



FUTURE PEDAGOGIST-PSYCHOLOGISTS CHARACTERISTICS OF DEVELOPING SPEECH CULTURE

Soibnazarova Muqaddas Norpulatovna

senior teacher Jizzakh

State Pedagogical University

ANNOTATION: This article discusses the content of developing speech culture in future teachers and psychologists, the goals and objectives of the discipline of speech culture, the communicative qualities that ensure the culturality of speech in the lesson process, the basis for it on the norms of the literary language, the scientific and theoretical analytical teaching of the concepts of speech units in speech culture, the cultivation of oral and written forms of speech. Also, the scientific views of linguists, methodologists and psychologists on speaking and expressing reactions in a purely literary language, working on linguistic units and improving the ability to think creatively, scientifically are analyzed.

Key words: Speech culture, literary language norms, pedagogical consciousness, oral and written literacy, speech skills, speech competence, linguistic units, advanced technologies, communicative, informative approach, scientific thinking.

V dannoy state razmyshlyaetsya o soderzhanii razvitiya kultury rechi u budushchih pedagogov i psichologov, tselyak i zadachax nauki rechi o kulture, obeschivayushchih kultura rechi v hode uroka, osnovakh norm literaturnogo zhyzyka, nauchno-otereticheskom obuchenii detey kulture rechi, ponyatiya o chevyx edinitax v kulture rechi, o takje byli proanalyzirovany nauchnye vz glyady lingvistov, uchenyx-methodistov i psichologov, chtoby uluchshit kobnost govorit i reagirovat na chistom literaturnom zhyke, rabotat s zhyzykovymi edinitami i thinkit tvorcheski, nauchno.

Key words. Language culture, norms of literary language, pedagogical consciousness, oral and written literacy, language skills, language competence, language units, communication technologies, communication, informational approach, scientific.

This article reflects on the content of the development of speech culture in future educators and psychologists, the goals and objectives of the science of speech culture, the communicative qualities that ensure the culture of speech in the course of the lesson, the foundation of literary language norms, the scientific-theoretical



analytical teaching of the concepts of speech units in the culture of speech, the Scientific views of linguists, Methodist scientists and psychologists have also been analyzed to improve the ability to speak and react in pure literary language, to work on linguistic units and to think creatively, scientifically.

Key words: Speech culture, literary language norms, pedagogical consciousness, oral and written literacy, speech skills, speech competence, linguistic units, advanced technologies, communicative, informative approach, scientific thinking.

Today, the development of the speech culture of future teachers and psychologists based on the requirements set out in the curriculum and work programs is one of the main tasks facing professors and teachers working in higher educational institutions. Also, the scientific views expressed on its development, one of the main tasks facing famous linguists, are of great importance. The famous linguist, Professor N. Mahmudov, has a book. The following definition is given in his textbook: "In linguistics, the term "speech culture" is used mainly in two different meanings, namely:

- 1) The set of skills, qualifications and knowledge that ensure the ability to use language freely, in accordance with the purpose and speech situation, and to embody all communicative qualities in speech; 2) The branch of linguistics that deals with the scientific study and determination of the rules for using language in accordance with the purpose and speech situation, and the embodiment of communicative qualities in speech. It should be noted that the possibilities of language are very wide, and using them and developing speech culture in them improves the ability to behave in speech situations in them, and to speak correctly.

OB Sirotnina emphasizes that "Speech culture means, first of all, speaking without mistakes in any communicative situation, correct thinking, correct speech are recognized as a sign of culture." U. Nasyrov emphasizes that a) speaking and writing correctly in one language; b) expressing thoughts simply, clearly and intelligibly; e) being able to use figurative language means effectively and appropriately; g) brevity, compactness, clarity, and nationality of speech; d) simplicity and comprehensibility of speech for everyone."



The culture of beautiful and polite speech in speech situations is of primary importance for future educators and psychologists. "Since methodology also studies speech styles, in the same case its relationship with speech culture arises. Because the doctrine of speech culture itself needs a detailed reflection of language styles, the fact that each style has its own specific aspects, and the possibilities are highlighted. The communicative qualities of speech, as a rule, change within each style, the first is better manifested in one style, the second is more weakly manifested in another style. Style and speech culture do not completely deny each other, on the contrary, they complement each other, despite being separate areas, they serve each other. In the development of speech culture, future teachers and psychologists must acquire knowledge and skills in speech, functional styles. The reason is that they cannot create a speech culture based on the norms of the literary language without a high level of knowledge of the morphological indicators, syntactic and lexical units used in official, scientific, artistic, colloquial styles. The science of "Speech Culture and the Art of Oratory" monitors and records the norms of the literary language, its historical development, the obsolescence of some units in it, the emergence of new normative units in their place. However, this science does not create literary norms, does not forcibly introduce some phenomena as norms. Rather, it monitors the activity of the Uzbek national literary language, its development, discovers objective laws, and makes recommendations based on them.

