

## IMPROVING MECHANISMS FOR THE DEVELOPMENT OF SPEECH CULTURE IN NON-PHILOLOGISTS STUDENTS AS AN INITIAL PEDAGOGICAL PROBLEM

Ishanova Nargiza Rakhmatovna

Teacher of Russian Language at the Department of Uzbek and Foreign Languages  
Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal  
Husbandry and Biotechnology

### Abstract

The article is devoted to current issues of teaching the Russian language, improving the oral speech of students of non-philological higher education institutions. The article explores and reveals the methodology of scientific study of the problem, the effective development of speech competence in mastering someone's speech, as well as the working principles and aspects of culture formation in society and the professional environment. The topic of research in this article is devoted to the problem of problems that require a modern scientific approach and reconsideration from a scientific and methodological point of view.

**Keywords:** communicative competence, teaching, expanding knowledge, cultural aspect, methodology, methodology, scientific approach, psychological-pedagogical basis.

### Introduction

Raising worthy youth, training strong and versatile personnel ready for professional activities is largely determined by the degree of their speech development. The main environment for the development of a future specialist occurs during the period of study at a university. Mastery level

in the educational learning process, knowledge, skills and abilities act not only as the subject of educational activity, but also as a means of professional activity. One of the main elements of professional preparedness of specialists in any field of public life is the ability to competently express one's thoughts orally and in writing, conduct professional dialogues, and master the basics of oral communication.

and written professional speech.

The level of proficiency in foreign speech makes it possible for a future specialist not only to become the best in his field, but and a cultured person. After all, mastering the language of another people means, at the same time, gaining a deeper understanding of the culture of the people of the language being studied.

**Study and methodology of the issue.** Research by R.I. is devoted to issues of speech culture. Avanesova, L.G. Antonova, T.G. Biryukova, F.I. Buslaeva, V.V. Vinogradova, S.I.

Vinogradova, B.N. Golovina, K.S. Gorbachevich, J.I.K. Graudina, N.D. Desyaeva, EU. Isgrina, V.A. Itskovich, V.V. Kolesova, V.G. Kostomarova, M.R. Lvova, S.I. Ozhegova, AM. Peshkovsky, L.I. Skvortsova, F.P. Filina, N.I. Formanovskaya, N.M. Shansky, B. S. Schwarzkopf a, N. Yu. Shvedova, E.N. Shiryaeva, L.V. Shcherba and other researchers.

Improving the qualities of oral speech of non-philological students determines the study of three aspects of speech culture:

- normative (teaching the norms of oral and written speech;
- improving such qualities of speech as purity and correctness, means of expressiveness of oral speech;
- improvement of such quality of speech as expressiveness), communicative (training in the selection and organization of linguistic means in accordance with the chosen genre, style, type of speech;
- improving such qualities of speech as content, accuracy, logic, richness and appropriateness of speech) and ethical (training in speech etiquette;
- improving the quality of speech such as appropriateness).

The normative aspect of speech culture is considered in the works of such scientists as R.I. Avanesov, V.V. Vinogradov, B.N. Golovin, K.S. Gorbachevich, M.R. Lvov, M.N. Kozhina, A.M. Peshkovsky, L.I. Skvortsov, F. de Saussure, D.N. Ushakov, F.P. Filin, N.Yu. Shvedova, A.A. Shakhmatov, L.V. Shcherba and others. The communicative aspect of speech culture is revealed in the works G.O. Vinokura, K. Gauzenblas, B.N. Golovina, L.K. Graudina, S.I. Ozhegova, N.I. Porubova, L.I. Skvortsova, E.N. Shiryaev and others. The ethical component of speech culture is presented in the works of A.A. Akishina, V.E. Goldina, N.G. Grudtsina, S.I. Lvovoy, N.I. Formanovskaya, E.N. Shiryaeva, P.O. Jacobson and others.

Studying the main aspects of speech culture, improving the qualities of oral speech and communicative competence of students is the most important condition for the formation of professionally significant personal qualities of a future specialist, necessary for his successful professional activity.

The above aspects determine the whole essence of studying this issue as one of the most pressing, and also involves solving the main problem, that is, it requires considering this problem from a new point of view and modern approaches, developing a scientifically based and an experimentally tested methodology for improving the quality of oral speech of students of non-humanitarian specialties at a university, promoting the formation of communication skills and allowing the construction of oral statements in certain genres in accordance with professionally significant communication situations.

Currently, the leading promising areas of research in pedagogy and methodology related to improving the qualities of oral speech have been identified. The problems of generating coherent speech and developing its expressiveness, describing the principles, methods and techniques of organizing the educational process are embodied in the works of such scientists as L.G. Antonova, S.A. Arefieva, T.G. Biryukova, N.D. Desyaeva, N.A. Ippolitova, O.M. Kazartseva, V.I. Kapinos, T.A. Ladyzhenskaya, M.R. Lvov, V.N. Meshcheryakov, A.K.

Michalskaya, G.V. Murzo, N.A. Plenkin, G.N. Pristupa, G.Ya. Solganik, L.P. Fedorenko, T.N. Chizhov and others.

