

Матеріали ХІІ-ої Міжнародної науково-практичної конференції
(07 лютого 2024 року, м. Анкара, (Туреччина), дистанційно)

СЕКЦІЯ 4.

ПЕДАГОГІКА, ОСВІТА, ФІЛОСОФІЯ ТА ФІЛОЛОГІЯ

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ORTHOEPIC AND DICTION SPEECH EXPRESSIVENESS OF PHILOLOGY STUDENTS DURING PROFESSIONAL TRAINING

In modern society, one of the requirements for high-quality philological education of future teachers is a high level of speech culture, which involves raising the overall cultural level of students. Among the tasks that today's higher education institutions set before a language teacher are enriching oral expression, improving proficiency and culture of articulation, mastering



various linguistic and expressive means. The tasks of the methodology for improving the communicative culture of future philologists include adhering to the norms of literary pronunciation, enhancing communication skills, and preventing interference from other languages.

While orthoepic and diction proficiency is one of the main principles of the professional mastery of speech by future philologists, orientation towards the norms and laws of the development of the Ukrainian literary language is the basis for improving the communicative culture of philology students.

Scientists O. Zakharchuk-Duke, D. Budianskyi, N. Holub, O. Horoshkina, M. Druzhynets, S. Karaman, M. Kozhyna, A. Kapska, I. Kardash, A. Kolenko, L. Luzhetska, T. Mishenina, M. Pentyliuk and others directed their efforts to the search for ways to improve speech culture. The abovementioned researchers emphasize the need to improve skills in expressive reading and speech, which are essential foundations for the development of communicative competence during the professional training of philology students. In particular, future teachers must have a good command of orthographic and diction speech expressiveness, and constantly improve their performance level.

L. Luzhetska focuses attention on the importance of orthoepic proficiency as a part of the speech culture of an individual. The scholar accentuates the importance of euphony, and orthoepic (pronunciation) norms in modern Ukrainian literary language. Additionally, the researcher highlights the significance of normative pronunciation of vowels and consonants, as well as individual sound combinations, to ensure proficient oral communication. The author affirms the importance for every speaker to adhere to pronunciation norms, which are a crucial component of the speech culture of an individual [4, p. 470].



M. Druzhynets examines oral speech in the aspect of orthoepy, in accordance with the system of literary language, as well as commonly accepted pronunciation norms, stress, and intonation. The scholar claims that compliance with the norms of literary pronunciation is one of the indicators of the general culture of the individual. Moreover, it creates the necessary prerequisites for the effective use of literary speech in various spheres of social practice [1, p. 172].

Therefore, as the speech of philology students must be impeccable, it is especially important for them to work on orthoepic speech expressiveness and clarity of expressing opinions. Orthoepic expressiveness affects the perception of their speech not only by students but also by parents and other members of society who surround them. The teacher's speech should be exemplary; it is important to pronounce sounds correctly, place stresses rhythmically, and adhere to other orthoepic norms. Orthoepic expressiveness ensures a clear perception of speech and adds professional proficiency to philology students.

The correct literary pronunciation aids in better understanding the speaker and serves as an essential condition for effective communication. Adhering to the norms of literary pronunciation is evidence of the speech culture of a future linguist and serves as an example for students to follow.

Students often encounter difficulties related to the correct usage of words, pronunciation, stress placement, creation of grammatical forms, etc. Sometimes, violations of orthoepic norms are observed under the influence of dialects, other languages, or simply due to carelessness. In such cases, philology students need to work on the clarity of their speech and eliminate such shortcomings through continuous practice. In this regard, the orthoepic training presented by S. Karaman and O. Karaman in



their educational manual is valuable for philology students. It includes various types of tasks and exercises, along with theoretical comments in the form of explanations [3]. The authors believe that "a philologist should communicate the vibrant and colorful Ukrainian language, interpret the language as "energy," "activity," "spiritual power," and have comprehensive speech competence manifested in the normativity and correctness of speech [3].

The future teacher should improve their diction expressiveness. This is crucial for their professional development and for teaching their subject. Diction expressiveness helps future philologists convey information clearly, impacts their authority among colleagues, students, and parents. If there are specific shortcomings, such as incorrect pronunciation of certain sounds, lack of clear diction, and insufficient rhythmicity in speech, they should be addressed through training exercises aimed at developing the speech apparatus, articulation exercises, reading tongue twisters, and engaging in breathing exercises. Additionally, audio recordings can be used for self-monitoring, allowing individuals to identify weaknesses and refine their pronunciation, listening to the speech of experienced linguists, etc. Diction practice combines exercises for the speech organs and performing tasks to train the articulation of consonants and vowels. A. Kolenko offers an interesting exploration. The author presents her practical training manual on diction as a fundamental technical tool and artistic component of speech, which can be beneficial for philology students as well [3].

The development of orthoepic and diction expressiveness requires specific efforts and systematic learning, involving practice in diction and orthoepic exercises.



Therefore, the orthoepic and diction expressiveness of philology students' speech is a crucial aspect of their professional competence, significantly influencing the image of future teachers. In addition to the aforementioned, it serves as an important component of professional success. The ability to articulate thoughts clearly and expressively makes them effective communicators, enhancing their chances of success in future professional activities. By working on improving orthoepic and diction expressiveness, future teachers enrich their speech skills and refine their pedagogical expertise. By establishing a solid foundation in orthoepic and diction preparation, philology students will be well-prepared for effective communication and high-quality teaching, thereby contributing to their professional growth and reputation.

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