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Speech Etiquette as the Main Component of the Over-Professional Skills of a Higher Education Institutions' Lecturer

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Мовний етикет як головна складова надпрофесійних навичок викладача закладу вищої освіти

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Речевой этикет как главная составляющая надпрофессиональных навыков преподавателя заведения высшего образования

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Abstract

Background: The relevance of the study lies in the need of studying lecturer's language etiquette, his role in the formation of a professionally oriented personality in terms of improving the system of higher education, in the process of implementing new requirements and standards of education.

Purpose: To identify the components of lecturer's language etiquette, which are important for students of higher education, as well as to identify ways of their formation and development.

Materials and Methods: A questionnaire was developed using Google Forms to implement the study. The questionnaire was distributed by e-mail among 70 students from Kharkiv National University of Civil Engineering and Architecture (Kharkiv, Ukraine) and 40 students from Sukhum State University (Tbilisi, Georgia).

Results: The survey allowed to find that the main principles of language etiquette of the lecturer are: politeness, tact, kindness, tolerance, friendliness, ability to listen, others. Among the violations of the rules of language etiquette of the lecturer, which are most common, students noted the following: talking in "high tones", excessive categorical statements, hostility, tactlessness, rudeness, bias, arrogance, others.

Conclusions: The most popular in the process of pedagogical communication are the lecturer's competencies, such as listening skills, managing their emotions and states, interaction with students based on understanding their values and needs, tact, politeness, tolerance, friendliness. Especially important are the skills of building effective speech, establishing and maintaining a communicative balance in the audience, creating an atmosphere of trust, psychological comfort, open and equal cooperation. These skills and abilities become especially relevant in the era of digitalization and the transition to blended learning.

Keywords: language etiquette of a lecturer, professional competence, personality-oriented approach, superprofessional skills, effective language expression, maintaining communicative balance.

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Introduction

The ability to repel a communicative attack, to adequately establish, maintain contact with students, to manage them are the most important professional competencies of a lecturer. The practice of pedagogical communication in higher education institutions requires not only the intensification of relations in the system “lecturer – student”, but also changes in the quality of these relations in the direction of their openness and informativeness.

The current educational situation highlights the professional activity of the lecturer, his ability to interact with students, to build equal, partnership relationships. The lecturer is called to work today in modern communication systems, to use different channels of transmission and reception of information. The real needs of modern higher education in lecturers, who are able to constantly develop their personal qualities, who are able to make the most of their natural potential, to develop their general and communicative culture are obvious nowadays.

In the profession of pedagogue, rhetorical skill is a leading professional characteristic, which determines the creation of optimal interpersonal and business relationships with students, the absence of conflicts and personal satisfaction. The ability to competently carry out pedagogical communication, to adequately establish, maintain contact with students and manage them are the most important professional competencies of a lecturer.

Rhetorical skill involves the lecturer’s knowledge of rhetorical norms and rules, the ability to apply them in the process of language interaction, through which realizes the purpose of teaching and educating students. Its main components are the ability to design, understand, plan and creatively create a situation of pedagogical communication, to carry out rhetorical reflection.

At the same time, research in the field of pedagogical rhetoric and experience of pedagogical activity show that a significant part of lecturers’ difficulties is caused not as much by shortcomings of scientific and methodical training of lecturers, as by deformation of professional-pedagogical communication, insufficient mastery of pedagogical communication, low level of culture of pedagogical communication.

An analysis of recent research on the scientific literature on the role of the lecturer’s personality in the educational work of higher education shows that the current problem of professionally significant qualities of a lecturer has been studied by such scientists as Bielikova, Dytiuk, and Krech (2019); Kharlamov (2015); Melnyk and Pypenko (2017); Melnyk (2017); Ortynskiy (2017); Podlasiy (2015); Slastenin, Isayev, and Shiyanov (2015); Tkachova (2015); Zimnyaya (2010); Zyazyun, Kramushchenko, and Kryvonos (2008) and others.

The main ideas that unite different points of view on the rhetoric of these studies are that the university lecturer is a person, who, in the content of his professional activity, should have a set of universal qualities: to be a scientist, lecturer-practitioner, educator, psychologist, to

provide organic combination in the process of learning educational, scientific and innovative activities, to have the technique of pedagogical communication.

In the pedagogical literature of the United States, devoted to the problem of professionalism of a university lecturer, researchers consider the leading features of a master lecturer in different ways. Thus, Feldman (1976) identifies three groups of basic features of a highly professional lecturer.

The first group includes characteristics related to organizational and communication skills.

