

Lingvokulturological aspects of formation speech activity of students

Zhumasheva Anara Sharipovna ^{1,*}, Zhukenova Alma Karisovna ², Ismagulova Ainagul Erbulatovna ², Ryspaeva Dinara Sarsembaevna ², Buribaeva Mainura Abiltaevna ³

¹*Pavlodar state pedagogical institute, 140000, Pavlodar, Mira Street, 60, Kazakhstan*

²*Kokshetau State University named after Sh.Ualikhanov, 030000, Kokshetau, Abay Street, 13, Kazakhstan*

³*Evroasian National University named after L.N. Gumilev, 010000, Astana, Zhumabaeva Street, 58, Kazakhstan*

Abstract: The article studied: in research lingvokulturological statement of a problem of training of speech activity of students is proved; activity approach to training of speech activity of students from the point of view of its system and structural characteristics and opportunities for formation of professional and communicative competence of future experts is considered; the main directions of interdisciplinary integration in the course of professionally focused training of students of speech activity are defined and the lingvokulturological Model of training of speech activity of the students, providing formation of communicative knowledge and the abilities actual for future profession of trainees is developed; efficiency of the developed lingvokulturological Model of training of speech activity of students is checked during experimental activity.

Key words: *Lingvokulturological aspects; Speech activity; Training of speech activity of students; Lingvokulturological statement of a problem of training of speech activity of students*

1. Introduction

About of scrutiny the problem lingvokulturological aspects of formation speech activity of students. 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 Zhumasheva A.S., Zhumabaeva Z.E., Zhukenova A.K., Ismagulova A.E., Ryspaeva D.S. [1], Furmanova, V.P. [2], Belozeroва, AV, Loktionova, N. [3], Zhumasheva A.S., Sametova F.T., Muktarova E., Batyrkhan B. S., Sultaniyazova I.S., [4], Seidner, Stanley S. [5], Pronko, N. H. [6], McClelland, J.L., & Elman, J.L. [7], Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., Sedivy, J. E. [8], Zhumasheva A.S. [9], Thomas, I.J. [10], Sakenov, D. Zh [11], Langacker, R.W. [12], Maill A, Milsted D.[13], Musman, R. [14], Rosch, E. [15], Sapir, E. [16] 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 Zhumasheva A.S., Zhumabaeva Z.E., Zhukenova A.K., Ismagulova A.E., Ryspaeva D.S. [1], Furmanova, V.P. [2], Belozeroва, AV, Loktionova, N. [3], Zhumasheva A.S., Sametova F.T., Muktarova E., Batyrkhan B. S., Sultaniyazova I.S., [4], Seidner, Stanley S. [5], Pronko, N. H. [6], McClelland, J.L., & Elman, J.L. [7], Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., Sedivy, J. E. [8], Zhumasheva A.S. [9], Thomas, I.J. [10], Sakenov, D. Zh [11], Langacker, R.W. [12], Maill A, Milsted D.[13], Musman, R. [14], Rosch, E. [15], Sapir, E. [16] 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

* Corresponding Author.

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 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 praktick-focussed. Thus, a research objective - to develop theoretical bases of creation of system of professionally focused training of speech activity of students on the basis of interdisciplinary integration and to plan optimum ways of its realization.

2. Methods

Methods and methodology of the study: 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);
- 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); Lingvostatistical method (qualitative and quantitative statistical data processing);
- Component analysis method;
- Method of a semantic lingvoculturological field,
- Method of the contextual analysis,
- Method of the component analysis,
- Method of the comparative analysis,
- Method of the met language description,
- Methods of the analysis of language of fiction, dialogical method and others.

- experimental methods (experimental training).

3. Main part

Lingvoculturology is the branch of linguistics arisen on a joint of linguistics and cultural science and investigating manifestations of culture of the people which were reflected and fixed in language. The ethno linguistics and sociolinguistics is closely connected with it, and is so close that it allows considering a lingvoculturology as the ethno linguistics section.

