



Chapter IV. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Галина Білавич,

доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Halyna Bilavych,

Doctor of Pedagogical Sciences, Professor of Department of Pedagogy of Primary Education,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

ifosuhcvas@gmail.com

ORCID ID 0000-0002-1555-0932

Мар'яна Перчик,

студентка, Прикарпатський національний університет імені Василя Стефаника
(м. Івано-Франківськ, Україна)

Mariana Perchuk,

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

mari.perchuk@ukr.net

ORCID ID 0000-0002-5247-8781

Ангеліна Павлюк,

студентка, Прикарпатський національний університет імені Василя Стефаника
(м. Івано-Франківськ, Україна)

Angelina Pavlyuk,

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

pavlukangelina11@gmail.com

ORCID ID 0000-0003-2716-5641

Вероніка Озарко,

студентка, Прикарпатський національний університет імені Василя Стефаника
(м. Івано-Франківськ, Україна)

Veronika Ozarko,

student, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

ozarkoveronika15@gmail.com

ORCID ID 0000-0001-8436-0609

УДК 504:811.161.2

ЕКОЛОГІЯ МОВЛЕННЯ ЗДОБУВАЧІВ ОСВІТИ: ТЕОРЕТИЧНИЙ І ПРАКТИЧНИЙ АСПЕКТИ

Анотація. Стаття присвячена теоретичним та практичним аспектам проблеми екології мовлення здобувачів освіти. Зазначено, що питання формування культури мовлення - предмет особливої уваги українських науковців. У контексті цієї проблеми чимало вітчизняних дослідників (О. Сербенська, М. Мірченко, Г. Білавич, Б. Ажнюк, Л. Ажнюк, Л. Андрієнко, Л. Белей, О. Михальчук, О. Скопненко, О. Тараненко, О. Тищенко-Монастирська та ін.) слідом за зарубіжними вченими (А. Філл, Е. Хауген та ін.) актуалізують проблему екології мови. Термін «екологія мови» виник порівняно недавно (1970 р.), згодом у зарубіжній науці з'явилися нові напрями дослідження, зокрема й еколінгвістика. Під екологією (культурою) української мови автори розуміють досконалий рівень мовнокомунікативної підготовки, яка передбачає дотримання



нормативності української літературної мови, володіння всіма стилями української мови; уміння висловлюватися правильно й виразно, використовувати за призначенням різні стилістичні мовні засоби наукового стилю в письмовій та усній формах.

Проблема екології мовлення здобувачів освіти є сьогодні надзвичайно актуальною: мова – необхідна умова виховання соціально активної і духовно багатой і морально розвиненої особистості. Від мовлення залежить також професійна успішність особистості. Як показали результати досліджень, студентам властивий середній та низький рівні володіння мовленнєвою культурою. Українська мова має велике значення в системі освіти, оскільки саме за допомогою мови в середніх і вищих закладах здобувачі освіти набувають компетентностей. Досконале володіння українською мовою є обов'язком і прерогативою майбутнього вчителя початкової школи. Створення екологічно мовного середовища в закладі освіти – одна з педагогічних умов формування екологічного українського мовлення учнів та студентів. Засобом мовної діяльності, спрямованої на очищення мовленнєвого середовища від суржику, росіянізмів, мовних помилок, тощо, може стати науковий гурток «Мовні екологи». У такий спосіб і студенти, і школярі оволодівають усіма необхідними мовними й мовленнєвими компетенціями, збагачують свій словниковий запас, екологізують довкілля.

Ключові слова: екологія мови, здобувачі освіти, заклади освіти, культура мовлення, гурток «Мовні екологи».

SPEECH ECOLOGY OF EDUCATION SEEKERS: THEORETICAL AND PRACTICAL ASPECTS

Abstract. The article is devoted to theoretical and practical aspects of the problem of speech ecology of education seekers. It is noted that the issue of formation of speech culture is the subject of special attention of Ukrainian scientists.

The problem of speech ecology of education seekers is extremely relevant today: language is a necessary condition for the education of socially active, spiritually rich and morally developed personality. The professional success of an individual also depends on their speechmaking. According to research results, students have a medium and low level of mastery of speech culture. The Ukrainian language is of great importance in the education system, because it is with the help of the language in secondary and high school that education seekers acquire their competencies. Fluency in the Ukrainian language is the duty and prerogative of the future primary school teacher. Creating an ecological language environment in an educational institution is one of the pedagogical conditions for the formation of ecological Ukrainian speech of pupils and students. The scientific circle "Language Ecologists", whose task is to become a means of language activity aimed at purifying the speech environment from language errors, etc. In this way, both students and schoolchildren master all the necessary language and speech competencies, enrich their vocabulary and make the environment healthier.

Keywords: language ecology, education seekers, educational institutions, speech culture, group "Language ecologists".

INTRODUCTION

The problem formulation. The end of the XX – beginning of the XXI century is an epoch of studying various ecological problems. The ecology of the speech environment is a component of global environmental problems. Just as environmental problems can undermine the physical health of people, lead to catastrophes of various living organisms, the problems of language ecology can lead to pollution of the language environment, deterioration of the purity of the language environment, and subsequent extinction of language.