The second group of features is related to the interpersonal relationships of the lecturer with students and the role of the lecturer in stimulating the cognitive activity of students.

The last group of features illustrates the constructive and projected skills of the lecturer.

Feldman (1976) concludes that the most significant features of an effective lecturer are: deep knowledge of the subject, the ability to teach material clearly and easily, to stimulate interest.

Sherman offers his version of the professiogram of a lecturer of higher education in the United States, and as five leading features of a master lecturer identifies: enthusiasm in work; clarity and accessibility in explaining the training material; competent organization of the preparatory stage; skillful stimulation of interest for the subject; deep knowledge of the subject.

The most detailed elaboration of the professiogram of a university lecturer was presented by Collins (1978). In it the most important features of a lecturer-enthusiast are: a rich vocal palette, various facial expressions, a lively look, competent, emotionally colored language, explosive temperament.

Hoffman (1963) in his study “Lecturer through the eyes of a student” notes the fact that almost all students appreciate the commitment of lecturers to academic work, deep knowledge of the subject and the desire to involve students in the process of cognition. The next component in the lecturer’s professional profile is clarity and accessibility in the presentation of educational material. According to American scientists (Hildebrandt, Wilson, & Dinst) clarity and accessibility in the presentation these are the skills that can form an idea of a high-level lecturer.

The current problem of modern rhetorical education has been studied by such scholars as Annushkin (2014); Bobylev, Kolomytseva and Kosheleva (2006); Matsko and Kravets (2007); Mikhalskaya (1998); Formanovskaya (2006) and others. According to scientists, there are 3 significant factors that characterize the influence of the culture of the lecturer’s speech on the formation of the student’s personality:

- the speaker creates the interlocutor (the lecturer creates his audience, forms the student’s personality);
- the truth is born in the dialogue (the lecturer offers students not ready-made thoughts, but together with them, during their thought process, comes to certain conclusions);
- the language itself is improved by the person himself, which is the main purpose of upbringing and education.

The aim of the study. To identify the components of lecturer's language etiquette, which are important for students of higher education, as well as to identify ways of their formation and development.

Materials and Methods

To study the peculiarities of lecturer's language etiquette as a component of rhetorical skills, we conducted a survey among higher education students of Kharkiv National University of Civil Engineering and Architecture, Kharkiv, Ukraine (KNUCEA) and Sukhum State University, Tbilisi, Georgia.

To conduct our study, we developed a questionnaire using Google Forms. The questionnaire was distributed by Email. The study involved 70 students from KNUCEA (Kharkiv, Ukraine) and 40 students from Sukhum State University (Tbilisi, Georgia).

Results

Analyzing the psychological and pedagogical literature to define the definitions of the above concepts, we concluded that we can identify the following skills and abilities that constitute the rhetorical skill of the lecturer (Annushkin, 2014; Ortynskiy, 2017; Pryshchak, 2010; Vvedenskaya, Pavlova, & Kashaeva, 2007):

1. Communicative or linguistic:

Lecturer's ability to express his thoughts clearly and distinctly; to persuade, argue, build evidence, the ability to make judgments, analyze statements, speak logically, intelligibly, fascinating.

2. Perceptual:

Lecturer's ability to perceive the external features of the student, correlate them with his personal characteristics, interpret and predict on this basis the student's behavior; to listen and to hear (correctly interpret information, including nonverbal, understand the subtexts, etc.), understand the feelings and moods of students (tact, ability to empathize); to analyze (ability to reflect).

3. Interactive:

Lecturer's ability to interact in the process of communication: organize communication, to keep up a conversation, to discuss, to lead a discussion; to ask questions; to communicate in conflict situations; to manage their behavior in communication.

However, this list must be supplemented by one of the most important communicative competencies of a professional lecturer – the ability to master the rules of language etiquette.

Language etiquette – accepted in this culture a set of requirements for the form, content, order, nature and situational relevance of statements.

Formanovskaya (2006) gives the following definition: "Language etiquette means the regulatory rules of speech behavior, a system of national-specific stereotypes, stable formulas of communication, adopted and attributed by society to establish contact with interlocutors, maintaining and interrupting contact in the chosen way".

According to Formanovskaya (2006), language etiquette is a wide range of units of language and speech, which verbally expresses the etiquette of behavior, gives us the linguistic riches that have accumulated in every society

to express non-conflict, "normal", i.e. good attitude towards people. On the other hand, etiquette regulates the complex choice of the most appropriate means of speech for a particular recipient, a particular situation and communication environment.

The peculiarity of the concept of "lecturer's language etiquette" is due to the specifics of pedagogical language communication – the task of using words as a means of transmitting knowledge and human education.

