

**ORAL PROFESSIONAL AND PEDAGOGICAL SPEECH
AS A MEANS OF COMMUNICATION
FOR FUTURE PRIMARY SCHOOL TEACHERS**

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Articulation of the issue. The contemporary realities of public life, coupled with the ongoing transformations and developments in national education, which are occurring against the backdrop of military events in Ukraine, necessitate that those engaged in the educational process employ diverse methods of information transmission. This, in turn, compels educators to identify optimal means of communication with students and colleagues, to utilise the latest innovative technologies that are currently satu-

rated with information space, and to enhance their professional and pedagogical discourse for future activities.

M. Druzhynets holds the unshakable conviction that in a society characterised by a high level of education and culture, where European integration is not merely a foreign policy vector but also a strategic guideline for the powerful and dynamic

development of the entire Ukrainian community, the advancement of the national language, the expansion of its scope of functioning in all spheres of social communication and the enhancement of its prestige within the context of Ukrainian and world culture will inevitably result in the cultivation of an exemplary literary language (Druzhynets, 2019, p. 8).

Speech plays an essential role in the pedagogical process, facilitating the achievement of key educational objectives, including cognitive, developmental, communicative, and life and work preparation. Oral communication assumes a pivotal position in the speech of a future primary school teacher. In accordance with the Professional Standard (Professional Standard for the professions «Teacher of Primary Grades of a General Secondary Education Institution», «Teacher of a General Secondary Education Institution», «Teacher of Primary Education (with a Junior Specialist Diploma)» (approved by the Order of the Ministry of Economic Development, Trade and Agriculture of Ukraine No. 2736 of 23.12.2020), one of the main functions of a teacher is the language and communication competence of a modern teacher. In the process of teaching and learning, the teacher must first of all teach students to engage in oral and written communication, apply methods and techniques to enrich students' speech, and express their thoughts, feelings and attitudes. Furthermore, the teacher must promote students' language creativity and encourage students to understand each other and interact with each other through active and passive communication.

Consequently, the education of young people and the successful resolution of complex social issues are largely contingent upon the future teacher, with our study focusing on those who will become primary school teachers. Their professional abilities, general culture, including their communication skills,

are of significant importance. It is therefore essential that a future primary school teacher's ability to make accurate, competent, and correct statements in a particular speech situation is given special consideration. Furthermore, they should serve as a model for students in their mastery of the fluency of the state language in their native country.

Analysis of relevant studies. The subject of linguistic culture in general and the basics of communication culture in particular is the focus of works by a number of national scholars, including N. Babych, S. Bybyk, H. Volkotrub, O. Horbul, S. Yermolenko, S. Karavansky, S. Karaman, T. Kovalevska, O. Kubrak, L. Matsko, L. Palamar, M. Pentiliuk, O. Serbenska, T. Chmut, L. Shtoma, and others.

The professional pedagogical speech of the future teacher has been the subject of study and analysis in the scientific researches of N. Babych, N. Volkova, A. Hodlevska, N. Holovan, O. Horska, V. Hrynova, T. Kaliuzhna, M. Mykhniuk, N. Moskovchuk, L. Palamar-chuk, L. Struganets, V. Pasynok, I. Pakhnenko, L. Savenkova, L. Struhanets and other renowned researchers have emphasised the specificity of teachers' speech skills in the context of contemporary educational processes in secondary schools. These studies identify the principal avenues for training future teachers in professional and pedagogical communication, and provide specific guidance on methods and techniques for developing and enhancing their professional speech as a means of disseminating educational information. In addition to presenting theoretical material to students, it is also important for teachers to improve their oral professional speech and develop their ability to communicate effectively in any field of activity. Consequently, it is crucial to examine the professional communication of prospective primary school teachers by analysing the characteristics of their speech as a means of pedagogical interaction.

The objective of this article is to examine the distinctive characteristics of future primary school teachers' oral professional and pedagogical speech as a means of effective communication in educational activities.

Methodology and research methods.

