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**TÍTULO:** Aumento de la actividad comunicativa y del discurso de futuros profesores bilingües.

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**RESUMEN:** Este artículo caracteriza y justifica métodos de enseñanza para aumentar la actividad comunicativa y del habla de los estudiantes bilingües en el proceso de su formación en educación superior. Estos son Análisis y referencias de literatura científica, Generalización de la experiencia práctica de numerosos investigadores y Monitoreo, considerándose temas de interés como el experimento educativo y la revisión de las características establecidas de la metodología de autor. El artículo considera los problemas del bilingüismo y describe los criterios para determinar la actividad comunicativa y del habla de los bilingües. Los materiales del artículo son de valor práctico para futuros maestros bilingües, que podrán aumentar su propia actividad comunicativa y del habla en programas intensivos de capacitación, estándares educativos de escuelas y universidades.

**PALABRAS CLAVES:** actividad comunicativa y del habla, bilingües, métodos intensivos, habilidades de comunicación, criterios para la actividad comunicativa y del habla.

**TITLE:** Increase of communicative and speech activity of future bilingual teachers.

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**ABSTRACT:** This article characterizes and justifies teaching methods to increase communicative and speech activity of bilingual students in the process of their training in higher education. They are Analysis and referencing of scientific literature, Generalization of practical experience of numerous researchers, and Monitoring; they consider the issues of concern, educational experiment, and reviewing the established features of authorial methodology. The article considers the issues of bilingualism and describes the criteria for determining the communicative and speech activity of bilinguals. The materials of the article are of practical value for future bilingual teachers, who will be able to increase their own communicative and speech activity and intensive training programs, educational standards of schools and universities.

**KEY WORDS:** communicative and speech activity, bilinguals, intensive methods, communication skills, criteria for communicative and speech activity.

**INTRODUCTION.**

Communication plays a leading role in the professional socio-economic activity of teachers. It is the main tool through which training objectives are implemented. In this context, pedagogical communication and its key component, communicative competence, contain a powerful reserve for professional skills. It is not by chance that teachers-masters achieve objectives, in particular by surpassing their colleagues in the ability to organize, using opportunities of pedagogical communication, educational situations, in the ability to fill and individualize this process, including through reserves of subjects studied.

Meanwhile, the data of scientific studies [Kovalev G. A. 1983; Kosova N. M. 1989; Ladyzhenskaya T. A. 2015; Mudrik A.V. 1999] convince that a teacher (and not just a beginner) experiences the greatest difficulties, establishing productive contacts with students, trying to influence them effectively and interact with them in the system of subject-subjective relations.

Underdevelopment of communicative skills of bilingual graduates is explained by their low communicative and speech activity. A typical picture in the classrooms of universities is “compulsion” regarding students’ speaking activity, rather than incitement to it.

Contemporary high schools do not have a fully developed method of communication training. Existing techniques to develop communication skills are aimed at foreign languages training; they are oriented towards assimilation of language clichés, stereotypes for educational situations. Creativity of pedagogical activity and dynamism of its conditions require variable, situation-dependent speech. The implementation of this task is possible only in the case when a future bilingual teacher will become a communicative and active personality during training.

In this regard, it is obvious that the training for a teacher-philologist at current levels should include a system of measures aimed at mastering not only necessary special knowledge (substantive, psychological, etc.), but also the need to create an effective method to improve the communicative and speech activity of bilinguals. That is of particular importance because recommendations that are made on the basis of researches are often not implemented just because trainees do not master professionally significant speaking as a leading productive intellectual and speech activity.

## **DEVELOPMENT.**

The relevance of this study is determined by a low level of communicative and speech activity of bilinguals, future literature teachers, inadequacy of the research issue in methodology of higher educational institutions of teaching Russian.

The purpose of the research issue is to develop a methodology that stimulates communicative and speech activity of bilingual students in the system of higher pedagogical education.

### **The hypothesis of the study.**

The improvement of communicative and speech activity of bilingual students (and therefore the formation of demanded communication skills) will become more effective if the training will be carried out through specially organized communication in different types of groups and educational and speech situations.

To implement this goal and test the hypothesis, it is necessary to achieve the following objectives:

- To clarify the semantics of basic concepts of research (activity, communicative and speech activity, intensive and active teaching methods, and some others) through the analysis of scientific sources.
- To identify and consider the problems of bilingualism and criteria for determining communicative and speech activity of bilingual students.
- To analyze the results of included observation to compare the level of communicative and speech activity of participants of pedagogical experiments and native speakers.
- To describe authors' teaching methods, increasing communicative and speech activity of bilingual students.

### **Materials and methods.**

Since the purpose of our work is to create a methodology that increases the communicative and speech activity of bilingual students, it is necessary to clarify the lexical meaning of relevant concepts: activity, communicative and speech activity, active and intensive teaching methods, communication skills and others.

Disclosure of concept of “communicative and speech activity” requires the definition of related concepts “activity” – “social activity” – “communicative activity”. This will allow investigating the interconnection of phenomena at the level of general and specific on the proposed logical chain.

The key concepts of the study are characterized below:

**Activity.** The term “activity” is interdisciplinary. Its semantics is defined and specified in the works of philosophers, biologists, psychologists, teachers and other scientists. The leading method to study this term is logical and semantic analysis. It raises the etymology of this concept to the Latin “actio”: “active participation, vigorous activity, initiative” [Ozhegov S. I. 2011, p. 24]. Cognate adjectives are also popular in science, revealed through the paradigm of “active”: “efficient, energetic, opposite for passive”. Hence, intensive activity of individuals is defined as enhanced, energetic, and results-oriented and includes the attitude of men to reality.

Modern approaches to the definition of semantics of the term are characterized below.

1. Activity is considered as a general category, a special property of living systems [M. Kagan, 1974; A. Leontiev, 1975; K. Abulkhanova-Slavskaya, 1980; A. Leontiev, 1983], in turn, the activity is interpreted as a specific, generalized feature of human activity, which manifests itself only in society. Therefore, the semantics of “activity” and “performance” is in the genus and specific relations (general – specific): “activity characterizes material world, and performance defines only a part of our material world” [Demin M. V. 1984, p.142]. Taking this perspective as a starting point, individuals’ activity is considered as an independent category, a social phenomenon that has its own specific features, in particular through communication.