Mikhalskaya (1998) believes that a lecturer's language etiquette should become the highest model that expresses a system of "appropriate and desirable values".

The degree of mastery of language etiquette determines the degree of professional suitability of the lecturer. Possession of language etiquette generates respect and trust, promotes the acquisition of authority. The lecturer's language etiquette provides a culture of inclusion, support, switching the interlocutor's attention, ending contact, expressing gratitude, agreement, disagreement, satisfaction, pity, compassion, compliment, etc.

The crucial stages of communication with the audience are contact, support and termination. The importance of "language setting" in establishing contact between interlocutors is known. The exchange of seemingly insignificant remarks about health, mood, weather allows you to look closely at each other, feel the emotional state, adequately perceive the communicative situation.

Adherence to the rules of language etiquette has an educational value: it helps to improve both language and general culture of higher education. The effectiveness of pedagogical communication depends on the extent to which the lecturer has formed certain specific skills and abilities of communication, as well as adhere to the rules of language etiquette. These are primarily principles, such as politeness, tact, delicacy, respect, kindness, tolerance, kindness, endurance and much more.

Applicants for higher education believe that the lecturer's language etiquette affects the effectiveness of the educational process (80.0% of surveyed students of KNUCEA and 95.0% of students of Sukhum State University).

According to our survey results, students believe that the main principles of language etiquette are: politeness, tact, kindness, tolerance, friendliness, ability to listen, ability to appreciate the time of the interlocutor, friendly speech of the lecturer, appropriate gestures, facial expressions of the lecturer, communication with taking into account the recognition of students' emotions and understanding of their intentions, management of their own emotions and states, interaction with students based on understanding of their values and needs.

The most relevant characteristics of the lecturer's language etiquette provided by applicants for higher education of KNUCEA and Sukhum State University are given in Table 1.

Among the most common violations of the rules of language etiquette of the lecturer, students note the following: addressing "you", the use of disappointing epithets addressed to the student, talking in "high tones",

excessive categorical statements, hostility, tactlessness, rudeness, impartiality, arrogance.

The most frequent violations of the rules of language

Table 1

Characteristics of Language Etiquette of the Lecturer

Characteristics provided by Ukrainian applicants for higher education		Characteristics provided by Georgian applicants for higher education	
Name	Percent	Name	Percent
The ability to listen	80.0	Friendly, calm language tone of the lecturer	55.0
Tact	77.1	Interaction with students based on understanding of their values and needs	55.0
Managing his own emotions and states	77.1	Tact	50.0
Interaction with students based on understanding of their values and needs	77.1	Benevolence	50.0
Tolerance	71.4	Politeness	45.0
Politeness	71.4	The ability to listen	40.0
Friendly, calm language tone of the lecturer	69.0	Tolerance	40.0
Ability to value the interlocutor's time	60.0		
Benevolence	57.0	Managing his own emotions and states	35.0

Table 2

Violation of the Rules of Language Etiquette of the Lecturer

Characteristics provided by Ukrainian applicants for higher education		Characteristics provided by Georgian applicants for higher education	
Name	Percent	Name	Percent
Excessive categorical statements	60.0	Conversation in "high tones"	40.0
Personal appeal to "you"	57.0	Tactlessness	40.0
Arrogance	45.0	Arrogance	35.0
Hostility	43.0	Use of disappointing epithets addressed to a student	30.0
Tactlessness	40.0	Hostility	20.0
Use of disappointing epithets addressed to a student	38.0	Excessive categorical statements	20.0
Conversation in "high tones"	38.0	Prejudice	15.0

Discussion

The range of answers of Ukrainian and Georgian students is wide and even contradictory, but they all note the role of the most important components of language etiquette: listening skills, tact, tolerance, politeness, kindness, the ability of lecturer to manage his emotions and states, interacting with students based on understanding their values and needs.

A fundamentally important communicative skill of a lecturer is the ability to listen.

According to the results of the questionnaire, the need for it is relevant, and its practical significance is obvious. Reflexive listening, which focuses on the unmistakable perception and analysis of the received information, helps to achieve much greater accuracy of perception of the content of the message, as the understanding of what is said is constantly adjusted with the interlocutor's amendments.

Empathic, personal listening, accompanied by empathy for the interlocutor, is a prerequisite for the adequacy of language behavior of the lecturer, the efficiency of his professional reactions, prevention of communication barriers.

Politeness is a form of respect for a student. In pedagogical communication, this quality involves understanding the situation of communication, taking

etiquette of the lecturer, which draw the attention of students of KNUCEA and Sukhum State University are given in Table 2.

into account age, gender, national characteristics, mentality of students.

