

Zinchenko V. M., Donetsk State University of Internal Affairs Kryvyi Rih,
PhD in Pedagogical sciences, Ukraine, e-mail: vicik-210898@ukr.net
Associate Professor ORCID: 0000-0003-3080-4272
Vorobiova L. V., Mykhailo Tuhon-Baranovskyi Donetsk National University
PhD in Pedagogical Sciences of Economics and Trade, Kryvyi Rih, Ukraine, e-mail:
vorobiova_lv@donnuet.edu.ua
ORCID: 0000-0002-1001-1016

PECULARITIES OF WORK ON SHAPING THE LANGUAGE CULTURE OF HIGHER EDUCATION STUDENTS

УДК (808.5+81'271):378

Зінченко В. М., Донецький державний університет внутрішніх справ, м.
канд. пед. наук, Кривий Ріг, Україна, e-mail: vicik-210898@ukr.net
доцент ORCID: 0000-0003-3080-4272
Воробйова Л. В., Донецький національний університет економіки
канд. пед. наук і торгівлі імені Михайла Туган-Барановського,
Кривий Ріг, Україна, e-mail: vorobiova_lv@donnuet.edu.ua
ORCID: 0000-0002-1001-1016

РОБОТА З ФОРМУВАННЯ КУЛЬТУРИ МОВЛЕННЯ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Objective. *The objective of the article is to suggest the ways of increasing the level of students' speech culture in the classes of the Ukrainian language for professional purposes in institutions of higher education.*

Methods. *The study involves theoretical analysis and synthesis of literature on the studied problem, practical selection of factual material and the formulation of conclusion on its basis.*

Results. *The article considers methods, types, techniques and forms of work on the formation of students' speech culture, the effectiveness of creating situations of professionally oriented speech in the Ukrainian language classes for professional purposes, offers examples of exercises and tasks that promote students' communicative competence.*

For the formation of the proper speech culture of future skilled specialists, it is important to form an understanding that speech culture will give them the opportunity to use the language in professional activities skillfully, as well as in the Ukrainian language classes to create professionally oriented situations of professionally oriented speech, to choose interesting, meaningful and informative exercises and tasks of different types in view of future professional activity.

Studying the Ukrainian language at the professional level in accordance with the developed concept provides students with considerable opportunities: to understand peculiarities of the language system, the specificity of using different language units depending on the scope and purpose of use; develop skills in the correct use of language, speech, and communicative standards of professional communication; develop the ability and skills to navigate in the spheres of professionally oriented speech. The choice of effective teaching methods and technologies, forms of activity, ways of interaction between the teacher and the student enables us to optimize the process of learning the Ukrainian language, to improve

the organization of individual, group and collective activities of students who are skilled specialists in future.

Key words: *culture of speech, professionally competent speech, communicative competence, professional orientation.*

Problem Statement. The course of the Ukrainian language with a professional orientation is focused on the formation of students' skills and abilities to use the means of the language in all kinds of verbal activities in a competent, communicatively justifiable way. To fulfill this task, it is important to formulate students' communicative skills in various types of verbal activities, to broaden the general outlook, and to develop a general and communicative culture.

The system of language teaching in higher education institutions should be designed so that all kinds of verbal activities (learning, reading, speaking and writing) are realized by performing different exercises and communicative tasks. This significantly contributes to the improvement of students' speaking culture: a gradual formation of verbal, speech, communicative, linguistic competences through the study of theory, accomplishment of exercises and tasks, production of various types of texts including professional oriented. Intense language practice enriches students' vocabulary, provides them with theoretical knowledge and helps them to improve their language skills.

In our opinion, to form proper culture of speech, developed verbal and communicative competences while training the future qualified specialists is possible only if they understand that the acquired competences will allow them to use the language skillfully in their professional activities. For this purpose, it is necessary to create professionally competent language situations in the Ukrainian language classes for professional purposes, to develop interesting, meaningful and informative tasks of different types in view of the future professional activities.

