Requirements for Modern Speech Culture of Kazakh Students in a Situation of Ethno-Political Conflicts of East and West

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Abstract: Changes in the educational standards of the third generation which are based on competence approach orients the participants of the process of the formation of speech culture, that is communicatively speech competence. Communicatively-speech competence a professional quality required for professional work with young people including as an integral part of communication. Thus, the preparation of the future teacher in the conditions of ethno-political conflict between East and West is a factor which the training. In connection with the transformation of the educational environment in the information and communication environment, in the training of specialists including teachers, prevails informative approach. Although, the basic culture and means of communication and interaction of subjects of educational activity is speech culture. In connection with the entry of Kazakhstan education system into the world educational space as well as the transition to the national paradigm of education, the need to create a multicultural competence of the teacher dictates new conditions to the system of professional training of teachers. It determines the activities, not only to supply the professional knowledge but also from the standpoint of the formation of high culture of speech which will contribute to the wider creative possibilities to create a new cultural reality. Moreover, the language policy of Kazakhstan society aimed at training of multilingual and multicultural specialist. At present, the acute problem of synchronization of speech culture process. The problem of simultaneous training of future specialists to work with modern electronic resources and the development of their level of oral, written language is important. It will, in future, help to establish business relations on principles of mutual respect, understanding and harmony, based on the assumptions of speech culture. Applied aspect of our research will be to develop a voice for culture in parallel with the recommendations of the information culture which complementing each other, of course are value-target and value-semantic component of the professional work of the teacher. If we consider that the range of professional work of the teacher covers not only education but also the government, public authorities, the speech culture can serve as a basis for management and oratory. Along with theoretical methods, empirical methods were used: observation, study conversation, survey methods: questionnaires, interviews, test methods, products, analysis of activity of students.

Key words: Speech culture, higher education, cultural approach, students, supply

INTRODUCTION

Today, the entire international community came to the conclusion that today's global challenges can only be solved through joint efforts of all countries in the world. If we look at the history of development of Kazakhstan, this process was complex, difficult and ambiguous. In the twentieth century in Kazakhstan as in other Soviet republics, who were >70 years as part of the Union of Soviet Socialist Republics, it was dominated by the administrative-command system, the system of "totalitarian" regime with its bureaucratic command hierarchy. A characteristic feature of this period was the collapse of democratic principles and the strengthening of the administrative-command system; He acted principle of "top-down". People had to perform only those decisions that were made in the summit. Ideology and politics, approved voluntarism, militant dogmatism, permissiveness denied national interests, national traditions and national psychology. In Kazakhstan, nearly 90% of schools were closed in the Kazakh language. Moreover, they were called "national" school. The above

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factors lead to the need for theoretical and methodological study and assimilation of progressive ideas and traditions, spiritual wealth of past eras as the whole of humanity and a native of the national culture (Zamaletdinov *et al.*, 2014). Globalization processes, entry into the world educational space have determined the development direction and cooperation partners. Obvious examples of international cooperation and influence US policy, Turkey, Korea and other countries are: activities of the International Kazakh-Turkish University. A. Yasavi in Turkestan; International contacts Kazakhstan Institute of Management, Economics and Forecasting under the President of the Republic of Kazakhstan (KIMEP). Among the partners of KIMEP-Yale University (USA), Dr. Dickinson University (USA), University of North.CO (USA) and others. In recent years much has been done to our state in the direction of international cooperation in the field of education. Universities of Kazakhstan became full members of the Bologna Process which enabled us to integrate into the world educational space. The grant contribution of foreign partners in the development of the education system of Kazakhstan is annually >25 million. US dollars in the form of scholarships, grants, investments in joint projects.

However, in the conditions of Kazakhstan's cultural and linguistic realities of the pressures of globalization is one of the most negative elements, confronts the whole of society, the state of conservation challenges of identity and uniqueness of the Kazakh society and language. There is a real danger of absorption other influential Western cultures and languages of the world. Kazakh society is on the verge of the transition from a national to a global culture. In this situation more clearly was the question of values and their preservation.

