CHAPTER 2. FORMATION OF LANGUAGE PERSONALITY

2.1. FORMATION OF THE LANGUAGE PERSONALITY OF A STUDENT-PHILOLOGIST BY MEANS OF INTEGRATED PROFESSIONAL COMMUNICATIVE COURSE

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Introduction

The radical changes taking place today in the political and socio-economic spheres of society have determined the appropriate changes in the spiritual world and the shift of emphasis in the traditional education system. As a result, modern education in Ukraine is constantly faced with many urgent problems, and the future of the society depends on their solution. However, the central, in fact, is the problem of communication.

The determining factor in the training of philologists is the formation of professional and communicative skills, which are the basis of the language personality of a modern student-philologist, as well as the appropriate methodological support of this process. These skills are an important indicator of their readiness for the professional activities – their research work, their performance and their teaching efforts. In other words, the future state of education and progress of the Ukrainian society in some way depends on the level of formation of the specified skills and on the methodical decisions of their formation. And pedagogy and methodological science have approached the fork from

which different paths can be laid, both to the development and to the degradation of education. Therefore, the transition to a new paradigm of education, which is dominated by the idea of innovative approaches, changing priorities and guidelines, is not only justified, but also able to ensure the development of a person focused on broad and active social interaction.

Thus, it is inevitable to find new solutions in the field of improving the professionalism of future teachers, improving methodological tools that combine fundamental theoretical knowledge with practical training, development and implementation of an effective system of formation of communicative skills of philologists.

A retrospective look at the development of science shows that the strict need for linguistic, psychological, pedagogical and methodological research arises at sharp turns in history, when there are qualitative changes in social processes and phenomena. So it was in the Renaissance, in the Modern times, so it is in the present era – the era of globalization.

In the 60's and 90's in European philosophical thought (K.-O. Apel, J. Habermas, M. Riedel, etc.) there was a communicative turn, thanks to which the comprehension of linguistic communication, language and speech was deepened to the beginnings of human understanding of the world. And it prepared the theoretical and methodological conditions for understanding the role and place of communication in society.

In modern linguistics, the priority is to study the communicative interaction of individuals, focused on dialogue in relation to the dimensions of language, environment and culture, which stimulated the development of such disciplines as text linguistics, speech theory, linguopragmatics, cognitive pragmatics, sociopragmatics, functional pragmatics, paralinguistics and the introduction of such concepts as "communicative competence" and "language personality" to the scientific apparatus.

In recent decades, a new scientific discipline has been actively formed and theoretically substantiated in the modern scientific space – "speech influence" (I.A. Sternin), which considers the effectiveness of communication and focuses on the practical needs of society.

In psychology, the study of pedagogical communication gained its perspective and dynamics. It was carried out at the theoretical level and in practical developments and recommendations on the factors of successful formation and development of speech skills, psychological foundations of communicative activity of the teacher, his/her individual

psychological and professional qualities, features of organization and management of educational activities of students.

In modern pedagogy, the emphasis is on the dialogical essence of learning, the development of professional "technology" of interaction, which appears as a subject-subject communication, the introduction of a system of personality-oriented learning.

Mastering the profession of a teacher of philology is mastering a specific activity, which is based not on the amount of knowledge in general, and knowledge of the language in particular, but on the speech activity. Therefore, it seems justified to talk not only about the professional and communicative activities of the teacher-linguist, but also about the need to form the linguistic personality of the student-philologist.

§ 1. The Problems of the Formation of the Linguistic Personality of a Student-Philologist

The concept of linguistic personality is widely covered in the humanitarian sciences. In linguistics, there are different approaches that in one way or another characterize the linguistic personality and highlight its features. Some scientists[1] (L.E. Azarova, L.R. Ermakova, A.P. Sedykh) distinguish the following approaches: polylectal (multi-human) and idiolectal (specifically human) personality (V.P. Neroznak); ethnosemantic personality (S.G. Vorkachev); elite linguistic personality (T.O. Kochetkova); semiological personality (A.G. Baranov); Russian language personality (Yu. M. Karaulov); language and speech personality (Yu. E. Prokhorov); linguistic personality of western and eastern cultures (T.M. Snitko); vocabulary language personality (V.I. Karasyk); emotional language personality (V.I. Shakhovsky) and others.

