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SPEECH CULTURE AS A FEATURE OF A LANGUAGE

Summary. The given article focuses on speech culture, its definition, usage and importance as well as its communicative quality within any language in terms of communication. It also dwells upon its coherence with both linguistic and non-linguistic sciences highlighting the theoretical and practical approaches to using it.

Key words: speech culture, linguistics, communicative quality, language.

The term "speech culture" has a variety of meanings. First, it can be understood in a broad sense thus being a synonym for "language culture" (in this case it refers to exemplary texts of literature and potential properties of a language system as a whole). Second, in the narrow sense "speech culture" is a specific implementation of language features and options in terms of daily - oral and written - communication. Third, "speech culture" represents an independent linguistic science.

As a linguistic science "speech culture" studies the system and assemblage of communicative qualities. Its subject matter is theoretical grounding and description of speech culture as a communicative system on the whole. The concept of "communicative quality" is a basic theoretical concept of the speech culture studies. The communicative quality is understood as such features and objective properties that address the needs of communication to the best level and indicate high speech culture, its perfection. Since the communicative quality of speech is essential to produce the best influence on the recipient, we can assume that the subject of speech culture is a flexible structure of speech in its communicative impact [5, 29].

The ability to clearly express one's thoughts, speak correctly, the ability not only to draw attention by one's speech, but to influence the audience - all this shows

possession of speech culture that is a characteristic of professional competence of people of different professions: diplomats, lawyers, politicians, teachers at schools and universities, journalists and managers. It is important that those who due to his or her occupation are related to people, organize and direct their work, conduct business negotiations, bring up and teach children, work in the sphere of health care and provide a variety of services to people possess speech culture to the full extent.

That is why speech culture, rhetoric and eloquence are taught at schools, colleges and universities.

Speech culture is a set of such qualities that have the best influence on the recipient in a particular situation and in compliance with the set objectives and tasks being: accuracy; comprehensibility; clarity; richness and diversity; expressiveness; correctness.

Those who would like to upgrade his or her speech culture must:

- understand a notion of a national language, its forms of existence, the difference between literary and colloquial speech; know and understand functional styles of speech, why there exist phonetic, lexical, morphological, syntactical variations in a language and why these variations are so important; what a language norm is;
- learn and develop skills of correct choice and utilization of language means in the process of speech activity;
- master the norms of a literary language, acquire its richness [4, 41].

Speech Culture is defined as a degree to which speech corresponds to the norms of the literary language. It is a field of linguistics devoted to the problem of standardization of the literary language and to specific norms and correct usage criteria, which are intended to perfect language as an instrument of culture.

Russian scientist L.I.Skvortsov gives a following definition: “Speech culture is a possession of the norms of written and oral literary language (the rules of pronunciation, stress, grammar, usage of words etc.”, as well as a skill to utilize expressive language means in divertive conditions of communication in compliance with the goal and content of the speech” [1, 29]. The linguistics traditionally speaks

about two steps of the literary language acquisition: 1) speech correctness and 2) speech mastery.

Therefore, the term “speech culture” is perceived by some scientists as, firstly, a quality of speech (a quality of a language usage in a speech, in communication, a realized language and speech skill) and, secondly, as a science that studies quality of speech (a science of quality language utilization). Therewith, these two notions are often so close in meaning that it is sometimes difficult to distinguish between them given no proper context, for example if criteria of speech culture are mentioned (speech culture criteria and speech culture science criteria).

In the present work we adopt a classification developed by Professor B.N. Golovin who states that the major features of speech culture are speech correctness, accuracy, clarity, logic, richness, expressiveness and appropriateness [2, 60].