The research objective is to suggest the ways of increasing the level of students' language culture in the classes of Ukrainian language at higher education institutions. Following **research objectives** would facilitate the achievement of this aim: to identify scientific approaches to the understanding of «culture of language», «culture of speech», «communicative competence» and «professional communicative competence»; to examine effective methods, techniques, types and forms of work to form communicative competence in the classes of Ukrainian language for professional purposes; to give examples of exercises and tasks that will contribute to the development of speaking skills, as well as the development of professionally oriented speech of the students of higher education institutions.

Research results and discussions. According to the authors of «Dictionary of foreign words», the culture of language is the level of compliance of the language with the norms of literary language; a branch of language studies that focuses on the problems of literary language [3; p. 207]. Language scholars associate the term of language culture with the activities of society and the individual, who orient to understanding, enrichment, improvement and development of the language.

At the present stage, the development of the language culture is characterized by focusing on the communicative component. The culture of language influences the formation of a language personality who has acquired better patterns of language behaviour, adheres to a language ethos and has linguistic intuition.

N. Babych, H. Volkotrub, O. Horbul, S. Yermolenko, S. Karavanskyi, L. Matsko, M. Pentyliuk, O. Ponomariv, O. Serbenska, S. Shevchuk and other scholars have investigated the issues of language culture. In the opinion of language scholars and linguo-didacticians, the culture of language is built-into practical stylistics, which studies and determines the optimality of the language unit choices depending on the purpose and situation of the language.

Thus, language culture implies adherence to the language norms of speech, voice, phrasing and word formation, accuracy, clarity, purity, logical structure, richness and precision of speech, as well as adherence to the rules of language etiquette [2; p. 128].

S. Yermolenko recognizes the following signs of a high language culture (speech culture) as: precision, clarity, fluency, stylistic sharpness and mastery both in the selection of structural variants of speech and in the use of lexical and grammatical synonyms [7; p. 285].

According to O. Serbenska, the basis of the speech culture is affinity to the native language. Here, the culture of language is connected to the feeling of respect for the state language and its history, to keeping its functioning, to the responsibility for speech activities [7].

L. Matsko considers the language culture to be an integrative science about effective verbal communication, which converges with rhetoric, communicative linguistics and linguo-cultural studies [2; p. 7].

In N. Babych's opinion, a high level of language culture can be attained by those who know peculiarities of functional literary styles in the formal language, language norms, extralinguistic structures, as well as if they respect their own speech and constantly improve their speech mastery [1; p. 10].

Linguo-didactitians (Z. Bakum, A. Bogush, S. Karaman, L. Kravets, L. Matsko, M. Pentylyuk, T. Okunevych, and others) interpret communicative competence as the ability to communicate by means of language, i.e. to transfer and exchange ideas in different situations in the process of interaction with other participants in the communication, to use correctly the system of verbal and communicative norms, selecting communicative behavior which is appropriate to the situation of the conversation.

L. Matsko offered to consider professional competence as an indicator of the formation of professional knowledge system, value orientations, communicative skills and abilities, general humanistic culture, integral indicators of language and speech culture, which are necessary for good professional activity [5, p. 18].

While training future specialists it is necessary to shape the appropriate professional language competence effectively. It depends on language skills, abilities and knowledge in solving communicative professional tasks.

The research of scientific literature, curricula of higher education institutions and own observations have convinced us in the importance of optimal selection of methods, forms, techniques and types of work on increasing the level of speech culture of students. It is considered as a challenging mission nowadays. The use of innovative language teaching methods is essential for its successful implementation. Communicative activities play a leading role in the Ukrainian language classes. They include problem role-playing games (creating an educational and informative situation), descriptive exercises, exercises demanding the answers to questions, replicative exercises, reproductive exercises (storytelling, dramatization), educational discussions, oral presentations, initiative exercises (questions, press conferences, dialogues, interviews), etc.

In the process of studying the Ukrainian language in professional orientation, students should be involved into search and analysis of information in scientific journals, on the Internet, in textbooks. They should be taught to prepare messages based on the information provided, arrange discussions (e.g. about the language situation in Ukraine, ways of language development, peculiarities of its functioning, history of the language and language learning, etc.), and construct «for» and «against» arguments.

