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The Culture of Individual Speech as a Pedagogical and Philosophical Problem

Abstract:

The article deals with the concept "an individual", "culture", "pedagogical culture of an individual", "language culture", and "speech culture". Such communicative features of speech culture of an individual as correctness, accuracy, consistency, variety, clarity, appropriateness, expression, emotion are analyzed. The comparative analysis of the concept "speech culture" in Polish-, German-, English-, and French-speaking context is made. The main factors influencing the formation of speech culture of an individual are concerned. The concept "culture of writing speech" is characterized. The state of the writing speech culture as a pedagogical problem is investigated as well as the way to solve it. The peculiarities, basic techniques and trends in the culture of individual speech in view of the gradual development of language, psychological age, and the child's inner world are analyzed.

Key words:

an individual, culture, pedagogical culture of an individual, language culture, speech culture, writing speech, communicative features of language culture, language education, linguistic competence.

The Common European Framework of Reference for Languages, the National Doctrine of Education Development in Ukraine, the Law on Languages, and the Concept of Language Education are aimed at the development of a linguistic individual who is able to express himself/herself well verbally and in writing as well as to use the appropriate linguistic means fluently and in ac-

cordance with the communicative situation. Therefore, the culture of individual speech becomes an urgent pedagogical and philosophical problem for Ukrainian and international scientists in the area of language education.

The theoretical foundations of speech culture in Ukraine were investigated by N.Babych, I.Bilodid, L.Bulahovskyy, B.Holovin, S.Yermolenko, M.Zhovtobryuh, M.Illyash, A.Koval, V.Kostomarov, M.Pentylyuk, M.Pylinskyy, O.Potebnya, I.Synytsya, L.Skurativskyy, M.Sulyma, L.Struhanets, V.Chernyshov and others.

This article is actual because of the intensification of speech culture in communication and exchanging the information that meets individual requirements in the age of globalization of society.

The aim of this article is to describe the theoretical foundations of speech culture concept in Ukrainian and foreign language education and to review the state of individual speech culture as a pedagogical and philosophical problem.

Firstly, it is necessary to consider the meaning of such notions as „an individual”, „culture”, „pedagogical culture of an individual”, and „culture of individual speech”.

1. An individual is a person capable to self-improvement and creativity [Vykrushch, <http://anatoliyv.info/4.html>].
2. There are several approaches to understanding the culture as a multi aspect but general social phenomenon: a system of symbols for mutual understanding between people in society; a set of results - material and spiritual - of human activity; a specific combination of values, behavior patterns, standards of activities; spiritual production; human activity technology [Kultura i razvitie cheloveka 1989]. Based on the activity approach to the culture definition, in the broad sense, „culture is a social mechanism of interaction between the individual and the community with the environment that ensures the transfer of experience and development of transforming activity”. In the narrow sense, „culture is the values, beliefs, patterns, norms of behavior inherent in a particular social group and certain society” [Sotsiologhiia: slovnyk terminiv i poniat...]. The concept analysis in philosophical science suggests that the culture can be a means of improving the spiritual forces of a man and his mind; the essence of the concept „culture” is defined by the idea of activity cultivation, human intelligence, realized through the assimilation of the world and national culture values [Filosofskiy entsiklopedicheskyy slovar... 1989]. Thus, the culture reflects the scope of formation, development, socialization, human achievements and foresees the further development of society [Tsaryk 2014, pp.72–78].
3. The pedagogical culture of an individual is an activity aimed at self-improvement and creating the conditions for human development. Profes-

sor A.Vyhrusch focuses on the willingness of an individual to self-improvement and practical activity to achieve the level of the individual.

4. The scientists start the analytical study of scientific terms „language culture” and „culture of speech” with clarifying the differences of inter-related notions „language” and „speech”. Language is considered as a system of signs with the results of man’s knowledge of reality coded in this system; and speech - as implementation of a language code that only due to it is transformed into an act of communication [Struhanets 1997, p. 10]. A number of Ukrainian and Russian scientists – D. Rosenthal, L. Skvortsov, V. Sokolov, L. Struhanets, S. Ermolenko, L. Macko, L. Tailor, S. Shevchuk, I. Klimenko – proposed in their monographs and textbooks the definitions that cover the content of language culture. Taking into consideration the basic logical principles of defining the concepts, we believe that the culture of language is a set of literary language qualities, which can be defined under the different terms of communication accordingly to the aim and content of the utterance.

