

SPEECH CULTURE OF STUDENTS - FUTURE SOCIAL TEACHERS, AS IMPORTANT COMPONENT OF THEIR PEDAGOGICAL MASTERY

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***Annotation.** This article deals with the problem of the social teachers' speech culture development in terms of professional preparedness for the implementation of social-educational activities. On the basis of analysis of different interpretations of the concept "professional readiness" the author gives the interpretation of the concept of professional readiness from the point of view of the study on the social teacher's speech culture.*

***Key words:** speech culture, culture of speech, social worker, professional readiness, professional identity, professional activity.*

At present the society shows rather high requirements to the educational service specialist and in particular to a social teacher, which include having a stable professional position that means that the system is ready for occupation. The increasing importance attaches conditions which allow to realize fully the skills, social needs, the spiritual needs of a person.

The modernization of higher education in Kazakhstan Republic is inextricably linked with the problem of improving the quality of training future specialists, that determines the most effective ways of its solution, which has a social and pedagogical value.

Currently, the profession of a social teacher is actively developing in the Kazakhstan society. To be competitive in the labor market, a specialist – a social teacher, must be highly educated and ready to implement a variety of activities.

The social teacher's constant interaction with children problems, the clash with the variety of human lives and the characters puts it in front of the need to get out of various kinds of difficulties. The social teacher, carrying out the activities in secondary schools, prisons, orphanages, is providing assistance with undergrowth of the deviant and delinquent behavior. In this process an important role is played by speech culture of the social teacher, since it is the main means of ensuring full and harmonious relationships and professional dialogue between the teacher and the pupils.

It should not be believed that the aspiring social worker can easily cope with various tasks in the course of professional activity, because it is quite a complicated process. Therefore, a priority in the training of future social workers is the development of speech culture, and thus, it will serve as a basis for the formation of professional readiness of the expert in social-educational activities.

Despite the long history of the study of readiness for professional work, a clear definition of the professional readiness concept in psychological and pedagogical literature is rare.

For example, N.N.Nikitina and N.V.Kislinskaya distinguish two kinds of professional readiness of the teacher which are:

- theoretical readiness of the teacher, presupposing mastery of the system of common cultural, general scientific, special, psychological and pedagogical knowledge;
- the practical willingness of the teacher, reflecting the list of qualifying characteristics and skills [4].

D.N.Uznadze defines the considering concept as the psychological state of the subject that occurs to meet any need; “readiness is a significant feature of the installation, which is found in all cases of behavioral activity of the subject” [7].

In studies of N.D.Hmel the readiness of the teacher to professional work is considered as a set of motivational-personal, substantive and procedural components [2].

L.V.Zanin, N.P.Menshikova give the following description of professional readiness of the person that means “the willingness to choose their employment, professional way, the realization of self-interest, individual psychological characteristics of his personality” [8].

V.A.Slastenin defines professional readiness for pedagogical activity as “a set of professional requirements to the teacher, a part of which can be distinguished on the one hand – as the psychological, psycho-physiological and physical readiness, and on the other hand – as the scientific-theoretical and practical training, a basis of professionalism” [5].

In the “Dictionary of social pedagogy” professional readiness for any kind of activity is considered as “a subjective state of the person considering himself capable and prepared to perform certain professional activities and seeks to implement it” [6].

So there are different approaches to the study of problems of professional readiness of the teacher and many interpretations of the concept of readiness for pedagogical activity (professional readiness of the teacher), revealing different aspects of formation of the future teachers’ readiness.

To sum it up we believe that the subject of our research (development of speech culture of the social teacher) fully reflects the definition of the term “professional readiness”, represented by S.S.Ilyin: “The professional readiness is a certain level of compliance with the existing individual data requirements of the profession that implies a person with professional knowledge and skills, i.e. a certain level of professional skills formed in the immediate professional activity” [3, 12].

Consequently the professional preparedness of the social teacher suggests a fairly high level of speech culture (speech and communicative competence) which is formed in a certain socio-educational activities.

If we consider the development of speech culture of the social teacher in terms of their professional readiness, it is necessary to distinguish the following types of

readiness: temporary (situational) and long-term (sustainable) readiness; functional and personal; psychological and practical; general and special, etc.

Since the foundation of professional readiness of the social teacher is a high level of ownership and voice culture, we believe that we need to focus on sustainable, long-term form of professional readiness. An important aspect of professional readiness of the teacher of social identity is internal factors: motivation, aspirations, self-esteem, value attitude, personality orientation, physical health, psycho-emotional state, etc. In this regard, it is necessary to create the pedagogical conditions that would facilitate forming the speech culture of the future social teachers from the first year of their studying and focus on the stability and sustainability of the professional readiness. The conditions are following: development of university teachers' speech culture, introduction of special courses to develop speech culture, functioning clubs, holding various contests, competitions on art of eloquence, etc.

The leading condition of raising the level of the social teacher's speech culture is a structural component of the professional readiness which is a professional identity of the teacher's personality. The professional consciousness is considered not only as a professional knowledge and expertise on how to apply the professional knowledge, but above all it, there is a subjective psychological experience of a person, including the professional aspect. In other words, a professional self-awareness is a set of mental processes by which the expert recognizes himself as the subject of activity [1, 321].

Thus, the purposeful forming professional readiness of social workers should be carried out with use of different situations in the field of speech not only in theoretical way but also in practice. This will allow the future social teachers to generate a sense of belonging to a professional community, which in its turn will provide favorable conditions for training and developing teacher's personality.

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