This wide range of approaches demonstrates the significance and relevance of the concept of "linguistic personality" for modern science, as well as the possibility of using scientific achievements for practical use in various fields of human activity. In linguodidactics, this concept is associated with the scientific work of Georgy Isayevich Bogin and his model of linguistic personality. The scholar claimed that the linguistic personality is "the central concept of linguodidactics" and considered

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[1] Азарова Л. Е. Понятие языковой личности в лингвистике. Annales Universitatis Mariae Curie-Sklodowska, section FF – Philologia. Lublin–Polonia. Vol. XXXV. 1-2017. С. 169–183 ; Ермакова Л. Р., Седых А. П. Языковая личность и способы ее манифестации. *Научные ведомости. Серия Гуманитарные науки*. 2010. № 8(89). Вып. 7. С. 81– 87.

it in terms of "readiness to create speech acts"[2]; linguistic personality is characterized here "not so much by what he/she knows about the language, but by what he/she is able to do with the language"[3]. Thus, not only "the knowledge of a language" is important, but also "the language acquisition" and "the willingness to use it"[4] are of a great importance. The author identifies the elements that are necessary for a developed linguistic personality at the stage of its development, which requires "the unity of all functions of language in speech activity", namely: subject-visual, expressive, connotative-attractive, phatic, aesthetic-poetic, metalinguistic ones. But the realization of these opportunities occurs only "in speech works"[5].

It should be noted that today there are different views on the linguistic personality in linguodidactics. This is the linguistic personality of Lyubov Ivanivna Matsko, who considers and characterizes the linguistic personality of the teacher-linguist, taking into account the realities of modern language education. The researcher emphasizes that these are "language-communicative social demands, motivational needs and perfect competencies; thorough language knowledge and mobility of their use; language consciousness; national cultural conductivity of the language personality, knowledge of concepts and language signs of national culture; language ability and language capability; language sense, language taste; conscious aesthetic language behaviour; language stability "[6].

This is also the technology of formation of the linguistic personality of the teacher-philologist on the basis of the competence approach of Tetiana Volodymyrivna Symonenko, where the scientist emphasizes the importance of the cultural factor that "fully influences the formation of the linguistic personality of the teacher-philologist in the modern educational paradigm."[7] And the views of Natalia Mykolaivna Ostapenko, who offers to consider the model of "ideal teacher-

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[2] Богин Г. И. Современная лингводидактика : учебное пособие. Калинин : Калининский гос. ун-т, 1980. С. 3.

[3] Ibid. Р. 4.

[4] Ibid. Р. 7.

[5] Ibid. Р. 8–9.

[6] Мацько Л. І. Українська мова в освітньому простор : навчальний посібник для студентів-філологів освітньо-кваліфікаційного рівня «магістр». Київ : Вид-во НПУ ім. М. П. Драгоманова, 2009. С. 84.

[7] Симоненко Т. В. Технологія формування мовної особистості вчителя-словесника на основі компетентнісного підходу. *Лінгводидактична компе-тентність майбутнього вчителя-словесника: теоретико-практичний аспект. До ювілею Н. М. Остапенко.* Черкаси : видавець Чабаненко Ю. А., 2016. С. 44.

philologist" through the prism of the language personality of the teacher, in which the scientist clearly traces the *linguistic* aspect (perfect language skills according to the types and styles of speech; deep knowledge of all language subsystems; readiness for linguistic self-improvement, knowledge of the theory of training and upbringing, mastery of innovative teaching technologies, knowledge of modern communication technologies, ability to organize independent language and cognitive activities of students, etc.) and *communicative* aspect (the ability to combine educational, developmental and upbringing goals in the classroom by means of communication; the internal readiness to promote the language in extracurricular activities among students and adults; the ability to reveal the beauty and richness of language; the ability to use language tools to get acquainted with the values of people and maintain folk customs and traditions, etc.)[8].

It is not difficult to notice that linguodidactists are looking for a universal model of language personality for a teacher of philology. Summarizing the list of characteristics that describe the linguistic personality of a teacher of philology, we can identify several main aspects, namely: linguistic, speech, social and aesthetic ones. Based on them, in our opinion, we can best reveal the ways of forming the linguistic personality of the student-philologist, for whom language is the purpose and task of learning, and a means of transmitting information and a form of communicative interaction. For that reason, in linguodidactics there is a tendency to expand and deepen the understanding of linguistic personality.

