Development of Monologue and Dialogical Speech of Students of Universities

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A B S T R A C T

This article deals with development of monologue and dialogical speech of students of universities. The modern stage of development of the educational process has changed the requirements for the professional training of students. The changes are associated with the development of special disciplines and with the increased role of the Russian language in the conditions of improving the preparation of each student, as this is the key to future success and professionalism.

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Unfortunately, the training of monologue speech in the system of pre-university training is not always given sufficient attention. At present, the monologue speech is, as it were, “pushed aside”, since increased attention to the structure of classes is paid to dialogue. The transition to dialogical communication weakens the ability of a foreign language student to learn the skills of monologue expression. The formation of an independent creative personality, capable of communicating in any area, in the context of humanization of higher education becomes a constant need of today. In this regard, it is of particular importance to improve the content and methods of teaching the Russian language at the preparatory faculties of universities, where foreign-language students are trained - graduates of CIS schools, national schools and foreign students who arrived in our country with the aim of obtaining higher education. Of particular importance is work in a multiethnic study group at a technical university, where the task of teaching full-fledged communication includes the issues of teaching monologue speech.

This situation complicates the learning process, since it is the monologue speech that disciplines thinking, contributes to the ability to think logically and, accordingly, build your utterance in such a way as to bring your thoughts to the listener. Education cannot be considered complete if the student has not gained independence in the presentation of the acquired knowledge. And this is possible only with a well-organized monologue speech. Successful student learning is also impossible without mastering a monologue, both external and internal. And, finally, the result of the training is confirmed in the saying: he who expresses clearly thinks clearly.

The course of teaching Russian monologue speech in polyethnic groups is especially relevant, since such a group is in specific conditions. Students have a number of specific characteristics. Forms and methods of training largely depend on the characteristics of the student population. At the preparatory faculty, groups are completed taking into account the future specialty of students. Representatives of different nationalities (Chinese, Georgians, Armenians, Vietnamese, Mongols, Arabs, etc.), who speak different languages, belong to different cultures, with their own national customs and traditions, are simultaneously included in one study group. But above all, in the study groups there are students with different levels of proficiency in monologue speech, with different individual characteristics. The traditional training system cannot cope with the solution of these problems. The main feature of the organizational forms of the

educational process is that non-Russian students come to preparatory faculties from different countries, most with training experience only in secondary educational institutions that have national and cultural specifics. Students will have to continue their studies at Russian V universities. It is known that the stage of transition to university education requires special attention, it is difficult even for native speakers, especially for foreign language students. The process of adapting to a new pedagogical system is called academic adaptation. Questions related to the study of teaching monologue speech are extensive and versatile. In the methodology of teaching Russian as a non-native language, the problem of teaching oral speech was considered in the works of G.G. Gorodilova, I.V. Barannikova, E.I. Polyakova, M.I. Sazhina, N.M. Shansky, etc.

The outstanding Russian scientist L.V. Shcherba, pointing out the need for special training in monologue speech, wrote: “If we ponder deeper into the essence of things, then we come to the conclusion that the basis of the literary language is a monologue, a story, opposed to dialogue-colloquial speech. A monologue is an already organized system of thoughts clothed in verbal form, which is by no means a replica, but a deliberate impact on others. Every monologue is a literary work in its infancy. No wonder a monologue should be taught. " (148, p. 115).

M.R. Lvov singles out monologue as a more important and more difficult type of speech for students, emphasizing that the entire system of speech development is aimed at mastering a monologue. If we consider that all scientific literature is written in the form of a monologue, then it is clear how important it is to learn. enjoy. this form. “(142, p. 94). Thus, the main form of communication in the conditions of teaching special subjects is monologue speech (monologue message). Almost all educational material in the specialty is embodied in this form of speech. The problem of teaching monologue speech in a technical university seems to be promising.

A significant contribution to the development of methods for teaching monologue speech in a foreign language was made by A.V. Alkhazishvili, I.L. Beam, M.L. Vaysburd, E.I. Passov, V.L. Skalkin et al. The need for special training in the monologue form of speech was pointed out by L.P. Fedorenko: “People, who do not know monologue speech, not only do not know how to build coherent statements, but also do not understand what is written in the form of a monologue.

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