Content of the process of formation of students' speech abilities at the university

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Abstract. The purpose of this article is to consider the content characteristics of the process of formation of speech abilities of students of higher educational institutions, methods of teaching speech and the possibility of their application in the educational process. The main methods of research of speech competence were theoretical and methodological analysis of the problem, comparative analysis, experiment, as well as mathematical methods of data processing that allow us to determine stable relationships and relationships, trends and patterns. In the course of the research, the coherence and complexity of students' utterances were considered at the speech level. The analysis of the products of students' speech activity allowed us to consider the linguistic characteristics of the text at the language, speech and content-semantic levels, and psychological, operational-dynamic, motivational, cognitive, emotional, regulatory and productive components of students' speech actions.

1 Introduction

The higher education system in the Russian Federation has been undergoing modernization and reform for more than thirty years. As part of this process, a number of important documents were adopted that define the goals and objectives of national education.

The most significant of them is Federal law No. 273-FZ of 29.12.2012 "on education in the Russian Federation" (last edition of 29.12.2017) [1], which sets out the main principles and approaches to the implementation of state policy in the educational sphere. In addition, the specifics of the current stage of implementation of state policy in the field of education are determined by the decree of the Government of the Russian Federation of March 31, 2017. No. 376 "On approval of the state program of the Russian Federation" development of education" for 2013-2020" [2], the national doctrine of education of the Russian Federation until 2025 [3] and others.

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In these conditions, the role of psychological, pedagogical and linguistic knowledge in practical issues of education increases. Of course, improving the quality of professional training requires scientifically based content and methodological support.

The purpose of this article is to consider the content of the process of development of speech abilities and formation of speech competence of students, as well as modern methods used in classes with students of higher educational institutions in order to improve the speech culture of future specialists.

To date, the problem of forming the speech competence of future specialists has not been fully developed. Currently, there are only a few scientific studies devoted to the study of certain aspects of this problem (E.V. Buzalskaya (2010), L.V. Merkulova (2006)). These studies are devoted to the development of technologies aimed at developing the speech competence of certain specialists, such as lawyers, economists, and others. The study of this issue was carried out within the framework of the methodology of teaching speech culture in pedagogical and methodological aspects. Foreign specialists paid attention to the issues of speech training of specialists of a certain profile (Bobrova S. V. (2011) [4], Shifron-Boreyko (2018) [13], Lozitsky V. (2013) [6]).

System research the formation of speech competence of future specialists by psychologists and sociologists was not fully carried out. Consequently, the author has identified a problem field that is located at the intersection of such areas of psychological science as educational psychology and psycholinguistics.

2 Materials and methods

The methodological apparatus of the research consists of general scientific methods: analysis and synthesis, abstraction and generalization, induction, deduction, analogy, system, structural-functional, probabilistic; theoretical scientific methods: system-level, theoretical-analytical and functional-research analysis of existing representations on the problem, content analysis of scientific literature; the method of thought experiment, idealization and formalization; methods of empirical data collection (test, questionnaires, direct, indirect, observation, conversation, interview, experiment, measurement, generalization of the characteristics of the individual speech of students and others); project (modeling, interpretation, monographic research experience and descriptions of the process concepts); proxymetacaine (analysis of products of activity of students); constructive-interpretive methods (factor and correlation analysis, quantitative and qualitative evaluation of the relationship between objective parameters and subjective evaluations of interaction and behavior; statistical and mathematical processing of initial data and experimental results) [11].

3 Results

In the course of research conducted at the Moscow regional University, it was found that the level of speech competence depends on the creation of conditions for the professionalization of speech activity. The experiment used professional texts, analytical materials, and professional service documentation written in official business, scientific, and journalistic styles.

In the course of work, the psychological characteristics of students (level of intelligence development, emotional stability, diplomacy, social introversion, timidity, rigidity, overcontrol, impulsivity) were compared with their speech skills and abilities, and then a correlation analysis was performed to determine the interdependence of these characteristics.