Lingvoculturology as the complex scientific discipline of synthesizing type, studies interrelation and culture and language interaction in its functioning and reflects this process as complete structure of units in unity of their language and cultural contents by means of system methods and with orientation to modern priorities and cultural establishments. The modern lingvoculturology is an interdisciplinary branch of modern linguistics in an anthropocentric paradigm of the scientific knowledge, representing the complex science of the synthesizing type which has arisen on a joint of interdisciplinary sciences in the concept language – culture – the language personality who studies and describes language and culture correspondence in their synchronous interaction and reflects this process through definitely selected and organized set of cultural values in the form of system of complex inter-level units – lingvocultures for the purpose of identification of a national picture of the world embodied in this national language, and the solution of educational, educational and intellectual problems of training. Thus, lingvokulturology is of great importance in speech activity. 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 lingvokulturological Model of training of speech activity of students (Fig. 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.

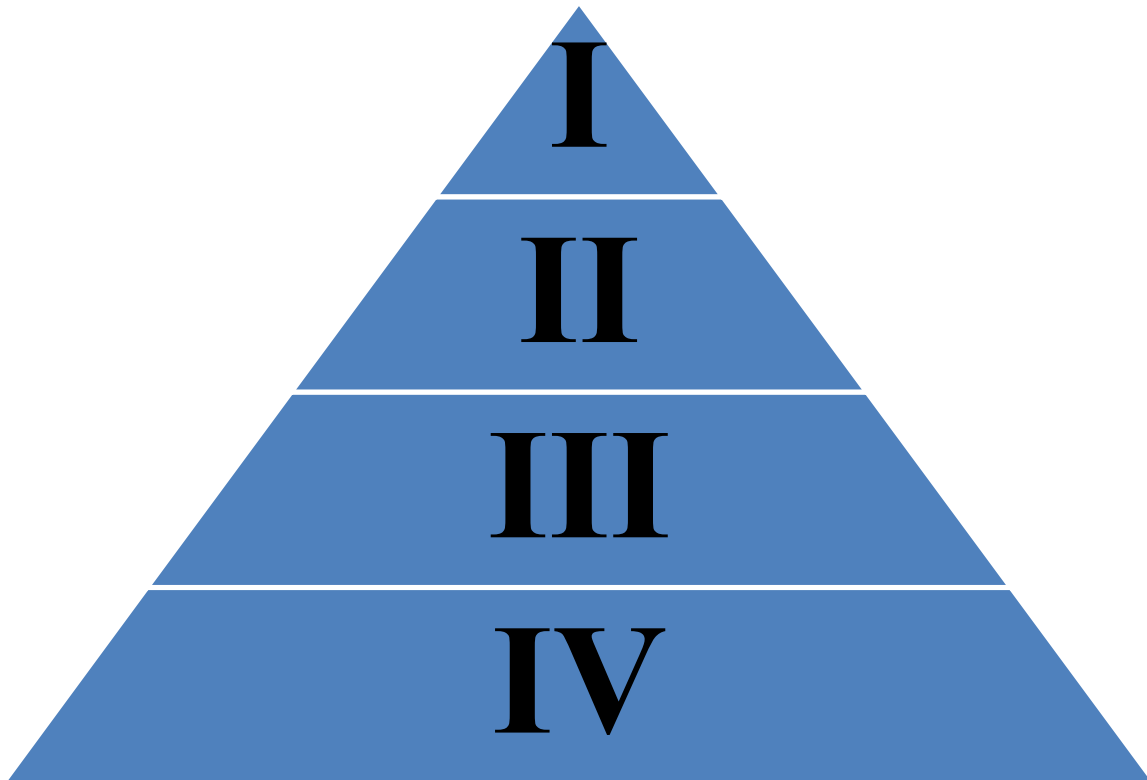


Fig. 1: Lingvokulturological Model of training of students speech activity

In lingvokulturological Model of training of speech activity of students integration is considered as complete unity of **I**. Substantial (traditional knowledge and abilities) and **II**. Procedural (experience of activity) the components in total providing **III**. Activity training. 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. **IV**. The process of training speech activity 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 lingvokulturological 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 lingvokulturological 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 lingvokulturological 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 lingvokulturological 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 student's 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

Original research results and conclusions: As a result of the conducted research lingvokulturological statement of a problem of training of speech activity of students is proved, the place of professional and communicative competence of system of key competences of the modern university graduate is experimentally defined and to prove need of its formation in the course of high school training of students. On the basis of the theoretical analysis of a problem of lingvokulturological approach to training of speech activity of student's activity approach to this training from the point of view of its system and structural characteristics and opportunities for formation of professional and communicative competence of future experts is considered.

