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IMPROVING THE METHODOLOGY OF PREPARING STUDENTS TO DEVELOP PUPILS' DIALOGIC SPEECH THROUGH LITERARY TEXTS

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Abstract. This article examines ways of improving the methodology of preparing philology students to develop pupils' dialogic speech through literary texts. Using survey analysis, the study diagnoses the motivational-axiological, cognitive, communicative, operational-methodological and reflective components of prospective teachers' professional readiness and identifies the main difficulties students encounter. The findings indicate that analyzing dialogues in literary texts, designing dialogic situations and tasks based on them, and applying interactive techniques such as role-play and dramatization substantially enhance students' methodological readiness.

Keywords: dialogic speech, literary text, methodological readiness, prospective teachers, philology students, communicative competence, role-play, dramatization, survey analysis.

Introduction. The growing priority of the communicative approach in education has made the development of pupils' oral speech, and dialogic speech in particular, one of the central goals of contemporary language teaching. Dialogic speech is a key communicative skill that enables a pupil to express thoughts freely, listen to an interlocutor and respond appropriately, and justify a point of view in discussion. Consequently, prospective language and literature teachers need not only sound linguistic knowledge but also the methodological readiness to develop pupils' dialogic speech in a purposeful way.

Literary texts are among the richest and most powerful resources for teaching dialogic speech. Conversations between characters present authentic models of living speech, socio-cultural norms of interaction, speech etiquette, intonation and emotional attitude within a natural context. Tasks built on literary texts, such as question-and-answer activities, role-play, dramatization, discussion and continuing the text, increase pupils' speech activity and foster their critical and creative thinking.

Nevertheless, the preparation of university students to develop dialogic speech through literary texts has not yet been addressed systematically. In practice, students tend to study literary texts mainly as objects of literary and aesthetic analysis, while the methodology of using them as a means of developing pupils' speech remains insufficiently mastered. Moreover, research aimed at diagnosing prospective teachers' readiness in this area is scarce.

The aim of this study is to determine, through survey analysis, the level of philology students' readiness to develop pupils' dialogic speech through literary texts and, on this basis, to outline directions for improving the methodology of their preparation. The findings are expected to inform the design of effective pedagogical strategies for developing prospective teachers' methodological competence.

Literature review. The theoretical foundations of dialogic speech and dialogic education go back to M. Bakhtin's theory of dialogism. Bakhtin regards every utterance as a response to other

utterances and emphasizes that meaning is created in the interaction between interlocutors. L. Vygotsky substantiated the inseparable connection between speech and thought and the decisive role of social interaction in the development of a child's inner speech and thinking. These perspectives allow dialogue to be interpreted not only as a form of speech activity but also as an essential instrument of learning.

From a pedagogical standpoint, R. Alexander formulated the principles of dialogic teaching, arguing that classroom talk should be collective, reciprocal, supportive, cumulative and purposeful. N. Mercer, investigating the role of language in learners' joint thinking, introduced the notion of exploratory talk. M. Nystrand provided empirical evidence that teachers' authentic questions and uptake of pupils' responses are key factors in creating a dialogic classroom. E. Passov's communicative method established the theoretical and practical basis for developing speaking skills through a system of situation-based exercises.

With regard to the role of literature in language education, researchers such as J. Collie and S. Slater and G. Lazar emphasize that literary works offer learners authentic language material, cultural context and opportunities for personal response. According to L. Rosenblatt's transactional theory of reading, the meaning of a text emerges in the transaction between reader and text, which naturally turns the literary text into a subject of discussion and dialogue.

At the same time, most existing studies examine the effectiveness of dialogic teaching and the use of literary texts at the school level. The preparation of prospective teachers specifically to develop dialogic speech through literary texts, as well as the diagnosis of their readiness in this respect, remains under-researched. The present study seeks to fill this gap by applying a survey-based diagnostic approach to determine the state of students' methodological readiness and to provide a scientific foundation for its improvement.

Methodology. A questionnaire survey was used to comprehensively analyze philology students' readiness to develop pupils' dialogic speech through literary texts. The questionnaire targeted the structural components of readiness: motivational-axiological (awareness of the importance of developing dialogic speech and interest in this activity), cognitive (knowledge of the types of dialogic speech, the features of dialogue in literary texts and methods of teaching it), communicative (building effective interaction with pupils and creating a dialogic classroom environment), operational-methodological (designing and conducting dialogic tasks, role-plays and discussions based on literary texts) and reflective (analyzing and evaluating one's own teaching). The questionnaire served as an important source of information at the diagnostic stage of the research. A total of 270 respondents from the experimental research sites participated in the survey.

