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Methods for the formation of monologue speech in the Russian language classes in a non-linguistic university

In the article topical issues of teaching Russian as a foreign language in Kazakh language groups were considered. The authors focus on the topical problem of forming the skills of monological speech at the basic and academic levels. Based on the practical experience of working in the basic and academic level groups in a technical university the authors analyze the effectiveness of the very method of combining multilevel groups and working on the monological speech with the use of innovative methods. In this article on the example of particular classes such methods as "Tandem", excursion, case-study, project were studied in the aspect of working out the skills of monological speech. The authors offer the plan of organizing classes at different levels of groups, defining the ratio of topics and the most adequate methods aimed at forming skills of monological speech in the course of studying these topics.

Keywords: Russian language, monologue speech, innovative methods, teaching methods, multi-level groups, technical university, topical issues, organization of classes.

Introduction

The objectives for the implementation of the discipline program "Russian language" for organizations of higher and postgraduate education are aimed at "successful mastery of types of speech activity in accordance with the level of training; formation and improvement of language skills in different situations of everyday, socio-cultural, professional communication; formation of skills of producing oral and written speech in accordance with the communicative purpose and professional sphere of communication" [1]. As a result of mastering the program, the students of non-language high schools should, thus, master all kinds of speech activity. They should be able not only to conduct a dialogue on different topics, in different communication situations, including professional ones, but also be able to build monologues, both prepared and spontaneous. As I.A. Zimniaia notes, in receptive types of activity the product is an inference, but in productive types of speech activity, such as speaking and writing, it is a statement and a text [2]. Certainly, mastering such complex communicative units as a complete statement, the text causes certain problems for students and demands the special methodical decisions allowing them to reach higher results.

If the question about the importance of learning the dialogical form of speech is unambiguously solved, because this form is primarily needed in various situations of communication, there is no such unanimity about the monological form. Different approaches of methodologists to this problem are analyzed in detail by K.A. Popova. She made the following conclusions: "Some researchers consider monologue a truncated form of dialogue that does not require separate practice, and the process of teaching this form of communication is reduced to memorization of various topics. Others note that the monological statement requires from students a higher level of preparation and is connected with a number of difficulties caused by the contents of the statement, its linguistic registration and conditions of reproduction" [3]. Thus it is not necessary to speak about a wide range of methodical workings out on activation of monological speech. Especially it concerns multilevel groups or possibility to use for this purpose potential of groups of different level with which the teacher works. Basically, researchers emphasize various kinds of work which allow overcoming difficulties of mastering monological speech arising at initial stages of training. So, K.A. Popova in her article stops in detail only on the work with the text, describing in detail each of the stages [2]. T.E. Sukhanova, T.V. Krysenko, stating different methods of forming dialogic and monologic speech, pays more attention to the dialogue [4, 5].

Concerning the monologue, they are only limited to the stages (levels) of its mastering (statement, construction and discourse) [3]. A.Ya. Bagrova in her article "Formation of skills and abilities of the monologi-

cal statement at secondary school — the basis of teaching communicative competence in a foreign language” in detail stops on various aspects of formation of monological speech, types of monologues are analyzed. However, the forms of work are only listed. Among them preparatory exercises, proper speech exercises and project works [6]. T.V. Drozdova, considering the peculiarities of teaching students monological speech in a foreign language at university, stops on revealing “reasons of insufficient degree of students’ possession of monological speech”, and pays attention to the absence of motivation, desire to learn something about the object of discussion independently among the students. The author assumes, that only on condition of strengthening of motivation and elimination of the reasons of insufficient degree of mastering of monological speech, “presence of the corresponding complex educational and methodical support it is possible to speak about increase in a degree of mastering of the monological statement in a foreign language” [7]. And in this sense it defines the basic methodical problem arising at formation of skills of monological speech at foreign language learners. It is important not only to gradually form skills from prepared monologue to spontaneous one, but also to motivate students to create them, to activate their activity, using various forms of work.

