TEACHING MONOLOGUE SPEECH USING VIRTUAL TOURS IN RUSSIAN LESSONS

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Abstract
Modern pedagogical technologies such as collaborative learning, project-based methods, the use of new information technologies, Internet resources help to implement a person-centered approach to learning, ensure individualization and differentiation of learning, taking into account the abilities of students, their level of training, inclinations, etc. The purpose of the article is to bring the methodology for the formation of monologue speech in Russian lessons at university in accordance with the development of modern information technologies.

Introduction
Today, knowledge of a foreign language has enormous social significance. The development of intercultural communications, as well as scientific and technological progress, puts forward its own requirements for determining a person's culture, and one of these requirements is knowledge of a foreign language [1].
Knowledge of a foreign language is an additional window into the world, access to other national cultures. The advantage of introducing Internet technologies into the process of teaching a foreign language at the moment is no longer in doubt and does not require additional evidence. The Internet resources themselves are an invaluable and vast basis for creating an information-subject environment, education and self-education of people, satisfying their professional and personal interests and needs. The possibilities for using Internet resources are enormous. The Internet creates conditions for obtaining any necessary information for students and teachers anywhere in the world: regional studies material, news from the lives of young people, articles from newspapers and magazines, necessary literature, etc.

In recent years, the issue of using new information technologies in universities, namely virtual tours, has increasingly been raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process - this will be the relevance of our work [2].

The main goal of teaching foreign languages is the formation and development of the communicative culture of students, training in practical mastery of a foreign language. The teacher's task is to create conditions for practical language acquisition for each student, to choose teaching methods that would allow each student to show their activity and creativity [3]. The teacher's task is to activate the student's cognitive activity in the process of teaching foreign languages.

Monologue speech is the speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events, etc. [4]. One of the tasks put forward by the university foreign language program is the teaching of monologue speech. The goal of training is to develop monologue speech skills, which are understood as the ability to express one's thoughts orally in a communicative, motivated, logically consistent and coherent manner, sufficiently complete and linguistically correct.

Currently, in mass universities, teaching monologue statements is not always given enough attention. This position seems erroneous, since it is this aspect of training that disciplines thinking, teaches one to think logically and, accordingly, construct one's statement in such a way as to convey one's thoughts to the listener. A monologue is a form of speech when it is built by one person, independently determining the structure, composition and linguistic means. Monologue speech can be reproductive and productive in nature. Reproductive speech is not communicative. The university is faced with the task of developing students' unprepared productive speech. Monologue speech, like dialogical speech, should be situationally conditioned and, as psychologists say [5], motivated, i.e. the student must have a desire, an intention to communicate something to those listening in a foreign language. The situation is the starting point for the monologue, then it seems to break away from it, forming its own environment - context. Therefore, it is customary to say about a monologue that it is contextual, in contrast to dialogue and polylogue, which are closely dependent on the situation [6]. Due to the contextual nature of monologue speech, special requirements are placed on it: it must be understandable "from itself," i.e. without the help of non-linguistic means, which often play a large role in situational dialogical speech. As is known, monologue speech has the following communicative functions [7]:

- informative (communication of new information in the form of knowledge about objects and phenomena of the surrounding reality, description of events, actions, states);

- influencing (convincing someone of the correctness of certain thoughts, views, beliefs, actions; inducing action or preventing action);

- emotional-evaluative.

For universities, the most relevant is the informative function of monologue speech. Each of the above functions of monologue speech is characterized by its own linguistic means of expression and special psychological stimuli. The psychological literature notes that compared to dialogic speech, monologue speech is more complex and difficult. It requires the speaker to be able to coherently and consistently express his thoughts, to express them in a clear and distinct form. When mastering monologue speech in a foreign language, these difficulties become significantly more complicated due to the fact that students do not fluently master the linguistic means that the speaker needs to express thoughts [8]. According to the communicative purpose, the following monologue statements are distinguished: monologue - message; monologue - description; monologue - reasoning; monologue - narration; monologue - persuasion.

All these statements presuppose the possession of a complex monologue skill of coherent presentation of thoughts, facts, events, manifested, in particular, in the mastery of connecting elements of sentences - adverbs of time (late, then, farther), cause and effect (therefore), adverbs expressing sequence (the first, the second), as well as by combining speech patterns known to students in accordance with the goals and conditions of communication, in particular, choosing the appropriate word order in sentences, conjunctions and allied words [9]. The influencing function of monologue speech manifests itself especially clearly in the monologue - motivation. Bearing in mind the low, but communicatively sufficient level of mastery of monologue skills in universities, monologue statements are of greatest relevance: description and communication of students about themselves, about their interests, about universities, about their hometown, about their family, about everything that can be interesting for an imaginary (or real) peer - a native speaker [10].

As for teaching monologue speech, planned and systematic training begins in the elementary and continues throughout all universities years. An educational monologue at the initial stage of training is a simple and very short, logically structured statement containing one or more speech samples. Students should be able to speak logically and consistently without prior preparation in accordance with the learning situation, make oral reports on a topic, and convey in their own words the

main content of what they listened to or read within the language material. Students are required to be able not only to report facts, but also to express their attitude to what is presented [11]. The volume of the statement is at least 15 phrases, correctly formatted linguistically. Particular difficulties in mastering coherent monologue speech include choosing the order of words in a sentence in a coherent monologue statement and setting the correct logical stress in phrases. As established in the linguistic literature, in a monologue text, the first member of a new sentence often plays the role of a link with the previous context. The function of a connecting element in a sentence, as already mentioned, can be performed by virtually all members of the sentence, especially often this function is performed by all minor members of the sentence - circumstance of time, reason, etc. [12].

