

Historical Context of Professional Speech Formation in Philology Education

Farida R. Ustamdzhanova Khosilova and Olga Nikolaevna Kalinina
National University of Uzbekistan, Uzbekistan

Keywords: Professional Speech, Speech Culture, Communicative Situation, Relevance Of Speech, Logic.

Abstract: This article explores the conditions necessary for developing the oral professional speech of a teacher of Russian as a foreign language, focusing specifically on the qualities that characterise proficient communication in an educational setting. Key components under examination include the linguistic precision and aesthetic quality of speech, the logical coherence and justification of speech formulations, and adherence to established linguistic norms. Through analysing these elements, the study aims to delineate the foundational skills required for philologist educators to effectively impart knowledge and engage with non-native speakers, ensuring that their delivery is both pedagogically sound and linguistically robust.

1 INTRODUCTION

Professional speech encompasses the specialised forms of communication utilised by individuals within their respective fields, characterised by a distinct linguistic, psychological, and social selection of language tools. This form of speech is not confined to mere jargon and technical terminology but also includes a broader lexical range that suits the context of professional interactions, whether these occur in formal or informal settings. As identified by the Russian scholar N.K. Garbovskii, professional speech is a linguistic variant shaped by the necessities of professional conduct and interaction. It inherently supports the primary activities and objectives of a profession, thereby acting as a pivotal element in the execution of professional tasks (Garbovsky 1988).

The genres of professional speech, while potentially overlapping across various fields, are each tailored to meet the specific communicative needs and functions inherent to a particular discipline. This customisation of speech genres signifies that while some forms of professional communication are universally applicable, each profession inevitably cultivates its own set of prioritised genres and specific norms for the composition and execution of these communicative forms.

The theoretical foundations for understanding professional speech can also be traced back to the philosophical insights of Abu Nasr Al-Farabi, an Eastern thinker who placed significant emphasis on

the role of language in the realms of science, philosophy, and moral conduct.

Al-Farabi posited that language is the foundational science, essential for naming and thus understanding the world through the categorisation of objects and phenomena. His perspective underscores the profound impact of language on cognitive processes and ethical practices, extending to the structured and deliberate use of speech within professional realms (Tarasova 2012). Al-Farabi's discourse highlights how mastery of professional speech involves not merely the utilisation of specific terminologies but also encompasses the cultivation of a broader cultural and ethical understanding of how language operates within professional contexts.

This aligns with the contemporary view that professional speech is a critical tool for ensuring effective professional practice, encompassing both the oral and written modalities of communication. It is tailored to facilitate the main objectives of professional activity, whether conducted in the boardrooms or the less formal confines of professional gatherings, thus reinforcing the integral role of language as a conduit for professional excellence and integrity.

2 ANALYSIS

Professional speech, as elucidated by the Russian scholar N.K. Garbovskii, transcends mere technical

jargon to include a wider lexicon meticulously selected to cater to the nuances of professional environments. This variant of language is not solely confined to the terms it employs but extends to embody the entire spectrum of communication within a professional context, whether it be during formal board meetings or more casual professional interactions.

The distinctive choice of language within each profession is primarily influenced by the need to facilitate and enhance professional activities and aims. Consequently, each field of expertise develops its own unique genres of professional speech, which are specifically tailored to meet its communication requirements. These genres are crucial for effective professional engagement and vary across different disciplines, evidencing a bespoke adaptation of language tools to suit specific professional purposes. The diverse implementation of these tools is not arbitrary but rather a strategic necessity, aimed at ensuring clarity, precision, and efficiency in professional discourse.

The importance of professional speech also finds resonance in the philosophical ruminations of Abu Nasr Al-Farabi, an eminent Eastern philosopher, who highlighted the foundational role of language in science, philosophy, and ethical conduct. Al-Farabi's assertion that language forms the bedrock of all scientific inquiry and moral understanding further underscores its significance in the professional sphere.

By enabling professionals to categorize and thereby comprehend the world around them, language not only facilitates the basic naming of objects and phenomena but also assists in the ethical and effective conduct of professional tasks. Hence, mastering professional speech goes beyond the acquisition of specialized vocabulary; it requires an in-depth understanding of how language shapes thought and action within specific professional settings. This broader comprehension includes the appreciation of how ethical and cultural factors influence professional communication, thereby enriching the practice of professional speech. It is this comprehensive grasp of language's role within professional domains that ensures the seamless integration of professional objectives with communication strategies, ultimately fostering professional integrity and excellence in various fields.

