

Olena Koytun,*Doctor of Pedagogy, associate professor,
head of the Department of Foreign Philology,
National Aviation University,
1, Komarov Avenue, Kyiv, Ukraine***COMMUNICATIVE APPROACH TO DEVELOPMENT OF
FUTURE PRESCHOOL TEACHERS' SPEECH EXPRESSIVENESS**

The article outlines basic stages of the development of the communicative approach to language teaching, provides historical research of the development of communicative linguistics. The essence of such key concepts of the communicative approach as "communicativeness" and "communicative approach" is studied. It is stated in the article that communicative paradigm of language teaching has frequently changed within 50 years of its development; it has been enriched by personality-oriented, cultural, cognitive approaches to language teaching. The advantages of using communicative approach to the development of the expressiveness of future preschool teachers' speech are proved. Communicative approach to the development of the future preschool teachers' speech provides professionally directed speech development of the students, proves necessity of students training on the basis of communicative situations, makes the training process close to conditions in which real professional and speech activity of future teachers of preschool educational institutions occurs.

Keywords: *communicative approach, communicativeness, expressiveness of speech, future preschool teachers, language teaching.*

Problem statement. The topicality of the recourse to the issues of lingual development of future preschool teachers in conditions of increasing competitive labor market meets no objections. Methodological approaches underlying linguistic education of future teachers of preschool educational institution are aimed at improving the quantitative and qualitative characteristics of the process of future professionals' lingual development, providing the process of the development of their speech expressiveness regarding the specifics of a communicative situation in preschool educational institution.

Review of recent researches and publications. The main points of communicative linguistics (N. Arutyunova, F. Batsevych, T. Vynokur, H. Kolshanskyi, D. Baakke, J. Habermas, G. Leech, D. Wunderlich) can be summarized as follows: 1) in the process of communication as a special kind of human activity aimed at establishing and maintaining communication and applied to transfer information between people two aspects interact – linguistic and social, as any statement produced in a certain situation of communication, "... has a fairly broad background preconditions" [6] affecting its organization; 2) the language is used in regard to the situation of communication and the influence on verbal strategy of producer/recipient, i.e. taking into account the pragmatic effect, which eliminates the possibility of existence of isolated utterances produced out of the communicative context; 3) the units of communication (and, accordingly, education) are certain actions, or speech acts such as requests, questions, apology, etc.; communicative importance of the structural elements of a communicative act (words, phrases, sentences) is revealed in a cohered text (discourse), which determines their functions and relationships; 4) production of speech act is preceded by the

formation of communicative intention of a speaker, which includes prior knowledge about the partner of communication, goal, object, place and time of utterance; 5) the most natural forms of verbal communication are listening and speaking, which often manifest themselves in dialogical form [2, p. 18]. Thus, the functional theory of language and communicative linguistics provided the basis for forming communicative approach to teaching languages. The founders of the communicative method were British linguists Dzh. Firth and M. Halliday and American sociolinguists – D. Haymes, Dzh. Hamperts and U. Labov. Afterwards the idea of teaching language on the communicative basis was supported by a wide range of scientists, among them are H. Pifo (Germany); H. Vidouan, U. Littlewood (UK); B. Bieliaiev, I. Bim, P. Hurvych, H. Kytayhorodska, Ye. Passov, A. Starkov (Russia); Z. Bakum, A. Bohush, M. Vashulenko, O. Vyshnevskyy, N. Havrysh, S. Karaman, M. Pentyliuk, V. Skalkin, N. Skliarenko, I. Homiak (Ukraine) and others.

Despite the considerable attention of scientists to the problem of the use of communicative approach in linguo-didactics, its use in the development of expressiveness of future educators' speech remains understudied.

The aim of the article is to analyze the main stages of the communicative approach development and prove the feasibility of its use in the process of future preschool teachers' expressive speech.

Major content. Within several years since its emergence communicative approach to teaching has gained a leading position in the Western European and American methodology. The first wave of "communication revolution" was based on the idea of grouping units of language according to their communicative function ("speech act"):

apologies, requests, advice, etc. It was often possible to reveal a direct relationship between language and function since the same function can be expressed through several language means. However, those language units where direct relationship can be established (e.g., Eng. *do you mind if I + pr. simple* as a request for permission) were selected as agreed to be used for teaching purposes. Such language units were called “samples” (exponent). The set of “samples”, covering the range from formal to informal styles can be correlated to any language function. Students were taught such “models” mostly without grammatical analysis. At this stage of the communicative approach there has not been offered any particular method of language teaching, they continued to use in the classroom exercises like “listen and repeat”, “listen and continue”, i.e. various “drills” which were the main methods of teaching.