In defining the linguistic personality of a philology student, it seems appropriate to rely on the definition of *professional and communicative skills[9]*, as well as on the modern characteristics of a philology teacher. So, the basic definition of the linguistic personality of a philology student will be the following: *the linguistic personality of a student-philologist* is a complex integrated system that has a clear social and active nature, based on a set of professional linguistic and pedagogical communicative knowledge, skills and abilities to effectively communicate in various areas of communication and which are able to

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[8] Остапенко Н.М. До проблеми побудови моделі ідеального вчителя-словесника. *Вісник Черкаського університету*. Серія : Педагогічні науки. Черкаси. 2001. Вип. 23. С. 101–109.

[9] Василенко М. П. Формування професійно-комунікативних умінь у студентів філологічних факультетів : дис. ... канд. пед. наук : 13.00.02 / Черкаський націо-нальний університет. Київ, 2008. С. 103.

provide their own cultural, economic, intellectual, personal, value, etc. needs, interests, ideals through effective interaction with people.

It should be noted that in modern conditions it is impossible to teach Russian as it was twenty years ago. This situation is formed due to a number of factors. First of all, it is the social significance of the functioning of the Russian language in Ukraine, which is to implement personal, cultural, professional and economic ties of people, and therefore requires the formation of students' ability to properly express their views, obtain and process necessary information, to perform all types of speech activity. Secondly, the functioning of the Russian language in Ukraine is limited to the spheres of use (relevant are domestic, scientific, journalistic spheres), which requires in-depth knowledge of linguistic and extralinguistic features of genres inherent in these areas and skills of their construction in Russian. Third, the functioning of the Russian language in Ukraine takes place in the Ukrainian-speaking environment, which requires a student of philology to make the right and appropriate choice of language forms and provides in-depth knowledge of the Russian and Ukrainian languages. Fourth, the Russian language is considered in Ukraine as the language of culture of the Russian people, which necessitates the future specialist of the Russian language to take into account the ethnographic and linguistic context.

In this situation, it is inevitable to find new solutions in the field of improving the professionalism of future teachers of philology: improving teaching aids, combining theoretical language knowledge with practical training; development and implementation of the most effective system of formation of the language personality of the student.

§ 1.1. The Tasks, Structure and the Basic Principles of the Integrated Course "Theory and Practice of Communication"

We offer a system of work that organically complements and specifies the theoretical, methodological and linguistic education of philologists at the university by means of an integrated and end-to-end course "Theory and Practice of Communication".

In this case, we took into account the important, in our opinion, needs of students of philology, namely: the social need for communication; communicative needs of students in scientific and cognitive activities. In addition, the communicatively significant for philologists genres of scientific, journalistic styles and pedagogical orientation of professional training of future specialists were taken into account.

The proposed course solves the following **tasks:**

1) the arrangement of empirical and the expanding of theoretical knowledge on the main issues of communication and determining of their constitutive significance in human life in general and in the life of a teacher-philologist in particular;

2) ensuring that students of philology are aware of their communicative behaviour and their own communicative needs, which will be realized by them in the social, scientific, cognitive and professional spheres of activity;

3) in the process of training of future language specialists to form their scientific and critical attitude to their own speech activity, the ability to solve communicative problems by choosing a certain speech action in accordance with the situation and the logic of the speech act;

4) the formation of their own set of methods, techniques of scientific knowledge, taking into account the communicative needs in cognitive and educational activities;

5) mastering communicatively significant for students of philology genres of scientific, journalistic styles with a focus on further scientific and pedagogical activities;

6) the use of interactive teaching methods that would provide awareness, development of their own communication skills, taking into account the communicative approach to language learning.

The program of the course is designed for 4 years and consistently implements these tasks in a particular period of study.

The educational and methodical work, which forms the language personality of the student, combines the following areas of work: 1) the acquisition of knowledge in the theory of communication and mastering the skills of effective communicative interaction; 2) the formation of skills related to different types of speech activity and mastering of communicatively significant for future philologists genres of scientific, journalistic styles and genres of professional speech of the teacher.

§ 2. The Establishment of the Work on the Formation and Development of the Linguistic Personality of a Student-Philologist (1–2-d Years of Study, Bachelor's Degree)

In the first year of studying in the 1st direction of training the following topics are offered: the general knowledge about communication, verbal and nonverbal components, the concepts of speech act, sender and addressee, the communicative situation and its components, communicative noise. The practical classes discuss such issues as communication and interaction – the relationship of the concepts, the functions of communication etc. The concept of speech

etiquette is given, its functions and the most typical semantic structures of "address", "greeting", "acquaintance", "gratitude", "advice", etc. and the implementation of etiquette formulas in different speech situations are considered.

