

DOI: 10.12731/2218-7405-2013-7-43

**ON INTEGRATED COURSE “SOCIAL AND  
SPEECH COMMUNICATIONS” FOR STUDENTS OF ART  
HIGHER EDUCATIONAL ESTABLISHMENT**

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The article describes the experience in teaching the course “Social and Speech Communication”. As the result of training the students are to master the arsenal of means for effective communication, the base of which turns out to be linguistic communication and its bearer that is the language personality, get knowledge about complex processes of information exchange, discover the psychological peculiarities of verbal and non-verbal communication, learn how to communicate for solving professional and personal problems.

The skill of fluent mastering all kinds of speech activity, the skill of correct and intellectual communication in various spheres and structures, the skill of speech event linguistic analysis including from the point of view of their esthetical value represent the unity of systemic and individual approach in the sphere of humanitarian training for future architects, designers and managers.

**Keywords:** basic theory of social communication, integrated course “Social and Speech Communication”, rhetorical training, communicative intentions, communicative freedom, public speech, effective professional and business communication.

**ОБ ИНТЕГРИРОВАННОМ КУРСЕ  
«СОЦИОРЕЧЕВЫЕ КОММУНИКАЦИИ» ДЛЯ СТУДЕНТОВ  
ТВОРЧЕСКОГО ВЫСШЕГО УЧЕБНОГО ЗАВЕДЕНИЯ**

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Данная статья описывает опыт работы по курсу дисциплины «Социоречевые коммуникации». В результате студент овладеет арсеналом средств эффективной коммуникации, основу которых составляет лингвистическая коммуникация и её носитель – языковая личность, получит знания о том, насколько сложен процесс обмена информацией, откроет для себя психологические особенности вербальной и невербальной коммуникации, научиться непосредственному умению общаться в целях решения профессиональных и личных проблем.

Умение свободно владеть всеми видами речевой деятельности, умение правильного и интеллектуального общения в различных сферах и структурах, умение лингвистического анализа языковых явлений, в том числе и с точки зрения их эстетической ценности, представляет собой единство системного и индивидуального подхода в области гуманитарного образования студентов-архитекторов, дизайнеров и менеджеров.

**Ключевые слова:** общая теория социальной коммуникации, интегративный курс «Социоречевые коммуникации», риторическая подготовка, коммуникативные намерения, коммуникативная свобода, публичная речь, эффективное профессиональное и деловое общение.

We have currently witnessed the forming of the social and humanitarian science system including anthropological, biohumanitarian, cultural, technical and generalizing disciplines. This system comprises both theoretical and applied knowledge. Due to the rapid development of the social and humanitarian science system there ripened the

conditions necessary for the social communication basic theory, the object of which is all possible kinds, levels, forms, means and technologies of social communication as a whole and its subject appears to be the knowledge on social communication gained by special disciplines [1; 2].

The social communication turns out to be an interdisciplinary sphere of knowledge and performs translational, strategic, terminological, practical, methodological, general scientific, ideological functions which provide the consolidation and further development of social and humanitarian science [3; 4]. But in the process of specialist training one cannot base exclusively on the theoretical postulates.

It is currently evident that a specialist's competitive power is proportional to his or her capability of communicate effectively. Strong demand of integrated humanitarian courses in current educational process appears to be a striking confirmation of it. "Social and Speech Communications" turns out to be the most favorable discipline in this respect. Its ideological component basically relies on:

- knowledge synthesis on informational technologies;
- positioning the fundamental meaning of informational technologies in contemporary science;
- forming of approaches in mitigating social consequences caused by society informatization;
- working out the conceptual approaches in social adaptation to real life in informational society and communities;
- mapping out the strategies on decreasing the informational gap between different social groups.

All these factors in their turn are considered to be strategic in new education forming.

There have recently appeared quite a few disciplines assigned for speech training on various levels. Some of them include theoretical considerations on features and character of public speech, speech perceiving and understanding peculiarities, speech etiquette and speech styles, mass communication structure and

etc. The other disciplines successively lead the person getting ready for delivering the crucial public speech, i.e. provide him or her some detailed instruction as if he or she was an inexperienced orator. All this turns out to be insufficient in real practice.

The basic aim of the new integrated course “Social and Speech Communications” is inseparably connected with providing the students of fully functional training in the sphere of effective professional and business communication, communicative freedom within the frameworks of professional, business and personal communication.

The communicative freedom defines the attitude to choosing the speech means of impact which give chance to the language person to reach the perlocutive effects of his or her speech actions. The differentiation of meaning and sense levels actualizing as the result of this kind of choice allows to define the dependence of the individual communicative freedom from the fact how successfully the dialogue partner perceives the speech means impact, how effectively he or she distinguishes them. Such expansion of social communication investigation context in higher educational establishments – in its appealing to external pragmatic situation and cognitive processes, psychological and social and cultural rules and strategies of speech generating and apprehending – can be explained not only by purely scientific significance of phenomena considered, but also by crucial changing in social demand in the sphere of discursive linguistics. In modern Russia there is a strong demand for public mutual understanding when the sense and value of personal discursive entity are realized through perceiving the interlocutor’s entity. The aspiration to understand the core nature of the factors defining the borders of speaking / writing individual’s communicative freedom in its concrete expressing might contribute if not to hypothetical basic discursive morality forming, but at least to social and cultural communication optimization in modern Russian society. In these entire tendencies one should see the public significance of “Social and Speech Communication” integrated course.

