SPEECH CULTURE IN TEACHING PROCESS (WITHIN AZERBAIJANI CONTEXT)

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Abstract: This article delves into the multifaceted realm of speech culture, specifically within the context of academic writing and communication. It highlights the significance of principles that extend beyond language proficiency, emphasizing the need for coordinated actions and expressions in speech interactions. The article outlines a pedagogical approach to the development of speech, particularly written expression, which balances the acquisition of written language skills with the mastery of effective communication skills. It emphasizes that these skills continuously evolve throughout the learning process. Furthermore, the article advocates for the establishment of scientific environments in technical universities to facilitate diverse levels of scientific communication, fostering intellectual growth and collaboration. The article also introduces a taxonomic approach to assessing cultural competence through academic writing genres. It emphasizes that the mastery of these genres should serve as a means to cultivate specific thinking styles, articulate coherent thoughts, and ignite motivation for research endeavors on both national and international scales. In conclusion, this article highlights the intricate interplay between language, culture, and communication within the sphere of academic writing, offering insights and strategies for educators and learners alike.

Keywords: culture, factor; linguistics; communication; transmission of information.

1 Introduction

Modern linguistics exhibits a significant interest in the examination of oral communication processes, considering them a pivotal facet of human speech activity. All methods and modes of interpersonal communication stem from the speech subject's aspiration to attain specific objectives and outcomes in the communication process. The speech endeavors of individuals are directed towards the fulfillment of distinct communicative objectives, all of which encompass an inherent element of absolute subjectivity.

The cultivation of a speech culture within the teaching process is essential for facilitating effective communication and promoting successful learning. This endeavor revolves around the establishment of a nurturing and inclusive atmosphere wherein all participants feel at ease expressing their thoughts and ideas. Vital components of a positive speech culture encompass clear and succinct communication, active listening, and respectful dialogue. These elements play a pivotal role in fostering comprehension, engagement, and collaboration among both students and educators.

In recent years, linguistics has increasingly focused on the role of the speaking subject in the process of communication and its relationship to the content being conveyed. Conversely, when conveying information, an equally crucial factor is the recipient's attitude towards the information, specifically how the recipient will perceive it. The individuals transmitting information tailor their speech based on the listener's perception. The engagement of the listener in the discourse, acting as a communication partner, stems from the dialogic nature of communication. In this type of communication, relationships grounded in mutual understanding are pivotal for successful communication in the future. The complete comprehension of the information conveyed by the speakers hinges on their analytical mindset and their ability to assess events and draw accurate conclusions. To delve deeper into this matter, it is appropriate to examine the issue of speech etiquette in dialogical communication.

The purpose of this article is to highlight the significance of speech culture within the educational context and illustrate its profound influence on student learning and engagement. Its primary objective is to enlighten educators about the vital role of nurturing a positive speech culture within the classroom and offer practical guidance and strategies to achieve this objective. By highlighting the advantages of fostering an inclusive speech culture, the article endeavors to motivate teachers to establish an atmosphere that promotes active involvement, respectful discourse, and comprehensive communication. Ultimately, the article aspires to make a valuable contribution to the improvement of the teaching process by advocating for effective communication and cultivating a positive learning environment for students.

2 Method

The study uses the descriptive theoretical-comparative method, which involved an examination and comparison of relevant scientific sources pertaining to the topic. These sources served as the theoretical foundation for the article's content.

3 Literature Review

The concept of speech culture and its significance in the teaching process have been subjects of growing interest in the field of education and linguistics. This literature review aims to provide an overview of key studies and insights that contribute to our understanding of the role of speech culture in education.

A fundamental aspect of speech culture in education is how it affects classroom communication. Studies by Johnson and Johnson [6] have highlighted that positive and inclusive communication in the classroom can enhance student engagement, foster a sense of belonging, and ultimately improve learning outcomes. These findings emphasize the need for educators to pay close attention to the quality of communication within the classroom environment.

Speech culture is closely linked to inclusivity within educational settings. Research by V.Tinto [12] emphasizes the importance of creating an inclusive environment where students from diverse backgrounds feel valued and heard. A positive speech culture, characterized by respect and empathy, contributes significantly to inclusivity and helps in retaining students in higher education institutions.