The consideration of these topics is predetermined by the fact that, firstly, the compliance with the speech etiquette always serves to optimize any communication; secondly, the ignorance or incompetent use of standard speech etiquette formulas often causes dissatisfaction, anxiety, insecurity, lack of confidence in yourself and your communication partner; thirdly, a conscious attitude to the use of speech etiquette formulas in one's own speech promotes the responsibility of future language teachers for their own words. These topics to some extent consolidate the knowledge about communication, communicative situation, social roles of the sender and the addressee; allow you to understand the process of communication in real life and predict its results.

The work on the formation of communicative skills within the 2nd direction of training continues the school line of work on types of speech activity, which provides the improvement of "skills and abilities in the main types of speech activity: listening, reading, speaking and writing necessary for perception, understanding and interpretation of language and to compose their own statements"[10]. However, this work is now more focused and interconnected and takes into account the communicative needs of students and the peculiarities of their future profession.

And in the first year of studying it is actually important for the future language specialists to master these general communication skills, without which their further professional activity is impossible. At the stage of adaptation of students to the independent mastering of educational material, a big role, in our opinion, is given to the formation of their ability to listen and understand. Therefore, the practical classes address issues related to the psychological mechanisms of listening, listening functions, listening rules, the prerequisites for effective listening-understanding; the barriers to effective listening are identified and the rules for overcoming them are learned. Theoretical questions about listening are considered in connection with the

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[10] Російська мова і література. Програма інтегрованого курсу для 10–11 класів загальноосвітніх навчальних закладів з навчанням російською мовою. Рівень стандарту /авт. колектив : Курач Л.І., Фідкевич О.Л., Снєгірьова В. В., 2017. URL: https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-10-11-klas/2018-2019/natsmenshyny/rosijska-mova-ta-lit-ra-integrovanij-kurs-dlya-znz-z-ros-m-riven-standartu.pdf (дата звернення: 30.10.2021).

methods of active listening of a public speech, particularly a lecture and a dialogue. In addition, the techniques of active listening-understanding during a dialogue and listening to a public speech are studied.

Reading is studied from the point of view of communicative tasks and features of different types of reading, necessary for educational and future professional activity of students. *Writing* is analyzed as a productive type of speech activity in connection with the psycholinguistic content of the process of oral speech summarizing. *Speaking* is considered in connection with the understanding of the peculiarities of a dialogue and monologue speech, as well as in correlation with the production of the secondary texts relevant to the first study year – an oral and a written detailed response to a linguistic topic and a review on a peer's respond.

It is from the first practical classes that students' attention is drawn to an important and difficult moment in the communication process – the ability to listen to the interlocutor, as well as to determine their own level of listening, to be aware of their own weaknesses and the need to overcome them. In the first practical class, the psychological tests are used to identify the listening skills (we applied the test offered by O. Ya. Goykhman and T.M. Nadeina)[11]. The testing shows that students usually gain a small number of points (from 49 to 60), which characterizes their listening abilities as average. Of course, the tests do not claim the objectivity of the assessment, but our goal was different – to demonstrate the imperfection of the level of mastery of their listening skills and to make them realize the need to improve them. It is appropriate to suggest such questions to the students:

– What difficulties do you have during communication and why?

– For what is it necessary to listen and why?

– Do you know how to listen?

– What, should be behaviour of an active listener look like, in your opinion?

An important point of work is the development of active listening techniques during educational activities, usually while listening to lectures or student reports. We focus on the principles of lecture notes: highlighting keywords, semantic series, writing abstracts, coding information, using colour etc. We offer to evaluate their own way of listening (whether they were tuned to the perception of the lecture, what factors helped and what things hindered the perception of information) and lecture notes (what they wanted to record in the first

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[11] Гойхман О. Я., Надеина Т. М. Речевая коммуникация : учебник. 2-е изд., перераб. и доп. Москва : Инфра-М, 2008. С. 79–92.

place: basic facts and ideas, the whole lecture, interesting examples; whether they put question marks on the margins, do they separate a new topic with the help of a new paragraph) and to analyse the dynamics of the progressive growth (what has changed in their own way of taking notes; whether the knowledge, gained in class, has helped). Thus, the assimilation of theoretical material is organically combined with the improvement of students' communicative skills.

The studying and compiling of "The Review of a Peer's Respond" is one of the types of work that can be considered as cross-curricular and multifunctional, as it aims not only to develop skills to build his/her own speech, instilling a culture of listening, but also to form the language personality of a freshman.