Various approaches were applied to the analysis of students' personality in this study. In particular, the block approach was used, which involves the allocation of individual blocks of personality. The first block is associated with genetically defined indicators of neuropsychological processes (intensity, speed, rhythm, endurance). These indicators can be used to characterize the student's language personality (speed of reading, writing, speaking). The second block includes higher mental functions-complex systemic mental processes formed in the process of socialization. It includes memory, attention, and personality perception. In relation to the learner's "language personality", it is the ability to process texts (folding, retelling, interpretation). The motivational-dynamic approach was taken into account [12].

Speech skills of students were considered taking into account the needs (motives) of the individual. The most important motive of educational activity is the motive of self-actualization and self-realization in the conditions of professional activity. Therefore, in the formation of speech competence, the emphasis was placed on this motive, which is the main one for students.

In this study, an approach based on the study of individual abilities was used. Various types of work were provided for the formation of a "language personality". For extroverted students, work was carried out within the framework of oral texts: modeling of speeches of various stylistic colors, discussion forms of work on a given topic. For introverted students, they worked with written texts: test tasks, annotation and abstracting, creating texts based on a sample, texts of official business and scientific styles.

The study found that there is a direct correlation between speech skills and psychological characteristics of the individual.

Another trend is also revealed: the level of development of speech competence is associated with the emotional sphere of the student's personality, which, in turn, is highly correlated with intelligence. There is a stable correlation between indicators of speech competence and emotional stability – instability of future specialists. The more involved the emotional sphere of the student's personality, the more effectively the speech skills of the subjects will be formed. Therefore, teachers should conduct classes in a lively, exciting way, involving students in an emotional discussion of a particular issue, preparing texts that evoke an emotional response from students.

The figure shows the dependence of speech competence on the emotional factor.

Fig. 1. Dependence of speech competence on students' emotional indicators.

Based on this trend, it is possible to deduce a pattern consisting in the fact that with an increase in the indicator of emotionality, indicators of the level of speech competence of students improve. This is confirmed by experimental data. The higher the emotional indicator, the easier it is to form speech competence.

Another trend was established. Identified sustainable dynamics of mental processes of students under the influence of many factors: social environment; the conditions of

professional and educational activities and its organization; the influence of the environment (the level of speech competence, family environment, friends); information-communicative environment in which students are immersed; the level of socialization of students; level of verbal competence of high school teachers.

Psychological characteristics change under the influence of these factors, and the introduction of technology for the formation of speech competence changes these indicators. These factors are taken into account by the teacher in the process of forming students' speech competence.

The identified trends allow us to formulate the basic principles of the formation of students' speech competence and the corresponding requirements that are imposed on them.

In accordance with these criteria, three levels of speech competence were identified: high, medium, and low.

The high level of speech competence formation is characterized by the following features:

a) awareness of the importance of speech competence in professional activities, the presence of competent oral and written speech;

b) proficiency in the norms of the language (orthoepic, lexical, word-forming, morphological, syntactic, spelling and punctuation);

c) possession of the criteria of speech competence (accuracy, correctness, relevance, clarity, purity, richness and diversity, expressiveness of speech), knowledge of speech etiquette and polite communication formulas;

d) knowledge of the official business style as a variety of Russian literary language, its purpose, features, features of functioning, genres;

e) high level of oratorical and rhetorical skills.

The average level of speech competence is characterized by the following features:

a) insufficiently developed oral and written speech;

b) insufficient knowledge of language norms (orthoepic, lexical, word-forming, morphological, syntactic, spelling and punctuation norms);

c) insufficient knowledge of the criteria of speech competence (accuracy, correctness, relevance, clarity, purity, richness and diversity, expressiveness of speech), knowledge of speech etiquette and polite communication formulas;

d) insufficient knowledge of the official business style as a variety of Russian literary language, its purpose, features, features of functioning, genres;

e) low level of oratorical and rhetorical skills.

The low level of formation of speech abilities and speech competence is characterized by the following features:

a) the presence of illiterate oral and written speech;

b) superficial knowledge of language norms (orthoepic, lexical, word-forming, morphological, syntactic, spelling and punctuation norms);

c) a low level of proficiency in the criteria of speech competence (accuracy, correctness, relevance, clarity, clarity, richness and diversity, expressiveness of speech), a shallow level of knowledge of speech etiquette and polite communication formulas;

d) ignorance of the official business style as a variety of Russian literary language, its purpose, features, features of functioning, genres;

e) low level of oratorical and rhetorical skills [9].

