



**SPEECH CULTURE AS A COMPONENT OF THE FUTURE PRIMARY
SCHOOL TEACHER'S PROFESSIONALISM**
**JAZYKOVA KULTÚRA AKO SÚČASŤ PROFESIONALITY BUDÚCEHO UČITEĽA
ZAKLADNEJ ŠKOLY**

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Abstract

The article raises the problem of professional primary school teachers' speech. The scientific works on the preparation of future specialists for professional speech activity and the formation of speech culture in higher educational institutions are analysed. The analysis of the conducted classes gives grounds to assert the necessity of applying rational methods of teaching aimed at improving the speech culture of future teachers, using communicative tasks and exercises in order to develop skills and competences to construct utterances in oral or written form and to correct your own speech. The main ways of raising the level of speech culture of future primary school teachers in the process of professional preparation are outlined, as follows.

Key words: language, speech, speech culture, elementary school teacher, professionalism of the teacher.

Abstrakt

Tato práca rieši problém kultúry reči učiteľa základnej školy a analyzuje vedecké práce o príprave budúcich učiteľov na profesionálnu rečovú činnosť a formovanie kultúry reči na vysokých školách. Analýza doterajších výskumov ukazuje, že je potrebné aplikovať racionálne metódy vzdelávania zamerané na zlepšenie jazykovej kultúry budúcich učiteľov, využitie komunikačných úloh a cvičení s cieľom rozvoja zručností a kompetencií pre tvorbu verbálnych alebo písomných vyjadrení. Preresetujú sa spôsoby zvyšovania úrovne rečovej kultúry budúcich učiteľov základnej školy v procese odborného vzdelávania.

Kľúčové slová: jazyk, reč, kultúra reči, učiteľ základnej školy, profesionalita učiteľa.

Introduction

One of the strategic tasks defined by the National Doctrine of the Development of Education of Ukraine in the 21st Century is the creation of conditions for the formation of a teacher's professional culture. Among the priority areas of pedagogical science, a significant place has the study of a wide range of issues of high-quality training of pedagogical staff.

Modern society is characterized by variability, dynamism, saturation of information, intensification of communication, mobility, etc. The defining component of the professional competence of the teacher is its communicative culture, since the communication of the teacher with the students is the basis of the educational process. Thus, the problem of the speech culture

of the primary school teacher, which should be improved at the stage of his professional formation, during the period of study at higher educational establishments, has become of special significance.

The questions of the formation of skills of speech culture has always worried scientists. In the field of pedagogues, psychologists, linguodidactations the following aspects of the problem under study have been addressed: general theoretical issues of the culture of speech (N. Babych, G. Vasilieva, B. Golovin, K. Gorodenska, S. Yermolenko, A. Koval, I. Ogienko); peculiarities of public broadcasting (N. Golub, D. Carnegie, P. Taranov, I. Toman); nonverbal means of communication (O. Leontiev, T. Nikolayeva, F. Khmil); some aspects of teaching language, speech (O. Belyaev, L. Varzatskaya, M. Vashulenko, E. Goloborodko, I. Gudzik, A. Kanishchenko, L. Matsko, V. Melnichayko, M. Pentiluk, N. Skrypchenko, M. Stelmakhovich, O. Khoroshkovskaya); peculiarities of formation and improvement of speech of teachers (N. Dika, V. Zhovtotryukh, A. Karaman, L. Strugants).

Research results

“The formation of Ukrainian cultural personality should become the core of the whole educational system in the school. So it is important to focus on the content of linguistic, literary, psychological and pedagogical, methodological training at each educational-qualification level on the personality who professes the Ukrainian language profoundly and knows it well, is familiar with foreign languages, studies the folklore and artistic text in the cultural-anthropological space, learns the educational values of the native and other people” [9, p.8].

The problem of the speech culture of the primary school teacher in the structure of the personal aspect of his professionalism is relevant and requires further study.

The purpose of the article is to highlight the essential characteristics of the conception of the “speech culture of the teacher” of primary school and outline the ways of raising the level of speech culture of future teachers in the process of professional training.

In the process of solving the tasks we have used a set of research methods: analysis of linguistic, psychological, pedagogical, methodical literature – to clarify the key conceptions of intelligence; synthesis and synthesis of theoretical positions – for the justification of the pedagogical principles of the development of the broadcasting culture of future teachers of primary school; surveys, self-observation with subsequent self-examination and self-assessment of the results of student's speech activity.

The basis of the professional activity of the teacher is the management of interaction between the participants of the educational process, and one of the most important conditions for ensuring its efficiency - a speech culture of specialist. Through speech, an exchange of thoughts, feelings, experiences, ways of behavior, habits, meet the need for communication, support, help, compassion, friendship. It is a mean of mutual understanding and the main contributor to information learned by the student.

“The language and speech of the teacher is an indicator of his pedagogical culture, means of self-expression and self-assertion. The wealth of vocabulary, the level of culture and technology of speech largely depend on his professional skills and success in pedagogical activities” [12, p.25].