It should be noted that students usually (and in the best cases) characterize the answer of a friend in a few sentences, indicating the correctness of the answer, its completeness, the presence of the necessary parts in it, as well as examples and comments to them. It should be emphasized that such skills are not enough, because the new level of knowledge requires: a) a higher degree of independence of analysis, meaningful material, scientific presentation, audience orientation, depth and versatility of characterization; b) the ability to evaluate even a not very successful answer in a correct and friendly manner, which educates an attentive listener, a correct opponent and, finally, a future teacher and scientist.

Compiling of "The Review of a Peer's Respond" is also a certain stage of preparation for pedagogical work, as a teacher of philology in his/her professional activity solves various communicative tasks. He listens, asks, explains, informs, motivates, persuades, generalizes, evaluates, that is, implements the repertoire of pedagogical genres. The teacher's evaluative statement is also included into these pedagogical genres and the assessment of the student's detailed response is one of the types of it. This is true because the evaluative genres also "contribute to the formation of communicative skills of students, give the teacher the opportunity to show tolerance and implement a personality-oriented approach to learning, become a text-sample of the evaluation genre for the student"[12]. When working on a review, we use a summary table (or memo)[13].

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[12] Смелкова З. С., Ипполитова Н. А., Ладыженская Т. А. Риторика : учеб. для студ. высш. учеб. заведений. Москва : ТК Велби, Изд-во Проспект, 2006. С. 356.

[13] Василенко М. П. Способствовать реализации «репертуара педагогических жанров». Составление отзыва на ответ товарища как многофункциональный вид работы при формировании профессионально-коммуникативных умений. *Русская словесность в школах Украины.* Киев : Изд-во «Педагогічна преса». 2006. № 3. С. 40–42.

As a type of work aimed at developing the ability to create their own works and be able to present them to the audience, we offer students some speech topics. These topics may include the following: "In your opinion, why is life compared to travel?", "Do you agree with the phrase:"The result justifies the means". Prove your point of view","What is more important in life: knowledge or success? ","Is there a conflict of generations today? Is it possible to overcome it? "etc. Students usually like to think over the speech works. This is an opportunity to express your point of view and get acquainted with your classmates. Moreover, students learn to speak in front of an audience, answer questions and ask questions themselves in a correct and friendly manner.

Thus, the offered system of work for the first-year students, in our opinion, not only combines theoretical issues of communication with fundamental and special disciplines and transforms them into a field of practical application, but also specifies the training of philologists, whose activities are focused on research and active social communication. It also makes the foundation for scientific and cognitive, practical and professional activities of the future specialist.

In the second year, within the first direction of work at practical classes, the following issues are discussed: communicative strategies and tactics; basic rules of communication; communicative behavior; the concepts of speech influence and ways of speech influence on person, concepts of manipulation in communication are given. It is noted that communicative processes concern not only interpersonal communication. In this regard, we give general concepts of intercultural and international communication, consider some features of communicative behavior of different nationalities of the world.

Our students are introduced to new professions generated by communication technologies of the 20th century: advertiser, conflict manager, speechwriter, press secretary, etc. (in the future, students prepare reports on the offered list of "new professions").

Within the topics of communicative interaction, the types of interactivity become the object of attention: 1) communicative cooperation, characterized by consistency of intentions, strategic programs of communicators, symmetrical relations between them, efficiency and optimality of communication; 2) communicative conflict due to inconsistency of intentions, strategic programs of communicators, asymmetric relations between them, resulting in the termination of communication, unwillingness to continue communication; 3) communicative contest, based on the desire to gain intellectual superiority, to realize their intentions in a debate,

discussion, to raise the status of the person of each of the communicators[14]. Analyzing the concept of "communicative cooperation", we turn to the basic rules of communication of P. Grice (or postulates of speech communication) as a way to cooperation in communication. In practical classes on "The concept of speech influence" and "The concept of manipulation" students can study the concept of *speech influence* and its methods (proof, affiliation, persuasion, order, request, constrain)[15]; concepts and methods of *manipulation*. In the course of the conversation, the concepts of influence and manipulation are distinguished. These topics are of interest to students, they emotionally discuss the issues offered in the plan of a practical class and those that arise during the conversation; give examples from their own experience and the experience of their acquaintances.

Thus, the considered issues of communication give a general picture of communication, features of communication and knowledge of reality, which must be known and able to take into account in their own communicative activities.

The task of the second direction is to study the current written and oral genres of academic writing. The practical classes first of all consider the general theoretical issues regarding the main features of the scientific style in terms of: 1) the method of teaching the material, 2) the system of speech at the level of vocabulary, grammar, syntax, 3) extralinguistic means.

