

## THE VALUE-MOTIVATIONAL COMPONENT OF THE FOREIGN LANGUAGE SPEECH CULTURE OF STUDENTS

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*The components of the foreign language speech culture of a student are observed. The value-motivational component is analysed. Its criteria and indicators are explained.*

The foreign language speech culture is considered to be an integral part of professional culture. Foreign language skills and readiness to solve professional problems in conditions of foreign language communication can ensure graduates' success and demand at the labour market.

Culture in the most general sense can be defined as a system of material and spiritual values, which become the basis for the formation of a person's identity, motivation, ideology, ethical beliefs and behavior. Thus, the basic element of culture is a value (rate, ideal, culture sample).

The analysis of the literature reveals differences in the interpretation of the notions "speech culture" and "culture of speech". Most often, the concept of "culture of speech" is interpreted as the knowledge of the norms of the literary language [1]. This is a linguistic concept, associated primarily with speech correctness, compliance with the language requirements; it reflects the state of the language system.

The notion of "speech culture" is associated more with the ability to select and use the linguistic means in the process of speech communication, with a conscious attitude to the use of a language in a real situation of communication. It is the ability to a creative use of all language features [2, p. 76], the ability to follow the best examples in one's own individual speech [3, p. 506]. T. S. Bochkareva considers "speech culture" as a pedagogical phenomenon that is associated with the ability to select and properly use linguistic means in the process of communication and learning [4]. Consequently, the notion of "speech culture" is broader than the concept of "culture of speech", which includes only the proper use of a language, but not the language itself, and the way it enshrines the picture of the world.

The concept of speech culture discussed above allows us to synthesize an idea about the foreign language speech culture as an integrative phenomenon, manifested in a high level of proficiency in speech activities in a foreign language. First of all, it is revealed in the ability to select and use linguistic means in the process of foreign language communication; in a conscious attitude to speech activity in a foreign language; in the ability to solve problems in different situations of professional communication. The foreign language speech culture is based on a set of special knowledge and skills; on the qualities to effectively manage speech activities and to carry out verbal interaction.

In the structure of the foreign language speech culture of students it is possible to locate the following components: value-motivational, cognitive-active and reflective. The value-motivational component involves the conscious attitude of a future specialist to the foreign language and its role in their professional activities; a sustainable motivation to improve their knowledge of the foreign language.

The cognitive-active component requires theoretical knowledge of the rules of the foreign language, of the speech etiquette and the system of speech formulas of communication, adopted in the culture of the country; practical language skills and rhetorical skills necessary for the implementation of speech activity in the foreign language. This component ensures the quality and effectiveness of communication in the foreign language and involves the use of means of the foreign language relevant to the situation of communication, and quality characteristics of a good speech (correctness, clarity, richness, accuracy, consistency, expressiveness, accessibility, relevance).

The reflective component helps students assess their own speech activity in the foreign language and its results, to plan individual improvement of their foreign language speech culture. The structural components together comprise a complex of attributes that determine the success of speech activity in a foreign language. Each of these components plays a key role in the functioning of the foreign language speech culture and the professional development of students.

The value-motivational component plays a leading role in the development of the foreign language speech culture, because any culture is based on a system of values. Personal values are benchmarks of activities [5, p. 5]; they serve, in the converted form, as the motives of an activity and behavior [6, p. 137]. Consequently, the system of human values determines the motives of any human activity, including speech activity in a foreign language.

There are different approaches to the classification of values. Describing the spheres of public life, it is possible to single out three types of values: material, spiritual, and socio-political. M. Rokich distinguishes two

classes of values — terminal and instrumental [7]. The terminal values are goal values, self-sufficient values, which cannot be explained by other more important values. They usually include: happiness, security, pleasure, inner harmony, comfortable life, freedom, friendship, beauty, acceptance, respect, love, etc. Values of this type are the basis of a personal development. They act as the dominant axiological function in the system of values, reflect the main point of an individual activity. The instrumental values are the ones that are valuable as tools to achieve conventional goals. They can be represented by relationship values, quality values and knowledge values.

Therefore, it is possible to differentiate the following groups of values that are necessary for a successful development of the foreign language speech culture of students:

- values revealing the significance and meaning of the goals of foreign language speech activities in professional and domestic spheres (goal values): freedom, equality, patriotism, creative nature of work, social significance, etc.;

- values revealing the significance and meaning of interpersonal communication in a foreign language and cooperation as the main mechanism of the interaction of representatives of different cultures (relationship values): humanism, harmony, cooperation, mutual respect, etc.;

- values revealing the significance and meaning of linguistic and cultural knowledge in the process of implementing foreign language activities (knowledge values);

- values revealing the significance and meaning of personal traits of the participants of foreign language speech activities (quality values): empathy, tolerance, activity, independence, creativity, compassion, etc.

The presented values determine the values of speech activities in a foreign language.

Personal hierarchy in the system of values is formed in concrete life situations with the inclusion of the person in various social processes and active interaction with the environment. Values accepted as strategic life goals and general ideological orientation are called personal value orientations [8, p. 200]. Personal values serve as a source of motivation.

According to A. K. Markova, motivation is a system of motives, a set of factors that determine behavior [9, p.27]. The "vectors" of the motivation formation, defined by the scholar, are needs, motives, and interests as the expression of goals.

The need is a reflection of some necessity in human consciousness (awareness of it and experience) [9, p. 12]. The need is accompanied by a state of inner tension and discomfort, which causes the activity of the individual to satisfy the need. When the way of satisfaction is found, the activity becomes purposeful, and the need turns into a motive.

Needs have a dynamic hierarchy. A. Maslow gave the classification of the system of needs [10, p. 226], where basic human needs are ranked reflecting the sequence of their activation, starting with physiological needs and ending with the need for self-actualization. The need for communication refers to social needs. It is only in a social environment that people may feel their worth and significance. Today, when knowledge of a foreign language becomes one of the most important key competencies of modern man, the need to communicate in a foreign language has increased. The need for self-actualization is a driving factor in the development of the individual culture. It is the human desire for personal freedom, a complete identification and development of personal capabilities to realize personal desires. A person who has reached this level of development has a full use of their talents, abilities and individual potential.

The motif is the reason that causes a person to act, to do things, as well as the attitude of the student to the subject of their activities. "Internal" motives relate to the content of the material to learn or the learning process itself. "External" motives are motives, which arise under the influence of external stimuli. For example, the external motives of learning a foreign language are the use of a foreign language as a means of obtaining and sharing information; learning of foreign languages in order to communicate with peers from foreign countries; improving listening and speaking skills to participate in international conferences and meetings, etc.

The interest to learn a foreign language depends on the inner motives that originate from foreign language activities. It is a specific form of manifestation of cognitive needs of a person, the most important motivating force for learning.

Thus, the criteria of the formation of the value-motivational component of the foreign language speech culture of students are the value orientations of students and a positive motivation to speech activities in a foreign language. The indicator of the criteria is the activity of students in various types of speech activities in a foreign language. It will manifest itself in an independent, diverse, proactive use of foreign speech in the practice of communication, active efforts to master a foreign language. The diagnostic indicators of speech activities in a foreign language in our study will be:

- valuable attitude to speech activities in a foreign language;
- the need to communicate in a foreign language and the need in self-actualization;
- the interest in speech activities in a foreign language.

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