

## LINGUISTIC GAME AS A METHOD OF DEVELOPING CORRECT SPEECH HABITS IN HIGHER EDUCATION STUDENTS

## ЛІНГВІСТИЧНА ГРА ЯК ЗАСІБ ФОРМУВАННЯ ПРАВИЛЬНОСТІ МОВЛЕННЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

*Speech culture is a component of a professional's competence, an indicator of their professional mastery.*

*The aim of this article is to demonstrate the relevance of using linguistic games in Ukrainian language classes at higher education institutions. Speech culture is an integrated personal quality that reflects a person's ability to carry out effective speech activities based on the set goal and the existing speech situation, as well as the norms of literary language.*

*Speech culture, as a unique personal phenomenon, is characterized by a number of specific features. Correctness is one of the defining characteristics of speech culture. The correctness of speech implies adhering to the norms of the literary language. Language norm (Literary Standard) encompasses: a set of linguistic means that correspond to the language system and are perceived by its native speakers as a model of social communication at a certain stage of language and societal development, collectively accepted rules used by speakers in oral and written communication, the most precise method of expressing thoughts, a legitimate linguistic phenomenon, a model of generally accepted method of expressing thoughts, established in the best works of literature and applied in official communication, one of the most important conditions for the stability, unity, and authenticity of the national language; compliance with the language system, stability, and obligation; accepted rules of pronunciation, grammatical and other linguistic means, and rules of word usage in societal and linguistic practice of educated individuals.*

*The following groups of norms are distinguished: orthoepic (ensuring correct pronunciation of sounds and sound combinations, as well as word stress), lexical (regulating word usage in their proper meaning and correct word combinations within sentences and phrases), grammatical (determining the correct formation and usage of words and their forms, proper construction of phrases and sentences), stylistic (requiring the use of language means in accordance with their stylistic coloring and speech style), orthographic (ensuring correct spelling of words), and punctuation (describing the norms of correct punctuation placement).*

*In our opinion, in order to cultivate correctness in speech, it is advisable to use linguistic games during Ukrainian language classes – a special type of didactic material that allows to effectively improve the speech and thinking, to enrich vocabulary, and helps memorize terms, concepts, and categories. The use of such games contributes to students' enhanced perception of educational material, diversifies their educational activities, fosters cognitive interest, and stimulates their interest in learning the Ukrainian language, encouraging them to explore new topics. Linguistic games can take various forms. Among them, quizzes, competitions, solving crosswords, riddles, and more are quite popular.*

**Key words:** speech culture, correctness in speech, language norm, linguistic game.

*Мовленнєва культура є складовою професійної компетентності фахівця, показником його професійної майстерності.*

*Мета статті – довести доцільність засто-*

*сування лінгвістичних ігор на заняттях з української мови в закладах вищої освіти.*

*Мовленнєва культура – інтегративна особистісна якість, що відбиває спроможність людини здійснювати ефективну мовленнєву діяльність на основі врахування поставленої мети й наявної мовленнєвої ситуації, а також норм літературної мови.*

*Мовленнєва культура як унікальний особистісний феномен характеризується низкою специфічних ознак. Правильність є однією з визначальних ознак мовленнєвої культури. Правильність мовлення передбачає дотримання норм літературної мови. Мовна норма (норма літературної мови) становить: сукупність мовних засобів, що відповідають системі мови та сприймаються її носіями як взірці суспільного спілкування на певному етапі розвитку мови й суспільства загалом; сукупність загальноприйнятих правил, якими користуються мовці в усному й писемному мовленні; найбільш точний засіб висловлення думки, узаконене мовне явище; зразковий загальноприйнятій засіб висловлення думки, закріплений у кращих творах художньої літератури та застосований в офіційному спілкуванні; одна з найважливіших умов стабільності, єдності й самобутності національної мови; відповідність системі мови, стабільність, обов'язковість; прийняті в суспільно-мовленнєвій практиці освічених людей правила вимови, граматичні та інші мовні засоби, правила слововживання.*

*Виокремлюють такі групи норм: орфоепічні (забезпечують правильну вимову звуків і звукосполучень, а також наголос у словах), лексичні (регулюють уживання слів у властивому їм значенні та правильне поєднання слів за змістом у реченні й словосполученні), граматичні (визначають правильне творення й уживання слів та їх форм, правильну побудову словосполучень і речень), стилістичні (вимагають уживання мовних засобів відповідно до їх стилістичного забарвлення та стилю мовлення), орфографічні (забезпечують правильний запис слів), пунктуаційні (описують норми правильної розстановки розділових знаків).*

