SPEECH COMPETENCE OF ADOLESCENTS AS A LEADING COMPONENT OF PERSONALITY DEVELOPMENT

Abstract. In the article, the author, considers the main functions of language as a means of communication, informing and regulating the personality, investigates the leading views on its area and influence in the process of formation of the speaking personality as a component of harmonious development.

Taking into account the main functions of speech (informative and persuasive), which are realized through interaction between people, they interpret the speech process, especially children of the adolescent period, as the basis of thinking and reflection of the surrounding world in conclusions and concepts, which, in turn, are realized in the form of speech activity.

The modern views of scientists on the variety of existing forms of speech and the conditions of their use were analyzed. And the necessity of forming a "linguistic personality" in students of school age has also been proven, since schoolchildren have the ability to dynamically master this activity. The adolescent period, as a key age stage of learning in a general educational institution, is characterized by significant changes in speech activity, which are reflected in the level of mastery of forms of speech, the birth of new forms of reading, and an increase in the level of written speech, which is manifested in the ability to independent creativity.

For teenagers, language is an object of study and improvement in lessons, it acts as a means of communication and a way of mastering knowledge and a means of expressing feelings. Completing these tasks at a high level requires a significant improvement of the content of programs and training manuals, the creation of new conditions for managing an individual at a new level of competence, which would involve the formation of schoolchildren's ability to satisfy individual and social needs.
The state of speech and language activity in society was analyzed, and it was found that it is necessary to insist on the need for further improvement of the language learning system at school and research on the ways of formation and development of speech competence of secondary school students.

The study of the main changes occurring in the speech of teenagers, a thorough analysis of the main educational programs, in the course of the research, allowed to highlight the basic skills and abilities that should be inherent in students of this age and are the basis for the formation of communicative competence of teenagers.

Keywords: language, speech, ability, competence, communication, key competences.

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Анотація В статті автор розглядаючи основні функції мови, як засобу комунікації, інформування та регуляції особистості, досліджує провідні погляди на її місце та вплив в процесі формування мовленнєвої особистості, як складової гармонійного розвитку.

Враховуючи основні функції мовлення (повідомлююча та спонукальна), які реалізуються шляхом взаємодії між людьми, трактують мовленнєвий процес, саме дітей підліткового періоду, як основу мислення і віддзеркалення оточуючого світу у висновках і поняттях, які у свою чергу, реалізуються у формі мовленнєвої діяльності.

Аналіз сучасних поглядів науковців на різноманітність існуючих форм мовлення та умов їх вживання довів необхідність формування «мовної особистості» в учнів саме шкільного віку, оскільки школярі мають здібності до динамічного оволодіння даною діяльністю. А підлітковий період, як ключовий віковий етап навчання в загальноосвітньому навчальному закладі, характеризується суттєвими змінами мовленнєвої діяльності, які позначаються на рівні оволодіння формами мовлення, зародженні нових форм читання, підвищенні рівня писемного мовлення, що виявляється у здатності до самостійної творчості.

Оскільки для підлітків мова є об’єктом вивчення й удосконалення на уроках, виступає засобом спілкування та способом опанування знаннями і
звичайних питань у сучасній науці № 2(8) 2023

Аналізуючи стан мовно-мовленнєвої діяльності в суспільстві, слід наполягати на необхідності подальшого вдосконалення системи вивчення мови в школі та дослідження шляхів формування та розвитку мовленнєвої компетенції учнів середньої школи. Дослідження основних змін, що відбуватися в мовленні підлітків, ретельний аналіз основних освітніх програм, в ході дослідження, дозволить виділити основні вміння та навички, які мають бути притаманні учням даного віку і є підґрунтям до формування комунікативної компетентності підлітків.

Ключові слова: мова, мовлення, компетентність, комунікація, мовленнєва компетентність, ключові компетентності, мовленнєва компетентність підлітків.

Formulation of the problem: presently, as never, society requires people which can effectively operate in complex, non-standard situations, be able to use new eccentric materials in new conditions, are capable to decide tasks that appear in front of them skilfully, qualitative and quickly. For realization of these tasks, they must have plenty of abilities and knowledge for the successful co-operating with society.