According to both Ukrainian (71.4%) and Georgian (40.0%) students, one of the important components of a lecturer's language etiquette is tolerance. A good lecturer must understand and accept the values of other cultures and worldviews, be lenient in relation to other views, feelings, behavior, to the characteristics of peoples, nations and religions.

Benevolence is another characteristic of a lecturer's language etiquette, which is distinguished by students (57.0% of Ukrainian and 55.0% of Georgian students). Benevolence is necessary both in relation to the student, and in all communication construction. Friendly attitude to students allows you to reach the top of communication both in form and content, if you choose the right words and intonation. Often the intonation has a positive or negative effect on the interlocutor.

It is important for a lecturer to learn to control intonation in business communication, to choose a calm, even, restrained tone in strict official relations, and calm, friendly in less strict official relations. The importance of friendly, calm language of the lecturer is noted by 67.0% of Ukrainian and 35.0% of Georgian students.

77.1% of Ukrainian and 55.0% of Georgian students believe that the ability to interact with students on the

basis of understanding their values and needs, the ability to accept possible differences of opinion, respect for students' opinions is the basis of effective pedagogical communication.

Another one of the most important principles of language etiquette of the lecturer in the opinion of Ukrainian (77.1%) and Georgian (35.0%) students – endurance, the ability to manage their own emotions and states, calmly respond to unexpected questions and statements of students.

Analyzing the answers of Ukrainian and Georgian students to the violation of the rules of language etiquette of the lecturer, we can draw some parallels: students to some extent note the same violations of the rules of language etiquette of the lecturer of higher education.

Excessive categorical statements in the lecturer's speech are noted by 60.0% of Ukrainian and 20.0% of Georgian students. By directly disciplining students of higher education, by making categorical requirements to the lecturer, it is impossible to create a favorable atmosphere for joint study. It is obvious that any manifestation of categorical judgments, irritability in conversation with students is unacceptable in the ethics of pedagogical communication.

One of the common ways to elevate a lecturer above higher education seekers and a manifestation of status power is "you-communication", which is noticed by 57.0% of Ukrainian students. By usurping "you-communication", the lecturer thus first raises his status, weighs, outlines the supremacy of his "leading" position. Orientation to "you-communication" testifies to the inner culture of the individual and demonstrates a polite attitude to the person, equality of personalities.

40.0% of Ukrainian and 40.0% of Georgian students' point to the lack of a sense of proportion that predicts the most delicate line of behavior towards students, tactlessness. In the situation of pedagogical communication, it is necessary to strive to understand the student, to avoid inappropriate questions, to discuss topics that may cause unpleasant feelings and associations.

Humiliation of human dignity, arrogance, rudeness, prejudice, intolerance – qualities that cause student rejection of the lecturer. Unfortunately, such a practice of ineffective communication is typical for some Ukrainian and Georgian lecturers, which excludes an atmosphere of trust and respect in pedagogical communication.

Lack of interest and respect for the student, misunderstanding or ignoring his age, national, individual psychological characteristics form a negative attitude of the student to the lecturer, and as a consequence to the subject.

The results of the experiment eloquently show that the language culture of the lecturer, his rhetorical skills, language etiquette and sociability are always in the top five qualities that students want to see in their lecturer. These qualities, from our point of view, deserve special attention. However, these studies do not aim to analyze two components of a single dialectical process – improving the oratory of the lecturer and the education

of student language culture, while these processes are interconnected, interdependent, which ultimately ensures their success.

The language of the lecturer should become a standard of public speaking for the student, as evidenced by the role defined by students of the rhetorical skills of the lecturer, as eloquently evidenced by our experiment.

In the future, we intend to develop a scale of components of rhetorical skills and language etiquette of the lecturer and the impact of the degree of mastery of this skill by the lecturer on the success of the lecture course.

Conclusions

Thus, as a result of research, we came to the conclusion that the most popular in the process of pedagogical communication are the lecturer's competencies, such as listening skills, managing their emotions and states, interaction with students based on understanding their values and needs, tact, politeness, tolerance, goodwill. Unfortunately, the most important super-professional skills for a lecturer, such as emotional intelligence and the ability to lead a discussion, are not enshrined in higher education standards.

And since the teaching profession is public, the skills of building effective speech, establishing and maintaining communicative balance in the audience, creating an atmosphere of trust, psychological comfort, open and equal cooperation are especially important.

