

COMPARATIVE CHARACTERISTICS OF THE LEVELS OF EXPRESSIVENESS OF FUTURE NURSERY-TEACHERS' SPEECH AT THE PHASE OF BASELINE AND CHECK EXPERIMENT

Abstract

The topicality of the problem of expressiveness of future nursery-school teachers' speech is determined by the following factors : the need to improve the substantive and procedural characteristics of the voice training of future teachers; the existence of contradictions between the requirements applied to the level of speech development of future teachers and the lack of the development of conceptual issues of techniques of the expressiveness of future teachers' speech. The aim of the article is to compare the levels of expressiveness of future nursery-teachers' speech at the stage of baseline and check experiment. Basic methods of the study of this problem were: theoretical, speech-producing tasks, the system of voice exercises, methods of mathematical statistics. The author describes the positive dynamics of the levels of the future nursery-school teachers' expressive speech according to various criteria: motivational, epistemological, speech-productive, lingual and creative, semantic, emotional, informational and communicatory, lingual and didactic. The results of the article can be used in the process of future teachers' voice training in universities.

Keywords

speech expressiveness level, future nursery-school teachers, check experiment, baseline experiment, positive dynamics of levels of speech expressiveness, pedagogical conditions, CSPOT (culturally significant professionally oriented texts)

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Introduction. The problem of the expressiveness of future educators' speech is based on the conceptual statements devoted to the following issues: enrichment of the speech of pedagogical colleges' students with expressive vocabulary (*Tkachuk, 2002*); the development of future educators' speech expressiveness with the help of socio - ritual phraseology (*Markotenko, 2011*); the development of future linguists' speech expressiveness speech by means of professionally oriented phraseology (L. Prokopenko), etc. Taking into account the topicality of the investigated problem and the lack of conceptual studies of key approaches and methods of future nursery-school teachers' speech expressiveness experimental teaching, this issue is worth considering.

Materials and Methods

To solve the tasks and to check the hypothesis of the study the following methods were used: theoretical: prognostic analysis and modeling - to determine the pedagogical conditions of students' speech expressiveness and work out the methods of the development of future educators' speech expressiveness; empirical: diagnostic (questionnaires, tests, interviews, surveys, speech exercises); observational methods (students' speech self-evaluation); methods of mathematical statistics of the results of

experimental work aimed at determining the effectiveness of the experimental techniques.

Results. After the training phase of the experiment the re-examination of future educators of control and experimental groups was carried out, with this purpose similar to baseline phase of the experiment technique was used; that was followed by the comparative characteristics of the levels of future nursery-school teachers' speech expressiveness. The data are represented in Table 1.

TABLE 1. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO MOTIVATIONAL CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	Number	%	Number	%	Number	%	Number	%
Low	95	19	20	4	110	22	90	18
Basic	230	46	105	21	210	42	220	44
Sufficient	105	21	165	33	90	18	90	18
High	70	14	210	42	90	18	100	20

As Table 1 demonstrates, according to motivational criterion in EG the high level of speech expressiveness was reached by 42% of students (initial test 14-%), sufficient 33 -% of future educators (initial test 21-%), basic -21% (initial test -46%), the low level was represented by 4% of the respondents of the experimental group (initial test -19%). In the control group 20% of students were at the high level (initial test -18%), sufficient level -18% of future educators (initial test 18-%), basic level -44% (initial test -42%), at the low level were -18% of respondents (initial test -22%).

After statistical analysis of the experimental results according to motivational criterion we have seen a considerable positive dynamics of the students of experimental group (EG) what concerns interest in mastering (the desire to read and learn by heart) CSPOT; an effort to use the language expressive means in speech; the desire to enrich one's speech with the vocabulary of CSPOT (cultural semantic professionally oriented texts); the desire to use CSPOT in professional and speech activity with pre-school children; the desire to hold the self-control and self-esteem of their own speech. The students of experimental group showed considerable interest in mastering CSPOT in Ukrainian.