The tasks presented to students include theoretical issues and work on a scientific text (we use the texts of linguistic articles for the analysis).

After studying the main features of the academic writing, its linguistic and extralinguistic features, we consider (theoretically and practically) communicatively significant for students of philology genres of scientific style. Namely: annotation, abstract, report, abstracts of the report, term paper, etc.

For example, the work on an abstract begins with a theoretical introduction: definition, purpose, objectives of the abstract, consideration of types of abstracts and their purpose.

The next stage is the work on the perception and awareness of the original text and activities aimed at creating a new text. The system

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[14] Селіванова О. Сучасна лінгвістика : термінологічна енциклопедія. Полтава : Довкілля-К, 2006. С. 185.

[15] Стернин И. А. Введение в речевое воздействие. Воронеж, 2001. С. 64–66.

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of exercises is aimed at comprehending and compressing the proposed text. The main task of these exercises is to develop the ability to highlight the primary and the secondary information and reduce the latter.

The work is completed by analyzing the sample texts of abstracts and writing an abstract.

Students are encouraged to create a folder with files, which would accumulate theoretical and practical material on the genres we are considering: photocopies from various sources to the specified topics, memorabilia, etc. Students themselves select the necessary material in folders. This is very convenient: at any time you can refer to the theoretical material and recollect the main points of the study.

Within the same block, we consider the concept of *discussion* as a type of scientific discussion and issues related to the preparation and performance of a discussion on a scientific topic. We conduct vocabulary and semantic work with synonymous concepts of *discussion, debate and polemics*. This topic ends with a discussion, during which the teacher acts as a moderator (note that in the third year within the study of journalistic style, a discussion is also planned, but there the moderator will be a student and the teacher will play the role of an expert). The topic of a discussion may be: "Personal influence or manipulation: good or evil." The choice of this topic is determined not only by training but also by educational purpose, because, as N. Yu. Butenko notes, "When trying to identify criteria for manipulation or other influence, it is very difficult to do it without moral and ethical categories."[16]

The topic presented as the title of the discussion is problematic. Scientists evaluate it differently, and there are directly opposite points of view. Thus, I.A. Sternin considers that "a modern person should have all the skills, because in different communicative situations, in different audiences, when communicating with different types of interlocutors there is a need for both speech influence and manipulation. Manipulation as a type of speech interaction cannot be seen as a "swear word" or a method of speech influence that is condemned".[17] Other researchers (E. Fromm, E. Shostrom, E.L. Dotsenko) believe that manipulation is an extremely negative phenomenon, because they destroy the personality and have a detrimental effect on the environment: "manipulation is harmful because it masks the disease of this or that personality"[18].

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[16] Бутенко Н. Ю. Комунікативні процеси у навчанні : підручник. К. : КНЕУ, 2004. С. 144.

[17] Стернин И.А. Введение в речевое воздействие. Воронеж, 2001. С. 72.

[18] Шостром Э. Анти-Карнеги, или Человек-манипулятор. Москва : Изд-во "Дубль-В", 1994. С. 11.

The preparation for the discussion plays an important role. The preparatory stage includes: determining the topic of discussion, acquainting students with the problem, selecting material and its systematization, determining the features of the construction of the speech, material on how to establish contact with students, work on the rules of communication in public speaking etc.

The role of the teacher at the preparatory stage is consultative. The teacher advises how best to build a speech, pays attention to the selection of language tools depending on the purpose of communication and the addressee of speech, focuses on etiquette, speech clichés.

The main stage of work is to conduct the discussion itself: the presentation of the head of a discussion with an introductory word in which he/she substantiates the choice of the topic, its relevance; determines the tasks set by the discussion participants; performances. *The final stage* – consideration of the discussion: the results of discussions are summed up, the conclusions are analysed, and the speeches of opponents are considered. The attention is drawn to the content, abstract formulation, persuasiveness of arguments, contact with the audience, means of activating the attention of listeners, behaviour, and speaker's speech.

Consequently, the offered system of work on the formation of professional communication skills of the second-year students, firstly, organizes the experience and extends the theoretical knowledge of communication issues, and secondly, allows them to master communicatively significant for philologists genres of academic style with orientation to further scientific and pedagogical activity; thirdly, it provides awareness of students of their communicative behaviour and their own communicative needs.

