

Issues On the Formation of The Speech Culture of Philological Students in The System of Teaching Linguistic Disciplines

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Abstract: At all times, the culture of speech was considered an integral feature of the general culture. "A high culture of spoken and written speech," Academician V. V. Vinogradov wrote in this connection, "a good knowledge and flair of the native language, the ability to use its expressive means, its stylistic diversity – the best support, the most reliable help and the most reliable recommendation for each person in his social life and creative activity "

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The integration of Uzbekistan into the world community, the need to significantly improve the quality of training of highly qualified specialists, the need for which is increasing in modern conditions of accelerating scientific and technological progress, the implementation of large-scale integrated socio – economic programs in the framework of cooperation with specialists from foreign countries - all this has actualized the problem of high-quality proficiency in Russian, which, being one of the world languages, continues to be a means of intercultural communication to achieve educational and professional goals.

During today's growing information era, it is indisputable that special attention should be paid to the development of speech and speech culture of students.

At all times, the culture of speech was considered an integral feature of the general culture. "A high culture of spoken and written speech," Academician V. V. Vinogradov wrote in this connection, "a good knowledge and flair of the native language, the ability to use its expressive means, its stylistic diversity – the best support, the most reliable help and the most reliable recommendation for each person in his social life and creative activity " [1, p.14].

Speech culture is a broad positive program of linguistic education, developing speakers and writers ' linguistic flair, taste, and ability to use the language in the best possible way. This issue is becoming particularly relevant today in the context of the multinational composition of classroom groups of both schools in Uzbekistan, professional colleges, academic lyceums, and universities of the republic with the Russian language of instruction, where the level of students ' proficiency in linguistic and communicative competencies does not always meet the high requirements of the state educational standard.

In recent years, we regret to state that, against the background of the informatization of society, the Russian literary language is undergoing a massive influence of other forms of language, literary norms are being violated, and the level of language proficiency is noticeably decreasing.

The most important condition for professional training of a specialist in any industry is mastering the language of the specialty, professional speech. Each specialist must be able to quickly understand and to read a scientific text in their professional profile, and play the shared content in oral or written form, each specialist must be able freely to carry on a conversation on professional subjects, and, finally, each employee needs to be able to create written texts of different styles and genres within the framework of their professional competence [2, p. 8].

All these skills are an important part of the student's training and result from the upbringing of an educated specialist. In other words, together with a set of special knowledge, each professional receiving a higher education must master a certain minimum of knowledge, skills and abilities in the scientific style of speech and the language of their specialty. Scientific functional style of speech is now called a linguistic indicator of the modern era of human development. And this is no coincidence. The share of scientific prose in the speech life of society is constantly increasing, which cannot but influence the nature of

communication in general, especially on the stylistic differentiation of the modern Russian language. Therefore, the formation of students, and in particular students of philology, skills of fluency in the scientific language in written and oral form is the most important linguistic and methodological problem. To some extent, this problem is solved by the courses "Fundamentals of Speech culture "and" Stylistics " taught at the Faculty of Russian Philology of the Uzbek State University of World Languages.

The greatest difficulty in learning to speak is learning how to create an independent monologue utterance, and the difficulty increases when moving from generating a prepared utterance on a given topic to an unprepared speech. In the process of speaking, there are three main difficulties: determining the subject of utterance, presenting events in a logical sequence, and choosing language tools.

Our experience in teaching allows us to conclude that it is advisable to use a system of work based on performing a set of exercises with a gradual complication of lexical, grammatical and speech material when developing students ' skills in scientific speech.

At the initial stage of teaching non-Russian students a scientific monologue should be based on minimal components-words and constructions of the scientific style of speech. At the same time, the task is to develop speech skills for the active use of this material, that is, memorizing this minimum set and bringing the use to a certain automatism, which brings students to the level of building a micromonologist [2, p. 20]

In the future, as a result of the accumulation of the necessary scientific vocabulary and typical grammatical structures, their active speech development, students can build monologue statements of increased complexity, such as a scientific speech, a message, and then a dialogue in the form of a scientific discussion. In the process of learning monologue speech, you can distinguish several stages::

- 1) playback of listened texts;
- 2) development of skills in using fragments of oral scientific speech in the text;
- 3) repetition and assimilation of word-forming and grammatical features of the language material;
- 4) development of skills and abilities in the use of language material;
- 5) generalization – improvement of the mechanism of teaching oral communication in general:
listening => understanding => > memorizing => > > reproduction;>>>
- 6) development of skills of independent production of monologue utterances.

1. At the first stage of training, you can use tasks like: listen => speak (i.e. repeat out loud) => reproduce (verbally and in writing). If there are synonymous constructions, it is better to focus on one of the possible options, teaching students to use it actively, bringing the skills to automatism. The following language reference material is suggested for memorization:: universal syntactic constructions, evaluative words and constructions, regular (general scientific) words, regular constructions of scientific narration.

2. At the second stage of teaching a monologue message, the skills of using fragments of oral scientific speech in the text are developed. One of the most common ones

The main task of this stage is to replace words and constructions of the colloquial (neutral) style with the corresponding words and constructions of the scientific (official-business) style.

3. The third stage of teaching an oral monologue message is repeating the features of word formation and grammar of the scientific style. Here you can set the following tasks: form single-root nouns with abstract meanings that prevail in scientific narratives from these words, form single-root participles from verbs that are frequent for the scientific style of speech, and so on.

4. The fourth stage of teaching an oral monologue message is working out the skills and abilities of operating with the studied language material.

5. The next stage of improving the entire mechanism of teaching oral communication in general: listening => understanding => > memorizing => > > playback. Introduction of supports for self-production of mini-monologues. Examples of exercises of this stage: listen to sentences; repeat them, starting your statement according to one of the following patterns; agree with the interlocutor or refute his point of view; determine your point of view from the proposed conclusion; express doubt or confidence, etc.

6. The final stage of the work is the development of skills for self-production of monologue utterances. At this stage, you can use the following exercise: write a monologue saying with the extension information (if compiling, use the sample registration, as well as the specific content of the exercises and the material from the textbooks in your field of expertise); make a monologue saying of no less than 5 sentences

in your specialty (in each of them you can use the presented below universal phrase and the elements of grammar); make a small message or a report on one of the topics in your field of expertise, the content of the speech, plan in advance, etc.

In our opinion, performing such exercises helps to increase the effectiveness of developing the skills of students ' active use of scientific-style language constructions in speech, the formation of the most important communicative skill among students – the ability to create their own oral and written text that meets the expectations of opponents, enrich speech with emotional and evaluative judgments, and appropriate use of visual and expressive means of language.

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