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Mastering the standard speech portrait of an exemplary philologist - educator as the basis for the effectiveness of professional activity of students of universities' philological faculties

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The article deals with the need to master the standard speech portrait of the exemplary philologist- educator by the students of philological faculties of universities learning foreign languages as the basis for the effectiveness of their future professional activity as a teacher or an interpreter. The speech behavior of the teacher in various academic-teaching situations of communication presupposes the realization of a speech portrait typical for the profession. The language personality of a philologist- educator is assessed primarily through the prism of the level of mastery of the language norm. The philologist-educator is a representative of the profession with increased speech responsibility, which obliges him to know and master the language in all its diversity, to be able to quickly and adequately assess the speech of the interlocutor and the speech situation and, in accordance with this, build the correct speech behavior that meets the pedagogical requirements. The teacher's choice of the type of speech behavior will be justified if it is communicatively justified and serves the effectiveness of establishing and maintaining the contact with interlocutors. Students-philologists learning a foreign language should be taught not to confuse various language variants with mistakes as gross, unacceptable violations of the norm. In general, students-philologists should be able to choose the variants of linguistic units, which simultaneously correspond to the developed communicative situational context, and the image of the teacher. The students-philologists as future teachers should master the standard speech portrait of the exemplary philologist-educator and learn to understand well the characteristics of the speech portraits of the native speakers of various sociolects, with representatives of whom they will have to communicate.

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Students-philologists, learning foreign languages at universities, are, basically, future teachers or translators. A "profession as one of the basic components of social status has a significant impact on human speech behavior" [Freydin, 2011, p. 247], forming his speech portrait.

Regardless of the sphere in which future students-philologists can and will carry out their professional activities in a foreign language, their speech portrait will be formed on the basis of mastering them by the normative aspect of the given language. There are three main groups of the use of linguistic units in the speech of the individual:

1) In accordance with the literary norm;

2) One-time individual or social-age use;

3) the use of an abnormal, but widespread, often with a sign of social and professional affiliation [Kozyrev, Chernyak, 2010, p. 39].

The linguistic personality of the philologist-teacher is evaluated primarily through the prism of the level of mastery of the linguistic norm, in connection with which it is divided into two groups:

1) the standard language personality;

2) non-standard (creative) language personality.

According to E.B. Kishina and T.L Pykhtina, "the standard language personality reflects the average literary-processed norm of the language, the non-standard linguistic personality deviates from the established samples," while the non-standard linguistic personality, according to V.P. Neroznak, can be represented in the form of "tops" (writers, masters of the artistic word) and

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"bottoms" (representatives of argo, jargon, slang, marginal language stratum) [Kishina, Pykhtina, 2010, p. 99].

In this respect, the professional activity of a philologist-teacher as a representative of a profession with high verbal responsibility obliges us to know and master the language in all its diversity, be able to quickly and adequately assess the speech of the interlocutor and the speech situation and, in accordance with this, build the correct speech- since "the success of a professional activity, the naturalness and effectiveness of a role-playing behavior of a teacher depends on how easily he can switch from one code into the other when changing the situation of communication "[Kozyrev, Chernyak, 2010, p. 37-38].

According to E.L. Freydina the voices of representatives of professions with high speech responsibility, "usually produce a more favorable impression on listeners than voices of representatives of professions not associated with speech activity" [Freydin, 2011, p. 247].

M.S. Savinova notes that "the speech of representatives of professions with high speech responsibility remains professionally marked even if the extra-linguistic situation does not imply the use of a professional role by them" [Savinova, 2009, p. 189]. This is evidenced by the results of M.S. Savinova's analysis on fragments of interviews with British politicians, actors and teachers. Their speeches are peculiar to prosodic originality, which "testifies to the high degree of development of speech skills for informants due to their habit of speaking in public in the framework of professional activity" [Savinova, 2009, p. 188-89].

Prosodic variety of speech of informants is revealed in precise articulation, precise allocation of communicative centers of utterance, presence of emphatic pauses, and division of speech flow into relatively short syntagmas. Speech of informants is expressive, reflects a high degree of personal involvement and interest of informants, their confidence, inherent in people speaking in public [Savinova, 2009, p. 189].

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However, along with professional features, the speech of informants as representatives of professions with high speech responsibility is situationally marked by typical features of the genre interviews with features of spontaneous speech (pause of hesitation, use of flat tone, narrowing of the tonal range of the syntagmas, etc.), which, according to the researcher, "testifies on the ability of informants to choose prosodic means appropriate in a certain extra-linguistic context "[Savinova, 2009, p. 189].

