

DEVELOPMENT OF FUTURE TEACHERS' COMMUNICATIVE QUALITIES BY MEANS OF STUDYING THE COURSE "RUSSIAN LANGUAGE AND CULTURE OF SPEECH"

**Svetlana A. Arefeva^{1*}, Natalia A. Biryukova², Olesia V. Arefeva³,
Tatiana A. Volkova⁴, Natalia N. Shcheglova⁵**

¹Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA,
vikto-arefev@yandex.ru

²Assoc. Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA,
biryukova316@gmail.com

³ Assoc. Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA,
arefeva.o.v@yandex.ru

⁴ Assoc. Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA,
tat451706@yandex.ru

⁵ Assoc. Prof., Department of Foreign Languages and Linguistics, Volga State University of
Technology, RUSSIA, tcheglova@rambler.ru

*Corresponding author

Abstract

The article is devoted to the problem of improving the students' culture of Russian speech studying the course "Russian language and Culture of Speech". Some basic notions? e.g. "Russian language", "Russian language literary", "Culture of speech" "Codification", "Language norm" are revealed in the article. The main directions of work on the culture of Russian speech in accordance with the linguistic, ethical, communicative and aesthetic components are considered. The article describes the norms of the Russian literary language in the field of pronunciation and accent, vocabulary and grammar; it offers exercises for the development of communicative qualities of speech, allowing students to carry out effective communication strategies that depend on goals and situation. The article pays special attention to the description of language norms, speech and grammatical errors as deviations from the norms of the Russian literary language in oral and written speech. In conclusion, the authors stress the importance of work on the culture of speech on the basis of improving knowledge of the Russian language in the development of communicative qualities of speech, necessary for future teachers to communicate in the professional sphere.

Keywords: Russian language, speech culture, communicative qualities of speech, language norm, speech & grammatical errors

1. INTRODUCTION

The problem of the development of students' speech has always been relevant. This confirms the fact that many educators, linguists and psychologists for many decades addressed this issue. You cannot name a

single major scientist in the field of teaching the Russian language, linguistics, psychology, who would not study various aspects of the problem of speech development, speech mechanisms, psychological and methodological features of the development of students' speech in different age periods. A great contribution to the methodology of speech development was made by Russian teachers (K.D. Ushinsky, V.P. Vakhterov, V.A. Dobromyslov et al.), linguists (L.V. Shcherba, A.M. Peshkovsky, V.V. Vinogradov et al.), psychologists (S.L. Rubinstein, N.I. Zhinkin, P.P. Blonsky et al.), methodologists (F.I. Buslaev, M.A. Rybnikova, L.P. Fedorenko, M.T. Baranov, V.N. Meshcheryakov et al.).

The complexity of solving the problem of speech development is caused by various reasons, namely: dichotomy "language - speech"; interconnection and interdependence of language and speech; language training as a system; development of communicative qualities of speech; development of communicative skills based on solid linguistic knowledge. Language as one of the forms of national culture reflects the historically formed components of the culture of speech: linguistic, ethical, communicative and aesthetic. Language training and the development of students' speech is conducted in accordance with ethical and speech etiquette. The program includes not only information about the language, its levels and units, but also information about the style, theory of speech and rhetoric. The multidimensionality of the problem provides an appeal to researchers from various fields of knowledge, the diversity of the solutions they propose (Arefeva S.A., Biryukova N.A., Arefeva O.V. et al., 2018).

2. MATERIALS & METHODS

Of particular importance is the development of speech culture in the future teacher training. The teacher's speech should be a model for students. Russian universities have included a training course "Russian language and culture of speech" in their curricula for future teachers. This is a requirement of the Federal state educational standard of higher education.

Teaching Russian language and speech culture is based on the following concepts:

- *Russian language*: linguistic science about the structure and units of different levels of the language system;
- *speech culture*: an academic discipline, the main category of which is correctness, language norm. The language norm is formed on the basis of the traditions of using language tools (Uzus) and fixing them in the process of public communication in various reference sources (codification);
- *linguistic norm*: the correct use of linguistic means, distinguishing the Russian literary language (formalized, codified) from the Russian public (nationwide) language, including linguistic means of limited use (vernacular, dialects, jargon);
- *directions of speech culture development*: of work on the linguistic, ethical, communicative and aesthetic components of speech culture;
- *communicative qualities of speech*: the result of mastering the norms of the Russian literary language.

The subject "Russian language and culture of speech" is aimed at the development of such communicative qualities of speech as: correctness (normativity, speech compliance with language norms); purity (lack of non-literary vocabulary: dialectisms, jargon, etc.); accuracy (adequate designation in speech of objects, phenomena, etc. of reality); consistency (lack of semantic inconsistency of the statement); expressiveness (choice of language tools that affect the emotional sphere of consciousness); wealth (variety of language means used in speech); relevance (correspondence of the used language means to the situation of communication); imagery (proper and appropriate use of figurative means of language); accessibility (adequate perception by the addressee of the design of the addressee); effectiveness (speech effectiveness, manifested in achieving the goal and solving communication problems) (Golovin B.N., 1988).

