

Communicative Activity of a Teacher and the Possibility of Its Improvement In Terms of a Technical University



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Abstract: *A special role in the development and improvement of speech culture in the society belongs to the teacher. The word as his main instrument must be the model of verbal intelligence, the model of high speech culture. This article deals with the typical lecturer's speech errors and investigates means to avoid errors during the specialized course in the system of professional development. This article presents analysis and monitoring of speech etiquette of teachers of different subjects, highlights experience of how to refer to spell books and various dictionaries and introduces different ways of improving communicative activity through the system of professional development at Samara State Transport University.*

Index Terms: *teacher, communicative activity, speech image, improvement, academic eloquence, speech errors, professional development, lexicography, course plans*

I. INTRODUCTION

Statement of the problem in general and its relation to important scientific and practical objectives.

Research in the higher education system confirms that the sphere of communicative activity of a teacher and the process of forming a positive speech image of a teacher at a technical university, in particular, are becoming increasingly relevant (O.Ia. Goykhan, T.M. Nadeina[1], V.G. Kostomarov [3], S. L. Lenkov, N. E. Rubtsova [5], Luneva L. P. [6], Mikhalskaia A. K. [9], Murashov A. A. [10])

In the modern information society, a specialist with a high level of communicative competence is more successful and confident, which allows him to communicate effectively in various speech situations. In general, we single out the most significant communicative skills: to communicate information; state a problem; formulate questions; argue; draw conclusions; listen, understand and interpret the text; speak to the audience; learn, memorize and structure the material; influence the interlocutor and others [6, p. 95]

Communicative competence required by a specialist, that is, possession of complex communicative skills and abilities, should involve following the principles of ethics of official communication, knowledge of the norms of speech culture, genres of functional styles of the Russian language, oratory

skills and polemical techniques, the knowledge of the psychology of business communication and the ability to resolve speech conflicts [6, p.115]

“The National Doctrine of Education in the Russian Federation for the period up to 2025” clearly reveals the tendency for compulsory language education and training of every personality [11].

Analysis of the recent research and publications, in which aspects of this problem were considered and which form the base for the author's findings; defining of unresolved parts of the common problem.

However, we have to state that recently the level of speech culture is steeply decreasing: replicated violations of language norms, widely spread speech clichés, unnecessary borrowings, linguistic freedom. [2, 4, 5, 7, 9, 14]

A special role in the preservation and development of the cultural speech environment belongs to a teacher: an educator, a school teacher, a university teacher. Education, which is a phenomenon of culture, is impossible without relying on the culture of a teacher's personality, no matter in which field of knowledge he/she works. And an essential component of his/her professionalism is speech - an integrative indicator of the general culture of a person. The word of a teacher is his/her main tool, so it should be the benchmark of literacy and a model of the high culture of speech [6, p. 8].

Studying the problems of normalizing the language, creating a harmonious and comfortable speech environment, linguists point out unique possibilities of educational institutions (in our article we will discuss higher education institutions in particular), recognizing their great potential in this regard. [2, 4, 5, 7, 9, 13]. The university environment has the ability to involve students in the values of high culture, including literary language. Many teachers understand the importance and necessity of speech self-improvement. However, at the same time they frankly admit that they do not always follow the language norms, do not correct the corresponding students' mistakes, and if they do, it happens occasionally, not on a regular basis. Unfortunately, most teachers are not even aware of importance of pedagogical speech in the formation of students' speech culture [6, p.53, 2, pp.59-62].

In this regard, we have to admit the prevailing contradiction: the largest part of technical academic staff is represented by experts in the field of engineering and production.

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They received higher technical education, not focused on the work in the field of higher education. Many of them have become high-class professionals for many years in a higher school. But this development can take decades without special training, which leads to a deterioration in the training of graduates [6, p.68].

II. METHODOLOGY

Recently it has become obvious that a special professional, scientifically based training of teachers of Russian technical higher schools is required within the advanced training system. Such a decision is dictated by the demand for a new type of teacher who can be not only a translator of knowledge but also an active culture-creating personality [2, 4, 5, 14, 17, 18, 20]. For an objective and complete description of a modern teacher, let us formulate the most important criteria for his professional activity. He/she must surely be a highly qualified specialist, a creative teacher and a productive scientist.

