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FORMATION OF SPEECH COMMUNICATION CULTURE OF MODERN STUDENT YOUTH

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The article considers language as a unique means of human education and a universal condition for the existence of any culture. That is why today language is increasingly becoming the subject of attention of philosophers, linguists, and cultural scientists, since the existence of many problems and their solutions are found in language. In order for any information to become more accessible to human consciousness, it is necessary to make a lot of effort, to establish connections between the mind and the outside world. The active and constructive properties of language and its ability to influence the formation of folk culture, psychology, and creativity are analyzed, – wrote I. Herder, V. von Humboldt, J.-L. Weisgerber and others.

Since language is a social phenomenon and reflects the requirements of collectivity, the article reveals its role in the development of culture through direct interconnection in modern society. Language is a necessary condition and means of socialization of an individual, and without joint life activities with other people, without assimilation of social norms, rules, culture, without mastering the achievements created by the work of many generations, a person does not realize himself as a part of society.

The meaning of individual keywords has been clarified: culture, language culture, speech culture. Student youth (regardless of the direction of training) has oral Ukrainian speech, but orthoepic, lexical, grammatical, stylistic errors are observed. As our study shows, the speech of a young person (both negatively and positively) is influenced by: dialect environment (60-65%), copying words from other languages (about 10%), mass media, Internet (10%), other factors: family, communication with peers, etc. (15%). The formation of oral speech culture is significantly influenced by the mastery of language norms in the process of teaching the Ukrainian language and professional training disciplines in higher education.

The second direction of our research involved the identification of methods for the formation of the speech culture of student youth.

Analyzing the research of scientists on the specified problem, having studied linguodidactic sources, we came to the conclusion that the basis for mastering language norms is knowledge of theoretical material and its conscious use in language practice.

Key words: language culture, speech skills, language norms, oral speech, national culture.

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ФОРМУВАННЯ КУЛЬТУРИ МОВЛЕННЯ СУЧАСНОЇ СТУДЕНТСЬКОЇ МОЛОДІ

У статті мову розглянуто як унікальний засіб виховання людини та універсальну умову існування будь-якої культури. Сьогодні мова все більше стає предметом уваги філософів, мовознавців, лінгвістів, культурознавців, оскільки існування багатьох проблем та їх вирішення знаходяться у мові. Для того, щоб будь-яка інформація стала доступнішою для свідомості людини, потрібно докласти чимало зусиль, встановити зв'язки між розумом та зовнішнім світом. «Активні й конструктивні властивості мови здатні впливати на формування народної культури, психології і творчості», – писали І. Гердер, В. фон Гумбольдт, Й.-Л. Вайсгербер та інші.

Оскільки мова є суспільним явищем та в ній відображаються вимоги колективності, у статті виявлено її роль у розвитку культури через безпосередній взаємозв'язок у сучасному суспільстві. Мова виступає необхідною умовою та засобом соціалізації індивіда, а без спільної життєдіяльності з іншими людьми, без засвоєння соціальних норм, правил, культури, без освоєння досягнень, створених працею багатьох поколінь, людина не усвідомлює себе частиною соціуму.

З'ясовано зміст окремих ключових слів, таких як культура, мовна культура, культура мовлення. Студентська молодь (незалежно від напряму підготовки) володіє усним українським мовленням, проте спостерігаються орфоепічні, лексичні, граматичні, стилістичні помилки. Як показує наше дослідження, на мовлення молоді людини (як негативно, так і позитивно) впливають: діалектне середовище (60–65%), калькування слів з інших мов (близько 10%), засоби масової інформації, Інтернет (10%), інші чинники, зокрема родина, спілкування з однолітками тощо (15%). Значний вплив на формування культури усного мовлення має засвоєння мовних норм у процесі навчання української мови, дисциплін фахової підготовки в умовах вищої школи.

Другий напрям нашого дослідження передбачав виокремлення методів формування культури мовлення студентської молоді.

Аналізуючи дослідження науковців з означеної проблеми, опрацювавши лінгводидактичні джерела, ми дійшли висновку, що основою оволодіння мовними нормами є знання теоретичного матеріалу й свідоме використання його в мовній практиці.

Ключові слова: культура мови, мовленнєві уміння, мовні норми, усне мовлення, національна культура.

Introduction. Today, language is increasingly becoming the subject of attention of philosophers, linguists, and cultural scientists, since the existence of many problems and their solutions are found in language. In a multiethnic environment, the formation of the culture of Ukrainian speech is a priority. The study of language as a social institution is quite relevant, since language has a significant impact on the formation and development of a person who is a speaker of the language, and therefore, a bearer of the spiritual culture

of the nation. The importance of the formation of a nationally conscious personality lies in the fact that the development of the entire nation depends on the level of cultural development of one person.