The second wave of “communication revolution” emerged in the late 70s of XX century and was spread mainly in the UK. Its main principle was the division of work in the classroom into work on speech accuracy and work on its (fluency). The aim of the first one was learning new units of language (grammatical samples, functional models, vocabulary and so on), the second one focused on the usage of the material studied in speech, encouraging students to fluent discussion. The basic principle of all communication tasks of this stage was the “information gap” [12]. The example of tasks aimed at teaching speech accuracy using “information gaps” can be represented by a “communicative drill” when students ask each other about their daily activities (controlled usage of the present tense); and for teaching fluent speech – free discussion, when students are discussing a real problem.

Another kind of “communication revolution” can be the theory of language teaching developed by American scientist S. Krashen, according to which students learn (acquire) a foreign language if they “keep to true communication diet”, i.e. learn a foreign language as children learn their mother tongue. The problem of linguodidactics is, in the researcher’s opinion, that according to its requirements students learn language, as they are “fed with exercises” [11]. The followers of S. Krashen’s ideas agree with him that the unconscious “acquirement” is deeper and better than the conscious “study”. “True communication” in their classes is provided by the almost complete abandonment of conscious learning. It is this type of training that A. Hovatt called “strong” variety of communicative teaching [10]. According to A. Hovatt there are two kinds of it – “strong” and “weak”. The “weak” version, which became popular in the second half of the 70’s-early 80s of the XX century, focuses on preparing students to use acquired language for communicative purposes and, accordingly, is trying to introduce the necessary activities in the process of teaching. The “strong” version of communicative teaching puts forward the idea that the language is acquired through communication, thus, there rises a question not only about activating available but passive knowledge of the language, but about the stimula-

tion of the development of language system per se [12]. In other words, if the first option may be briefly characterized as “learn in order to use”, the second one – as “use in order to learn”.

Since then, a number of mixed models based on “learning-acquiring” (among them models of M. H. Long, W. Rutherford) have appeared in foreign linguodidactics. This mixed model, according to Ch. Love, turns out to be the most popular at this time because a student continuously operates two processes – learning and acquiring, with each of them alternately prevailing [12]. In addition to that, western scholars believe that a teacher can not influence the sequence and intensity with which these mechanisms are used by his/her students.

In the Soviet and post-Soviet linguodidactic schools the development of communicative approach occurs both with the consideration of general world trends and based on scientific findings of domestic scientists.

The first works of Soviet linguodidactics scholars concerning new methodological paradigm – communicatively-oriented teaching of language are dated as belonging to the 70’s of the XX century. We are going to describe briefly the understanding of the concepts of communicativity, communicative approach by Soviet and Ukrainian scientists. Ye. Passov believes that “... communicativity implies the speech orientation of the learning process. Practical speech orientation is not only the goal, but also a means, where both the first and the second are dialectically interrelated” [7, p. 35]. T. Donchenko stresses out that the communicative approach provides language acquisition in its communicative function, in the process of activity with the extra-linguistic purpose [4, p. 34]. V. Skalkin notes that “communicative approach in language teaching methods – is a view on the components and their justification on the basis of socio- and psycholinguistic vision, recognition that a language being a tool of human communication functions, is acquired and standardized in the normal process of interaction, lives in contacts between people. The communicative approach should permeate all aspects and stages of the activity of teaching practitioner-organizer, including determining the objectives of the course ..., the selection of learning material, production of the system of exercises, development of the scheme of curricular and extracurricular classes” [9, p. 121]. The main principles of communicative language teaching methods are the following: speech-intellectual activity, individualization, function-based character, situation-based character and innovation [7, p. 41].

For more than a forty-year history the stated paradigm has been repeatedly modified: the communicative approach has been supplemented by personality-oriented and activity-based (I. Zymnia), culturological (Ye. Passov), cognitive (O. Mytrofanova, M. Pentyliuk) approaches. The communicative approach to language teaching enriched methodology with the development of the structure and content of various competencies (language, speech, communicative, social and cultural, etc.), related to the detection of levels required and sufficient to achieve the specified communication objectives; included

in the scope of linguodidactics research of linguistics of the text, language pragmatics, language and country studies, culturology, and many others, valuable in terms of authentic communication.