The purpose of the article is to present an experimentally tested method of work to improve the professional speech image of a teacher at a technical university in the system of advanced training, based on competence-based, practice-oriented approaches.

In order to realize the purpose indicated above the following objectives were set:

- to study and summarize the most significant articles and research concerning this theme;
- to analyze and monitor the level of professional speech culture of teachers of different subjects;
- to study and classify typical errors in speech and means to avoid and prevent future errors;
- to make working on your speech and improving it a habit; to get experience how to deal with the reference books, linguistic dictionaries;
- to introduce different ways of improving communicative activity through the system of advanced professional development.

Practical significance of the research is in revealing new ways of improving communicative activity of higher school teachers. A set of exercises, trainings and tests for developing communicative competence were developed and probed during experimental courses; new methods, models and techniques were worked out to realize the implied objectives.

III. RESULTS

Research materials can be used not only by the teachers of technical universities; in the course of the work, a system of classes to improve the teacher's speech image was tested; terminological dictionaries for various subjects were formed. Unfortunately situations in which teacher lacks the communicative competence and his/her level of speech culture is not sufficient still exist. [8, pp.228-235, 2. pp.59-62]

Speech of such a teacher replete with phonetic and orthoepic errors - 21% («семинар начался», «повторим материал», «углубленный курс», «Экспертный совет», «истекший период»), lexical errors that demonstrate non-acquaintance of word usage norms - 35% («проходить тему», «спросить вопрос», «записать под запись», «отксерить вопросы», «поставить роспись»); grammatical errors that show violation of morphological, derivation and syntactic norms – 44% («по окончании университета», «согласно

приказА», «учебник по философии», «сколько время». «в двухтысячно девятнадцатом году»).

The level of professionalism of a University teacher is largely marked by the level of speaker's skills. Among the main indicators are scientific character and informative value of explanation; evidence and argumentation; certainty of the matter in question; methodological development of the material; a clear focus on the problem; the use of the principle based of the clearness; combination of explanation and audiovisual materials demonstration; the availability of the material for certain students; explanation of all newly introduced concepts and terms; a creative approach to lecturership.

All these criteria are reflected in the basic communicative qualities of speech (contents, consistency, clarity, expressiveness, emotionality, etc.). An essential condition for the successful teacher's activity is also a high culture of his oral and written speech. Correct, emotional, communicatively-appropriate speech of a teacher allows him/her to influence the thoughts and feelings of a student effectively, to educate a harmonious personality. The more competent the teacher is, the more demanding is he/she to his speech, the more acutely he/she understands the the importance of the speech in his/her professional activity.

The rules and principles of academic eloquence were studied in Russian classical rhetoric, summarized in modern researches in the field of oral scientific speech and methods of speaker's skills, systematized in the popular-scientific works. A certain type of a Russian lecturer who delivers both University and popular-scientific lectures has been formed for the last two centuries. Among the talented members of the academic eloquence were: T. N. Granovskiy, V. O. Kliuchevskiy, I. M. Sechenov, F. I. Buslaev, D. I. Mendeleev, K. A. Timiriazev, N.V.Vavilov, L. D. Landau, D. S. Likhachev and others.

Communicatively-relevant speech in teacher-students pedagogical interaction has its own peculiarities. It involves the ability to take into account the situation of communication and choose the best means of speech to solve specific problems and goals of communication. When presenting new material, a teacher should use an interested tone and other ways to attract student's attention. In case of the survey of the studied material a teacher should employ a clear statement of questions and a friendly tone.

Talking to a student, speaking to the audience, a teacher does not only present this or that information, but freely or involuntarily conveys his/her attitude to reality, to the people around him. Therefore, it is important to take care of the teacher's speech. It has to have a positive impact on students, not to be gruff, not to debase the listener. All these criteria deal with the field of the speech etiquette [1, 4, 6, 11, 19].

Speech etiquette is known as the rules of speech behavior, implemented in a system of stable language formulas and expressions in different situations of communication. Such situations include: addressing the interlocutor and attracting his/her attention, greeting, acquaintance, farewell, apology, gratitude, invitation, request, advice, refusal, condolence, wish, congratulation, etc. In our study we will talk about the speech etiquette of university classes (lectures, seminars, etc.).

