

TEACHING MONOLOGICAL SPEECH OF THE RUSSIAN LANGUAGE AS A MEANS OF FORMING SPEECH COMPETENCE OF NON-PHILOLOGICAL UNIVERSITY STUDENTS

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ABSTRACT

The article discusses the teaching of monologue speech in the Russian language as a means of forming the speech competence of students of a non-philological university. The volume and degree of speech competence of students of national groups of non-philological universities are determined, and the psycho-physiological foundations of various types of speech activity are clarified. When developing a methodological apparatus, special attention is paid to the classification of exercises, which includes pragmatic, intellectual and linguistic aspects of the communication process.

KEYWORDS: *Education, Students, Russian Language, Competencies, Non-Philological Universities, Speech Formation.*

INTRODUCTION

At the present stage of the development of the educational process, the requirements for the professional training of students have changed. The changes are associated with the development of special disciplines and the growing role of the Russian language in terms of improving the preparation of each student, as this is the key to future success and professionalism. The role of oral speech cannot be underestimated. Various conditions of student learning, lack of teaching materials, and lack of study time necessitate a new organization of the educational process in technical universities in Kyrgyzstan. These trends are related to the language training of students in technical universities of the Republic of Kyrgyzstan. The expansion of the student population with students from remote regions of the republic, where the level of knowledge of the Russian language is very low, requires the use of new educational materials that meet the current level of methodological thought.

An analysis of modern literature on the methodology of teaching the Russian language shows that the issues of the formation of speech competence are at the research stage and many scientists are constantly looking for optimal methods for solving this problem.

The volume and degree of speech competence of students of national groups of universities are determined, and the psychophysiological foundations of various types of speech activity are

clarified. When developing a methodological apparatus, special attention is paid to the classification of exercises, which includes pragmatic, intellectual and linguistic aspects of the communication process. When developing the method of Russian as a non-native language, special attention is paid to the formation of monologue speech, depending on the real needs of students.

The main goal of the modern methods of teaching the Russian language is to increase the level of knowledge acquired by students, and to develop their skills in practical knowledge of the Russian language.

To achieve these goals, it is necessary, based on the knowledge accumulated by methodology, linguistics and psychology, to determine the optimal means and conditions for teaching speaking on professional topics, taking into account the linguistic features of professionally directed monologue speech.

Analysis of the level of Russian language proficiency of students, as well as the data obtained during the experiment, revealed the following problems:

- Students experience great difficulties in practical knowledge of the Russian language;
- Cannot correctly and coherently express their thoughts;
- Do not understand the meaning of many words and special terms;
- Do not have time to record lectures.

All these factors hinder students from mastering their future professions. The greatest difficulties arise for students from remote mountainous villages, where the level of teaching the Russian language is very low. Observations of the speech of students in the educational and professional spheres of communication indicate a low level of language proficiency. Most students, especially in the first year of study, encounter difficulties in explaining, and retelling what they have read or heard.

In this regard, there is a need for linguistic study and description of professionally oriented texts on architecture and urban planning and other technical specialties for professionally oriented student education. At the same time, it is already clear that the characterization of the scientific style of speech based on the text in the specialty requires further study and description for educational purposes.

Acquaintance with the educational materials used in the technical universities of Kyrgyzstan showed that they practically do not present tasks and exercises aimed at developing monologue speech in the specialty.

Speech is a complex form of mental activity that is inextricably linked with thinking. "Activity as a holistic act has an independent goal realised by the subject of activity and a single motivation. An activity consists of a sequence of individual actions, each of which has an intermediate goal subordinate to the overall goal of the activity" [2].

Actions are formed from separate operations, which are performed, unlike actions, unconsciously, automatically. To participate in a speech activity, you need to know the actions of which it is composed, in order to master actions and operations. In the course of its formation, any expanded connected statement goes through several stages, stages. Each stage consists of

separate verbal-thinking actions. In order for the act of speech activity to take place, each stage must be provided with a set of specific skills and abilities. If we consider the mechanism of generating a speech statement, as modern psycholinguistics presents it, then everything that has been said will become more concrete.

The theory of speech activity distinguishes four phases of generating an utterance:

1. Motivation;
2. Formation of speech intention (speech intent);
3. Internal programming (internal speech);
4. Implementation of the program (external speech) [3].

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3. Internal programming (internal speech);
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The ability to expand the statement through micro-themes. This skill implies the ability to understand and outline the main issues, and to delineate the boundaries of the issue that should be raised in the statement.

The ability to logically arrange micro-thematic unfolding. This skill includes the ability to determine the sequence of expression of the main content, to outline the beginning, the main part, and the conclusion, that is, the main compositional parts of the statement.

Thus, both in the first and in the second case, the significance of language means is minimal, since the stage of expansion is realized in the phase of programming the utterance. With the final phase of the utterance, that is, the phase of the implementation of the program, the connection increases with the formation of the subsequent group of skills.

The ability to deploy each micro-topic through predicative sentences. Select predicative units that correspond to the topic of the statement, and combine them, use certain methods and means of communication. Build a complex syntactic whole as the main structural unit of the text.

The ability to logically and sequentially, in parallel or in a mixed way, connect predicative units as part of a complex syntactic whole.

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