

Development of Speech Culture in Russian Language Lessons in Pedagogical Higher Educational Institutions

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Abstract. The article highlights the problem of developing the culture of speech of schoolchildren in Russian language and literature lessons, instilling in them respect for words, developing creative potential and communicative competence. The task of a teacher of Russian language and literature is to cultivate speech culture, to reveal to students the expressive power of our language, its euphony and rhythm.

Keywords. Speech culture, communicative competence, formation, illiteracy, activity.

Развитие Культуры Речи На Уроках Русского Языка В Высших Учебных Заведениях Педагогического Направления

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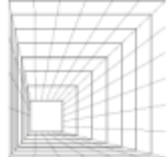
Аннотация. В статье освещается проблема развития культуры речи школьников на уроках русского языка и литературы, воспитание у них уважения к слову, развитие творческого потенциала и коммуникативной компетенции. Задача учителя русского языка и литературы: воспитать речевую культуру, раскрыть учащимся выразительную силу нашего языка, его благозвучность, ритмичность.

Ключевые слова. Речевая культура, коммуникативная компетенция, формирование, безграмотность, деятельность.

The head of our state, at a meeting on reform and development of the general secondary education system, emphasized that “it is necessary to raise the quality of general secondary education to a new stage. At the same time, based on what skills a student will receive in each class, it is necessary to review state educational standards and curricula. It is necessary to create and publish textbooks based on the most modern methods, strengthen in schools such areas as technology, fundamentals of engineering, mathematics, art, foreign languages, and re-equip subject laboratories. Attention should also be paid to ensuring the continuity of the preschool and higher education systems.”

According to state standards, the leading goal of teaching the Russian language at school at the present stage is the formation of linguistic, cultural and communicative competence in students. It is no secret that many of us do not have a well-trained voice, do not know how to speak clearly and grammatically correctly, or express our own thoughts.

in free creative interpretation in oral and written form, express their emotions using a variety of intonation means, do not observe speech culture and do not develop the ability to communicate. Some modern graduates often do not know the norms of literary language, are



stylistically incompetent, and are sometimes incapable of ethical and aesthetic assessment of written and oral speech. The speech of schoolchildren is often poor simply because they do not strive to speak more vividly, expressively and variedly.

In addition, the change in values that has occurred in modern society, the change in guidelines, could not but affect the language. The speech of young people is, of course, influenced by the low level of literacy and culture in general, influenced by the media, including the Internet and the media, in which illiteracy is presented as the norm, and modern youth slang as a literary language. Of course, this must be combated by searching for truly effective ways to form a linguistic personality, effective methods of working on the development of speech, speech culture and speech creativity.

Today, more than ever, it is especially important for a teacher to awaken interest in the spoken word, to teach children to feel its true taste and purpose. Undoubtedly, this process is long and painstaking, requiring a certain organization, system, methodological ingenuity and invention, and practical experience.

“The culture of speech is a set of knowledge, skills and abilities that provide the author of a speech with an easy construction of speech utterances for the optimal solution of communication problems.”

It is necessary for every person to learn to construct one’s speech clearly and grammatically correctly, to express one’s own thoughts in a free creative interpretation in oral and written form, to observe speech culture and to develop the ability to communicate.

However, it must be admitted that the formation of coherent speech skills often does not have a systematic approach, a system of necessary exercises, or aids needed for this work. This leads to the fact that currently the school is faced with a huge problem of illiteracy, incoherence, and poverty of not only oral, but also written speech of the majority of students.

An achievement of methodological science in recent decades can be considered the strengthening of the communicative orientation of school language education. Today, a huge amount of research is devoted to the formation of communicative competence of students (Ladyzhenskaya T.A., Baranov M.T., Kapinos V.I., Soloveychik M.S., Nikitina E.I., Barinova E.A., Sabatkoev R. .B., Eremeeva A.P., Demidova N.I., Khodyakova L.A., Arkhipova E.V., Voiteleva T.M., etc.). The methodology is now actively searching for answers to questions about what it means to be “fluent in a language” and what are the ways to achieve this. Working on a text (text activity) becomes a means of students’ speech development. In this regard, when teaching the Russian language, special attention is paid to literature lessons, which, first of all, contribute to the development of communication skills in schoolchildren (Shansky N.M., Lvova S.I., Vlasenkov A.I., Gorshkov A.I. , Annushkin V.I., Temiz Y.V., etc.)

Currently, it is necessary to seriously solve the problem of connecting speech development, the versatile formation of a child’s personality with the study of the language system. Scientists have repeatedly noted the connection between teaching one’s native language and the development of the human soul (Buslaev F.I., Ushinsky K.D., Sreznevsky I.I., Dobromyslov V.A., Rybnikova M.A., etc.). But the methodology has only recently embarked on the path of searching for such methods and techniques for speech development that would be significant both in intellectual-developmental and sensory-educational terms (Fedorenko L.P., Deykina A.D., Plenkin N.P., Antonova E.S., Logvinova L.V., etc.).

A student’s communicative competence directly depends on the level of speech development. It is known from the scientific literature that 80% of the time a person spends while awake is associated with his speech activity, and his social role is most clearly manifested in the process of communication.

The development of students' speech is an important problem in modern education.