2. In some works, the concepts of “activity” and “performance” are characterized as synonymous, dialectically interrelated, so activity is determined through performance, which “is directed outward by forms, but always substantively addressed to the subject and it is equal to it as a human subject in general” [Ivanov V. P. 1977, p.66]. However, these phenomena should be distinguished. Despite

the fact that any mental process is a dichotomy of content and performance, which is proactive, researchers identify thinking as a process, the result of which is speech, with activity, not with performance. The performance includes “the impact and change of environment ... it is substantive performance and practice” [Rubinstein S.L., 2000, p. 423]. Consequently, these concepts are wrongfully interpreted as equivalents: one does not exist without the other, but semantically it does not overlap it. As for personality as a reflection of social essence, it is, according to scientists, is formed and developed only in the process of various activities. And its diversity determines individuals’ attitude.

3. Activity in science is convincingly defined as a qualitative feature of performance, a degree of its manifestation, an indicator of a certain level. At the same time, the authors emphasize that studying a person as an individual, as a subject implementing specific activity, it is impossible to consider the terms “activity” and “performance” as synonymous, since activity “stands out as an independent, private category, reflecting the quantitative and qualitative side of the personality’s activity” [Kogan V. Z. 1971, p.128]. At the same time, this approach to the definition of activity does not exhaust its essence. Undoubtedly, activity determines the quality of performance, but through the human attitude to its productive process.

4. In a number of psychological and pedagogical researches the authors treat activity as a personality trait, its internal property, and state, as “personality’s functional and dynamic quality which integrates and regulates all its personal structure (needs, abilities, will, consciousness) in dynamics. This feature, according to scientists, is the basis of human socialization, but at the same time it does not limit his “phenomenal, self-reliance, self-determination as a subject of life, it is a way of expression, integrity and personal autonomy” [Abulkhanova-Slavskaya K. A. 1989, p. 117].

***Social activity.*** According to the views of many scientists [B. Bessonova, 1988; A. Daiker, 1988], the activity of individual subjects is carried out in the field of social activity. It largely regulates and determines the formation of those qualities of subjects that contribute to their socialization. At the personal level, social activity is defined as a person's willingness to transform, "fit" himself into the community in accordance with its interests and his needs. At the same time, social activity, according to some researchers, is a complex, dynamic, integral property that largely characterizes the personality in general. However, this is only one of its system properties, "structuring in time and according to social and personal values it is socio-psychological, interpersonal, living space" [Abulkhanova-Slavskaya K. A. 1989, p. 118]. With a properly chosen adequate model of its formation, it is possible to manage its formation in a more targeted manner and influence the process of its development.

Consequently, social activity should be interpreted as an integral property that permeates all spheres of social life of a person and reflects his integral, generic essence.

***Communicative activity.*** Several directions have been identified based on the analysis of communicative activity as a form of social activity. One of them is represented in the works of V. Kabrina, which considers it as a sphere of personal activity, where "a person aims to achieve the optimum of his moral and creative self-realization" in a society [Kabrin V. I. 1978, p. 14]. The result of such aspirations is determined by the level of its communicative culture.

The second direction of the study of communicative activity is represented by the scientific concept of speech activity [A. Leontiev, 1975; I. Zimnaya, 1979; R. Fulga, 1982 and others] in relation to the methodology of teaching foreign languages. Communicative activity is considered here as a functional characteristic of professionally oriented speech (its result is creation or perception of a statement) and as a natural state of personality [V. Kabrin, 1978; V. Skalkin, 1985; K. Abulkhanova-Slavskaya, 1999]. Therefore, characterizing communicative activity as activity of

communication, it is necessary to analyze it as a process (activity) and as an individual property, manifested at the level of interaction with an interlocutor / partners.

A perspective of dependence of speech activity and a level of general personal anxiety and self-esteem is relevant to the study. This dependence is hypothetically correlated with high and low activity of speech behavior, including in the process of “transition” from native to foreign language. In such situations, there are 4 types of movement of speech activity: “preservation of speech activity; preservation of speech passivity; a transition from active to passive solutions; a transition from passive to active solutions: 1. Constant; 2. Constant; 3. Regressive; 4. Progressive” [Fulga R. T. 1981, p. 12].

The analysis of semantics of basic concepts is summarized: a) The attitude of the subject to performance is associated with his motives, volitional efforts, emotions, which determines the attitude of individuals to activity; b) The characteristics of individuals characterize the person’s identity in the approach to his activity, the choice of ways of its implementation, creativity or reproduction in solving specific problems; c) For native speakers, communicative activity expresses the degree of communication requirements with the addressee, to establish or restore interrupted communication with him.

This information is included in the theoretical basis of the authors’ linguistic and methodological concept described in the article. The relationship between the concepts of “communicative activity” and “speech activity” is presented below.

The first phenomenon is defined as activity of communication with the help of generation and perception of texts in the relevant genre forms for interlocutors, the second – as activity of bilinguals, which can be carried out at the level of words, phrases, sentences in the process of mastering another language. With regard to educational activities of bilinguals, a term “communicative and speech activity” is used and it means “the property of individuals, manifested



in the desire to carry out a variety of speech activities at the level of those communicative opportunities to which he is ready in the sense of language proficiency” [Zyukina Z. S. 1993, p.19]. The quality of communicative and speech activity is determined by such elements of the addressee’s personality as his ability to strong-willed actions, demanded in a particular situation of communication, as well as the internal readiness of all communicants to change the nature of such activity from reproductive to creative, requiring the generation of original communication. Communicative and speech activity of the teacher as a representative of the socio-economic sphere of activity, his ability to combine elements of other people’s judgments and create the style at all levels of language use – both the intention and the main condition for the formation of his professional speech.

