



Psycholinguistic Bases of Speech Activity Training of Students

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Abstract

Psycholinguistic bases of students speech activity training include: the organization of training on the basis of joint educational activity; situational development of motivation through the organization of substantial speech communication, the organization of the subject plan of speech activity, strengthening of personal sense and sensibleness of the carried-out activity, development of processes of a goal-setting; accounting of emotional regulation of speech behavior. In Model of students speech activity training integration is considered as complete unity cognitive (speech knowledge and abilities), activity (experience of speech activity), motivational (motivation of speech activity) the modules in total providing a professional education of speech activity.

Keywords: Speech activity, Psycholinguistics, Psycholinguistic approach, Professional competences of students, Model of students speech activity training, Psycholinguistic bases of students speech activity training.



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1. Introduction

Relevance of research. At the present stage of development of the higher school of one of main there is a problem of updating of professional education by a way of strengthening of its practical orientation at fundamental nature preservation. The solution of this task has to be promoted by the reform of the higher education ordering introduction of competence-based approach which, without denying value of knowledge, places emphasis on abilities to get them, to overwork and use, staticizes pragmatism aspect of training. Competence-based approach assumes formation of the key competences one of which is communicative competence which has to be improved at students of all specialties and when studying all disciplines. The analysis works of [Pronko \[1\]](#), [Murray \[2\]](#), [Mazirka \[3\]](#), [Asenova, et al. \[4\]](#), [Harley \[5\]](#), [Seidner \[6\]](#), [Sakenov \[7\]](#), [Coltheart, et al. \[8\]](#), [McClelland and Elman \[9\]](#), [Levelt \[10\]](#), [Tanenhaus, et al. \[11\]](#), [Baigozhina, et al. \[12\]](#) shows that recently everything is more strongly realized need of formation of communicative competence of future expert by realization of professionally focused training. Despite certain distinctions in interpretation, the essence of professionally focused education, as a rule, is reduced to that it directs pedagogical process on the end result of training of the student in higher education institution - future profession which as a result becomes a sphere of application of all gained knowledge, skills, check of their effectiveness.

The analysis works of [Mazirka \[3\]](#), [Harley \[5\]](#), [Seidner \[6\]](#), [Sakenov \[7\]](#), [Coltheart, et al. \[8\]](#), [McClelland and Elman \[9\]](#), [Levelt \[10\]](#), [Tanenhaus, et al. \[11\]](#), [Baigozhina, et al. \[12\]](#), testifies that the problem of professionally focused training well is realized by scientists and decides as in theoretical, and practical aspects. In them questions of selection of professionally marked language material are considered, the technique of studying of separate sections and subjects, taking into account features of future specialty of students is developed, the speech genres demanded in this or that profession are investigated, are offered, methods of training in speech culture of students, as future experts. Lack of purposeful realization of professionally focused training of speech activity of students lead to that students often don't see practical need for studying of culture of language. At the same time, level, communicative knowledge and abilities of students low that can negatively affect subsequently professional adaptation of university graduates, successful implementation of professional activity by them.

So, despite understanding by scientists and experts teachers of need of professionally focused training of speech activity of students, this problem, is among not enough the developed. Realization of professionally focused approach of training of speech activity of students assumes the solution of a number of questions, including definition of the principles and the methods of teaching promoting formation of communicative knowledge and abilities, students actual for future profession, identification of opportunities of communication of language training with other high school disciplines for more productive professional and speech training of students for speech activity.

The told confirms need of creation of professionally focused technique of development of types of speech activity of students on the basis of interdisciplinary integration and testifies to the relevance of this research caused by objective requirement of society and education as its parts, to make process of training of speech activity of students practical-focused. Thus, a research objective - to develop psycholinguistic bases of creation of speech activity training system of students on the basis of interdisciplinary integration and to plan optimum ways of its realization.

2. Methods

- observation methods (supervision over educational process);
- praksimetrical methods (analysis of results of tests, control. slice works and other products - educational activity of students);
- methods of studying of products of pedagogical activity and synthesis of pedagogical experience (studying of pedagogical documentation, analysis of training and programme materials, analysis of pedagogical experience);
- methods of the theoretical analysis of scientific knowledge (the problem; comparative and comparative, aspect);
- predictive methods; (modeling and design of educational process);
- the statistical: methods (questioning, poll of teachers and students, conversations with participants of pedagogical process in higher education institution);
- experimental methods (experimental training).

3. Main Part

In system of an educational goal-setting of the high school language course intended for students, the important place is taken by the professional and communicative competence which formation motivates students to studying of a language course, promotes increase of their speech culture as making professional training.