Problem “language and personality” are topical during long time, as a language is a spiritual substance, cultural code, verbalised intellect of both people, nation and individual. It predetermines requirement in the humanistic personally oriented technologies of study, that take into account the leading tendencies of time — increases of active communicative necessities of members of society in all spheres of human life, that include the most of modern professions and call for language, speech and communicative training.

Analysis of recent research and publications.Having carried out the literary analysis of the advanced studies by such outstanding scientists, as L. Vygotsky, M. Zhynkina, I. Zymnya, I. Komensky, O. Leontiev, A. Makarenko, T. Moore, J. Pestalozzi, J.-J. Rousseau, V. Sukhomlynsky, L. Tolstoy, K. Ushynsky, L. Scherba, we educed, that in their views they consider relation of language and speech and note their special meaning in forming the developed personality.

The purpose of the article is to study the main views on the speech competence of teenagers, to determine its place in the development of personality and means of formation in the conditions of society.
Presenting main material. Overall, there are three basic language functions distinguished: communicative, informing, and regulative. Speech is language functioning, product of vocal activity, in the process of which units, categories, forms and standards of language are used; sequence of language signs, which get organized in accordance with the necessities of information that is expressed out. It arises up, develops under action of requirements in a communication, and targets public union of people. In addition, it is closely constrained with the mental condition of a human: thinking, memory, imagination, by emotions etc. By communicating a man reports his knowledge, opinions, desires, induces surrounding to different actions [6, p. 79].

Unlike a language, speech implements two main functions: reporting and incentive, they serve to co-operations among people, that is why mostly they are united and named “communicative function”. A speech process is a basis for the human thinking and reflection of surrounding reality in conclusions and concepts; thinking, in turn, comes true in a form of speech activity.

Because of diversity of existent forms of speech and conditions of their usage, in the last time in works of native linguists and pedagogues, such as M. Vashulenko, M. Savchenko, V. Tarasun, more often we find a statement about the necessity of forming “language personality” for school age pupils, as exactly school children have capacities for dynamic mastering in this sphere of activity.

“Language personality” is a transmitter of certain culture that is fixed by the concrete linguistic cultural association, culture, incorporated by a succession, by unity of its forms and correlation of “cultural” and “language” consciousness [1, p. 74]. Thus, “language personality” is the transmitter of culture, language and speech, forming of which begins in preschool age, and is finally formed in senior school age under teacher direction.

Accurately teen age are characterized by the considerable qualitative changes of speech activity, that affect development of monologue and dialogic speech, beginning of new forms of reading, increase of level of writing speech which appears in ability of independent creation. For teenagers speech is the object of study and perfection at lessons, it also acts as main part and means of communication, is the method of achievement of new knowledge and means of expression of their personal feelings.

It requires substantial perfection of contents of programmes and tutorials, creation of new conditions for the leading personality at new level of competence that would involves forming ability of schoolchildren to satisfy individual and social necessities, implement the tasks arising for them successfully.

In the main modern programme papers of general school it is stressed on the necessity of studying official language by children, as it assists education of modern intellectually and spiritually developed personality who is appropriate to productive
activity. However, for this purpose personality must not only know the language system, but also practically operate a language, id est to have a corresponding level of formed abilities and skills of its usage, to be able to apply these knowledge in the verbal and writing speech, to communicate, to perceive and understand surrounding, id est to be competent in the sphere of language and speech.

Analysing the state of language and speech activity in society, we can talk with a confidence about the necessity of further perfection of the system of language study at school and research of ways of forming and development of pupils’ speech competence.

In the Large Explanatory Dictionary of Modern Ukrainian, a term “competence” is given in two meanings: 1) good knowledge of anything; 2) sphere of authority of certain organization, establishment and person [3]. This term are often used in scientific literature of different directions, however each of them, in turn, constructs its particular concept of competence. There are many ideas in relation to the notion “competence”. Scientists consider that it is impossible to create a definite successive theory or common determination, as in different approaches this term is used in various meanings.

Today concept “competence” is used widely wherein it is spoken about development, teaching and education. However a competence cannot consists of knowledge and skills only, to be competent does not mean to be trained or formed. Having this notion analysed in different dictionaries, we can consider it from various points of view. In opinion of А. Hutorsky, a “competence” is totality of linked internals of personality, his/her knowledge, abilities and skills, methods of activity, necessary for its successful and quality implementation, id est a competence is understood as the set of requirements and norms of educational preparation of any pupil [7, p. 58-64].

