Cognitive and psycholinguistic concept of students' speech activity

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Abstract

Relevance. The research is relevant because methodological science has advanced to a new degree, at which point the particulars of the sociocultural state of society at the time the research was conducted become significant. All of this leads to new standards of educational excellence and an increase in students' speech activity. In addition, communicative activity helps in professional self-realization and creates an opportunity for full-fledged cultural and spiritual development of the individual.

Purpose. The article's objective is to identify and diagnose the formation and implementation of cognitive and psycholinguistic approaches to teaching speech activity in higher educational institutions.

Methodology. Analysis, classification, generalization, induction, and comparison of approaches are the most effective methods of researching this problem, as they help to identify elements of speech culture and emphasize the main ways of forming students' communicative culture.

Results. The article reveals approaches to the definition of the phenomenon of speech competence; presents the result of the development of cognitive and communicative activity of students, during which a new cognitive entity is generated – the concept of the target text. Approaches to the formation of speech activity are also demonstrated; ways to improve communicative culture are considered; literature analysis is made and the components of language culture are clarified. Additionally, students' communicative abilities are identified; future specialists' speech competence components are described; psycholinguistic aspects of the development of students' speech competence under the influence of

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contemporary educational reform are made known; and the degree to which students' speech cultures are being formed is identified.

Conclusions. The content of the paper is important for both students and potential teachers who need to learn how to teach social norms of behavior; develop a respectful attitude to the participants of the dialogue, kindness, tact and delicacy; improve their communication skills, practical skills, personal qualities.

Keywords: speech culture; language ability; communication; communicative qualities; sociocultural competence.

Introduction

The formation and psychological development of the future personality may depend on the method of communication. Communication of modern students and young people often leads to indignation of teachers, parents, representatives of the older generation, who react sharply to what they have heard. Due to this, having a working grasp of language structures, understanding how they are built, and being able to successfully mix verbal and non-verbal forms of communication, while understanding the psychological component of communication, will allow students to realize successfully their professional speech and language potential. In the modern world, the tendency to increase the demand for professions based on qualified speech training of their representatives is actively spreading. All this creates an increase in communication and activity needs in society [1; 2]. There is also the formation of a "new communicative reality", where the main thing is the intensive development of digital technologies and the promotion of professionals who have the skills of effective speech communication. According to modern researchers, speech competence can denote an organic part of communicative competence. In addition, many scientists believe that it is a significant professional quality of a teacher. Most researchers emphasize those features and aspects of speech activity that are most important from their point of view [3].

Speech itself can be interpreted as a specific form of reflection of reality, which changes based on what is happening in life, changing cultural orientations, values, attitudes. It arose from the need to name things in the process of communication, and allows designating the results of cognitive processes and internal mental states. M.M. Netreba [4] points out that language culture is based on the art of communication, because the process of communication unites people, which generates psychological contact and interaction when information is exchanged and mutual understanding is generated. Communication translates the experience of past generations, but all positive achievements are taken into account. N.D. Babich [5] considered the theory of language culture, the theoretical foundations of expressive reading, which influenced the creation of practical recommendations and materials for the process of forming skills of high-quality speech activity. It is common knowledge that communication involves people interacting as they go about their daily lives together. It involves the exchange of information using linguistic signs and non-linguistic means. The very same communicative competence is measured by the effectiveness of a person's ability to conduct speech activities and communicate with people on a variety of topics. The psycholinguistic approach to speech development helps to substantiate the content of theoretical and practical training and to identify complex communicative competencies that would be aimed at improving the cognitive abilities of students and their creative activity [6-9].

Linguistic and linguistic competencies consist in mastering knowledge about the language and its social phenomenon, structure, development; mastering the basic norms of the literary language, increasing the vocabulary and grammatical correctness of students' speech; the ability to use dictionaries [10-12]. The study of research and works that take into account the characteristics of how students' speech cultures develop as well as the cognitive and communicative components of speech activity are given special consideration. The article outlines approaches to the study of the phenomenon of speech competence; presents the result of the development of cognitive and communicative activity of students. In addition, a theoretical model is proposed that represents the nature of a person's linguistic ability; aspects of the formation of speech activity are demonstrated; ways of improving communicative culture are considered.