*На нашу думку, з метою формування правильності мовлення доцільно застосовувати на заняттях з української мови лінгвістичні ігри – особливий вид дидактичного матеріалу, що дозволяє ефективно вдосконалювати мовлення й мислення, збагачувати словниковий склад, допомагає запам'ятовувати терміни, поняття й категорії. Використання таких ігор сприяє підвищенню ефективності сприймання студентами навчального матеріалу, урізноманітнює їхню освітню діяльність, сприяє формуванню пізнавального інтересу, їхньої зацікавленості у вивченні української мови, стимулює їх до вивчення нових тем.*

*Лінгвістичні ігри можуть бути різноманітними. Серед них популярністю користуються різноманітні вікторини, змагання, розв'язання кросвордів, ребусів, загадок тощо.*

**Ключові слова:** мовленнєва культура, правильність мовлення, мовна норма, лінгвістична гра.

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**Problem Statement in General Terms.** Speech culture is an integral component of a professional's competence, serving as an indicator of their professional mastery.

Elevating the level of speech culture among future professionals has gained particular importance because the ability to effectively use modern literary language with all its expressive means and adherence to literary language norms becomes, on the one hand, an indicator and component of a professional's competence, and on the other hand, an indicator of their overall culture, education, and high morality. All of this underscores the relevance of the chosen research topic.

**Analysis of Recent Research and Publications.** Many works have been dedicated to the issue of forming speech culture, especially correctness as a qualitative characteristic of speech culture. S. Verbeschchuk discussed the general theoretical foundations of the speech process, while M. Vashulenko, O. Krsyk, L. Fedorenko, and others examined the differentiation between language and speech. N. Dyka, V. Pasinok, T. Pleshchenko, and others delved into the structure, content, and qualitative characteristics of speech culture.

**Identification of Previously Unresolved Aspects of the General Problem.** Despite the substantial number of studies on speech culture in individuals, particularly correctness in speech, linguistic games as a means of cultivating correctness in higher education learners receive insufficient attention in research.

The aim of the article is to substantiate the appropriateness of using linguistic

games in Ukrainian language classes in higher education institutions.

The task of the article include proving the relevance of the research topic, as well as it disposes to analyze the concepts of "oratory culture", "oral communication culture", and "cultural use of language"; to examine correctness as a defining feature of oratory culture; to characterize the notion of "language norm"; to acquaint the reader with the classification of language norms; to prove the practicality of using linguistic games in Ukrainian language classes at higher education institutions; to provide examples of linguistic games; to draw appropriate conclusions and outline prospects for further research.

Research Methods: comparative and contrastive analysis methods are used to ascertain the state of development of the problem under consideration, to establish the theoretical foundations of the research, to systematize and summarize scholars' views; to systematize and to generalize to determine the research results and formulate conclusions.

**Presentation of the Main Material.** There are two closely related concepts that are used in scientific literature: "oratory culture" and "oral communication

culture". Some authors note certain differences in the meanings of these concepts. For example, S. Verbeschchuk believes that the concept of oral communication culture is broader than the concept of oratory culture. In her opinion, oratory culture is manifested in a person's ability to speak (and write) correctly, select linguistic means in accordance with the purpose and situation of communication. Oral communication culture encompasses not only normative aspects of speech but also personal, individual, and general cultural characteristics of a person, reflecting their emotional state and experiences [4].

According to O. Horoshkina, oratory culture is defined as "mastery of the norms of literary language, the ability to use all its means depending on the conditions of communication, purpose, and content of speech" [5, p. 62].

V. Aleksandrova notes that oratory culture is primarily treated in scientific works in three ways: as a set and system of specific characteristics and properties that testify to its communicative excellence; as a set of skills and knowledge that enable a person to use language in a straightforward and practical way for communication; as a branch of linguistic knowledge about the culture of speech, including its communicative qualities. Based on this, the author asserts that oratory culture represents the qualities of a person's speech that ensure the effective achievement of communication goals based on the observance of relevant rules, ethical norms, situational and aesthetic nuances. Thus, oratory culture involves the speaker's choice of the most appropriate linguistic means for a specific speech situation. V. Aleksandrova also specifies that oral communication culture can be seen as a "complex system of linguistic signs based on linguistic and moral rules and norms of behavior" [1, p. 28]

However, in the course of the research, it was found that most scientists (A. Bohush, S. Verbeschchuk, T. Pleshchenko, N. Fedotova, R. Chechet, and others) perceive the concepts of – "oratory culture" and "oral communication culture" as synonyms. We endorse the view of these researchers.

