

TYPOLOGY AND DIDACTIC CHARACTERISTICS OF MONOLOGIC UTTERANCES IN TEACHING FOREIGN STUDENTS OF ENGINEERING AND TECHNICAL PROFILES AT THE PRE-UNIVERSITY STAGE

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Abstract. The article addresses the problem of forming monologic speech in foreign students of engineering and technical profiles at the pre-university stage of education. The relevance of the study is in the growing number of international students in technical universities and the need to prepare them for academic and professional communication in the Russian language. The study aims to substantiate a typology of monologic utterances and to identify their didactic characteristics within the framework of professionally oriented language training. The research is based on the analysis of psycholinguistic, pedagogical, and methodological literature, as well as on the examination of curricula and instructional materials used in pre-university training programs for foreign students. The study employs theoretical methods, including comparative analysis and modeling, and empirical methods such as observation and content analysis of educational materials. As a result, a typology of monologic utterances relevant to engineering and technical education is proposed. Four main types are identified: descriptive, explanatory, informative, and argumentative monologues. Each type is characterized in terms of its communicative functions, linguistic features, and didactic potential. The findings demonstrate that the proposed typology reflects the specific cognitive and communicative demands of engineering education and contributes to more effective planning of instruction. The practical significance of the study lies in the possibility of applying the proposed typology in the development of curricula, teaching materials, and systems of exercises aimed at forming monologic speech in foreign students at the pre-university stage.

Keywords: monologic speech, foreign students, engineering and technical profile, pre-university training, professionally oriented language instruction, academic communication.

I. INTRODUCTION

The modern system of higher education in the Russian Federation is characterized by a steady increase in the number of international students, including those enrolling in technical and engineering universities. In this context, the problem of language training for foreign students at the pre-university stage becomes particularly relevant. Such training is aimed not only at the development of basic communicative competence but also at mastering the academic and scientific style of speech required for successful study in the chosen professional field.

One of the key components of communicative competence is monologic speech, which, in engineering and technical education, serves as the primary means of presenting knowledge, describing processes and objects, explaining cause-and-effect relationships, providing argumentation, and formulating generalizations. Proficiency in monologic speech enables foreign students to participate fully in the educational process: to answer questions in class, deliver presentations, describe the results of laboratory and project work, and subsequently present final qualification papers.

Despite the considerable body of research devoted to teaching monologic speech within the methodology of Russian as a foreign language, the issue of the typology of monologic utterances in relation to the engineering and technical profile and the pre-university stage of instruction remains insufficiently systematized. The absence of a clearly developed typology complicates the selection of teaching materials and the design of tasks oriented toward professionally significant types of speech activity.

The purpose of this article is to substantiate a typology of monologic utterances and to identify their didactic characteristics in teaching foreign students of engineering and technical profiles at the pre-university stage. To achieve this purpose, the following objectives are addressed: to analyze scholarly and methodological literature on the problem of monologic speech; to identify the main types of monologic utterances relevant to the engineering and technical profile; and to determine their didactic characteristics and methodological potential.

II. LITERATURE REVIEW

The problem of developing monologic speech occupies an important place in the works of Russian and international researchers in the fields of psycholinguistics, language pedagogy, and foreign language teaching methodology. The theoretical foundations of speech activity were laid in the works of A. A. Leontiev, who viewed speech as a purposeful activity comprising motivational, orientational, and executive components (Leontiev, 2003). Within this framework, monologic speech is understood as an extended, logically structured utterance oriented toward an addressee and a specific communicative task.

A significant contribution to the development of methods for teaching monologic speech was made by I. A. Zimnyaya, E. I. Passov, N. D. Galskova, E. M. Vereshchagin, and V. G. Kostomarov. Zimnyaya emphasizes that monologic speech requires a higher level of formation of linguistic and speech skills than dialogic speech, as it presupposes independent planning of content and linguistic expression (Zimnyaya, 2004). Passov highlights the communicative orientation of instruction and the necessity of forming speech skills in conditions as close as possible to real communication (Passov, 2010).

In the methodology of teaching Russian as a foreign language, special attention is given to research on academic and scientific speech. In the works of E. G. Azimov and A. N. Shchukin, it is emphasized that foreign students should master specific genres of scientific and academic discourse already at the pre-university stage (Azimov & Shchukin, 2019). In this context, monologic speech is considered the basic form of academic communication.