The aim of the study is to identify and diagnose the formation and implementation of cognitive and psycholinguistic approaches to teaching speech activity in higher educational institutions.

Materials and Methods

Various methods were used during the investigation. Theoretical approaches include the review and analysis of pedagogical, psychological, and linguistic literature on the subject of the study; examination of many facets of speech competence development; and generalization of theoretical information on the issue being investigated. In addition, the theoretical methods include the method of induction - comparing and highlighting the main approaches to optimizing students' speech activity; classification; theoretical modeling to build a model of students' speech culture. Additionally, the method of comparison of approaches to theoretical understanding of pedagogical communicative activity and consideration of this process in the aspect of education was used, as well as comparison and systematization of studies on this problem, description and verbal recording of the research material and obtained results. Diagnostic methods include testing, study of students' academic and professional activities, conversations with future teachers in order to determine the degree of their communicative competence. Empirical methods: analyzing the results of students' formation of speech and cultural competence in professional communicative activity. Observation of the learning process in natural conditions is a pedagogical strategy. The use of natural experiment as a test. Diagramming techniques for graphical representation of data. The research's basis of experimentation was the philology students of Suleyman Demirel University.

Three steps were involved in the problem study. The construction of the students' speech activity and culture, as well as an analysis of existing pedagogical and psychological techniques, educational programs, and systems were all done in the preliminary stage. Study was done on the literature on this issue, its characteristics, and possible solutions. We also looked at information from books, articles, monographs, conferences, and dissertations where the characteristics and facets of the development of communication culture and competencies were thoroughly and profoundly given. This phenomenon's structure and functions are displayed. The levels of communicative competence and speech activity and the basic principles of communicative-oriented education of students are analyzed. The results of research on the processes of development of speech activity in students are studied and demonstrated. The types and methods of speech development based on cognitive and psycholinguistic approaches are determined. The importance of communication skills, knowledge and abilities of their practical application is revealed. After identifying the problem, purpose, forms and means (methods) of studying this problem, a strategy for conducting a pilot study is developed.

The study itself and experimental work were done in the second stage in order to observe philology students as they actually studied at the university. The significance of fostering students' oral and written communication skills was taken into account, and the objectives of their communicative training were supported. The criteria, indices, and degrees of knowledge and communicative skill development during educational practices were taken into consideration. Aspects of psycholinguistic and cognitive approaches to the speech activity of philologists were identified. According to the test "Diagnostics of communicative social competence (CSC)" [13], the degree of growth of students' communicative competence in the system of higher educational education was identified. This made it easier to see why there was a need to increase the effectiveness of the process of researching specialized fields related to speech production. The strategies and techniques for the effective formation of communicative activity and instruction of aspiring philologists were supported. The results of the experimental work are organized into conclusions.

The material gathered while keeping an eye on how students' communication abilities and competences are developing in the higher education system is systematized and classified in the third stage. A comparative analysis of studies and approaches to the study of this problem, experiments by scientists involved in the consideration of the issue of speech culture and the peculiarities of its development, and the theoretical and practical conclusions and results of the study are presented. The outcomes of a conversation, test, and natural experiment are logically summarized. The results are categorized and represented graphically. Additionally, suggestions for the methodology of speech activity construction based on psycholinguistic

and cognitive methods are provided, ensuring that philology students receive high-quality instruction.

Results
The most important part of the educational process in higher education is the development of students' speech culture. One of the factors that allow a potential employee to compete in the labor market is the degree of development of communicative culture (knowledge of the basics of language functioning and the ability to use them to solve professional problems). Communication in society and negotiation skills constitute the most relevant knowledge of speech activity, which are important in the modern world and are often an obligatory criterion for a successful business person. Consequently, there is an increasing need for purposeful and systematic development of communicative competence among young people during their student years. The formation of speech activity is an important part in the formation of a personality after school. A person already possesses a certain set of characteristics, information, talents, and skills in the language and speech culture at the time of entrance to the institution. Additionally, such a person has communication expertise across a variety of professions. At the university, the existing language base is being expanded or transformed. Thus, the state of speech competence in the first years of training will depend on experience and circumstances. Communicative competence shows the level of mastery of speech types (from oral to written), skills and abilities to use language in different spheres and situations, which corresponds to the experience, interests, psychological characteristics of students [10].