Due to the high pollution of the language environment, one of the new areas of research has emerged – the ecology of language. As the analysis of the results of our study showed, it is time to solve the problem of the ecology of the Ukrainian language, which requires special attention from its speakers – participants in the educational process: pupils and teachers, students and professors.

Analysis of recent research and publications. The issue of formation of speech culture is the subject of special attention of Ukrainian scientists (N. Babych, H. Bilavych, N. Blahun, A. Bohush, M. Vashulenko, O. Horoshkina, A. Koval, S. Yermolenko, I. Vykhovanets, S. Yermolenko, M. Lesyuk, M. Pentyliuk, O. Ponomariv, O. Semenoh, O. Serbenska, O. Trifonova, Ye. Chuck, etc.). In the context of this problem, many domestic researchers (O. Serbenska, M. Mirchenko, H. Bilavich, B. Azhnyuk, L. Azhnyuk, L. Andrienko, L. Belei, O. Mykhalchuk, O. Skopnenko, O. Taranenko, O. Tyshchenko-Monastyrskaya, etc.) following foreign scholars (Fill A., 2001; Haugen E., 2001) actualize the problem of language ecology. But the issue of the speech ecology of education seekers has not been deeply studied by scientists.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyze the theoretical and practical aspects of the problem of speech ecology of education seekers.

RESEARCH METHODS

To achieve this goal, theoretical research methods were used, including analysis and synthesis research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research. The following empirical methods were used – diagnostic methods (conversation, testing, observation), which contributed to the organization of research on a scientific problem; statistical, which made it possible to carry out statistical processing of the results obtained during the study.

RESEARCH RESULTS

The term "ecology" was proposed by E. Havel in 1866 to denote the science of relationship between the organism and the environment. At the end of the twentieth century, new disciplines emerged – philosophical ecology, anthropological ecology, ecology of history, ecopsychology, ecology of the theory of knowledge, media ecology, ecolinguistics and more. One of the most authoritative international associations in the field of applied linguistics – AILA (Association Internationale de Linguistique Appliquée) – includes in the list of 25 professional commissions and a



specialized commission "Language and Ecology" (Language and Ecology; Ecology of language and language Politics, 2012, p. 6-7), which aims to coordinate and publish research on the relationship between language, ecology and the environment. Currently, the ecological context of language is important both theoretically and practically (Bilavych, 2021). We are talking about the culture of language as a high level of communicative quality and adherence to a certain norm (Language and Ecology; Ecology of language and language Politics, 2012, p. 6-7).

The term "language ecology" appeared relatively recently (1970). It was introduced into scientific usage by the American scientist E. Haugen (Haugen, 1972, p. 325). As a result, new directions of research appeared in foreign science, including ecolinguistics (notable are the works of Alvin Phill, who studied linguistic ecology as a relationship between language and environmental problems (Fill, 2001) Ukrainian researchers are actively working in this field (O. Bodnar, T. Kiyak, L. Masenko, M. Mirchenko, O. Taranenko, H. Bilavych and others).

We define "ecology of the Ukrainian language" as the perfect level of linguistic and communicative training, which involves compliance with the norms of the Ukrainian literary language, mastery of all styles of the Ukrainian language; ability to express oneself correctly and clearly, to use various stylistic linguistic means of scientific style in written and oral forms.

The realities of today testify to a number of current problems caused by the low level of language culture of education seekers (the use of surzhyk, English, Russian, etc.). Another reason, which is a significant obstacle to the development and improvement of the Ukrainian language, is the presence in Ukrainian scientific terminology of a large number of copies of the Russian language, which students perceive as the norm. In view of this, it can be argued that the problem of the Ukrainian scientific language is gaining the status of state importance.

Scholars (Bilavych, 2021; Mirchenko, 2014; Serbenska, 2018 etc.) rightly note that the process of formation of the language personality of a pupil / student is quite long and complex.

Back in 2002, the leading linguist O. Serbenska brought up the issue of language ecology in the article "Modern Ukrainian terminography and problems of language ecology". The author introduced and substantiated the term "language ecology" and its derivatives. Following the scientist, we believe that in this sense, the phrase language ecology has the right to exist as a linguistic term (Serbenska, 2018).

In our opinion, the term "language (speech) culture" is semantically close to the concept of "language ecology". However, the semantics of the concept of "language ecology" is much broader than the concept of "language culture (speech)". This refers not only to the observance of linguistic norms or the skillful use of linguistic means of expression depending on the purpose and circumstances of communication, but also to maintaining a balance between literary and its territorial and social dialects, determining the status of surzhyk and relations with other languages. Thus, one of the definitions of the term "language ecology" - the science of language as an environment that ensures the full life and development of the people, nation, individual, is a consolidating factor in preserving statehood.