It is worth noticing that at the baseline phase of the experiment a significant number of respondents chose such folklore texts that are used in colloquial speech and while working with preschool children as Russian tales and tales of the world, proverbs and sayings, tongue-twisters, rhymes (mostly Russian), but at the final phase of the experiment the number of such students decreased to 5%. This category of respondents called works in Russian and Ukrainian. Future educators of EG got interested in reading and learning by heart CSPOT in Ukrainian. Also EG students got significantly interested in work of Ukrainian publishing houses that publish books for preschool children. Students established an electronic library "Books of Ukraine for children" at the Faculty of preschool psychology and pedagogy, whose users were 1-6 year students of full-time and part-time departments, nursery-school teachers, educators of the faculty. Future educators of EG during the forming phase compiled "Educational box" which contained works from different sections of the program of training and education of children in pre-schools, namely: "Fiction", "Music art", "Fine Arts". Preparing such educational project based on interdisciplinary approach helped develop the expressiveness of future educators' speech not only by means of literary works, but also it helped enrich the emotional experience based on perception of works of Ukrainian composers, paintings of Ukrainian artists, works

of Ukrainian artists - illustrators. Enrichment of artistic and emotional experience of future educators helped transfer speech cliches to colloquial speech, develop their lingual and creative abilities.

Comparative results of the level of future educators' speech expressiveness according to cognitive and epistemological criterion are represented in Table 2.

TABLE 2. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO COGNITIVE AND EPISTEMOLOGICAL CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	40	8	110	22	90	18
Basic	255	51	90	18	250	50	260	52
Sufficient	95	19	240	48	105	21	110	22
High	40	8	130	26	35	7	40	8

As Table 2 demonstrates, according to cognitive and epistemological criterion in EG the high level of speech expressiveness was reached by 26 % of students (initial test -8%), sufficient -48% of future educators (initial test -19%), basic -18% (initial test -51%), the low level was represented by 8% of the respondents of the experimental group (initial test -22%). In CG 8% of students were at the high level (initial test -7%), sufficient level -22% of future educators (initial test -21%), basic level -52% (initial test -50%), at the low level were -18% of respondents (initial test -22%).

The students showed awareness of CSPOT recommended by training and educational programs in nursery-school (tales, stories, poems, songs, humoresques, annoying tales, proverbs, sayings, funny stories, calming, annoying rhymes, puzzles, fables, tongue-twisters), whereby it should be noted that students of EG clearly defined the didactic orientation of CSPOT to particular age group; the students of EG in determining CSPOT considered its genre specificity, could perform lexical and semantic analysis of CSPOT determining its compositional units (exposition, climax, denouement, development of events, etc.).

A significant increase was found in the level of EG students' awareness of Ukrainian artists - illustrators and their paintings, paintings of Ukrainian artists, recommended by training and al programs in nursery-school.

The vast majority of the students of EG showed high awareness of Ukrainian composers and their works for children of preschool age. At the baseline phase of the experiment future teachers were able to call only 1-4 Ukrainian composers, but at the final phase, the number increased to 20 - 25, herewith future educators were able to call not only composers of classics, but also contemporary composers who write works for pre-school children.

Jointly with students of EG they created a website that hosted electronic reader, which contained the biographies of Ukrainian composers, painters, artists - illustrators, writers, poets, recommended by training and educational programs for preschool children and those attributed by us to the optional unit (additional works recommended to read in pre-school educational establishments). Work with the electronic reader has significantly improved the process of developing the expressiveness of future educators' speech.

Comparative results of the level of future educators' speech expressiveness according to professional and speech-productive criterion are represented in Table 3.