The qualitative direction in the research of language ability is the ontogenesis of speech activity, where many facts are amenable to analysis and observation. As a person transitions to the use of verbose statements during ontogenetic development, his communicative capabilities expand and begin to be produced conventionally by symbolic means of language. The cognitive mechanism that underlies the creation of the text is the actual semantic aspect of speech behavior. The cognitive component of the communication process is the ideal, which is divided into components influenced by the communicative language means when a text appears in speech. One can imagine a theoretical model of the nature of a person's language ability that has three levels: the level of the characteristics of the tools that a person uses to realize language ability; the level of the systems where these tools function; and the level of the material substrate (characteristic of the psychophysiological mechanism of processes) [14]. From the above, it becomes clear where the semantic ambiguity of the text comes from. The dynamics of evolution of the psycholinguistic mechanism of language generation is characterized by the transition from holistic, syncretic forms of sign activity to progressive-analytical ones. The culture of speech includes four components: normative, communicative, ethical and aesthetic (Figure 1) [15].
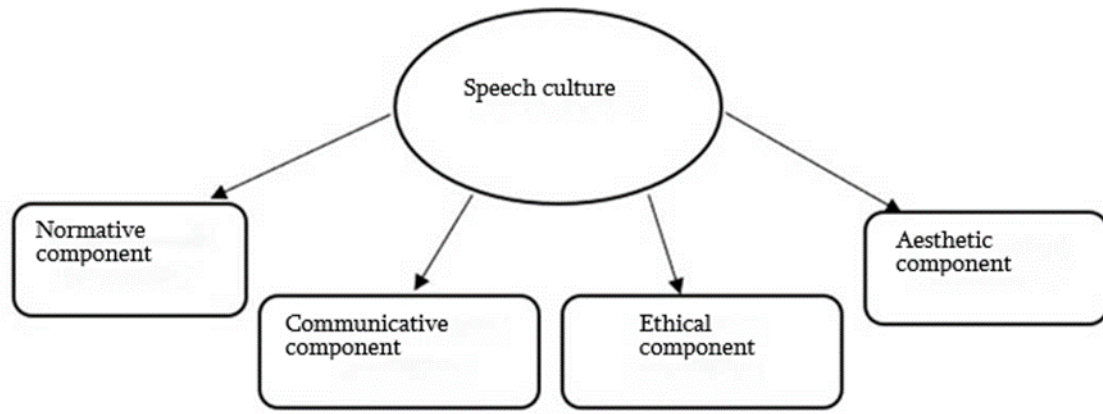
Figure 1. Model of students' speech culture

The normative part assumes knowledge of communicative norms and the ability to apply them in the process of speech activity. The communicative qualities of speech show its purity, logic, clarity, richness, and appropriate use. This principle involves the exchange of data and knowledge between the teacher and the student, where the reaction to what is said is important. Current students do not pay enough attention to the above-mentioned language features. There are frequent situations when a student cannot succinctly convey the material presented in the textbook, although he can apply his knowledge and skills when solving problematic and situational tasks. The ethical side of communication involves the use of norms of behavior in society, the manifestation of a respectful attitude of the participants of the dialogue, tact, politeness, benevolence and delicacy [16; 17]. Many teachers note that representatives of modern youth lack these qualities. The aesthetic component implies the use of emotionality, imagery in speech and intuitiveness of language. Often there is redundancy or, conversely, poverty of the emotional component in speech among students [18]. As a result, a high communication culture is determined by the possession of a literary language, its norms in the process of speech activity. This forms the requirements for modern specialists who should strive for professional growth and have excellent command of the state language, discussion skills, because speech serves as the best tool to form their thoughts and is a way to influence the interlocutor.