§ 3. Practical Expanding of Knowledge and Consolidation of Linguistic Skills through Scientific and Pedagogical Activities in the 3–4th Years of Study, Bachelor's Degree

In the third year, we are working on communicatively significant for future specialists genres of journalistic style. The tasks at this stage of work are following: 1) the students should assimilate the knowledge about extralinguistic and language peculiarities of journalistic texts, genres of newspaper journalism and artistic-journalistic genres; communicative purpose, structure and peculiarity of linguistic means of each genre considered; 2) developing the skills of effective reading of journalistic texts; 3) mastering communicative skills associated with the production of the journalistic style texts.

An important element of work on this section is the formation of communicative skills associated with writing works of various genres. For example, work on writing essay begins with discussion of essay features. It is emphasized that in the essay the reader comes across a subjective perception, a subjective assessment of the writer/the journalist on the subject of speech. Essay reproduces *individual* vision and evaluation; it contains a description of phenomena, events, pictures of nature, as well as the reflection of the author, admiration, surprise, etc. Essays may have a different genre-stylistic form: essays-notes, essays-artistic sketches, lyrical miniatures; essay- portrait; essay-biography or autobiography; essay-review; essay-memories; essay-diary notes[19]. The next stage of work is the analysis of samples, getting familiar with varieties of essays. We offer the students to read essays (for example, Yu. Trifonov "Prolonged classes" (about K. Paustovsky). Students' essays are very different in content and mood, but demonstrate the understanding and interest in a specific genre, the ability to describe their own thoughts and depict feelings in the genre of essay. It should be noted that the work on processing of other genres mentioned for study is performed in a similar way (notes, reportage, interview, review, press review, etc.).

The fourth course is to a certain degree determinative for philologists. It is on the 4th year that they write qualification works, assert themselves as researchers. In this course, an active pedagogical practice is held, so they answer an important question to them: "Am I able and do I want to work at school?" This is a good time for the self-analysis and self-assessment of the development of certain abilities, readiness for active social partnership.

The tasks of the first direction of work are: 1) deepening the knowledge of pedagogical communication, its functions, structure, contents of stages, etc.; 2) familiarization with the theoretical bases of communicative activity of the language teacher, its verbal and nonverbal means; 3) mastering of method techniques for the organization of effective communication of a language teacher; 4) developing the skills of communicative analysis of the language teacher activity and his/her own communicative activity as a teacher.

The tasks of the second direction are: 1) the study of speech genres (mostly oral), which are directly implemented in the activities of the teacher; 2) familiarization with educational and communicative

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[19] Риторика. 11 класс : учебное пособие для общеобразовательной школы / под ред. Т. А. Ладыженской. Москва : Ювента ; Баласс, 2004. С. 121.

situations at language classes; 3) modelling of their own communicative activity in various educational-communicative situations during the classes; 4) formation of skills of constructing statements that are used in various educational language situations during a language class.

At this stage, the training process is focused on professional communication – communicative-speech activity of the teacher of language. Particular attention is paid to educational and speech situations in the classes of language and communicative activity of the teacher in these situations – the introduction of information, organization of educational and practical activities of students in the class, acquaintance with class, etc. We draw attention to the connection between training and educational tasks of the class and communicative techniques, that is, linguistic and non-linguistic means of educational activity, through which the contacts with students are carried out in various educational and speech situations, their implementation and peculiarities of this implementation.

The object of analysis is the main characteristics and properties of speech, intonation diversity of speech, expressiveness of movements, gestures, facial expressions of the teacher, as well as the functions they perform in the class. The attention is payed to the types of interaction between the teacher and the class, to the means of involving students in communication, to the effective examples of attracting attention and establishing contact, communication style and the general atmosphere of the class. We analyse the typical drawbacks of the communicative activity of a teacher of philology in educational and speech situations and consider the ways to prevent them. In this regard, active forms of learning are indispensable. Moreover, such tasks are best solved when conducting role-playing games, when typical for professional activities and communication problem situations are created. Not a new, but quite an effective type of work is also used – watching and analysing videos with recordings of classes of both teachers and students-interns. Students learn to evaluate the communicative behaviour of the teacher in the classroom, as well as to correlate their capabilities with the requirements of society.

The non-verbal behaviour of the teacher is also the object of our attention. Students prepare reports on suggested topics, study non-verbal means in the teacher's activities and the role they play. To sum the topic up, we recommend to describe the verbal and nonverbal activities of the teacher during the class in the complex (using video recordings of classes) according to the following scheme: teacher's language (clarity, accuracy, consistency, etc.), voice, timbre, pace,

volume, tone, pauses, intonation variety, facial expressions, eye contact, gestures, how he/she listens to the student, types of interaction, communication style, the general atmosphere of the class (we use a summary table, which is available to each student before the work).

