



FOSTERING THE CULTURE OF RUSSIAN SPEECH IN NON-PHILOLOGY STUDENTS IN HUMANITIES CLASSES

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Abstract. The article examines the potential for fostering the culture of Russian speech in the study of humanitarian disciplines by non-philology students. The purpose of the article is to reveal the educational potential of the course "Russian Language and Culture of Speech". In conclusion, we say that the work on the formation of students' speech culture is complex, important, long-term and multifaceted, and only through the joint efforts of all teachers can we educate competent, sought-after specialists.

Keywords: education, speech culture, non-philology student

INTRODUCTION

In the professional training of future specialists, along with the formation and development of professional competencies, a significant role is played by the cultivation of a communicative culture in them, which ensures their comfortable existence and success in communicating not only with colleagues, but also with all the people with whom they have to deal in the performance of their functional duties.

MATERIALS AND METHODS

Today, almost all organizations evaluate and select for themselves such personnel who demonstrate competence and resourcefulness in their field of activity. Moreover, speech image is the most important component of their professionalism. That is why proficiency in the Russian language and speech culture is a necessary part of their creative state. In order to be in demand, take a worthy place in the team, achieve undoubted success in work, a modern person is required to develop communicative qualities, namely:

- knowledge of the canons of modern rhetoric;
- mastering the ability to solve communicative and speech problems in a specific communication situation;
- accumulation of experience in analyzing and creating professionally significant types of statements;
- development of a creatively active speech personality, able to apply the acquired knowledge and formed skills in various acts of communication, etc.

One cannot but agree with the opinion of L.A. Vvedenskaya “Errors in the speech of an illiterate person indicate his low general culture, errors in the speech of an educated person indicate his careless attitude to his speech, his irresponsible attitude to his work, his duties.” Let's think about the question of what is the first thing to teach a non-philologist student, a future specialist? The answer to this question is obvious - to help him realize that his future professional activity is a kind of endless dialogue: first of all, a dialogue with oneself, colleagues, partners, management. Our graduate must remember about speech responsibility, because he is a bearer of civic self-awareness and a keeper of speech culture, the Russian literary language. Practice shows that most students have, at best, dialogic speech, which has its own characteristics, manifested in the use of specific linguistic means acceptable in colloquial speech (gestures, intonation, facial expressions), but unacceptable in the construction of a monologue, which is built according to the laws of the literary language. Mastering coherent monologue speech is the highest achievement of the speech culture of a native Russian speaker. It incorporates the mastery of the sound culture of the language, vocabulary, grammatical structure and occurs in close connection with the development of all aspects of speech - phonetic, lexical, grammatical. However, as observations show, students cannot correctly compose coherent statements, always experience psychological discomfort in the process of public speaking. Because of this, the development of their coherent speech is inhibited: it becomes less relaxed and emotional, the mechanism more stereotyped. In general, it should be noted that the formation of the ability of monologue oral speech influence on a partner is an unsolved problem for the entire modern society. This circumstance determines the need to increase the attention of teachers of Russian to the issues of developing effective approaches to developing the skills and abilities of correct, skillful speech in future specialists. The education of speech culture of non-philology students is usually carried out in classes on all disciplines of the humanitarian focus. But, in our opinion, special attention should be paid to the course "Russian language and culture of speech". The educational goal of the discipline studied in the first years is the use of the pedagogical potential of the discipline for the education and development of personal qualities of students, which are necessary for them for successful socialization and preparation for future professional activity in the process of mastering and accepting a system of values, ethical norms and rules governing personal relationships in the family, society and the state. This discipline prepares for a deeper perception and assimilation of all subjects of the humanities cycle and professional training studied at the university and is aimed at developing students' skills in working with oral and written text. We mean, first of all, those skills that are necessary for a specialist in demand by society for successful work in a team, as well as for communication in various areas of communication: everyday, legal, scientific, social and state. Consequently, already on the student bench, it is necessary to teach the bachelor to establish contacts with people, which presupposes his readiness for any dialogue in accordance with the discourse and situations developing in the acts of communication.