The development of education is currently shifting from a subject-oriented model of specialist training with clearly defined cognitive components to a personality-oriented one. It is apparent that the development of education is based on a competence-based methodology. Additionally, there is a negative effect from the incompatibility between the objective requirement for the development of students' communication abilities and the absence of scientific and pedagogical foundations and a set of conditions for its development. The student's readiness to exploit the language's potential for professional self-education is correlated with the language's structure, degrees of communicative proficiency, and speech activity. The development of theoretical preparation is implied by the cognitive part of this competency, which involves pedagogical and linguistic knowledge. The second level is operational (communication skills; formation of technological and professional readiness;

practical communication experience), which is revealed through the professional and personal qualities of students [19]. The following criteria make up the main tenets of communicative-oriented education for students: the aspect of intensive intellectualization of educational and communicative activities; the principle of accounting for the profiles of training specialties at language faculties; the principle of balancing academic and extracurricular communication activities of students; and the humanistic and psychological component. Language skills have a complicated, hierarchical structure.

The main components are memory, perception and intelligence. Some scientists also distinguish such personal qualities as emotionality, openness to interaction, will and responsibility. These traits are second in importance for language acquisition, but they are important in compensatory function [20]. In the field of psycholinguistics, the importance of the ability to identify oneself as a native speaker in a communication situation is emphasized. The cognitive and psycholinguistic aspect of language learning affects the formation of internal motivation, which is the source of activity. The cognitive process requires the presence of certain personal qualities and some features of higher nervous activity, where there are two types of development of speech activity. The first type is the intuitive and sensitive type, which makes the use of communication more productive, here oral speech and creative writing have priority. The second is the rational-logical type, which is responsible for passive types of speech activity, namely reading and listening. I. Panferova [21] offers a psycholinguistic structure of the content of educational activities in a foreign language.

As interrelated components, knowledge is acquired at the first level (orientation), where students master general methods of action. At the second level (methods and means), language units, language rules, and training actions are presented. The third level of language culture formation leads all these components to the creation of a set of acquired language knowledge and forms language skills and experience. The specifics of higher education are determined by older generations, which is not quite relevant for young people. For four years, students have been in a situation of organized learning, which allows flexible use of the possibilities of interactive methods. Psychological studies distinguish other types of speech development: the communicative type, which is determined, based on physiological characteristics and the

level of lability in nervous processes; the non-communicative type associated with the inertia of the nervous system [22]. When choosing teaching methods and technologies, it is important to distinguish between these two types. The following stages of work went into conducting this experiment:

• the study of literature and research on the formation of students' speech;

• substantiation of conceptual ideas and features of psycholinguistic and cognitive approaches to the study of this phenomenon;

• determining the degree to which philology students are developing their language and cultural competence in professional communication;

• displaying the graphical processing of study results;

• development of technologies for the formation of speech activity based on psycholinguistic and cognitive approaches.

The conducted research allowed us to assess the degree of formation of professional cultural and linguistic competence in students of philology, as well as to identify the urgent need to strengthen the impact of studying specialized disciplines on the development of speech competence. The study used the test "Diagnostics of communicative social competence (CSC)" [13]. This technique is designed to obtain more complete information about a person, to compile the level of achievement of her success in professional activity. The experiment also took into account what future philologists observed during their training and practice. The study is particularly concerned with assessing the degree to which communicative abilities have generally developed as well as the degree to which language knowledge, speaking abilities, and practical communication in the context of professional work have developed. The survey included 142 students who attended the Faculties of Philology in total. 94 people who passed the test and participated in the experiment directly were the ones who allowed researchers identify the development of integrated, systemic knowledge of speech activity.