From the standpoint of personal and communicative activity-based approach of teaching, pedagogical communication should, according to scientists (A. Bohush, K. Klymova, R. Martynova, E. Palyhata, M. Pentyliuk) be implemented according to the scheme $S^1 \leftrightarrow S^2$, where S^1 is a teacher, a person who is genuinely interested in the subject of communication and can make students be interested in it, in himself/herself as a partner, informative and content for pupils/students personality, an interesting interlocutor. S^2 is a pupil/student, communication with whom is regarded by a teacher/lecturer as cooperation in solving educational problems with the help of his/her organizational, coordinative and stimulatory reaction. In parallel, learning co-operation of pupils/students in solving educational problems should be organized to form a collective subject and implement the principle of collective communicativity of learning [5, p. 113-114].

Scientific and theoretical principles of communicative and cognitive approach to language teaching in general and professional language in particular, are the following: multilevel hierarchically organized system of linguistic images, that has evolved in the psyche of an individual, can be considered as a linguistic consciousness of this individual; linguistic consciousness has linguistic nature, it manifests itself in language (V. Krasnykh); perception of surrounding reality by a certain person is indirectly reflected in the language and the processes of thought and speech production are inseparable from each other and function as a single language and thought process, actualizing the expressions like “the language of a thinking person”, “thinking of lingual personality”, etc. (S. Katsnelson); the very principle of cognitive activity and its peculiarities, caused by conscious attitude of the subject not only to the object of cognition, but also to their own creative activity is reflected in demanded by a non-philological audience professional scientific text (O. Mytrofanova).

Ukrainian linguodidactics understands cognitive methodology as “a set of interrelated and interdependent ways and means of mastering the language units as the basis of cognition and forming a conceptual and linguistic view of the world and a certain result of creating a specific image of the world in the imagination of everyone” [8, p. 5]. The idea of introducing cognitive approach into language teaching is reflected in the current public policy documents. In particular, the State Standard of General Secondary Education states that “there is increasing role of the ability to obtain information from various sources, to acquire, update and evaluate it, to use means of cognitive and creative activity” [3, p. 76].

Cognitive methodology, as M. Pentyliuk argues, implies strengthening the practical orientation of the content of the subject “Ukrainian language”; the change of emphasis in learning activity aimed at intellectual develop-

ment of students by reducing reproductive activity; simulation of learning situations that encourage different types of speech activity; increase of the number of tasks related to the explanation of events, phenomena, people, etc. and the ways and means of their verbal reproduction. The goal of communicative and cognitive methods is learner’s mastering of language units as concepts – the underlying values of the detailed semantic structures of a text that embody the motives and intentions of an author aimed at developing the skills of adequate perception of textual information and production of their own (oral and written) utterances according to the communicative purpose and intent of students’ cognitive activity; increase of their interest in learning the Ukrainian language, raising national consciousness, respect for linguistic traditions of Ukrainian people and the desire to follow the aesthetic and ethical norms of communication.

Overall, communicative approach (in any of its varieties) is aimed at strengthening the practical orientation of the language teaching content, giving priority to the formation of students’ skills to communicate in different spheres of public life. The main task of the communicative approach is the formation of a communicatively competent person who is able to speak fluently and easily on any topic, showing a high level of linguistic culture, caring about the quality of his/her speech. The originality of this method lies in learners’ mastery of all forms and types of speech activity for the purpose of communication (M. Pentyliuk).

Ukrainian representatives of linguodidactics (O. Horoshkina, A. Nikitina, M. Pentyliuk) note that the basis of determining the theoretical principles of communicative methods of teaching Ukrainian language is understanding of communicative linguistics as a science “of communication carried out by speakers to exchange (transfer) information during speech activity by using language means” [8, p. 16]. According to the mentioned definition it becomes apparent that the fundamental principles of communicative methods of language teaching is the theory of speech activity, speech communication (its units, functions), the basic communicative competences.