Survey analysis

1. Which components of readiness to develop pupils' dialogic speech through literary texts do you consider most important?		
Response options	**Number of respondents**	**Percentage (%)**
Understanding and interpreting the linguistic, communicative	156	57.8%

and pragmatic features of dialogues in literary texts		
Ability to design dialogic situations and communicative tasks based on literary texts	203	75.2%
Ability to organize role-play, staging and dramatization of characters' speech	134	49.6%
Use of interactive methods that encourage pupils to discuss, debate and ask questions	187	69.3%
Ability to observe, analyze and assess pupils' dialogic speech	141	52.2%
Use of multimedia and digital resources to develop dialogic speech	119	44.1%

2. Which aspect of readiness to develop dialogic speech do you find most difficult to master?

Response options	**Number of respondents**	**Percentage (%)**
Analyzing literary texts for the purpose of developing dialogic speech	172	63.7%
Designing dialogic tasks based on literary texts	214	79.3%
Organizing and managing dialogue among pupils	196	72.6%
Staging characters' speech (role-play)	118	43.7%
Assessing dialogic speech	151	55.9%
Others _____	27	10.0%

3. How would you evaluate your level of readiness to develop pupils' dialogic speech through literary texts?

Response options	**Number of respondents**	**Percentage (%)**
High	54	20.0%
Medium	148	54.8%

Low	68	25.2%
4. How do you usually evaluate the level of readiness to develop dialogic speech?		
Response options	**Number of respondents**	**Percentage (%)**
Through lessons conducted during teaching practice	162	60.0%
Through survey questionnaires and reflective discussions	129	47.8%
Through project and role-play tasks based on literary texts	147	54.4%

Thus, the questionnaire made it possible to comprehensively assess philology students' readiness to develop pupils' dialogic speech through literary texts, as well as their methodological and communicative activity. Since the system of questions fully covered the motivational-axiological, cognitive, communicative, operational-methodological and reflective components of readiness, the analytical results provided a solid scientific foundation for improving methodological approaches, enriching the educational process and developing effective didactic support at subsequent stages of the research.

Results and discussion. According to the survey data, most respondents considered designing dialogic tasks based on literary texts to be the most difficult aspect of readiness, with 79.3% of participants selecting this option. This suggests that, although students possess theoretical knowledge of literary texts and dialogic speech, they struggle to transform this knowledge into practical tasks in real classroom conditions. In addition, 72.6% of respondents identified organizing and managing dialogue among pupils as a complex aspect, indicating that students need more practical experience in managing classroom interaction.

Analyzing literary texts for the purpose of developing dialogic speech was marked as difficult by 63.7% of respondents. This indicates that students are accustomed to approaching literary texts primarily from a literary-aesthetic perspective and lack the skills to identify the communicative and pragmatic features of dialogues, such as communicative intent, the linking of turns, speech etiquette and intonation. Assessing dialogic speech (55.9%) was also reported as a considerable challenge. At the same time, staging characters' speech (43.7%) was identified as a relatively less problematic component. This suggests that students are psychologically ready for creative and game-based activities but need support in turning them into systematic methodological designs.

In the self-assessment of readiness, only 20% of respondents rated their readiness as high, 54.8% as medium and 25.2% as low. The ability to design dialogic situations and tasks based on literary texts (75.2%) and the use of interactive methods (69.3%) were named as the most important components of readiness. This confirms that students themselves recognize the priority of practical methodological skills.

The study also showed that lessons conducted during teaching practice (60%) and project and role-play tasks based on literary texts (54.4%) are the most commonly used ways of evaluating

readiness. Survey questionnaires and reflective discussions (47.8%) proved to be an effective diagnostic tool that helps students recognize their own strengths and weaknesses.

Based on these findings, the following directions for improving the methodology of preparing students to develop pupils' dialogic speech through literary texts were identified: first, incorporating an algorithm for the communicative-pragmatic analysis of dialogues in literary texts into university classes; second, applying a graded system of tasks based on the principle "dialogue in the text – model dialogue – free dialogue"; third, consolidating students' methodological skills through interactive techniques such as micro-teaching, role-play, dramatization, "interviewing a character", "mock trial" and "continue the story"; fourth, familiarizing students with criteria for assessing dialogic speech, including the relevance of turns, initiative, adherence to speech etiquette and accurate use of language units; and fifth, adopting a multimodal approach that draws on audio and video materials and excerpts from screen adaptations of literary works. Overall, the results point to the need to increase the share of practice-oriented methodological tasks that integrate theoretical knowledge with practice in the preparation of prospective teachers.

Conclusion. In conclusion, this study has demonstrated the importance of diagnosing philology students' readiness to develop pupils' dialogic speech through literary texts. The survey analysis made it possible to identify students' strengths and difficulties with respect to the motivational-axiological, cognitive, communicative, operational-methodological and reflective components of readiness. The findings revealed that designing dialogic tasks based on literary texts and organizing and managing dialogue among pupils remain the most challenging aspects for students.

The study also confirmed that the literary text is an effective means of developing dialogic speech and that interactive methods such as role-play, dramatization, discussion and micro-teaching positively influence students' methodological readiness and professional motivation. Survey-based diagnostic methods likewise proved to be effective tools for assessing students' readiness and identifying areas that require pedagogical improvement.

Based on the results obtained, it can be concluded that integrating the analysis of literary texts with methodological tasks aimed at developing dialogic speech contributes significantly to the professional preparation of prospective teachers. Nevertheless, there remains a need to strengthen practice-oriented classes, the opportunities offered by teaching practice and reflective activities in order to consolidate students' practical skills in real classroom settings. The findings of this study may serve as a basis for further research and for the development of effective methodological strategies for teacher preparation in higher education.

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