The diagnostic exam's results were analyzed to determine the students' true level of sociability

development. Average sociability was most often observed (52%). This level of formation of the culture of speech is determined by unstable motivation to master an individual style of communication; correct and appropriate, but not creative manifestations of speech behavior; lack of confidence in their organizational skills and abilities; lack of initiative and inability to work in a group; insufficient awareness about pedagogical communication; underestimated assessment of the level of their own speech competence; inflexibility of professional knowledge and skills. Active sociability (33%) is characterized by emotionality, high craving for communication and interaction. They demonstrate initiative, sociability, responsibility, organization in their activities, which is a professionally important quality. The high level of speech competence shows that students are consciously motivated to master an individual style of speech and have creative speech behavior. They often show communicative, organizational and sociocultural skills in communication. As the testing analysis showed, vocabulary and grammar tasks were more successful.

A positive result was obtained when performing tasks to test sociocultural competence, where 34% of students received a low result. This shows that authentic cognitive texts must be used in the teaching process in order to explore different cultural components and sociocultural dimensions of language learning. The results of the study on communicative skills are pretty good (45%), showing that students could accurately communicate the meaning of lexical units. It's important to note that the low degree of sociability is marked by reserve, loneliness, and a desire for solitude. It has a low indicator (15%) and cannot be a significant result. The low level of speech competence of future philologists can be described through situationality and external locus control when characterizing motivation to learn a language; the use of erroneous strategies of speech behavior; lack of organizational and communicative abilities; unwillingness to work in a team; the appearance of ignorance in the characteristics, structure of pedagogical communication; lack of experience in the manifestation of communicative interaction (Figure 2).
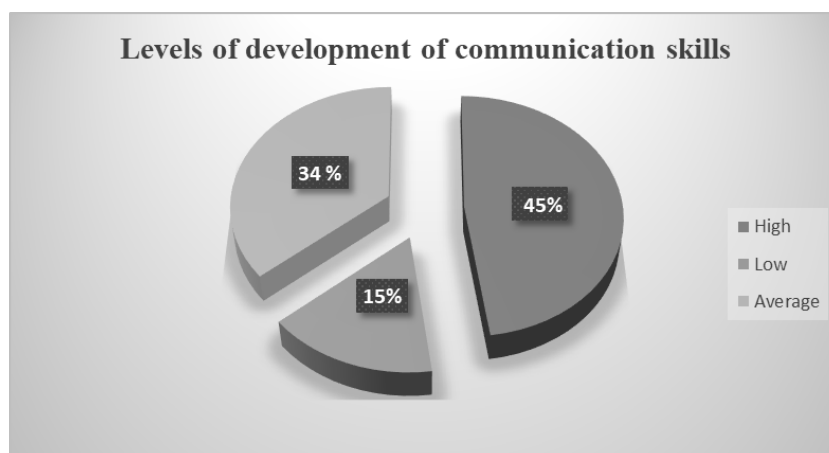

Figure 2. The level of development of communication skills and speech culture of students

Considering the results of diagnostic studies, we can say that the total percentage of the studied audience who have high communication skills is low. The main negative aspects were the inflexibility of professional vocabulary,

poorly developed reading, writing and auditory perception skills, low level of creative preparation and initiative in performing communicative operations. This provides the basis for modeling the technology of development of

cultural and speech competence in higher education institutions in the process of pedagogical communication and its practical development during postgraduate education. When developing the culture of speech, it is important to consider the psychological and cognitive model of factors. The psycholinguistic model of language teaching is aimed at developing not only logical thinking, but also imaginative. A holistic approach to language and speech competencies involves a complex impact on students' interrelated mental processes (thinking, perception, memory) using words, art, and a positive speech environment.

Such a path should combine active and non-traditional training focused on the state of relaxation. The process is one of the most effective ways of learning when students share their impressions, thoughts and feelings with another person [23]. In addition, it is possible to use psychotherapeutic teaching methods; in particular, they practice game psychotherapy, music therapy, elements of sociopsychological trainings, works of meditation, as well as autogenic training of students (auto-training) mainly at the beginning of lessons for the purpose of autosuggestion. The peculiarity of the cognitive approach is that language learning is based not only on the linguistic side, but also on the use of mental data [24-27]. Therefore, the cognitive approach to learning is conscious and considers the cognitive characteristics of students (dominance of the cerebral hemispheres, sensory preferences), the mental side of the learning process. In addition, the communicative-cognitive approach provides for the use of the native language to explain new material at the elementary stage of learning, description of grammatical processes and vocabulary.

