



EDUCATION OF SPEECH CULTURE IN RUSSIAN LANGUAGE LESSONS

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ABSTRACT

The article examines the level of proficiency in the culture of speech in the lessons of the Russian language. The main purpose of the article is to improve the skills of the skillful and effective use of the wealth of the language; vocabulary, derivational grammatical, phonetic; develop the ability to find an adequate language form in the language system; instill aesthetic norms of communication.

KEYWORDS:- Language, people, life, culture of speech, word formation, word combinations, vocabulary work, education, exercises, modern system.

A person is born with the inclinations
that the teacher must develop
Mark Fabius Quintilian

INTRODUCTION

The language of any nation is its historical memory, embodied in the word. The millennial spiritual culture, the life of the Russian people is unique and uniquely reflected in the Russian language, in monuments of various genres - from ancient Russian chronicles and epics to works of modern fiction. And, therefore, the culture of the language, the culture of the word appears as an inextricable link of many, many generations.

The culture of speech in its traditional sense is the degree of knowledge of the literary language (its norms, stylistic, lexical and grammatical-semantic resources) in order to communicate more effectively in various communication conditions.

Every educated person, of course, should be able to assess speech behavior - his own and the interlocutor's, correlate his speech with a

specific communication situation. Why is it that today in the twenty-first century, journalists, scientists, linguists, psychologists, sociologists, writers, educators feel especially bad speech problems and ask the age-old questions What to do? And who is to blame? Why don't people who do not know their native language feel ashamed and litter it with, in their opinion, "fashionable" words? Why is the opinion becoming popular that the works of classical Russian literature do not have their readers today?

The development of the culture of speech of students is one of the urgent problems of the methods of teaching literature and the Russian language. Unfortunately, we have to admit that the language environment surrounding the modern schoolchild, in which there are practically no examples of exemplary texts in the Russian literary language (including in the media), not only does not contribute to the effectiveness of language education, but also



destroys the idea of literary language, as the highest, exemplary form of the national Russian language.

Today's schoolchildren are in such a speech environment when there is no need to refer to dictionaries, reference books, encyclopedias, to the texts of works of art that make up the golden fund of world culture. They take all the information they need from "cheat sheets for every day," "ready-made homework assignments," "Russian literature in brief," and from other sources.

The above leads to the need for a new approach to the selection of material for work in the classroom. First of all, the works of Russian classics should become a help for the teacher. In the system of work on the development of speech culture, different groups of techniques and types of speech exercises are used, including vocabulary work, work on a phrase and a sentence, logical work and are of a training nature. Various types of compositions are used. The use of various types of speech exercises and vocabulary work develops the speech activity of students, enriches vocabulary. Students' compositions become more expressive and emotional. The development of students' speech will be effective provided that a variety of speech exercises are systematically and purposefully used in Russian lessons.

The modern system of work on the development of the culture of speech of students singles out as the main task of the formation of skills to perceive and reproduce the text and consciously create their own statement in oral and written form. To solve this problem, it is recommended to create speech situations that are as close as possible to the natural conditions of communication. In this case, the speech activity of students increases, and high motivation in learning is provided.

When improving the speech of students, great attention should be paid to facts such as logic, accuracy, clarity, expressiveness and correctness of speech. Accuracy of speech presupposes the ability of the student not only to skillfully convey the facts of observation, but also to find the best language means. The improvement of the culture of speech follows from these requirements.

But the most important conditions for successful work on the development of a culture of speech in the lessons of the Russian language, literature and after school hours, in my opinion, are:

- a variety of methods used to develop oral and written speech;
- the implementation of a continuity between educational and extracurricular activities for the development of students' speech both in the content of the studied material and in the ways of its presentation;
- systematic work on enriching the vocabulary of students.

By activating students' interest in the subject as a whole, developing speech literacy in the classroom and in extracurricular work, as well as purposefully and systematically using various ways of developing oral speech, it is possible to qualitatively improve the level of formation of students' speech culture, that is, good speech. Good speech is, first of all, correct speech. The correctness of speech is assessed in terms of its compliance with modern language norms. To promote familiarization of students with the current language norms, to educate them with the necessary speech skills in this regard is one of the urgent tasks of school language teaching. The correctness of speech is a mandatory, but not the only indicator of her culture. Along with the task of writing and speaking competently, correctly, as the given cultural environment dictates and demands, there is another task - to write and speak



skillfully, masterfully. Skillful speech is characterized by such features as clarity, accuracy, stylistic consistency, expressiveness.