The success of the development of communicative qualities of speech is based on:

- communicative, personality-oriented and system-activity approaches, which involve the involvement of students in active speech activity. It is in such an activity that the qualities of "good speech" are formed, and this is the main goal of teaching the Russian language and culture of speech. The implementation of this goal is also carried out through a textual approach to learning, which involves the use of texts adapted to educational goals as the main didactic unit. At the same time, an activity approach is implemented, which involves the training of speech in the process of updating speech actions;
- practice-oriented teaching methods: case method, project method, portfolio, etc. .;

- pedagogical technologies, in particular information and communication.

In general, the work on the development of the communicative qualities of speech is based on the students' mastery of the norms of the Russian literary language and the system of cultural values of the Russian people; readiness to independently replenish the linguistic and cultural knowledge necessary for the successful study of the Russian language; awareness of the importance of the formation of communicative skills for effective international, interpersonal and professional communication. In the process of studying the course "Russian language and culture of speech", various organizational forms of training are used: traditional (lectures, practical, seminars, laboratory classes) and non-traditional (trainings, business and role-playing games, disputes, conferences, etc.) (Fedorenko L.P., 1984) .

In accordance with the double structure of the course (Russian language, speech culture) two types of exercises are used: exercises aimed at improving knowledge of the Russian language; exercises for the development of speech (oratory) skills. For exercises of the first type, tasks are offered for the formation of norms in the field of phonetics (orthoepic and accentological correctness of speech), in the field of vocabulary (word meaning, lexical compatibility, work with synonyms, homonyms and paronyms, etc.), in the field of morphology (morphological norm , regulating the use of word forms), in the field of syntax (syntactic relations and relations, syntactic synonymy). In working with the written form of speech, the spelling norm (conditions for choosing spelling) and punctuation norm (punctuation based on logical, syntactic and intonational principles) are worked out.

The exercises of the second type are based on the text and pursue the task of developing the skills of building a coherent statement in accordance with the norms of the Russian language, stylistics and rhetoric (Arefeva S.A., 2015). In accordance with this exercise, theoretical information is preceded by oratorical speech, in particular the five-stage structure of speech preparation adopted in ancient Greek rhetoric and comprising five stages: invention (inventory), location (disposition), expression (eloquence), memorization (memorial), utterance (stock). Information is also provided on the kinds and kinds of speech, educational texts of academic, judicial, socio-political and social everyday eloquence, spiritual (theological) eloquence are demonstrated. As a result, students should have the rhetorical skills of selecting and studying literature, drawing up a plan and writing a text, speaking to students and combating fear and excitement, maintaining interest in the topic of speech, and others that serve as the basis for the development of communicative qualities of speech related to the construction of the text as a unit of speech of various styles and types of speech, considered in rhetoric as genres of oratory eloquence (Arefeva O.V., Biryukova N.A., Arefeva S.A. et al., 2019).

3. RESULTS

The development of students' speech, including the communicative qualities of speech as an indicator of the level of its development, is largely determined by the basic approaches and teaching methods that are aimed at learning outcomes. In the practice of studying at the university the discipline "Russian language and culture of speech" at present, both traditional and new (non-standard, non-traditional) teaching methods are used, among which case-study method, project method, portfolio, interactive teaching methods and others. However, due to their effectiveness, the most popular are the communicative method and the method of independent work, due to the psycho-physiological needs of the individual in communication and the development of his cognitive abilities as the basis for the formation of personal qualities necessary for mastering meta-subject and subject knowledge obtained in the study of all educational disciplines in conditions of university education. In the process of the study, promising directions for the development of speech of students were identified, the educational potential of the discipline "Russian language and culture of speech" was identified, didactic materials were developed for classes on speech culture, the implementation of current and final control, which are introduced into the practice of teaching high school. The importance of the work on the culture of Russian speech, the main content of which is the mastery of the norms of the Russian literary language, including as a kind of linguistic norm stylistic, is due to the tasks of teaching and developing the personality of students aimed at ensuring the professional training of the future teacher and his successful professional and interpersonal communication.

4. CONCLUSION

Thus, the development of the communicative qualities of the future teacher's speech is an urgent task, the solution of which is greatly facilitated by the academic discipline "Russian Language and Speech Culture", updating the students' knowledge of the Russian language and forming on this basis the "qualities of good speech" necessary for the future teacher for professional communication and successful professional activities in general. The main results of the development of the problem presented in this article can be

used in the practice of working on the Russian language and culture of speech in a pedagogical university.

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