Discussion

Modern trends and issues are crucial for professional needs, which dictate the primary objectives and instructional strategies, when it comes to studying speech culture. The establishment of a clearly defined set of competencies as well as the development of students' cognitive and psychological skills are all goals of the learning process, according to cognitive and psycholinguistic approaches, which will aid in improving cross-cultural communication. Cognitive development of students is the main component of comprehensive education. Among the wide variety of cognitive characteristics of a person, the most significant are language skills, which include various elements and have different variations. Scientists analyzed the development of sociocultural competence, which included three types of skills that must not only be possessed, but also used effectively. The first type is the basic skills of native

speakers, which include historical, cultural, ethnic, semiotic features. The second is the skills and abilities for extralinguistic activity. The third is the processes and phenomena of the country's culture, which show the sociocultural features of a foreign language [22].

Students should be treated as individuals in the educational process, which calls for a variety of options to be made available to them. The segmentation of the educational process based on two significant principles is part of this: individualization and differentiation. Individualization is designed to consider individual differences within one person. Differentiation is based on the division of students into specialized groups or subgroups based on certain mental characteristics. It is worth noting the attention of scientists to the social impact on the aspect of the formation of students' self-esteem, which is associated with different languages [28]. A.D. Zubkov [29] investigated the structure of the language competence model and diagnosed that students can improve and optimize their professional and language skills through the introduction of various technologies (blended learning, inverted classroom, integrated content and language learning). N.N. Boldyrev [30] studied the cognitive approach in linguistics and related sciences. He diagnosed the origins of the formation, the main differences, theoretical and methodological principles and prospects for the development of the cognitive aspect of language learning, its connection with other sciences.

The issues whose resolution demonstrates the applicability of the development of a cognitive approach in diverse fields of science, basic and applied research, were the center of attention. There is a relevant study where the dependence of a person's speech competence on a combination of many factors was shown. First, it is about the relationship between this competence and the way of activating the linguistic and cognitive activity of the individual, emotionality, effectiveness of methods, methods of educational and cognitive activity, critical thinking of students. Such a system will help to reflect the practical orientation of the competence-based approach to learning. Successful formation of students' speech competence depends on the consistency of methods, technologies and learning objectives, as well as on the age and individual characteristics of students. Therefore, it is extremely important to comprehend some features of the psychological model of factors influencing speech activity in the process of formation of their speech culture. These include speech abilities, speech motives, and choice of means of communication, conversation intention, speech planning, context and speech situation, individual psychological characteristics of students, associativity of thinking. It is worth selecting methods and forms of development of speech activity based on this (Table 1).

Table 1. Methods and technologies of speech competence development

Methods	Characteristic
Complementary method (finalizer)	Its essence is to restore a deformed speech message. To do this, component words are skipped in a text (sentence), which need to be inserted instead of omissions. Didactic variants include prolongation or endings of the text (creative retelling), creative dictation, where separate parts of speech or members are omitted. This method will allow you to check the perception of speech and text.
Psycholinguistic method of direct	This method is based on associative links between stimulus and reaction. Its use implies a description of the content of the names of individual parts of speech and their forms. Using

interpretation of words	this method allows analyzing whether students consciously master the relevant grammatical material and whether they can interpret words. This approach shows that complex mental formations (thoughts, feelings, ideas) arise through associations, which will help to adequately perceive and form language competence.
Association method	The association method is also called "associative networks", "associative trees", "associative bushes". It should be considered as a connection between individual mental acts, where associations then arise. It is worth highlighting syntagmatic associative words, which represent a stimulus and a reaction, and belong to different grammatical categories; paradigmatic, where the stimulus word and associative perception belong to the same grammatical class. Generic, semantic and phonetic connections occupy an important place in the composition of associations. Such a path is valuable for stimulating creativity, developing flexibility of thinking, and the ability to apply cultural and speech experience. In addition, combining inductive operations with deductive ones develops the potential abilities of students.