Since, according to the Standard Program, graduates of Kazakhstan universities should be ready not only for situations of everyday communication, but also for professional communication, foreign-language scientific activity (which in the conditions of the modern open world has already become a necessary competence of a high-level professional), the role of forming skills of composing and reproducing a monologue is difficult to overestimate. At the same time, as the analysis of the history of the issue has shown, specific methods of forming motivation and maintaining students’ interest in constructing and conducting a dialogue are not yet sufficiently described. At the same time, Kazakhstani universities have students with different levels of Russian language proficiency. These are both graduates of Kazakh schools who have reached the level of a native speaker, and Kandas who have arrived in their historic homeland, as well as ethnic Kazakhs studying under the program to support compatriots who have little or no command of Russian, and also citizens of other countries for whom Russian is something new and unexplored. On the one hand, all these factors must be taken into account when teaching monological speech. On the other hand, it opens up new methodological possibilities, since students with different levels of Russian language proficiency are at the teacher’s disposal. All this forms the specificity of Russian language teaching in Kazakhstan non-language universities and predetermines new, effective forms of work and determines the relevance of considering specific methods of work on the formation of monologues just in the conditions of Kazakhstan universities.

The hypothesis of our work is that the potential of multilevel groups, allows both to create motivating factors for students to form the skill of monological speech, and to design effective methods of work, allowing to achieve the earliest result in high mastery of the skills of monologue.

The purpose of our article is to identify effective tools for mastering the skills of spontaneous and prepared monologue when working with groups of different levels.

Objectives of the paper:

- Identify the specifics of work on the formation of monological speech when working with groups of different levels;
- Identify the main methods of work that contribute to the activation of monological speech in Russian classes in groups with the Kazakh language of instruction;
- to consider the specifics of the methods of Tandem, excursion, case study in terms of motivation and activation of monological speech.

Materials and research methods

The methods of work considered in the article, aimed at creating motivation and forming the skill of monological speech, were tested in our work with students of Satbayev University, studying in the first year of the subject “Russian language” according to the Standard Program [1]. Analysis of the thematic content of the Model Program showed that there are overlapping topics at the basic and academic levels. If at the elementary level these topics are only introduced and students only master the necessary vocabulary, grammar, and model constructions, then at the academic level these topics are much broader and already require students to be able to analyze and reason about the given topics.

As an experiment we chose two multilevel groups (basic and academic level) in which we conducted combined classes on relevant topics. Tandem, excursion, case study, project method were used as methods of work. The analysis of conducted classes was carried out in the form of feedback, both verbal and written questionnaires. Further on, the analysis of control sections on the competence “Speaking” (prepared mono-

logue) in the groups participating in the experiment and other groups, which were trained according to the given plan, was carried out. Thus, with the help of feedback methods, questionnaires and statistical analysis we were able to draw certain conclusions about the effectiveness of the proposed methods of activation of monological speech.

Results and their discussion

As Ye.A. Nivina and O.V. Tolmachiova note, “an indispensable condition in teaching monological speech is accumulation of positive language experience by students and, therefore, the teacher's task is to create such an atmosphere and such conditions in the classroom in which each student can manifest himself by constructing his oral statement. One way to do this is to create stimuli for producing an oral statement, when students focus not on thinking about what to say, but on how to say it. The attention of the student in this case is turned to the form and lexical filling of the statement” [8]. Here the authors accurately designate the basic parameters of successful mastering of monological speech. As our long-term experience of teaching Russian as a foreign language to the students of nonlinguistic specialties shows, the first factor which forms as a result successful mastering at high level skills of monological speech is creation of favorable atmosphere, stimulation of interest to language that in turn already leads students already to level of lexical-grammatical improvement of speech. And in this sense it is difficult to overestimate the opportunities that work with multi level groups opens up for teachers. The best example for those who are mastering Russian (as well as any other foreign language) at the basic level can be the same students who have already advanced to the academic level. This motivation at the psychological level is extremely effective. The example of the same student allows you to believe in your strength much more strongly than the admonitions of a native speaker teacher, moreover, a professional. Other well-known methods, such as work with illustrations, the use of ICT, certainly make the process of mastering monological speech more effective. However, live communication with peers offers a number of advantages. Firstly, students are maximally involved in live communication; secondly, the teacher gets an opportunity to use various group work methods; thirdly, the principle “we learn while teaching” is more effective in groups of different levels. Certainly, the organization of such work requires from the teacher certain efforts and careful selection of the methods that would work best for each specific topic. That is, for example, in the topic “My Family” it is unlikely that an excursion or a case study will work. On the other hand, a topic on art and culture would certainly be more effectively learned in an excursion lesson.