What does a teacher need for successful professional activity? This is, firstly, the knowledge of speech norms to a certain situation; secondly, adequate use of these norms; thirdly, the ability to change his/her communicative behavior, to move to other norms of speech etiquette in connection with the changes in the communicative situation. If a teacher is fluent in speech etiquette, it contributes to his authority promotion; it generates trust and respect for him/her. Moreover, the teacher's compliance with etiquette norms of behavior is of great educational importance, it has the aim to redound to the improvement of the cultural speech environment of the university as a whole and to the development of the speech culture of an individual student.

Interest, respectfulness, friendliness towards students are characteristic of modern pedagogy. However a student can frequently hear a teacher's categorical, sharp judgments and requirements («Делайте так, как вам сказано»; «Сколько раз можно говорить одно и то же») [7, 8, 20].

Students should feel the benevolence of the teacher in order to assess his/her demands and strictness properly. Such words as «спасибо», «пожалуйста», «извините», «будьте добры» etc should not be avoided in communication with students. Students get used to constant hearing of polite words and unwittingly include them in their active vocabulary.

It is important to work continuously on speech behavior in students' communication. The task of a teacher is make sure students address each other tactfully, express their disagreement using relevant phrases («Я думаю иначе...»; «Я с тобой не могу согласиться...»; «По-моему, ты не прав...»).

Speaking about a teacher's speech etiquette, we can work out several important etiquette "formulas" for specific situations in class. So it is inappropriate:

- to be nonchalant about the words of greeting. This phrase should help in the organization of classes, in creating friendly atmosphere during the lesson;
- to start a lesson in a noisy classroom;
- to turn your back on the students when speaking with them;
- to address one student without setting tasks for the others;
- to show bad mood caused by personal issues. [6, 7, 8, 20].

The words of the teacher rounding up the lesson are extremely important. They should indicate that the classwork was well done, but the research is not over. The following speech formulas can be used:

- Уважаемые студенты, нерешенного много, но потерпим до следующей нашей встречи. Всего доброго!;
- Мы неплохо поработали, но впереди еще много интересного. Надеюсь, мы справимся с этим на следующем занятии.

Elements of humor, joke and light irony are also important in the ways of teacher-students speech interaction. Even usual witticisms sometimes have a magical effect on students. A teacher can unsuccessfully ask many times the violator of discipline not to disturb, but it is enough to ask him once, whether the teacher disturbs him as the student realizes the negative speech behavior and accepts the reprimand.

However a student may frequently hear a teacher's categorical judgments and requirements:

- Сколько раз можно говорить одно и то же!
- Ну-ка рты закрыли!
- Кому сказано...
- Я кому говорю...

Such categorical judgments and even rudeness of speech creates an unfavorable psychological climate in the classroom. Students, on the contrary, should feel the goodwill of a teacher to assess his/her strictness properly. The rules of speech communication proposed by A. K. Mikhalskaia, contain a tendency to the dialogical principle: «Говорите не им, а с ними» [7, 8, 20]

Let's consider some of the elements of speech etiquette manifested in various aspects of the teacher's work. Thus, the greeting should contain an expression of joy about the meeting the students. However, a teacher can enter the classroom dissatisfied, preoccupied with his own problems. During the lecture, he/she demonstrates his/her bad mood and shifts this burden of personal troubles to students. This attitude has a negative impact on further communication.

Here is the sample beginning of a lesson, violating etiquette norms:

The classroom is dirty and students are making noise. The teacher enters the room and does not pay attention to the noise. He/she starts asking questions: «Так, задаю вопрос. Прекратите шум. Итак, вопрос. Сейчас посмотрим, кто у нас пойдет отвечать. Что? Какой вопрос? Ах, да. Сейчас сформулирую. Надо только подумать...»

The etiquette of the university classes also requires such formulas as "demand," "request," "order." A teacher should be persistent and strict. But how can this be done properly? An order is to be given calmly and firmly, which proves deliberation and careful planning. However, requests and orders are sometimes pronounced with the wrong intonation and therefore cause a negative response. It's completely unacceptable to use out-of-context infinitives, like:

- Молчать, когда спрашиваю!
- Поднять головы на меня!

On the contrary, an order must focus on the joint action, the general solution of the problem. In such a case we can use appropriate expressions:

«Давайте определим...понаблюдаем...посмотрим...подумаем...»
Shouting and raising the voice are absolutely unacceptable in teacher-student communication. Thus, a teacher violates the pedagogical tact, debases the student and contributes to negative attitude to the subject and to the teacher himself/herself. Actual communication practice reveals that open threats against students are not rare:

- Ты у меня никогда зачета не получишь!
- Говорю, как умею, а вежливо с тобой поговорит декан!
- Ты у меня на экзамене по-другому запоешь!