As indicated by the analysis of scientific literature, some authors in their works also consider the terms " language culture "and "oratory culture" as synonymous, and therefore, their definitions do not have significant differences. For example, in a guide book to the culture of the Ukrainian language, it is noted that language culture primarily relates to the ability to speak and write correctly, select linguistic means in accordance with the purpose and circumstances of communication [13].

V. Rusanivskyi and S. Yermolenko believe that the concept of high language culture is associated not only with compliance with accepted norms of pronunciation, word usage, and grammatical sentence structure but also with knowledge of the language

in its diverse stylistic varieties and genres, the ability to choose linguistic means, form, and manner of expression depending on the topic of the message and the reaction it provokes in the listener [12].

According to N. Babych, "oratory culture" is "a combination of the culture of thinking and the culture of social (interpersonal) and spiritual relations of a person" [3, p. 66].

Other linguists (N. Dyka, V. Pasinok, and others) point out the differentiation between the concepts of "language culture" and "oratory culture". For example, V. Pasinok argues that the term "language culture" is used to refer to exemplary texts found in significant written works of the past, while "oratory culture" is used to qualify the corresponding level of real-life use of language in situations of everyday oral and written communication [9].

Taking into account the difference in the meanings of the concepts "language culture" and "speech culture," N. Dyka asserts that language culture is an indicator of its standardization, determined by commonly accepted orthoepic, lexical, derivational, grammatical, spelling, and stylistic norms. In turn, speech culture involves the unconditional adherence to norms and rules of both oral and written literary language, as well as the demonstration of a person's linguistic proficiency [6].

According to M. Alekseyeva-Vovk, speech culture is a system of communicative qualities of speech, an "organized set of normative means of speech developed by the practice of human communication, which optimally express the content of speech and satisfy the conditions and purpose of communication." In turn, the author understands oratory culture (culture of speech communication) as the realization by an individual of social-moral norms of behavior and speech culture necessary for regulating interactions among people in the process of their communication [2, p. 79].

Similar ideas are expressed by A. Rastegayeva. In her opinion, speech culture is the "ability to use language adequately and appropriately in specific situations (expressing one's thoughts, desires, intentions, requests, etc.), utilizing both linguistic and non-linguistic means (facial expressions, gestures, movements) as well as intonation elements to enhance speech expressiveness" [11, p. 178].

Based on the analysis of scientific literature, it can be concluded that language culture and speech culture are perceived as distinct concepts. Language culture refers to the property of exemplary texts fixed in written records, as well as the potential qualities of the language system. On the other hand, speech culture is understood as an integrated personal quality that reflects an individual's ability to carry out effective speech activities based on the intended purpose and the existing speech situation, as well as the norms of literary language.

In scientific literature, it is emphasized that speech culture, as a unique personal phenomenon, is characterized by a range of specific features.

For instance, modern Ukrainian language dictionaries indicate that correctness is one of the defining features of speech culture. In light of this, it is worthwhile to define the sense of the word "correct," which has various interpretations, including: faultless, without mistakes; in accordance with reality; in compliance with established rules and norms [8; 15].

As emphasized by N. Babich, correctness is a global characteristic because all other features depend on the observance of language rules [3, p. 66].

Researchers emphasize that linguistic correctness entails adherence to the norms of literary language. In turn, the word "norm" is defined as ordinary, legalized, widely accepted, obligatory; order, condition, rule, standards; an established measure, size of something; a specified portion, share; a model that must be followed [10; 13].

S. Karaman believes that linguistic norm is a "rule to which language conforms," while linguistic error is a "violation of linguistic norm" [7, p. 47].