The specifics of working on monologic speech in multilevel groups lies in the selection of such methods and types of tasks that would give an opportunity to develop the speaking skills of students of all levels and at the same time would meet the principle of advanced development not only for students of basic, but also for academic level. Particular attention should be paid to the selection of material. Despite the fact that lessons can be conducted on general topics, the teacher is faced with the difficult choice of such aspects of the topics that would be of interest to students of both levels. That is, too simple material may not cause interest in students of higher levels, and more complex material, on the contrary, can cause not only rejection, but even complexes, students will feel that the further development of language becomes for them an impossible burden. Therefore, the primary task of the teacher when organizing work with multilevel groups is the selection of material of adequate complexity, taking into account the interests of both levels, as well as a thorough study of preparatory tasks.

The work on the formation of monological speech (especially spontaneous monologue) all the more requires creating such an environment in the class, when students of the basic level could be motivated to express their thoughts in the studied language freely, and students of a higher level could practice their monologue skills already at a higher level. As Ye.V. Klassen and O.V. Odegova aptly point out, “teaching in a multilevel group can be compared to the work of a conductor who simultaneously leads each part of the singers in a choir or a group of instruments in an orchestra, letting the soloists shine and not forgetting the integrity and overall impression of the piece” [9]. To make this orchestra sound, however, requires careful score development and preparation of each member of the orchestra. In this case the teacher should pay special attention to the fact that the class has a comfortable environment, each of the students develops at their own pace, does not feel uncomfortable and gets the very “I can” feeling, strengthening self-esteem and getting motivation for further language improvement.

Based on the experience of our work with groups of technical university students, we can distinguish a number of methods that have proven themselves in the work with multilevel groups in the formation of skills of monological speech. Such methods include the Tandem method, excursion lessons, both real and virtual,

case studies, and the project method. Anticipating organizational questions from our colleagues working in domestic universities, let us stipulate that groups can be combined either within the SIWT, or within the schedule, if it is possible to agree with colleagues to swap class times in one of the groups to be able to combine them. We think it is important to make this observation, as referring to methods of work involving merging groups can raise organizational issues, and without suggested ways to address them, colleagues may simply give up on them. Of course, all of this can also work within the framework of SIW and club work (e.g., the Tandem Club). However, within the framework of this article we aim to show exactly the work during the classroom sessions. Let's consider each of the methods using specific examples from our practice of teaching combined academic and basic level groups.

The Tandem method has long established itself as an effective method of teaching foreign languages through language exchange. The Tandem method as an independent work of students is discussed in detail in the article Ye.R. Keller-Deditskaya, N.F. Yushko "Independent work at the formation of professional foreign-language competence of a medical student" [10, 11]. The essence of the method consists in the fact that the students unite in pairs and teach each other the language which native speaker they are. For example, the Tandem method showed its effectiveness when working with students from India. Kazakh students taught them Russian, while students from India helped their partners to improve their English.

Of course, the Tandem method is aimed primarily at practicing dialogue skills, and here its effectiveness cannot be overestimated.

Working by this method allows students to communicate freely, removes the language barrier and fear of mistakes, and students gain confidence in their abilities. Tandem stimulates informal communication, and often tandem pairs move communication beyond the club and extracurricular classes, continuing to communicate and teach each other not only as partners, but also as friends. At the same time in a relaxed form there is a cultural exchange, a close acquaintance with the culture of the interlocutor "first-hand". However, as our practice has shown, Tandem is no less effective in practicing monologue skills, both spontaneous and prepared.

Classes using the Tandem method at the basic level can be held as early as the first weeks of the semester. Thus, we have organized classes using this method on the topic "Me and My Family" at the basic level and "Problems of the Modern Family" at the academic level. At the basic level the students already have a sufficient vocabulary on this topic and know the necessary elementary constructions. They will now be challenged to be able to talk about their family in more detail, diversifying their speech with a variety of more complex grammatical constructions. Students at the academic level should be able to talk about issues related to the modern family. To do so, they must also master the appropriate constructions. At the same time, higher level students can already teach students a more detailed story about the family and practice a number of constructions, such as SSPs and SPPs, to help consolidate such complex topics as gender and possessive pronouns. The groups are given a preliminary task — to prepare a story about their family according to a certain scheme. For the academic level group, questions related to contemporary family issues are also included. While the usual Tandem assumes dialogues in each of the languages for 15 minutes, when practicing monological speech, we change the form of communication and give each partner the task of talking about their family for 3 minutes for the basic level and for 5 minutes for the academic level. That is, each partner prepares a monologue. Students come to class with these prepared monologues. Then the task is given to the partners to listen to each other. The basic group does it first, and then the academic group does it. This gives the lower level students a chance to get more comfortable with the communication, to build up the principle "from simple to complex". After the first student has talked about his family, his partner asks a series of clarifying questions aimed at finding out, among other things, what problems arise in his partner's family. Then the academic student speaks the monologue and then answers his or her partner's questions in the same way. The task of the pairs is to talk about their partner's family. Academic level students should minimally find out if there are any problems in their partners' families and how they are solved. Basic level students, on the other hand, need to compose a story about their partner's family that goes beyond providing biographies of family members and simple sentences. While communicating according to Tandem technology, academic level students do not correct each other's mistakes, but spell out similar constructions in which the erroneous construction or word would have sounded correct. After the pairs have spoken for 17 minutes (8 minutes total monologue time plus three minutes for questions and clarifications and three minutes to prepare the monologue), each pair presents a three-minute dialogue about each other. After the presentation, pairs receive feedback from all listeners on a "Sandwich" or "Gift" basis (creating only a positive, welcoming atmosphere in the class). At the end of the class, the students fill out questionnaires as feedback, answering the teacher's

