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LANGUAGE AS A WORK TOOL OF A TERTIARY SCHOOL TEACHER**Edyta Skochyliias-Krotlia***Jan Dlugosh University of Chenstohova, Poland*

The article reveals the role and the significance of a spoken language as a basic tool of academic teacher's career activity. It defines the main standards of communication competence based on a live word. The author focuses on high language culture as a conscious mental disposition. She analyses the academic teacher's language as a target, and a means of social, and didactic activity. In her opinion the main function of an academic teacher is not only to teach the subject but also to teach how to speak.

Key words: academic teacher, live word, communication competence, language culture, communication and didactical functions.

Academic teachers face a lot of demands. The teacher should be the promoter of values, norms and patterns of behavior, he should possess specific skills and take the whole responsibility for the effects of his work. Academic teachers who teach future teachers and prepare them for these particularly difficult profession have very high responsibility. As J. Karbowniczek notices [1, p .27] what is needed in the contemporary world is a teacher who follows universal values every day, who is a competent professional, critical and responsible for his behavior and who constantly improves his qualifications.

According to M. Kunicka [3, p. 180] an academic teacher creates attitudes of the students, who are going to be future teachers, by his own example. It applies to the sphere of language which the lecturer uses during the lectures, classes and everyday communication which is one of the most important categories in human functioning [5, p. 121]. Communication between academic teachers and students demands from teachers high communicative competence and developed metalinguistic awareness.

According to U. Ordon [4, p. 206] communication competence of a teacher includes the following standards:

- possessing knowledge about interpersonal communication and the abilities to use it for the education purposes, knowledge about proper communication and conditions of its organization
- ability to interpret various education situations and adapt them to one's own style of communication with an interlocutor
- ability to use verbal communication

- ability to modify the style of education influence, understand the importance of dialogue relations in a system ‘student-teacher’
- ability to use language in a correct way, make clear and esthetical statements and use correct language

It seems correct that an academic teacher should possess high language culture [6], which is described as a conscious mental disposition. To high language competence belongs knowledge of rules (grammatical norms, correctness criteria) as well as using it in practice on the basis of a natural habit. Career activity of academic teachers is based on a spoken language – a live word which is the basic tool of an academic teacher’s work.

Culture of a teacher’s live word should be understood as means and target of social activity, and so a didactic one. On the one hand, this culture includes a set of conscious activities based on a language material which can lead to fuller and more correct usage of speech as a tool of interpersonal and social communication. On the other hand, it allows to gain a higher level of culture as such [2, p. 19]. That is why, teachers should take care to increase the culture of speech.

An academic teacher’s language should be correct, clear and distinctive as far as speech is concerned, specialized, natural (without artificiality) in order to teach spontaneity in speech, expression of feelings, thoughts, ideas and attitudes. The language of a lecturer should be characterized by the correct intonation, melody, tone and power of voice and the correct pace of speech. Academic teachers who stand in front of a big audience (sometimes there are even 200 people attending the lectures) should speak loudly, control the breath and pace of speech in order to be heard well and understood by all the students. Apart from the acoustic form of delivery, what is important is grammatical correctness and semantic clarity.

Among education situations undertaken by the teachers an important role plays the communication which is the most natural form of using the language. It allows to explain a given problem and take a decision. Thanks to this an important function of speech is realized – the communicative function. A conversation demands knowledge of the strategies and conversation principles. Conversation participants have to be able to be the listeners and speakers at the same time. This allows the exchange of thoughts and views.

The way in which an academic teacher passes on the knowledge about the world is the next example of language abilities which are provided for the students. In this context language is understood as means of communication and a tool of learning. Thus an academic teacher should possess the skills to define and analyze individually the education reality in a reflective and critical way. What should be expected from a lecturer is broad knowledge and professionalism [3, p. 179] which is highly valued by the students. What is understood by the students as professionalism is: being prepared to the lessons, knowing the subject of the

classes, improving one's skills, having a lot of personal publications, knowing how to pass on knowledge in an interesting, systematic and practical way. The people questioned also said that teacher's virtues include: eloquence, communication and education.

That is why, each academic teacher should have an ambition to improve his own communication skills and learn the art of communication with the others. Teacher's statements should be functionally diverse and absolutely correct in all subsystems of a language – phonetic, morphologic, syntactic, lexical. Teacher's language should be characterized by rich vocabulary, sound and grammatical correctness, free expression of thoughts, communicativeness, authenticity, language politeness. It is thus important that an academic teacher is aware that he teaches not only the subject but also he teaches how to speak.

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МОВА ЯК ДІЄВИЙ ЗАСІБ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ**Едита Скочияс-Кротля***Академія імені Яна Длугоша, Ченстохов, Польща*

Розкрито роль і значення розмовної мови як головного засобу професійної діяльності академічного викладача вищої школи. Визначено головні стандарти комунікаційної компетентності, що ґрунтується на живому слові. Акцентовано на важливості високого рівня мовної культури викладача як свідомої ментальної здібності. Проаналізовано мову академічного викладача як мети та засобу соціальної й дидактичної діяльності. Зазначено його головну функцію – вчити майбутніх учителів не лише навчального предмета, а також, як правильно говорити.

Ключові слова: академічний викладач, живе слово, комунікативна компетентність, мовна культура, комунікативні та дидактичні функції.

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