The principle of speech purity is paramount in the educational context, particularly in the domain of rhetoric and communication training (RCT). Teachers in this field must adhere to high standards of linguistic correctness, eschewing the use of dialectisms, barbarisms, jargon, clerical phrases, colloquialisms, parasitic words, and vulgarisms.

These elements can cloud the clarity and effectiveness of communication, potentially misleading or confusing students. The integrity of a teacher's speech is crucial, as it not only reflects their professional competence but also serves as a model for students to emulate. The role of the teacher is thus not merely to disseminate information but to present language as a precise and powerful tool for thought and communication.

A rich and varied vocabulary is considered a core indicator of a teacher's linguistic proficiency and cultural depth. Such richness in speech encompasses the ability to use a diverse array of linguistic tools aptly and appropriately, reflecting both the situation and the content being discussed. This does not simply involve a broad lexicon but also includes mastery over phonetic nuances, morphological diversity, and syntactic complexity, along with the effective use of super-segmental features such as intonation, rhythm, and pause.

A teacher possessing such skills can adapt their discourse to suit various contexts and audiences, thus fulfilling the communicative demand of relevance. This adaptability contrasts sharply with a more limited speech pattern, which tends to rely on repetitive and formulaic expressions. By harnessing the rich resources of the language, an RCT teacher can provide a dynamic and engaging learning experience, fostering an environment where language is not only taught but also celebrated as a multifaceted cultural artefact.

Accurate speech is defined as the precise alignment between the meanings of words and phrases and the semantic and subject dimensions of discourse. This precision is not merely a linguistic achievement but fulfils the criteria of situational relevance, ensuring that speech optimally satisfies communicative needs and guides the listener towards clarity and understanding. Such accuracy is especially significant in the context of cross-cultural communication, where linguistic nuances and presuppositions might otherwise lead to misinterpretations.

Accuracy in speech supports the facilitation of a deeper understanding of linguistic representations of concepts, crucial in cross-cultural contexts, such as in the teaching of Russian as a foreign language (RCT). It is distinguished from accessibility, which though related, predominantly addresses the linguistic and cultural preparedness of the audience. Accuracy, conversely, concentrates on aligning speech with the inherent structure of the language and the specificities of the discussed subject.

The primary goal of this paper is to explore the development of precise and professional oral speech for teachers of Russian as a foreign language. This exploration includes several components critical to

the mastery of professional speech: the linguistic quality of speech construction, the rationality behind speech choices, and the usage of standardised speech formulations. Additionally, the analysis covers the value-personal orientations and axiological adequacy how values align within the communication context alongside communicative competence, which encompasses the ability to select and structure information effectively for communication.

The concept of situativeness, or the adaptation to the immediate communicative context, is pivotal, urging the speaker to tailor their discourse dynamically according to the situation. The paper aims to delineate specific standards and requirements for crafting oral professional speech, thereby enhancing the teaching efficacy and communicative precision of instructors operating within diverse linguistic and cultural landscapes. This inquiry not only broadens our understanding of linguistic accuracy in professional settings but also contributes to the pedagogical practices essential for effective teaching of languages across cultural boundaries.

The crucial role of oral communication in educational settings, particularly in the training of future teachers of Russian Cultural and Textual studies (RCT), underscores the significance of mastering verbal skills. Effective oral professional speech is not merely a by-product of good teaching but a targeted outcome that requires deliberate cultivation through structured pedagogical methodologies. The formation of such competencies hinges on creating an environment that not only fosters purposeful and measurable educational outcomes but also enhances pedagogical interactions.

Conditions that support this include designing curricular activities that promote dynamic exchanges between students and educators, and integrating technology to facilitate interactive learning experiences. The integration of such conditions ensures that the training process remains adaptive and responsive to the evolving demands of professional communication within the educational sphere.