4 Discussion

During the formative experiment, it was found that the traditional learning system, designed on the basis of the associative-reflex concept and implemented earlier in the process of teaching linguistic disciplines, does not give the desired results in the formation of students

' speech competence. The peculiarities of organizing and conducting classes in experimental groups in comparison with control groups consisted in the use of active teaching methods aimed at using the material in the context of the content of future professional activities; strengthening the individual approach to the development of speech competence, taking into account basic General education, taking into account the psychological characteristics of students.

Testing of the provisions was carried out on the basis of the introduction of technology for the formation of speech competence in the educational process.

In the course of training, University students have a significant number of problems related to the formation of punctuation, spelling, orthoepic, lexical skills and abilities that are associated with their psychological characteristics. Performing various exercises, students experience difficulties due to insufficiently formed skills in the field of grammar (violation of any grammatical norm – word formation, morphological, syntactic).

Another problem with the formation of students' speech culture is the insufficient amount of time that students devote to self-education, which provides for a critical assessment of their level of speech competence. Self-education is an integral part of General scientific training, including in terms of improving the culture of written professional (scientific) speech. To enrich the vocabulary of University students, it is necessary that they read fiction more carefully and thoughtfully, visit theaters, exhibitions, museums more often, watch high-quality television programs, that is, improve their speech culture independently.

In the educational process of the University, forms and methods of active learning, electronic textbooks, group discussions, role-playing and business games, and other methods, forms and tools, computer and information technologies are still not used enough to ensure the consolidation of a number of practical communication skills, to develop educational and cognitive activities of students.

The technology of language training of specialists should include theoretical and practical levels. The theoretical level is based on the analysis of the components of the educational context: socio-professional requirements for the speech behavior of future specialists, the specifics of the training contingent, the author's vision of the features of the educational environment of the University and, in this regard, approaches to training. The practical level involves the development of a traditional speech course of the Russian language and culture of speech, the study of a professionally oriented language course based on the material of the language.

The goal of the teacher is to improve their own rhetorical competence, establish a dialogical style of communication with students.

The task of developing speech and language competence is to create an educational environment that can develop students' creativity and independence, as well as activate the main factors of improving speech competence – reflection and motivation. Thus, the most effective method for working with students of primary courses is the portfolio method, which dictates psychologically comfortable ways for students to conduct systematic monitoring of their achievements; heuristic dialogue, which teaches the solution of atypical language problems based on language flair; technology of theoretical and methodological study using practice-oriented didactic material; training in the conditions of modeling situations, activation of pedagogical directing, a case method based on the analysis of a set of practice-oriented situations of pragmatic language behavior; methods of problem-based teaching of stylistic skills (constructing rules in the form of a scheme, building an algorithm for solving a linguistic problem). If the educational process of primary students requires involvement in the joint activities of the teacher, then classes with final-year students can be directed to independent work with a professionally oriented program.

It should be emphasized that the development of speech competence contributes to the development of reflection. In science, there are different levels of reflection. The researcher V.Yu. Lipatova justifies the existence of five levels: the lowest, conventional, level associated with the desire to carry out reflection, possible, creative [5].

Consequently, the condition for optimizing the formation of speech abilities and speech competence is the development of motivation and reflection of speech activity of students of higher educational institutions through maintaining interest in improving their speech culture and self-analysis. The successful development of communicative culture is facilitated by analytical and reflexive methods that are aimed at developing analytical thinking of the individual. In addition to these methods, it is advisable to use heuristic, research methods, training in modeling situations, and various types of tasks in the educational process:

- "autorecensions" for public speaking;
- text adjustments;
- correction of errors in yourself and your colleagues;
- rating yourself and a colleague;
- preparation of a report on the oral presentation (the scheme is given by the teacher);
- analysis of your preparation for the report (oral presentation to the audience);
- analysis of the speaker's speech;
- creating a psychological portrait of the speaker [8].