The interactions between teachers and students play a pivotal role in shaping the classroom atmosphere. L.S.Vygotsky's sociocultural theory [13] highlights the importance of dialogic interactions between teachers and students. A supportive speech culture, where teachers encourage active participation and provide constructive feedback, aligns with Vygotsky's theory and fosters cognitive development.

Effective speech culture not only enhances the learning experience but also promotes critical thinking and communication skills. Studies by R.Paul and L.Elder emphasize that engaging in respectful and well-structured dialogue encourages students to think critically, express their ideas coherently, and engage in meaningful discussions, all of which are essential skills for lifelong learning [10].

Implementing a positive speech culture in the classroom requires teacher training and professional development. Research by L.Darling-Hammond suggests that ongoing professional development can equip educators with the tools and strategies needed to create an inclusive and supportive learning environment through effective communication [2].

The literature highlights the critical role of speech culture in the teaching process. Positive speech culture not only impacts classroom communication and student engagement but also contributes to inclusivity, critical thinking, and effective communication skills. As educators and researchers continue to explore this area, there is a growing recognition of the need to prioritize speech culture in educational settings to enhance the overall learning experience for students. This article seeks to build on these insights and provide practical guidance for educators to cultivate a positive speech culture in their classrooms.

In a literature review on speech culture in the teaching process, one would expect to find studies and articles that explore various

aspects of effective communication, active listening, respectful dialogue, and inclusive practices in educational settings. The review may also include research on the impact of speech culture on student learning outcomes, engagement, and overall classroom dynamics.

Literature review on the topic of speech culture in the teaching process serves as a valuable resource for understanding the current knowledge landscape, informing future research directions, and providing evidence-based guidance for educators seeking to enhance their teaching practices.

4 Results and Discussion

A speech culture

"Speech using between people is an important communicative tool" [4, p. 797]. In the teaching process, speech culture plays a pivotal role in creating an environment that fosters effective communication, active learning, and meaningful engagement. It refers to the norms, behaviors, and attitudes surrounding speech and dialogue within the classroom. A positive speech culture encourages students to express their thoughts, ask questions, and engage in respectful discussions.

The importance of speech culture cannot be overstated. It facilitates the exchange of ideas, promotes critical thinking, and enhances understanding among students. When students feel comfortable and encouraged to speak up, they become active participants in their own learning journey. This active engagement leads to deeper comprehension, improved retention of information, and the development of essential communication skills.

Furthermore, a positive speech culture nurtures a sense of belonging and inclusivity within the classroom. It creates an environment where students from diverse backgrounds feel valued and respected for their unique perspectives. By actively listening to one another and practicing empathy, students develop interpersonal skills that are essential for collaboration and teamwork.

Speech, utterance is a product of speech activity. According to speech culture, one can determine the psychological state of the speaker (speech is excited, sincere, flattering, rude, affectionate), purpose (speech is persuading, informational, propaganda), communicative significance (speech is meaningful, meaningless, empty), the attitude of the speaker to the interlocutor (speech is contemptuous, ironic, laudatory, threatening).

In speech activity, a person produces and perceives information "wrapped in a text". According to the definition of N. I. Formanovskaya, "speech activity is a text activity based on the ability to create and perceive statements (texts) in the process of speech communication" [3, p. 15].

One of the urgent and debatable problems of the speech culture and rhetoric is the problem of the place of these disciplines in the system of educational blocks and the correlation of the speech culture and rhetoric with the disciplines of the linguistic cycle, such as grammar, stylistics, expressive reading, etc. The problem of the correlation of the speech culture itself has acquired particular significance. Currently, three types of correlation are known:

▪ Mutually formalized coexistence of the speech culture and rhetoric within the same discipline;
▪ Separately designed parallel coexistence of the speech culture and rhetoric as independent disciplines;
▪ The speech culture as an integral part of rhetoric.

There are known options for including the speech culture in the course of the modern Azerbaijani language. Regardless of the type of correlation between the speech culture and rhetoric, the problem of defining the terms of these areas of knowledge is developed. "Given the debatability of the issue of the volume and internal division of terms, the very problem of delimiting the

terminological support of the speech culture and rhetoric and their lexicographic processing is more than relevant" [11, p. 14].