TABLE 3. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO PROFESSIONAL AND SPEECH-PRODUCTIVE CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	145	29	20	4	150	30	80	16
Basic	195	39	95	19	205	41	250	50
Sufficient	100	20	230	46	120	24	115	23
High	60	12	155	31	25	5	55	11

As Table 3 demonstrates, according to professional and speech-productive criterion in EG the high level of speech expressiveness was reached by 31 % of students (initial test -12%), sufficient - 46% of future educators (initial test -20%), basic -19% (initial test -39%), the low level was represented by 4% of the respondents of the experimental group (initial test -29%). In CG 11 % of students were at a high level (initial test -5%), sufficient level - 23% of future educators (initial test -24%), basic level -50% (initial test -41%), at the low level were -16% of respondents (initial test -30%).

Levels of EG students' speech expressiveness according to professional and speech-productive criterion has also demonstrated positive dynamics for all indicators. Students of EG revealed the following features of pedagogical voice being formed as: adaptability, suggestibility, noise-resistance, endurance, euphony, melodiousness, flexibility, height (the height of a sound). Future educators of EG demonstrated an ability of working creatively with CSPOT.

Doing experimental tasks at the final phase of the experiment students EG showed the correct articulation when performing CSPOT (telling stories learnt by heart, staging, dramatization of works). In terms of the ability to read aloud using stylistically marked vocabulary students also demonstrated increased levels of speech expressiveness. When reading CSPOT according to roles future educators accurately and correctly conveyed the character, tempo, timbre of the characters of the work, successfully combining language verbal and non-verbal expressive means. While performing linguistic and semantic analysis of CSPOT students demonstrated the ability to find stylistically marked vocabulary in CSPOT.

Comparative results of the level of future educators' speech expressiveness according to lingual and creative criterion are represented in Table 4.

TABLE 4. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO LINGUAL AND CREATIVE CRITERION (INITIAL AND FINAL TESTS)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	95	19	35	7	100	20	85	17
Basic	200	40	30	6	200	40	185	37
Sufficient	110	22	230	46	110	22	120	24
High	95	19	205	41	90	18	110	22

As Table 4 demonstrates, according to lingual and creative criterion in EG 41% of students reached the high level of speech expressiveness (initial test -19%), sufficient - 46% of future educators (initial test -22%), basic -6% (initial test -40%), the low level was still represented by 7 % of students (initial test -19%). The results in CG have also changed

- 22% of students were at the high level (initial test -18%), basic level -37% (initial test -40%), at the low level still were 17% of respondents (initial test -20%).

Students of EG showed mature level of lingual and creative abilities. This will be illustrated by the examples of composing monophones at baseline and final phase of the experiment.

Caterine M. Building up a monophone with the letter "S" (baseline phase, mid level).

Sonia shines like a sun. Sonia is celebrating something. Her session seems to be over.

Caterine M. Building up a monophone with the letter "S" (final phase, high level).

The sun will shine soon. Sergiy was sitting alone in the steppe, he was sad. He split up with his sister Svitlana. She said: "You are solitary, you are sad. Your sadness seems to be seizing your self-perception. Sergiy came to his senses, his sadness stepped away and his soul started singing. Sophia's slim silhouette smiled to his soul. Soon the sun will shine.

Alina R. Monophone with the letter "N" (baseline phase, low level)

Nestor never does nothing. He needs night to dive nearby. He has never needed it before.

Alina R. Monophone with the letter "N" (final phase, sufficient level)

Night nodded to us. A nice night. We spent the night nearby. Nestled near the nets. Naked nature at the nightfall. Nightjar noticed us and neared the nowhere. Non-pareil nothing... We were nourishing our nerves like naive new-borns...

Iryna L. Monophone with the letter "M" (baseline phase, low level)

My mother is mad about making a trip along the mainland. Seeing marvelous Maldives. Magnificent Maldives.

Iryna L. Monophone with the letter "M" (final phase, high level)

My mother makes much of me. Maybe my moaning is misread?..