The history of the development of speech culture is being studied, its development is growing and is being enriched with various modern approaches and intellectual views. "Modern speech culture has been studied by researchers into four types:

- 1) Eli tar culture (pure literary language);
- 2) Traditional professional (agro);
- 3) Third culture (common speech);
- 4) Folk culture (dialects, dialects). Over the years, the classification of these types has been studied by other scholars into the types of average literary, literary-colloquial and ordinary colloquial speech culture. "In the development of speech culture, ordinary colloquial and dialectal features of the language specific to a certain region are determined by the appropriate use of language levels and adherence to human rules.

It is important to note that developing speech culture from primary education is effective. In her scientific research paper "Methodology for the Formation of Speech Culture of Primary School Students in Innovative Education Conditions," researcher



U. Masharipova emphasizes the need to use advanced technologies in the formation of speech culture of primary school students.

According to the scientist XK Kurbanova, "The issues of forming a culture of speech, the important aspects of the concept of speech purity of speech culture are outlined." In the process of training, our first task in developing a culture of speech in students is to determine their vocabulary, analytical indicators of reading and studying literary works of interest to them, scientific sources, and to direct them to work with synonyms, antonyms, homonyms, and explanatory dictionaries of the Uzbek language, and at the same time, it is important to pay attention to developing clear, precise speech, following the rules of beautiful speech, speech techniques, and speaking skills. Culture of speech is a reflection and expression of the culture of a particular people in this people's language. There are various views and explanations regarding this concept, first of all, the development of speech culture is characterized by the grammatical and stylistic organization of a set of sentences in live speech in an oral situation in accordance with the rules of the literary language and the rules of speech technique, the development of a sense of mutual respect in thinking. Speech culture is associated with the development of knowledge of each student about the productive and appropriate use of language resources. The concept of "speech culture" is used in scientific and methodological literature mainly in two senses. First, it refers to the purposeful use of oral and written speech norms (pronunciation, accent, word usage, spelling), as well as the means of expression of the language, and secondly, speech skills (correct thought expressed with a purpose, appropriate use of phraseological units and figurative expressions, presentation of thought in various forms, etc.). "The pragmatic nature of information is determined by its value. It is related to the extent to which any information can achieve the intended purpose. Because communication is directly related to a specific communicative goal (intention). This requires a special strategy in choosing language tools that meet such requirements."

Jinkin states that "speech activity is divided into two parts: the speech activity generating analyzer and the auditory analyzer. In the first stage, word selection occurs, and in the second stage, the process of linking words is observed." According to researcher Z. Salisheva, "Such transformation of speech mechanisms, that is, the process of formation and improvement, can only take place in the conditions of speech activity, through the exchange of information that occurs in speech communication. These mechanisms are activated only when there is a need for speech communication. It is worth noting that the scientific principles of thought and attitude are reflected in speech communication. Speech communication, in turn, arises due to a certain need. Therefore, the correct use of intonation and diction in



conducting speech communication also plays a key role in speech mechanisms. In the process of training, the specific role of speech skills and qualifications in improving the quality and effectiveness of the development of speech culture is considered important, and a number of factors play a significant role in its development. One of the main factors in the development of speech culture of future teachers and psychologists is their ability to clearly understand the conceptual interpretation of lexical units, their lexical semantics, and their ability to use them in oral and written speech. It is advisable to focus on correct use and vocabulary development. Types of speech have their own characteristics. "Oral speech, as a rule, is a direct speech process. In written speech, a certain distance is taken into account. Accordingly, their consistency, completeness or incorrectness are also different. Each student, first of all, can independently express his opinion only if oral speech is fluently developed. In this case, speech culture grows in consistency.

Understanding the content of the text is one of the important factors in the development of speech culture. D. Toshkhozhayeva, in her research work on the topic "Methodological foundations of teaching students to retell the content of the text in their own words", focused on what Uzbek language teachers pay attention to when preparing students to retell the content of the text. She studied the effectiveness of working on vocabulary in describing the content of the text in their own words. Accordingly, it is a simple fact that any type of text needs to be worked on with vocabulary.

Sh. Safarov notes that the text notes that the following rules are followed when determining the position of the macropro:

From a psycholinguistic point of view, it tests the ability of future teachers and psychologists to develop speech culture and to practically direct its conceptual basis and determine its content perception, to rely on creative, scientific thinking to cultivate it as a set of speech activities. Therefore, speech culture is a continuous dynamic process. In this dynamic process, a work of art

Reading and its perception are distinguished by their significant importance in expressing their reactions.

At the same time, preparation for creating a speech is also necessary. "From a psychological point of view, when perceiving a work, it is taken into account that the author reflects not only his own thoughts, but also his imagination. In order for children to perceive the work clearly and emotionally, it is necessary to read it expressively. In this regard, preparatory exercises conducted before reading the work are important."



Therefore, developing a culture of speech in future teachers and psychologists will develop their ability to speak clearly and intelligibly. At the same time, they will improve their creative and imaginative thinking skills while remaining calm and composed in speech situations.

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