### **Types of communicative and speech activity.**

In scientific sources, there are many attempts to distinguish different types of activity, to create its typology [see, for example, Kovalev G. A. 1983; Kosova N. M. 1989, Lozovaya V. I. 2000]. This makes it possible to deal more productively with the levels of development and criteria for defining the phenomenon. In our opinion, communicative and speech activity can be characterized in terms of aspiration, speaker’s preparedness.

In the educational process the sender’s readiness is manifested in the realization of communicational objectives. However, readiness, interest in the activity does not mean the realization of needs in its specific form. In such cases, such a mental mechanism as will is important. It contributes to the implementation of activities.

According to researchers, in some situations potential activity is perceived externally as passivity. These phenomena should be considered as a dichotomy, taking into account the fact that these processes can be replaced under the influence of circumstances of communication, its external and internal factors. “In relation to a generated speech product (a text) the subject is active, while he is

passive to a created text” [Zyukina Z. S. 2011, p. 161]. At the same time, actual communicative and speech activity of a sender and an addressee “constantly provides new (potential) types of activity” [Kosova N. M. 1989, p.7].

Depending on the nature of activity, reproductive (performance) and creative (creating a message) types of activity are distinguished. This approach is found in many studies, where these types are considered as its levels. So, for example, D. Bogoyavlenskaya highlights “reproductive, heuristic, and creative levels” [Bogoyavlenskaya D. B. 1971, p. 147], and G. Shchukin – “reproductive and imitative, search-performing, creative” [Shchukina G. I. 1979, p. 82].

We take into account the fact that communicative and speech activity of a person can be situational, episodic, and sometimes it rises to a stable personal quality. Hence, “depending on the system of relations between individuals and activity, it is possible to distinguish situational activity (manifested in certain activities, in certain conditions) and integral (as a predominant quality of individuals, manifested, despite obstacles), as individuals’ orientation”. Integral activity of the person in the research conditions indicates that a student is not just active in speech in certain cases, and that he cannot act otherwise.

Based on these provisions, the following types of communicative speech activity are distinguished:

- a) Depending on willpower: potential; realized;
- b) Depending on the nature of work: reproductive; reconstructive; creative;
- c) Depending on sustainability of manifestation: situational; integral [ibid, p. 164].

These types of communicative and speech activity can be ranked by levels or by the degree of manifestation: high, medium, and low (for example, high potential, but low communicative and speech activity, or high reproductive, but low creative, or high situational, but medium integrated communicative and speech activity, etc.).

For a complete description of communicative and speech activity and its types, it is necessary to consider more aspects of this phenomenon: a) Effective, i.e. those real achievements that are the result of a productive speech activity; b) Dynamic, which allows characterizing the activity in terms of such qualities as “ease of appearing of communicative and speech activity, intensity, duration of preservation, distribution over time” . Thus, when assessing communicative and speech activity it is necessary to consider: individuals’ volitional efforts; nature of its activity; stability, duration, effectiveness of speech activity.

Thus, the analysis of philosophical, psychological and pedagogical literature in the studied aspect allows considering the activity as a pedagogical category, in which communicative and speech activity of bilinguals is characterized by the desire for a variety of speech activities at the level of language capabilities to which they are ready in the sense of language proficiency. At the same time, communicative and speech activity is a dynamic integral property of a person, which changes its character from reproducing to creative under the influence of education and manifests itself according to specific circumstances of communication. The formation of communicative and speech activity requires knowledge of its essence and types.

### **Active and intensive teaching methods.**

The search for reserves to increase future bilingual teachers’ communicative and speech activity involves conceptualization of approaches that have emerged in the system of modern higher education. In the history of linguistic and methodological aspects, there were many attempts to increase communicative and speech activity of students during oral speech (speaking).

In the national education system, active learning, the use of intensive methods (primarily business and role-playing games) is a constant focus of attention for teachers and psychologists [see A. Matyushkin, T. Kudryavtsev, M. Makhmutov, I. Lerner and others]. Modern terminology includes the concepts of “developing”, “problem-solving”, “research”, “search” training. Such its varieties

are designed to provide the generation of cognitive motives and interest in the work, to create conditions for stimulating creativity in the development of knowledge.

The active methods of training, in the process of implementation of which students take the initiative, strive to complete educational tasks not for teachers' evaluation, but for personal use in practice, include primarily game forms (educational business, situational role-playing, collective and personal games, etc.), seminar-discussion, socio-psychological training, techniques for non-verbal interaction and others. In game forms, as the traditional form of social practice "the norms of human life and activity are reproduced, and their subordination provides knowledge and assimilation of a subject and social reality, intellectual, emotional and moral development of personality" [Meshcheryakova B. G., Zinchenko V. P. 2003, p. 182].

Modern linguistic and methodological aspects are characterized by increased interest to find active forms of training. There are visual and situational, optimal, individualized, denotative and communicative, integrated, communicative and others. It is possible to note that the question of developing a well-designed system of training for bilingual students and pedagogical communication remains open.

In this study, the concepts of "active learning", "active teaching methods", "intensive teaching methods" are distinguished. Intensive teaching methods are the ways of learning a foreign language through the mastery of speaking and listening (direct communication in the studied language). The implementation of these methods is based on "psychological reserves of personality and activity of students, in particular – on the management of socio-psychological processes in the group and the management of teacher-students communication and students among themselves" [Leontiev A. A., Kitaygorodskaya G. A. 1981, p.4]. At the same time, a time-focused didactic immersion in communication is used during the lessons with future bilingual teachers, a system of speech

situations in which students can reveal themselves as initiative, motivated subjects of creative learning activities, to intensify their intellectual and communication skills.

In such circumstances, the success of training is determined by teachers' professionalism, his willingness to give up traditional models of work, prevailing pedagogical "handwriting", the structure and content of bilingual students' activity at the level of speech perception, language memory, creative thinking, as well as replication (reproduction), recreation (preserving the general meaning of primary sources) or the creation of a new message.

Solving the problem of increasing communicative and speech activity of bilingual students, it is necessary to use different models of educational activities, a combination of different active/intensive methods that guarantee rapid bridging the language barrier; mobilize hidden psychological reserves of students; contribute to the creation of increased motivation in teaching certain types of speech activity.