You can distinguish between different degrees of speech proficiency. It is difficult to educate a master of words from any student, however, possession of an elementary level of such skill is not only available to everyone, but also necessary for him in order to be a full member of society, actively participate in social activities, and fully express himself as a person. This level presupposes the ability to select speech means, taking into account the situation and the situation of speech, the ability to take into account the perception of the addressee, to avoid ambiguity, tautology, heavyweight, difficult to perceive structures.

Improving the speech culture of students is one of the urgent tasks facing the modern school. Of particular importance is the work on the correctness of speech, its compliance with language norms. Work on the culture of oral speech involves, first of all, conducting special exercises aimed at mastering the rules of orthoepy by students; teaching expressive reading and familiarization with the phonetic laws of the Russian language as a means of artistic expression of speech.

I spend this work in the Russian language lessons in connection with the study of program topics, in special lessons on the development of speech. The upbringing of cultural oral speech is one of the directions in the general system of work on the development of speech.

It is carried out with the help of methods of observation and analysis of linguistic phenomena and independent work, students in the form of a variety of exercises. Of the teaching methods, the most effective are:

Using a reading and pronunciation pattern; phonetic-spelling and phonetic-stylistic analysis

of their oral performances from the point of view of expressiveness of orthopedic correctness.

So, for example, when studying the spelling of vowels in the stressed and unstressed position, organize observation and put forward the following questions to the students - tasks: how is the vowel "o" pronounced in the word wave and in the word autumn? What's the difference? How is the vowel "a" pronounced in the words freedom, stay, stop?

After a series of similar observations and analysis, students are led to the conclusion that an unstressed "o" in a position in front of a stressed syllable is pronounced in the same way as the vowel "a". In the process of exercises that require the establishment of a vowel in an unstressed position in these words, the correct pronunciation of this vowel, it is fixed by the ability to apply the rule, a skill is developed.

To prevent the erroneous pronunciation of voiced consonants at the end of a word, which is often observed in the process of reading, I introduce the children to the phenomena of stunning voiced consonants б, в, г, д, ж, з, at the end of a word (youth, bay, bread, cart, moment), and then practice pronouncing them correctly.

When studying hard and soft consonants, I explain the way to indicate the softness of consonants in writing (я, ю, е, ё); the guys will learn that in the words overcoat, newspaper, panel and some others (theme, clarinet, session), the letter e denotes the softness of the previous consonant, which should be observed when pronouncing.

When working with words in which double consonants are written, I draw attention to the inconsistency in many cases of spelling and pronunciation: in the word a телеграмма(telegram) is written two м, and one is pronounced. A similar phenomenon observed in words of a foreign language origin, because in



Russian pronunciation the longitude of consonants is often lost (классный, профессор), (classroom, professor).

Studying morphology, the children also get acquainted with the rules of Russian literary pronunciation. For example, possessives in the genitive singular of the masculine and neuter gender - oh and - are pronounced with the sound in (хорошева, красивова instead of хорошего, красивого). The same applies to the pronouns (кого) whom, чего (chevo) what, the пятого (fifth) numeral (pyatovo).

The sound "в" instead of "г" is pronounced in words (сегодня, сегодняшний, итого). In pronouns что, кое-что the combination of чт is pronounced like шт (што, кое-што); the combination -тся, - тьясь at the end of the verbs тца (заниматься (тца), учиться (тца)). The norms of literary pronunciation are often violated by the incorrect setting of stress in words, since in Russian it serves as a means of distinguishing between words that are different in meaning: hands and hands. I often give tasks of this kind. Put stress in the following words: позвоним, оптовый, средства, свёкла, бармен, ремонт, дефис, щавель, жалюзі, потолок. (call, wholesale, means, beets, barmen, repair, defis, sorrel, blinds, ceiling.) An effective means of consolidating the skills of correct pronunciation is the use of the dictionary "Russian literary pronunciation and stress". Words in which mistakes are often made (средства, дефис, начался, барменидр (means, hyphens, began, barmen, etc.), I take into account and include them in the exercises.

In speech development lessons, the education of the culture of pronunciation is carried out in connection with the analysis of the text, in the process of conversation, in the analysis of the exercises of a creative nature (essays). At the same time, the main methods of teaching are imitation of models and analysis of the noticed

deficiencies in the speech of students.

The upbringing of a pronunciation culture is associated with teaching expressive reading. Expressive reading is reading aloud in compliance with the orthoepic and rhythm-melodic norms of speech (intonation, lowering or raising the voice, setting logical stress, etc.).