There is no common view on the interpretation of the concepts of “interlocution” and “communication” in the scientific literature (E. Hrosse, O. Leontiev, Yu. Lotman, Dzh. Mayers, H. Pocheptsov, O. Selivanova, F. Sharkov et al.). Often these terms are used interchangeably (B. Ananiev, F. Batsevych), the scientists in this case focus on the semantics of the term “communication” (lat. *Communico* – communicate with someone). Scientists (H. Andrieieva, K. Platonov, V. Sokovnin) differentiate the notions of “interlocution” and “communication”, emphasizing the one-sided character of communication, its connection with the theory of information, technical systems and interpret it, as A. Bohush notes, only as “giving” and “transferring information” [1, p. 7]. Another group of scientists (L. Barker, Dzh. Mayers, M. Mayers, H. Pocheptsov) understand this concept in a broader context. In particular, L. Barker interprets communication as a process of interrelated elements that work together to

achieve the desired result or purpose. M. Lviv considers communication as connection, interlocution of two or more people. It is the sphere of realization of people's communicative intention concerning the information exchange. F. Sharikov interprets it as an interlocution, the transmission of information from a person (group) to a person (group); specific form of their interaction in the process of life through language and other signal forms of connection. According to H. Pocheptsov, communication is the acceleration of information exchange, and with its help the efficiency of such exchanges increases significantly.

Scholars (A. Bohush and N. Havrysh) pay attention to the need for awareness of the differences between interlocution and communication for the proper formation of communicative activity: "Life in society requires the ability to act both on the positions of the subject and object of activity, be both a member of informational process (addressee or addresser) and a partner of interlocution. The processes of interlocution (interpersonal interaction) and the processes of communication – verbal perception and transfer of information (both directly and through the informational media) – are the common links of communicative activity" [1, p. 79].

In this paper we will give only our interpretation of the general nature of the communicative approach in developing the expressiveness of future preschool teachers' speech: providing conditions for teaching interlocution and communication that is based on speech situations and is implemented in the educational process in the form of communicative/speech acts, frames and discourses (texts/discursive practices).

Ukrainian representatives of linguodidactics (A. Bohush, O. Horoshkina, L. Matsko, M. Pentyluk, O. Semenokh) note that the introduction of the communicative approach is possible only on the basis of a text,

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because it is the carrier of information, the means of the environment cognition, development of pupils'/students' national and lingual picture of the world. The communicative approach is closely related to the content of material proposed for discussion, because the main (but not only) criteria of natural communication are informative and subject content. However, we believe that text material in higher school can be admitted only if it: 1) has a professional or common human value, 2) is characterized by availability for understanding, 3) raises the internal need for its discussion. Professional and speech training of future preschool teachers will be successful only in case of consistent implementation of the principle of learning material selection taking into consideration students' professional orientation.

The organization of training future preschool teachers should be targeted at solving communicative problems. According to observations, during native language classes, which should be the basis for forming professional and communicative skills, the work on forming communicative competence is given little attention.

Conclusions. The communicative approach in the process of developing the expressiveness of future preschool teachers' speech provides: professional and speech orientation of language development; regulates the feasibility of the organization of communicative and speech situations in which the potential of lingual personality is disclosed in the fullest way; helps to approach the process of developing the speech expressiveness to the conditions of professional and speech activity of future teachers of preschool educational institutions.

Prospects for further scientific research we see in working out the methods of developing the expressiveness of future preschool teachers' speech based on the communicative approach.

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Олена Віталіївна Ковтун,
доктор педагогічних наук, доцент,
завідувач кафедри іноземної філології,
Національний авіаційний університет,
проспект Комарова, 1, м. Київ, Україна

КОМУНІКАТИВНИЙ ПІДХІД ДО УВИРАЗНЕННЯ ПРОФЕСІЙНОГО МОВЛЕННЯ МАЙБУТНІХ ВИХОВАТЕЛІВ ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