### **Problems of bilingualism and communicative and speech activity.**

In this study, the term "bilinguals" refers to students who have various degrees of proficiency in Russian as a second language, but they strive (should strive) to master it as a native.

There is much in common between the established practice of teaching Russian to foreigners and native speakers, but there are also some significant differences. They primarily consist in the difference of attitudes and situations which students face. In addition, in the first case there may not be proficiency in Russian before training; in the second such circumstances are improbable: environmental bilingualism, a pervasive phenomenon in Russia among native speakers, and it complicates the task of learning, and at the same time facilitates it.

Mastering a foreign language speech activity is a complex process in which the mechanisms and means of native and studied languages are closely intertwined.

The analysis of psycholinguistic literature allowed identifying two predominant views on this matter. Some scientists believe that it is necessary to form new foreign-language speech mechanisms in the process of mastering a foreign language [V. Belyaev, 1959]. A contrary view denies this approach, and offers another didactic “way” – with the help of “certain corrections, changes in the nature of correlation in each case, but not the fact of correlation” [Leontiev A. A. 1969, p.34]. In modern science, this position is frequent, the main “indicator” of which is the ability of students to transmit the same message content by means of a different language code, which is imposed on a native language code. The problem of bilingualism should be considered as a problem subordinating interaction between different language codes [Kolshansky G. V. 1967, p. 17].

It is well known that foreign language speech activity is not a linguistic phenomenon but a psychological one, since “students use their native skills, or rather the skills that they have developed on the material of their native language” in the conditions of mastering a foreign language. There is a transfer of skills of a native language to a foreign language.

Psychologists, studying the process of generation statements, have come to the conclusion that it is performed “from the motive of generating a thought, to its formulation, for its mediation in the internal word, and then the meanings of external words, and, finally, in words” [Vygotky L.S. 1999, p. 201], from the perspective of modern linguistics, in speech genres. It is indicated in linguistic literature that senders do not master a foreign lexicon at the level of communicative skills, creating a message in a foreign language, “resort to the native language: the statements’ content is partially or completely fixed in minds in their native language, and then element-by-element (most often at the level of words) is translated into studied” [Muchnik A. I. 1973, p. 19].

Consequently, it is possible to conclude that lexical and grammatical errors in a foreign statement are not accidental, they arise not at the “output”, not at the time of “external” speech, but earlier, “at the stage of grammatical and semantic coding, due to non-identification of a conceptual basis of

speech action in the native and non-native languages” [Kitrosskaya I. I. 1970, p.11]. Therefore, when teaching bilingual students, it is necessary to take into account that in the process of generating a foreign language message, interference occurs at the level of mechanisms of internal speech, when there is a selection of vocabulary and morphological and syntactic structures.

The psycholinguistic barrier of a native language category is actualized and created at this moment. In other words, the formation of a message in a foreign language is indirect in some way. A “mediator” is a native language of trainees. As a result, the communicant’s speech in a foreign language is slowed down, there is a time lag between the formation of statement’s content and its lexical and grammatical presentation, and there are pauses, hesitation, reducing the quality of communication in general. At the same time, the mechanisms of intentional level continue to work.

An addressee is concerned not only about implementation of the idea of speech (at the level of its intention, composition, structural and semantic type, genre, etc.), but the search for clichéd lexical and grammatical means within the previously mastered forms of sentences. Therefore, a foreign language becomes a real means of communication, if an addressee does not use his native language in the course of training, constantly and fully (by teachers and other communicants); he is encouraged to find means of expressing the message and its meaning in a foreign language. Otherwise, there is a functional differentiation of native and studied languages, when the first acts as a means of communication, and the second – only as a subject of study.

In our experience, the communicative orientation of training as a key element of the proposed linguistic and methodological system is the approximation of speech activity of students to their real interaction with one, several, many partners in typical situations.

### **Criteria for determining communicative and speech activity.**

To determine the level of communicative and speech activity of individuals, it is necessary to select objective and convincing criteria that reflect the phenomenon and its essence.

The scientific literature attempts to formulate the basic requirements for activity and its criteria. They should record the activity state of the subject; carry information about independent nature of human activity; correspond to performance in which activity is manifested. These requirements are partially identified the criteria of activity. They reflect objective results and nature of performance, as well as subjective factors: motives, interest of individuals. Some researchers [A. Verbitsky, 1991; V. Gurin, 2004], for example, believe that an activity indicator should take into account three parameters: why and in the name of what the subject acts, what he does and how, what means he uses and under what conditions, it should consist, respectively, of causal (why and for what), meaningful and effective (what), as well as dynamic (how) indicators.

Activity criteria, mentioned by different authors, are highlighted in this study; they are initiative, characteristic of such components of activity as energy, intensity, scope, breadth, scale of results; positive attitude of a person to activity through demonstration of conscientiousness (responsibility), interest, curiosity, independence, amateur performance, self-regulation, awareness of activity, will, purposefulness, creativity. A number of scientific sources [Verbitsky A. A. 1991, p. 27] presents detailed indicators of intellectual activity, such as: questions of students to the teacher, the tendency to analyze errors, criticality, the ability to transfer knowledge, operating acquired knowledge and skills, solving problems of different levels of complexity, the desire to know the cause of the phenomena (about 50 in total).

Teachers-practitioners (directors, teachers) in determining the cognitive activity of students have mentioned: “interest, curiosity (56%), independence (38%), strong-willed efforts (31%), the ability to allocate time (24%), pace, speed of assignment (28%). Activity of students is manifested in positive study outcomes (75%), training and research initiative in the preparation of reports, papers (34%).



Thus, activity “is measured” as objective criteria (when the results of activities are evaluated), and quite subjective, such as motive, need, interest, etc. At the same time, the analysis of sources shows that in the determination of activity indicators researchers often do not call their core. Therefore, they characterize and personality, and the nature and quality of activity, and orientation of individuals. Such a “kaleidoscope” of activity criteria is explained by its essence as a complex multilateral dynamic phenomenon of activity, it also complicates its characterization and evaluation.

