

## THE DEVELOPMENT OF STUDENTS' SPEECH CULTURE AS SUBJECT OF RESEARCH

**Summary.** This article examines the development of speech culture of students in higher education. The lecturer is obliged to develop the habit among students of improving their speech culture. The most important task of the teacher is to teach students to develop speech culture depending on the purpose of the utterance and the addressee, that is, to teach to use speech according to circumstances.

**Keywords:** speech culture, speech, culture of speech, speech activity.

**Аннотация.** В этой статье рассматривается развитие речевой культуры студентов высших учебных заведений, что имеет особое значение. Самая важная задача преподавателя – научить говорить студентов по-разному, в зависимости от цели высказывания и адресата, то есть научить пользоваться речью сообразно обстоятельствам.

**Ключевые слова:** речевая культура, речь, культура речи, речевая деятельность.

One of the conditions for the formation of a world outlook, the development of aesthetic taste, and the raising of the level of a common culture is the process of development and improvement of the speech culture. To date, the problem of developing speech culture among students in higher education is of particular relevance. This problem requires a revision of the existing conceptual apparatus, its study, refinement and new approaches to the solution.

The very concept of «speech culture» is not fully developed and specified in relation to the current conditions of the educational process. The role of speech culture in the context of the students' liberal education, their life self-determination and self-realization is not defined.

It is necessary to note the increased interest in the problem of developing the speech culture of such scientists as Grigorieva-Golubeva V. A., Komar N.A., Korovin S. V., Ksenofontova A.N., Tarkhanova S., Khrumchenko A.P., Chikhachev V.P.

The term «speech culture» is, in the opinion of the named researchers, a complex of knowledge, skills, and skills that ensures the uncomplicated construction of speech utterances for the optimal solution of communication problems.

When studying the speech culture, we rely on the theory of speech activity, which in turn is viewed from the standpoint of a general theory of activity. According to AA Leontiev, speech activity is a kind of activity (along with labor, cognitive, playful, etc.), psychologically it is organized like other kinds of activity. Speech activity can act either as an independent activity with a specific motivation, the components of which are speech actions (having a goal subordinate to the goal of the activity) and speech operations (varying according to the conditions) or in the form of speech actions included in a non-speech activity.

In pedagogical activity, we inevitably face the need to use speech as the main means of influence. After all, by speech culture we mean the process of conscious selection and use of those language tools that help to carry out the speech impact, which allows to solve the specific pedagogical tasks in the real situation of the educational process.

The problem of the development of speech culture was widely covered in psychological and educational literature and is still at the center of attention of many scientists.

D.E. Rosental argues that we should consider cultural speech that is distinguished by national originality, semantic accuracy, richness and versatility of the dictionary, grammatical correctness, logical harmony, artistic representativeness [1, c. 25].

According to L. I. Skvortsov, such qualities of speech as expediency and variability are the core of speech culture [2, p. 45].

V. A. Tsukovich in the collection «Actual problems of the culture of speech» writes that the culture of speech can be defined as the motivated use of linguistic material as the use of linguistic means in a given language situation. The culture of speech is the use of the means and capabilities of a language adequate to the content, setting, and purpose of the utterance [3, p. 10].

Thus, in recent scientific literature, until recently, the tendency to identify the concepts «culture of speech» and «correctness of speech» with the notion of «speech culture» prevailed.

There are a large number of textbooks on the culture of speech for schoolchildren and students, people of different professions. The authors of these manuals are based on their research on authoritative sources existing in linguistics, in these manuals the term «culture of speech» is identified with the term «speech culture». But it so happened that the culture of speech is seen primarily as a linguistic discipline. This led to the fact that the understanding of the culture of speech as the «division of linguistics, investigating the problems of normalization with the aim of improving the language as an instrument of culture» became the dominant one.

However, the concept of «culture of speech» does not coincide in its essence with the term «speech culture». The second concept is more likely associated with the capabilities of the entire language system, expressing the specific content in each actual situation of verbal communication. Speech culture develops the skills to select and use language tools in the process of verbal communication, helps to form a conscious attitude to their use in speech practice.