Professional communication of future specialists has a number of features that must be taken into account when forming speech competence. In practical classes in the Humanities, students study such sections of the Russian language course as grammar, vocabulary, word formation, spelling, and stylistics in relation to professional activities. According to the authors, the most effective methods of improving the speech culture of students are the following:

1. Formation of speech competence by obtaining new knowledge in the classroom, including various areas of science and technology; development of students' motivation in the field of working with fiction, scientific, and journalistic literature.
2. Improving students' speech literacy in the classroom by expanding their language horizons, knowledge of Russian and foreign languages.
3. Enrichment of the Russian language thesaurus of students.
4. Development of auditory perception of grammatically correct speech in students, work in the classroom on the correct pronunciation of words and their use, which is necessary to improve speech communication skills.
5. Implementation of verbal communication (organizing and conducting conversations and negotiations among students on various topics, public speeches to the classroom, their participation in debates and discussions, etc.)
6. Development of skills of public speaking, diction and speech improvisation in classes in Russian and foreign languages.
7. Working with texts of different functional styles and documentation.
8. Students Learn the language norms of Russian and foreign languages both in the classroom and in the process of self-training.
9. Familiarization and mastering of effective technologies of communicative communication [7].

The forms include problem lectures, lectures-presentations, oratorical classes, methods-the method of Socratic dialogue, discussion, solving problem situations; referencing; annotation; text analysis, techniques-exercises on oratorical skills; exercises aimed at forming attention, the ability to listen and analyze information, and others; tools – multimedia presentation, electronic textbooks, tables, diagrams, and others that contribute to the formation of speech competence.

Conditions that ensure the effectiveness of the process of forming the student's speech competence in the educational process of the University are:

- systematic diagnostics of the level of formation of speech competence;
- taking into account the individual level of speech competence;
- intersubject and metasubject connections between psychological-pedagogical and speech-learning disciplines in the process of forming the student's speech competence;
- inclusion of students in independent creative activity, in the process of which they acquire knowledge, skills, experience of speech activity and reflection, which constitute speech competence;
- implementation of the program for the formation of speech competence;
- optimization of the content of programs in linguistic disciplines by giving it a professional orientation, increasing the limit of study time and optimal distribution of it for the entire period of study at the University;
- systematic monitoring of the development and formation of speech communication of future specialists during their studies at the University and during their professional development (input and control sections of the level of speech competence);
- systematic testing of students in order to determine the main psychological indicators that affect the formation of speech competence;
- implementation of individual and differentiated approaches through clustering of main indicators and dividing students into types depending on psychological characteristics;
- optimization of the content of educational programs, thematic plans, methodological developments, increasing their professional focus on the speech training of students, compensating for the lack of educational time by giving a communicative and developmental orientation to educational and extracurricular activities;
- development of a program for improving the speech competence of teachers, aimed at continuous and systematic improvement of the level of professional and speech competence, with periodic demonstration of achievements during open and demonstration classes, planning speeches at scientific and methodological seminars, PMC, University conferences;
- application of a system of point-rating assessment of students' speech competence in order to monitor the dynamics of improving their professional skills;
- development of a system of moral and material incentives for speech improvement of teachers and students;
- inclusion in the assessment of the effectiveness of the applied methods and technologies of the educational process of the University in the departments of various directions developed criteria for the formation of students' speech competence as one of the indicators of professional training of students.

5 Conclusion

Thus, the revealed contradiction between the significant decrease in the level of speech training observed in modern Russian society and in the educational environment, and the need to improve the quality of professional training of a specialist, including speech competence, able to effectively solve professional tasks, served as the basis for identifying the main trends in the formation and development of speech competence of future specialists. The trends in the formation of speech abilities and speech competence include the following: increasing the level of speech competence in the conditions of professionalization of speech activity in the process of studying at a University, the influence of a number of psychological features (the level of intelligence, emotional stability, diplomacy, social introversion, timidity, rigidity, overcontrol, impulsivity) on the development and formation of speech competence, the relationship of the level of

development of speech competence with the emotional sphere of the student's personality, which, in turn,, the stable dynamics of students ' mental processes under the influence of many factors correlates quite highly with intelligence. Knowledge of the main trends and patterns of development of speech competence will help the teacher to increase students 'interest in learning their native language, the desire to master its system and improve their knowledge and skills of native speech, to understand its secrets, national identity, increase the culture of words and the general culture of the students' personality.

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