

Scope Of Application of The Scientific Style of Speech, Features and Rules

Kasimova Muhabbatkhon Bazarovna

Teacher of Russian language at the department of Uzbek language and literature.
Tashkent State Agrarian University

Abstract. This article describes the unique aspects of the scientific speech style. Also, the didactic importance of mastering various methods of forming scientific information during the formation of specialists is discussed.

Key words: types of texts in scientific style, classification of genres, scientific style, method.

Scientific style is one of the functional styles of literary language, serving the field of scientific and technical literature. The emergence and development of the scientific style is associated with the evolution of various fields of scientific knowledge, providing diverse areas of human activity. The linguistic features of the scientific style are explained by the purpose of special texts to convey objective information about nature, man and society. In this regard, this style, like other book styles, is characterized by clarity, accuracy, objectivity, logic and evidence of presentation, and completeness of information. To the proper extent, such presentation of material is facilitated by reference to formulas and equations, graphs and diagrams, statistical tables and reference diagrams. Scientific presentation consists mainly of reasoning, the purpose of which is to prove the truths revealed as a result of the study of the facts of reality. The scientific style is implemented in written and oral form. Specific features of the scientific style of speech: preliminary consideration of the statement, the predominance of texts of a monologue nature, strict selection of linguistic means, strict adherence to pronunciation and spelling norms [1; 2; 3].

The scientific style has both a number of common features that manifest themselves regardless of the nature of the sciences, as well as genre differences, which allows us to talk about the specifics of the style in general and about the characteristics of such varieties as: popular science; scientific and technical; scientific and business; scientific and journalistic; educational and scientific. It is necessary to point out the difficulties that may arise when determining the genre of works in the scientific style. So, in order to determine that the passage below, taken from the book by N.I. Formanovskaya "Speech interaction: communication and pragmatics" refers to the scientific style itself; it is necessary to establish not only the name of the source, but also its purpose. The abstract indicates that the book is addressed to senior philology students, undergraduates, graduate students, interns, ... teachers of a foreign language and Russian as a foreign language; it may also be of interest to psychologists and sociologists who study communication. Let's look at an excerpt from the book.

Despite the fairly high degree of development of theoretical problems of scientific style by linguists (scope of application, specific use of language means of different levels, classification characteristics, etc.), the methodological aspect of the problem of its mastery by students of higher educational institutions has not been sufficiently studied. In the practice of university education, the issues of classifying genres of scientific style, as well as methodological problems of mastering it, seem relevant. The latter are associated with the formation in students of general subject skills necessary for competent organization of independent cognitive activity, the results of which are formalized on the basis of the involvement of such genres of scientific style as plans, theses, notes, abstracts, reports, etc.

The classification of scientific style genres proposed in the article is based on a didactic approach and relies on the many years of experience of the author, a university teacher of the course "Stylistics of the Modern Russian Language." This classification is determined by the target setting, reflecting the level of independence of educational, scientific, and research activities carried out by students at various stages of professional development.

Certain genres of scientific style can be characterized as reproductive: *notes, theses, plans, annotations, informative abstracts*. The specificity of these genres reflects the goal of mastering ready-made scientific information, which should be served by its written presentation in a form convenient for the student. Without mastering these genres, it is impossible to imagine the apprenticeship stage: having practical value, they form

the skills of synthetic processing of scientific texts, and allow, by analyzing samples, to master general approaches to the selection of linguistic means and structuring of industry information.

In order to form in students an idea of the specifics of creating texts of scientific reports and communications, *reviews, indicative abstracts, coursework and graduation projects*, it is necessary to turn to the mastery of the characteristics of the content and structural features of reproductive and creative genres. At this stage, the independence of students is manifested in mastering the laws of constructing reasoning texts: explanations, evidence, reflections, as well as in determining that element of novelty (own contribution to the study of a scientific problem), which is a prerequisite for reproductive and creative genres.

So, the generation of a designatum in communication contains sequential operations:

1) apperception of the referent (a fragment of the perceptual world, i.e. inclusion in the synopsis of the paradigmatic fields of the world picture of the results of perception of the referent in comparison of new and old information about the structure of the perceptual world);

2) reference, i.e. constructing a judgment about the apperception of the referent; in a judgment, old information forms a predicate and new information forms a subject; a judgment obtained in reference is called an ideal referent;

3) linearization, i.e. division into parts, modeling the situation in a fragment of the perceptual world;

4) symbolization - understanding the results of linearization as a sequence of objects (actants) and constants (signs), interconnected by relationships of dependence;

5) the formation of philological structures as a result of periphrases by selecting from ideographic groups nouns for actants and verbs and adverbs for constants...

Since the strategy for preparing a future researcher is developed on the basis of linguistic and speech competencies, the university is undergoing a process of humanization of all branches of human knowledge, which naturally increases the value of linguistic training of specialists. Justifying the need to develop linguistic (linguistic, speech, communicative) skills in young researchers once again brings us back to the idea of the importance of the linguodidactic aspect in characterizing the scientific style of speech.

1. **References** Aubakirova, K.T. Stylistics and culture of speech. – Almaty, 2012.
2. Belchikov, Yu.A. Stylistics and culture of speech. – M., 2020.
3. Bogatyreva, I.V. and others. A manual on scientific style / I.V. Bogatyreva [and others]. – M., 2015.
4. Obraztsov, P.I. Psychological and pedagogical aspects of the development and application of educational information technologies at universities: monograph. – Eagle, 2020.
- 5.