Resolution cultural conflict we see in the preservation of linguistic and cultural identity, the identity and uniqueness of the traditional culture of the Kazakh and other people's introduction to the culture of other peoples through knowledge of other languages and speech culture. The only true option for the development of Kazakhstan is its development and positioning as a civilized and competitive state, capable of adequately responding to modern challenges of globalization. Option is not the kind of model of modernization chooses east or west and to the modernization contributed to the challenges that globalization pose to our country and society.

With the adoption of the Law "On languages in the Republic of Kazakhstan" (1997) is shown in the scale of the state, in this connection, the ways of humanization and humanization of professional education where particular attention as one of the competencies given to

rhetoric, stylistics and culture of speech. On the other hand, the changes in the socio-political situation of the country, the change of moral ideals, values and goals and value-semantic systems, cultural and axiological approach to the formation of the younger generation in general and specialist, in particular Karabulatova (2013).

As the analysis of the factors influencing the efficiency of the professional speech culture, today, to create conditions in Kazakhstan, vocational, language teacher culture acquires special significance as a means of implementation of professional activity is speech activity which not only embodies but also reflects the culture specialist. Also it should be noted that the teaching profession a profession, the results of which are dependent on the setting of the joint activity of the teacher and pupils.

MATERIALS AND METHODS

As a methodological basis were used studies that make up the dialectical position of the development and the universal connection of phenomena, philosophical understanding of man as an active subject, cultural and axiological approaches to the analysis of pedagogical activity, making it possible to track the educational phenomenon in the dynamics and trends in a particular socio-cultural background Isaev (1992).

The theoretical basis of the study were the provisions of the theory of culture (Bakshtanovskii, 2006); theory of personality (Kiseleva, 1993); language personality theory (Kiseleva, 1993); theory of integral pedagogical process; the concept of ethno-cultural education (Isaev, 1992); theory of speech culture (Kiseleva, 1993). To test the assumptions in the complex method of research was used including a group of related and complementary methods. Along with theoretical methods, empirical methods were used: observation, study conversation, survey methods: questionnaires, interviews, test methods, products, analysis of activity of students.

The study was conducted as part of the higher education system of the Republic of Kazakhstan: in the Eurasian National University after L.N. Gumilev, Karaganda State University after E.A. Buketov, Agro Technical University after S. Seifullin and in a number of pedagogical universities: Arkalyk State Pedagogical Institute of I. Altynsarin, Kostanai State Pedagogical Institute, etc. There are >250 respondents from among the group of students majoring in "Education". The analysis of the products of student teaching and scientific and practical activities, in particular, were analyzed 115 abstracts, >120 reports on teaching practice (2, 3, 4 courses), 74 term study, >30 student's scientific

Table 1: Criteria for assessing the effectiveness of formation of speech culture of Kazakh students

Criterion	Indicators	Methods
Pithy	Volume of pedagogical knowledge; the volume of terminological vocabulary	Test, discussion, creative activities, discussion,analysis of the results of training and independent work
Motivation-target	Ability to define target speech activity purposefully organize communication the ability to draw up the plan for the upcoming conversation or message modeling and forecasting of communication	Conversation, creative work, analytical work of pedagogical problems, decision-making, analysis and self-analysis of oral and written speech activity
Technological	Possession technology teacher communication and public speaking, designing and structuring scientific written and oral texts	Observation, analysis and introspection of speech activity
Activity-speech	Spoken language means and methods for the transmission of information Possession of the means of scientific style Construction oral written, monologue dialogic texts in accordance with the purpose The design of the correct questions and answers forecasting	Business games, creative tasks, essays, reports, oral presentations
Creative	Self-organization of speech activity according to the target setting; flexibility, richness and variety of speech; ability to improvise	Evaluation, self-evaluation, analysis of results of independent work, modeling of pedagogical situations; control tasks
Socially significant	Construction of speech activity on the basis of humanitarian objectives; development of verbal behavior; awareness of himself as the subject of pedagogical activity and the pursuit of perfection of speech culture	The conversation, questioning, self-analysis

publications, >15 theses were 93 students listened to the oral presentations as the scientific reports and in the framework of seminars and workshops. In order to study the effectiveness of voice training of the future teachers of technology, two groups were identified: control and experimental. Due to the small number of academic groups as well as the lack of parallelism, to conduct experimental work on the same course it was not possible. Therefore, the respondents were students of 2, 3, 4 courses of historical, physical, mathematical and psychological-pedagogical faculty of these institutions.