We might have masks, moan of marble miserableness... Maybe we are mastering this moaning, modelling millions of malicious melodies, misting, making mysterious modifications... Mopped up mood... Those making piece moribund.. Motherhood melted away...Misunderstanding? May be.... Make much of me, mom, make up my moaning...

As it is seen, at the baseline phase of the experiment composing monophones future educators made some stylistic mistakes, replacing the words with the letter of the monophone with the words with other letter, used conjunctions, pronouns, prepositions to connect words in a sentence. At the final phase of the experiment future educators of EG hardly made forementioned errors.

Iryna L. Writing linguistic work "Each sound speaks to me" (baseline phase, mid level)

"Each sound speaks to me"

Undoubtedly, I can say that sounds are integrant part of our life. Going to school we are surrounded by various sounds, since we live in the medium of air, not in emptiness. Each sound seems to speak to me - "This is me!". I don't imagine my life without sounds, the sounds of nature, music, singing, my children's, mother's, father's voices, because without sounds mankind would stay without any emotions.

Iryna L. Writing linguistic work "Each sound speaks to me" (final phase, high level)

"Each sound speaks to me"

Every living being has his shape, his appearance, his structure and his sound.

Even tiny snowflakes, dancing silently together with frosts coming start joyful creaking.

When the sun begins to warmen the ground, crackling snow turns into small streams which babble joyfully bringing us first news of spring. Together with these treams under gentle sun appear first uncertain spring flowers which echo the wind and start their song. Then various voices flowers join them. The voices of birds are heard in noisy crowns of trees. Various insects are buzzing above fragrant flowers. In the summer, cornfields are filled with full-voice rustling, each spike in this choir is a note of its own, its own sound.

And even when wind blows away the last leaves of autumn trees, they still speak to us, saying that everything in nature is harmonious and infinite.

The results of speech expressiveness according to semantic criterion are represented in Table 5.

TABLE 5. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO SEMANTIC CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	25	5	95	19	85	17
Basic	240	48	95	19	220	44	225	45
Sufficient	95	19	155	31	100	20	105	21
High	55	11	225	45	85	17	85	17

As it is seen from Table 5, according to semantic criterion in EG the high level of speech expressiveness was reached by 45% of students (initial test -11%), sufficient -31% of future educators (initial test -19%), basic -19% (initial test -48%), the low level was represented by 5% of students (initial test -22%). In CG 17% of students were at the high level (initial test -17%), sufficient level -21% of future educators (initial test -20%), basic level -45% (initial test -44%), at the low level were 17 % of respondents (initial test -19%).

Students of EG at the final phase of the experiment showed not only knowledge of CSPOT, but also comprehension of their semantic and stylistic value, relevance of their use in spoken language and in professional and educational situations. Future educators of EG could explain pre-school children semantic meaning of a certain phraseological unit, selecting successfully with this purpose visual aids and verbal explanation. Using in speech phraseological units future educators of EG showed an interest in their use in speech and desire to apply them to professional speech situations with pre-school children. At the forming phase of the experiment future educators prepared presentations to explain the etymological and semantic meaning of phraseological units, proverbs, sayings, puzzles, and so on.

Comparative results of the level of future educators' speech expressiveness according to extra-linguistic and emotional criterion are represented in Table 6.

TABLE 6. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO EXTRA-LINGUISTIC AND EMOTIONAL CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	40	8	100	20	70	14
Basic	230	46	100	20	235	47	250	50
Sufficient	85	17	255	51	100	20	110	22
High	75	15	105	21	65	13	70	14

As one can see from Table 6, according to extra-linguistic and emotional criterion the high level of speech expressiveness was reached by 21% of students (initial test -15%), sufficient -51% of future educators (initial test -17%), basic -20% (initial test -46%), the low level was still represented by 8% of students (initial test -22%). Future educators while working with CSPOT demonstrated an ability to use extralingual (non-verbal expressive means), concurrently rendering the contents of the work.