In addition, it is examined as a circle of questions in which anybody is informed enough, or in what this person has certain plenary powers, knowledge, experience, or ability to execute some tasks, or do anything [5, p. 34].

In accordance with N. Bibik views, “competence” — is an educational socially predicted result, as competences can be generalized as the real requirements to the mastering of knowledge collection, methods of activity, pupil’s experience in the definite sphere of knowledge, internals of personality who operates in society [2, p. 49].

Lately the term “competence” becomes widespread; it is used in scientific literature and in the pedagogical understanding relates with a child’s personality increase, with different aspects of his/her development: physical, social, cognitive, speech etc.

The modern educational aspiring to common European and worldwide educational space and accordance of our education to Bologna system have brought to forming notions of “key competences”, which would belong not to the separate
objects, but would be integrated, take into account connections among the elements of the system, help to overcome problems. At this time, many scientists work at researches of the concept “key competences”: V. Bolotov, V. Kalney, Ye. Pometun, V. Serykov, A. Hutorsky, S. Shyshov et al. On the other hand, there are differences in determination of the concept of key competences, but likewise there are generals for them: it is a totality or universal system of knowledge, abilities and skills, which found a place in the personal experience, and, in turn, helps in the decision of certain vital problems.

The analysis of structure of competence that embraces cognitive, activity and personal components, gives an opportunity to set interpretation of notion a key teenager competence — the personally realized system of knowledge, abilities, skills, which has entered to subjective experience, and has personal contents and universal meaning, id est it can be used in different vital situations. Acceptance of competence as a base for planning work on development of language and speech of teenagers with dysarthria sets out the problem of grounding the list of objectively necessary key types of competence.

Key competences are used in the various types of activity; exactly they certify quality of education, as far as they are close densely to the problems of everyday life, success of their decision is determined. Scientists distinguish different amount of key competences (M. Stobart, A. Hutorsky, V. Krayevsky, I. Zymnya at al). It is related to the complication and not wide-ranging exploitation of the problem. Most difficulties, in opinion of N. Bibik, consist in detection of combined theoretical founding for their selection [2, p. 48].

For example, A. Bogush considers that the list of key educational competences can be determined based on priority aims of education, social and subjective experience of personality, and also main types of child’s activity, which allow him/her to capture social experience, get vitally important skills in practical activity [1, p. 74]. She distinguishes such types of competence, as communicative, informative, social, cognitive, and common cultural and competence of personal self-perfection.

One of directions of studying mother tongue is forming the communicative competence, that is one of requirements of our time, and it is important to specify contents of this notion, its constituents. To our opinion, we have to investigate the concept “communicative competence” carefully, because it is important in a multilingual environment, as researches by N. Borysko, Ye. Vereschagina, I. Zymnya, N. Ishhanyan, V. Kostomarov, T. Opanasenko, L. Smelyakova, G. Tomahina, V. Topalova and others testify to. A well-known document “Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference”, which is accepted in 1997 by European Commission, determines that
the communicative competence consists of three components: linguistic, sociolinguistic and pragmatic.

Having views of A. Bogush analysed, we can state that she examines the communicative competence as ability of a speaker to apply language and sublanguage means with the purpose of communication in concrete social and domestic situations, and to be oriented in the circumstances of communication.

By M. Lvov, the communicative competence embraces not only theoretical knowledge but also free speech operating. According to his opinion, it expects successful development of all types of the external (manner of speaking, interviewing, writing, and reading) and internal (thinking) speech that constantly are in the process of co-operation.

Thus, in relation to the communicative competence we talk about the already formed speech and certain experience of activity in the set sphere. The communicative competence in the general view is an ability to use a language and all types of speech activity for cognition and communication. Forming a communicative competence, school educating must develop ability of self-maintained prosecution of language and speech material, understanding of contents of verbal and writing utterances; to study to form valuable expressions, which would represent knowledge of a speaker about the speech article, his/her thoughts, feelings, intentions, which would certify ability to achieve mutual understanding, to set right intercommunication with surrounding. In the researches we practise interpretation of the communicative competence and its main capabilities distinguished by A. Bogush, to which we include the concepts of language and speech competences.

