

CULTURE OF SPEECH AND STYLISTICS IN THE DEVELOPMENT OF CONNECTED SPEECH OF STUDENTS

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Annotation: This article talks about the culture of speech, the ability to correctly, accurately and expressively convey thoughts using the means of the native language, proficiency literary norms (orthoepic norms, word usage norms, combinations of words in a sentence, etc.). A high culture of speech lies not only in following the norms of the language. It also lies in the ability to harmoniously combine the accuracy of meaning with the expressiveness of speech, which should influence not only the human mind, but also his feelings.

Keywords: speech culture, development, linguistic thinking, content, communication, means.

Objectives of in-depth study of the Russian language in the national school to develop in students the ability to use speech in depending on its purpose, express it correctly and expressively your thoughts; development of their linguistic thinking and linguistic flair; students' conscious mastery of the basics speech skills - determine the need for introduction to Russian language course sections "Culture of Speech" and "Stylistics".

Speech culture is the ability to speak correctly, accurately and expressively conveying thoughts through the means of one's native language is mastery literary norms (orthoepic norms, norms word usage, combinations of words in a sentence, etc.). But high culture of speech is not only about following norms language. It also lies in the ability to harmoniously combine accuracy of meaning with expressiveness of speech, which should influence not only the human mind, but also his feelings, that is, the culture of speech presupposes the need appropriate combination of rational and emotional elements in the semantic-stylistic structure of the statement. Undoubtedly, the highest demands are placed on our society to the teacher's own speech culture. The sensitive ear and keen eye of a literature teacher will immediately detect deviations from spelling norms, errors in the placement of stress, in the choice of words, in the use of one word in the meaning another. All sections of the course program are essentially aimed at developing Russian speech culture of students. This creates the basis for special section, the contents of which include: disclosure the concepts of "culture of speech", "quality of cultural speech", "norm" by summarizing the knowledge previously acquired by the student; deepening and enriching this knowledge; development of conscious mastery of skills in producing and improving speech.

As a result of studying this section, students should be able to:

- practically use the concept of "speech culture", evaluating someone else's and their own statements;
- justify your assessment using acquired knowledge or referring to a dictionary or reference book;
- improving what is written from the standpoint of correctness and communicative expediency.

Introducing students to terminological phrases "culture of speech", it is necessary to keep in mind its two meanings: characteristics of speech that reveal the degree of its perfection, and branch of linguistic science that studies and describes all a set of issues related to the consideration of speech

in its unity correctness and communicative expediency. Culture speech should appear before students as a complex phenomenon, multifaceted and at the same time quite definite. Complex because the culture of speech presupposes:

- content of speech, mastery of forms and styles of speech, knowledge language systems, the ability to use its expressive means;
- the ability to clearly, logically and intelligibly express one's thoughts;
- the presence of a developed linguistic sense, a certain level of development of a person's general culture.

That is, it reveals the relationship of speech with the content and situation of communication, with the language system, with the thinking and spiritual world of a person. The certainty of the culture of speech is expressed in the presence of a set of criteria, a system of knowledge, mastery of which helps to comprehend the "secrets" of cultural speech, learn to construct statements that embody the harmonious unity of content and form.

The main criteria for speech culture are correctness and its communicative expediency. Communicative expediency is achieved if the speech has the following properties: content, accuracy, richness, relevance, logic, purity, persuasiveness, accessibility, etc. students are already familiar with many of the listed qualities of speech, therefore deepening and enriching students' knowledge should consist of a clear and reasonable demonstration of their systematicity, interconnection and interdependence.

The content of speech presupposes deep knowledge of the subject, fluency in the material, communicative value and relevance of the reported facts. No meaningful speech empty phrases, verbosity. Content of speech directly related to properties such as accuracy, logic, wealth.

The accuracy of speech is ensured by the selection of such linguistic means, which are most relevant to the content statements.

Logicity is expressed in the requirement of consistency, in maintaining consistency in the presentation of thoughts. The richness of speech is manifested in the variety of linguistic means, it depends on the ability to comprehensively reveal the subject statements using expressive capabilities a certain style and genre, form of speech, etc. However, wealth speech does not exclude, but presupposes rigor in the selection of speech funds; in truly meaningful and rich speech there is no place rude words, vulgarisms, it is appropriate and in moderation foreign words, dialectisms, etc. are used. That is the richness of speech is most closely related to its purity. All of the above properties of speech cannot be fully embodied, if speech is inappropriate.