RESULTS AND DISCUSSION

The main objective of the course "Russian Language and Culture of Speech" is to develop in students the need to analyze not only their own, but also other people's speech. And this allows them to motivatedly use language tools that will be optimal in solving communicative problems related to future professional activities. It is impossible not to mention that now there is a tendency to reduce the classroom workload of students. Therefore, the primary importance is now the solution of didactic problems related to increasing students' motivation to learn Russian and intensifying the process of assimilation of the norms of good speech by activating independent work outside of class time. Since the culture of speech implies the correct and appropriate use of language tools in determining the speech situation and ensuring the greatest effect in achieving the set communicative goals, then in the education of such a culture, two sides of the pedagogical process are distinguished:

- 1) developing in students the ability to speak and write correctly - in accordance with the norms of the literary language;
- 2) developing their ability to speak and write well, skillfully - in compliance with practical stylistics and rhetorical canon.

In order to meet the modern requirements of society for graduates of technical universities, we have developed an original program for the course "Russian Language and Culture of Speech", which pays close attention to such sections as "Norms of the Modern Russian Literary Language", "Fundamentals of Public Skills", "Functional Styles of Speech".

When studying certain linguistic units and their constructions, we show the text-forming potential, reveal the features of their functioning in speech, teach students the norms of the literary language, enrich their vocabulary, the grammatical structure of their speech with synonyms. At the same time, we rely on such concepts as style, type of speech and categorical features of the text.

Work on mastering the norms of the Russian literary language forms the skills of correct reproduction of a word, the structure of a phrase and a sentence. Work on enriching speech develops the ability to use language means in speech not only correctly, but also appropriately, taking into account the requirements of the context. When performing exercises, the role of which is to develop these skills, includes tasks for creative observation, while both normative and non-normative options are compared, words and phrases close in meaning are compared. The texts offered to students in class relate to various styles of speech, contribute to the humanization of learning, the cultivation of interest and love for the chosen profession. They touch on the problems of science, ecology, education. Themes and content of related texts correlates with the speech topics "Russian language among other languages of the world", "Character education", "Culture. Art", "Computers: their present and future", etc. As a result, students' vocabulary expands, their stock of grammatical constructions is enriched, and flexibility in handling language tools is developed. This work contributes to the development of a sense of language and teaches students to self-assess speech from the standpoint of right-wrong, better-worse. As experimental work shows, the effectiveness of observations of

language tools increases significantly if they are carried out as one of the stages of professional activity. Only in this case the problem of choosing a language tool is filled with practical meaning, becomes a problem situation, and the choice itself is motivated by the content of speech, as well as in the conditions of communication. The student has the opportunity to say, first of all, to himself something like this: "I choose this language tool because it conveys the content of my speech better than others in this speech situation. If the communication conditions change, then I will choose a different construction to convey the same content." Language training in this case acquires a practically significant meaning. Such speech experience does not pass without a trace, it is fixed in memory. The next area of work is the development of coherent speech of non-philology students. The main attention here is paid to the substantive side of the statement, the development of communication skills. This is the ability to determine the volume of content and the boundaries of the topic, to subordinate the presentation of the main idea, and also to express thoughts accurately, correctly and, if possible, vividly. The ability to improve what is written is also important. In other words, the system of classes in the course consolidates the skills acquired at school to navigate in a communication situation: to analyze the motives of speech activity, the conditions and tasks of communication. For this system to work effectively, it is necessary to bring the learning conditions closer to natural communication conditions, that is, it is necessary to introduce the student to a speech situation and teach him to navigate in it so that he clearly imagines the interlocutor, as well as the conditions of speech and the tasks of communication. This problem can be solved with the help of functional stylistics data, factors that determine the style of speech: the sphere of communication - official or unofficial, the conditions of communication - personal or mass communication, the functions of communication - communication, message, influence. Stylistics helps to introduce students to a conceivable or imagined speech situation and to arouse in them the need for communication. As practice shows, the most favorable conditions for improving speech are created if training is conducted at the level of educational speech activity, i.e. in conditions close to natural communication, ensuring awareness in constructing an utterance and higher motivation in learning. The method of modeling a speech utterance plays a major role in training. It is implemented in various types of situational exercises based on the dependence of the created discourses on the speech situation. Thus, situational exercises improve speech culture and the culture of behavior in general. This is their great educational value.