Note: the table shows the technologies and methods of developing the communicative competence of philologists and reveals their features.
Source: O.A. Kucheruk [23].

L. Nagirny [31] believes that a business (role-playing) game, audiovisual teaching method, grammatical-translation method, communicative methodology, dialogic and monologue speech become effective in mastering communicative competence. For example, the audiovisual method is based on the use of video and audio materials, which are aimed at improving memory, concentration of attention. This method is based on imitation, which makes it relevant among students not only of the philological direction. Using cognitive and psycholinguistic approaches will allow us to consider speech competence comprehensively, because it combines the motivational, individual, activity, and reflexive spheres of personality. Accordingly, it is worth highlighting such criteria and indicators of the formation of speech competence:

- the value-motivational aspect reflects the motivation of students to acquire competence, the formation of a value attitude to the subjects of professional communication;
- the organizational and communicative criterion characterizes the individual characteristics of students' communication and reveals their ability to organize constructive interaction [32];
- the sociocultural aspect determines students' to speech activity in various situations, considering personal, professional and social goals;
- the reflexive-effective criterion reveals the level of self-control in communicative situations and shows the adequacy of the assessment of their communication;
- the professional principle shows the mastery of oral and written speech; the ability to clearly and concisely express thoughts [33].

It is obvious that speech communication is an important individual manifestation of a person in any language and is associated with its various traits. Therefore, the analysis of a linguistic personality is very relevant in combination with its linguistic and psychological characteristics. In addition, interest in the study of linguistic personality is growing in psychology and linguistics. Mutual understanding between people is based on the participants' understanding of the original context of the dialogue. Communication and speech culture are purely individual manifestations of personality, which have a connection with the personal, national, social characteristics of the participants in the dialogue. Any communication correlates with the personality of the speaker and the dialogue itself contributes to the actualization of the psychological characteristics of the participants in the conversation, which determines its content and development. Personality traits and participants of speech communication represent a connection of individual, social, national and cultural aspects. A comparative analysis of the research data is important, where a stable relationship was revealed between the parameters of extraversion and the appearance of indirect answers in the dialogue, the parameter of introverted communication and the appearance of direct answers in the act of communication. The lack of an adequate response was associated with the irascibility parameter [34-37].

Judging by the results of the psycholinguistic experiment, it can be concluded that the features of communication (the use of abbreviations in responses) depends not only on the level of language culture, but also on the personal characteristics of the speakers. The empirical data obtained allow us to assert that the structural and semantic features of the dialogue depend on the level of language culture and personal characteristics of the subjects of communication. There is a relevant study where the cognitive aspect of linguistics as a leading direction in language teaching was analyzed [38-40]. The purpose of cognitive lexicology is to show the connection between awareness and reflection of knowledge of language and environment [41]. The work emphasizes that the world is reflected by consciousness and transmitted through a language system that simultaneously represents a unique symbolic form. During the development of a foreign language, students often memorized and pronounced foreign words, but were confused in determining which language they belong to. These people lacked social and cultural experience, associations with the country and its culture. Cognition in linguistics consists in the fact that a person has the skills of mental perception and processing of external information. Knowledge is also the result of a cognitive process.

Using the cognitive approach, learning proceeds successfully, because the brain is focused on creating mental models and rejects a certain option. When teaching foreign languages, a cognitive approach should be applied

to give the process of language learning a research and experimental orientation, to form the interest of students in learning. The formation of language from the psychological side is also important. Scientists want to show how the psycholinguistic approach can clarify such issues as the use of methods and methods that are most suitable for specific research topics and types of participants; offering practical information about the creation of a psycholinguistic laboratory. Today, based on psycholinguistics of cognitive approach to language, new methods of improving creative thinking and the culture of individual speech are actively being developed. The linguistic personality of the future philologist is constructed when training using theoretical and practical courses, linguodidactic disciplines, and participation in philological circles, creative evenings and book presentations. Significant in this case is the study of creative courses in the mechanics and culture of speech, the theory of speech communication, as well as literary and artistic disciplines [33]. Reading and reciting works of fiction, reflection, interpretation, collective discussion of the read increase the level of student speech self-presentation, and affect professional communication skills.

