are laws needed?»), "*Nedir o zamandaş vakıdı?*" («What does modernity mean?»), "*Kimdir gagauz?*" («What does it mean to be a Gagauz?»).

When organizing educational activities aimed at developing speaking skills, including dialogic communication, teachers should be guided by modern approaches to teaching. Some traditional approaches to teaching speaking place too much emphasis on grammatical correctness of speech, resulting in problems and difficulties in learning the Gagauz language, as well as a reluctance to speak due to the fear of making mistakes.

"The main reasons for difficulties encountered when completing speaking assignments are: the teacher's excessive attention to errors, lack of motivation, and a lack of necessary support (linguistic and psychological)" [6, p. 98]. One way to address these challenges is by adopting contemporary approaches to speaking instruction. Modern methodologies for teaching speaking emphasize the following key principles, which contribute to the effective development of dialogic speech:

- *personalization* - learners are generally more motivated and achieve better results when completing tasks that encourage them to draw on their own life experiences or to imagine themselves in the role of a particular character;
- *constructing dialogues* that allow for variability, creating their own storyline, and expressing their individuality;
- *working more in pairs and groups*, as this alleviates shyness and allows for more

speaking practice in class;

- *balancing accuracy and fluency* – teachers should strive to maintain an appropriate balance between linguistic accuracy and communicative fluency, recognizing that during spontaneous communication and the learning process, learners cannot be expected to focus simultaneously on grammatical correctness and the natural flow of speech.
- *teacher support and scaffolding* – the teacher's role is to equip learners with the linguistic and communicative resources needed for effective interaction. When tasks involve new vocabulary, grammatical structures, or speech patterns, students should be given sufficient preparation time, as this facilitates more accurate language use and greater fluency during dialogue performance;
- *maximizing student speaking time* – teachers should create ample opportunities for students to actively participate in classroom communication, reducing teacher talk time as much as possible, particularly at higher levels of education. Instructional design should prioritize student learning and active engagement rather than focusing on teacher-centered delivery.

A wide range of games can be employed to prepare students for communicative situations, helping them learn to respond promptly and appropriately to prompting questions. One of the most challenging tasks for teachers is to foster students' ability to independently sustain and develop a conversation, as well as to modify and adapt the content of a constructed dialogue in a flexible manner.

Concept and Methodology

According to our observations, schoolchildren engage in dialogic contact; they are "talkative," and are virtually free of language anxiety or embarrassment associated with an unsuccessful statement. Students of this age readily respond, often thoroughly, but generally do not initiate dialogue in classroom settings. They readily engage in playful situations, begin to fantasize, and actively engage in dialogue [2, p. 90].

A system for teaching dialogic speech should include:

- *preparatory exercises* aimed at building the linguistic and operational foundations of speaking (lexical, grammatical, and phonetic exercises for imitation, substitution, transformation, and combination);
- *conditional communicative (communicative) exercises* related to solving a specific communicative task, in which students acquire the skills of uttering (pronouncing stimulating and responsive utterances) and relating actions to each other (statement - reasking, question - answer), i.e. maintaining two-way activity.

To teach dialogic speech based on situations, educational and communicative speech exercises are used, which allow for the construction of dialogic unities, i.e., the observance

of stimulus and response cues [3, p. 56].

For example, the teacher invites students to build a dialogic unity using the model "Birthday Greetings – Gratitude." Here, the teacher also asks the children to recall familiar forms of congratulations. The children name: *bütün canımdan* (from all my soul), *bütün ürektän* (from the bottom of my heart), *kutluca olasın* (congratulations), *dillerim* (I wish), *dua ederim* (I wish, I pray for ...). Forms of gratitude are also mentioned: *Çok saa olasın!* (Thank you very much!); *Bütün ürektän şükür deerim!* (Thank you from the bottom of my heart!); *Saa ol!* (Thank you!/Be healthy!); *Şükürüm sana* (I am very grateful to you!).

In language exercises, the posing of questions is generally not communicatively motivated. While completing such exercises, students posed questions about the content of a text or sentence they had heard or read, about the plot of a painting, drawing, etc. [1, p. 72].

Using the interactive technology "Starburst," the teacher asks students to formulate questions based on the content of a work, drawing, or situation that begin with the suggested question word: *Yıldız patlaması*” (Kim ..? Neçin ..? Neredä ..? Nezaman ..? Kaç kerä ..? Nekadar ..?)

For example: the teacher says, «*Vacation will start soon...*» (*Tezdä çekedecek kanikullarınız!*) and asks the students to find out everything they want to know about the vacation: *When will it start?* (*Nezaman onnar yollanaceklar?*), *How long will it last?* (*Nekadar vakıt onnar olaceklar?*), *When will it end?* (*Nezaman onnar biteceklär?*), etc. The teacher's sentence does not contain information to answer each of these questions.

Uttering skills were developed through situational exercises, which we developed based on the premise that speech should be:

- ✓ first, motivated;
- ✓ secondly, it should have a specific communicative focus, as a statement is always addressed to someone, intended for something and for someone;
- ✓ third, for a student to express something, stimuli are needed that encourage them to speak.