There are different types of supports used in teaching monologue speech. The basis of a monologue utterance is a certain scheme, which is stored in a generalized form in the mind of the speaker. It is called a logical-syntax scheme. If you analyze a sufficient number of statements, you will notice that the sequence of their constituent phrases is not arbitrary, not chaotic, and most importantly, not unique: it is repeated. On the one hand, the sequence of phrases reflects a certain logic of thought development, on the other hand, the repetition of syntactic connections between phrases is revealed.

The lexical-syntactic scheme is not a special exercise, but only an auxiliary tool, a special kind of support that can be used with any exercise at the stage of improving skills and at the stage of developing speech skills.

The lexical-syntactic scheme is not the only type of support used in teaching a monologue statement. There are quite a lot of them and they are quite diverse. However, their purpose is, in principle, the same - to directly and indirectly help the generation of speech utterances by calling up associations with the life and speech experience of students.

Since the necessary associations can be evoked, firstly, through words, and secondly, through the depiction of reality, it is legitimate, first of all, to distinguish between verbal and pictorial supports. This division opens up the possibility of parallel use of both supports in one exercise, since they complement each other [13].

Any support is, in essence, a way of controlling the statement. But depending on one or another support, the nature of control will be different. What do the supports control? Either by the content of the statement or by its meaning. Hence another division of supports - into substantive and semantic ones, which take into account two levels of utterance: the level of meaning (who? what? where? when? etc.) and the level of meaning (why? why?). If both criteria are brought together, we obtain the following classification of supports proposed by V.B. Tsarkova.

Supports are always informative. In some cases, the information is expanded (content supports), while in others it is compressed (semantic supports). But in any case, it is only an impetus for reflection. In this regard, students develop certain associations that can be directed in the right direction by setting up speech exercises. Each of these supports is specific in nature and has its own potency, used to control the process of learning monologue utterance.

Among the problems theoretically and experimentally solved by the methodology of foreign languages, communicative competence and methods of achieving it are one of the most relevant.

Modern interpretations of communicative competence in the field of teaching foreign languages go back to the definition of the American scientist D. Himes, according to which, "communicative competence is what the speaker needs to know to communicate in culturally significant circumstances" [15].

It is very difficult to master communicative competence in Russian without being in the country of the language being studied.

Therefore, an important task of the teacher is to create real and imaginary communication situations in a foreign language lesson, using various methods and techniques (role-playing games, discussions, creative projects, etc.).

No less important is the task of introducing universities to the cultural values of native speakers. For these purposes, the use of authentic materials (drawings, texts, sound recordings, etc.) is of great importance. Acquaintance with the life of Russian-speaking countries occurs mainly through text and illustrations.

An undoubted advantage of modern Russian language textbooks for universities is their saturation with regional information. A significant place among texts is occupied by such types as letters, advertisements, signs, questionnaires, menus. All facts and phenomena, all information about different areas of reality in Russian-speaking countries are selected taking into account the age of the students and their interests. Mastering this material allows students to better navigate the country of the language they are learning if they actually visit it.

Along with this, it is important to give students a clear idea of the life, traditions, and linguistic realities of Russian-speaking countries. This purpose can be served by educational virtual tours, the use of which contributes to the implementation of the most important requirement of the communicative methodology "… to present the process of language acquisition as comprehension of living foreign language reality…" Moreover, the use of video tours in lessons contributes to the individualization of learning and the development of motivation in students' speech activity. When using video tours in foreign language lessons, this type of motivation develops as self-

motivation, when the video is interesting in itself. This brings satisfaction and gives confidence in one's strength and desire for further improvement.

It is necessary to strive to ensure that students receive satisfaction from what they see precisely through understanding the language, and not just through an interesting and entertaining plot.

Another advantage of a virtual tour is the power of impression and emotional impact on students. Therefore, the main attention should be directed to the formation of a personal attitude by students to what they see. Successful achievement of such a goal is possible only, firstly, with the systematic display of virtual videos, and secondly, with a methodically organized demonstration.

It should be noted that the use of an interactive tour in a lesson is not only the use of another source of information. The use of a virtual tour contributes to the development of various aspects of students' mental activity, and, above all, attention and memory. While watching, an atmosphere of joint cognitive activity arises in the class. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the video, students need to make some effort. This is how involuntary attention turns into voluntary attention. And the intensity of attention affects the process of memorization. The use of various channels of information (auditory, visual, motor perception) has a positive effect on the strength of capturing regional and linguistic material.

Thus, the psychological features of the impact of educational virtual tours on students (the ability to control the attention of each student and a group audience, influence the volume of long-term memory and increase the strength of memorization, have an emotional impact on students and increase learning motivation) contribute to the intensification of the educational process and create favorable conditions for formation of communicative (linguistic and sociocultural) competence of students.

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