More details on the theoretical aspect of the problem of language ecology and typical errors that occur in the speech of pupils and students can be found in our monograph "Ecology of Ukrainian scientific speech" (Bilavych, 2021) and separate publications (Bilavych, Perchyk, Pavlyuk, 2021; Bilavych, Savchuk, Ilnytskyi, Fedchyshyn, 2020).

Here are some results of a study conducted during 2019-2021 at the Faculty of Pedagogy of Vasyl Stefanyk Precarpathian National University "(hereinafter – PNU). Its purpose is to identify the state of command of the Ukrainian language (oral and written) of future primary school teachers. The materials for the study, among other things, were student scientific texts: abstracts, theses, articles, scientific reports, etc. (total number of 120 units). We analyzed these works, as well as the students' oral speech from the point of view of the ecology of the Ukrainian language, and revealed linguistic and stylistic errors.

According to the respondents, the majority of teachers (57%) usually does not pay attention to the language side of scientific work. 43% of students stated that their supervisors pointed out errors in the text of the work and encouraged them to edit the scientific text properly.

We asked the students if they gained enough knowledge during the university classes to write a research paper. The students noted that in the course of studying the subject "Fundamentals of Scientific Research" the linguistic and stylistic editing of a scientific text was usually not accentuated. In this context, we emphasize that it would be appropriate to read an elective course on the basics of scientific text editing, where students would gain knowledge and develop skills in the field of linguistic stylistic editing and translation of scientific texts.

Observations of the language pedagogical environment at Pedagogical Faculty of PNU (2019-2020) provided reasons to conclude that the level of Ukrainian speech (both oral and written) is mostly average or even low.

The analysis of the research results showed that most of the problems in compiling a scientific text for students arise in the field of terminology, selection of the necessary terms, the ability correctly to operate them and translate into Ukrainian a term from Russian or English. Text editing causes significant difficulties for students (this was stated by 87% of respondents). A large percentage of errors (87%) is caused by the interference phenomena which is due to intense influence of the Russian language that is experienced by the Ukrainian scientific language (typical errors are given in our publications: monograph "Ecology of Ukrainian scientific speech") (Bilavych, Perchyk, Pavlyuk, 2021; Bilavych, Savchuk, Ilnytskyi, Fedchyshyn, 2020)).

It should be noted that the majority of students (89%) consider the used scientific sources to be perfect in the linguistic sense, 8% of respondents do not think about it and only 3% of students are able to see errors in scientific texts of printed periodicals. Unfortunately, the interference phenomena are present in many scientific sources of information for students and do not serve as a very high-quality standard of mastery of scientific style.



Observations have shown that most students often have difficulty with the correct use of words, spelling, stress, grammatical forms, lexical and grammatical coherence, and so on. Interestingly, the majority (58.4%) of respondents stated that they speak accordingly to Ukrainian language norms, and the school and higher education institution provide thorough knowledge of phonetic, lexical, syntactic speech norms. 70.8% of students are able to see mistakes in the speech of others. However, only 40.6% of respondents feel uncomfortable if they do not follow the speech rules.

The importance of speech culture is evidenced by the answers to questions about speech as a defining personality trait and a component of professional competence of the future teacher. Speech culture as a component of personality is defined by only 37.2% of respondents. 89.5% of students consider a person who speaks the language to be educated. Only 58.4% of respondents say that they are interested in the person who speaks correctly.

Under such conditions, the work aimed at forming the ecology of the Ukrainian language, creating such a language environment where the cult of the living Ukrainian word would prevail is of great importance. One of the ways is the activity of the group "Language ecologists", which operates at the Department of Pedagogy of Primary Education of the Pedagogical Faculty of PNU under the leadership of prof. H. Bilavych (the head of the circle is student M. Perchyk). The group members publish the wall newspaper "Say it properly", dictionary "Let's emphasize correctly!", dictionary-guide "We speak Ukrainian correctly!", which contribute to the formation of speech culture of education seekers, participate in scientific conferences (within the institution, national and international), actively publish the results of their research in collections of scientific works, etc.

The peculiarity of the group "Language ecologists", among other things, is that students not only improve their speech culture, but also educate generations of young language ecologists at the University of a Gifted Child, which operates at the Science Park "Prekarpathian University" (headed by prof. H. Bilavich). Here students arrange interesting classes with pupils of the city of Ivano-Frankivsk and its suburbs, which are aimed at forming the language personality of the student. Teachers and students care about the speech development of primary school children, adolescents, develop them as a national-linguistic personality, form knowledge in the field of ecology of the Ukrainian language, normative language in its oral and written forms, form skills to recognize speech errors and be able to correct mistakes. In this way, both students and schoolchildren master all the necessary language and speech competencies, enrich their vocabulary and so on.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the problem of speech ecology of education seekers is extremely relevant today: language is a necessary condition for the education of socially active, spiritually rich and morally developed personality. The professional success of an individual also depends on their speechmaking. According to research results, students have a medium and low level of mastery of speech culture.

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The study of the use of innovative methods and forms in the process of forming the national-linguistic personality of the future teacher in a higher education institution needs further research.

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