Research has also defined that the linguistic norm (norm of literary language) comprises a set of linguistic means that correspond to the language system and are perceived by its speakers as a model of social communication at a certain stage in the development of language and society as a whole; a set of generally accepted rules used by speakers in oral and written communication; the most accurate means of expressing thoughts, a legitimized linguistic phenomenon; an exemplary universally accepted means of expressing thoughts, established in the best works of literature and used in official communication; one of the most important conditions for the stability, unity, and uniqueness of the national language; compliance with the language system, stability, and obligatory nature; rules of pronunciation, grammar, and other linguistic means accepted in the socio-linguistic practice of educated people [3; 12; 13].

As emphasized in scientific literature, the presence of linguistic norms is a mandatory condition for the functioning of the literary language system and is also a mandatory factor in the existence of language culture. Thus, it is the linguistic norm that defines the literary language [5].

Language norms are determined by the system of a specific language, and therefore, they are historically and socially conditioned. These norms are closely related to the rules of language, which reflect certain linguistic regularities and the relationship between linguistic phenomena or propose a specific normative way of using linguistic means in written and oral speech [3, p. 67].

According to S. Verbeschuk, norms and rules of language not only correct the language system but also determine the level of language culture.

It is evident that communication between subjects can only be achieved when both parties are familiar with "the same connections between the sign (sound, word, construction) and what it signifies; in other words, both adhere to the currently applicable rules" [4, p. 63].

S. Verbeschuk also believes that the normativity of language can only be discussed if it: conforms to the language system without contradicting its laws; the chosen variant of the norm has new semantic and stylistic possibilities, "emphasizes, specifies the context, provides additional and comprehensive information"; does not allow for stylistic dissonance; justifies the application of norms from another style; prevents the displacement of norms from different languages under the influence of bilingual language practice [4, p. 35].

It should be noted that scholars have identified different groups of norms of literary language that must be followed in the process of speech. For example, M. Pentyliuk has distinguished the following groups of norms: phonetic (ensure the correct pronunciation of sounds and sound combinations, as well as word stress), lexical (regulate the use of words in their proper meaning and the correct combination of words in terms of meaning in a sentence and phrase), grammatical (determine the correct formation and use of words and their forms, the proper construction of phrases and sentences), stylistic (require the use of linguistic means in accordance with their stylistic shading and style of speech), orthographic (ensure the correct spelling of words), punctuation (describe the norms of correct punctuation) [10, p. 16].

In our opinion, in order to cultivate language correctness, it is advisable to use linguistic games during Ukrainian language classes. These games are a special type of didactic material that effectively improves language skills and thinking, enriches vocabulary, helps memorize terms, concepts, and categories. The use of such games enhances students' perception of educational material, diversifies their educational activities, fosters cognitive interest, their interest in studying the Ukrainian language, and encourages them to explore new topics.

Linguistic games can take various forms, including quizzes, competitions, solving crosswords, rebuses, riddles, and more.

Below are examples of linguistic games that we have applied in Ukrainian language classes at our higher education institution.

#### Linguistic Game "Word Twist"

Objective: To develop vocabulary, lexical diversity, and creative thinking among participants, as well as to improve their skills in using literary language.

#### Rules of the Game:

1. The game can be played individually or in teams.

2. Participants take turns receiving a key word, which can be an epithet, a term, a phrase, or something similar.

3. Each participant has 30 seconds to come up with as many synonyms, antonyms, associations, or phrases related to that word as possible and share them. Participants must use standard literary language.

4. Players earn points for each new word or phrase they propose. Each correct answer is worth 1 point.

5. The winner is the one who accumulates the highest number of points.

6. To make the game more interesting and to promote creative thinking, you can introduce constraints. For example, you could specify that the words the players come up with should start with the same letter as the key word ends.

Example Game: Key Word: "literature" Player 1: Composition, prose, novel, poetry, short story, author, genre, creativity, criticism. Player 2: Book, writer, literary studies, metaphor, symbolism, antithesis. Player 3: Verse, plot, epic, realism, symbol, antagonist, hero. Player 1: Allegory, drama, style, literary canon, poetics. Player 2: Tragedy, idea, archetype, tone, expressionism, classic. The player who accumulates the most points with their answers wins.

This game can be both enjoyable and beneficial for the development of language skills and vocabulary expansion.

#### Linguistic Game "Grammar Dictation"

Objective: To improve language accuracy, grammatical correctness, and spelling skills.

#### Rules of the Game:

1. The game can be played individually or in teams.

2. Players receive sheets with sentences containing grammatical errors (e.g., errors in particle use, punctuation, spelling, etc.).