In order to describe the main provisions on the peculiarities of the future primary school teacher's oral professional and pedagogical speech, we employed the principles of the scientific theory of the unity of language and speech; professional orientation of education in higher education institutions; and scientific works and research on the problem of forming and improving oral speech as a means of communication in the professional sphere. In order to achieve the objective of this publication, we employed a number of theoretical research methods, including the analysis of linguistic, pedagogical and methodological literature on the subject, as well as the observation of the speech activity of students majoring in Primary Education in the humanities classes.

Statement of basic materials.

The current realities of the educational market necessitate a diverse range of acquired knowledge and skills from university graduates. Among these, the communication component is a cross-cutting one, and is highly valued by employers, even more so than professional skills in any profession. It is evident that future primary school teachers must possess a high level of linguistic proficiency to effectively instruct their students. They must be able to adhere to the established norms of the Ukrainian language, construct their own statements, and employ effective motivational techniques to encourage their students in the acquisition of knowledge.

The teacher's speech activity should be aimed not only at providing basic knowledge to students, as prescribed in state documents (State Standard of Primary Education, Model Educational Programmes for

NUS, etc.), but also at directing the communication process to solve pedagogical tasks, using various means of organising communicative interaction of all participants in the educational environment. The professional speech of a future teacher represents one of the most crucial tools in the development of their pedagogical abilities. Without this skill, it is impossible to achieve the desired educational outcomes.

It is important to highlight that the professional and pedagogical communication of a teacher during the educational process is designed to facilitate purposeful interaction between the teacher and students, regulate pedagogical relations, and create favourable conditions for learning through various communication channels.

It is important to note that oral speech is a direct form of communication that occurs in the presence of both speakers and both parties. This occurs due to the articulation of speech sounds that are perceived by the hearing organs, with the intention of transmitting information to other people in order to influence their behaviour and activities.

The authors of the Dictionary and Reference Book of Ukrainian Linguodidactics define *the concept of «oral speech»* as a form of speech. This is a type of speech activity in which speech information is transmitted through sounds. Oral speech is situational speech, created in the process of communication, designed for auditory perception and dependent on the reaction of listeners. It involves the direct presence of the addressee of speech, allowing the speaker to modify their speech in response to the listener's reaction. Non-verbal communication, such as facial expressions and gestures, plays a significant role in oral speech. In accordance with the context of the speech situation, there are two types of oral speech: pre-prepared (planned) and spontaneous. In contrast to written communication, oral

speech does not permit the same degree of correction and revision. In the context of educational activities, the following genres of oral discourse can be distinguished: conversation, lecture, report, speech, answer in class, and teacher's word. The various forms of oral communication include telephone conversations and communication via Skype (Dictionary and Reference Book, 2015, p. 250). With regard to the aforementioned distinctions, oral discourse is categorised according to the nature of the interaction, which may be either direct or indirect. Direct contact encompasses a range of forms, including speeches, reports, lectures, and narratives. In contrast, indirect contact encompasses communication in computer networks and distance learning.

N. Riznyk notes that oral speech is composed of segments, or independent parts, that have a specific length. One of its units is the *phrase*, which is defined as a segment of speech that is characterised by semantic completeness, intonation, and is limited by two rather long pauses. A sentence is not always identical to a phrase, as it may comprise several phrases. The result of the speech process is a *text*, which is a set of sentences (several or many) that are consistently united by meaning, unfold in time and are constructed according to the rules of a particular language system. It is through the medium of text that oral speech is reproduced. Nevertheless, *subtext* is also a component of speech. This is not explicitly stated in the text, but rather follows from the manner in which it is interpreted and represented. Subtext represents a powerful means of figurative embodiment and pedagogical interpretation of educational material. The accurate expression of subtext is the foundation of the effect of «experiencing», which introduces listeners to the content of the information expressed by the teacher (Fundamentals of Professional Communication, 2014, p. 45).