Simulation of various professional situations should be introduced in the classroom, as it is an effective way to develop students' creative thinking and their professional orientation. Game-based learning activities are also effective, as they are accepted by the students with

great interest. The discussions on professionally focused topics are interesting for students as well: «The Language of advertising in mass media», «I am an economist», «Psychological Influence of the lecturer's speech on the audience», «If I were an officer on patrol...», «Role of language in the state-making process», «Is the profession of interpreter necessary?», «What qualities are necessary for a financier, and what qualities are necessary for a scientist?», «Influence of politicians' speech on the political situation in the state» and so on.

Significant attention should be paid to the speech of the discussion participants, their correct behaviour, non-verbal means of communication.

The need for professionally competent communication can also be fulfilled by students during communicative trainings. For example, we suggest the following topics for communicative trainings: «What is the sense of life?», «Problems of modern education», «What is happiness?», «Speak, so that I may see you (Socrates)», «The role of mass media in the life of modern society», «Is translation of world literature into Ukrainian required?», «How does the language situation in the country affect the economic and political situation?», «Interview», «Signing an agreement», «Youth slang: pro and contra», «How to fight against «surzhyk» (mixed Russian-Ukrainian dialect)?

It is also productive to analyze the language situation, study the language of the discussion participants, do vocabulary work on professional terminology, do exercises on speech editing and tests, and translate from other languages into Ukrainian.

We have offered the examples of exercises and tasks. Moreover, these tasks and exercises are practically tried and tested and may contribute to the development of speaking skills.

Exercise 1. Do you agree with the following statement? Prepare for a discussion on the topic: What is most important in the construction of a state: economy or culture?

The notion of «culture» includes not only scientific and artistic achievements but also spirituality, i.e. categories such as conscience, orderliness, kindness, honesty, patriotism and humanity. And how can we build the economy without these concepts? What kind of economy can there be in a power where real deeds are replaced by talk about them among those who have the power and are able to decide the destiny of people. How can we expect material wealth in a family where dad takes everything from home and drinks it away or brings it to another family? Therefore, the following conclusion is in order: where there is no orderliness, spirituality, patriotism, there can be no sound economy (From the journal).

Exercise 2. Read the text for the retelling with the creative task. Try to retell it and formulate the topic of the creative task on your own. Write a creative task, discuss it in the classroom.

The struggle for purity and high language culture is a struggle for culture in general. To fight for the purification of the language and the elevation of its cultural level is the duty of the entire Ukrainian society, in addition to those people, who directly work on the language: scholars, writers, journalists, broadcasters, the staff of publishing houses and offices, and the teachers of the native language. The language of our textbooks, newspapers, popular science and art books has a big impact on whether the language of millions of readers will become more sophisticated and enriching, or, as it unfortunately sometimes happens, bastardizes.

Language is a delicate instrument. From some mouths it sounds with such power, in I. Franko words, «like a trumpet, calling the millions to follow». From other mouths it only shocks the ear. It sounds like glume without a living grain... (Borys Antonenko-Davydovych).

Exercise 3. Read the opinions of scholars about the language situation on TV. Then study the language of the Ukrainian TV channels within a week (distribute the TV channels among the students). Give your opinion, discuss it in the classroom.

1. *The real picture of our television broadcasting is extensive squabbles, mess, which is harmful to both languages, and especially Ukrainian. Mixing of the languages occurs. In the presence of mixing phenomenon there is no need to talk about the purity of one or another language; or to think of the atmosphere of openness to the Ukrainian language; when commentators, announcers, presenters, editors foster richness, freshness, sophistication of the speech series. The main disadvantages of this is that straightforward tendency comprises nationless content, false non-political basis, and the clear orientation of the Ukrainian broadcasting companies and studios towards Russian-speaking assault party. The bi-linguistic mixing, non-specificity, lack of clarity of the language cordons and priorities in general are obstructing the consolidation of the Ukrainian language in its state status and adequacy (Vitalii Donchyk).*

2. *As we know, young people are the most active consumers of TV products, the pro-Russian orientation of most of Ukraine's TV channels may have far-reaching consequences for national security. Ukrainophone education on the basis of Russian-speaking mass culture does not only deepen the divide between the everyday language of pupils and the language of teaching in Russified cities, and also devalues the effectiveness of education of nationally conscious citizens, as national awareness is formed only in their own language and cultural environment (Larysa Masenko).*

Exercise 4. What kind of language phenomenon does the writer use? Find it in the Linguistic Dictionary and give the definition of this phenomenon. In your opinion, how do contemporary writers use it in their works?