A number of studies address the typology of monologic utterances. Traditionally, such types as narration, description, reasoning, and exposition are distinguished. However, under conditions of profile-oriented instruction, particularly in engineering and technical education, this classification requires clarification and adaptation. As noted by Galskova and Gez, professionally oriented instruction presupposes consideration of the specific content and cognitive operations characteristic of students' future professional activity (Galskova & Gez, 2006).

Contemporary research indicates the necessity of integrating language and subject-matter instruction, which is especially relevant for engineering and technical profiles. Russian and international scholars emphasize the effectiveness of an interdisciplinary approach, in which the development of monologic speech is carried out using materials from profile disciplines (Byram, 2008; Cummins, 2017). Nevertheless, the issue of the typology of monologic utterances within this paradigm remains insufficiently explored.

III. METHODS

The study employed both theoretical and empirical research methods. The theoretical methods included analysis and synthesis of psycholinguistic, pedagogical, and methodological literature on the problem of monologic speech; comparative analysis of existing classifications of monologic utterances; and modeling of a typology of monologic speech relevant to the engineering and technical profile.

The empirical component of the study was based on the analysis of curricula for pre-university training of foreign citizens in technical universities of the Russian Federation, as well as observation of the educational process and the speech activity of foreign students. In addition, content analysis was applied to instructional texts and tasks used in the practice of teaching Russian as a foreign language at the pre-university stage.

IV. RESULTS

The conducted analysis made it possible to identify a typology of monologic utterances that are most in demand in teaching foreign students of engineering and technical profiles at the pre-university stage. The typology is based on the analysis of curricula, instructional materials, and typical communicative tasks encountered by foreign learners preparing for technical higher education. The identified types reflect both the linguistic complexity of monologic speech and the cognitive and professional requirements of engineering education.

The **descriptive monologue** was found to be the most frequently used type of monologic utterance in pre-university training programs. It is primarily oriented toward the characterization of objects, devices, physical phenomena, and technological processes. This type of monologue is widely employed in introductory engineering disciplines and laboratory practice, where students are required to describe the structure, properties, and functions of technical objects. Linguistically, descriptive monologues presuppose mastery of terminological vocabulary, attributive constructions, comparative forms, and means of logical sequencing. From a didactic perspective, this type serves as a foundational stage in the development of monologic speech, as it allows students to rely on visual support and concrete subject matter.

The **explanatory monologue** occupies the second most prominent position in the identified typology. Its primary communicative function is the explanation of cause-and-effect relationships, operational principles, and functional dependencies within technical systems and mechanisms. This type of monologue requires a higher level of cognitive processing, as students must not only describe an object or process but also explain its underlying logic. Didactically, explanatory monologues demand the development of skills related to logical structuring of speech, use of complex syntactic constructions, and deployment of cohesive devices expressing causality, condition, and consequence.

The **informative (reporting) monologue** is typically realized in the form of short academic reports, summaries, or presentations based on educational texts or experimental results. Although less frequent than descriptive and explanatory monologues, it plays an important role in preparing students for academic communication at the university level. This type of monologue requires the ability to select essential information, compress content, and present it in a coherent and concise manner using a neutral academic style. Its didactic value lies in developing summarizing skills and preparing students for future participation in seminars and conference-style presentations.

The **argumentative monologue** was identified as the least frequent but methodologically significant type of monologic utterance. It is associated with substantiating opinions, defending conclusions, and justifying decisions or results. Despite its relative complexity, the inclusion of elements of argumentative speech at the pre-university stage is pedagogically justified. Early exposure to argumentative structures contributes to the development of critical thinking, evaluative language use, and readiness for academic and scientific communication. Argumentative monologues require mastery of modal expressions, evaluative vocabulary, and logical connectors expressing contrast, concession, and inference.