A detailed and comprehensive consideration requires the question of the relationship between the speech culture and rhetoric, not only with linguistic disciplines, but also with the disciplines of the philosophical (ethics, aesthetics, logic) and psychological and pedagogical (psychology, pedagogy, speech therapy, etiquette) fields. "While modern division of rhetoric into general and particular is now generally recognized" [11, p. 17], the conceptual understanding of the boundaries and internal division of general and particular rhetoric turns out to be on no account unambiguous. "Identification of such areas as developing rhetoric, didactic rhetoric, pedagogical" [5, p. 7], legal and business rhetoric is a clear evidence of this. The output of the culture of speech and rhetoric in the theory of communications is obvious. It is fair to update the aspect of mass communication, including journalism, computer science, advertising, and management within the context of teaching speech culture.

The speech situation, that is, the situation that constitutes the context of the utterance, plays an important role in speech communication. The main components of the speech situation include the speaker and the listener, the time and place of the utterance.

The speech situation dictates the rules for conducting a conversation and determines the forms of its expression. For example, it can be typical dialogues at exams, at a doctor's appointment, in a legal consultation, small talk at a party, public discussions. It should be taken into account that "along with the actual semantic meaning, the utterance has a pragmatic meaning determined by the speech situation" [13].

The speech culture is the observance of the norms of the language at all its levels and a creative approach to their use in the process of communication. The speech culture provides the maximum possible performance by the text of the functions that should be inherent in it: cognitive, epistemic (representation of scientific information), communicative. The process of teaching the speech culture involves the formation of the ability to understand and analyze texts of a certain professional field, as well as create them. In addition, if we are talking about oral speech, that is, actually about the speech culture, then it is necessary to learn the rules of oratory (rhetoric), including the rules of dialogue, as well as the skills of presenting a report using visual and technical means. In Western practice, the concept of "speech culture" corresponds to the concept of academic skills, literacies, including academic reading, writing and report. Academic skills is the subject of teaching the discipline English for Academic Purposes. In addition, there are the concepts of writing, reading, and speaking. In fact, the listed skills are the highest forms of academic skills and are united by the concept of communicating. However, not all researchers are inclined to identify, for example, "academic writing in this sense and the culture of written speech" [7]. M.A. Lytaeva analyzed in detail the content of the concept of academic skills, described the technologies for developing individual academic skills in a three-dimensional model [9]. We are primarily interested in the development of written speech as the central and leading component of the speech culture.

The development of scientific speech skills seems to be the most promising both in terms of the process of training scientific and pedagogical personnel, and in terms of increasing the rating indicators of students, teachers, and the university as a whole. In technical universities, a scientific environment is gradually being created that provides all possible conditions for the development of scientific communications at various levels. However, they are created taking into account a high level of foreign language proficiency, and, therefore, must be adjusted and adapted to the conditions of a technical university. The problem of forming a culture of scientific activity is recognized as most acute in technical universities [7; 8, p. 134–136]. On the one hand, there is a shortage of professionals in the humanities. On the other hand, quite often there is a situation when courses have already

been created and tested at the Department of Foreign Languages, allowing analyzing, commenting, annotating, and abstracting the text, but, unfortunately, only in a foreign language. There is a contradiction: with the inability to perform these actions in the mother tongue, most students are forced to learn this in a foreign language. Despite the relevance of the idea of creating courses to study the features of scientific activity and the development of academic skills, there are a number of pitfalls in this area:

1. The problem of the context of teaching these courses.
2. The problem of content and technological content [8, p. 139].
3. The choice of the main textbook for the course on academic writing, as well as the ratio of ready-made and teacher-created materials to the course.

The level of speech culture can be represented as a pyramid, the top of which is writing, the development of written speech skills is the base of the pyramid, as well as academic writing skills as the middle layer. It is assumed that general writing skills are formed at the school stage of education, and academic writing skills — in the senior years of the university, while they must be constantly consolidated and improved.

The development of scientific writing skills is necessary for research students, students of elite education, undergraduates, graduate students and teachers. However, without general writing skills, they will not be able to learn academic and scientific writing. It can be assumed that the system of academic skills and abilities in the field of scientific communication can also be represented as a pyramid, at the base of which there is the reading of texts. Thus, the structure of the course on the development of the speech culture can consist of three main sections: "Reading and annotating literature", "Written speech", and "Oral speech". Each section may include exercises on the formation of individual skills and abilities at the sentence and paragraph level, as well as the analysis and construction of texts of various genres. It is obvious that the technology for the development of speech, in particular written speech, is based on the two presented dependencies and is built, on the one hand, on the basis of the development of written speech skills — from simple to more complex, and on the other hand, on the basis of mastering the skills of scientific speech. In addition, each skill in the structure of reading, writing, or speaking also develops in levels, that is, it improves throughout the entire learning process.

