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## **Local Communities-Diachrony and Synchrony**

### **Polylingual Environment in the South of Bessarabia: Problems of Speech Culture**

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**Abstract:** The article discusses the main aspects and ways of forming a culture of students' speech in general secondary education institutions in Southern Bessarabia. It is noted that the formation of communicative competence takes place in three directions: enrichment of vocabulary, assimilation of literary language norms, development of coherent speech, etc.

**Keywords:** student speech culture; general secondary education institutions; lexical competence; South of Bessarabia

#### **Introduction**

Language is an indispensable feature of any society, the most essential element of the spiritual culture of an ethnic group, and one of the signs of a nation's distinctiveness in the modern world of civilised nations. Since ancient times, language has been a means of communication in society, a source and accumulator of human national experience. The purpose of our research is to determine the main directions of formation of communicative competence of 5<sup>th</sup> grade pupils in the South of Bessarabia.

The problem of language and speech culture is one of the most pressing for the multilingual environment of Southern Bessarabia. It is known that this region is multinational, and therefore multilingual, where you can hear Ukrainian, Russian,

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Bulgarian, Gagauz, Moldovan, Albanian, etc. However, Russian-Ukrainian bilingualism is more common. Stavytska L. rightly notes that this has been a specific feature of the linguistic situation in Ukraine for decades (Stavytska, 2001).

Communication culture is the most important component of a person's overall culture. It implies not only a high level of general human culture, but also developed thinking, speech and behaviour. Thus, it is necessary to constantly develop thinking and speaking skills, enrich vocabulary, and activate it.

According to our observations, pupils of general secondary education institutions in Southern Bessarabia have a very poor vocabulary, they cannot express their own opinions, often use the same words, which leads to tautology. Not knowing the meaning of words, they use them incorrectly in their own speech; they confuse paronyms.

Very often, errors at the lexical level are caused by inappropriate borrowings from Russian, for example: *vremia* (time), *niedielia* (week), *otkrytka* (postcard), *karandash* (pencil), *klubnika* (strawberry), *konfetki* (sweets), etc.

The unmotivated use of copied Russian structures distorts the derivational structure of the Ukrainian language: *zaviduiuchy* (head), *nozhnya* (scissors), *pryvodyty pryklady* (give examples), *voditel* (driver), etc.

The process of teaching the Ukrainian language in general secondary education institutions is aimed at acquiring communicative competence, which implies not only mastering the system of language knowledge, speech skills and

abilities, but also the readiness to consciously apply the experience gained to solve problems that arise in real life.

Among the tasks of the modern school, which are of great importance, the most important in teaching the Ukrainian language is the formation of a personality that “possesses the skills and abilities to use language means in various forms, spheres and genres of speech in a free, communicatively justified manner, that is, to ensure an appropriate level of pupils' language competence” (Bieliaev, et. al, 2012, p. 14). The problem of the competence approach is not new, it has been studied by such prominent scientists as: M. Pentyliuk, N. Holub, V. Novosiolova, I. Khomiak, S. Omelchuk, R. Melnykova and many others. In their works, an attempt is made to reveal the concepts of “competence”, its specificity; a description is given of how competences are formed in the process of teaching sections of the Ukrainian language school course; interesting didactic material is offered.

The development of communicative competence is an urgent problem of modern language education, and the competence-based approach to teaching Ukrainian is one of the most relevant, along with the activity-oriented, cognitive-communicative, functional-stylistic, etc. Teaching the Ukrainian language at school should be focused on developing pupils' linguistic and communicative competence, as this implies a full command of the Ukrainian language and the ability to use it in different life situations.

A component of communicative competence is linguistic competence, which means that the participants of communication know the norms and rules of the language and skilfully use them when producing statements (Matsko, 2007, p. 13).

An integral part of linguistic competence is lexical competence, which consists in conscious and motivated mastery of the lexical means of the language and the ability to use them. Lexical competence implies not only the availability of a rich vocabulary, but also the ability to use lexical elements in the course of speech to express one's position and attitude to what is said, the ability to vary lexical means depending on the sphere and situation in which the communication process takes place. "The success of lexical competence formation depends on the level of lexical skills, the amount of knowledge acquired and assimilated about the lexical side of speech and the dynamic interaction of these components on the basis of general linguistic and lexical awareness" (Bihych, et al, 2013, p. 215).

I. Khomiak notes: "Work on learning lexical material during the educational process is of great educational and practical importance. Its study expands pupils' knowledge of the language, introduces them to a unit of language - a word - and is the main source of enriching pupils' vocabulary. Learning vocabulary develops pupils' attention to the meaning and use of words in their own speech, fosters the need to choose the right word to express an idea accurately, and develops their sense of language. It is through an interest in vocabulary that one can cultivate an interest in the language in general" (Khomiak, 2019, p. 3).

Lexical competence consists in mastering the lexical means of the language and the ability to use them. It involves the development of the ability to use words and phrases correctly and appropriately, the ability to choose lexical means to accurately express the meaning of a statement, to understand the main idea of a text and the figurative means of artistic speech. Lexical competence, as a component of linguistic competence, requires students to know the linguistic foundations of lexicology. The success of lexical competence development depends on the level of lexical skills, the

amount of knowledge acquired and assimilated about the diversity of lexical relations in speech and the dynamic interaction between words (Novosiolova, 2014, p. 31).

Mastering communicative competence is impossible without knowledge of phonetics, lexicology, morphology, syntax, etc. Pupils' lexical vocabulary should be constantly enriched, and this process is most effective when studying the sections "Lexicology" and "Phraseology".

The development of pupils' communicative competence is carried out in three areas: vocabulary enrichment, acquisition of literary language norms, development of coherent speech, etc.

The main area is vocabulary enrichment. The significance of this work is to make pupils' speech more accurate and expressive, and to develop in children the need to choose the most appropriate language means for each case.

In the work on vocabulary enrichment, an important role is played by thematic grouping of words. It is necessary to intensify the use of selected words by including them in phrases and sentences, selecting synonyms and antonyms, and using words appropriately to modify the text of a particular style of speech or their own statements.

Success in working on the norms of the literary language can be ensured by including in speech activities words in which lexical errors are most common, creative types of work involving free, meaningful, stylistically justified use of lexical units. The language tools learnt by pupils and the skills of observing the norms of the Ukrainian literary language are used in their speech.

Work on the development of communicative competence should be carried out not only in the lessons of preparation for writing paraphrases and essays, but also in every lesson. This is facilitated by short oral reports on a linguistic topic, which should be illustrated with examples; memorisation of grammatical rules; consistent work on coherent texts, etc.

Thus, the formation of pupils' speech competence in Ukrainian language lessons in the process of teaching "Lexicology" and "Phraseology" sections takes place in three directions: vocabulary enrichment, acquisition of literary language norms, development of pupils' coherent speech.

A speaker, possessing the sum of competences (knowledge, skills and abilities), can only manifest them in speech activity in the sense that language users can interact only in a social environment as members of society.

The prospects for our further research are associated with the study of the formation of communicative competence in the process of studying phonetics, morphology, word formation, syntax.

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