The importance of formation within a language course of the professional and communicative competence assuming possession of all types of speech activity in professionally significant situations of communication, staticizes a problem of creation of system of professionally focused training of speech activity. The system offered in research approves as leaders professionally focused and communicative and activity approaches in their interrelation which provide formation and improvement at students of communicative knowledge and the abilities actual for their future profession.

At the heart of the developed Model of training of speech activity of students ([Figure 1](#)) the interdisciplinary integration realizing communications of a language course on the standard of speech with all-professional and special disciplines and considering the contingent of trainees, their communicative requirements lies.

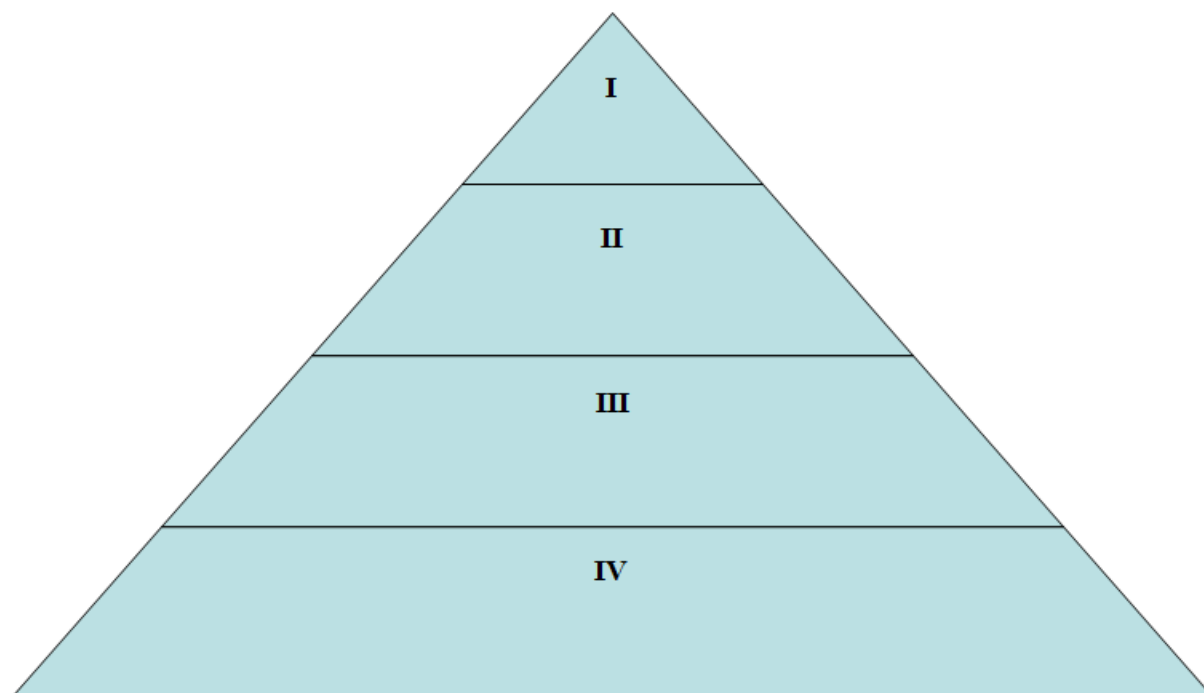


Figure-1. Model of training of students speech activity.

In Model of speech activity training of students integration is considered as complete unity of I. Cognitive (speech knowledge and ability), II. Activity (experience of speech activity), III. Motivational (motivation of speech activity) the modules in total providing IV. Professional education of speech activity. Effective communications of a language course on the standard of speech with all-professional and special disciplines are reached due to exarticulation of a professional and communicative educational kernel which joins integrative subjects, the integrative contents, the general for different disciplines terms and other interdisciplinary educational elements which are pulling together a course with specifics of future profession of students. As a procedural component ways, receptions, the principles which allow to carry out productively interdisciplinary integration on studies enter a professional and communicative educational kernel also, promote effective speech training of students.

Realization of interdisciplinary integration of a language course on the standard of speech assumes coordination of components of the maintenance of a course. We developed the contents structure, allowing to carry out speech training of future expert on the basis of trinity "language — a profession - the personality". Substantial filling of each subject of a course represents integration of the invariant, variable and specific contents. The invariant kernel of the contents represents communicative knowledge and abilities which any person irrespective of, in what sphere he communicates has to own. The variable component of the contents is intended for formation of professional and communicative competence and represents knowledge and the abilities necessary for professional communication in any profession. Specific part of the contents are a knowledge and ability, professionally significant for one or several similar professions.

