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ФОРМУВАННЯ КУЛЬТУРИ МОВЛЕННЯ В КОНТЕКСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

Анотація. Стаття присвячена проблемі формування культури мовлення майбутніх вчителів початкових класів як складової професіограми педагогічної майстерності. У статті обґрунтовано теоретико-методологічні основи формування культури мовлення студентів педагогічних закладів вищої освіти. Охарактеризовано основні підходи формування культури мовлення майбутніх вчителів: компетентнісний, суб'єктно-діяльнісний, інтегративний, культурологічний. Доведено, що професійна підготовка студентів – це цілісний системний інтерактивний процес, який визначає особистісний ріст майбутнього педагога, забезпечує професійну адаптацію й сприяє успішній реалізації соціально-педагогічної діяльності. Для визначення змісту культури мовлення вчителя був проаналізований освітній стандарт, в процесі якого розкрито вимоги до результатів освоєння основних освітніх програм бакалаврату, серед яких: загальнокультурні й професійні компетентності, якими повинен володіти випускник. Відомо, що студент приходить в університет із певною культурою мовлення. Вона може бути достатня або недостатня, багата або бідна, деформована або низька, тощо. Завдання педагога полягає в тому, щоб довести мовлення студента до рівня необхідного вчителю, тому що мовлення педагога виступає засобом навчання й виховання, воно відрізняється своїм призначенням, місцем і роллю в розв'язку педагогічних завдань. Зроблено висновок, що культура мовлення бакалавра закладена в майбутній професійній діяльності. Аналіз дозволив дійти висновку, що до культури мовлення випускника педагогічних спеціальностей висуваються підвищені вимоги. Ці вимоги знаходять своє відображення при формуванні таких компетентностей, як: здатність логічно та вірно будувати усне й писемне мовлення, здатність використовувати навички публічного мовлення, ведення дискусії й полеміки, володіння основами мовної професійної культури. Результат підготовки вчителів початкових класів передбачає їх готовність до володіння мистецтвом слова, а саме: його багатством, голосовими характеристиками, зовнішнім проявом сутності мовлення (міміки, пантоміміки, позиції, дистанції). Реалізація рівня володіння культурою мовлення вимагає особливої підготовки з боку вчителя початкових класів, сформованості у них мовної компетентності, основ, які закладаються в процесі їх професійної підготовки.

Ключові слова: вчитель, культура, мовлення, початкова школа, професійна підготовка.



DEVELOPMENT OF SPEECH CULTURE IN THE CONTEXT OF PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

Abstract. The article is dedicated to the problem of speech culture formation of future primary school teachers as a component of the professional characterization of pedagogical skills. It substantiates the theoretical and methodological foundations of the speech culture formation of pedagogical institutions students. The main approaches to the formation of the speech culture of future teachers are defined, such as competence, subjective-activity, integrative, and cultural. It is proved that professional training of students is a holistic, systematical, and interactive process, which determines the personal growth of the future teacher, provides professional adaptation and contributes to the successful implementation of socio-pedagogical activities. To determine the content of the teacher's speech culture, the educational standard was analyzed. It is the process in which the requirements for the results of studying the basic educational programs of the bachelor's degree were revealed, including general cultural and professional competencies that the graduate must obtain. It is known that students come to the university with a certain culture of speech. It can be satisfactory or lacking, rich or poor, deformed or low, and so on. The task of the teacher is to bring the student's speech to the level required by the teacher, because the teacher's speech is a means of teaching and education, it differs in its purpose, place, and role in solving pedagogical problems. It is concluded that the bachelor's speech culture is rooted in future professional activities. The analysis allowed us to conclude that the graduates' speech culture of pedagogical specialties has higher requirements. These requirements are reflected in the formation of such competencies as the ability to logically and correctly build oral and written speech, the ability to use public speaking skills, discussion and controversy, knowledge of the basics of the professional language culture. The result of training primary school teachers implies their readiness to obtain the art of speech, namely: its richness, vocal characteristics, the external manifestation of the essence of speech (facial expressions, pantomime, position, distance). The implementation of the mastery of the speech culture requires special preparation on the part of primary school teachers, the formation of their language competence, the foundations that are laid in the process of their professional training.

Keywords: culture, primary school, professional training, speech, teacher.

Introduction. The teacher is an active subject of the educational process. The main component of their general and professional culture is the speech culture - as a part of pedagogical skills.

In professional and pedagogical activities, the teacher's speech becomes a major, professionally significant factor, a tool for influencing learners, and a method of interaction with their parents. The success of the interaction between the subjects of the educational process is determined by the level of the language culture. In this case, it is a mandatory component.

Professional speech skills are important for teachers of all levels, but for primary school teachers, this skill becomes especially critical. After all, the success of their professional activity depends on how well a teacher can clearly and simply formulate thoughts, speak competently, logically, figuratively, have a nonverbal expression of speech. The primary school teacher must be able to inspire in students love of beauty, teach them to use the art of words, not just rules on paper, and to model different life situations in a literature lesson and reflect them into the present. All this is impossible to achieve without a speech culture.