Learning optimization criteria are of great interest. They include: results of successful acquisition of students’ knowledge, skills, abilities; degrees of compliance of training results with the requirements of curriculum, as well as maximum capabilities of each student; compliance of time and effort of teachers and students to the current standards. Therefore, main indicators of optimal learning process traditionally include: a) Effectiveness of solutions of educational problems (in our case – the effectiveness of training increases with the level of proficiency in a foreign language); b) Consumption of training time and intellectual and speech efforts of all participants of the process.

The approach to the problem of optimizing training involves increasing density of communication in the classroom, saturation of types and forms of work that require teachers’ activity and participation in the act of communication. It has been identified that various communicative tasks stimulate such activity (for example, a student as an organizer of communication within the study group in situations of summing up the results).

The increased density and strengthening of intentionality of communication is facilitated by the combination of individual and collective forms of activities. The optimization reserve is also an installation of communicative and speech activity of students and teachers, its maximum approximation to the conditions of professional communication through the creation of typical educational and speech situations (for example, acquaintance with the class, presentation of

requirements, review of students' answers, etc.); organization of speech communication as a process of active interaction between a student and a teacher with psychological and psycholinguistic activity of communicants.

In that regard, despite the variety of criteria for determining communicative and speech activity, only more illustrative for bilingual students will be mentioned. If communicative and speech activity is manifested in the desire to carry out speech activity, then the lexical and grammatical volume of each student's statements and the amount of time actually spent on bilingual students' speaking are objective indicators of communicative and speech activity of students. In addition, these indicators have a numerical expression (number of words, sentences, and topics; minutes spent on preparation and implementation of communication in the studied language), making them correct, convincing and comparable.

Indicated criteria may seem formal. Perhaps they are for the Russian audience. However, these indicators are valuable to study the problem of communicative and speech activity of future bilingual teachers. They not only correspond to the activities in which the professionally significant activity is manifested, including communicative and speech, but also record the activity state of the subject. In addition, they actually work for educational purposes.

As a result of observations and statistical calculations carried out during linguistic cycle classes (Russian as a foreign language, Russian language and culture of speech), it has been established that without a special organization of training focused on stimulating communication, based on authors' scientific and methodological position:

- Communicative and speech activity of bilingual students in educational and speech situations is very low: according to the ascertaining experiment, one student accounts for 6% of the lexical amount of all statements and 25 seconds of training time; such a small proportion of speaking in the classroom does not contribute to the formation of their new speech; the number of students with a

very low level of communicative and speech activity is increased by the 3<sup>rd</sup> year of study (from 14% to 46%); traditions of higher education do not mobilize the speech potentials of students.

- 2/3 of bilingual students have a low level of communicative and speech activity (so, the lexical volume of each addressee's statements in the class is up to 20 words).

- 50% of students in Russian groups also have a low level of communicative and speech activity; an overall picture of relative prosperity in these groups is created by individual students with high communicative and speech activity, while the vast majority of the group is silent.

- Responses of bilingual students are brief and reproductive; creative responses are only 15%.

- The tension in the process of speech, which is an internal indicator of unformed speaking, 99% of surveyed bilinguals experience it. The main reasons for its emergence: a) low level of preparedness – 60%; b) influence of psychological and physiological factors (fear of public speech, traits of temperament, etc.) – 40% [Zyukina Z. S. 1993, p.73].

- Difficulties during the creation of a foreign-language statement, are sustainable; therefore, they should be the subject of linguistic and methodological reflection in determining the essence of communicative and speech activity of bilinguals and ways to improve it.

Comparison of studied activity of students in their native and Russian languages indicates that each student subconsciously strives to communicate in the language that he or she knows better (bilingual students mostly speak their native language during the day).

In science, this fact is explained by the fact that “a person enters the world of his native language from the first breath, from the first moment of his life and gets used to a language as something ordinary, it is placed at the disposal of a person once and for all, it is assimilated by itself, incidentally” [Passov E. I. 2015, p. 22], without visible intellectual and speech efforts, as a way of imitation of our speech environment.

A dominant pattern of verbal behavior of bilingual students has been revealed: the maintenance of generated type of communicative and speech activity, by changes in the language code. This allows talking about relative stability of phenomenon of communicative and speech activity, regardless of language systems [Zyukina Z. S. 1993, p. 74].

Our empirical evidence shows that the formation of such personal qualities as communicative and speech activity is possible from initial to final stages of higher education. This possibility relates to the fact that activity and passivity of bilinguals as components of their speech activity are not always stable. In ontogenesis, these phenomena can change each other in connection with age periods of development of students' personality and improvement of their communication in a non-native language. In this case, the phenomenon described in science that "early adolescence can be considered as a limit to which a person masters attitudes, skills, and stereotypes in the field of communication with the greatest ease and the greatest stability" is considered [Mudrik A.V. 1999, p.97].

In the classes, it has been observed that communicative and speech activity is changed in connection with developments in social environment, and under the influence of training, during which an individual is formed. Without denying the great importance of traditional methods in the education system, it should be emphasized, however, that their capabilities in terms of formation of communicative and speech activity of students are still relatively small. It is necessary to use more adequate for these purposes means and forms of organization of the educational process. There should be requirements for active oral activity in the organization of classes, the process of which would take place at all levels of speech production.

A creative approach based on collective, group forms of training that activate the reserve capabilities of the student's personality, recreate the elements of real communication with different partners.

It is important to determine an attitude to the problems of collective and individual activities in the process of teaching bilingual students to communicate in different (in terms of the number of partners) groups. The authors believe that “the unique characteristics of personality can only obtain its intrinsic certainty and development in the collective activities, and his intellect and higher mental functions may be formed only in interaction and communication with another person”.

There is a contradiction; on the one hand, based on general didactic principles, there is a real determination to study, on the other – teachers promote collective, group forms of work. Is there the “blurring” of individuality in such forms? Authors’ experience allows responding negatively to this question. It is confirmed by the researchers’ opinion that it is impossible to perceive communication “as a process in which there is a kind of averaging (unification) of persons joining it. In contrast, it determines each participant in different ways and therefore it is an important condition for manifestation and development of persons as individuals” [ibid, p. 88]. It is no coincidence that in the works on formation of communicative culture of students [Vershina G. B. 2015; Zyukina Z. S. 2011; Kovalev V. I. 2010; Ladyzhenskaya T. A. 2015] special attention is paid to those elements of methodology that combine reproductive (at the level of reproduction of someone else’s text) and productive (at the level of creating their own utterance) forms of speaking.