In linguistics and language education, the term „speech culture” is used parallel with the term „language culture” (M. Illyash, B. Golovin, N. Babych, L. Macko, L. Tailor, V. Stepson, S. Shevchuk, I. Klimenko).

In our view, the culture of speech is a level of competence, which includes the compliance with oral and written literary language according to the situation of communication.

Analyzing the theoretical background of language culture, scientists relied on the concept of communicative appropriateness (Kostomarov, Leon-tiev), literary language normativity (Skvortsov, Illyash), language communication qualities (Golovin, Vasilieva), communicative intentions (Vasilieva), communication strategy (Michalska). In his manual „The Culture of Professional Speech” N.Babych notices that the culture of speech is the culture of thinking and the culture of social and spiritual relations among persons. The author also analyses the communication features of speech culture. Taking into account the linguistic peculiarities (language proficiency standards) and extra-linguistic ones (these include knowing the laws of reasoning, practical experience, purpose, speaker’s mental state), the author identifies the basic communication features of speech culture, correctness, accuracy, consistency, richness (diversity), cleanliness, appropriateness, expression, emotion.

The correctness of speech bases on the correspondence to language norms of the certain era such as the correctness of pronunciation, accent, inflection, word usage, spelling rules for writing. The grammar, spelling and punctuation rules that change with the development of language are also important. The speech cannot be limited only by the criterion of correctness as „to speak cor-

rectly does not mean to speak well – for good speech it is necessary to select in a particular communication the most appropriate, expressive and stylistically justifiable option (if it exists) of a literary language” [Pasynok 2012, p.44].

The accuracy of speech is necessary not only to reproduce reality, but also the attitudes, experiences, and feelings. The accuracy is also necessary to use the vocabulary familiar to communicants, who operate the rules of literary language, and to design and express the thoughts according to the subject and aspects of reality. The process of understanding between the interlocutors is proved to depend on their intellectual level – the higher the intellectual level of the speaker and the listener is, the more common linguistic means are used for information transferring and perception. The accuracy of speech is defined by the general level of knowledge, language skills, and ethics of a speaker.

The logical speech as a sign of speech culture develops at the level of thinking – language – speech and depends on the knowledge of logic. N. Babych considers the poor speech to be the result of poor thinking first and only then – of the language ignorance. However, logic is recognized as subjective and conceptual. By M. Golovin, subjective logic is a correspondence of semantic connections and relations of language units in speech communications and the attitude of objects and phenomena in reality. The conceptual logic reflects the structure and logic of its development in semantic connections of language elements in speech. Logical speech bases on logical thinking skills, knowledge of language tools, technique of semantic coherence, logic of presentation [Konverskyi 1998, p. 34].

The richness and diversity of speech base on verbal-conceptual, structural, and organizational resources of language. „The wealth of speech is reached by semantically and stylistically different units, which differ by their word-formation and grammatical features; that means they are not repeated. A variety is an expression of the same idea, the same grammatical meaning in different ways and means” [Pasynok 2012, p. 56]. The speech richness and diversity require the knowledge of vocabulary, phraseology, word formation, grammatical and stylistic language resources.

The purity of speech relates to the accuracy and assumes the absence of non-literary elements. By N. Babych, the purity expresses in three ways: 1) in orthoepy: the correct literary and normative pronunciation, the absence of interferent phenomena; 2) in discourse: the absence of speech non-literary elements – dialects, vulgarisms, bureaucratese, stamps, pleonasms, macaronicisms, stamps, word-parasites; 3) in intonation: the correspondence of intonation to the content and expression of statements, the absence of rough, abusive, and hypocritical tones [Babych 1990, p. 61].

The relevance of speech is a feature of speech culture, which affects the accuracy, consistency, precision, and purity. In addition to the choice of linguistic resources for the relevance, it is necessary to consider the situation, form of communication, tonal tone and aesthetic problem. Despite the stylistic appropriateness, the researchers emphasize the need for contextual relevance. „According to the law of unity the content and form (the plan of content and the plan of expression), the uniformity of expressive and style tonality requires to control the verbal and expressive, and structural and intonation linguistic and extra linguistic means of expression” [Pasynek 2012, p.65].

The speech expressiveness requires from the speaker the correct, expressive articulation, and the compliance with orthoepy. An expressive means of sound and artistic speech affects the expressiveness of speech as the conceptual, emotional, expressive; and even extra linguistic means stimulates the activity of imagination which encourages seeing and estimating of what is heard.