We concur with N. Volkova's assertion that the efficacy of future teachers' communication hinges on their comprehension of the nuances of oral discourse. Vocabulary selection and grammatical norms are simplified, as evidenced by the use of numerous established constructions and phrases that are assigned to specific situations and contribute to the concretisation of thought. The desire for conciseness and the elimination of ambiguity in the understanding of information leads to the standardisation of oral speech, which impoverishes the arsenal of linguistic means. This simplifies professional and pedagogical communication, as the use of standard cliché phrases facilitates perception and reproduction (Volkova, 2006, p. 118).

The ability to master professional speech and convey information to students in an engaging and effective manner is a fundamental tenet of every specialist. As V. Mykhailiuk (2004, p. 33) notes, knowledge of the language of the profession increases labour efficiency, production productivity, and helps to better navigate direct business relations (Mykhailiuk, 2004, p. 33).

A prospective primary school teacher's professional speech should, first and foremost, adhere to the norms of the modern Ukrainian language, including accentological, orthoepic, grammatical, and syntactic norms, as well as the standards of speech culture. It is commonly believed that Socrates captured wisdom: «Speak so that I may see you». This expression is directly related to teachers, as it is the "first" educator who is remembered by children. The voice, timbre, strength, and ultimately the level of awareness, intelligence, and general culture are revealed in communication.

In light of the aforementioned considerations, an attempt will be made to characterise the teacher's oral professional and pedagogical speech as a communicative

speech act. This is an interactive process of providing information and knowledge to students in the educational process.

With regard to the speech activity of primary school teachers in the context of pedagogical activity, it is possible to distinguish between the features of oral professional and pedagogical speech. These include the following:

- The quality of monologue speech, which is a type of oral speech that involves statements by one person. It is characterised by the ability to present information in a clear, logical and convincing manner, which is designed for passive perception and listening. This is exemplified by the teacher using a speech act in the form of an appeal, message, story, comment, etc.

- The ability to build a dialogue (dialogic speech), which is a process of speech interaction whereby each participant acts as both a listener and a speaker. In school practice, this is exemplified by types of conversations between teachers and students, which are built in the form of questions and answers.

- The communicative and speech orientation of the participants of the educational process, which is characterised by a clear selection of information to create a statement and transmit it to the listeners.

The distinctive characteristics of oral speech make it evident that a future teacher, in their professional pedagogical activities, should possess a clear and conscious mastery of the normativity of speech in order to provide their students with an exemplary and nationally identified Ukrainian native word, among other languages. The aforementioned characteristics of oral speech are developed and refined in the humanitarian cycle classes for students majoring in primary education, such as: «Culture of Speech with a Workshop on Expressive Reading», «Modern Ukrainian Language with a Workshop»,

«Fundamentals of Language Influence», «Scientific Communication in Ukrainian», and others. The content of these educational components is designed to facilitate the achievement of the following main tasks: a future primary school teacher should possess a comprehensive understanding of speech technique, be able to select linguistic and stylistic means in accordance with the purpose and conditions of communication, perceive, reproduce and create ready-made texts, master the techniques of preparing and delivering a public speech, apply professional Ukrainian terminology in various communication situations, utilise common and special dictionaries, etc.

The evidence indicates that the formation and improvement of future primary school teachers' oral professional and pedagogical speech, particularly in the context of blended learning, necessitates a shift in the selection of methods, techniques and means of providing educational material by teachers. This is to ensure that students not only perceive information but also engage in reflection, analysis and reproduction of what they have learned.

As N. Volkova asserts, the subject of pedagogical activity is able to optimally solve pedagogical tasks at the predicted professional level thanks to oral professional and pedagogical speech. An essential prerequisite for this is the presence of emotional and intellectual interaction with students, which occurs through the use of linguistic means in accordance with the norms of a particular language. Oral professional and pedagogical speech necessitates a multiplicity of linguistic abilities, an optimal blend of cognitive (the availability of professional knowledge), emotional (the expression of feelings, the selection of means of their expression in various situations of objective reality) and activity (the creation of new values) components. These components are

constantly developing throughout a teacher's professional career (Volkova, 2006, p. 117).

It is also of significance to highlight the distinctive characteristics of the future primary school teacher's professional and pedagogical speech.