Aim and tasks research. To strengthen the practical orientation of the bachelor's professional training, it is necessary to pay attention to the formation of their speech culture. It is important how the teacher is prepared for the development and learning of speech of the younger generation. The development of a learner's speech should begin with the development of teachers' speech. However, we do not see anything that even remotely resembles such a task. Of course, this weakness must be overcome.

Research methods. Following this goal, a set of research methods was used, specifically: analysis, synthesis, interpretation, systematization, generalization, modeling.

Research results. The teacher's speech culture is a model for students, his business card because it's a success not only in everyday communication but also in professional activity and it depends on how competently they express themselves. For the teaching profession it is not enough to have an average level of speech culture, it must be at a high level of perfection. High speech culture is the ability to convey one's thoughts, and correctly, accurately to use language. But the culture of speech is not just about passing the rules of language. It also consists of the ability to find the exact means to express one's opinion most intelligibly (i.e. most clearly) and most appropriately (i.e. suitable for the case) and therefore stylistically justified (Ozhegov S.I., 1974).

Practice convincingly shows that the underdevelopment of the speech culture harms the professional activities of teachers. Insufficiently developed speech culture of the teacher affects both the ability to properly express their thoughts, and the ability to promote the formation of the speech culture of the speaker.

The speech culture is an integral part of the general professional and pedagogical teacher culture. The need for its formation is called by the fact that the teacher is constantly involved in the process of communication, which includes a diverse and multifaceted relationship with those who become speakers: with pupils, their parents, colleagues. Depending on the sphere of communication, the speech culture causes its influence on the speaker. For pupils, the teacher's speech is not only a means of education but also a means of forming the language culture of the younger generation, because the teacher's speech is a model for them. For parents, the speech culture of the teacher is the formation of their authority. In the teaching staff, the culture of the teacher's speech expresses the level of culture in general.

It is known that a student comes to the university with a definite speech culture. It can be sufficient or insufficient, rich or poor, deformed or low, and so on. The task of the teacher is to bring the student's speech to the level needed for the



teacher, because the teacher's speech is a means of teaching and education, it differs in its purpose, place, and role in solving pedagogical problems.

The development of speech culture of future teachers is a socially significant requirement. Society needs a teacher who has a high professional level of proficiency in the speech culture to communicate fully with students, parents, and colleagues, be able to create a comfortable climate in the educational process. The above facts emphasize the importance and necessity of increasing the role of university education in the formation of the bachelor's speech culture in the process of their professional training.

In recent years, the system of vocational education in our country is experiencing a period of change and transformation, which leaves its imprint on the professional training of teachers. This is due to the modernization of the educational system content. After the development of strategies for modernization of education content in Ukraine, there is a radical reorientation of the assessment of learning outcomes from the concepts of "education", "preparedness" to the concept of "competence" of students. That is a large bet which is placed on the competence approach in teaching (Higher education reform strategy in Ukraine until 2020, 2015).

The government's strategy to modernize the education content assumes that the updated content will be based on "key competencies", and the main result of the educational institution should not be a system of knowledge, and skills but a set of key competencies in intellectual, civil, communication, information, and other spheres.

Thus, the purpose of education began to correlate with the formation of key competencies. In this regard, one of the areas of education modernization is the competence approach. Modern researchers, speaking of the competency approach, define it as "a strategic direction of development and modernization of the domestic educational space", "an individual-oriented approach", "direction of modernization of Ukrainian education", "a key part of innovation and professional culture".

Note that the competency approach emphasizes that a professional must not only have knowledge but also have certain personal characteristics - competence. From this point of view, professional training should primarily form in students the ability to use knowledge in practice, rather than just having information (Khutorskii A.V., 2007). Analysis of the literature showed that competence is understood as an integral part of the professional competence of a specialist, which is characterized by a set of knowledge, skills, abilities, and methods of activity and contributes to the readiness of teachers to carry out professional activities (Freud S., 2014). Competence is a creative integration of competencies formed by a person, necessary for the effective solution of professional tasks in a particular field of activity.

The competency approach is recognized as the most popular due to the radical changes taking place in the field of education. It should be remarked that the peculiarity of the competency approach is the focus on changing the goals and technologies of the educational process, ensuring that students learn the basic competencies, such as:

- key (ensuring successful pedagogical activities in general),
- subject (ensuring the successful teaching of a particular discipline);
- special (ensuring the solution of related pedagogical tasks).

The presence or absence of these competencies allows us to estimate the quality of learning effectiveness. This approach turned out to be basic, and we investigated the problem of forming the speech culture of the teacher. Language culture is an integral part of general culture, one of the competencies of which is the ability to logically, correctly build oral and written speech, the ability to use public speaking skills, discussion, and controversy, to have the basics of the professional language culture.