In modern society, with a number of political and intercultural issues, the formation of tolerance and communicative competence as one of the main objectives of teaching science, in particular language education is becoming more important. The language education examines the patterns of language acquisition, principles and methods of teaching, ways and means of forming a linguistic individual. The level of individual speech culture of the native and foreign languages indicates the formation of linguistic competence. In foreign language education, the high human culture is considered as an important component of the overall culture. The famous Polish linguist V.Doroshevskyy wrote that the language should be a field of ongoing cooperation of theory and practice, and the work on language - the only area in which the vanity and futility of theory without practice and practice without theory is traced particularly clearly. These words are the leitmotiv of all works of contemporary Polish linguists in language culture. V.Doroshevskyy was the first to create the theoretical normative concepts. It was he, who initiated the creation of a new type of language pedagogy. Moreover, all these facts are reflected in the pages of „Rozmowy o języku” and „O kulturę słowa” [Mohyla, <http://kulturamovyy.univ.kiev.ua/KM/pdfs/Magazine16-18.pdf>, p.1].

In the Polish language education, the term „kultura języka” is used for the concept of language culture. Scientists define this term in different ways. However, the most common and concise definition of A. Markowski is as follows “language culture is a conscious and deliberate use of language in different communicative situations” [Markowski 2002, p. 1650].

In German language education, the speech culture is transmitted by the term „Sprachpflege”, where „Sprache” means „language, speech” and „Pflege” is interpreted as „custody, care, concern”. In general, the culture of speech is

perceived as improving the speech. The culture of language and the culture of speech both belong to the same area, but differ by the scientific approach, and base on the different scientific traditions [Tsaryk 2014, pp. 218–229].

At the conference „European culture of language and culture of speech”, the scientists made the comparative analysis of the forms of speech culture of different European language communities. They concluded that in a society with the blurred and enhanced ideology of „a sense of threat” towards the national language there is no need in language care, but it is available in a society with a real shortage of language means to overcome the communication problems in modern society. In contrast to this trend, the linguists disagree with the idea that the large linguistic communities can keep their language separately from the others, because each language requires the development and cultivation [Greule, Lebsanft 1998, p. 10].

The formation of speech culture or an individual depends on the study of language in academic institutions, language education in schools, language advertisement, language consultations, information on the language status, language criticism.

The cultivation of language in the German language education is defined as an activity that involves the establishment, preservation and adaptation of language, linguistic codification of rules, and language observation – criticism of language for the implementation of language culture in the language medium.

The communicative features of language culture – the accuracy and reasonableness of speech – are investigated in the criticism of language, i.e. the evaluation of speech concerning the spelling, pronunciation, grammar, syntax and vocabulary. The essential aspects of language criticism are the differentiation and precision of language tools taking into account the process of understanding. Thus, the language culture depends on the public as the discussion, development and implementation of language standards depend on the democratic discourse in which the selection and evaluation of linguistic resources are reasonably substantiated.

In the English language education, the terms „language culture” and „speech culture” do not have the direct equivalents. But in the Oxford English-German dictionary the term „language culture” has a different semantic nuance, because, by G. Lampert, the concept of language culture concerns a set of cultural practices and relates to the language knowledge in English society [Lampert 199, p. 37].

In the English version of H. Busman „The Encyclopedia of Linguistics”, „The Encyclopedia of Language and Linguistics” consisting of ten volumes, there is no information about the language culture, except a few very general remarks on language planning and management of language development.

However, in English, just as in German, the Romanization of English stipulated the phenomenon of purism. „The campaign for pure English” advocated pure English [Lampert 1998, p. 43].

In the French language education, the culture of language is of a particular importance, and the existence of appropriate institutions is the evidence of this fact.

The work of J. Klare, in which the development of language culture in France is historically traced, is very important in our research as well. The author notes that in the French-speaking medium the term „globalization” has a somewhat negative connotation, because English as a means of international communication threatens the credibility and international recognition of the French language [Klare 2006, pp. 41–92, www.interlinguistik-gil.de/wb/media/beihefte/13/beiheft13-klare.pdf, p.14].