In scientific sources, the terms «pedagogical speech» and «professional (specialist) speech» are often interpreted in an identical manner. In her analysis of various approaches to improving pedagogical speech, T. Kaliuzhna identifies four key objectives: a) productive communication and interaction between the teacher and pupils; b) the positive influence of the teacher on the consciousness, feelings of pupils in order to form, correlate their beliefs, motives of activity; c) full perception, awareness and consolidation of knowledge in the learning process; d) rational organisation of the teacher's educational and practical activities (Kaliuzhna, 2011, p. 8).

Professional speech is a distinctive functional type of speech that serves the professional sphere of communication. It is a language subsystem used by specialists in the field of science and technology for communication related to professional activities in formal and informal communication situations (Moskovchuk, 2018).

I. Pakhnenko considers the concept of «professional speech» to be a process of exchanging ideas in a specific field of knowledge. Regardless of the form in which it is carried out, it is the functional reality of language in all its material and situational forms. Professional speech is one of the varieties of literary speech that finds its realisation in the process of communication, which is carried out through various forms of speech, including oral and written, as well as dialogue and monologue. It serves the purpose of facilitating communication between professionals engaged in the field of industrial relations, thereby assisting them in

navigating complex professional situations (Pakhnenko, 1995).

To illustrate, T. Kaliuzhna delineates the prerequisites for a teacher's professional and pedagogical speech.

1. The teacher's professional speech should meet the requirements of the language culture. This is an important indicator of the level of their intelligence, education, and general culture. Its condition is therefore knowledge of the language, as speech is a means of existence and the use of language. The term «culture of language» is used to describe a language that is not only in accordance with modern literary norms (accentological and syntactic), but also possesses other qualities that indicate its communicative perfection. These are accuracy, logic, purity, expressiveness, richness, and expediency.

2. The teacher's professional speech should be regarded as a kind of verbal action aimed at exerting intellectual, emotional, volitional and moral influence on students. The words of a genuine teacher are capable of persuading, motivating, and evoking appropriate emotions in students, influencing their attitudes towards the subject matter being discussed.

3. The teacher's professional speech should be directed and addressed to students. The primary objective of an orientation speech is to prompt students to engage in dialogue with the teacher, to encourage them to participate in collaborative learning, and to foster an atmosphere conducive to reflection and empathy (Kaliuzhna, 2011, p. 13).

L. Palamarchuk defines pedagogical speech as a type of literary speech that is employed in the process of pedagogical communication. Its purpose is to ensure the achievement of educational goals by the teacher and to determine the speech culture of students (Palamarchuk, 2015, p. 132).

Teacher's speech culture constitutes an integral part of the overall image of peda-

gological speech in general. An understanding of literary sources and the diverse approaches of scientists to the subject of speech culture provides grounds for the conclusion that language culture is an autonomous linguistic discipline that studies the norms of the contemporary literary language and the level of linguistic competence of its speakers. Speech culture is defined as the ability to communicate effectively and correctly, using the appropriate language and grammar, and to express one's thoughts in a clear and coherent manner (Mordovtseva, 2023).

As defined by I. Kravtsova and L. Shpachuk, a teacher's culture of speech is his/her authority, a sign of belonging to a profession respected at all times; it is a discipline that is not only professionally but also ethically oriented. It is immoral for a teacher to make mistakes in his/her own speech; he/she is a speech personality and a communicative leader; he/she is a role model for children, a speech example for adult parents. The culture of speech is a fundamental characteristic of the general culture of an individual. Consequently, the culture of speech of a teacher is a characteristic of the general culture, state and social prospects of the nation and the socialisation of a child (Kravtsova, Shpachuk, 2013, pp. 7-8).

In defining the main characteristics of a teacher's speech culture, researchers identify the following: "Correct pronunciation, the free and easy use of words, the avoidance of vulgarisms, provincialisms, archaisms, parasitic words, unnecessary foreign words, the emphasis on the main ideas, phonetic expressiveness, intonational variety, clear diction, measured speech pace, the correct use of logical accents and psychological pauses, the correlation between meaning and tone, between words, gestures and facial expressions are necessary elements of a teacher's language culture" (Volkova, 2006, p. 127).