In educational process interdisciplinary integration is carried out differently. Besides integrative occupations as elements of integration act: 1) the analysis of textbooks at integrated courses and creation on this basis of secondary texts; 2) the tasks directed on the analysis of situations which can arise in future professional activity; 3) use on occupations of professionally focused texts; 4) work with professionally marked language means.

At the heart of our Model of training of speech activity of students lie the principle of training with a support on a speech situation, the principle of genre approach to training of speech activity, the principle of the text - the focused training and the principle of personally focused training. The principle of training with a support on a speech situation assumes that a theoretical basis of training are data on a speech situation on which contents of the statement and its language completeness depend. Training of speech activity is approached to natural conditions of communication, students get acquainted with ways of communication in concrete, mainly, professionally significant situations.

One of conducting in our Model of training of speech activity of students is the principle of the text - the focused training. We consider the text from three parties: from a position speaking / writing, from a position listening / reading and from a position of communicative interaction between them. Such approach allows to analyze speech work of the student taking into account his communicative and pragmatical understanding: communication of the text with a communication situation, and also reflection in it speech behavior speaking are traced.

The accounting of future specialty of trainees does preferable use on occupations of professionally focused texts to which we carry all range of types of the texts concerning a profession of trained students.

In Model of training of speech activity of students a number of mental and psychophysiological features which influence speech development of the personality is considered. The special attention is paid on temperament and on property of an ekstraversion — an introversion, their influence on speech behavior of the person is considered. Specific features of extroverts — introverts cause the necessity of a rational choice of receptions and methods of training of speech activity, and data on typical mistakes which are made by representatives of different temperaments in the speech, allow to predict the communicative advantages / shortcomings of the student caused by his temperament, and to correct them.

The analysis of the total cuts executed by students after skilled training on the basis of psycholinguistic Model of training in speech activity of students, testifies that professionally focused development of types of speech activity, possession with which makes the maintenance of communicative competence, has positive dynamics. Results of total experiment testify that at students level of formation of communicative knowledge and the abilities necessary for

effective professional communication raised. Students represent a place and purpose of different types of speech activity in the future profession, understand a professional demand of speaking, reading, hearing and the letter.

4. Conclusion

Originality of our research, from other works (Pronko [1], Murray [2], Mazirka [3]) is in difference that psychological conditions of development of speech activity are such circumstances which cause in students a ready state to carry out the behavior directed on satisfaction of operating communicative requirement, or cause requirement to activate skills of the speech.

Our methodological approach is defined by that psycholinguistic bases of students speech activity training include: the training organization on the basis of joint educational activity; situational development of motivation through the organization of substantial speech communication, the organization of the subject plan of speech activity, strengthening of personal sense and sensibleness of carried-out activity, development of processes of a goal-setting; accounting of emotional regulation of speech behavior.

The question of need of special consideration of motivation of speech activity is brought up in a number of works (Pronko [1], Murray [2], Mazirka [3], Harley [5], Seidner [6], Coltheart, et al. [8], McClelland and Elman [9]), but still remains a little studied. The motivation of a choice and learning of foreign language is generally investigated. Available works on this problem don't give the chance to present accurately a condition of development of motivation of speech activity of students.

Our research confirms, what even the most attractive ultimate goal in studying of language doesn't guarantee success. The contribution of our research from other works (Harley [5], Seidner [6], Coltheart, et al. [8], McClelland and Elman [9] Tanenhaus, et al. [11]) is in difference that process of assimilation of the speech depends on active generation of the speech statement that demands the special organization of speech activity for creation and satisfaction of communicative requirement. As a result of our theoretical analysis and a pilot study we revealed a number of psycholinguistic modules of students speech activity development reflected in our Model of students speech activity training.

Analogs of our Model of students speech activity training in science aren't present. Our Model students speech activity training allowed to organize joint educational activity at which students had opportunity actively to carry out speech communication. Our research for the first time opened that educational cooperation stimulates and develops speech activity of students and thinking, and also an initiative of students. The received results show a number of changes in educational activity of students:

- active inclusiveness in process of speech communication;
- desire to take part in different types of speech activity;
- aspiration to creativity and an exit out of limits of the program of training of speech activity of students;

In the long term, the received results can be considered as a stage in research of a problem of psycholinguistic bases of training of speech activity of students. Its studying can be in the long term continued in the direction of consideration of influence of personal features of students on development of motivation of foreign-language speech activity. Further we are going to be engaged in this prospect.

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