Undoubtedly, the choice made by the teacher on the variants of linguistic units will be justified if it is communicatively justified and serves the effectiveness of establishing and maintaining contact with the interlocutors. However, students - philologists who learn a foreign language should be taught not to confuse various language versions of the language system with errors as gross ones, unacceptable violations of the norm:

"There are a number of words, pronunciation, shaping which serve as a kind of indicators of the speech competence of the individual. Some verbal violations can cause irreparable harm to the reputation of the speaker "[Kozyrev, Chernyak, 2010, p. 39].

In other words, students-philologists should be able to choose such variants of language units, which simultaneously would correspond both to the developed communicative-situational context, and to the image of the teacher.

Academic public speech is a traditional kind of professional eloquence of philologists-educators. This is one of the genres of institutional discourse [Freydin, 2011, p. 246]. E.L. Freydin as socially significant factors influencing the prosodic design in academic public speech examines the professional belonging of the speaker, the nature of the relationship between the speaker and the audience, the individual style of the speaker [Freydin, 2011, p. 246].

A word for a teacher is an instrument of influence [Freydin, 2011, p. 247]. The social role of the teacher, its "credibility" determine the prosodic implementation of academic public speech; markers of professional affiliation are

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clarity of articulation, orthoepic normativity, a variety of melodic repertoire, voice flexibility, adaptability, variability of loudness, moderate pace of speech [Freydina, 2011, p. 248].

The main task of the teacher-lecturer is aimed at communicating new knowledge. When implementing a number of discursive strategies for solving this problem, the teacher uses intonational techniques to ensure high information saturation and rhetorical orientation, and according to E.L. Freydina, these are:

- Word-by-word and syllable by syllable emphasis;
- Contrastive prosodic design of the utterance;
- Marked localization of the phrase stress;
- Interruption of the scale with a sharp change in the tonal level;
- Sudden change in tempo;
- Increase the length of pauses inside the statement;
- The use of emphatic pauses [Freydina, 2011, p. 248].

To express the position of the author, organize information and optimize its perception, maintain contact with the audience, enhance the participation of listeners, the teacher uses the following intonation techniques:

- prosodic allocation of text units with emotional-modal and estimated load;
- prosodic isolation of metacommunicative units;
- the selection of adverbs at the beginning of the utterance by a descending-ascending tone, etc. [Freydin, 2011, p. 248].

In general, the choice of linguistic and prosodic means in the rhetorical discourse, characteristic of the professional activity of the lecturer-teacher, is based on the principle of relevance, which suggests in the process of socially conditioned interaction the choice of the speech repertoire in accordance with the communicative situation and with the style of communication [Freydina, 2011, p. 249].

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So, according to E.L. Freydina "with respect to modern British academic public speech , verbal behavior appropriate to the establishment of cooperative communication with an audience that is recognized as an equal participant in communication is appropriate. In addition, it is necessary to take into account the national-specific features of the British speaker: the desire to avoid dogmatism and edification, respect for the personal space of the interlocutor, criticality, irony and self-irony "[Freydina, 2011, p. 249-50].

Above mentioned intonational techniques used by the lecturer in an academic public speech are professionally marked, conditioned by the professional-rhetorical activity of the teacher. They stand out clearly against the backdrop of intonational techniques of creating an individual speaker style. Recall that indicators of individual oratorical style are:

- the degree of variation of the tonal range;
- features of accentuation;
- preference for certain intonational structures in the positions of completeness / incompleteness;
- features of the melodic repertoire;
- features of temporal and rhythmic organization;
- the use of pauses hesitation, emphatic and rhetorical pauses;
- the degree of variation in loudness;
- voice features, timbre coloring, voice quality, voice tone, modulation [Freydina, 2011, p. 251].

According to observations of V. Zubkova, educators-lecturers of Russian universities use such tactics of speech behavior as:

- informative tactics (presentation of theoretical material);
- explanation tactics (criticism of theories and opinions);
- evaluation tactics (assessment of work, students' answers);
- tactics of verification (control of presence, control of students' work at the lecture) [Zubkova, 2012, p. 16].

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Communicative tactics of students at lectures in Russian universities include:

- tactics of expectation (manifested in communicative behavior by the absence of questions, by silence);

- the tactics of the question (for implementing the strategy of cognition);

- tactics of refinement (with "thoughtless" taking the teacher's speech down);

- tactics of self-presentation (to attract the attention of the lecturer) [Zubkova, 2012, p. 17].