Further to the linguistic abilities, a nuanced understanding and application of speech etiquette forms an integral component of a teacher's communication repertoire, reflecting broader cultural dimensions. In Russian cultural context, where speech etiquette plays a pivotal role, the distinction between informal 'ты' and formal 'вы' in address, alongside appropriate greetings and farewells, are crucial. These nuances extend beyond mere lexical choices to encompass non-verbal cues, such as the culturally specific taboo against greeting over a threshold.

An RCT teacher must not only adhere to these norms but also elucidate their underlying cultural

significance to students. By incorporating these elements of Russian speech etiquette into the curriculum, educators can foster a deeper, more reflective engagement with the language. This approach not only enhances students' mastery of Russian in both colloquial and professional contexts but also ingrains a culturally sensitive communication style that is mindful of the subtleties and complexities inherent in human interactions.

3 CONCLUSION

In conclusion, the intricate role of professional speech within educational settings, particularly in the context of teaching Russian as a foreign language, is multifaceted and indispensable. Professional speech serves not merely as a vehicle for the dissemination of specialized knowledge but as a crucial element in fostering comprehensive understanding and effective interaction in a professional context. As elucidated by scholars like N.K. Garbovskii and reflected in the philosophical perspectives of Abu Nasr Al-Farabi, professional speech is a dynamic entity that encapsulates the full spectrum of communication, tailored to meet the diverse needs of various professional fields. This adaptation is not arbitrary but a necessary evolution to enhance clarity, efficiency, and ethical engagement across different disciplines.

Furthermore, the pedagogical strategies employed in teaching Russian cultural and textual studies exemplify the necessity of integrating precise, culturally informed speech into the curriculum. The deliberate focus on developing verbal competencies, coupled with a deep understanding of cultural nuances and speech etiquette, highlights the significance of language as both a cultural artifact and a fundamental tool for professional interaction. The dynamic interplay between linguistic accuracy, cultural sensitivity, and educational methodologies not only enriches the learning experience but also prepares students to navigate and contribute effectively to their respective professional fields.

Ultimately, the mastery of professional speech within the educational sphere is not an isolated goal but a critical component of a broader educational vision. It aims to cultivate not just knowledge but also communicative competence and cultural awareness, thereby equipping future professionals with the skills necessary to excel in an increasingly globalized and interconnected world. This comprehensive approach to language education underscores the profound impact of effective communication on professional integrity and excellence, ensuring that students are

not only proficient in their use of language but also adept at interpreting and responding to the complex layers of professional and cultural contexts they will encounter.

REFERENCES

- Abu Nasr Al-Farabi. (1993). Фозил одамлар шаҳри [The city of virtuous people]. Tashkent: Narod Publishing House. А.аследия им. А. Кадери Research Institute, pp. 144-179.
- Garbovsky, N. K. (1988). On the functional and stylistic variability of the language. In *Voprosy sistemnoy organizatsii rechi* [Issues of system organization of speech] (pp. 9-35). Univ.
- Annushkin, V. I. (2002). Modern Russian oral scientific speech. In O. A. Lapteva (Ed.), (Vol. 71). Moscow.
- Antonova, L. G. (1998). *Obuchenie studentov-slovesnikov professionalno znachimym zhanram* [Training students-speakers in professionally significant genres]. (Doctoral dissertation, Moscow).
- Assuirova, L. V. (1996). *Methodology of teaching high school students to create a text based on the traditions of classical rhetoric.* (Doctoral dissertation, Moscow).
- Zimnyaya, I. A. (2003). Key competences – a new paradigm of the educational result. *Higher education today*, 5, 34-4.
- Klobukova, L. P. (Year). *Lingvometodicheskie osnovy obucheniya inostrannykh yazykam studentov-nefilologov gumanitarnykh fakul'tetov* [Linguistic and methodological foundations of teaching foreign languages to non-philological students of humanitarian faculties]. (Doctoral dissertation, Moscow).
- Strelchuk, E. N. (2016). *Formation of the Russian speech culture of foreign bachelors of non-humanitarian specialties in Russian universities.* (Doctoral dissertation, Moscow).
- Tarasova, E. N. (2012). *Oral professional speech of the teacher of the Russian language as a foreign language.* Moscow.
- Tarasova, E. N. (2013). *Oral speech of the teacher of the Russian language as a foreign language is a defining component of the personality-oriented technology of teaching the Russian language to foreign-speaking students.* (No. 2, pp. 80-5).