- А якою мовою ви говорите з хазяями цього дому?
- Переважно мовою національного спілкування. З українськими інкрустаціями.
- А з матір'ю? Чоловіком? Сином?
- Із свекрухою, — в тон йому продовжила вона, — я общаюсь суржилом. Так вона мене краще розуміє і передає восени картоплю.

(Yevheniia Kononenko «Countrymen in a foreign land»).

Exercise 5. Arrange the parts of the text in the order that best describes the theme and the main idea. Pick up the title, identify the theme and genre of the text, its logical interrelationships.

1. *Language culture is a reliable pillar in the expression of independence of thought, the development of human feelings, and the cultivation of active, genuine patriotism. Language culture involves the development of ethical norms of international communication, which characterize the general culture of our contemporary people.*

2. *Culture was created by a man and a man was created by culture. People are unleashed in a culture of thought, a culture of work and a culture of language. Culture is not only all that is created by the hands and mind of people, but also the way society behaves, which is expressed in popular customs, rituals, attitude to each other, work, the language.*

3. *Language is not only a means of communication but also a natural reservoir of information about the world, especially about our people. Having believed that all the languages in our community are «actively evolving», we have not noticed for a long time that at first this development, which began in the first Soviet decade, was linguistic-wide in the 30–70s, and then turned into opposite direction. The situation must be corrected: all languages must regain their natural prestige and the real equality, rather than the declared one. The culture of the language should be fostered as a means of conveying the culture of socially useful work.*

4. *Today culture and language appear to be united in the realm of the spiritual values of each individual and the entire society. Probably no one will deny that a low culture of language shows distinct signs of soullessness ... Language illiteracy, inability to write an*

elementary text, to translate it from Ukrainian into Russian and vice-versa, are somehow no longer perceived as a plague on the service uniform (Vitalii Rusanivskyi).

Correct answer: 2, 3, 4, 1.

Exercise 6. Read the text. Give a title to the text. Prepare a short report about the linguist Yuri Shevelov, about Oleksa Syniavskyi.

The formation of literary language cannot be attributed to one person alone. Literary language has been growing out of the cooperation of significant and less significant contemporaries and the intergenerational experience and influence of generations. However, it cannot be denied that certain individuals — writers, journalists, language critics — can give literary language a distinctive character in a certain vein. In that spirit and with that in mind we must not overshadow three names: Taras Shevchenko, Borys Hrynchenko and Oleksa Syniavskyi. Their activities were particularly decisive in marking the further development of the Ukrainian literary language. Shevchenko laid the first general and national foundations of the Ukrainian literary language with his genius and his powerful influence based on the size of his genius. The teacher became the poet's successor. Using the methodological approach, the skill and diligence, Boris Hrynchenko gave an exceptional lexical and, within the vocabulary, both grammatical and spelling codification of the literary language. The third was Syniavskyi, a scholar and university professor, who contributed a great deal of knowledge, scientific experience and method not only to the problems of normalization, but also to the understanding of these trends (Yurii Shevelov).

Exercise 7. Read the text. Why do the thoughts of Lina Kostenko envy us, what do they encourage us to think about?

The language of Ukraine's citizens and politicians does not add it prestige. The early Greeks of considered those who spoke Greek badly to be barbarians. Rome defeated Greece with armour, but the latter conquered it with culture.

The Book, the culture has always been the bedrock on which the state of civilized nations stands.

We have excellent scientists, experts in various fields of knowledge, but for some reason they are not listened to, but fake showbiz stars or politicians who constantly flash on the masses, making unsubstantiated assertions. Like, for example, the opinion that if we depreciate the economy, then there will be a spiritual rejuvenation, cultural development, literature, art. This has never been the case, it is absolutely untrue, and the entire history of world culture proves it (By Lina Kostenko).