It is no coincidence that the modern concept of the content of teaching the Russian language at school provides for the formation of not only linguistic (language), but also communicative (speech) competence of schoolchildren, associated with the mastery of all types of speech activity, as well as with the culture of oral and written speech, rules and methods of using language in different areas of communication.

Of decisive importance is the formation in children of a broad linguistic horizon, the ability to use the visual and expressive capabilities of the Russian language, instilling in them respect for words, the development of creative potential and communicative competence. School education, aimed at the formation of a common culture and cognitive development, lays the foundation for the independent realization of an individual's capabilities, and also ensures a person's social success in the conditions of the information society. A highly educated, linguistically literate specialist can achieve great success, as the horizons of his thinking and opportunities for the manifestation of creative abilities expand. Education today is viewed not as a simple transfer of knowledge from teacher to student, but as cooperation, and methods of work that ensure the formation of an independent creative personality, ready to perceive and solve innovative problems, are beginning to prevail in the educational process. Because of this, the school today faces big and serious tasks - not only to restore respect for the word, but also to make maximum use of the possibilities of the methods of teaching the Russian language and literature in order to find effective and modern ways to develop students' speech.

The theory and practice of teaching and upbringing methods face the following questions: how to improve the process of speech development in schoolchildren, create technologies aimed at creating motivation for learning, developing and activating students' creative abilities, as well as the ability to update competence. For this purpose, educational and methodological aids are being developed using new didactic material, which, along with mastering the rules of normative speech and developing speech skills, set the task of developing the creative potential of schoolchildren, contribute to the further mastery of speech skills and form the ability to learn.

To solve the problems, the following methods were used: selection of material in the direction of scientific research;

analysis of linguistic, methodological, pedagogical, psychological literature in order to establish the theoretical foundations of the study;

targeted observation of the learning process; studying and summarizing the teaching experience of teachers;

analysis of students' written work;

conducting ascertaining, training and control experiments; processing of experiment results;

development of a methodological system for the development of students' speech.

Modern textbooks of the Russian language include materials on how the language works and what its basic laws are. They also provide for the assimilation in practice of the basic orthoepic, lexical, and grammatical norms of the modern Russian language. However, given the modern language situation, I would like to see this aspect of language learning expanded. Therefore, it seems absolutely correct to introduce new techniques into the content of sample programs.

Cultivating a sense of patriotism is today the main task for teachers and educators. Speech, like a mirror, reflects the thoughts and inner world of the speaker, moral values and views, morality and patriotism. Today, an important task faces teachers of the Russian language and literature: to cultivate speech culture, to reveal to students the expressive power of our language, its euphony, rhythm, the differences and richness of our intonation, etc.

The high speech culture of students cannot be determined only by their spelling and punctuation literacy. Stylistic literacy, correct oral speech skills and expressive reading, a rich



vocabulary - these are other aspects of the general speech culture. In the process of daily classes in the Russian language, we must reveal to students the expressive power of our language, its euphony, rhythm, the differences and richness of our intonation, etc.

The problem of modern school is that, in parallel with generally accepted words, teenagers use slang and shameful 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 (some artificial or conventional). There is student, youth, thieves' jargon, etc. These are words and expressions similar to homonyms, stylistically colored: cram, spur, kapets, kayuk, tin, etc. The appearance of these jargon words is due to the fact that young people are making an attempt to more clearly show themselves and their attitude to the subject of conversation in the eyes of their surrounding friends. The speech of many young people is replete with words and expressions similar to these: cool, cool, super, high, bullshit, rubbish, fall into sediment, atas, nix, pale, etc.

Today, speaking politely and beautifully means making yourself a laughing stock. Teenagers consider such peers to be “suckers,” “loons,” and “mattresses.” The use of fashionable, “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 obscenities. According to many, collective swearing unites people and allows them to establish close contact. Mat - indecent, offensive language, foul language.

In ancient times, the Slavs firmly believed that demons entered a house where people scolded or quarreled, but good spirits and angels left such a home. In ancient Russian literature and in folk tradition, the ban on swearing was associated with the idea that swearing insults Mother Earth, the Mother of God 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.

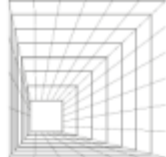
From early school age there is no need to hush up the problem of clogging Russian speech. On the contrary, we need to tell students about the origin of abuse, the reasons for its persistence, and the fact that it is the language of failed people. Teachers - philologists, should do this in the lessons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

Teenagers use profanity and slang, which, unlike professional language, means concepts that already exist in the common language. Jargon is a type of colloquial speech. “Distortions” of words, like “na ped” - near the pedagogical institute, “kondyuk” - air conditioning, “bursitis” - vocational school, “hello” - instead of hello, etc., distort speech and “harm” the hearing. To exterminate them, to straighten the speech of the young people and even adults around us, in our opinion, represents a problem and task for philologists.

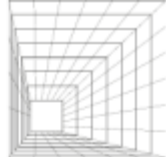
In the classroom, you need to very correctly convey to the children the truth about the “verbal garbage” of today. Teach them to respect their own and other people's speech.

Schoolchildren must 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 in literary examples, which should awaken in them a desire to improve their speech, and together with this thoughts, feelings, spiritual and moral world.

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