One type of collective educational interaction in the classroom is working in different groups (in pairs, in small and large groups). The determining methodological factor is that there is communication in such educational groups, the product of which is informative and educational dialogue [Zyukina Z. S. 1998, p.42]. It is a certain type of speech, text with such categorical features as semantic integrity, connectivity, completeness, modality, communication (the ability to solve joint objectives of a sender and an addressee).

An informative and educational dialogue is not fully described in professional types of speech of teachers and genres. Meanwhile, it has its own characteristics of:

**a) A *dialogue*.** The presence of feedback; focus on a specific interlocutor; “reflexivity” of interaction; change of roles between speech partners; possibility of immediate pantomimic, rhythmic and intonation, verbal reactions; presence of contact-setting means; reaction to a remark, initiative to continue communication; combination within one speech act of reception and reproduction; it requires constant monitoring of the interlocutor’s thought, a high level of formation of listening skills, in particular the mechanisms of internal speech, probabilistic prediction.

**b) *Speaking (oral presentation)*.** Situational, direct addressing; the use of paralinguistic means (appropriate gestures, facial expressions, gaze, etc., logical stress, semantic and psychological pauses; pitch, loudness, tone of voice, etc.); verbal improvisation (speech is created at the time of speaking); time (irreversibility of sounding segments of speech); the use of lexical and grammatical clichés, conversational stereotypes, for example, “Come on...”, “Listen!”, “In fact...”); emotionality (for example, the use of interjections and its other markers such as “Well!”, “What-what?”); less strict selection of linguistic means: for example, in phonetics this is manifested in individual shortenings of words and phrases, less, in comparison with written literary speech, clarity of pronunciation, special rhythm of phrases, etc., in morphology this is expressed by complete absence of participle, adverbs, short forms of adjectives, which is explained by difficulty of their perception in oral presentation. However, various particles, as well as pronouns, are widely used. The frequency of various additions, transformation of phrases; specific word order, which depends on the sequence of thoughts formation (for example, “I mean the idea is ...”, “...It hardly helps us”); discontinuous speech, presence of semantically insignificant words – pauses substitutes (for example, “so”, “so to speak”); redundancy (expressions like “Here”, “All right”, “So”, “Basically”).

**c) *An informative and educational dialogue and its genre forms*** (reproductive, problematic conversation, interview). Common features are: clarity of communicative tasks, specific subject matter; intentions of speakers consist in transferring of information or sharing it with

communicants. Informative and educational dialogue is characterized by the specificity of goals. Undoubtedly, it is dominated by informative and practical purpose (to convey information, exchange views, etc.). However, this goal is not unique. There is also a psychological goal, which can be interpreted as communication with a focus on its psychological result – a harmonious dialogue that generates common aesthetic experiences. However, an informative and practical goal is not replaced or obscured by a psychological one.

Communication in informative and educational dialogues takes place in the classroom and in school time; it is characterized by informality, trust, familiarity; presence of psychologically comfortable factor “together”, contributing to overcoming self-doubt (which is especially important for bilinguals); equality of interlocutors by status; presence of cooperative structures of interaction, joint development of communication tasks (by mutual consent of participants); time factor (given the limits of time for preparation of communicative tasks); initiative in the choice of content and language resources; dominant statements that are based on lexical and grammatical patterns, schemes [ibid, p. 43].

**The first stage is propaedeutic.**

At this stage, performance is carried out in two directions: the skills acquired by students earlier are improved (in the courses “Russian as a foreign language” and “Russian language and culture of speech”), and communicative competence associated with communication in different types of groups is formed. It is possible to identify:

I. General communication skills that are related to:

***a) Analysis and evaluation of communicative and speech activity of classmates and their speech.***

The ability to analyze communicative situations, to organize communication within the group, to make an objective assessment of other people’s speech and one’s own.

**b) Creation of speech.** The ability to think publicly, communicate in a group of equal members; to use both verbal and non-verbal means of communication.

**Private communication skills.**

These skills are grouped according to situations of communication that are used in the classroom.

***The situation of preparation for communication.*** Activation of internal speech (individual work).

Skills: to extract and process information (in particular, to fix it in the form of notes, supportive lecture notes, diagrams, models, etc.); choose a communicative objective (to communicate or exchange information with a friend, to influence the addressee, etc.) and implement it in the statement.

***The situation of monologues exchange.*** Skills: to attract the interlocutor's attention, in particular to address him correctly; to keep his attention by verbal (lexical and grammatical) and nonverbal (pantomimic, rhythmic and intonation) means; to respond quickly to the reaction of "listeners" (to some extent to predict it and manage it); to ask; to request information from the addressee; to convey information to him; to exchange information with the addressee.

***The situation of communication with the elements of debating*** (work in a small group). Skills: to speak publicly within a small audience (organizing communication by verbal and non-verbal means); to argue (to object or agree with someone else's views); to tolerate someone else's views; to assume, if necessary, the role of a communicative leader.

***The situation of communication with the elements of discussion*** (work in the study group). Skills: self-determination in the team regarding discussed information ("agree – disagree"); address the message (to the opponent, the whole group, facilitator); to organize and encourage the speaking of others.

A characteristic feature of classes, built according to this scheme, is to increase time allotted for speaking, more than doubled. During monologue exchange, for example, speaking takes 10



minutes, in a situation of communication with elements of discussion – 20 minutes, in communication with the elements of debating – 30 minutes, and, most importantly, all students, without exception, are in a situation in which it is impossible to remain silent. Undoubtedly, students with low communicative and speech activity will speak only at the second stage (monologue exchange), but it is also for 10 minutes, and students with high speech activity will be able to speak Russian at the II-IV stages of the lesson for about 30 minutes [Zyukina Z. S. 2017, p. 159].