Some changes were observed in CG as well: the high level of speech expressiveness was reached by 14% of students (initial test -13%), basic -50% (initial test -47%), the low level was still represented by 14% of students (initial test -20%).

Comparative results of the level of future educators' speech expressiveness according to informational and communicational criterion are represented in Table 7.

TABLE 7. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO INFORMATIONAL AND COMMUNICATIONAL CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	110	22	15	3	110	22	85	17
Basic	225	45	110	22	215	43	225	45
Sufficient	95	19	180	36	90	18	90	18
High	70	14	195	39	85	17	100	20

As Table 7 demonstrates, according to informational and communicational criterion in EG the high level of speech expressiveness was reached by 39% of students (initial test -14%), sufficient -36% of future educators (initial test -19%), basic -22% (initial test -45%), the low level was still represented by 3% of the respondents of the experimental group (initial test -22%). In CG 20% of students were at the high level (initial test -17%), sufficient level -18% of future educators (initial test -18%), basic level -45% (initial test -43%), at the low level were 17% of respondents (initial test -22%).

Students of EG demonstrated an ability to create presentations within the topic of CSPOT in different editors (Power Point, Google presentation, prezi - presentation, Open Office Impress, etc.); ability to use the prepared presentations in professional and speech activity with pre-school children; ability to organize independent work on the development of the expressiveness of one's own speech with the help of an electronic pedagogical portfolio. All students' presentations were placed on a specially designed website.

Comparative results of the level of future educators' speech expressiveness according to lingual and didactic criterion are represented in Table 8.

TABLE 8. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO LINGUAL AND DIDACTIC CRITERION (IN %)

Levels	Experimental group				Control group			
	Initial test		Final test		Initial test		Final test	
	number	%	number	%	number	%	number	%
Low	90	18	15	3	100	20	90	18
Basic	215	43	95	19	210	42	215	43
Sufficient	110	22	180	36	100	20	100	20
High	85	17	210	42	90	18	95	19

As Table 8 demonstrates, according to lingual and didactic criterion in EG the high level of speech expressiveness was reached by 42% of students (initial test -17%), sufficient -36% of future educators (initial test -22%), basic -19% (initial test -43%), the low level was still represented by 3% of the respondents of the experimental group (initial test -18%). In CG 19% of students were at the high level (initial test -18%), sufficient level -20% of future educators (initial test -20%), basic level -43% (initial test -42%), at the low level were 18% of respondents (initial test -20%).

Comparative data of the levels of future educators' speech expressiveness of the baseline and forming phases of the experiment are given in Table 9.

TABLE 9. DYNAMICS OF THE LEVELS OF SPEECH EXPRESSIVENESS OF FUTURE EDUCATORS OF CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO THE RESULTS OF FORMING EXPERIMENT

Groups	Levels Tests	Low	Basic	Sufficient	High
		(%)	(%)	(%)	(%)
EG	initial	21,6	44,8	19,9	13,8
	final	5,3	18,0	40,9	35,9
CG	initial	21,9	43,6	20,4	14,1
	final	16,9	45,8	21,0	16,4

As comparative data demonstrate, in EG the high level was reached by 35,9% of students (before -13,8%), sufficient -40,9% (before -19,9%), basic level was found at 18,0% (before -44,8%), the low level was represented by 5,3% of future educators (before -21,6 %). In CG 16,4 % of future educators were at the high level (before -14,1%), sufficient level 21,0-% (before -20,4%), basic level -45,8% (before -43,6%), at the low level were 16,9% of students (before -21,9%).