From the foregoing it is clear that the speech development of students is the most important task of the teacher. The creative development of man is impossible without the ability to clearly, logically, correctly think and express his thoughts. In accordance with the features and needs of each subject, the student's speech development should also be enriched. The teacher of any subject should improve the student's speech culture. This is the focus of attention in all studies on the development of speech and speech culture.

But when considering the issues of speech culture, one should not limit oneself to studying the problem of developing students' speech culture, since the teacher's speech culture is an important component of the teacher's professional culture. The main task in the work of a university teacher is the ability to interest, carry away with a story or an explanation, convey his attitude to the material. It is necessary to be able to ask questions and answer them, listen to the interlocutor, analyze the speech statement of the other.

The professional culture of the university teacher, acquired on the basis of speech culture, which includes as part of vocational pedagogical communication, is realized in the form of the ability, readiness to develop the speech culture of students.

The teacher of the university is simply obliged to develop the habit among students to monitor their speech, improve their speech culture. It is unacceptable for the teacher to neglect oral speech. The most important task of the teacher is to teach students to speak differently, depending on the purpose of the statement and the addressee, that is, to teach how to use speech, as appropriate.

Speech skills ensure the effectiveness of pedagogical technology. Speech culture in general and pedagogical eloquence in particular are indicators of the level of pedagogical professionalism. Speech culture and pedagogical professionalism can be analyzed through activities and communication. In this case, through pedagogical activity and pedagogical communication.

To improve the speech culture of students, the teacher needs to have a system of speech skills, on which the success of verbal training depends. To fully communicate, the teacher must have a number of skills. First, be able to quickly and correctly navigate in a communication environment. Secondly, be able to correctly choose the content of the act of communication. Third, find adequate means to convey this content. And, fourthly, be able to provide feedback. If any part of the act of communication is violated, then the speaker will not be able to achieve the expected results of communication – it will be ineffective [4, p. 11].

Speech is the creative function of the human psyche, reflecting in the speech utterance every new situation that arises in the communicative process. In it the influence of social factors is especially bright and versatile. Speech behavior of a person is caused not only by constant social characteristics, but also by situational characteristics, reflecting changes in social roles and causing speech switching.

The inability of modern youth, even with a sufficiently high level of scientific knowledge, to reason, express an extraordinary thought, to convey in words the feelings testifies that the reduction of speech culture to technical skills is incompetent. It is necessary to create a system of speech culture that will include the following expressive-speech skills: pronunciation, intonation, word and phrasing, as well as the skill of public speech, eloquence. The skill of public speech involves the possession of such skills as the ability to make your speech relevant, accessible, logical, evidence-based, etc.

A.P. Khranchenko complements the skills of the famous pedagogy with techniques borrowed from rhetoric: the ability to provide visual image effect, the effect of the first phrases, the effect of direct conversation, the effect of speech dynamics, artistic expressiveness, etc. [5, p. 56].

Proceeding from the foregoing, it can be determined that the speech culture is a process of conscious selection and use of those linguistic tools that are necessary for this particular case of verbal communication and help to carry out a verbal influence that allows solving the specific pedagogical tasks in the real situation of the educational process.

Modern researchers consider speech culture as a set of such qualities of speech that have the best effect on the addressee, taking into account the specific situation and in accordance with the task.

Thus, based on the analysis of various kinds of literature on the research problem, the following conclusions can be drawn:

– speech culture of the person – an indicator of the general culture of the person, culture of thinking, feelings, culture of behavior. It largely determines the quality of moral education of the individual, affects the effectiveness of communicative activities;

– speech culture is the content basis and the most important procedural component of speech activity;

– speech culture is a set of components in the structure of which knowledge, motives, views and beliefs, speech quality and speech skills of the individual are integrated;

– in all studies on the development of speech and speech culture, attention is drawn to the fact that the creative development of the personality is impossible without the ability to clearly, logically, correctly think and express their thoughts. The development of students' speech culture is the most important task for every teacher. Each instructor-teacher should improve and enrich the speech culture of both his own and students;

– by speech culture we mean a set of such qualities of speech that have the best impact on the addressee, taking into account the specific situation and in accordance with the task.

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