

DEVELOPING CULTURE OF SPEECH OF STUDENTS STUDYING RUSSIAN AS A FOREIGN LANGUAGE

Svetlana A. Arefeva¹, Natalia A. Biryukova^{2*}, Olesia V. Arefeva³ and Ilghiz M. Sinagatullin⁴

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

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

⁴Prof., Faculty of Pedagogy, Birsk Branch of Bashkir State University, RUSSIA
siniledu@gmail.com

*Corresponding author

Abstract

The article is devoted to the problem of speech culture development of students studying Russian as a foreign language. The article substantiates the relevance of the speech culture development for foreign students studying Russian. The authors consider the main directions of the teacher's work on the development of speech culture, reveals the concept of "culture of speech", its basic components. The text approach which is effectively used in the Russian universities for teaching Russian as foreign language is analyzed. On the basis of long-term practice, the authors make conclusions about the importance of speech culture development and the result of it will be the formation of the student's linguistic personality.

Special attention is paid to the description of the basic directions of speech development (language, ethical, communicative, aesthetic); linguistic norms (phonetic, lexical, grammatical), usage of communicative method and implementing its principles in the teaching Russian language to foreign students. Text approach and working with text is considered as the main didactic unit of teaching Russian as a foreign language. In conclusion, the paper stresses the importance of the work on development of speech culture, which ensures the establishment of the regulatory component of the Russian language in speech of foreign students.

Keywords: culture of speech, language norms, Russian as a foreign language, communicative method of teaching, text approach

1. INTRODUCTION

Today interest in the study of the Russian language has increased significantly, the desire of foreign citizens to get higher education in the universities of the Russian Federation has increased. In this regard, the

problem of teaching Russian as a foreign language becomes particularly relevant. An important stage of this work is the development of the Russian language culture of foreign students, corresponding to the norms of the Russian literary language.

Therefore, on the one hand, special theoretical studies of the problems of teaching Russian as a foreign language are necessary. On the other hand, the development of effective methods and means of teaching norms of Russian literary language and communicative qualities of foreign students' speech is important. The purpose of this article is to substantiate the importance of work on the culture of speech and determine its place in teaching Russian as a foreign language.

2. MATERIALS AND METHODS

Culture of speech is a multi-valued concept. It refers to the area of spiritual culture of the people, and communicative qualities of speech, and scientific discipline. The culture of speech is associated with linguistic axiology, as one of the main cultural values of the people is the literary language, which fixes and protects the linguistic norm.

Culture of Russian speech as a field of linguistics has its origin in the works of M. V. Lomonosov, A. H. Vostokov, Y. K. Grot etc. As an independent scientific discipline, the culture of speech was formed by the 20-th years of XX century. It stands out as an integrative applied direction of science at the intersection of linguistics, rhetoric and style. One of the first works on the culture of speech is the work of V.I. Chernyshev "Correctness and purity of Russian speech" (1911). The first University textbook on the culture of speech published in 1976 was "Fundamentals of speech culture" by B. N. Golovin. A great contribution to the development of speech culture as a scientific field was made by outstanding Russian scientists: G. O. Vinokur, A. M. Peshkovsky, L. V. Shcherba, D. N. Ushakov, R. I. Avanesov, S. I. Ozhegov and others.

The basic concepts of the culture of speech as a science are normativity, correctness, speech compliance with language norms. The object of the research is the study and regulation of speech activity in accordance with the norms of the Russian literary language.

In accordance with the concept of G. O. Vinokur, the culture of speech reflects the degree of speech development of the speaker. At the highest level, it must comply with the norms of the Russian literary language and the norms of style of the Russian language. Stylistic aspect of speech culture is represented in works of G. O. Vinokur, L. I. Skvortsova, B. N. Golovin, A. N. Vasilyeva, E. N. Shiryaeva L. K. Graudina, D. E. Rosenthal, J. A. Bel'chikova etc.

The attention of scientists to stylistics in speech culture studies is quite justified. This is due to the solution of the problem of formation of the linguistic personality, which knows the norms of the Russian literary language, including stylistic ones. Working with foreign students on the development of speech culture, the teacher pays special attention to the normative aspect of the Russian literary language. This is due to the achievement of practical goals – to learn to speak and write in Russian, to understand Russian language. At the same time, understanding Russian speech can be difficult for foreigners without knowledge of stylistic norms. Since it provides a communicative appropriateness and appropriateness of the use of language tools in speech. This means that without knowledge of style, both Russian and foreign students will not understand words and expressions based on metaphorical translation. Therefore, it can be concluded that the work on the language norm should include work on the stylistic norm as its kind.

How to develop the culture of speech of foreign students? In the mastering of speech culture, a person has four main points of reference:

- The set of norms of the Russian literary language,
- A set of ethical principles of his people,
- Set of goals and circumstances of communication,
- National idea of the beauty of speech.