In our view, these components allow to fully produce a comprehensive assessment of the voice of the teacher culture. Aksiologichesky component requires to consider verbal culture through a system of values and allows to evaluate its content and motivation-the target side. The practical component reflects the nature of professional-pedagogical culture of speech and provide an assessment to the process and activity-the voice side.

The personal-creative component characterizes the speech culture of the teacher as a way of self-development and can be evaluated with the creative side of the teacher, showing independence, the ability to refract speech culture in proportion to the situation as well as in terms of its significance. The research work on each criteria indicators were defined evaluation methods. Criteria, indicators and diagnostic methods are shown in Table 1. Taking into account the personal qualities of the students themselves and their readiness we have taken as the basis of three levels of professional and pedagogical culture of voice: low, medium and high (Table 2). During

the experimental work we model a professional-speech culture of the Kazakh student was developed. Experimental work included several stages. In the first stage, at the beginning of 2012-2013 academic year was held ascertaining experiment that revealed the initial level of language culture of students that later served as the measurement results of experimental work. Students were given a list of speech skills and abilities to distribute them in order of importance to professional and pedagogical speech. The measurement was carried out on a 10-point scale. For future teachers a priority in professional activity served (Table 3).

According to the data table shows that the quality and skills of some students as a priority for the professional-pedagogical speech were high enough. However, students are not isolated as a priority axiological, personality and creative and practical components of speech culture. A comparative analysis of the first measurement of student's self-assessment and evaluation of the experiment reflects the following results (Table 4). We have identified the components of technology of formation of is professional-speech culture which allowed to define the stages of the formative experiment. The second stage-creation of a system of knowledge about the professional speech culture of the teacher of speech types, standards of construction of speech and writing.

In the process of training cycles were used methods of interpretation and survey methodology "unfinished sentence"self method, the analysis of activity of the products. These methods were selected in such a way

Table 2: Levels of professional-pedagogical culture of speech.

Levels	Characteristic
Low	The teacher is not aware of the role of the professional speech culture, professional knowledge is not used in speech practice, when you create an oral and written text does not take account of their importance to the organization of joint activities with the audience, a weak activation of the audience. Speech-template standard. Do not know how to manage the process of perception and understanding
Average	The development professional-speech culture of sufficient awareness of the need to improve the culture of speech, the desire for self-development and self-improvement, speech culture characterized axiological, value-oriented and value-semantic components. Ithastheflexibility, variability
High	It is characterized by a deep comprehension, fluent professional vocabulary, in terms of terms and concepts, the system recognizes a promising speech motives, without voltage operates the semantic information. It has the characteristics of: individuality, flexibility, variability, possession of verbal and nonverbal behavior of the audience emotion, has a sense of proportion. A substantial component of a speech teacher is axiological, value-target, and value-semantic component

Table 3: List of voice qualities and skills for vocational and educational speech distributed in order of importance scores

Professional speech	Marks
Abilitytocommunicatepublicly	9.5
The ability to place the audience, using verbal and non-verbal communication	9.6
Possession of the art of speech, dialogical communication	9.7
Efficient use of professional knowledge	9.3
Ability to present information logically	8.7
The ability to transfer information more accessible and to organize joint activities through communication	9.5
The use of various means of linguistic communication for the transmission of information, flexibility and variability of speech	9.2
Knowledge of the construction of various types of texts: oral, written, monological, dialogical, and their ability to use	9.0
The ability to simulate the upcoming communication	8.9
The sense of speech activity measures, the construction of emotional speech	8.1

Table 4: Comparative analysis of the students' self-assessment and evaluation of the experiment

Courses	The average score of the students self-esteem	The average score of the experiment	The difference between the estimates
2	2.91	2.13	0.78
3	2.84	2.60	0.24
4	2.86	2.61	0.25

that they complement each other have contributed to the refinement and adjustment of the information received. The third stage was aimed at creating a professional and meaningful texts which certainly contributes to the level of professional speech culture. This work was carried out on a practical training, i.e., it is practice-oriented. LINKS orientation were the voice of the scene, planning or programming, performances, where determined mechanisms for implementation) the choice of words, the transition from plan to implementation) sampling and preparation of syntactic variants) consolidation of grammar and playing commitments, i.e., competent construction speech. During the practical exercises simulated teaching situations, allowing to discuss, to spend playing exercises that can cause to the controversy, discussion, improvise it, depending on changes in the situation.