It is natural that a lexical level increases; a grammatical structure of bilingual utterances expands and improves. However, this methodological version of work does not mean that all stages are implemented during classes. It is important that the transition from stage to stage is carried out only after relevant skills are strengthened. The presence of all stages in one class is justified only at the beginning of training, when students experience challenges to show their activity in speech in a new audience because of tension that they have during speaking in Russian. In addition, the development of all stages requires a lot of time, so it is desirable to organize such classes in the dive mode (3 – 4 hours).

Here are examples of analytical and constructive tasks that form communication skills associated with interaction in different types of groups: 1. “Make a list of questions that you can ask your interlocutor (interlocutors) to check assimilation of studied material and be ready to do it in pairs/ group / team”; 2. “Prepare (independently, in a pair, a group) a message on one of the proposed topics. Make an introspection of work (note that language / educational material that you have found particularly difficult).

The described stage, at which the development of prepared or partially prepared speech of students takes place, can be carried out in any class, on any topic, regardless of a subject.

*The second stage of training is basic.* Its purpose is to convince to form (develop) such an important professionally significant properties of teachers as communicative and speech activity, and the relevance of appropriate knowledge. In connection with this purpose, a lesson reveals the role of communicative and speech activity in the professional teacher's involvement; it provides the necessary information about it, its types and levels; analyzes the features of its manifestation, the causes of speech inactivity; methods, techniques and forms of organization of educational process, increasing communicative and speech activity of students in the classroom are discussed. The tasks of this stage are carried out in a special class in the dive mode (4 hours). In this case, the concept of communicative and speech activity is a means of motivation in the implemented methodical system. The empirical experience shows that it is not enough for a student to identify his area of incompetence. It is necessary to bring him to that he states it for himself.

Variants of analytical and constructive tasks that are performed at this stage in training pairs:

1. "Provide examples from school life that illustrate that there is a relationship between: a) speech activity and man's character; b) speech activity and language proficiency; c) speech activity and the need for self-expression; d) speech activity and organization of training (incentives, methods and techniques of training).
2. "Provide examples that demonstrate the importance of free and proficient spoken word in the professional activity of a teacher.

In terms of the adopted methodological position, diagnosis (the degree of manifestation of communicative and speech activity) is already training. Having received new information, a person works independently, using them to optimize communication.

The system under consideration involves a variety of methods, techniques, forms and types of work.

*A word* (communicating / informative and reproductive or heuristic) of teachers is used for various purposes: a) to create an emotional attitude; b) to clarify the speech objective; c) as a source of information essential for reporting; d) as an example of educational and scientific statements.

*Game-based methods and techniques* (didactic games). Two objectives are considered when a game (role, business, etc.) is prepared. The first is a hidden educational purpose. It is determined and consistently carried out, but not reported to trainees. The second is a game. Students face it. In an instructing word the purpose is reported, specifics of game activity and expected outcome are characterized, it is defined by what language means it can be reached.

The presence of intentional duplicity helps to achieve one of the most difficult objectives: to teach both language and speech at the same time. There are two ways to do it:

1. Recreate a natural situation in a deliberately simplified way. In the classroom, thanks to the students' chosen speech role and communicative "mask", orientation to the interlocutor is reduced to a minimum, therefore, its optimal communicative structure is provided in the group formation.
2. Create an actual training situation as a conditional display of natural professionally significant circumstances ("Imagine that you are a teacher working with a national audience. You pass the class to another teacher and give a characteristic to your students. Describe student X in terms of types of communication and speech activity and degrees of its manifestation. Argue your point of view. Note: a student X is you yourself). When performing such tasks, the solution of communicative tasks by means of a non-native language is easily implemented, since this is a natural activity that requires active speech actions. For example, a competition is held between training groups: who will prepare and announce a collective monologue faster and more successfully – an oral answer on the subject studied. Each participant has the right to add only one sentence to the text (the game "Snowball"). The aim of the teacher is to activate spontaneous

(improvised) speech of the students, and the students face a distracting, non-educational objective – the victory of the group, and this victory can be achieved only by language means.

The organization and implementation of such games can cause difficulties for all communicants. So, at the training phase, some students are reluctant to agree to participate in the game. The task of teachers is to captivate, interest the audience, motivate it. At this stage, it is important to create an atmosphere of trust. This is facilitated through verbal and non-verbal means of speech of the teacher: pantomimic (for example, through visual contact), rhythmic and intonation (logical emphasis on phrases, arguments, tone of voice, its appropriate pitch and strength, etc.), the use of verbal features of persuasive speech. In order to relieve emotional tension, fear of possible errors, most of the language inaccuracies in the students' speech is not corrected at the initial stage of the game. Addressees search, create and select speech variants of educational monologues in accordance with intention of communication and the task is to support those statements that will be communicative justified, appropriate, qualitative.

### **The third stage is final.**

The objectives of this stage:

- a) To consolidate the knowledge of communicative and speech activity during the independent activity of students in the period of pedagogical practice.
- b) To ensure that the work that increases communicative and speech activity of students, is personally motivated and an integral part of the future teacher's performance.

The main method, which was used at this stage of training, was individual consultations before and after pedagogical practices at the preparatory faculty of universities. The skills formed at this stage were successfully transferred by students to their independent communicative and speech activity.

In a study, the conditions were created in which introspection (reflection) was perceived by students as an obligatory component of teachers' activity. Much effort was directed to the formation of skills

required for introspection (an ability to analyze the complex of verbal and nonverbal means used in the speech to objectively evaluate the monologue, to argue the conclusions, etc.), it was accompanied not only by professionally significant motivation, but it would be provided with positive personal motivation (“I want to perform the task at the most accessible to me level of communicative and speech activity, second language”, etc.).

Non-traditional types of work were used for this purpose (to determine the effectiveness of training); for example, preparation of speech activity maps in the classroom, monitoring of communication and speech activity of friends in the hostel, aspect analysis of speech roles during the day, etc.; the atmosphere of mutual understanding and cooperation was created and maintained in the classroom.