3. Participants must select a sentence that contains a grammatical mistake and correct it.

4. Players have a limited time (e.g., 1-2 minutes) for each task.

5. A literary jury checks the correctness of the answers and awards points for each corrected sentence.

6. Players receive 1 point for each correctly fixed mistake.

7. Additional points can be awarded for creative corrections if players propose more complex or interesting alternatives.

8. The winner is the player (or team) with the highest total points.

The game's difficulty can vary depending on the participants' level of knowledge. You can also use various types of grammatical errors (e.g., errors in tense usage, passive voice sentences, irregular words) to broaden the range of tasks and enhance players' language accuracy skills.

## Linguistic Game "Choose Your Words Wisely"

Objective: To develop vocabulary and the ability to use words in the right context.

Rules of the Game:

1. The game can be played individually or in groups.

2. The host provides participants with a list of general themes or specific situations (e.g., "while traveling", "at a restaurant," "at work").

3. Participants take turns coming up with and saying sentences in which they use a word from the provided theme.

4. The host or other participants evaluate the correctness of word usage in context.

5. Participants earn points for each correct and creative use of the word.

6. If a participant cannot come up with a sentence within a set time (e.g., 30 seconds), they pass.

7. The winner is the one who accumulates the highest number of points.

Example Game Themes:

1. At a Restaurant Word: dessert. Sentence: "Today, I ordered a delightful dessert – chocolate mousse with raspberry sauce."

2. At Work Word: collaboration. Sentence: "Effective collaboration between company departments helps increase productivity."

3. While Traveling Word: exotic. Sentence: "This country is home to many exotic plants and animals that can't be found anywhere else."

The "Choose Your Words Wisely" game helps develop creativity and the ability to use words effectively in the appropriate context, as well as expand vocabulary.

## Linguistic Game "Word Labyrinth"

Objective: To develop vocabulary, creative thinking, and expressive language skills.

Rules of the Game:

1. The game can be played individually or in teams.

2. The host or a team prepares a list of challenging or less common words.

3. The host initiates the game by naming one word from the list.

4. Players (or the team) must create a sentence or a short expression that uses the word creatively.

5. Sentences should be creative and interesting.

6. Players receive points for each successful use of the word and for the originality of their sentences.

7. The host can also ask questions about the words to check the understanding of their meaning and context.

8. The game continues until all the words from the list have been used or a set number of rounds has been reached.

9. The winner is the one who accumulates the highest number of points.

Example Game: Vocabulary:

1. Amplyua (role in a play).

2. Improvisation.

3. Incognito.

4. Eclecticism.

5. Requalification.

Round 1: Host: Word – "amplyua." Show how you would use it. Players: Player 1: "An actor's amplyua on stage is his role in the play." Player 2: "Thanks to his striking appearance, he secured an amplyua as the hero."

Round 2: Host: Word – "improvisation." Provide context for it. Players: Player 1: "They organized an improvisation in the park where anyone could join the performance." Player 2: "Improvisation in the theater is always the most interesting due to its unpredictability."

The "Word Labyrinth" game helps improve command of the literary language, enrich vocabulary, and stimulate creative thinking.

**Conclusions:** Linguistic culture is an integral part of a professional's competence, reflecting their professional skills. Linguistic culture is a comprehensive personal quality that reflects a person's ability to perform effective speech activities based on the set goal and the available language situation, as well as adherence to the norms of the literary language.

Linguistic culture is characterized by a set of specific features, and correctness stands out as one of the defining traits of linguistic culture. Correctness primarily entails adherence to the norms of literary language, which means following linguistic rules. These norms encompass phonetic aspects (ensuring correct pronunciation and stress), lexical considerations (regulating the use of words in their proper meaning and the correct combination of words in sentences and phrases), grammatical principles (determining proper word formation and usage, as well as constructing sentences and phrases correctly), stylistic guidelines (demanding the use of language tools in line with their stylistic nuances and speech style), orthographic rules (ensuring accurate spelling), and punctuation norms (describing the standards for proper punctuation).

In Ukrainian language classes, it is advisable to employ linguistic games with the goal of fostering linguistic correctness, enriching students' vocabulary, and enhancing their understanding of language norms.

Moreover, in terms of future research prospects, developing a comprehensive set of linguistic games aimed at improving all aspects of language norms can be beneficial for enhancing students' linguistic culture as an integral part of their linguistic competence.

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