The notion “language competence” is the phenomenon of many aspects and it can be the article of research of different fields of humanities. Scientists A. Arushanov, L. Bozhovych, V. Zvegintsev, I. Zymnya, M. Kabardov, O. Leontiev, L. Paramonov, Ye. Sobotovych, L. Scherba at al are engaged in research of language competence and its components.

In opinion of М. Bahtin, D. Devidson, О. Mytrofanov, М. Kabardov, speech competence is knowledge of rules of expression of mental fillings by means of certain language and operating with necessary for this type of activity functioning structures and skills of their realization; it is the language system in actions, usage of language means, conventionalities of their functioning for the construction of utterance.

The speech competence, in opinion of М. Pentylyuk, is a complex notion that, based on the language competence, contains the system of speech abilities which serve to pupils for their communication in different vital situations. The speech
competence of personality is shown up in making abilities to use the verbal and writing speech [8].

In A. Bogush opinion, the speech competence is determined as perfection of communicative abilities in the basic types of speech activity — listening, manner of speaking, reading and writing activity; ability to plan a speech and not speech behaviour, ability to apply stylistic resources of the mother tongue [1, p. 53].

Analysing main views to interpretation and contents of the notion “speech competence” we determine such its contents, as: perfection of think-and-speech activity, communicative abilities and skills, which provide free operation of Ukrainian literary language in different spheres and situations of its usage; enriching vocabulary and grammatical system of pupils’ speech; development of readiness and capacity for speech co-operation and mutual understanding, aspiring to speech perfection.

The level of development of speech competence depends on a presence and level of development of necessary operations for speech activity and realized standards of vocal actions.

We consider the speech competence as ability to use language correctly for the achievement of aims in concrete speech situation, taking into account existing in a language norms and rules, using together the language, sublanguage and intonation means of speech expressiveness for this purpose.

In the Programme of the 12-years school for general educational establishments on subject “Ukrainian Language”, ratified by Ministry of Education and Science of Ukraine (letter No 664 from 06.06.2012) “… forming the national consciousness, spiritually rich language personality which has abilities and skills to use facilities of the mother tongue in all types of speech activity freely and communicatively expedient, id est has the proper level of communicative competence” is defined as a primary purpose [5, p. 3].

Main part of the Programme consists of two semantic divisions — for primary and senior school. Educational material for the primary school embraces 5, 6, 7, 8 and 9 classes, and material of senior school consists of courses for 10, 11 and 12 classes on three levels: standard, academic and profile studies. In accordance with the subject of our research, we have investigated the basic requirements for the level of educational achievements of teen pupils of 7, 8, and 9 classes. Exactly this age-related period is the stage of becoming of personality, his/her socialization and forming character of individual “I”; except that, the professional identity is forming exactly in this period [4, p. 38].

Separately the speech competence of senior teenagers has not found its reflection in scientific literature and works of scholars, that is why for determination of basic constituents of speech competence of teens we take founding structure of speech competence of pupils from the Programme of the 12-years school for general
educational establishments on subject “Ukrainian Language” and the basic requirements for the teenagers’ speech. Thus, we shall carry out a description of the speech competence of teenagers and its components.

In accordance with the Programme at basic school the course of the Ukrainian language for every class consists of four semantic lines: *speech, language, sociocultural and activity* that is given as tables. The table of contents of speech semantic line is expounded on principle of structural systematic character which predicts gradual complication and deepening speech abilities in all types of vocal activity — interviewing, reading, speaking and writing. Realization of contents comes true at the specialized lessons on development of speech and at the lessons on mastering science bases of language which makes the process of mastering speech communicative abilities and skills more effective. The classes must be built in ways that each of the conducted types of work takes part in forming certain communicative ability, a pupil has an opportunity to seize successfully not only interviewing, reading and writing but also monologue and dialogic speech, leaning here at knowledge about text, styles, types, speech genres, situations of communication and has opportunity to acquire the culture of speech during studies.

The teenager speech competence is the multidimensional phenomenon, the constituents of which are: *lexical, phonetic, grammatical and diamonological* competences, which valuable mastering is basic for forming and development of communicative competence. Thus, with condition of insufficient level of development of one of these components, the communicative competence of teenagers is fragmented; on the other hand, success of their social adaptation depends on the level and duration of its development.