We consider *conditional communicative utterance exercises* to be an important type of speech training in this system. The goal of these exercises is to develop uttering skills.

An *utterance* is defined as separate statements interconnected in a dialogue, and the mechanism by which utterances are interconnected is called *uttering*. An *utterance within a dialogic unity is not identical to a sentence*. *Uttering skills* are understood as the ability to respond with an initial utterance to a proposed communicative situation and to respond to a partner's initial utterance, taking the communicative situation into account [3, p. 23].

Thus, “utterance exercises include exercises aimed at teaching students to respond to their interlocutor's utterance and exercises that stimulate student' statements. Let's illustrate this with exercise examples, including game-based ones” [3, p. 45]:

- **Public opinion poll.** The purpose of this exercise is to survey as many students present at the lesson as possible to ascertain their opinions or obtain answers to the questions posed.

For example: “*Dostlara soruşlar: kim ne iyer, içer sabaalen, üülendä hem avşamnen (doldurmaa tablıtayı)*” (“Ask your friends: what do they eat and drink for breakfast, lunch, and dinner? Fill in the table”);

- **Information filling.** This exercise is based on the information imbalance technique, which involves a difference in the amount of information. By asking questions, students fill in the missing information (*didaktika oynunnarı “6 Neçin?”, “Payacan”, “Asofiativ sırası”*).
- **“Ball game”.** The leader throws a ball and makes up a statement. The person who catches the ball must respond with a cliché phrase that matches the statement:
 - “*Senin nesoy halın?*”
 - ... (*İidir / Kötüydür / İslää / Pek ii / Şükür / Pek käämil / Helal*)
 - *Sän sabaa katılacan mı bu işä?*
 - ... (*Elbet / Bilmeirim / Mutlak / Hiç bir lafsız / Belliki / Büük havezlän / Katılamam / Yok, istämeirim*)”
- **“Who will answer the question?”** All participants are assigned a number. Each player rolls the dice twice. The first time, they show the number of the envelope containing the statement or question, and the second time, they show the number of the player who must respond to the statement or question with a cliché phrase (oyunnar “*Yıldız patlaması*”, “*Blumun kubu*”, “*Soruşların aacı*”, “*Kalın hem incä soruşlar*”)
- **Ask your classmate...** Use the following examples:
 - “*Sän nereyi gidersin?*”
 - *Angı kiyadı sän diil çoktan okudun?*
 - *Nesoy çiçekleri sän beenersin?*
 - *Neredä sän yaşêêrsın?*
 - *Kaç yaşındaysın sän?*
 - *Kaç kişi var senin aylendä?”*
- **Advise your classmate...** Use the following examples:
 - “*Bän düsünerim, ani taa islää olacek ...*”
 - *Buyur ederim, al te bu ...*
 - *Yalvarêrim, beklä biraz...”*
- **Restore the missing utterances.** Which utterance do you think could follow the phrase... according to the situation?
 - “*Afediniz, bay Vasil evdä mi?*”
 - ...
 - *Sizi nezaman taa göräbilirim?*

- ...
- *Şindi sizin çok işiniz mi var?*
- ...
- *Bana yardımcı olabilirsiniz mi?*
- ...”
- **Complete the dialogue with cliché phrases.**
 - *“Biz büün meraklı geçirdik günümüzü!*
 - *.....(elbetki ölä, kayılım, helal, var dooruluunuz)*
 - *Pek çok eni işlärlän tanıştık!*
 - *.... (kayılım, dooru, haliz dä ölä, bu dooru)”*
- **Select from the suggested utterances the one that matches the given one.**
 - *“Hergün olalım barabar, birliktä!*
 - *..... (Ko olsun ölä, islää, diilim kayıl, afediniz ama bana yakışmêêr, büük havezlän, bu iş olmaz)”*
- **Expand the dialogue (for example, explain the reasons for a refusal).**
 - *“Bän istämeerim , neçin deyni.....*
 - *Bän gelmedim şkolaya, neçin deyni.....*
 - *Bän yapamam bu işi, neçin ki....”*
- **Restore missing utterances. Which utterance do you think preceded this one?**
 - *“.....Bän dä isteerim seninnän barabar!*
 - *.....Diil dooru, baän savaştım işlää yapmaa!*
 - *.... İslää, çikalım, gezinelim!*
 - *.....Bän pek meraklandım”.*

Conclusion

As dialogic speech skills develop, the length of the dialogue increases, the communicative tasks become more complex, and the number of supports decreases. After the stage of improving speech skills, using speech clichés and skills of formulating utterances, students move on to learning to communicate in a group.

Having studied the teaching technology and tested the proposed elements of a system of exercises for developing dialogic speech in the Gagauz language, we concluded that teaching dialogic speech through a series of exercises presupposes mastery of the skills necessary for implementing dialogic speech in a communication situation in accordance with students’ communicative tasks, taking into account specific communication conditions, and relying on different types of interpersonal and inter-role interactions among students. Such exercises also provide training in the situational use of a variety of linguistic material, as well as various functional types of speech utterances and types of communicative interaction among students.

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