The Ukrainian language is a reflection of the national culture of the people, an important means of socialization of the individual. *“Communication of people is always carried out within a certain culture using a specific ethnic language, unique language pictures of the world, as well as the laws of communication developed within this language and culture [8, p. 12]”*. The study of the issue of the formation of the culture of Ukrainian speech is relevant today. According to V. Sukhomlynsky, *“the linguistic culture of a person is a mirror of his spiritual culture. The most important means of influencing a child, ennobling his feelings, soul, thoughts, experiences is the beauty and greatness, power and expressiveness of his native word [9, p. 202]”*.

Scientists studied how language and personality are interconnected back in the 19th century. W. von Humboldt emphasized that language is a necessary condition for the thought of an individual even in solitude, because a concept is formed only with the help of a word, and without a concept, true thinking is impossible. However, language really develops only in society, and not only because a person is part of the whole to which he belongs, namely his tribe, people, humanity, not only due to the need for mutual understanding as a condition for the possibility of social events, but also because a person understands himself only by testing the understanding of his words on other people [4].

A brief review of publications on the topic. A number of scientists are studying the problem of the formation of the culture of Ukrainian speech (G. Berehova, M. Vashulenko, K. Klymova, A. Koval, L. Lushpynska, M. Naumchuk, T. Okunevych, O. Pazyak, L. Palamar, M. Pentylyuk, V. Rusanivskyi, G. Sagach, etc.). M. Vashulenko connects the concept of “speech culture” (communication) with the observance of established language norms of oral and written literary language, as well as the conscious, purposeful, skillful use of language and expressive means depending on the purpose and circumstances of communication... In addition, the culture of communication is also generally accepted speech etiquette: typical formulas of greeting, farewell, wishes, invitations, etc. [3, p. 314]”. Thus, the culture of speech is considered by scientists as the possession of standardized literary speech in oral and written forms at all language levels, the ability to use language tools that are optimal for a specific speech situation. I. Herder, V. von Humboldt, J.-L. Weisgerber and others wrote about the active and constructive properties of language and its ability to influence the formation of folk culture, psychology and creativity.

Purpose. To identify modern approaches to the formation of the culture of oral Ukrainian speech among student youth.

Research methods and techniques. Research methods: theoretical analysis of scientific literature, pedagogical observation, conversation with students, generalization method. Let’s find out the meaning of individual keywords. Culture is a set of practical, material and spiritual achievements of society, which express the historically achieved level of development of society and man, and are embodied in the results of productive activity [11, p. 320]. This is a complex integrity that includes knowledge, art, morality, laws, customs that are acquired by a person. Mastery of the native language has an impact on its formation, the acquisition of social and life experience. Language culture not only reflects what is in culture, but also forms the general culture of society. The most important feature of Ukrainian national culture is its diversity, originality and originality. Ivan Ohienko connects language with the spiritual culture of the individual: “The strength of the nation is in the strength of its culture. A united literary language is the strongest soil for the growth of a healthy spiritual culture, and therefore every

citizen who wants happiness for his people must constantly work to increase the culture of his literary language [5, p. 43]". The speech culture of students is manifested in speech activity and is closely related to the formation of the individual.

Speech culture is implemented at two levels: 1) compliance with language norms in daily oral and written communication; 2) speech skill, which is manifested in the ability to choose from the available language options the one that is most appropriate. Our research on the specified problem was studied in two directions: 1) observation of oral speech of student youth and identification of typical errors; 2) selection of methods for forming a culture of oral speech. It was found that student youth (regardless of the direction of training) has oral Ukrainian speech, but orthoepic, lexical, grammatical, stylistic errors are observed. Some of the typical ones:

- incorrect (soft) pronunciation of sounds [ch, shch];
- deafening of voiced consonants at the end of a word and before deaf ones (du[p] instead of du[b], ka[s]ka instead of ka[z]ka);
- the presence of dialectic words;
- use of words in a meaning not characteristic of them;
- presence of student slang, parasitic words in speech;
- alogisms of various origins;
- incorrect use of address.

As our study shows, the speech of a young person (both negatively and positively) is influenced by: dialect environment (60-65%), copying words from other languages (about 10%), mass media, Internet (10%), other factors: family, communication with peers, etc. (15%). The formation of oral speech culture is significantly influenced by the assimilation of language norms in the process of teaching the Ukrainian language, professional training disciplines in higher education.