As in this age the speech is the main means of intercommunication with other people and method of gaining knowledge, it acquires quality of instrument of creation and means of expression of the emotional states and volitional regulation of behaviour. Speech experience of a teenager embraces a mother tongue practical mastery, active development of reading, speaking (monologue, dialogic), interviewing and writing skills proceeds in this period.

In forming and development of speech abilities and skills the perfection of interviewing plays a main part, that predicts the regular usage of specially assembled tasks (compile a plan of a listened text, selection of right answer from a few offered, writing a translation, make a dialogue, watching language means, rewriting and others) for implementation of which the definite level of development of such abilities is needed: to listen and understand utterance contents; to analyse and evaluate a verbal utterance; to gather from the listened information elements necessary for the decision of communicative tasks.

The second type of speech activity is speaking, which expects forming and development of abilities and skills of the dialogic and monologue speech. In this
period more noticeable changes take place in development of monologue speech. They are concentrated in transition from ability to retell small composition or fragment of text to ability to prepare a verbal performance, to reason aloud, to express opinions and argue them autonomously. For a successful mastery of interpretation teenagers need such abilities: to distinguish leading and second-rate information, to differentiate main plot, to express the attitude toward them, to select necessary, substantial information out of text. Perfection of mastering the different kinds of monologue and the ability to prepare a report about certain events or phenomena of public life take place in this period too.

Such level of becoming skilled at monologue speech predicts development of abilities: to make reports which contain important information on a topic, to retell contents of received information shortly and clearly; to tell about itself, the surroundings, plans, intentions and acts, to express own opinions; to reason on definite facts and events, making examples, arguments, drawing conclusion.

The dialogic speech also tests considerable changes, teenagers perfect mastering all kinds of dialogue on the basis of expansion of subjects and situations of official and informal communication. For development of dialogues of different types the improvement of such abilities is needed: participating in conversation, discussion on certain familiar theme; ability to carry out the demands of information and request for explanations; ability to express opinions concerning utterances and views of interlocutor; to be able to express opinions in relation to the discussed topic clearly, exactly and naturally.

There are noticeable changes in development of reading too; teenagers have to master the main types of reading silently: acquainting, studying and searching reading. For development of these types of reading the certain level of progress of such abilities is needed: to differentiate leading facts, to set main and second-rate information apart; to expect possible events and facts; to expose causal and consequence relations of facts; to distinguish necessary interesting information; to determine the attitude toward the read material.

However the basic feature of development of teenagers’ reading consists in a transition from ability of the quick and expressive reading to ability of declaiming by heart, reading aloud, that expects an intonation rightness, sufficient speed, ability to express features of contents, style of text and authorial intention by means of rhythm, timbre and volume of reading. The correctly formed pronunciation of sounds is also inseparable component of the successful declaiming and expressive reading, which teenagers with the obliterated form of dysarthria have absent; this leads to the violation in an intonation rightness, speed, volume of reading as a result of uncertainty in own forces, awareness of disadvantage and psychological instability.

In a turn, the writing speech improves, approaches to a literary language; the abilities to express abstract ideas adequately are formed. A flair to the
self-maintained writing of compositions is developing, in which own views on the offered theme are represented. For a correct construction and faultless writing of composition the sufficient level of development is needed for: pronunciations of sounds, phoneme processes, dictionary; coherent speech (ability to build an utterance correctly and impressively, adhering to all grammatical, lexical, orthographic rules).

Investigating changes that have to take place with development of teens’ speech, we have analysed the main educational programs which teenagers study, and distinguished main abilities and skills, that must be inherent to the children of this age.

Conclusions: Analysing the basic approaches to interpretation of concepts “communicative and speech competence”, we defined that they were interdependent, as level of communicative competence is influenced by the level of formed language and speech competences. The features of communicative competence of teenagers are: its development takes place in permanent combination with mastering language and vocal abilities and skills both at the lessons of Ukrainian and in everyday life. In accordance with this, we can declare that the level of development of communicative competence of teenagers and their further socialization and adaptation in society are determined by the level of development of speech abilities and skills (speech competence).

According to the received results, we consider that it is necessary to acknowledge priority of speech work and development of vocal competence for teenagers with pronunciation of sounds lacking. It is necessary to that end, analysing main abilities and skills essential for its development, to work out the model of forming speech competence for teenagers with pronunciation of sounds lacking.

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