Conclusions

Thus, it can be concluded that the establishment and development of philology students' oral cultures and communicating skills is a crucial factor. In modern society, the role of personality increases, attention to its properties increases, there is an awareness of the importance of communication, which is the basis for the development of psychological processes, states and properties of a person. The research conducted by these authors, as this article demonstrates, has substantially increased our comprehension of the nature and scope of the process of developing communicative competence. New methodological approaches should be developed, and the pedagogical requirements for their application should be determined, it was noted. The investigation of the communicative competence structure reveals that all of

them were constructed using a systematic methodology. Keep in mind that language culture is a fundamental structure based on psycholinguistic and cognitive theories. A required element of general professional training should be the development of communicative ability among students from various orientations.

This article is of practical relevance for future philologists, students, teachers and translators who need to know communicative competence; develop a respectful attitude to dialogue participants, kindness and delicacy; improve their communication skills, practical skills, personal qualities that will ensure a high level of individual self-organization in communication. Also, the study may be relevant for scientists and employees of the education system who are trying to optimize the process of personality development of philologists and professionals. New issues and issues have emerged during the research process that need to be resolved. The proposed psycholinguistic approach opens up a direction for further research of students' speech communication. Problems for further work may be: studies of the dependence of speech behavior on gender, age, professional affiliation. Future research areas could include the role of psychological and pedagogical disciplines in the development of speech competence in philologists; research and analysis of student experiences in the development of foreign language speech cultures; and the creation of scientific and methodological support for the development of students' speech during the course of studying specific disciplines.

Conflict of Interest

None.

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Когнітивно-психолінгвістична концепція мовленнєвої діяльності студентів

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Анотація

Актуальність. Актуальність дослідження зумовлена тим, що методологічна наука вийшла на якісно новий рівень, на якому значущими стають особливості соціокультурного стану суспільства на момент проведення дослідження. Все це призводить до нових стандартів якості освіти та підвищення мовленнєвої активності студентів. Крім того, комунікативна діяльність допомагає у професійній самореалізації та створює можливість для повноцінного культурного і духовного розвитку особистості.

Мета. Метою статті є виявлення та діагностика сформованості та реалізації когнітивного та психолінгвістичного підходів до навчання мовленнєвої діяльності у вищих навчальних закладах.

Методи дослідження. Аналіз, класифікація, узагальнення, індукція, порівняння підходів є найефективнішими методами дослідження цієї проблеми, оскільки допомагають виявити елементи мовленнєвої культури та виокремити основні шляхи формування комунікативної культури студентів.

Результати. У статті розкрито підходи до визначення феномену мовленнєвої компетенції; представлено результат розвитку пізнавально-комунікативної діяльності студентів, під час якої формується нове когнітивне утворення - концепт цільового тексту. Також продемонстровано підходи до формування мовленнєвої діяльності; розглянуто шляхи підвищення комунікативної культури; зроблено аналіз літератури та уточнено складові мовленнєвої культури. Крім того, визначено комунікативні здібності студентів; описано компоненти мовленнєвої компетентності майбутніх фахівців; розкрито психолінгвістичні аспекти розвитку мовленнєвої компетентності студентів під впливом сучасної освітньої реформи; виявлено ступінь сформованості мовленнєвої культури студентів.

Висновки. Зміст статті є важливим як для студентів, так і для майбутніх учителів, яким необхідно навчитися навчати суспільних норм поведінки; розвивати шанобливе ставлення до учасників діалогу, доброзичливість, тактовність і делікатність; удосконалювати свої комунікативні вміння, практичні навички, особистісні якості.

Ключові слова: культура мовлення; мовленнєві здібності; спілкування; комунікативні якості; соціокультурна компетентність.