These skills and abilities become especially relevant in the era of digitalization and the transition to blended learning, which is characterized by processes of transformation of society, as a whole and education in particular, which entails the transformation of the teaching profession and reorientation to a person-centered approach. Not only the transfer of knowledge, but also the formation of skills of obtaining and processing information, the formation of high-level thinking skills: analysis, synthesis, evaluation.

All the above makes it possible to talk about the need for the formation and development of language etiquette of the lecturer as of the most important component of the super professional skills of a modern lecturer in higher education.

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Conflicts of Interests

The authors declare that there is no conflict of interests.

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Анотація

Вступ: Актуальність дослідження полягає в необхідності вивчення мовного етикету викладача, його ролі у формуванні професійно орієнтованої особистості в умовах вдосконалення системи вищої освіти, в процесі впровадження нових вимог і стандартів навчання.

Мета: Виявити складові мовного етикету викладача, які є значущими для здобувачів вищої освіти, а також визначити шляхи їх формування та розвитку.

Матеріали і Методи: Для реалізації дослідження розроблено анкету, використовуючи Google Forms. Анкета поширювалася електронною поштою серед 70 студентів Харківського національного університету будівництва та архітектури (Харків, Україна) та 40 студентів Сухумського державного університету (Тбілісі, Грузія).

Результати: Анкетування дозволило виявити, що основними принципами мовного етикету викладача є: ввічливість, тактовність, люб'язність, толерантність, доброзичливість, вміння слухати та ін. Серед порушень правил мовного етикету викладача, які зустрічаються найчастіше, студенти відзначили такі: розмова на "підвищених тонах", зайва категоричність висловлювань, недоброзичливість, нетактовність, грубість, упередженість, зарозумілість та ін.

Висновки: Найбільш затребуваними в процесі педагогічного спілкування є такі компетенції викладача, як уміння слухати, управління власними емоціями і станами, взаємодія зі студентами на підставі розуміння їх цінностей і потреб, тактовність, ввічливість, толерантність, доброзичливість. Особливо значущими виступають навички побудови ефективного мовного висловлювання, встановлення і підтримання комунікативного рівноваги в аудиторії, створення атмосфери довіри, психологічного комфорту, відкритого і рівноправного співробітництва. Ці навички і вміння стають особливо актуальними в епоху цифровізації і переходу на змішане навчання. Виникає необхідність формування і розвитку мовного етикету педагога, як найважливішої складової надпрофесійних навичок сучасного викладача закладу вищої освіти.

Ключові слова: мовний етикет викладача, професійна компетенція, особистісно орієнтований підхід, надпрофесійні навички, ефективне мовне висловлювання, підтримання комунікативної рівноваги.

Аннотация

Введение: Актуальность исследования заключается в необходимости изучения речевого этикета преподавателя, его роли в формировании профессионально ориентированной личности в условиях совершенствования системы высшего образования, в процессе внедрения новых требований и стандартов обучения.

Цель: Выявить составляющие речевого этикета преподавателя, значимых для соискателей высшего образования, а также определить пути их формирования и развития.

Материалы и Методы: Для реализации исследования разработана анкета, используя Google Forms. Анкета распространялась по электронной почте среди 70 студентов Харьковского национального университета строительства и архитектуры (Харьков, Украина) и 40 студентов Сухумского государственного университета (Тбилиси, Грузия).

Результаты: Анкетирование позволило выявить, что основными принципами речевого этикета преподавателя являются: вежливость, тактичность, предупредительность, терпимость, доброзжелательность, умение слушать и др. Среди нарушений речевого этикета преподавателя, которые встречаются чаще всего, студенты отметили следующие: разговор на "повышенных тонах", лишняя категоричность высказываний, недоброзжелательность, бестактность, грубость, предвзятость, высокомерие и др.

Выводы: Наиболее востребованными в процессе педагогического общения являются такие компетенции преподавателя, как умение слушать, управление собственными эмоциями и состояниями, взаимодействие со студентами на основании понимания их ценностей и потребностей, тактичность, вежливость, толерантность, доброзжелательность. Особенно значимыми выступают навыки построения эффективного речевого высказывания, установление и поддержание коммуникативного равновесия в аудитории, создание

атмосферы доверия, психологического комфорта, открытого и равноправного сотрудничества. Эти навыки и умения становятся особенно актуальными в эпоху цифровизации и перехода на смешанное обучение. Возникает необходимость формирования и развития речевого этикета педагога, как важнейшей составляющей сверхпрофессиональных навыков современного преподавателя учреждения высшего образования.

Ключевые слова: речевой этикет преподавателя, профессиональная компетенция, личностно ориентированный подход, сверхпрофессиональные навыки, эффективное речевое высказывание, поддержание коммуникативного равновесия.

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