A verifying test (a questionnaire of bilinguals involved in experimental work) at the final stage assured viability of developed linguistic system. The questionnaire suggested the following questions:

1. Represent (figure, diagram), a communication in class.
2. Describe your feeling when performing tasks in class: a) individually; b) in pairs; c) in a small group; d) in a team.

The suggested tasks allowed identifying the recipients’ attitude not only to the content of training sessions, but also a form of their organization.

Thus, abstract and graphic reconstruction of educational and scientific communication (question 1) allowed evaluating communication regardless of the content of prepared collective or individual monologues, fixing the components of communication, establishing their relationship, consolidating the ability to objectively assess their speech behavior, to identify and subsequently overcome language and psychological “barriers”.

Analyzing the answers to the question 2, it was revealed what students experienced on an emotional level, communicating in groups of different types. Here are examples of typical comments of respondents: a) individual work: “I doubted whether I was performing the task correctly”, “I felt insecure in my abilities”, “I thought about different things”, “I felt indifference”, etc.; b) work in pairs: “curiosity”, “the desire to make sure that I am right”, “an opportunity to provide a perspective”; c) in a small group: “an opportunity to discuss the issue”; “the feeling of unanimity”; “the feeling of support”; “satisfaction”; d) in a team: “the desire to demonstrate their competence; “a desire to respond” [9, p. 130]. According to responses, the students remove communication barriers during the change of communication conditions; there is a conscious motivation and incentive to qualitative performance of educational intentions.

Summing up the survey, it is evident that proposed aspects of reflection are relevant both for a process of communicative and speech activity of bilingual teachers (they allow adjusting the elements of teaching methods), and in real situations, solutions of innovative and creative tasks of communication, including professional. Each student, working in pairs or groups, simultaneously monitors and corrects the communication of all partners, while he is performing the functions of a teacher and carrying out socially and professionally significant activities. It is also a powerful motivating factor in educational, communicative and speech activity.

## **Results.**

Authors' research observations demonstrate that implementation of linguistic and methodological system of pair and group work of bilinguals allow:

- Reducing speech errors by 49%.
- Increasing the timeliness of completed tasks by 19%.
- Reducing the number of appeals to the teacher's for consultation, 6 times.
- Reducing the average time to address one objective by 30%.

- Reducing the number of corrections by 90%.

### **Discussion.**

The following hypothesis is confirmed in a study: the increase of communicative and speech activity of bilingual students (and the formation of certain professionally demanded communication skills) will become more effective if it is carried out in a specially organized role-playing communication in different types of groups.

The data obtained as a result of the proposed training can be summarized in the following conclusions:

1. The most significant achievements were manifested in attitudes toward: a) themselves (for example, “anxiety was decreased during communication in different groups...”; “I became more relaxed”; “I became more sociable”; “self-confidence is increased”); b) collective forms of work. So, all students note that in practice they feel the “power” of group forms of work, that it is much more interesting to perform a speech task in the educational team. As unexpected moments for themselves, students point to generalization of theoretical and practical knowledge, development of lexical and grammatical level of speech, an opportunity to reveal a classmate as a communicative partner.
2. In the process of joint activities, students: a) demonstrate their willingness to take the initiative in communication (33.6%); b) feel more confident in communicating with strangers (10%); c) become more sociable (26.8%) [Zyukina Z. S. 2017, p. 133]; d) in general, they learn the proposed amount of information about communicative and speech activity, types and methods of its increase, which is manifested in the objective self-assessment in terms of types of communicative and speech activity and degrees of its manifestation; e) perceive self-examination (reflection) by the end of training as an obligatory component of communicative and creative activity of a future teacher, although its formation is a long and complex process that must be associated with independent

pedagogical activity; e) indicate generalization of theoretical and practical knowledge, development of lexical and grammatical level of speech. Many research observations coincide with the data obtained by other researchers [Zalevskaya A. A. 2009].

The authors have convinced that bilingual teachers' joint work increases self-criticism, generates a reflection of their own "movement" in the educational resources. At the same time, the binding nature of educational tasks is "masked", there is an opportunity to test their communication skills, objectively assess the results and adjust the model of speech behavior at the level of content and verbal statements.

Our observations have confirmed that the work in groups is more productive, but success depends on many particular factors, including quantitative composition, psychological climate, and psychophysiological characteristics of participants.

Two-person team is less productive than groups of three or more partners. This is explained, in particular, by the fact that there is a struggle for leadership in pairs; in small groups – for a like-minded person. Consequently, when maintaining groups, it is necessary to consider the main purpose of this moment of training: whether it is necessary to "pull" the weak or it is more important to lead strong students to the research level. The groups are optimal in which there is an opportunity to discuss, debate, dispute.

In general, the study proves that the forms of classes described in the article, where an intensive appropriate communication is organized, ensure the development of prepared or partially prepared bilingual speech at all language levels (including phonetic), contribute to intensification and improvement of quality of communicative and speech activity of future bilingual teachers, meet modern psychological and pedagogical requirements: adaptation in the current educational process without additional time; methodological simplicity and universality; interaction between class, home and independent work; emotional appeal of forms and content of tasks and occupation;



“pragmatic orientation” (knowledge and skills that will be useful for the successful solution of intentions “here and now”) [Mitrofanova O. D., Kostomarov V. G. 1990, p. 101].

Such classes can be held at each stage of training, on all training topics, regardless of the subject. It is the optimal universality of the system described in the article.

## **CONCLUSIONS.**

The proposed linguistic and methodological aspects will enable future bilingual teachers, as representatives of socio-economic activities to create and improve professionally significant communicative and speech activity, “to be a communicative leader in learning, education and development and remain rhetorical ideals of the age with the huge physical and emotional load” [Vershina G. B. 2015, p. 82].

The findings and results can be taken into account in the development of standards of higher education, educational guidelines / manuals for teachers of higher education, textbooks for bilingual students of philological faculties of universities, in the creation of innovative programs of intensive linguistic training, textbooks and manuals for lyceums, gymnasiums and other educational institutions, used for individual forms of extracurricular work to improve communication skills and carrying out similar work on interdisciplinary and interdisciplinary levels.

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