questions aimed at getting information about what specific skills they practiced in the class, what they learned, and how this particular method helped them. Here is an example of the answer of one of the students at the basic level: "I liked it very much to work in a pair with my classmate who knows Russian well. I felt comfortable and interested. And then he didn't tell me about my mistakes, but I heard him to say the same words and sentences but correctly and I took notes. Giving the speech about the family was a little exciting, because it was the first time I spoke so long in Russian, not only in my group, but also in front of the guys from the other group. I was kind of scared, but I wasn't, because they were all my classmates and I wasn't afraid of making a mistake. I learned some new words and was able to use some complex sentences in my speech. I really enjoyed this class, I wish we had more classes like this. At the end of the class each of the students gave a monologue, which can be called partially prepared. At the same time, they performed in front of a larger audience than their own group, but at the same time the listeners were their classmates. This allows, on the one hand, to test the performance in front of a large audience, but, on the other hand, to do it as comfortably as possible, removing fears and stress. Under such conditions, mastering the skills of monological speech seems to be more effective.

One of the most interesting topics in the Russian language course is the topic of culture and art. This is always an opportunity not only to improve your language skills, but also to raise your general cultural level and broaden your horizons. In Almaty, students have the opportunity to visit museums and theaters. All of this can be used to practice monologue skills. Thus even for students of academic level it is not easy to play a role of a guide, because it has its own specifics. It is especially important to attach students of technical universities to art, as a modern professional in any field should have a wide range of knowledge, be well-rounded. As a method of teaching the Russian as a foreign language, an excursion has proven itself primarily in terms of the development of linguocultural competence. As N.Y. Valiaeva notes, "at the current stage of methodological development, it is possible to formulate the following definition of the excursion method: it is a method of active acquaintance with an authentic object in its natural or simulated environment, based on emotional and sensual perception of the object, with subsequent comprehension and experience of what has been seen" [12, 13]. These exactly indicated features of an excursion can be used in the best way possible for practicing the ability to say a monologue in a situation of sensory experience, to represent an art object, which would be required. That is why preparatory work is very important when conducting an excursion. We made an excursion in groups of basic and academic level to one of the most interesting cultural places in Almaty — A. Kasteev's Art Museum [14]. We chose a painting of Kazakhstan. The museum has a good website, which gives students an opportunity to preview the museum and the works of Kazakh masters of painting. We chose a painting by A. Kasteev. Students of academic level were given a preparatory task: cards with a circle of questions. The questions were aimed both at getting information about the museum in general and at parsing one of A. Kasteev's works. For example, the cards included questions about the history of the painting, as well as descriptions. They had to select a vocabulary that would allow them to describe the color scheme, the plans of the painting and convey the emotions that arose as a result of perceiving it. Each of them had to act as a guide for a basic level student. Basic level students were to familiarize themselves in advance with the history of the museum and the exhibition to be visited, according to the texts prepared in advance on this topic. When working with the text, write out new vocabulary, find its interpretation, learn it, make up sentences with it, and make a thesis plan of the text, make a mental map. When visiting the museum, each of the academic level students, as a tour guide, told the basic level student about the chosen painting. In turn, the "listener" asked the guide questions and had to retell what he or she learned from the "guide's" words and prepare his or her own description of the painting. The instructor walks from pair to pair and controls the process. As a result, depending on the number of pairs, it is possible to listen to each of the students, or to choose control pairs and listen to them. Thus academic level students prepare a monologue on a given topic, while basic level students practice an unprepared monologue, as they describe the picture immediately after listening to the guide and asking questions about it. As a result, we give feedback in writing or orally. Let us note that during the feedback the students of the academic level, even those for whom Russian is a second native language, note that when preparing an excursion they had to face certain difficulties related to the selection of vocabulary and the construction of the text, which should not just convince the listener, but make an emotional impression on him/her, that this experience was absolutely new for them and allowed them to learn to build a monologue on such a specific topic as art, as well as improve their skills in public speaking.

