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**TÍTULO:** Actividad comunicativa y formación de la cultura del habla en los estudiantes.

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**RESUMEN:** El propósito del estudio es utilizar la metodología desarrollada por reconocidos psicólogos, científicos, metodólogos, docentes y profesionales con el objetivo de desarrollar la cultura del habla y la escritura y su aplicación en la actividad práctica de los futuros licenciados. El estudio utilizó métodos como el análisis, la observación del habla de los estudiantes, la clasificación, la generalización, la descripción. Los autores creen que una calidad tan importante del habla, la expresión, la precisión, la claridad y la saturación del habla deben establecer a los estudiantes en la clase para hablar. y en el proceso de dominar otras disciplinas. Estas cualidades son particularmente relevantes para los futuros maestros, porque la competencia del habla del maestro es una de las competencias básicas.

**PALABRAS CLAVES:** competencia comunicativa, habilidades comunicativas, habilidades comunicativas, cognitivas, intelectuales y creativas.

**TITLE:** Communicative activity and formation of speech culture in students.

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**ABSTRACT:** The purpose of the study is to use the methodology developed by renowned psychologists, scientists, methodologists, teachers and practitioners with the aim of development of culture of speech and writing and their application in practical activity of future bachelors. The study used methods like analysis, observation of the speech of students, classification, generalization, description. The authors believe that such an important quality of speech, expression, accuracy, clarity, saturation of the speech should establish the students in the class to speak. and in the process of mastering other disciplines. These qualities are particularly relevant for future teachers, because the speech competence of the teacher is one of the core competencies.

**KEYWORDS:** communicative competence, communication skills; communication, cognitive, intellectual and creative skills.

**INTRODUCTION.**

One of the main objectives of language education is formation of students communicative competence, that is the ability to master the basics of culture of speech and writing. The knowledge of reality by means of language. Language reveals itself only in speech. It is the specific speaking, realized in sound or writing. It is human activity on the use of language for communication and thinking. People communicate for specific purposes (communicative intentions): to exchange information, to persuade or classmate, friend, to induce him to action, to compel him.

T. A. Ladyzhenskaya, in her book «The Living word: Oral speech as a means and subject of education» notes that «It is a necessary condition of cognitive activity. The speech (language) a person learns, acquires knowledge and passes them. It is a means of influencing the consciousness and elaboration of the worldview, norms of behavior, the formation of tastes. ...Man, being by nature a social being, cannot live outside of relationship with other people: it needs to consult, share thoughts, feelings, to empathize, to seek understanding, etc. In general, it is of fundamental importance in the development of the human person» [Ladyzhenskaya T. A. 1986:1].

Priority of modern education in the Russian Federation is the personality of the young citizen of the country, forming their own opinion about the world, it stands in the center of the educational process. The focus of education on personality development of the child, preschooler, pupil, student, graduate student cognitive, intellectual and creative abilities determines the place of training aids and training equipment in the system of teaching Russian language.

Speech students: junior, middle and senior ages, as well as students of secondary and higher educational institutions continues to be a subject of attention not only of psychologists, teachers, trainers but also socio-linguists, psycholinguists. Practice shows that today's younger generation is overloaded with academic work, but underused intelligent. In this regard, appear underdeveloped skills: to specify theoretical principles, to generalize, to compare, to make their own conclusions. The leading activity of adolescence is communication, and therefore, young people felt the lack of communicative qualities. Communication enables a person to reveal their feelings, experiences, to tell of joys and sorrows. Problems of communication engaged in by representatives of different sciences: philosophers, psychologists, linguists, sociologists, culturologists, etc. Linguists study the processes of formation of speech and its perception; the factors that hinder communication and efficiency.

## **DEVELOPMENT.**

### **Materials and methods.**

Modern requirements to professional training of bachelors is put before the higher school new challenges, one of which is the formation of communicative competence of a future teacher. «In modern language teaching, says T. S. Kudryavtseva – established communicative-activity approach to language learning. The prospect of this approach, we have no doubt from the methodological community that is reflected in the state standard of the Russian language. – She then continues – in the standard introduced such concepts as «communicative competence» and «linguistic competence», «linguistic competence» [Kudryavtseva T. S. (1996); Kuzmina N.V. (1967)]. With regard to the teaching of a language competence is «knowledge, body of knowledge (if we are talking about knowledge of language) and «ability» (if we are talking about skills, practical language). Communicative competence involves the possession of communication skills in a professional team, skills that provide solutions to the tasks that comprise the essence of a particular professional activity.