The implementation of control and training strategies at seminars, laboratory, and practical classes by teachers of Russian universities is achieved through the following tactics:

- tactics of the survey (on the issues of the seminar);

- evaluation tactics (student's presentations);

- informative tactics (commenting on certain points of the topic);

- tactics of verification (verification of the assimilation of material through controlling questions, testing and control works) [Zubkova, 2012, p. 17-18].

Students in the seminars, laboratory, and practical classes seek to get points on the subject and deepen their knowledge.

Proceeding from this they use:

- tactics of the answer (on the given themes);

- tactics of the issue (clarification of important points);

- the tactic of self-presentation (to attract attention, self-affirmation in the group);

- exercise tactics (used in laboratory and practical exercises for training skills, practical skills, working with equipment, etc.) [Zubkova, 2012, p. 17-18].

In the speech genre of practice, the teacher uses tactics:

- observation (for the fulfillment of the plan of events by students, for visiting the production base);

- evaluation (assessment for a particular type of work and practice in general) [Zubkova, 2012, p. 18].

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Students in the speech genre of practice apply, respectively:

- Initiative tactics (students strive to perform a large amount of work than planned);

- observation tactics (familiarity with the peculiarities of the profession);

- tactics of responsibility (fulfillment of tasks on time and according to plan);

- tactics of self-presentation;

- the tactics of dating (with fellow mentors) [Zubkova, 2012, p. 18].

At the oral exam and offset the teacher realizes:

- evaluation tactics (student knowledge);

- commenting tactics (justification of the assessment);

- Council tactics (recommendations are given);

- Threat tactics (in relation to students who fail or miss classes);

- The tactics of bringing up [Zubkova, 2012, p. 18].

Students during the oral examination and tests apply:

- tactics of self-presentation;

- response tactics;

- tactics of flattery (from the students to the address of the teacher) [Zubkova, 2012, p. 18-19].

From the foregoing it follows that there is a certain correlation between the speech behavior of the teacher and the student in various teaching and listening situations of communication, while the pedagogical actions of the teacher assume the realization of a speech portrait typical of the profession.

So, what should be the reference speech portrait of an exemplary teacher, including those who carry out their professional activities in a foreign language?

The reference speech portrait of an exemplary teacher is characterized by the following properties:

1. First of all, exemplary speech in both native and foreign languages.

2. Ability to assess the speech situation adequately.

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3. Skilful switching from one code to another, depending on the communicative-situational context.

4. Communicatively justified variation of linguistic units in speech with representatives of various social groups.

5. Possession of the art of public speaking.

6. The construction of speech is adequate to the image of the teacher.

7. Possession of speech taste.

8. Use of elements of speech mode for professional and pedagogical purposes.

9. Appropriate use of jargons through the prism of the image of the teacher.

10. Avoidance of "reputation mistakes" in the speech.

11. Ability to prevent verbal conflicts with students, their parents, colleagues, etc.

12. Compliance with the norms of speech etiquette.

13. Perfect literacy of written speech.

14. Competent knowledge of oral and written genres, which require consideration of the peculiarities of linguistic variation and the communicative situation.

[For a speech portrait of a contemporary teacher, see in detail: Kozyrev, Chernyak, 2010].

In general, according to V.A. Kozyreva and V.D. Chernyak, the speech behavior of the teacher "is a kind of visiting card, often much more expressive than other forms of identification" [Kozyrev, Chernyak, 2010, p. 37].

Before the students-philologists learning a foreign language and planning to become a teacher or educator in the future, there is a global task to master the basics of a standard speech portrait of an exemplary philologist-teacher with the aim of successfully applying it in his future professional activity.

However, mastering the standard speech portrait of the exemplary philologist-teacher is not enough both for effective realization of his professional activity and communication with the native speakers of the foreign language as a native

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language, since the person's communication is not limited to the scope of his profession; on the contrary, in the process of work the teacher often has to contact representatives of other professions and different social strata and conduct conversations on a variety of topics. And this, in turn, obliges the students-philologists, in the future teachers, to understand well the characteristics of the speech portraits of the native speakers of various sociolects, with whose representatives they will have to communicate.

Consequently, students-philologists learning a foreign languages will not only have to learn and master the specifics of using language in the social dialect of philology teachers, in which the basis of their speech portrait is formed, but also to learn to recognize representatives of other sociolects by their speech behavior through analysis and correlation of features of their speeches with a typical speech portrait of the native speakers of this or that sociolect.

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