Teacher's speech behavior in the classroom is not only his personal business. Rudeness towards students, shouting at them, lack of tact affects students negatively, causes formations of a number of negative traits, promotes the use of rude words and expressions in the students' speech.

There different ways to request students. There are a lot of speech formulas of requests, it is only necessary to choose the appropriate one. For example:

- Прошу вас...
- Хочу вас попросить...
- Не сочтите за труд...
- Не могли бы вы...
- Не затруднит ли вас...
- Будьте так добры, если вам не трудно.

In various speech situations, a teacher expresses his attitude to the student's response, using certain grammatical and lexical means. For example, in the educational and speech situation of the classroom debriefing, a teacher may use the following expressions: «Так, так, правильно делаешь», «Смелей, смелей, верно определяешь основу». Encouraging the student, a teacher thereby increases his efficiency, expresses emotional support.

The means of evaluation are peculiar and their choice depends on the intentions of the speaker and the addressee, peculiarities of the speech situation. The category of evaluation is universal, as the estimated value is expressed at various levels of the language system. The most common means of expressing evaluation are lexical and syntactical means (e.g.: «Хорошо. Сегодня многое успели. Работали очень плодотворно. Так держать. Молодцы»)

However, speaking of speech etiquette, we can specifically focus on the responses that express the tactless assessment of students (the students were asked to call them to memory):

— Все это чушь собачья.

— Это же бред сивой кобылы.

— Разве у Вас есть какие-то мысли?

In course of a lecture, a seminar, a student performs complex work, he devotes time and pays attention to the teacher, he is involved in listening, responding to what has been said, making up a system of mental images, creative interpreting, coming to his own conclusions. This deserves appreciation, and according to the Russian university tradition, professors used to thank students for their attention or active participation in “solving a scientific problem.” It is also desirable to form a positive background for further creative dialogue. But is this really happening? Pretty rarely. The bell rings, and the teacher often rounds up the lesson mid-sentence and leaves the classroom, without saying the closing thank-you. [6, 7, 8, 12, 20].

It should be noted that the formation of ethical communicative behavior of a teacher is one of the priorities of the university as this process cannot be carried out automatically and requires purposeful efforts of the entire faculty and administration of the university.

As you know, until recently, rhetorical and pedagogical aspects of university teachers' training were considered secondary, and retraining or advanced training programs were focused mainly on the study of major and some related subjects. So they did not take into account linguistic and psychological-pedagogical aspects of the educational process.

Within the framework of the new concept of advanced training of the teaching staff developed at the state level (introduction of a professional standard for teachers), the problem of the teacher's rhetorical culture is starting to be successfully implemented. The system of advanced training as the main link in the system of improving education has recently contributed to changing the teacher's attitude towards his/her own professional speech, understanding his/her communication activities in general and recognizing the need for constant purposeful work in this direction. [5, 8]. Taking into account the social demand of the society, the system advanced training of the Samara State Transport University (SSTU) envisages purposeful and systematic training of a teacher's academic speech. Singling out the topics of academic eloquence, of teachers' communicative competence in a specially developed module in the contents

of advanced courses, its inclusion into the curriculum of advanced courses dictates the need to reveal their essence and focus.

The courses “Professional Speech Image of a Teacher”, “Components of Academic Eloquence”, etc. held annually within the institute of continuing education development of SSTU are aimed at increasing the communicative competence of a university teacher. Studying the state of speech culture of teachers determined the contents and methodology of these courses. Recently, new specialized courses have been introduced into the advanced training system: “Modern Business Rhetoric”, “Culture of Business Communication”, “Speech Image Specialist”, “Office Etiquette”, “Business Letter”, etc., which guide students on mastering both fundamental knowledge of rhetoric, which forms the basis of the theory and practice of communication, and the level of practical skills of the most modern technologies of effective verbal persuasion. [5-20].

Study course programs are developed for teachers of all specialties. They have a clearly expressed vocational character: to teach the basics of academic eloquence, the culture of verbal communication, to form a correct terminologically accurate and expressive speech.