Such methods as the case study and the project method today do not require proof of their effectiveness, including in the study of foreign languages. It is not our task to describe their specificity, which is the subject

of a great number of works. Let us define only how they can be applied in the formation of such competence as monological speech.

In order to practice monological speech we organized a lesson in the format of a case study “Stylist for a Friend”. Let us note that it was not a role-playing game similar to “Fashion Verdict”, which is usually suggested when studying the topic Lifestyle, the description of appearance. Creating a style for a friend was supposed to be in the form of a meeting of style agency specialists. The students were divided into groups, each of which consisted of an equal number of students from the basic and academic groups. There were three groups. The task was as follows: the agency approached the young man, who asked to make a gift for a friend's closet. The client was represented by one of the students, he showed photos of his friend and told about him in detail (the task had been prepared by a student before). Each of the groups was faced with the task of deciding which style of clothing to choose. Each of the experts had to make a suggestion (speaking time was 2 minutes), then the groups had to discuss all the performances and choose the best one. At the final stage, a speaker was chosen to present the group's solution. At the end, the client had to say which of the solutions he or she thought was the best (thereby delivering an unprepared monologue). During the problem solving process, the stylists could use prepared style cards (each card presents one of the styles and describes it with the help of adjectives). In addition, students are offered a range of constructions that they must necessarily use in speech (for each level). Both prepared and spontaneous monologue are practiced. Special attention is paid to the use of adjectives, which is especially relevant for the basic level. Interaction of students of two levels is carried out during the work on composing the style. The final speaker's monologue is also drafted together. In this way the academic level students help the basic level students expand their vocabulary and demonstrate the use of more complex constructions. The academic level students themselves also expand their vocabulary by adding dress style words and by learning to use evidentiary constructions.

Closely related to the case study is the project method. Its peculiarity is that it assumes an end product. The final product can be designed in the most different way. Projects may be research, creative, game, informational, practice-oriented and others. As G.N. Shamonina notes, “the use of the project method increases motivation to learn the language and culture of the country, develops communication skills and independent thinking, allows each participant to show themselves creatively, strengthens interpersonal relationships, teaches tolerance and creates a comfortable psychological climate in the student group. The project is valuable because during its implementation students learn to acquire knowledge independently, gain experience in cognitive and learning activities” [15].

We turned to an information project aimed at obtaining information about the scientists of the university where students study and presenting the information in the form of a presentation. The project work involves a long extracurricular preparation, and only the final result is presented in class. The teacher forms groups of 4 people — two people from the basic level and two from the academic level. A group leader is assigned, and one person is responsible for the interview (two people) and the final product (presentation). The team leader makes a work plan, and gives the task to those who will collect the material. Two people work on the interview — one from the academic level group (forms the circle of questions, makes up the vocabulary needed for the interview) and another from the basic level group (he/she studies the questions and practices the vocabulary, and then asks the questions). The task of the groups is to find a university scholar and interview him/her about the profession. The person in charge of the presentation designs the final product. The group then gets together and studies the resulting presentation, preparing its defense. Each group member gives a two-minute monologue as a defense (total of 8 minutes per group). In class, the groups present the product, ask each other questions, and provide feedback. In this way students practice their prepared monologue skills. At the same time, as the students note in their feedback, this work is especially interesting for them because they “collected the material for the performance themselves, it became very close and clear to them” (from the feedback questionnaire of a basic level student). The project method realizes such important possibilities as semantic aspiration, independence and cooperation, reflexivity (the ability to evaluate one's own product and the product of others), dialogicality, cooperation and at the same time personal responsibility. The project method allows not only to practice the monologue when making a presentation, but, importantly, to introduce students to thorough preparation of a speech on the basis of the material they have independently collected.