As for the section "Fundamentals of Public Skills", its role in the development of the communicative culture of a non-philologist student is very significant, since it arms them with knowledge of the art of oratory, which originated in Ancient Greece and was developed in Ancient Rome.

The emergence of rhetoric, recommending the rules of skillful, appropriate and convincing speech, was caused by the democratic forms of public life that appeared more than two thousand five hundred years ago. If a citizen did not have a command of public speech, this was considered more shameful and disgraceful than physical development deficiencies.

Rhetoric covers all areas of human communication - ethical, emotional, and intellectual or logical, and therefore is a powerful tool for shaping not only entrepreneurial goals, but also the views and beliefs of people, groups, and society as a whole. In our opinion, students need to acquire public monologue skills in the genre of persuasive deliberative speech or reflective speech in a debate during practical language classes at a university. First of all, it is important for a speaker to know the rules of speech composition in order to achieve a certain versatility. This is not as difficult as it seems at first glance: the science of rhetoric, which is more than two thousand years old, provides answers to many questions. We will only note that studying the section "Fundamentals of Public Skills" makes it possible to solve the following practical issues:

- • improve the general and business culture of communication;
- • establish business connections with people, organizations, structures;
- • prepare and successfully conduct business negotiations;
- • organize an effective advertising campaign for a company;
- • create a creative atmosphere in a team;
- • establish a favorable psychological climate at the enterprise;
- • improve the management of the company with the help of speech tools.

It is also necessary to remember that mastering the orthoepic, grammatical, lexical, stylistic norms is a necessary step, but not sufficient for the formation of general cultural competence. Work on other qualities of good speech is relevant - accuracy, logic, purity, relevance, richness and expressiveness. Therefore, when studying the section "Fundamentals of public skill" a brief history of oratory is given; such topics of the section as the stages of building a public speech, the behavior of the speaker, the art of debate are considered, all this must be known in order to improve the level public speaking skills necessary for a modern specialist. In his scientific works, Professor G.A. Anisimov notes that "Students learn the ability to invent an idea and implement it through the analysis of classical works of oratory, including judicial eloquence, the assimilation of rhetorical rules and their own practice of composing speeches according to these rules." Such issues as the art of speech of a businessman, the art of speech of a company manager, the culture of disputes; teaching rhetoric in the age of a computer network, etc. are especially considered. Our main goal is to educate a strong linguistic personality in the context of orientation towards universal human values, the revival of the traditions of Russian spiritual culture, the principles of universal morality, and the ultimate goal is to ensure decent professional communication, the ability to conduct a discussion, dialogue with partners, and conduct discussions with them if necessary. Thus, higher education today must prepare a professional intelligentsia, the main features of which are high spirituality and a creative personality. In other words, rhetoric in this understanding becomes a means of understanding reality, a tool for improving it by harmonizing relationships with colleagues in the process of communication, and a means of developing a creative personality.

CONCLUSION

Thus, successful education of the culture of communication is determined by a number of factors of objective and subjective nature; all teachers without exception should be interested in improving the speech skills of non-philology students, because the communicative culture of a linguistic personality is basic in the general cultural development of a specialist, in the implementation of his intellectual and creative abilities. Work on the formation of students' speech culture is complex, important, long-term and multifaceted. It should be carried out not only in classes on the discipline "Russian Language and Culture of Speech", but also in classes on all other disciplines. Only through the joint efforts of all teachers can we educate competent, sought-after specialists.

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