

Methods of improvement of students' speech culture

Abilkhairova Zhanar Aitbaikyzy¹, Zhorabekova Ainur Nazimbekovna², Saduakhas Gulbanu³, Akzholova Aktoty³,
Duisenbayev Abai Kabakbayevich⁴

¹ Korkyt Ata Kyzylorda State University, Kyzylorda, 120001, Kazakhstan,

² M. Auezov South Kazakhstan State University, Shymkent, 160002, Kazakhstan

³ Kazakh National University Abai, Almaty, 050010, Kazakhstan

⁴ National training center "Orleu" Institute of improvement of professional skill of pedagogical workers of the
Aktobe region, Aktobe, 030000, Kazakhstan

zhan_aa@imail.ru

Abstract. Speech (word) culture is one of the branches of linguistics, dealing with the study of word-use correctness in accordance with language norm. Teaching this course is an actual problem connected with increase of students' intellectual and cultural level and bringing up of linguistic personality. For developing students' speech culture it is necessary to create the following conditions: leading principles of developing oral speech, productive methods and ways, communicative approach to teaching process, rational organization of lesson, students' orientation towards independency in doing tasks, didactical materials, meeting certain requirements, system of exercises and technical equipment. All mentioned above must be directed to the development of students' speech culture.

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1. Introduction

The actuality of the research.

As the Kazakh poet M. Zhumabaev (1992) noticed – this is the cultural code of nation. It is not accidental that the President of the Republic of Kazakhstan N. Nazarbayev (2013) connects the future of Kazakhstan with the Kazakh language in his Message. That is why teaching the state language was and is the actual problem of nowadays. In pedagogical specialties of higher educational institutions there is a course “Culture of speech (word)”. The main tool of a teacher is a word, speech skill. So in the process of teaching it is necessary to pay attention not only to giving information to students, but to teach them speech skill. The great responsibility falls on the future specialists - linguists not only in the way of theoretical language learning, but also preserving and transferring its richness to new generation. In solving this problem the role of each subject, taught in higher educational institution, especially the course of “Culture of speech” is of great value. The aim of the course is to develop in students' skills of correct oral and written speech. The special attention is given to communicative activity of an individual, to the culture of word-use (Zh.Abilkhairova, 2010).

The development of students' language culture of pedagogical specialties is in good time, as increase of social sphere of the Kazakh language is an actual problem today. The state language, expressing national consciousness, traditions, customs and culture, must be preserved for descendants. This is the

teacher, whose main instrument is a word, who must transfer the property of language to the new generation. Together with this the students of pedagogical specialties must not only be able to express their thoughts but also to speak eloquently and convincingly (Zh.Abilkhairova, 2009).

The aim of the research:

To work out the methodic basis of teaching the course “Culture of speech” in higher educational institution, to reveal the ways of forming the professional language personality and to prove the importance of the methodical system by the experiment.

The methods of the research:

The following methods were used in work: theoretical analysis of psychological, pedagogical, linguistic and methodic literature; pedagogical observation of students' reading process; introduction, analysis and compilation of teachers' experience; communication with students; experiments on revealing and summing up the information; comparative analysis of experiment results.

2. Materials and methods.

The main orientation towards improvement of students' professional training is development of their word culture, professional speaking skills. Although to speak native language correctly and eloquently is the duty of each civilized, conscious person and such ability is necessary for pedagogical specialty students. Nevertheless the results of the experiment showed the

levels of acquiring linguistic norms, speech culture by future specialist. On the basis of pedagogical, psychological literature analysis there was conducted the educating control experiment aimed at improvement of students' speech culture skills.

The program was worked out to determine the content of the experiment in which there were the following tasks:

1. To work out the program on the theme "Basis of speech culture" for students of a speciality "The Kazakh language and literature"

2. To propose methodical system directed on improvement of students' linguistic and communicative skills.

- a) to reveal the methods and ways, principles of education broadening students' cognitive interest;

- b) to develop and introduce in educational process the system of exercises for improvement of students' speech culture.

The educating control experiment was conducted during 2009-2012. 50 students participated in it. The results of the experiment allowed us to determine level of improvement of students' speech culture.

The experiment was conducted in accordance with the worked out program which contain the following:

- a) the theoretical information, which students should acquire, was included;

- b) the tasks forming professional competences were taken into consideration;

- c) the form and methods of the carried out works in classes were considered;

- d) the necessary equipment was determined.