### **Results.**

The specifics of teaching activities due to the nature of the following training objectives, namely:

- a) arming students with basic knowledge in the relevant field, in this case, culture of speech and writing (cognitive goal);
- b) formation of bachelors of necessary skills on the basis of the acquired knowledge (practical goal);
- c) education and development of students by means of the subject of study (abderemane and didactic purpose).

The main purpose of verbal communication is the exchange of information; that is, transmission and perception of the meaning of the utterance. O. Y. Goikhman, T. M. Nadeina in the book «Speech communication» propose to use the factors influencing the communication process. Based on these factors, the authors emphasize oral and written forms of verbal speech communication. Types of verbal communication: – textbook listed four: the conditions of communication, number of participants, purpose of communication, the nature of the situation. The last type has two points: a) business communication (report, lecture, discussion); b) social interaction (conversations with loved ones, etc.).

Any speech situation can be attributed to a certain type [Goikhman O. J., Nadeina T. M. (2001); p. 13]. In the generation of the speech act a big role in that situation. Speech act call any statement – statements, inner work, mental training through verbal or written expression of thought of the speaker to the listening audience. Situation and speech are closely linked. The situation is understood as a imaginary building or model of a real contact, which is implemented speech behavior of interlocutors in their typical socio-communicative roles. Summarizing the above considered definition of "situation", let us consider the following definition: *asituation is a system of relations between two or more of the subjects reflected in their minds and generating the need for purposeful action.*

As examples of speech situations can be considered: *the need to answer the question, to make a report on the results of the work, write a letter, chat with a friend, etc.*

In the basis of modern methods of teaching speaking are such category oral communication: *situation, role, position, community, the form of communication.* Communication is a specific form of human interaction. It is a science, as noted by academician M. R. Lvov, emphasizes the social, human nature of communication, its ideological orientation [ Lvov M. R. (2007); c.23]. In communication, academician M. R. Lvov distinguishes four components: a) the participants of communication – the sender of the message or a Communicator and percipient – the participant of a

communicative act which takes the signal message sent by the Communicator; b) the situation of communication, interaction, which determines the need for contact and exchange, its motives; c) the content of messages, information, intellectual or emotional, dimensions and structure of the message; d) means of communication: direct contact, postal correspondence, telephone, cell phone, computer, etc.

The most important of these methods of learning is communicative (speech situation). Communicative situation consists of four factors: 1) the circumstances of the reality in which communication takes place; 2) relations between the communicants; 3) voice prompting; 4) realization of the speech act of communication, providing incentives to the speech.

Communicative situation is a «molecule» of oral communication. Consider the principle of temporality in teaching speaking pupils. Modern methodology of teaching calls an important aspect in primary and secondary level of school education is the training of the *speech activity*. *The teacher needs to ensure students not only the ability to produce oral statements but also to observe a certain role behavior in the process of the act of communication. Students must master roles as speaker and hearer role. The communicative task of the speaker to capture the attention of the listener, to achieve acceptance of the message, to receive response, be considered in the context of the statements of the situation of communication, the identity of the hearer.*

Sometimes there are examples when the students lack the necessary social skills of dialogic communication. The lack of these skills is manifested not so much in ignorance of the vocabulary, grammar, how many in inability to get in touch with people. Politely answer questions, to show interest in what the interlocutor says, to keep the conversation with a simple replica of the response to adequately use facial expressions, gestures, intonation and other paralinguistic funds. It should highlight the main characteristics of the dialogue: *reactivity, pragmatism*. It does not happen out of situations. Number of situations are innumerable. It is used as a tool in resolving educational situations. In dialogue and in monologue, the situation determines the motive of speaking. Speaking

skills, like any other skills, are not generated by themselves. For their formation requires the use of special exercises and tasks, and, therefore, must be the lessons focused mainly on the development of speaking skills based on the life situations that are the source of speech production. Pragmatism is the essence and determines the logic of this form of communication.