Accordingly, the structural features of a teacher's speech can be defined as follows:

a) Duration of the speech. The duration of a teacher's speech depends on its genre (e.g., lesson, conversation, report, message, lecture, rally speech, etc.) and is determined by the speaker on the basis of the communicative intention (focus), topic and situation of communication.

b) Horizontal division refers to the placement of all parts of the speech, the content of the class, and the organisation of the material according to a certain system. This creates a sense of logical coherence and dynamism in the speech, and helps to direct the audience's thought in the right direction.

c) Vertical division refers to the subordination of parts of the text by importance. This implies that the main body comprises a number of subtopics, each of which conveys information to the addressee in a different manner.

d) Use of tropes refers to the use of words and phrases in a figurative sense, whereby the direct and figurative meanings are the most important means of creating expressiveness in public speaking (the speaker's use of metaphors, similes, metonymy, irony, paradox, etc.).

e) Use of rhetorical figures. This enhances the clarity, expressiveness and impact of speech, which is facilitated by the use of special syntactic constructions, including antithesis, gradation, repetition, anaphora, epiphora, parallelism, rhetorical appeal, and others (Volkova, 2006, pp. 130–131).

The practice of working in a higher education institution demonstrates that the training of future primary school teachers in the humanities cycle is frequently reduced to the acquisition of theoretical knowledge and methods. This can give rise to difficulties when it comes to mastering the technique of speech. Nevertheless, the formation of a

specialist is contingent upon not only profound knowledge but also the enhancement of their oratory abilities. It becomes evident that the mastery of the art of speech is a protracted process. It necessitates self-testing, self-control, habits and the necessity for continuing education and the raising of one's own cultural level.

In light of the aforementioned considerations, it can be asserted that for effective pedagogical communication, a prospective primary school teacher must possess a culture (lexical, grammatical, orthoepic literacy, expressiveness) and technique (breathing, diction, timbre, tempo, dynamics) of speech. The comprehension and memorisation of educational material by students is contingent upon not only the content of the material itself, but also upon the logic, clarity, and emotionality of its presentation by the teacher. The teacher's use of various intonations, semantic emphasis, pauses, changes in volume, and tempo also plays a significant role in this process. It is therefore essential that teachers possess a comprehensive understanding of the rules, techniques and conditions of effective communication, including a substantial command of language and speech skills. This is necessary for the effective teaching of their students.

In her analysis of the key attributes required of a teacher's professional discourse, N. Volkova highlights the necessity for oral communication skills. The use of words, coherent speech, and text enables the teacher to effectively transmit information, organise students for perception, memorisation, and reproduction of the material. In this case, the teacher must utilise a variety of linguistic techniques, master the vocabulary of professional discourse, adhere to the norms of pronunciation and word stress, implement the norms of literary language within the framework of pedagogical communication, select the

most appropriate language and speech means from the national arsenal of the language in accordance with the needs of expression, choose the most suitable functional styles of speech, and arrange oral and written pedagogical speech in accordance with modern literary norms. In professional and pedagogical communication, the teacher should implement the main types of speech. This includes the use of the peculiarities of oral professional speech to transmit information, influence the behaviour and activities of the subject of communication. It also encompasses the implementation of monologue and dialogue in various forms of oral speech. Furthermore, the teacher should transmit professionally oriented information through written speech. Additionally, they should maintain pedagogical documentation by means of written speech. Finally, the teacher should model external speech – that is, thinking, planning and regulating activities – by means of internal dialogue (Volkova, 2006).

Effective language communication is an information exchange that ensures the achievement of the goals set by the communicators and the establishment of interpersonal relations. The effectiveness of communication is determined by a number of indicators, with the pragmatic and socio-psychological aspects being of particular importance. From a pragmatic perspective, communication effectiveness is contingent upon the achievement of goals set by communicators within a specific communication context and the successful navigation of potential obstacles. From a socio-psychological perspective, the most significant indicator of communication effectiveness is the satisfaction of participants with the communication process and interpersonal relationships (Fentsyk, 2019, p. 43).