Speech culture is assessed as to its accuracy, clarity, expressiveness, stylistic appropriateness, mastery of a speaker in the light of his/her choice of vocabulary and grammar etc. There are, as well, syntactical means of amplifying speech expressiveness that orators should possess: rhetorical questions, appeal to recipients, divertive forms of dialogues that bring emotions, easiness and vividness into speech. High level of speech culture means possessing such skills that enable a speaker to utilize stylistically rich language and at the same time to avoid different clichés in order to reach such written and oral form of communication that would broadcast the idea with no alteration in its initial meaning. Speech stereotypes and speech inappropriateness show poorness of ideas. Speech culture is connected with the norms and code of literary speech reflected in dictionaries, grammar manuals etc. Regulated function of speech culture is aimed at equilibrium between practical and theoretical application of speech. It reacts differently to consistency of oral and written speech. Oral speech culture represents traditions of communication of intelligent society layers that are rich in variants as compared to the written speech culture. Speech culture is a category under assessment, though individual tastes and preferences must be grounded on speech practice of a society. Speech culture basis are founded during nursery and secondary school. This is the time when speech ethic

is formed; samples of speech behavior are adopted by native speakers during their communication. However, individual work on speech culture lasts during the whole life of a native speaker.

Speech culture upbringing is development of sense of speech in the process of familiarization with the best literary samples of speech, acquisition of cultural traditions. In its wider sense speech culture foresees a high level of national consciousness of individuals, their careful attitude to their native language, understanding of its value for development of intellectual and emotional culture of a nation [3].

Many of the qualities or "virtues" of speech such as purity, clarity, brevity, relevance and beauty were first mentioned in ancient times and are still referred to by writers, linguists and specialists in the style and culture of speech.

The development of speech culture as an independent linguistic discipline is linked with the development of Russian linguistics in the Soviet era. The idea of conscious regulation of linguistic processes that was brought forward by Baudouin de Courtenay was carried further in the works of his pupils L. V. Shcherba, L. P. Iakubinskii, and E. D. Polivanov, as well as by G. O. Vinokur, V. V. Vinogradov, and others. The concept of "linguistic policy" - organized control of the process of linguistic development—was formulated. A department of speech culture was formed in 1952 at the Linguistics Institute of the Academy of Sciences of the USSR (known as the Russian Language Institute of the Academy of Sciences of the USSR since 1958). Dictionaries, special radio broadcasts, television, magazines, and other media help to promote speech culture.

According to leading soviet scientists of the past speech culture means not only a theoretical discipline, but a definite language policy, propaganda of a language norm which was spread by linguists as well as by teachers, writers, "wide circles of society". Education in the sphere of a language norm was well considered in the former USSR: there was a radio program "In the World of Words" (1962), a program for children "Radionanny", a TV almanac "The Russian Speech" (1966).

The problems of speech culture are also treated in other countries. In Czechoslovakia, for example, the Prague Linguistics Circle has been concerned with speech culture problems; journals devoted to speech culture are published regularly in a number of European countries, including the German Democratic Republic (*Sprachpflege*, since 1952), Poland (*Poradnik językowy*, since 1901), and Czechoslovakia (*Kultura slova*, in Slovak) [6].

Until the early 60s literary and linguistic correctness remained the main criterion of speech culture, i.e. the main objective was to describe the literary and linguistic norms, its consistency, and ways of its acquisition and mastering.

A new stage of speech culture development began with formation of functional stylistics (description of styles as language subsystems, studying of differentiated stylistic norms). The criterion of stylistic coherence and communicative appropriateness is recognized as a main criterion of speech culture. The science more consistently states the following functional direction: "... the actual center of speech culture issue naturally moves from the sphere of language norm into the sphere of its functional and communicative optimality" [1, 7].

Thus, speech culture solves a lot of interesting problems of theoretical origin: normalization and codification (at all literary language layers), stylistic differentiation of language and speech; language policy and speech culture; speech culture and bilingualism; national and individual in speech; interaction of literary and out-literary elements (jargon, vernacular language, dialects) etc. Nevertheless, speech culture is not only a theoretical discipline, but a practical one. Its practical aspect is connected with the methodology of language teaching at secondary school and university, composing of different dictionaries, reference books, propaganda of the norms of literary speech with consideration of the functional aspect.

Research on speech culture is conducted using specific techniques that are widely used in linguistics. This, above all, the method of direct observation of speech and language facts: researchers collect and process language material, then make theoretical and practical conclusions obtained on the basis of the data. Another

method often used in studies of speech culture is the method of questionnaire (or survey) which allows for massive research.