The second direction of our study involved the identification of methods for forming the speech culture of student youth.

Teaching methods are found in the studies of I. Lerner, M. Skatkin, M. Uspensky, O. Bilyaev, I. Gudzyk, S. Karaman, Z. Kurlyand, A. Aleksyuk, M. Pentylyuk, O. Khoroshkovskaya, etc.

I. Lerner, M. Skatkin, when classifying teaching methods, proceed from the nature of students' cognitive activity, taking as a basis its different level. Scientists define explanatory-illustrative, reproductive, problem-based, partially search and research methods. A number of scientists (E. Golant, A. Aleksyuk, etc.) distinguish teaching methods by the source of knowledge acquisition: verbal, visual, practical.

When selecting methods for teaching the Ukrainian language, O. Bilyaev [2] considers the most acceptable oral presentation of the material (story, explanation), conversation, observation of students over the language, the method of exercises, work with a textbook.

Results and discussions. In the process of studying the problem, we used the methods of organizing and implementing educational and cognitive activity in higher education according to Z. Kurlyand [7]. Among them: verbal (lecture, explanation, story, conversation, instruction); visual (observation, illustration, demonstration); practical (exercises, practical work, experiment).

T. Okunevych believes that the main emphasis in the formation of speech culture should shift from formal memorization of the basic provisions of grammatical theory, definitions and rules, examples and exceptions to the study of live speech in various types, genres based on the educational text, to the formation of a culture of communication and comprehensive speech competence of the individual. All of the above justifies the need for consistent formation of speech culture, as well as fulfillment of requirements for students' speech skills, the most important of which are the following: the ability to adequately perceive and reproduce oral

and written speech; use different methods of what is heard and read; reproduce ready-made texts and create statements of various types (monologue, dialogue) taking into account the interlocutor and the communication situation, and so on [6].

G. Beregova, investigating the process of forming the speech culture of future specialists in dialect conditions, relies on the grouping of methods according to L. Symonenkova. This classification includes methods of theoretical (conversation, communication, work with a textbook) and theoretical-practical study of the language (exercises in phonetics, grammar, spelling, vocabulary, stylistics), practical enrichment of speech (active speech communication, copying speech samples).

Primary attention should be paid to oral exercises, since they have a beneficial effect on both the formation of internal speech and the content and structure of written speech. G. Beregova notes that these methods contribute to the targeted development of speech skills and abilities, help students improve their ability to independently acquire knowledge and use it in practice [1].

Analyzing the research of scientists on the specified problem, having processed linguodidactic sources, we came to the conclusion that the basis of mastering language norms is knowledge of theoretical material and conscious use of it in language practice. A student, responding to practical classes, reveals not only the level of mastering theoretical material, but also shows the ability to use language, language means. But this is not yet an indicator of mastering language norms. The practice of work in higher education convinces that only the constant solution of problem tasks, the creation of speech situations increases the speech culture of an individual.

In the process of research, we used methods of acquiring knowledge about language and speech and methods of forming skills (language and speech). Undoubtedly, the use of the exercise method is leading in the formation of speech culture. In Ukrainian language classes, language, speech exercises and tasks, communicative tasks and situations are used.

Speech exercises are aimed at performing actions with speech material outside the speech situation, where attention is focused only on the orthoepic or grammatical form. An example of speech exercises are constructive exercises – substitution and transformational, which are aimed at the formation of partial speech skills and stimulate the development of communicative speech.

Substitution exercises require the substitution (replacement) of individual words, word combinations in the phrase proposed by the teacher. Substitution exercises are also used when creating microdialogues, where the compatibility of various words and expressions related to the need to ask permission, ask again, etc. is practiced.

Transformational exercises involve a certain transformation (restructuring) of the proposed phrase, changing its structure by changing grammatical forms, replacing words or word combinations, etc. Such exercises are especially useful when forming dialogic speech skills. For example, we can give the following example of transformational exercises: the teacher formulates a short message about a certain event and invites another student to clarify this fact by asking.

Based on the research of I. Gudzyk, we applied the method of forming communicative speech, which involves the use of conditional speech or conditional communicative exercises based on artificially created speech situations and various types of direct speech activity: spontaneous dialogical and monological statements during the discussion of a particular problem during a discussion, in game activity. O. Khoroshkovska, among the methods of forming communicative speech, identifies conditional speech exercises as one of the most effective, and the method of producing (reproducing) statements (dialogue, retelling, composition) based on preliminary

preparation (exercises according to a model, drawing up a plan, taking notes, transformation, analysis and evaluation of statements, didactic games) [12].