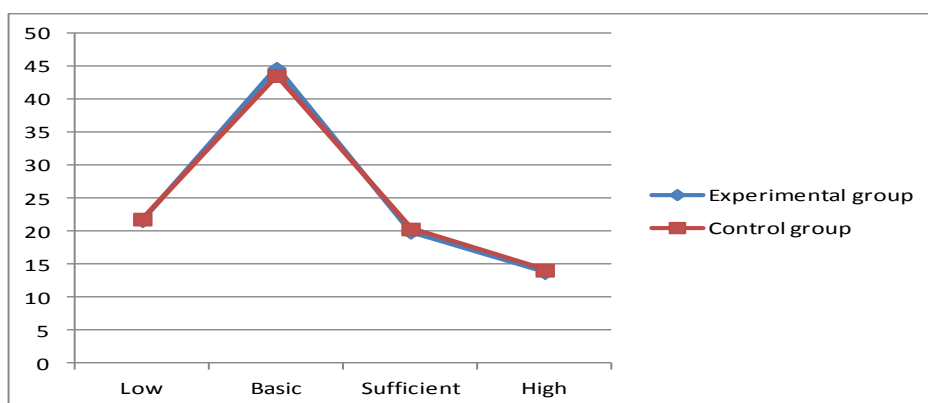


FIGURE 1. LEVELS OF THE EXPRESSIVENESS OF FUTURE EDUCATORS' SPEECH AT THE BASELINE PHASE OF THE EXPERIMENT

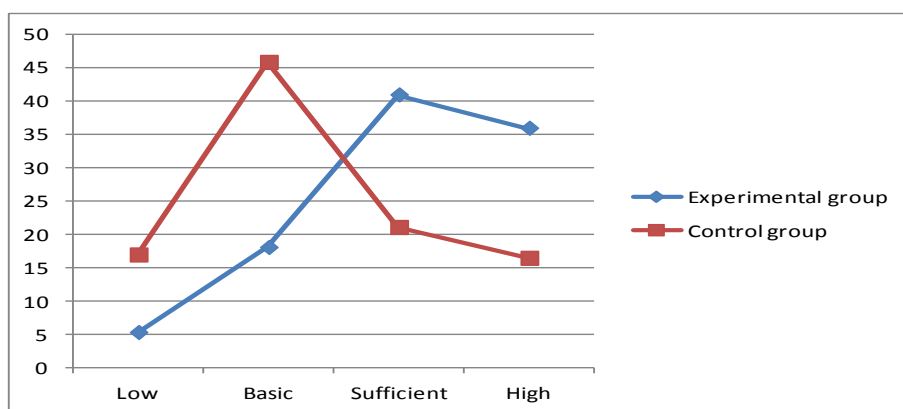


FIGURE 2. LEVELS OF THE EXPRESSIVENESS OF FUTURE EDUCATORS' SPEECH AT THE FORMING PHASE OF THE EXPERIMENT

As tables and pictures show, after forming experiment the results of the levels of the expressiveness of future nursery-school teachers have significantly changed. thus, in EG on the high level the results have increased by 22,1 % (in CG by 2,3 %), on the sufficient level they increased by 21% (in CG by 0,6%), on the basic level the results decreased by 26,8% (in control group they increased by 2,2%), on the low level the results decreased by 16,3% (in control group they decreased by 5%).

Discussions. Proposed in the study conceptual approaches (competency, synergistic, text-centred, linguistic and culturological, systemic and holistic), to the development of the expressiveness of future nursery-school teachers' speech haven't been reflected in scientific works so far. Scientific papers which were the theoretical background of our research cover primarily certain aspects of the above-mentioned problems (Markotenko, Prokopenko, Tkachuk, etc.) or expressiveness of speech of pre-school children (I.Mysan) and others.

Conclusion. Thus, the analysis of the dynamics of the levels of future EG and CG educators' speech expressiveness and achieved positive result in EG proved the efficiency and productivity of experimental technique of developing the expressiveness of their speech gave grounds to consider the suggested educational conditions to be optimal.

Recommendations. The results of the publication will be useful for high school teachers in teaching such disciplines as: "Pre-school linguodidactics", "Methods of the organization of artistic and speaking activity of pre-school children in nursery-schools", "Methods of acquaintance with Ukrainian ethnology in pre-school educational institution".

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