У статті проаналізовано етапи зародження комунікативного підходу, подано історичний екскурс у становлення комунікативної лінгвістики. Схарактеризовано сутність ключових понять комунікативного підходу: «комунікативність», «комунікативний підхід». Розглянуто переваги використання комунікативного підходу в уявленні мовлення майбутніх вихователів дошкільних навчальних закладів. Головне завдання комунікативного підходу – формування комунікативно компетентної особистості, здатної вільно та легко висловлюватися з будь-яких питань, виявляючи високий рівень мовної культури, дбаючи про якість свого мовлення. Основним положенням комунікативної методики навчання мови є теорія мовленнєвої діяльності, мовленнєве спілкування (його одиниці, функції), основні комунікативні компетенції. Застосування комунікативного підходу в уявленні мовлення майбутніх вихователів дошкільних навчальних закладів полягає у забезпеченні умов для навчання спілкування і комунікації, що відбувається на основі мовленнєвих ситуацій і реалізується в навчальному процесі у формі комунікативних / мовленнєвих актів, фреймів і дискурсів (текстів / дискурсивних практик). Комунікативний підхід тісно пов'язаний зі змістом матеріалу, пропонованого для обговорення, тому що основними (але не єдиними) критеріями природного спілкування є інформативність і предметний зміст. При цьому у вищій школі текстовий матеріал може бути визнаний прийнятним лише тоді, коли він: 1) має професійну чи загальнолюдську цінність, 2) відзначається доступністю для розуміння, 3) викликає внутрішню потребу в його обговоренні. Професійно-мовленнєва підготовка майбутніх вихователів дошкільних навчальних закладів буде успішною тільки в тому разі, якщо у процесі навчання послідовно реалізується принцип добору текстового матеріалу з урахуванням професійної орієнтації студентів. Організація навчального процесу у майбутніх вихователів дошкільних навчальних закладів повинна спрямовуватися на розв'язання комунікативних завдань. Комунікативний підхід в уявленні мовлення майбутніх вихователів забезпечує: професійно-мовленнєву спрямованість мовного розвитку; регламентує доцільність організації комунікативно-мовленнєвих ситуацій, в яких якнайпов-

ніше розкривається мовний потенціал особистості; допомагає наближувати процес розвитку виразності мовлення до умов професійно-мовленнєвої діяльності майбутніх вихователів дошкільних навчальних закладів.

Ключові слова: комунікативний підхід, комунікативність, увиразнення мовлення, майбутні вихователі дошкільних навчальних закладів.

*Елена Витальевна Ковтун,
доктор педагогических наук, доцент,
заведующая кафедрой иностранной филологии,
Национальный авиационный университет,
проспект Комарова, 1, г. Киев, Украина*

КОММУНИКАТИВНЫЙ ПОДХОД К РАЗВИТИЮ ВЫРАЗИТЕЛЬНОСТИ ПРОФЕССИОНАЛЬНОЙ РЕЧИ БУДУЩИХ ВОСПИТАТЕЛЕЙ ДОШКОЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЙ

В статье проанализированы этапы зарождения коммуникативного подхода, представлен исторический экскурс в становление коммуникативной лингвистики. Автором характеризуется сущность таких ключевых понятий коммуникативного подхода, как «коммуникативность», «коммуникативный подход». Рассматриваются преимущества использования коммуникативного подхода к развитию выразительности речи будущих воспитателей. Главной задачей коммуникативного подхода является формирование коммуникативной личности, способной легко и свободно выражать свои мысли, демонстрируя высокий уровень речевой культуры. Основным положением коммуникативной методики является теория речевой деятельности, речевое общение (его единицы, функции), основы коммуникативной компетенции. Использование коммуникативного подхода в развитии выразительности речи будущих воспитателей дошкольных учебных заведений состоит в обеспечении условий для общения и коммуникации, которая происходит на основе речевых ситуаций и реализуется в учебном процессе в форме коммуникативных / речевых актов, фреймов и дискурсов (текстов / дискурсивных практик). Коммуникативный подход тесно связан с содержанием материала, который предлагается для обсуждения, так как основными (но не единственными) критериями природного общения является информативность и предметное содержание. При этом в высшей школе текстовый материал может быть доступным лишь тогда, когда он имеет профессиональную или общечеловеческую ценность, характеризуется доступностью для понимания, вызывает внутреннюю потребность в его обсуждении. Профессионально-речевая подготовка будущих воспитателей дошкольных учебных заведений будет успешной только в том случае, если в процессе обучения последовательно реализуется принцип подбора текстового материала с учетом профессиональной ориентации студентов. Организация учебного процесса будущих воспитателей дошкольных учебных заведений должна быть направлена на решение коммуникативных задач. Коммуникативный подход в развитии выразительности речи будущих воспитателей обеспечивает профессионально-речевую направленность речевого развития; регламентирует уместность организации коммуникативно-речевых ситуаций, в которых раскрывается речевой потенциал личности; способствует приближению процесса развития выразительности речи к условиям профессионально-речевой деятельности будущих воспитателей.

Ключевые слова: коммуникативный подход, коммуникативность, выразительность речи, будущие воспитатели дошкольных учебных учреждений.

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