Teaching expressive reading is included in the content of Russian language lessons, since the study of any of the topics of the course, especially syntax, contains rich opportunities for this. The study of homogeneous members is associated with the intonation of enumeration, and it is necessary to ensure that when reading it, the presence of homogeneous members in the sentence is emphasized by means of enumerative intonations. When studying isolated members of a sentence, I invite students to pick up sentences with isolated members and read them so that the listeners can determine which of the members of the sentence is isolated and why.

The guys select such sentences and practice expressive reading. The content of the lesson can be a competitive performance of previously prepared poems or prose excerpts. Along with the preparatory texts, unfamiliar texts are also offered in order to test the speed of students' orientation in the content of the passage, in finding the expressive means of the language.

Thus, the use of all these techniques increases the culture of the student's speech, because the culture of speech is an integral part of the general culture of a person. The word is becoming an increasingly necessary means of enriching culture between people. Without sensitivity to the subtle shades of the word, sensitivity to those subtle shades of attention to which the human soul is constantly exposed and thanks to which the worldview is perfected is unthinkable.



What else am I paying attention to? - For the purity of speech.

Purity of speech - the absence of unnecessary words, words-weeds, words-parasites in it. Of course, there are no such words in the language; they become like that in the speaker's speech due to their frequent, inappropriate use. Unfortunately, many people actively insert their "favorite words" into their speech: so to speak, it means, actually, you see, it's clear, yes, so, you know, in fact, etc. This makes a very unpleasant impression on the listener. Weed words, parasite words do not carry any semantic load, do not have information content. They simply clog the speaker's speech, impede its perception, distract attention from the content of the utterance. In addition, unnecessary words psychologically affect the listeners, who begin to count the number of such words in an oral presentation.

Another problem of the modern school, in my opinion, is that, in parallel with the generally accepted words, adolescents use slang vocabulary.

In modern Russian, youth jargon is called slang. Jargon is the speech of any social or professional group, containing a large number of words and expressions characteristic of this group. There is student, youth, thieves' jargon, etc. These are words and expressions similar to homonyms, stylistically colored: cram, spur, kapets, skiff, tin, etc. The appearance of these jargon words is due to the fact that young people are trying to brighten show yourself and your attitude to the subject of conversation in the eyes of the surrounding friends. The speech of many young people is "replete" with words and expressions similar to these: клевый, классный, супер, кайф, балдеж, отпад, выпастьвосадок, атас, шухер, палево and etc. Today, talking politely and beautifully means making yourself a laughing stock. Teenagers consider such peers as "лохами" (suckers), "лошарами", "mattresses".

The use of fashionable, "well-established" lexical forms has already become the norm and rule of communication in society, especially among young people.

It is alarming that in the speech of young people, jargon often turns into mat. In the opinion of many, the collective mate unites, allows you to establish close contact.

Mat - obscene, insulting language, foul language.

In ancient times, the Slavs sacredly believed that demons penetrate into a house where people scold or swear, but good spirits and angels leave such a dwelling.

In ancient Russian literature and in the folk tradition, the ban on swearing was associated with the idea that swearing insults Mother Earth and a person's own mother.

An intelligent, decent and well-mannered person, even in a fit of anger, will not swear, but will find other words to express emotions.

From an early school age, there is no need to hush up the problem of clogging up Russian speech. On the contrary, it is necessary to tell the students about the origin of the abuse, the reasons for its vitality, that it is the language of failed people. Teachers - philologists, should do this in the lessons of the Russian language and literature, the culture of speech and even in the lessons of a foreign language, since children, oddly enough, first of all and very well remember the sound of swear words in the languages of the near and far abroad.

Teenagers use obscene slang vocabulary, which, unlike professional, means concepts that already exist in the common language. Jargon is a form of colloquial speech. "Covering" words, like "напеле" - near the pedagogical institute, "кондюк" - an air conditioner, "здратье" (hi) - instead of Hello, etc., distort speech, "cut" the ear. To exterminate them, to correct the speech of the



young and even adults around us, in my opinion, is a problem and a task for teachers. In the classroom, you need to very correctly convey to the children the truth about the "verbal rubbish" of today. Teach them to respect their own and others' speech.

Schoolchildren should be able to competently, quickly and accurately, figuratively convey verbal thoughts in oral and written form, taking into account the conditions of communication, know the signs of good speech, be sure to see and feel these signs on literary samples, which should awaken their desire to improve their speech, and together with this thoughts, feelings, spiritual and moral world.

A clear orientation of the teacher that students should master the norms of the Russian literary language, which is no less important than the mastery of the norms of spelling. In the mind of the student, concepts such as culture, culture of speech, cultured person should be correlated. A school graduate should have a desire to master the correct Russian speech, its normative side as one of the components of what is included in the concepts of speech culture, a cultured person.

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