Conclusions and directions for future research. The issue of developing and

enhancing the oral professional and pedagogical speech of future primary school teachers remains pertinent today. This is because it represents the primary means of pedagogical activity through which educational information is transmitted in the «teacher-students» system. Furthermore, it serves to ensure the effectiveness of pedagogical interaction in the educational process. Unfortunately, the current state of education of students in challenging military conditions, where the distance format of communication is predominantly employed, does not permit teachers to fully implement a «live» productive communication process of interaction between all participants in this process. Both linguists and psychologists consider oral communication to be more complex than dialogic communication. This is because it necessitates the capacity to utilise words correctly, to comprehend their meaning, to construct a phrase correctly, and to distinguish between the styles of each communication. In order to implement these skills in the future teaching profession, primary school teachers must engage in in-depth linguistic study of the modern Ukrainian language, speech culture, rhetoric, and achieve a high level of proficiency in professional speech. The formation of a system of integrated professional knowledge and skills is essential for oral professional and pedagogical speech. This system should be closely linked to the educational components of the philological direction, ensuring the interdisciplinary connection of parallel and interrelated language and professional training.

Further research will be conducted with the objective of identifying the most effective training methodologies for future primary school teachers, with a view to developing scientific speech in the context of the educational components of the humanities cycle.

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Мордовцева Н. В., Ужченко Д. В.
Усне професійно-педагогічне мовлення як засіб комунікації майбутнього вчителя початкових класів

У статті розглянуто проблему усного професійного мовлення майбутнього вчителя початкової школи як ефективного засобу комунікації в освітньому процесі. Зазначено, що провідну роль у мовленні майбутнього вчителя початкових класів має усне мовлення – процес говоріння, комунікативного впливу на слухача з метою надання навчальної інформації, знань у формі монологу чи діалогу, використовуючи рідні методи, прийоми і засоби для позитивної і результативної діяльності здобувачів. Основною метою професійно-педагогічного мовлення є забезпечення продуктивного спілкування та взаємодії педагога й учнів; позитивний вплив учителя на свідомість учнів з метою формування їх переконань та мотивів діяльності.

Зазначено, що для успішного педагогічного спілкування майбутньому вчителю початкових класів необхідні культура (лексична, граматична, орфоепічна грамотність, експресивність) та техніка (дихання, дикція, тембр, темпоритм, динаміка) мовлення. Реалізація цих умінь у майбутній педагогічній професії потребує від учителів початкової ланки поглибленого вивчення лінгвістичного матеріалу з сучасної української мови, культури

мовлення, риторики, досконалого володіння професійним мовленням загалом.

Ключові слова: мова, усне мовлення, культура мовлення, вчитель початкових класів, усне професійно-педагогічне мовлення.

Mordovtseva, N.V., Uzhchenko, D.V.
Oral Professional-Pedagogical Speech as a Means of Communication of the Future Primary School Teacher

The article examines the problem of oral professional speech of a future primary school teacher as an effective means of communication in the educational process. It is noted that the leading role in the speech of the future primary school teacher is oral speech – the process of speaking, communicative influence on the listener with the aim of providing educational information, knowledge in the form of a monologue or dialogue, using native methods, techniques and means for positive and productive activity of learners. The main goal of professional and pedagogical speech is to ensure productive communication and

interaction between the teacher and students; the positive influence of the teacher on the consciousness of the students in order to form their beliefs and motives of activity.

It is noted that for successful pedagogical communication, the future primary school teacher needs culture (lexical, grammatical, orthographic literacy, expressiveness) and technique (breathing, diction, timbre, tempo, dynamics) of speech. The implementation of these skills in the future teaching profession requires primary level teachers to study in-depth linguistic material from the modern Ukrainian language, speech culture, rhetoric, and perfect mastery of professional speech in general.

Keywords: language, oral speech, speech culture, primary school teacher, professional and pedagogical oral speech.

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