COMPARISON AND INTEGRATION OF MONOLOGIC AND DIALOGIC SPEECH

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Abstract: Speech development is a systematic process aimed at forming the skills to construct statements in accordance with language norms and the communicative situation. This article explores the comparison and integration of monologic and dialogic speech in the Russian language.
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Modern education is focused not only on the formation of professional competencies in students but also on developing their communicative competencies. In the context of a rapidly evolving information society, the ability to express one's thoughts clearly and correctly is one of the key factors for successful self-realization. This skill becomes particularly important for university students, who are preparing for professional activities related to teaching, counseling, management, or research. Human speech is a complex system that includes both internal cognitive processes and external forms of speech activity. The most significant forms for students are monologic and dialogic speech, each of which requires the development of specific skills. Monologic speech involves an independent, extended statement, while dialogic speech entails active participation in verbal interaction with a conversation partner. To master speech fully, a student must acquire both types of speech activity. Speech development is a systematic process aimed at forming the skills to construct statements in accordance with the norms of language and the communicative situation. According to the research of L.S. Vygotsky, A.A. Leontyev, and I.A. Zimnya, speech is both a means and a product of thinking. It develops in close connection with cognitive activity, communication practice, and personality

formation.

Speech activity is divided into internal (thinking, planning) and external (oral and written speech). Within oral speech, monologic and dialogic forms are distinguished:

Monologic speech is an extended, independent statement made by a single speaker, aimed at conveying information, with a logical structure, argumentation, and the expression of the author's position. **Dialogic speech** is a form of communication in which there is an exchange of turns between two or more participants, including question-and-answer structures, reactions to the conversation partner, and elements of verbal interaction.

Monologic speech is a complex type of speech activity, as it requires not only linguistic knowledge but also skills in planning, structuring, and maintaining the audience's attention. For students, the formation of a monologue is connected with the development of the following skills:

- construct sentences logically and grammatically correctly;
- use thematically and stylistically appropriate vocabulary;
- follow the structure (introduction, main part, conclusion);
- argue one's own point of view;
- control expressiveness, intonation, and speech tempo.

In the educational process, the development of monologic speech can be implemented through the following types of assignments:

- preparation of oral presentations, reports;
- presentations at seminars;
- descriptions, narrations, and reasoning;
- retelling with elements of analysis;
- participation in rhetorical exercises (speech on a given topic, impromptu, project defense).

A significant role is played by feedback from both the teacher and students, as well as the use of technologies (audio and video recordings of presentations, working with presentations).

Features of developing dialogic speech in students

Dialogic speech is more common in everyday communication. However, in the educational environment, it requires conscious practice aimed at developing skills in leading discussions, argumentation, and the ability to listen and understand the conversation partner.

The main characteristics of dialogic speech:

- situationality (speech depends on the context);
- brevity of turns;
- active interaction between the conversation partners;
- use of non-verbal components (gestures, facial expressions, intonation).

To develop dialogue in an educational environment, the following techniques are used:

- role-playing and business games;
- discussions and debates;

Interviews and dialogues on a given topic;

pair and group work;

working with problem situations.

Special importance is attached to the formation of communication etiquette: the ability to start and finish a conversation, ask questions, show respect for the conversation partner's opinion, and express disagreement politely.

Comparison and Integration of Monologic and Dialogic Speech

Although monologic and dialogic speech differ in structure and purpose, their development should proceed in parallel. The monologue teaches how to construct logically complete statements, while the dialogue develops flexible thinking, the ability to argue, and engage in communication.

Integration of these forms can be achieved through:

- project defense with discussion (monologue + dialogue);
- public speaking with questions from the audience;
- reflective conversations after completing assignments;
- group discussions with individual speeches.

Thus, balanced development of both forms of speech ensures the formation of universal communicative skills in students, which are necessary for any professional activity.

Practical Recommendations for Teachers

For effective speech development of students, it is recommended that the teacher:

1.   Regularly incorporate speech tasks into the learning process.

2.   Encourage students to give public speeches, even short ones.

3.   Create success situations, especially for students with speech difficulties.

4.   Use diverse formats of lessons (seminars, roundtables, masterclasses).

5.   Apply digital technologies — video recording, online debates, presentations.

6.   Assess speech not only for content but also for expressiveness, logic, and correctness.

Speech development in students is a crucial aspect of their professional and personal growth. Monologic and dialogic speech are two sides of speech competence, complementing each other. Effective work on their development helps form competent, self-assured professionals capable of engaging in productive dialogue and clearly expressing their thoughts in various fields of activity.

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