The main condition for the formation of the skills of speaking and writing is to create situations for the implementation of speech and writing. During the preparatory work with a prominent student was interviewed supplementing lecture materials on the importance of public speaking teacher. In addition to the practical lessons the students were asked to demonstrate not only their own speaking skills but also be able to analyze, evaluate, acting, doing as necessary, additions

and reason. In this regard, students were asked to listen to any public statement on the issue of future profession, write a review of performance, to determine the type and form of speech, to assess the conformity of language means and methods of the audience, to assess the effectiveness of their use. During operation in the experimental groups the emphasis is not only on the study of theoretical material but also on storage and subsequent reproduction of educational material as well as on the formation of student's positive set of values, both in terms of the process of mastering the communicative knowledge, skills and abilities as well as in the development and improvement of vocational teaching speech culture.

RESULTS AND DISCUSSION

Conducting pilot-experimental work led to some positive results. First, the indicators reflecting the criteria for professional-speech culture of the teacher, both in substance and in terms of motivational positive tendencies were observed. This fact testifies to the severity of the axiological component of professional pedagogical and speech culture. Secondly, the use of rechemyslitelnoj activity has allowed a culture of oral speech. In the course of business games, solve

Table 5: Maturity axiological component of professional and pedagogical speech culture of future teachers

Courses	The average score of the students self-esteem	The average score of the experiment	The difference between the estimates
2	3.9	3.8	0.1
3	4.0	3.8	0.2
4	4.1	4.0	0.1

Table 6: Maturity of the practical component of professional and pedagogical speech culture of future teachers

Courses	The average score of the students self-esteem	The average score of the experiment	The difference between the estimates
2	4.2	3.9	0.3
3	4.1	4.0	0.1
4	4.2	4.0	0.1

Table 7: Maturity of personality-the creative component of professional and pedagogical speech culture of future teachers

Courses	The average score of the students self-esteem	The average score of the experiment	The difference between the estimates
2	2.3	2.0	0.3
3	2.8	2.5	0.3
4	3.0	2.8	0.2

pedagogical situations, students performing creative tasks, solving educational problems were noted and informed higher level of mastery of pedagogical communication technologies, public speaking, writing, writing scientific texts. Students skillfully used different language means in accordance with the teaching situation and audience. Were selected successful methods of persuasion, well-formulated questions on the topic of conversation or speech and deliberately used by the common voice of the scientific style of speech. Thus, it may be noted, the growth indicators which reflects the high level of professional-the speech competence of the future teacher. The final phase of experimental work included the measurement results and their processing, systematization, comparison of the results of the first and second measurements in the experimental group. Students also been proposed initial material for self-assessment, a list of necessary knowledge of speech, reflecting the structural components of the professional pedagogical culture of speech.

In a comparative analysis of the experimenter and self-assessment of students on the courses themselves as well as the differences between them are reflected in Table 5-7. Analysis of the dynamics allows you to note changes in the level of all components of professional pedagogical speech culture of the Kazakh youth-future teachers.

During the experimental work it has been revealed the growing interest of students to the formulation of professional speech culture. This is due to the fact that in the process of teaching practice in the sphere of education institutions in the preparation of reports, theses, students are faced with 4 courses of professional speech activity directly. Therefore, lack of preparation served as motivation for further improvement of speech culture.

CONCLUSION

In general, the experimental work has confirmed the efficiency of the formation of professional pedagogical

speech culture in the conditions of high school and, of course, ensure the professional competence of teachers according to the needs of employers and the social and cultural environment in the context of Kazakhstan's realities.

In summary, we can draw the following conclusions, that the development of speech culture of future teachers as a component of professional competence is a complex dynamic evolving process, having a multifactorial influence. Formation of it in terms of the university should be implemented gradually and systematically. Each step must be accompanied by a training and informative activity of students in the context of academic studies as well as in the process of self-study and self-improvement. Consistency ensures determinism and integration of theoretical knowledge with practical activities and the creation of special pedagogical situations as well as involving students in hands-on, educational activities in terms of tension between East and West.

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