The term “speech culture” is multi-valued. First, this is “the level of possession of the norms of oral and written literary language, as well as conscious, purposeful, skilful use of language-expressive means, depending on the purpose and circumstances of communication”. Secondly, the language culture is “a separate branch of linguistics, the main task of which is to develop literacy skills, assimilate and use the literary norms in speech, the grammatical design of the language, the pronunciation and emphasis, the rejection of the distorted language or the syllable” [4p.1].

In the researches of scientists [1; 7;15], the conception of “speech culture” is identified or associated with the conceptions of “language culture”, “communicative culture”, “culture of communication”.

According to S. Goncharenko, “the speech culture is the observance of established norms of pronunciation, word and formulation and the construction of phrases” [2p. 182]. Its foundations are laid in the family at the preschool age, however systematic, organized language learning begins at school. At the same time, the scientist emphasizes that “speech is the functioning of the language in the processes of expression and exchange of opinions, the concrete form of the existence of language as a special type of social activity, the direct manifestation of which is a variety of acts in oral (sound) and written implementation” [2, p. 213).

M.Vashulenko notes that “the teacher's speech culture implies: conceptual-terminological clarity, richness, expressiveness, efficiency, ability to balance the teacher's speech and the ability to perceive his disciples; multiplicity, adequacy with educational and educational tasks. It is based on: the formation of a teacher's concepts of language, its functions, speech and communication; profound knowledge of the subjects taught; striving and the need to master the mechanisms of communication; simulation of expected communication; ability to organize communication with students and manage this process; analysis of the results of communication and speech management” [13, pp. 6 – 12].

The culture of language has theoretical and practical aspects. “The theoretical aspect implies familiarization with linguistic norms, practical – their own linguistic skills. Speech is not possible without language, but the language is created in order to carry out the speech process” [3, p.115].

S. Shevchuk defines the high culture of broadcasting of a specialist as “the perfect possession of the literary language, its norms in the process of speech activity”. In his opinion, “the speech culture of a person depends on its orientation on impeccable, exemplary speech. Its main communicative features (criteria) are: correctness, content, logic, wealth, accuracy, expressiveness, relevance and expediency” [10, p. 67]).

I. Timchenko defines the communicative culture of a specialist as “a system of views and actions that serve the individual as a model of orientation to meet the needs of self-realization and the way of achieving goals during communication with other people”. To its structure, the researcher refers to two components – the language culture and the culture of communication. At the same time, the first is an instrument of self-realization in contacts with other people, and the second is a strategic set of behavioral samples accumulated by experience [11, p.12].

Familiarity with national and foreign literature on the issues of speech culture gives grounds to conclude that language culture is an independent linguistic discipline that studies the state and status of norms of contemporary literary language and the level of linguistic competence of its bearers. Speech culture is a perfect command of the language, its norms, the ability to correctly, precisely, clearly express their thoughts in the language of speech.

According to N. Volkova, the important characteristics of the speech culture are correctness, content, relevance, sufficiency, logic, accuracy, clarity, conciseness, simplicity and emotional expressiveness, imagery, colorfulness, purity, emotionality. Correct pronunciation, free, easy-handed operation of the word, the avoidance of vulgarisms, archaisms, parasites, extra-language words, emphasis on main thoughts, phonetic expression, intonational diversity, clear diction, measured speech rate, correct usage of logical accents and psychological pauses, interdependence between content and tone, between words, gestures and facial expressions are necessary elements of the teacher's language culture [14, p. 127].

Consequently, we can conclude that there is a relationship between language, speech and communication. Language is means of interaction, a tool of work of a teacher. Speech is closely related to it – concrete usage of language for the expression of thoughts, feelings, and mood. And the purpose of speech is to ensure productive interaction (communication) between

participants in the pedagogical process, the organizer of which is a teacher. Therefore, the broadcasting language of the primary school teacher is regarded as an important component of his professionalism and an instrument for achieving goals in collaboration with students, colleagues, and parents.

The language seems to us something familiar and very simple, but in fact this strange human phenomenon is extremely complex. That is why people often forget: “to know the language – does not mean to own it” [8, p.11].

The correctness of the teacher's speech is the main feature of the formation of his language-communicative professional competence, since it involves systematized knowledge of the literary norms of modern Ukrainian language and the ability to use them practically [4, p.5].

It is known that in the structure of speech activity an important role belongs to the lexical-semantic level, therefore, in the process of preparing future teachers of elementary classes during the language teaching methodology, we have paid considerable attention to work with a word aimed at enriching, clarifying, consolidating and activating the vocabulary [5, p.18].

Therefore, as practice shows, future specialists of the primary school in the process of working at different sections of the methodology of teaching the Ukrainian language, and especially on the methodology of speech development, need to be trained in selecting tasks that ensure a close relationship between lexical-grammatical knowledge and the development of speech skills and students' abilities [5, p.19].