The tests and final examinations showed that those groups who had studied the methods described above in the combined classes of basic and academic groups coped much better with the speaking task, where students had to present a monologue prepared for three minutes. Their performance was 100 percent, that is, there were no students who passed the cutoff with a conditional “satisfactory” grade. At the same

time their monologues were distinguished by their clear composition, creative approach, and the smallest number of grammatical and orthoepic errors.

Conclusion

The analysis of students' final works showed that work in multilevel groups with the use of "Tandem", excursion, case-study and project methods allows forming monologic speech skills more effectively and at the same time developing other competences necessary for future professional of a technical university: independence, ability to find and analyze material, to form it as a text and present, to give self-assessment and provide feedback, work in cooperation. The main advantage of such forms of work is that the monologue ceases to be just an academic one, delivered only in the group and in front of the teacher, it already rises to the level of public speaking, which provides a qualitatively new level of monologue learning.

In the table below we propose a sample ratio of academic and basic level topics according to the Model Program and suggest possible methods within these topics that would allow students to more effectively develop their monological speaking skills.

T a b l e

Correlation table of topics of basic and academic level and methods of teaching monologue

Level topics ratio		Teaching method
Academic	Basic	
Me and my family	Problems of the modern family	Tandem
How is my day going	Lifestyle (peculiarities of work, leisure, communication, range of interests)	Tandem
Free time	Free time (leisure, interests, hobbies)	Case study "Free time with benefit"
My hobbies		
City where I study	The geographical position of the city. City's history. City problems. Ideal city.	Project-excursion "I am a guide"
Cultural life of the city	Cultural recreation (theaters, museums, festivals, concerts, literature). The role of art in human life.	Museum tour
My friend	Lifestyle (clothes, design and functionality of the home)	Case study "Stylist for a friend"
A person's appearance		
Person's character		
My speciality	A well-known scientist in the field of the science under study. History of my specialty	Project-presentation "Professional I look up to"

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Тілдік емес жоғары оқу орындағы орыс тілі сабақтарында монологтік сөйлеуді қалыптастыру әдістері

Мақалада қазақ тілінде оқытатын топтарда орыс тілін шет тілі ретінде оқытудың өзекті мәселелері туралы айтылған. Авторлар негізгі және академиялық деңгейде монологтық сөйлеу дағдыларын дамытудың өзекті мәселесіне назар аударған. Техникалық университеттегі базалық және академиялық деңгейдегі топтарда жұмыс істеудің практикалық тәжірибесіне сүйене отырып, авторлар көп деңгейлі топтарды біріктіру әдісінің тиімділігін де, сонымен бірге инновациялық әдістерді қолдана отырып, монологтік сөйлеу бойынша атқарылатын жұмысты да талдаған. Мақалада практикалық сабақтар мысалында «Тандем», сабақ-экскурсия, кейс-стади, жоба сияқты әдістер монологтік сөйлеу дағдыларын дамыту тұрғысынан қарастырылған. Тақырыптардың арақатынасын және осы тақырыптарды зерттеу барысында монологтік сөйлеу дағдыларын қалыптастыруға бағытталған ең барабар әдістерді анықтай отырып, авторлар көп деңгейлі топтарда сабақтарды ұйымдастыру жоспарын ұсынған.

Кілт сөздер: орыс тілі, монологтік сөйлеу, инновациялық әдістер, оқыту әдістері, көп деңгейлі топтар, техникалық университет, өзекті мәселе, сабақтарды ұйымдастыру.

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Методы формирования монологической речи на занятиях по русскому языку в неязыковом вузе

В статье рассмотрены актуальные вопросы преподавания русского языка как иностранного в группах с казахским языком обучения. В поле зрения авторов — актуальная проблема формирования навыков монологической речи на базовом и академическом уровне. На основе практического опыта работы в группах базового и академического уровня в техническом вузе авторами проанализирована эффективность как самого метода объединения разноуровневых групп, так и работы над монологической речью с применением инновационных методов. Авторами на примере конкретных занятий изучены такие методы, как «Тандем», занятие-экскурсия, кейс-стади, проект, в аспекте отработки навыков монологической речи. Кроме того, ими предложен план организации занятий в разноуровневых группах, определяя соотношение тем и наиболее адекватных методов, направленных на формирование в ходе изучения этих тем навыков монологической речи.

Ключевые слова: русский язык, монологическая речь, инновационные методы, методы обучения, разноуровневые группы, технический вуз, актуальные вопросы организации занятий.

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