A special topic is the topic "Speech act". While offering this topic to students, we took into account that pedagogical activity, according to G.K. Mikhalskaya, is included to the circle of professions with "increased speech responsibility", as well as "designed not only to ensure the speech acquisition as a means of knowledge transfer", but also to present "the highest speech pattern ", or " the ideal rhetorical model".[20] We consider the ideal rhetorical model as "a concretization of the ideal model of general rhetoric", but with its specifics, which is "determined by the peculiarities of pedagogical speech communication – the task of using the word as a means of acquiring knowledge and educating people[21]." Therefore, the teacher's speech is an act that reflects the "communicative and moral side of the speech behaviour of the individual" and is qualified as "such a speech expression of the teacher that affects the student with the purpose of communicative and moral education[22]."

Drawing up a plan-summary of the class with comments on the speech and non-speech activities of the teacher, we rely on guidelines that are given to different types of classes and relate to the peculiarities of class construction, organization of students' thinking, take into account different types of memory, choose the most optimal and effective exercises that helps achieve the objectives of the class. We have put the comment of T.O. Ladyzhenskaya to the classes of the Russian language[23] into the basis of the analysis of the communicative support of the class, and because of this in practical classes the communicative analysis of the language lesson is divided into some parts: presentation to the class and acquaintance with it, organizational moment, input of information, organization of educational and practical activities of students.

Students first analyse the classes of teachers on video, and then prepare their own fragments of the recommended learning and speech situations.

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[20] Михальская А. К. Педагогическая риторика: история и теория. Москва : Издательский центр «Академия», 1998. С. 283–284.

[21] Ibid. P. 285.

[22] Смелкова З. С., Ипполитова Н. А., Ладыженская Т. А. Риторика : учеб. для студ. высш. учеб. заведений. Москва : ТК Велби ; Изд-во Проспект, 2006. С. 231–233.

[23] Ладыженская Т. А. Живое слово: Устная речь как средство и предмет обучения. Москва : Просвещение, 1986.

This section of the program is not only a logical continuation of the previous ones, but also, firstly, is based on courses in language teaching methods, basics of speech culture, pedagogy, psychology, and secondly, is a more practical intensification of acquired knowledge and consolidation of language skills through scientific and pedagogical activities.

Conclusion

The course "Theory and Practice of Communication" is a holistic process that combines two areas of work: a) the acquisition of theoretical knowledge of communication and mastering the skills of communicative interaction; b) mastering the skills associated with different types of speech activities and practical work on communicatively significant for philologists genres of scientific, journalistic styles and genres of professional speech.

Heuristic conversations, asking complicated questions, etc. are most effective in lectures. In practical classes: creative tasks, discussion of reports, use of memorabilia, compilation of algorithms, preparation of their own questions; exercises: for the analysis of their own communicative activity, improvement and development of their own intonation, diction possibilities, formation of skills of application of knowledge and skills in new communicative situations, formation of a set of ways, methods and procedures of scientific knowledge. As a part of independent work, students prepare reports and notifications, compile summary tables, summarize linguistic articles, and perform creative exercises.

To ensure a high level of mastery of various types of speech activity, the main types of work are: psychological tests; tasks with game elements; heuristic conversations; independent preparation of reports; tasks that encourage to study the dynamics of the development of language skills; exercises for text compression, separation of the primary and secondary information.

The most effective method in working on genres of scientific, journalistic styles are role-playing games, analysis and independent writing of texts of various genres of scientific and journalistic styles. Active forms of learning are extremely essential for the actual mastery of the genres of professional speech and the formation of professional and communicative skills. These are: role-playing games, creating problem situations, video analysis on lessons of teachers and students-interns.

The course allows us to systematically form the language personality of a student of philology from the first to the fourth year of the bachelor's degree.

Summary

The article is devoted to the problems of forming the language personality of students of philology at the university by means of the end-to-end course "Theory and Practice of Communication". A system of work is provided, which takes into account the important needs of students of philology. They include: the social need for communication; communicative needs of students in scientific and cognitive activities; genres of scientific and journalistic styles that are communicatively significant for philologists; as well as the pedagogical orientation of professional training. The author's definition of the linguistic personality of a student-philologist is presented. The main tasks of the course, which are implemented in the learning process, are covered. The main types of work that contribute to the formation and development of the student's language personality are recommended. The effectiveness of work is ensured by the use of both traditional and active teaching methods and techniques.

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