The search for effective ways, forms and methods for forming the linguistic culture of the future professionals is definitely a complex one. As O. Semenog notes, “one of the most effective ways is a linguistic sample of mentors. It depends on our personal qualities, the convincing word, the culture of thinking (self-criticism, depth, flexibility, efficiency), culture of behavior (courtesy, tact, intelligence, correctness) to a large extent depends on the linguistic and national education of youth” [9, p.117].

The practice of work and supervision of the educational process in a higher educational establishment shows that often the preparation of students is reduced to the assimilation of theoretical knowledge and methodology, and when mastering the broadcasting technique, problems have arisen. However, becoming a specialist is determined not only by deep knowledge, but also by improving his speech skills. It becomes clear that capturing of speech culture is a long process. He needs self-examination, self-control, the upbringing of habits and the need for continuing education and raising his own cultural level.

As the results of our researches show, the first-year students of the Pedagogical Faculty of Mukachevo State University have not yet formed the installation of the need for mastering the means of communication as one of the components of future vocational training. Most students of the first year (64.2%) include language training at a higher educational establishment for “non-compulsory study” disciplines, and only 24.4% believe that the formation of a speech culture is one of the main areas of teacher training. The researches have showed that 77.2% of second-year students consider their knowledge of the subject (Ukrainian language, Computer science, Fine arts, Music, Foreign language, etc.) as the most important for future professional activities. 10.2% of students, creativity – 9.3%, and love for children - 3.3%, respectively, have allocated communication skills and speech skills. Most of the fourth – year students – 62.3% – have expressed the opinion that the knowledge of the subject of teaching and the language culture of the teacher are equally important in his professional activities.

In the context of the orientation of higher education to the strengthening of the content of teaching with the chosen profession of special significance for the formation of speech culture students acquire the improvement of the content of higher education, aimed at ensuring a comprehensive speech competence of the individual.

The improvement of the broadcasting culture of students of speciality “Primary Education” of the Mukachevo State University occupy an important place in the disciplines “Pedagogical mastery” and “Methodology of teaching the Ukrainian language”, with the important task,

besides the general professional, to develop speech skills of future teachers. The main forms of work are lectures, practical, seminars, where work is done on phonetic, lexical-phraseological, grammar material, aimed at improving the techniques of oral and written language of students. Future teachers are introduced with the basic requirements for the broadcasting culture of teachers and students and the organization of pedagogical communication. At the same time, situational exercises of reproductive, communicative, creative nature aimed at the automation of normative speech skills of future teachers of primary school are effective. The range of exercises offered is quite wide: from the drawing up of monologues and dialogues on the given topic to the games (role-playing, business, simulation). These types of educational activities help to develop skills of constructing logical expressions, abilities and skills of argumentation, to consolidate persistent skills of professional-oriented oral and written speech, promote the practical realization of the communicative and creative potential of future teachers. In addition, they develop initiative, ability to assume responsibility, self-control, organizational skills (division of responsibilities, planning, control, decision-making, etc.). Thus, students acquire experience in solving professional problems through professional communication, learn to develop their own tactics and strategy of behavior, depending on the situation of professional communication, while adhering to the norms of the speech culture.

It should be noted that the ways of improving the students' speech culture are diverse. "First of all, one should develop stable language self-control and self-analysis skills: to systematically study vocabulary and spelling, to master the genres, types of written speech, in particular business, to accustom themselves to systematically replenishing and updating vocabulary based on their own thoughts and observations" [6, p.28].

As the results of the research show, for the successful formation of speech culture the future teachers of primary school need to develop the need and habit of continuous education and raising the level of speech culture, paying special attention to issues of correctness and purity of speech, to develop self-control, communicative skills, social settings in communication. Productive speech communication of the teacher also involves the development of special abilities: social-perceptual, volitional influence, ability to identify, self-regulation, suggestion, management of their mental state in communication.

Conclusion

Thus, the study of psycho-pedagogical, methodological and linguodidactic literature on the subject of research has confirmed the relevance of intelligence in the formation of professional speech in future teachers of elementary school. It is established that the speech culture is the conception that has several meanings. First of all, it is the possession of normative literary speech in oral and written forms, in all types of speech activity, the ability to use the linguistic means that are optimal for a certain broadcasting situation. The effectiveness of the formation of the culture of speech can be construed only if, along with the successful mastering of the educational material, students' conscious aspiration for speech self-improvement can be traced.

Therefore, the criteria for the formation of the broadcasting culture of future teachers of primary school are:

- perfect possession of the norms of the literary language in oral and written versions;
- awareness of the communicative qualities of speech and taking into account their requirements during the preparation of oral statements and writing of creative works;
- attentive person's attitude to language and speech;
- the presence of stable speech skills and control and stimulating skills.
- The high level of language skills is a background for success in career development, enriching one's own culture of communication and developing communicative qualities.

The culture of speech teacher is not only an indicator of his professional qualities, but also a factor influencing his recognition in the pedagogical world.

Teachers who do not speak at the proper level can not be satisfied with themselves, which negatively affects their behavior, professional activity, even private life.

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