At the stage of forming speech skills, we used a productive-creative method aimed at forming the skills to independently produce statements. The essence of this method was to organize educational activities in such a way as to stimulate the development of students' communicative speech. To implement it, we used conditional speech exercises and tasks that were of an educational nature and communicative tasks that involved independent speech depending on the goal and orientation to the listeners or communicator. The basis of such exercises and tasks was a motive, that is, the desire to express an opinion in order to inform, ask, convince, and encourage action.

Most often, during the lesson, when using conditional speech exercises, the teacher resorted to modeling artificially created situations, which were based on a verbal depiction of an imaginary situation in real reality, the purpose of speech was clarified, students were assigned the role of interlocutors, and the speech act was implemented in the form of a dialogue. As a rule, these are game exercises, which are now classified as interactive methods in the methodology. For example, the teacher suggested that students imagine that they have come to a new work team. This will be an artificially created situation that constitutes the first component of the speech situation. The second component is the formulation of a speech task. For example: you need to introduce yourself to colleagues on the first day of professional activity. The third component of the speech situation is the actual performance of the task. The student tells about himself, and then answers questions from other students (of the work team). Students build a polylogue, in the process of which compliance with etiquette norms is assumed: forms of address, words of politeness, as well as a clear and brief story about oneself, one's education and professional skills.

Since a sign of professional speech culture is the ability to address the interlocutor, special importance in the lessons was given to conventional speech exercises and tasks that involved compliance with etiquette norms, the use of forms of address and formulas of apology, and the expression of a request. For example, the teacher suggested that students build a dialogue based on an imaginary situation: "You need to tell about the history of your city. You don't remember certain historical facts. You are uncomfortable. Find in "way out of the proposed situation".

As already noted, the speech situations created in the lessons are imaginary, artificial. They were depicted verbally or using a video recording. Among them, situations directly related to the future specialty were also offered.

The productive-creative method was widely used in the formation of monologue speech skills. It was closely related to other methods. Communicative tasks were aimed at creating dialogues based on situations. For example:

1. Establish a dialogue with the group's academic mentor regarding the possibility of attending classes on an individual schedule.
2. Discuss with a classmate how best to prepare a welcome program for Student's Day.
3. What do I imagine my first working day to be like?
4. How do I work with Internet sources?

Business games and educational projects were widely used to form communicative skills. The teacher's task is to motivate the speaker to improve his or her own speech. In our opinion, it is advisable to use the discussion method, which helps to form a culture of dialogical (monologue) speech.

The following topics were proposed for discussions: "I in the world of languages", "The role of communication culture in future professional activity", "Ukrainian speech etiquette

and the present” and others. In practical classes, considerable attention was paid to the application of text-centric learning technology. The following types of tasks were proposed:

- read the text clearly, conduct its linguistic analysis;
- develop a score for the text, create a rhythmic and intonation scheme for it;
- compose a dialogue to the content of the text.

Among the ways to improve students’ own speech culture, we recommend:

1. Listen to the speech of Ukrainian television announcers, write down individual words in phonetic transcription.
2. Read aloud texts of various genres by Ukrainian writers, analyze language devices, memorize individual expressions and phraseological units.
3. Write theses of the lecture, focus on professional vocabulary.
4. Develop speech self-control skills.
5. Feel your own responsibility for using speech etiquette, for your attitude to your dictionary, its clarification and enrichment.

Conclusions. Thus, we have considered modern approaches to the formation of students’ speech culture in classes on the Ukrainian language and professional disciplines. Based on the research of language teachers and our observation of students’ speech, methods for forming a culture of speech of an individual have been proposed. Attention is focused on text-centric learning technology.

The power of language as a means of communication and influence on the development of an individual should increase, and modern processes of democratization contribute to the enhancement of national self-awareness, a new understanding of the history of one’s people, its culture, traditions, customs, and problems of the national language, because language contains the spirit of the ethnic group, a reflection of its national consciousness. Language also reflects the philosophy of the people, the path that its history and culture have taken [13].

In this case, language should be considered as a unique means of educating a person and a universal condition for the existence of any culture. Language as a tool is used to transmit intellectual knowledge, moral and ethical norms, and aesthetic values of the people. Studying the native language in conjunction with philosophy, history, literature, and culture will most effectively contribute to the preservation of the national language and culture. And each generation should set itself the goal of developing and multiplying the spiritual values of its people and passing them on to the next generation.

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