These skills and abilities, according to M. R. Lvov, «...with theory or without it, good or bad, are understood by children, adolescents and adults in the process of life and embedded in their speech experience. This is the «introduction» of course, can not do without a teacher. Language for him is not only a subject of study, but also a learning tool. Language is the main tool of activity of the teacher, part of his General and professional culture» [Gagare, S. B., & Jadhav, P. S. (2017): p. 9].

But very often, it so happens, this applies mainly to novice teachers that their oral and written statements often there is no consistency, grammatical and lexical errors of all types and inappropriate speech patterns. Intonation making the speech of many teachers leaves much to be desired, as the intensity of the sound too high, speed up the tempo, the rhythm is uneven, in some cases, marked disorders in articulation of speech. So, it not only can act as a «standard», but not capable to solve actual professional tasks.

The results of research known Russian scientist N.V. Kuzmina suggests that there is a directly proportional relationship between the level of speech culture of the teacher and his relationship with students, his attitude to work, insistence to itself and to the students. She came to the conclusion that the ability to establish the right relationship with children is an important sign of mastery, which in turn crucially depends on a positive attitude.

The main reason to establish correct relations with children, according to N.V. Kuzmina, is a relentless, everyday improving my own speech. It identifies the following ways of improving the speech:

1. Self-control and the development of culture of speech (dictionary study of private speech).
2. Self-control and the development of skills of expressive speech (sorry), answer the following questions: What requires the intonation of the speech of my speech?
3. Self-control and the development of communicative skills. Here it is important to examine their conversations, figure out their position in it, the attitude towards the partner in communication, research and manage your mood, to communicate, to examine the manner, tone, speech pattern.

### **Discussion.**

The author of the study concludes: the problem of professional training of communicative competence of the teacher, which involves:

- the acquisition of rhetorical knowledge about the nature, rules and norms of communication, the requirement for verbal behavior in different communicative-speech situations;
- mastering of the communicative speech (rhetorical) skills;
- awareness of specific pedagogical communication, peculiarities of communicative and speech situations, which includes: literacy; appropriateness; richness; clarity, accuracy; consistency; accessibility; expression.

Let us consider the relevance of the question as one of the most important qualities in the regulation of verbal behavior. Communicative qualities of speech is the incarnation, first of all speech regulations. From the communicative point of view the main speech regulation is its *relevance*. Propriety allows you, according to professor N.A. Ippolitova to evaluate the usefulness of each speech and language and speech in General relative to the specific situation of communication [Yusupova Z. F. (2016); p. 215].

To respect the relevance of the question, you must choose the correct tone of communication, a form of speech (whether oral or written, monologic or dialogic) [Nurullina G.M. (2016) ;Rakhimova D.I. (2016) ;Safonova S.G., Lukoyanova Y.K. (2016); Caridad, Migdalia, et al. 2018] .

The criterion of relevance should be used to estimate sound image of the spoken or visual – relative written text. In this respect is analyzed, first of all, intonation and its components, volume of speech, its intelligibility, (regarding the pronunciation and handwriting) and many more.

## **CONCLUSIONS.**

Thus, the degree of relevance of the question concerning the parties to the communication is determined by their ethical and communicative culture. In a real speech situation involved all the components, verbal and nonverbal factors. *Is evaluated not only what is said but then, as they say, what is verbal behaviour of each participant of communication in general.* Therefore, the relevance occupies a special place in its importance in a number of qualities such as *wealth, expressiveness, clarity, accuracy and Relevance.* Regulates speech in a particular cultural situation, the contents of each of these qualities. Without taking into account the specific conditions of communication, without reliance on the appropriateness of speech or other communicative quality, for example, *precision, or expressiveness,* may lose its necessity.

The important point is and how it will affect student – it does not cause confusion, does not injure it rude, does not humiliate its dignity. In this sense, the relevance of speech is a very important quality of regulation of speech, occupational, and social behavior. The relevance associated with the knowledge of the behaviour and is determined by this value. It organizes the relationship of teacher and student, their speech behavior. Regulation of speech and conduct of teacher laid in the speech etiquette is an integral part of speech and behavioral culture of the teacher.

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