



# PROBLEMS OF SPEECH DEVELOPMENT CULTURE OF STUDENTS OF THE FACULTY OF ENGLISH PHILOLOGY OF PEDAGOGICAL UNIVERSITIES

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## ANNOTATION

*This article examines issues related to the development of speech culture of students studying English philology and their solutions.*

**KEYWORDS:** *speech richness, speech culture, communicative competence, oratory, professional skills.*

## ПРОБЛЕМЫ КУЛЬТУРЫ РЕЧЕВОГО РАЗВИТИЯ СТУДЕНТОВ ФАКУЛЬТЕТА АНГЛИЙСКОЙ ФИЛОЛОГИИ ПЕДАГОГИЧЕСКИХ ВУЗОВ

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## Аннотация

*В данной статье рассматриваются вопросы, связанные с развитием культуры речи студентов, обучающихся на английской филологии и их пути решения.*

**Ключевые слова:** *речевое богатство, культура речи, коммуникативная компетенция, ораторское искусство, профессиональные навыки.*

It is known that the science of the culture of speech of the English language serves in the further formation of students-philologists development of skills of its speech richness. A person who has a rich speech gathers around himself only cultured and enlightened people.

The sacred duty of every teacher of natural science is to educate the younger generation as full-fledged students and give them modern knowledge.

The science of the culture of speech contributes to the improvement of knowledge and skills of students. Develops their worldview.

Especially in higher educational institutions, the culture of speech of foreign languages must be one of the main subjects.

At the Uzbek University of World Languages, where we teach, all the conditions for developing the culture of speech in foreign languages based on modern pedagogical technologies have been created.

In English classes in the national audience of the first year, it is rare to encounter students who are masters of words. Because neither at school, nor at the lyceum, nor at college are they taught to make their speech cramped for words and spacious for thoughts. [1] Today, it is not enough to just speak English. Against the backdrop of growing political, socio-economic and cultural interactions, the socio-communicative role of language and language culture is constantly strengthening and growing. The age of computer technology, increased informatization and breakneck speeds teaches future English teachers to think faster, make lightning-fast decisions on problematic situations, plan in advance and solve production problems in a timely manner.



But pay attention to the speech of young students. It has become schematic, limited, laconic, sometimes up to two or three phrases. Phrases do not excite them, they have no life, images, they do not evoke emotions and responses. And if you ask them to explain their thoughts or clarify a task, then their tongue-tiedness immediately emerges, the inability to clearly and intelligibly convey their position, their opinion to others. What, if not the mastery of words, oratorical skills, eloquence ... "is one of the highest manifestations of a person's moral strength ... relying on knowledge of the subject, it expresses our mind, will with such force that its pressure moves listeners in any direction. But the more significant this force, the more obligatory we must combine it with honesty and high wisdom, and if we gave abundant means of expression to people deprived of these virtues, then we would not make them orators, but would give weapons to madmen," - so wrote Cicero. [2]

Formation of communicative competence of future English teachers is the main task of the disciplines "English Language" and "Speech Culture". The purpose of studying these subjects is not only to teach English language skills and lay the foundations of rhetoric, but also to generalize and expand knowledge of the English language and speech culture, which, ultimately, will contribute to the improvement of the language in practice, enrich the vocabulary of students, expand the scope of their communicative activity and thereby lay the foundation for their future professional success. The problem of forming a person's communicative and speech activity is becoming increasingly important in the modern world. Word, speech is an indicator of a person's general culture, his development, his speech culture. [3]

According to Academician V. Vinogradov, "High culture of speech... is the best support, the most important support and the most reliable recommendation for each person in his social life and creative activity" [5]. The integrated discipline "Culture of speech of foreign languages" introduced into the curricula of some universities includes the culture of speech, stylistics and rhetoric. However, this important discipline in some non-linguistic universities is allocated a minimum number of hours and only in one semester in the first year. Although it is necessary to begin work on the formation of a high level of speech culture of the English language in students from the first year and throughout the educational process at the university.

The final result of all training should be determined by such parameters of the level of speech proficiency that would be expressed in the skills:

- Conduct a conversation on such topics that are within the competence of a cultured person (everyday, business, professional, philosophical, political and historical topics);
- Hear and listen to the interlocutor or opponent, ask questions of different types, in a form worthy of a cultured person, correctly enter into a conversation, make remarks, supplementing and developing the topic of conversation or reasonably object to the essence of the subject of discussion;
- Participate in debates on a subject about which the speaker is sufficiently knowledgeable, clearly, distinctly and concisely, in good literary form express their opinion. Observe the rules of the speech;
- Participate in discussions, polemics, observing all ethical and psychological laws and rules, consistently and convincingly defend their beliefs; □ deliver (in different genres) short, but bright and convincing public speeches on an accessible topic. Be able to adjust the form of speech depending on the interests and mood of the audience;
- Freely and competently express in writing their thoughts, beliefs and assessments in the form of a letter, article, interview, essay;
- Have the ability to read and listen effectively, formulate a general rhetorical assessment of what has been heard or read;
- Have linguistic intuition both in relation to the native language and foreign languages.

Having set these goals, the teacher of the discipline "English language" can consistently distribute the program material by stages. The fundamental approach to teaching the culture of speech should be based on the development of independent thinking, individual creativity. And the use of samples and standards of oratory in the work will help to avoid blind imitation and will contribute to the development of individual capabilities. Issues of rhetoric, the culture of speech of the English language, oratory skills today must already be introduced into the programs of teaching English, allocating separate hours for this work in all courses of study at the university, developing specific topics not only for theoretical mastering, but also practical tasks for holding discussions, debates, conferences, thematic discussions, student speeches.

Without a doubt, a future specialist who has received professional skills at a university and has oratory skills in a foreign language, who can defend his point of view, has the ability to persuade, can conduct controversial disputes, speak brightly, will be in demand both in production and in society. Having acquired the skills of correct, precise expressive speech, a university graduate will become a master of his craft, an intellectual in the broadest sense of the word. And this is confirmed by the words of Ozod Sharafutdinov: "...The surest way to get to know a person is his mental development, his moral character, his character – to listen to how he speaks... Our speech is the most important part not only of our behavior, but also of our personality, our soul, our mind..." [4].



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