In accordance with this, scientists distinguish linguistic, ethical, communicative and aesthetic components of speech culture. It is on them that everyone who speaks Russian should be guided. At the same time, the central category of speech culture is correctness and normativity.

The problem of linguistic norm is revealed in the works of such prominent scholars as L. V. Shcherba, G. O. Vinokur, E. S. Istrina, V. V. Vinogradov, S. I. Ozhegov, F. P. Filin, V. G. Kostomarov, G. V. Stepanov, N. N. Semeniuk, A. A. Leontyev, V. A. Itskovich, K. S. Gorbachevich etc. Defining the concept of "language norm", the scientists come from the content of the terms "usus" and "codification". The usus (from the Latin. *usus* -

custom) is a tradition of using the language. Codification (from lat. *codex - book and facere - to do*) is the description of norms of Russian language in normative grammars, dictionaries, reference books. Language norms, *usus* and codification are interlinked and interdependent. The basis of the appearance of the language norm is the *usus*, and the theoretical justification and practical application in speech language norm is obtained through codification.

B. N. Golovin emphasizes that language rules "recognized by society as binding, and therefore are supported and protected by literature and society, and the state" (*Golovin B., 1979*). In "Linguistic encyclopedic dictionary" the language norm is defined as "the totality of the most sustainable traditional implementations of the language system selected and fixed in the process of public communication" (*Linguistic encyclopedic dictionary*). It is linguistic norm which "is a specific characteristic of the literary language of the national period" (*Linguistic encyclopedic dictionary*).

In linguistic science, the concepts of "national language" and "literary language" are different. The national language is the language of the whole nation. The literary language is a national language which differs from national normativity, regularity of the use of language units of all levels. The main qualities of the literary language rules are the correctness and common use. Outside the literary language there are dialects, common speech, jargon as language systems of limited use.

The level of speech culture is determined by the degree of formation of communicative qualities of speech and those signs of correct speech that ensure the success of communication in various social spheres. Various scientists refer to different set of features as communicative qualities of speech. In manuals on rhetoric appeared in the XVIII-XIX centuries in the evaluation of speech were made such requirements as clarity, accuracy, consistency of speech, etc. Currently, the communicative quality of speech is most fully represented in the book by B. N. Golovin "Fundamentals of speech culture" (1988), among which are called such features: correctness, purity, accuracy, logic, expressiveness, wealth, relevance, imagery, availability, effectiveness.

It is no accident that the first place was taken by the correctness of speech, that is, its compliance with the norms of the Russian literary language. In accordance with the levels of the language system, scientists distinguish accentuated and orthoepic norms (phonetic level); lexical norms (lexical level); word-formation, morphological and syntactic norms (grammatical level).

3. RESULTS

Learning Russian as a foreign language has significant differences from learning Russian as a native language. This difference is observed in the choice of methods, techniques, tools, technologies and approaches to teaching. The main is the text approach, as it most allows to implement the basic method of learning – communicative. Naturally, in the process of teaching foreign students Russian language the teacher uses different methods: audiovisual, interactive, conscious-comparative, translation and others (*Kondratenko E., Biryukova, Kondratenko I. et al., 2016*). Thus, teaching Russian on an interactive basis was described in our article «Teaching Russian as a Foreign Language on Interactive Basis» (*Arefeva S., Arefeva O., Biryukova et al., 2018*).

The communicative method assumes the text as the main didactic unit, the work on which is based on the principles of individual approach to students, activity and independence of students, cooperation, speech communication, learning based on situations, understanding of the topic and the main idea of the text.

Text as a universal unit of speech demonstrates the functioning of all levels of language. It is in the process of working with the text that students realize the lexical meaning of language units, their grammatical features and syntactic role. Therefore, the text is a unique means of forming language norms. Working with the text allows solving actual problems of modern methods of speech culture development, which include communicative aggression, communicative failures, communicative interference, ethical and cultural aspects of the norm, tolerant speech communication.

4. CONCLUSION

Thus, the work on the development of the culture of speech in the aspect of Russian as a foreign language takes the main place, forming the grammatical structure of speech and its wealth. The main conclusions and provisions presented in this article may be of interest to those who are studying the problems of speech culture and are engaged in teaching Russian as a foreign language.

REFERENCE LIST

- Arefeva S.A., Arefeva O.V., Biryukova N.A. et al. (2018) Teaching Russian as a foreign language on interactive basis. *Proceedings of INTCESS 2018 – 5th International Conference on Education and Social Sciences*.
- Golovin B. N. (1979) How to speak correctly.
- Linguistic encyclopedic dictionary (1990). Ed. by V. N. Yartseva.
- Kondratenko E.V., Biryukova N.A., Kondratenko I.B. et al. (2016) Interactive Learning in the System of Future Teachers' Training: Experience, Problems and Prospects. *The Social Sciences*. Vol. 11. № 8. Pp. 1653-1657.