Therefore, in Polish, German, English and French language education, the common definition of speech culture is the ability to speak and write correctly in accordance with the language norms approved in the society. Every studied language has its own peculiarities. The term „speech culture” in the foreign language education is regarded as the aspects relevant to European space such as language culture (literary language), cultivation of language (linguistic theoretical work, language education, language policy), culture of speech (use of language, communicative culture), cultivation of speech (observation, description and language recommendations), branch of linguistics that studies the speech culture.

Then let us analyze the importance of personal development for writing speech. There are two terms in the methodological literature: writing and writing speech. To clarify the semantics of these terms let us refer to these concepts in details. „As a means of formation and formulation of thoughts, the writing bases on the use of language signs fixed by neural connections of the cerebral cortex in the form of visual and hand motoring images that interact with hearing and speech-moving ones. The literate people complete the audio and graphic images of words” [Metodyka navchannia inozemnykh mov... 1999, p. 208]. The writing speech is defined as the ability to express thoughts in writing, and the process of writing speech begins with the inner speech. In the inner speech, „the program of utterance and combination in paragraphs is prepared. The entire process consists of internal uttering and fixation of the prepared material on paper that requires automated handling of sound-image associations” [Metodyka navchannia inozemnykh mov... 1999, p. 209].

The scientists consider the forming of motivation, which is not revealed in the children of primary school age, to be an important aspect of writing speech. In oral speech, the motivation is available; the dynamic situation reg-

ulates and stipulates it. In writing speech, it is necessary to imagine such situation individually. Saying a word, the child is not aware and does not analyze the sound structure, but while writing it is necessary to understand the sound structure of words and reproduce in the written signs. Similarly, the phrases are transferred in writing; syntactic and semantic structure of speech are analyzed as well. L.Vyhotskyy notes that such process is so complex because the writing relates to the internal speech in the different way as compared with the oral one. If the development of external speech aheads the internal one, the writing speech appears after the development of internal speech [Vygotskiy 1982, p. 239].

The scientific studies of written and oral speech investigate the appearance of an intermediate type of communication that is both written and oral – the visual speech, which is perceived by the eyes and is mainly used on the Internet [Sytydkova 2012, p. 128].

The final goal of language learning is the speech activity that includes the linguistic, communicative and sociocultural competences, which in their turn form the linguistic competence. Speech competence involves the ability to use all types of speech activities: the understanding of spoken and written speech (listening and reading as receptive types of speech activity), the production of oral and written speech (speaking and writing as reproductive kinds of speech activity), and the possession of codes of oral and written speech. The difference between spoken and written speech is especially clearly traced in the process of learning a foreign language: people who are in a foreign language environment learn the oral speech, but the forming of writing speech skills is quite difficult. The scientists consider this situation as a didactic problem - the need to explore the new writing speech code that is different from the oral speech code [Vorozhtsova 2007, p. 55]. The pedagogical problem of creating the writing speech culture is traced particularly in the growth of computerization of the educational process and loss of motivation for learning in general. The hypothesis concerning the regress of writing speech culture in the early 80-ies amazed the US public. The low level of writing speech culture at colleges and universities caused the concern on pauperization of an individual, as the possibility of cognitive knowledge processing was losing. This social problem in the United States led to researching the theoretical grounds of writing speech culture creation. To study the relationship between perceptions, thinking and learning the scientists turned to cognitive science, awareness and motivation of cognitive psychology, text linguistics. The foreign scientists perceive the reasons for writing speech decline in propagation of multimedia information culture. This propagation causes the loss of scientific consciousness, the methods of acquisition and

consolidation of knowledge, which is known to be closely related to writing, the limitations of thinking that is in direct proportion with the writing and the book, the reduce of the overall level of human development that causes in fewer people who can read and write. Writing speech skills of students and even high school graduates significantly worsened, the researchers suggest that this is due to fundamental changes in the perceptions of young people about the language and communicative speech.

In the early twentieth century Professor of Poznan University Nikolai Rudnytsky in his work „Language education in life and in school”, outlined the development of linguistics as a science that applies to both high school and all intellectuals. With scientific and methodological point of view, the language learning has practical advantages over all other objects, as a student, applying the acquired language skills, can use the inductive – deductive method in any area, as well as observe, draw conclusions, think and formulate his own definitions. The research and observational method is proposed to the students to study their native language, which contains the richest material as compared to the natural sciences, mathematics, and even psychology. The author underlines the essential importance of speech culture development for students of secondary schools, as the development of students’ ideas requires for their design an adequate level of speech culture and possession of a sufficient amount of linguistic means as a measure of cultural development [Rudnicki 1920, p. 43].