So the main objectives of the course are:

- the need to form a correct understanding of the term “academic eloquence”, to define its contents;
- identification of typical drawbacks in the field of speech culture;
- acquaintance with the basic knowledge of speech activity, the norms of the modern Russian literary language, features of “good” speech;
- consideration of the basics of “academic” speech, systematization of knowledge about the speech structure, methods of material presentation, methods of attracting attention; awareness of the main educational and scientific genres;
- training a comprehensive methodology that allows further independent improvement of the speech culture;
- study of modern theoretical and methodical literature in the field of culture of speech, speech technology, speech etiquette;
- formation of the need for further improvement of communicative competence.

The programs of these courses, as well as trainings, business and role-playing games, training seminars are structured so that after their completion, students learn how to use speech effectively and purposefully in communicative situations typical of their professional activities, and thereby achieve the best results, achieve your goal.

Many types of activities offered to students of advanced training courses allow them to prove themselves in various speech situations related to professional communication and require the ability to enter into the proposed circumstances, realize their goal and subordinate their speech behavior to its implementation. Such types of activities include the following: a) solving practically oriented rhetorical tasks, b) improvised presentations; c) rhetorical analysis of sounding speech, d) training tasks; e) tests. [5, 6, 8, 12, 15, 16, 19].

Courses for managers of various levels are also in demand:

“Business negotiations, business meetings”, “Speech reasoning in a dispute”, “Conflict management” and others. There has been a strong interest in personal and professional growth trainings, seminars and master classes. Express courses that enable to achieve fast and quality improvement of business competence are also popular; training in the coaching system is being tested, as well as various development technologies through corporate training.

The ability use appropriate vocabulary in oral and written speech is impossible without reference to the dictionaries. A well-educated teacher should freely navigate the existing range of reference books; he/she is to have a clearly understanding which dictionaries can clarify the spelling of a word, its pronunciation or origin, its lexical meaning, etc.

All this led to introducing a series of classes devoted to reference linguistic literature within the framework of the course “Professionally Speech Image of a Teacher”. The purpose of such classes is a brief description of reference books, the development of the need for the active use of dictionaries in speech practice, that is, the formation of the so-called lexicographic competence of the teacher.

The classes highlight a special role of reference books in forming intellectual baggage and improving communicative activity of a teacher, explain the distinction between linguistic and encyclopedic dictionaries and recommend the most popular electronic dictionaries.

In class teachers are offered various types of dictionaries (explanatory, spelling, orthoepic, grammatical, phraseological, etymological, toponymic; dictionaries of synonyms, antonyms, homonyms, paronyms, neologisms; dictionaries of foreign words, anthroponymic, dictionaries of names of inhabitants, dictionaries - reference books, etc.), as well as reference systems for the most popular databases on the Internet: <http://mega.km.ru/ojgov/>; <http://www.slova.ru/>; <http://www.sokr.ru/>; [http://iasnt.leidenuniv.nl/cgi-bin/main.cgi?flags=wygtmnl](http://iasnt.leidenuniv.nl/cgi-bin/main.cgi?flags=wygtmnl;); <http://www.slovari.ru>.

Special attention is paid to modern network resources: blogs, forums, websites, portals. Thus, the capabilities of the forum “Russian for us. Forum of lovers of Russian literature” (<http://www.rusforus.ru/>), representing special help sections for specialists. One of the sections of the “Culture of Speech” forum is aimed at practical implementation of the norms of the literary language in speech, at avoiding spelling, stylistic, syntactic, punctuation and speech errors. The portal “Culture of Written Language” (<http://www.gramma.ru>) provides assistance not only in mastering the norms of the modern Russian literary language, but also in creating and editing text. The Ruthenia portal (<http://www.ruthenia.ru>) contains electronic versions of hard-to-find publications and classical works on Russian studies, bibliographic and reference books, etc. The Russian Dictionaries project (<http://www.slovari.ru>), supported by the Vinogradov Institute of the Russian Language of the Russian Academy of Sciences, offers publicly available linguistic information of various kinds.

In lexicography classes, theoretical information alternates with practical tasks and exercises focused on mastering the language of dictionaries and their rational reading, on doing exercises using dictionaries, on creating texts in accordance with the requirements of the norms of the modern literary language, on determining the language and style of works of art and so on.

Let us look at some tasks and exercises using various dictionaries.