The above-mentioned character of students' training is determined by forming the scientific view on language as social and cultural phenomenon and cognizing the linguistic peculiarities of human essential nature. The content of the integrated course includes the communication theory in its widest context and practical mastering the skills of communicative strategies adapted to current social reality. Based on this we consider the following points as the **educative tasks** of the integrated course:

1. students' detailed acquaintance with basic aspects of social linguistics, speech activity theory and speech communication ethics which are necessary in their future professional sphere;

2. developing the following communicative competencies:

– *social and linguistic competence*, i.e. the capability to use and transform the language units in accordance with the discursive situation;

– *social and cultural competence*, i.e. acquaintance with the corresponding context in which the language is used;

– *social competence*, i.e. the wiliness to interact with the interlocutor and confidence in oneself;

– *cultural competence* presupposing the fact that the native language is the basis of national culture and the most important means for familiarizing with its richness (view on the native language as the reflection of individual's spiritual and moral features);

3. teaching the philology ethics, i.e. the culture of communication with the text; appropriate usage of language material in speech activity;

4. mastering the basic knowledge on public speech genres and speech formulas;

**Pedagogical tasks** of the integrated course are the following: educating the compassionate, socially active, physically and intellectually developed personality adapted to contemporary social and speech space and capable to creative work; educating the deference to the Russian language; forming the Russian national identity and the students' spiritual health.

**Axiological tasks** of the integrated course are the follows: fostering the individual who is capable of choosing moral guiding points for constructing the personal picture of the world (individual worldview); displaying the direct dependence of individual's cultural level from his or her personal values; educating the responsibility for personal choice; creating the conditions for further development of spiritual values, the main of which is the native language forming spiritually oriented thinking. The integrated course occupies the leading position in speech training of art students in the IX semester (5-th course).

As **the result** of the integrated course mastering the students are to get to know basic phases of language development on different stages of social history; comprehend social nature of the language; have basic knowledge on synchronic and diachronic social linguistics; know the forms of language existence, cultural and speech stratification of the language and its diverse functions; be competent in the questions of national and language policy in the Northern Caucasus; master the following terminological apparatus: communication, language socialization, speech acts, meta-language, cultural and speech status, speech tactics, writing / speaking individual's strategies, language contact; master the argumentation theory and logic laws; be capable of convincing an interlocutor, settling disputes, delivering a speech, editing a text.

In our integrated course much attention is paid to serious rhetorical training which includes fostering not only an experienced orator, but also a keen listener. It is a common knowledge that lack of such skills as good listening and adequate speech analyzing lead to tragic misunderstanding between the interlocutors. This fact allows to some political and public figures to manipulate easily with public consciousness.

That is why it is very important for the students to learn to understand an orator's communicative intentions, discern the cases when an orator deceives the listeners, resort to dishonest practices.

We would strongly like the students to comprehend the fact that at the present moment the rhetoric is turning into socially significant discipline helping to express

one's thoughts adequately to the current communicative situation, lead a dialogue fluently, and be aware of orator's real intentions.

The whole integrated course can be represented in the following table.

**The integrated course “Social and Speech Communications”**

| №  | Lecture topics  | Amount of hours | №  | Seminars topics   | Amount of hours |
|----|---|-----------------|----|---|-----------------|
| 1. | The subject of “Social and Speech Communications”<br>Social and linguistic aspect of language origin. | 4               | 1. | Forms and types of speech communication.<br>Speech tactics.                                   | 2               |
| 2. | Language and Society.   | 4               | 2. | Language social differentiation.<br>Language functions.<br>Speech stratification of language. | 2               |
| 3. | Rhetoric is the science persuade.   | 2               | 3. | Speech norm and speech culture.<br>Speech techniques.   | 4               |
| 4. | Psychology and speech communication.  | 2               | 4. | Interlocutors' strategies.  | 2               |
| 5. | Language and Culture.<br>Russian language picture of the world.                                       | 2               | 5. | Delivering an informative or promotional speech.<br>Notes design.                             | 4               |
| 6. | Public communication ethics.  | 2               | 6. | Business negotiations and debates.  | 2               |
|    | Итого:  | 16              | 7  |   | 16              |

The integrated course “Social and Speech Communications” lacks auxiliary methodical manuals. So, since 2008 it has been accompanied with educational and methodical complex. The complex is to help the students not only clarify the interdisciplinary labyrinths of “Social and Speech Communications” integrated course and thus get ready to the exam, but also master oratorical skills. This exclusively practical orientation of the integrated course determines the material selection and disposition in it. The educational and methodical complex comprises the introduction and eight chapters containing the practical material for seminars accompanied with generalizing tasks (the total quantity of which is sixty three). It is important to note that the tasks are selected in such a way so that a student will be

able to exercise his or her communicative skills. The form of task representation is quite diverse: both oral one (delivering a speech, answering a question, taking part in a debate, game) and written (essay, preparing the outline of the report, conducting sociological investigation and etc.).

In our opinion, within the frameworks of modern approach to organization of higher education such experience of new integrated course programs corresponds to Bologna process demands and is to contribute to students' individual work organization.

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