The language in its deepest sense is an intellectual and voluntaristic function, as during the development of speech activity the main features of a character are trained such as freedom, choice and decision. Studying the language, a high school student masters each time the new and higher level of culture. That leads to the fact that native language becomes the center of education in general, and creates the mind and imagination, aesthetic and ethical inclinations.

The development of cultural of an individual depends on speech development. The spiritual and material content contained as a historical heritage of the nation in the language, in its expressions and phrases, in its semantic system is definitely concerned to be the cultural richness of the nation. The school activity cannot influence the linguistic abilities of a child, even though the school is obliged to develop language skills of their students in order to enrich the culture of people. The speech culture affects the economic, financial, social and political spheres of people’s life. In particular, it is impossible to downplay the importance of language skills while concluding the commercial and industrial contracts and while formulating the legal, political acts of social programs. We consider the ability to formulate individual

opinions in writing as an important aspect of individual development. One of the most effective means of intensification of training activities and the link of training with child mental development is the creative written works, which help establish the culture of speech writing. The scientists consider the creative written works as the reproductive types of self-writing: writing essays and retellings that are the means of developing the fluent speech and forming the communicative skills. To form the stylistic aspects of oral and written speech culture, the empirical practice proposed to read and learn the works of classics by heart. However, the Methodists advised to use the method of mechanical learning the classical texts as linguistic material with the heuristic, inductive, and deductive methods.

The written creative work played an important role in training and educating the students in secondary schools, as testified about spiritual development of children. By H. Rowid, the literacy while writing the works is growing, and the individual expressions of feelings and thoughts of a student based on the direct observation and experienced emotions are developing [Rowid 1920, p. 17].

The themes of creative works should not be one-sided and concern the literature only. To expand the reproductive skills, the limited enough themes as „The description of my pen”, „My pencil”, and „The table I study at” were used in the written works. Sometimes the following type of the task was used: „Describe in detail the meaning of words ox, donkey, sheep, fall, etc.” [Rudnicki 1920, p. 150]. Therefore, the most effective for the development of writing speech are the themes of works related to life situations, everyday environment of the child, including the child’s life at home and in school, observations during the walks and excursions, the most important events in his native land areas, religious and secular holidays, the ratio of youth to the moral, social, national and global problems. The discussion and check of free stylistic exercises were advised to be conducted during the lesson in the presence of students, not forgetting the caution, pedagogical tact, elegant feeling of psyche of the child. For example, let us consider the subject of works:

Mom has a lot of work today, because tomorrow is Sunday.

Have you been with your mother in the market and what have you seen there?

Do you have a dog at home?

There is a lot of fun in our yard.

What should Mom remember when winter comes?

Would you like to have pets? Describe how you would care about it.

Do you have pictures at home? Write which one you like the most and why.

Has St. Nicholas visited you?

How did you spend Christmas holiday?

Easter [Rowid 1920, p. 26].

In the works of Ukrainian and foreign scientists in the XXI century, the language learning is concerned in close connection with the development of an individual. There is the importance of foreign language study for the development of general competence and creativity of students. To solve this problem it is necessary to respect the laws of individual development and to use the effective teaching methods, as well as to combine with advances pedagogy, methodology, psychology, sociology, anthropology, neurobiology and linguistics, sociolinguistics, psycholinguistics, communication.

The language environment, the cultural level of parents, the possibility of active communication is an important factor of successful language acquisition in the process of creating a speech culture of an individual [Vykhruhshch 2014, p. 20].

Thus, the comparative analysis of the concepts of language culture and speech culture gives the reason to argue that these terms relate to each other, as a general (language) and a specific (speech). Therefore, the language culture is a set of literary language qualities that appear under the different communicative conditions according to the aim and content of expression. The speech culture is the level of competence that includes the compliance with oral and written literary language according to the situation of communication. The research of scientific principles of creating the speech culture showed that for the formation of speech skills that are necessary for the development of speech culture of an individual, the abilities to analyze and organize material and language tools take an important part. The ability to take into account the communication features of speech culture such as the correctness, accuracy, consistency, diversity, clarity, appropriateness, expression, emotion is very important as well.

During the globalization of society, the increase of success in creating the speech culture of an individual through the effective combination of oral and written language as a reflection of this activity and its products at the level of meta communication is assumed.

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