Subject-activity approach - considers the individual as a subject of the action, which itself is formed in the activity and communication with other people, determines the nature of this activity (Vygotskii L.S., 1996).

At the heart of the subject-activity approach is the substantiation of professional training of students. It is noted that the development of personality (subject) is in close dependence with the activity in which it is involved.

The subjective position reflects and builds individuality, independence, going beyond a given activity. It also develops prospects for further self-development and gives the activity a unique, personal identity, which characterizes the way of personal and professional existence of a person. The development of the subjective position is inextricably linked with the presence of motivation to achieve, which causes a stimulating effect on the flow of mental processes, and thus mobilizes the creative forces of the individual.

Thus, the subject-activity approach is focused on the study of the student as a subject of professional training from a procedural point of view: its main mechanisms are self-esteem, reflection, self-development, self-realization, self-regulation.

The implementation of the subject-activity approach in our study is focused on the study of the bachelor as a subject of professional training from a procedural point of view. Speech formation is individual-oriented in nature and is realized mainly in the daily interaction of professional and pedagogical activities.

Integrative approach essence is the interaction of the educational process subjects, aimed at the organization and implementation of the student's search activities, active and independent acquisition of knowledge, and mastery of application methods in terms of internal disciplinary and interdisciplinary synthesis.

The integrative approach in teaching is based on the integration of pedagogical process components and is aimed at realizing the intellectual and creative potential of a person capable of a high level of generalization, alternative thinking, creating a systemic picture of the world (Vozniuk O. V., 2009).

The cultural approach is a set of theoretical and methodological equipment, organizational and pedagogical actions aimed at creating conditions for the development and transfer of pedagogical values and technologies that provide creative self-realization of the future teacher's personality in professional activities.



The cultural approach regards the problem of values, to the acquisition of which the bachelor is involved in the process of his professional training (Anishchenko V., 2013).

The essence of the cultural approach is to consider the student's personality through the prism of the concept of culture, which allows to define it in training as a free, active personality capable of self-determination as a result of communication with other individuals, cultures, both within the current life cycle and in communication. with the achievements of past epochs.

In our study, the implementation of the cultural approach is associated with determining the priority of speech culture in the educational process as part of the general culture of personality and means of achieving the goals of the educational process of forming the students' personality culture.

The basics of speech culture are formed in the university in the process of achieving a bachelor's degree.

Teacher training has always occupied one of the leading places in the system of pedagogical education.

Professional training is a system that aims to accelerate the acquisition by students of skills necessary to perform a particular job or group of jobs.

Defining the essence of professional training in the pedagogical dictionary we find the definition that it is the development of social experience to subsequently apply it to perform specific tasks of practical, cognitive, or curriculum related to a particular activity. In a narrower sense, it is specialized coaching.

Theoretical foundations of professional students training in the system of higher pedagogical education are revealed in the works of domestic and foreign scientists.

Professional student training is a holistic system, and interactive process that determines the personal growth of the future teacher, provides professional adaptation and contributes to the successful implementation of socio-pedagogical activities.

Professional training is characterized by personal experience gained in the process of joint activities of teachers and students and becomes a tool of professional activity (Savych L., 2010).

Teacher training is a purposefully organized, and systematically carried out learning process with professional, i.e. special knowledge, practical skills, skills of effective activity under the guidance of experienced teaching staff of the university. Thus, professional training is aimed at forming professionally competent specialists, and qualified staff.

Considering the problem of modern teachers' professional training, scientists remark that to solve the problems posed by society to the school at the present stage can be a teacher who has developed a systematic vision of the pedagogical process as a holistic phenomenon and readiness for its implementation. Therefore, it is especially important to look for conditions that would contribute to the formation of professionalism of the future teacher.

Summarizing the obtained information, we can conclude that despite the different opinions of scientists, all researchers are tended to the fact that training is a set of special knowledge, skills, and abilities that allow working in a particular field.

To determine the content of the teachers' speech culture, the educational standard was analyzed.

Studying the standard, we have identified the requirements for the results of learning the basic educational programs of the bachelor's degree, including general cultural and professional competencies that the graduate must obtain. The analysis allowed us to conclude that the speech culture of pedagogical specialties graduates has higher requirements. These requirements are reflected in the formation of such competencies as the ability to logically and correctly build oral and written speech, the ability to use public speaking skills, discussion and controversy, knowledge of the basics of the professional language culture.

Conclusions and prospects for further research.

To sum up, we can conclude that the culture of the bachelor's speech is embedded in future professional activities. It presupposes both the mastery of the speech culture by the teacher and the learning and development of the younger generation's speech. The result of training primary school teachers implies their readiness to learn the art of speech, as its richness, vocal characteristics, the external manifestation of the essence of speech (facial expressions, pantomime, position, distance). The implementation of the level of mastery of the speech culture requires special training on the part of primary school teachers, the formation of their language competence, the foundations that are laid in the process of their professional training.

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