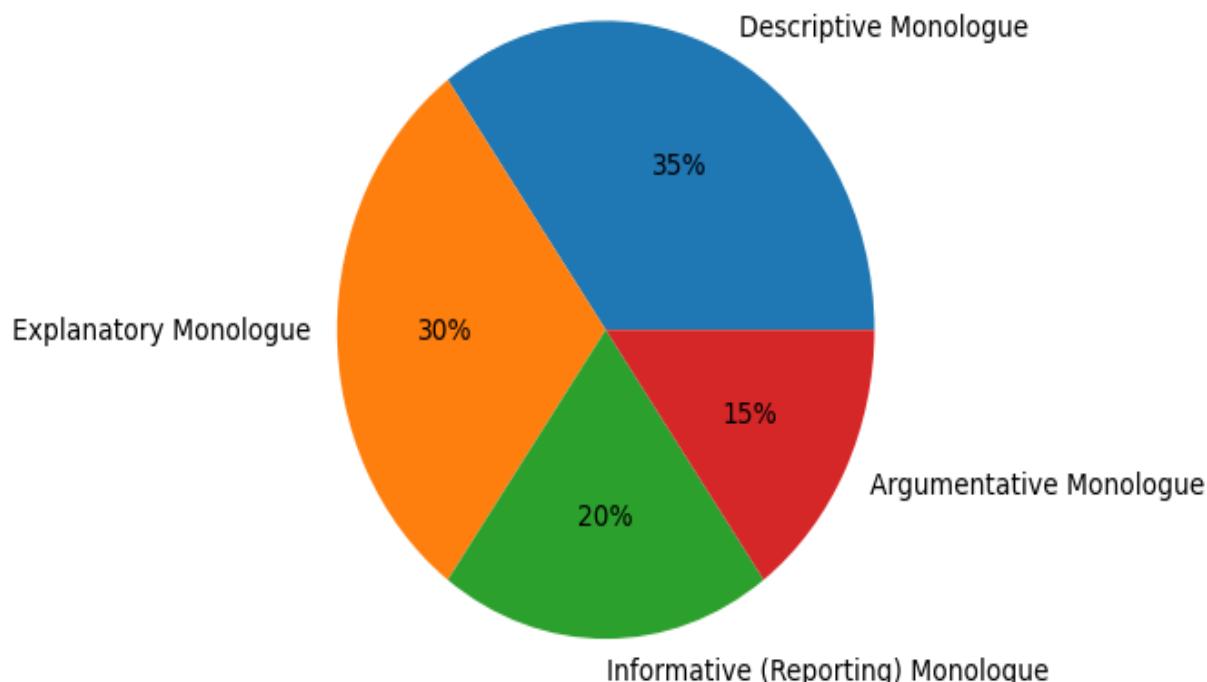
The relative distribution of monologic utterance types identified in pre-university engineering training programs is presented in Table 1 and Figure 1. The data demonstrate a clear predominance of descriptive and explanatory monologues, which together account for more than half of all monologic tasks, reflecting the practical and explanatory nature of early engineering education.

Table 1. Typology of Monologic Utterances in Pre-University Engineering Training

Type of Monologic Utterance	Primary Communicative Function	Key Linguistic Features	Relative Frequency in Curriculum (%)
Descriptive Monologue	Description of objects, devices, and processes	Terminological vocabulary, attributive constructions, sequencing markers	35
Explanatory Monologue	Explanation of principles and cause–effect relations	Complex sentences, logical connectors, causal structures	30
Informative (Reporting) Monologue	Transmission of academic information	Summarizing structures, neutral academic style	20
Argumentative Monologue	Justification of opinions and conclusions	Evaluative vocabulary, argumentative connectors, modality	15

Figure 1. Distribution of Monologic Utterance Types in Pre-University Engineering Training

Distribution of Monologic Utterance Types in Pre-University Engineering Training



V. DISCUSSION

The obtained results confirm the proposition that the typology of monologic utterances should take into account not only linguistic but also professional and cognitive features of instruction. Unlike traditional classifications, the proposed typology is oriented toward real communicative tasks of engineering and technical education.

From a didactic perspective, each type of monologue possesses its own methodological potential and requires a specific set of exercises and instructional tools. For example, descriptive monologues are most effectively developed using visual supports, diagrams, and technical drawings, whereas explanatory and argumentative monologues require step-by-step instruction in the logic of scientific reasoning.

The results of the study are consistent with the conclusions of Russian methodologists regarding the necessity of a professionally oriented approach to language instruction (Azimov & Shchukin, 2019; Passov, 2010) and extend them by systematizing types of monologic speech in relation to the engineering and technical profile.

VI. CONCLUSION

The article substantiates a typology of monologic utterances relevant to teaching foreign students of engineering and technical profiles at the pre-university stage and characterizes their didactic features. The identified types of monologues—descriptive, explanatory, informative, and argumentative—reflect the specifics of academic and scientific communication in a technical university.

The practical significance of the study lies in the possibility of using the proposed typology in the development of curricula, textbooks, and systems of exercises in Russian as a foreign language. The materials of the article may also be used in further research devoted to the formation of monologic speech and professionally oriented instruction of foreign students.

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