**Analysis of literature and discussion of research results.** Psycholinguistic and psychological problems of generating speech utterances, mechanisms of speech, laws of speech creation are substantiated in the studies of B.G. Ananyeva, T.V. Akhutina, B.F. Baeva, P.P. Blonsky, T.M. Voi-televoy, L.S. Vygotsky, P.Ya. Galperina, I.N. Gorelova, N.I. Zhinkina, A.A. Zalevskoy, I.A. Zimnyaya, I.B. Ignatova, A.A. Leontyeva, A.N. Leontyeva, S.L. Rubinshteina, A.A. Smirnova, A.N. Sokolova, L.V. Shcherba and others. The theory of the communicative activity approach to speech teaching is presented in the works of A.B. Dobrovich, T.K. Donskoy, I.A. Zimnyaya, V.A. Kan-Kalik, V.I. Kapinos, A.A. Leontyev and others.

In modern methodological science, promising directions have emerged in the preparation of a communicatively competent specialist. In scientific research in recent years, there has been an increase in attention to the problems of professional speech culture (dissertation research by L.G. Antonova, E.A. Baronenko, T.S. Bochkareva, O.Ya. Goikhman, N.F. Gorbunova, L.N. Gorobets, T.A. Graboi, V.A. Grigorieva-Golubeva, N.D. Desyaeva, N.V. Dolmatova, N.I. Kolesnikova, T.V. Mazur, V.N. Meshcheryakova, N.N. Teslikova, L.E. Tuminoy, N.M. Chernenko and others), the culture of business speech (dissertation research by O.M. Orlov, N.V. Shevchenko, etc.), students' readiness for performing speech activity (dissertation research by E.N. Legochkina, L.G. Lisitskaya, T.V. Loshakova, N.G. Masgutova, etc.).

Modern society needs specialists who have a good command of speech culture, and on the other hand, insufficiently developed methods for improving the qualities of oral speech of future specialists.

Currently, there is a large number of works on the problems of developing the communicative competence of students of humanitarian specialties, but despite this, the development of methods for improving the qualities of oral speech of students of non-humanitarian specialties presents some difficulty for methodologists. There are a number of reasons for this. Such as:

- there are problems in developing a special systematized methodology at non-humanities faculties;
- there is a problem of determining genres of oral utterances specific to oral speech that should be taught to students;
- lack of comprehensive and intensive didactic support for the educational process of developing a specialist's speech competence and much more.

## Conclusion

For students who are not philologists, the basic communication skills that contribute to successful interaction in public life, as well as in professional activities, give rise to the most

difficult obstacles due to the insufficient development of methods for improving the quality of oral speech of students of non-humanitarian specialties at the university.

A higher educational institution, the loads in the educational environment, as well as the process of developing knowledge, skills and abilities in oral and written speech of students of non-humanitarian specialties occurs very slowly and requires a comprehensive methodology taking into account the individual characteristics of each student, which aims to increase, first of all, level of written speech culture of students, culture of business communication. All this determines the necessity and relevance of developing a comprehensive methodology for improving the qualities of oral speech of students of non-humanitarian specialties at the university. Effective planning and a comprehensive methodology for improving the oral speech of students at non-philological universities should be based on the following development principles:

**Firstly**, consider improving the qualities of oral speech, which contributes to the formation of students' communicative competence, as a special area of professional training for a future specialist;

**Secondly**, to build a methodology for improving the qualities of students' oral speech based on methodological principles (the principle of unity of language learning and speech teaching, the principle of combining reproductive and creative independent work at each stage of education, the principle of continuity between school and university programs for speech development, the principle of general communicative and pragmatic orientation of training, the principle of interrelation in teaching oral and written speech);

**Thirdly**, the development of lessons should be based on the study of three aspects of speech culture:

1. normative (teaching the norms of oral and written speech, means of expressiveness of oral speech);
2. communicative (training in the selection and organization of language means in accordance with the chosen genre, style and type of speech);
3. ethical (training in speech etiquette);

**Fourthly**, to form the communicative skills of students on the basis of a communicative-activity approach through grammatical and stylistic work aimed at enriching the grammatical structure of students' speech and aimed at improving the qualities of oral speech (purity and correctness of speech, expressiveness, content, accuracy, logic, richness and appropriateness of speech);

**Fifthly**, conduct training using specially selected, professionally relevant didactic material.

---

**References**

1. Anisimova, T.V. Modern business rhetoric / T.V. Anisimova, E.G. Gimpelson. M.: Nauka, 2002. - 380 p.
2. Anisina, N.V. Methods of teaching students of non-humanitarian universities to create a scientific text: dis. . Ph.D. ped. Sciences / N.V. Anisina. St. Petersburg, 2002.- 186 p.
3. Bozhenkova, R.K. Russian language and culture of speech: textbook. manual for students of higher educational institutions / R.K. Bozhenkova, N.A. Bozhenkova. -M.: Verboom-M, 2004. 560 p.
4. Vvedenskaya, L.A. Russian language and culture of speech: textbook. manual for universities / L.A. Vvedenskaya, L.G. Pavlova, E.Yu. Kashaeva. 8th ed., rev. and additional – Rostov on / D.: Publishing house "Phoenix", 2003. - 544 p.
5. Desyaeva, N.D. Teacher's speech culture: textbook. manual for universities on specialties 032900 Rus. language and literature. / N.D. Desyaeva, T.A. Lebedeva, L.V. Assuirova. - M.: Academy, 2003. - 191 p.
6. Russian language and speech culture: Draft program (for non-humanitarian universities) / Comp. I.G. Proskuryakova, N.A. Pavlova, V.V. Kudryashova and others. St. Petersburg: Zlatoust, 2001. - 32 p.