According to the requirements of the program the system of exercises was proposed. We allocated the following types of exercises:

1. Analytical exercises.

2. Analytical and synthetic exercises.

3. Synthetic exercises.

When doing any exercises there should be variants for the analysis. If the students have a choice "correctly- incorrectly ", "appropriately-mistakenly", we can speak about norms, speech culture (Filin F.P, 2006). It is known that students' abilities are not identical for doing exercise. In this connection we introduced in our experiment distribution to students materials depending on their level of knowledge. Scientist V.P.Bespalko (1989) divides tasks for 4 levels: the first level is obligatory, the second level is algorithmic, the third level is heuristic, the fourth level is creative. Zh.Karaev (2004) allocates the levels of cognitive activity as: the minimum limit of education, in accordance with the state standard requirements, independent assignment; heuristic and creative levels. According to these levels we gave students the tasks.

3. The results.

At the end of the educating-control experiment we gave students the tasks aimed at observation and revealing of the methodical system efficiency. Check and control work was conducted stage by stage. The aim of the first stage was to reveal the level of students' theoretical knowledge, their view on speech culture, necessity of their mastering, acquiring of speech culture. In this connection we carried out the test and the questionnaire which allowed us to determine the level of knowledge according to the speech culture.

1. There was chosen a kind of the test demanding a short and clear answer as following:

1. The basic function of language is -

2. Others functions of language are -

3. A literary language is -

4. The basic features of literary language are -

5. Language norm is -

6. Distinction of language and speech is -

7. Style is -

At the beginning of the verifying experiment there were shown the following results according to the correct answer: the control group for 40-50 %, experimental group for 50-60 %, and at the end of experiment: the control group for 80-90 %, the experimental group for 80-90 % carried out the tasks correctly. The results of the test tasks testify to that the level of theoretical materials acquiring was considerably improved in speech culture. It was revealed that it is necessary to study different ways of teaching theory.

2. The questionnaire.

1. How do you think you have correct speech and it corresponds to language norms?

2. Do you work at improvement of speech culture?

3. Do you use unnecessary, superfluous words (words parasites) in the speech? Do you notice it?

4. What do you think of other people's mistakes, do you express the displeasure?

5. Do you like to speak before an audience or do you feel uncertainty?

6. Would you like your speech to be correct and expressive?

7. What do you need for speech culture improvement?

The results of the questioning showed that students understood about importance of speech culture and that to achieve this it is necessary to study a lot.

At the second stage the students communicated with each other and tried to find their mistakes. For this purpose they were given a task to compose a story

on the topic "My profession". Students have little time to think.

The results: the first, students did not express their ideas anyhow, and tried to comprehend carefully all before speaking, the second, they tried to observe language norms, in particular, orthoepic norm, the third, they used expressive techniques of language.

At the third stage there was conducted verifying work at formed skills of speech culture according to the language norms. In this connection students carried out of the different tasks and exercises considering into account language norms and their kinds. The results of the third stage are given in Table 1.

Table 1. The results of the third stage.

No	Language norm	Number of students	Control group (CG)	Experimental group (EG)
1.	Orthoepic norm	50	60%	80%
2.	Orthographic norm	50	50%	70%
3.	Lexical norm	50	54%	76%

At the fourth stage there were carried out the creative tasks which purpose was to observe students' ethical culture, vocabulary, their skills of

communication, how they express their thoughts. The results of the fourth stage are shown in Table 2.

Table 2. The results of the fourth stage.

No	Types of mistakes	Mistakes of CG	%	Mistakes of EG	%
1	Orthographic	82	35,34%	27	29%
2	Punctual	87	37,5%	44	47%
3	Logic	2	0,86%	-	-
4	Lexical	11	4,74%	-	-
5	Syntactic	26	11,20%	11	11%
6	Morphologic	12	5,17%	9	9,1%
7	Word-formative	5	2,15%	-	-
8	Stylistic	6	2,58%	2	2%
9	Factual	1	0,43%	-	-
	Total	232		93	

4. Discussion.

During the compositions there were 232 mistakes (including punctuational mistakes). On average the number of mistakes in the control group was 3,9%, in the experimental group was 1,4%. As a whole evaluation of written works was increased in the CG by 3,67 %, in the EG by 4,38 %

As a result of analysis in the control and experimental groups of students it was observed that they tried to express the thought in accordance with requirements of language norm. Students of the EG did not make mistakes according to the logic, lexical norms of language. During the experiment there was observed that the most effective learning under the advanced program on the basis of the typical program, use of active methods of teaching and communicative activity approach in teaching students gave more productive results.

In conclusion we can give the following formulations:

1. For improvement of students speech culture the concepts "language norm", "communicative norm", "ethical norm" was a basis for working out of the complex curriculum.

2. The methodical system proposed by us: active methods of teaching, the effective principles of education opening the discipline content, system of exercises allowed to improve students' speech culture.

3. The results of the experiment allowed us to make sure that it is possible to improve students' speech culture.

Corresponding Author:

Abilkhairova Zhanar Aitbaikyzy

Department of Pedagogy and methodology of primary education

Korkyt Ata Kyzylorda State University

Kyzylorda, 120001, Kazakhstan

E-mail: zhan_aa@imail.ru

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