Factors affecting speech teaching

When teaching written language skills, three distinct groups of factors come into play, as practical experience demonstrates. These factors are intricately interconnected. The first factor can be aptly described as the professional orientation of the course. Without a clear delineation of not only the ultimate objectives but also the goals for each stage of instruction, it becomes challenging to select appropriate course content.

The presented instructional model delineates three principal stages in the development of academic writing proficiency in a foreign language: foundational, advanced, and professionally oriented. These stages align with the first three levels of mastery within the curriculum: student, practitioner, and expert. The creative, fourth level extends beyond the confines of higher education and manifests directly in the research endeavors of accomplished scholars.

The stages identified for cultivating speech culture must be tailored to suit the subject of study. Consequently, these stages can be characterized within the context of the discipline "Academic Writing". The foundational stage encompasses the establishment of the fundamentals of academic writing. These fundamentals entail the development of ideas within the global academic community and in Azerbaijan, the acquisition of essential skills and competencies in the realm of academic writing and rhetoric. This includes interpreting target objectives, adhering to the academic work style, and applying rhetorical patterns in constructing fundamental types of texts.

The intermediate stage is marked by the expansion of the genre repertoire and the refinement of academic writing skills and proficiencies. At this juncture, increased attention is devoted to the norms of written expression, and writing style is honed. A diverse array of models is scrutinized, providing insights into the cultural context of norms and the cultural distinctiveness of written speech genres.

The professionally oriented stage signifies the application of acquired skills during the process of becoming a specialist, particularly within one's professional pursuits.

Academic discourse undergoes refinement and evolves into a professional mode. The foundational and advanced stages align with undergraduate-level studies, while the professionally oriented stage is primarily intended for master's level students. However, there are occasional exceptions to this norm, where certain undergraduate students, driven by their exceptional abilities and specialized interests, may partially engage with the curriculum of the latter stage.

The second factor can be designated as the factor of sociocultural disparities in teaching written language. Researchers have meticulously examined language errors in this context [8]. It is important to clarify that this study addresses sociocultural disparities at two initial levels: the level of course content and the level of teaching methods within the subject. The first level is extensively discussed in the article by E.S.Chuikova [1].

Regarding teaching methods, it is worth noting that in Azerbaijan, a substantial gap exists in the realm of academic literacy between undergraduate and graduate programs. Many Azerbaijani students exhibit characteristics such as a lack of motivation, limited comprehension of the subject's purpose, insufficient experience, and a limited vision of potential applications for their acquired knowledge. The most significant challenge that educators encounter is striking a balance between utilizing individual and group approaches in teaching the "Academic Writing" discipline. This situation is further complicated by the necessity of imparting not only academic style but also another culturally determined style of thinking.

The third factor can be identified as the factor of personal learning orientation. This factor often clashes with the "unwritten" yet stringent guidelines governing the subject of academic writing. Teaching experiences demonstrate that the course is often burdened with a plethora of academic requirements in general, along with numerous cultural inconsistencies within these requirements. A deficiency in the development of professional motivation can result in waning interest in the subject and a failure to apply acquired knowledge effectively.

Addressing this issue necessitates the adoption of a person-centered approach, implemented on multiple levels. These levels include defining the subject's objectives, curating and structuring the content of the discipline, and utilizing appropriate teaching technologies for academic writing.

5 Conclusion

In the realm of speech interaction, mere language proficiency is insufficient. It necessitates adherence to specific principles that enable the coordination of actions and expressions between conversational partners.

The development of speech, particularly written speech, relies on a dual foundation. On one hand, it encompasses the cultivation of written language skills, progressing from simplicity to complexity. On the other hand, it involves the mastery of effective communication skills.

Each facet within the domains of reading, writing, or speaking continually evolves and refines throughout the learning journey.

Especially in technical universities, it is imperative to foster a scientific environment conducive to nurturing scientific discourse at various levels, thus promoting intellectual growth. Utilizing a taxonomic approach allows for the assessment of the level of cultural competence through academic writing genres. However, it is important to note that mastering the intricacies of these genres serves not as an end unto itself but as a means to develop a particular style of thinking, construct coherent ideas, and instill motivation for research endeavors within one's own country while engaging with the international community.

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