The comprehensive analysis and studying of modern researches, in work importance of use of

professionally focused and communicative and activity approaches in their integration for high-quality speech training of students as future experts is proved. As a result of the made experiment formation level at students of knowledge and abilities in different types of speech activity is revealed and communicative problems which can complicate further process of professional communication are defined.

Unlike the works Zhumasheva A.S., Zhumabaeva Z.E., Zhukonova A.K., Ismagulova A.E., Ryspaeva D.S. [1], Furmanova, V.P. [2], Belozeroval, AV, Loktionova, N. [3], Zhumasheva A.S., Sametova F.T., Muktarova E., Batyrkhan B. S., Sultaniyazova I.S., [4], Seidner, Stanley S. [5], Pronko, N. H. [6], McClelland, J.L., & Elman, J.L. [7], Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., Sedivy, J. E. [8], Zhumasheva A.S. [9], Thomas, I.J. [10], Sakenov, D. Zh [11], Langacker, R.W. [12], Maill A, Milsted D. [13], Musman, R. [14], Rosch, E. [15], Sapir, E. [16] broad analytical approach to this problem, allowed to us develop lingvokulturological Model of training of speech activity of the students. In research the main directions of interdisciplinary integration in the course of professionally focused training of students of speech activity are defined and the lingvokulturological Model of training of speech activity of the students, providing formation of communicative knowledge and the abilities actual for future profession of trainees is developed. Efficiency of the developed lingvokulturological Model of training of speech activity of students is experimentally approved and checked during experimental activity. In modern conditions of reforming of the higher school relevance of the lingvokulturological Model of training of speech activity of students offered in research is obvious: it forms readiness to apply the gained knowledge and abilities to the solution of specific professionally significant communicative problems at students and by that promotes formation of the expert as socially active creative person, confident in the professional and social speech behavior.

References

- Furmanova, V.P., 1993. Intercultural Communication and Lingvo ulturology in the theory and practice of teaching foreign languages.1:217.
3. Belozeroval, AV, Loktionova, N., 2013. Linguistic culturology as a linguistic discipline. Modern problems of science and education, 1: 355 - 357.
- Langacker, R.W., 1968. Language and its Structure. Some Fundamental Linguistic Concepts, N.Y., 1: 275.
- Maill A, Milsted D., 2002. Xenophobe's Guide to the English, London, 1: 238.
- McClelland, J.L., & Elman, J.L., 1986. The TRACE model of speech perception. Cognitive Psychology, 18:1-86.

- Musman, R., 1992. Britain Today. Essex: Longman, 1: 156.
- Pronko, N. H., 1946. Language and psycholinguistics: a review. Psychological Bulletin, 43:189-239.
- Rosch, E., 1977. Human Categorization. Study in Cross-Cultural Psychology. N. Warren (Ed.). -N.Y. and London, 1: 1-49.
- Sakenov, D. Zh, etc., 2012. Preparation of students of higher education institution for professional activity in the course of studying of pedagogical disciplines. World applied sciences journal, 19 (10): 1431-1436.
- Sapir, E., 1993. The Status of Linguistics as a Science. Landmarks of American Language and Linguistics. 1:8-13.
- Seidner, Stanley S., 1982. Ethnicity, language and power from a psycholinguistic perspective. Bruxelles: Centre de recherche sur le pluralisme, 1: 4-7.
- Tanenhaus, M. K., Spivey-Knowlton, M. J., Eberhard, K. M., Sedivy, J. E., 1995. Integration of visual and linguistic information in spoken language comprehension. Science, 268 (5217): 1632-1634.
- Thomas, I.J., 1987. Cross-Cultural Pragmatic Failure. Applied Linguistics, 1:2.
- Zhumasheva A.S., 2010. Lingvocultural interference as a result of dialogue between cultures.// Proceedings of the international scientific-practical conference "Education and Science of XXI Century - 2010". -Sofia Univ ByalGRAD - BG, 1: 70-78.
- Zhumasheva A.S., Sametova F.T., Muktarova E., Batyrkhan B. S., Sultaniyazova I.S., 2014. About a lingvocultural interference in the conditions of dialogue between cultures. Life Sci J, 11(7s):360-364.
- Zhumasheva A.S., Zhumabaeva Z.E., Zhukenova A.K., Ismagulova A.E., Ryspaeva D.S., 2014. Lingvo ulturology as science at the present stage linguistics developments. Life Sci J, 11(11s):556-559.