The appropriateness of speech means its correspondence to the situation and the conditions of communication. It is expressed in the selection of linguistic means, taking into account where, how and with whom communication takes place. Taking into account the addressee of speech, purposeful influence on the listener is ensured if the speech is persuasive, availability.

Persuasiveness of speech presupposes a targeted influence on the mind and feelings of the listener, his subordination to his will, the subject of speech. The manifestation of this quality of speech largely depends on the personal conviction of the speaker, on his ability to use rational and emotional ways of influence: a special selection of facts and arguments; relevant genres of speech; special techniques for attracting attention; non-verbal means in oral speech, etc.

Mastering the concept of a norm and related categories contributes to students' knowledge of language as a developing phenomenon, equips them with knowledge that allows them to consciously choose linguistic means, develops their thinking, and stimulates interest in language as a subject of knowledge. It should be noted the complexity of the tasks facing the culture of speech, the unresolved nature of many problems and their importance, the opportunity for students to try their hand at solving these problems.

The generalizing nature of this section also predetermines the main feature of the methodology for presenting its content in the educational process - the worldwide activity of students in acquiring knowledge and in its practical assimilation. This feature is reflected in the choice of lesson types and in the selection of methods for presenting knowledge and developing skills

The presentation of knowledge can be carried out in the form of a lecture-conversation, a lesson-seminar or in the form of a genre lesson. For example, a conference lesson can be devoted to the disclosure of the concept of a norm, its characteristics and laws of change, in which the teacher acts as a speaker revealing the main content of the concept, and students present prepared messages specifying the content of the report, supplementing it with examples, and analyzing specific linguistic facts. The opposite content of the signs of the norm, their inconsistency can become the subject of discussion. In the final speech, the speaker-teacher sums up the results of the conference, summarizes the knowledge presented and points out unsolved problems, and the conference participants - students - express their opinions about the report and messages they listened to. Activation of students' mental activity during presentation knowledge can also be achieved by involving them in the independent formulation of the concepts under consideration.

Similar tasks can be performed:

- based on existing knowledge, skills and abilities. Thus, students can determine the following qualities of speech: meaningfulness, logic, correctness, accuracy;

- based on the leading statements of scientists and writers.

Translating texts from your native language into Russian and from Russian into your native language

will improve the skills of choosing the most appropriate language means for a given context, that is, the skills of accurately expressing thoughts. Tasks to paraphrase words and sentences, to simplify structures, and to eliminate verbosity are necessary to develop the skills of clear,

expressive and correct speech. The content of such works can be: a comparative analysis of sketches and final versions of classical works; compared analysis of the norms of Russian and native languages; recording and analysis of the speech of classmates, the speech of radio and television announcers, own speech in order to identify variants of stress, speech errors, the use of Russian words in the Russian speech

of students; analysis and peer review of written work;

analysis of dictionary entries from different dictionaries in time of publication in order to identify variability in norms, etc.;

- release of a special stand "Culture of Speech";

- compiling assignments for texts with speech culture disorders.

Performing this type of task will be even more effective if we weave them into the context of specific practical activities students: assisting the teacher in checking student records elementary school notebooks, in the production of visual aids, materials and recommendations for stands, giving lectures, messages at club meetings, conducting conversations with students middle classes about speech culture, performing typewritten works for teachers, administration, and other institutions. Development and special training of individual aspects of culture speech can be carried out in schools with in-depth study Russian language in various special courses, for example: "Fundamentals oratory as a culture of public speech", "Theory and literary editing practice", "Theory and practice translation."

In conclusion, I would like to especially emphasize that the main visual aid in teaching students the Russian language is the speech of the teacher himself, which should serve as an example of fluency in the richness of the language, the ability to correctly express thoughts taking into account the communication situation. Errors in the teacher's speech, the poverty of his speech, ignorance of the main directions of language development and modern norms of the Russian literary language will nullify the content of the "Culture of Speech" section.

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