Dictionaries of synonyms are of great help in mastering the wealth of the Russian language. A variety of lexical synonymy makes it possible to express not only any thought, but also the most subtle nuances of thought and feeling. In order to convince the teacher of this, it is proposed to choose synonyms for the word “говорить”. Let’s look at a synonymous line.

Говорить, выражать, высказывать, излагать, изъяснять, молвить, произносить, выговаривать, сказать, рассуждать, трактовать, утверждать, твердить, повторять, витийствовать, ораторствовать, проповедовать, гласить, вещать, тараторить, бредить, лепетать, лопотать, бормотать, ворчать, шептать, мямлить, галдеть, цедить.

If we analyze this synonymous line, it is possible to identify the difference among synonyms, to single out neutral and emotionally-colored ones. During the lesson, the main functions of synonyms in speech are also clarified: they help express thoughts more accurately, link sentences in a text, overcome an unjustified repetition of the same word.

Dealing with synonyms, students may be asked to form a synonymous line used in scientific speech, e.g., a reference to the previous information source: ссылка на предыдущую информацию: как было сказано (показано, отмечено, упомянуто), как говорилось, как видно, согласно этому, сообразно этому, соответственно этому, подобно этому.

To study the function of synonyms, students deal with newspapers and magazines, in which synonyms are searched for, and the relevance of their use is traced.

For teachers who are interested in the Russian vocabulary, information on phraseological dictionaries is also helpful. The use of phraseological units in speech makes it bright and expressive. The study of phraseological units usually causes keen interest and active involvement in practical work. You can see it on the example of the following assignment:

- explain the meaning of phraseological units that include the noun “слово”: без лишних слов, боек на слово, брать свои слова обратно, брать слово, бросать слова на ветер, в одно слово, верить на слово, владеть даром слова, господин своего слова, давать слово, держать свое слово, держаться на честном слове, живое слово, за словом в карман не лезет, замолвить слово, игра слов, к слову сказать, красивое словцо, крепкое словцо, ловить на слове, на два слова, на пару слов, на словах, набор слов, не говоря худого слова, не мочь связать двух слов, одним словом, новое слово, от слова до слова, первое слово, поминать добрым словом, право слово, пришлось к слову, с первых слов, своими словами, сказать свое слово, слов нет, с чужих слов, слово в слово, слово за слово, со слов, честное слово.

The task allows you to captivate teachers and surprise them with the wealth and possibilities of phraseology. It is also advisable to use game situations. So, the group can be divided into two teams, and each team can be given a specific task, for example: 1) to select the phraseological units that characterize the disgruntled teacher in class (for the first subgroup); 2) pick up phraseological units that denote indifferent, inattentive students (for the second group).

Here is an approximate list of phraseology we have after completing this task. The first subgroup picked up the following expressions: вне себя, выйти из себя, довести до белого каления, метать громы и молнии, под горячую руку, рвать и метать, устроить сцену, etc.). The second subgroup presented its list of phraseological units: и бровью не шевельнул, и в ус не дует, как с гуся вода, ноль внимания, стоять в стороне, хоть бы что, хоть трава не расти, хоть кол на голове теши, хоть разбейся, махнуть рукой etc.

IV. CONCLUSION

The findings of the study and prospects for further research in this field.

1. The problem of creating a cultural and academic speech environment of a higher education institution and forming a positive speech image of a teacher at a technical university is stated as an urgent problem the modern education.

2. A scientifically based method of forming a positive teacher's speech image is presented on the basis of practice-oriented and personal-active approaches. The effectiveness of its use in the advanced training system is proved.

3. Communication and speech errors typical for a university lecturer were studied and described, a database was created on their frequency in order to determine the methods of work for their prevention.

4. New elements of teaching and methodological support: programs, methodological tools, sets of multi-level control and diagnostic tasks were developed and described.

5. The prospects for the formation of a positive speech image of a teacher in the system of advanced training of universities and technical schools of the non-humanitarian profile are defined.

Thus, the search for new approaches, conceptual ways and meaningful forms in the advanced training system contributes to the improvement of the teacher's communicative activities, raising his professional level, which generally contributes to the formation of highly qualified teaching staff. In conclusion, I would like to emphasize once again the significance of the work on improving communicative competence of a university teacher and cite the famous Russian philologist V.G. Kostomarov: "There is no doubt that the development of the students' speech should be started by improving the teacher's speech".

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