In the 70-ies the problems of speech culture are widely studied using statistical method that gives interesting results. It remains largely utilized in issues of normalization and codification of certain language (speech) phenomena. The statistical method develops and improves. Evidence of its effectiveness and efficiency was, in particular, the publication of a number of frequency dictionaries: Dictionary of Pushkin's language/edited by V.V. Vinogradov (Moscow, 1956-1961); Frequency dictionary of scientific vocabulary/Edited by Ye.M. Stepanova (Moscow, 1970); G.P. Polyakova, G.Ya. Solganik Frequency Dictionary of Newspaper Language (Moscow, 1971), L.K. Graudina, V.A. Itskovich, L.P. Katlinskaya Grammatical Correctness of the Russian Speech (Moscow, 1976) etc. Speech culture being a science continues to grow: its borders are more clearly defined, the content is deepened, the terminology is clarified, and new methods of research are developed [7].

Speech culture studies are closely connected with other sciences both linguistic and non-linguistic.

Among linguistic sciences there is primarily a course of a modern language, which is the basis for simultaneous study of literary language norms at all levels. Accordingly, speech culture refers to the system of orthoepic, grammar and other norms, with their variance, compliance, variations and violation in speech, under the conditions that support or weaken this system. One of the tasks of speech culture is to teach how to differentiate among linguistic units, depending on their compliance of incompliance with the standards of a literary language.

Speech culture is evidently connected with lexicology and semasiology. Such communicative qualities of speech as accuracy and logic cannot be realized without successive description of lexical meanings of words, their relatedness to "the world of things and the world of ideas" (B.N. Golovin). Lexical meanings of words justify their semantics, notional compatibility that is fully related to accuracy and logic of speech.

Historical grammar and history of literary language show historical changes in means of expression in a language, ways of a language development. Dialectology offers to native speakers a wide range of different means of language expression out of number of dialects, out of boundless sources of folk speech. There is a very close connection between speech culture and lexicography. There was created a number of orthological, special-purpose dictionaries and reference books on speech culture problems.

Speech culture is also closely connected with stylistics. As opposed to other linguistic sciences speech culture and stylistics study functioning of language means, and assess its quality when used in speech.

Stylistics as a science that defines compliance of language elements usage in speech produced in various communicative environments is based on the norms of literary language. Speech culture in its turn defines the norms of literary language and is based on functional stylistics considering consistency of language means functioning in different styles. This being said, speech culture presupposes correct utilization of functional styles. As B.N. Golovin mentioned it, “there is no speech culture without a skill of appropriate usage of language styles and creation and re-creation of speech styles” [2, 265].

The idea that speech culture is wider and deeper than stylistics has acquired certain popularity within the linguistic studies. Speech culture incorporates stylistics but 1) in its axiological meaning that is compliance of a speech with certain stylistic criteria; 2) assessment of “stylistic standard” itself, outer stylistic consistency from the point of view of quality content of a given piece of speech (action) and quality of communicative intentions of communication participants; 3) the subject of speech culture is wider: it includes speech varieties that do not belong to the sphere of stylistics (gossip, rumors being variants of speech; ethic characteristics of speech in custom life and business situations etc.) [1; 9-10]

Thus, the tasks of speech culture and stylistics intersect but do not coincide. Each of the mentioned disciplines has its own specific features, its own subject matter.

Speech culture is connected with a number of non-linguistic sciences such as sociology, psychology, logic, ethic and esthetic, literature studies, pedagogic and others.

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Таланова Л. Г. Культура мовлення як одна з особливостей мови. – Стаття.

Анотація. Дана стаття розкриває поняття культура мовлення, її важливу роль у рамках якісної комунікації в будь-якій мові. Також у статті розглядається теоретичний та практичний підхід до її вживання та зв'язок культури мовлення з лінгвістичними та нелінгвістичними науками.

Ключові слова: культура мовлення, лінгвістика, якісна комунікація, мова.

Таланова Л. Г. Культура речи как одна основных особенностей языка. – Статья.

Аннотация. Данная статья рассматривает проблему культуры речи, раскрывает её определение, употребление и важность, как составной части качества коммуникации в любом языке. Также статья раскрывает связь культуры речи с лингвистическими и паралингвистическими науками и освещает теоретический и практический подходы к её употреблению.

Ключевые слова: культура речи, лингвистика, качественная коммуникация, язык.