The suggested exercises and tasks aimed at developing students' speaking skills. They were tested by us in the classes of the Ukrainian language at the higher educational establishment. Practically, the implementation of the system of communicative exercises in the educational process contributes to the formation of communicative competence of students of higher education institutions.

Conclusions. So, in order to form a proper language culture of the future skilled specialists it is important to formulate the understanding that the language culture will enable them to use the language in their professional activities skillfully. While training the future skilled specialists may use these skills to create professionally competent language situations, to develop various meaningful and cognitive tasks.

Studying the Ukrainian language for the professional conjugation in accordance with the developed concept provides significant opportunities for students: to understand the peculiarities of the language system, the specificity of the use of different language units depending on the scope and purpose of use; develop skills in the correct use of language, speech, and communicative standards of professional communication; develop the ability and skills to orientate in the spheres of professionally oriented speech. The choice of effec-

tive teaching methods and technologies, forms of activity, ways of interaction between the teacher and the student allows optimizing the process of language learning, to improve the organization of individual, group activities of students — the future skilled specialists.

Дата надходження рукопису 19.11.2021

Список літератури

1. Антисуржик. Вчимося ввічливо поводитись і правильно говорити / за заг. ред. О. Сербенської. Львів : Світ, 1994. 152 с.
2. Бабич Н. Д. Основи культури мовлення. Львів : Світ, 1990. 232 с.
3. Єрмоленко С. Я. Культура мови. Українська мова : Енциклопедія. 2-ге вид. К. : Вид-во «Українська енциклопедія» ім. М. П. Бажана, 2004. С. 389.
4. Єрмоленко С. Навчально-виховна концепція вивчення української (державної) мови. Дивослово. 1994. № 7. С. 28–33.
5. Мацько Л. І. Культура української фахової мови : навч. посіб. К. : Академія, 2007. 360 с. (Альма-матер).
6. Пентиліук М. Концепція комунікативної методики навчання української мови. Українська мова і література в школі. 2006. № 1. С. 15–20.
7. Сербенська О. Культура усного мовлення : практикум. Львів, 2003. 212 с.
8. Словник іншомовних слів / за ред. О. С. Мельничука. 2-е вид., випр. і доп. К. : Головна редакція «УРЕ», 1985. 966 с.

References

1. Serbenska, O. (Ed.) (1994). *Antysurzhyk. Vchymosia vvichlyvo povodytys i pravylno hovoryty* [Antislang. Learn how to behave politely and speak correctly]. Lviv, Svit Publ., 152 p.
2. Babych, N. (1990). *Osnovy kultury movlennia* [Basics of speech culture]. Lviv, Svit Publ., 232 p.
3. Yermolenko, S. (1994). *Navchalno-vuchovna kontseptsiiia vyvchennia ukrainskoi (derzhavnoi) movy* [The educational and pedagogical concept of Ukrainian (state) language study]. *Dyvoslovo* [Dyvoslovo], no. 7, pp. 28–33.
4. Yermolenko, S. (2004). *Kultura movy*. [Culture of language]. Kyiv, Ukrainska Entsyklopediia Publ., 389 p.
5. Matsko, L. (2007). *Kultura ukrainskoi fakhovoi movy* [Culture of Ukrainian professional language]. Kyiv, Akademiia Publ., 360 p.
6. Pentyliuk, M. (2006). *Kontseptsiiia komunikativnoi metodyky navchannia ukrainskoi movy* [The concept of a communicative methodology for teaching Ukrainian language]. *Ukrainska mova i literatura v shkoli* [Ukrainian language and literature at school], no.1, pp. 15–20.
7. Serbenska, O. (2003). *Kultura usnogo movlennia* [Culture of oral speech]. Lviv, Svit Publ., 212 p.
8. Melnychuk, O. O. (Ed.) (1985). *Slovyk inshomovnykh sliv* [Dictionary of foreign words]. Kyiv, 966 p.