



Teaching Functional Types Of Speech

Lecturer at the Department of Russian Language of Namangan
State University

Sattarova Firuza Ulugbekovna

chattoweb41@kimap.com

Annotation

This article discusses the social impact of the modern language of today's adolescents and young adults. The media and the Internet boldly dictate and impose the absence of all sorts of norms in speech, which leads to speech poverty and illiteracy of school-age students. At the same time, the school language curriculum is based primarily on a set of rules and exercises related to spelling. Functional types of speech: Little attention is paid to description, narration and reasoning in high school in language teaching, which determines **the relevance of the article**.

Keywords: aspects, functional types, speaker and listener, narration, reasoning, description, rhetoric.

Annotation

This article talks about the social impact of modernity on the emerging speech of today's teenagers and young people. The media and the Internet boldly dictate and impose the absence of all norms in speech, which leads to speech poverty and illiteracy of school-age students. At the same time, the school language teaching program is based primarily on a set of rules and exercises related to spelling. Functional types of speech: description, narration and reasoning are given little attention in high school precisely when teaching a language, which determines the relevance of the article.

Keywords: aspects, functional types, speaker and listener, narration, reasoning, description, rhetoric.

Everyone strives to be able to speak beautifully and correctly. This allows a person to maintain and establish good relations with others: in the family, in the social life of school, at work. Competent speech helps to achieve success in



PEDAGOGICAL CLUSTER

JOURNAL OF PEDAGOGICAL DEVELOPMENTS



Website: <https://euroasianjournals.org/index.php/pc/index>

many areas of life. The word itself is powerless. It becomes a useful tool if it is said skillfully, truthfully, and at the right time. The ability to understand other people is also important for a person. All this is necessary for us to be properly understood. A person, reading a work, listening to something or someone, should have the most complete and clear idea of what is being said. Knowledge of functional types of speech plays an important role in creating competent texts that correspond to the tasks of communication in various areas of human life, as well as for competent speech in front of the public.

There are no professions in the world where a skillful literate command of words would not come in handy. In some spheres of human activity (politician, teacher, lawyer, social worker, etc.), the mastery of words is a prerequisite for productive effective work, due to continuous communication with people. In order to make a speech in public, knowing what to say is not enough, it is necessary to master the technique of speaking, to have an idea of the features of rhetoric and oratory, taking into account various factors that affect the speaker (speaker) and the listeners (interlocutors).

In recent years, in the communicative practice of people at the everyday level, in the oral and written speech of the speaker (or participants in the dialogue), there has been a certain disregard for the need to observe the culture of speech. A similar phenomenon can be observed in the activities of the media.



A lot of representatives of the mass media, as well as bloggers and on-screen idols of young people, with informal profanity, their excessively liberal treatment of literary norms and grammar is a concern for the public. It is necessary to understand the cause and start taking certain measures and actions to correct the undesirable and unfavorable trend in the development and use of the mother tongue.

Rhetoric is the science of the laws and principles of preparing and reproducing a public speech in order to exert a certain desired effect on listeners (audience). This is exactly the kind of science that can help a person who is preparing to speak in public. Improving and developing students' speech skills is the main practical goal of the school course of the native language. The school course of Russian language and literature has always to a greater or lesser extent set itself fundamental tasks in solving cultural and speech issues. The culture of speech occupies an important place in it.

The problem of teaching functional types of speech in Russian language lessons is still relevant. When a child finds himself in a situation of expressing his own opinion, he is often lost and cannot formulate what he thinks. This problem can be traced not only in younger students, but also in graduates. As the analysis of topics and exercises in Russian language textbooks for students of classes with Russian as the language of instruction shows, there are very few topics related to functional types of speech and its expressiveness. This problem leads to the fact that students find it difficult to write essays and competently describe what is happening around them.

Communication is the most necessary thing in the life of any person. For children, communication is, first of all, learning about the world. Therefore, it is important to teach the culture of speech, functional types of speech and the basics of rhetoric in general education schools of our republic. Unfortunately, in the literal sense of the word, communication is not taught. At the lessons of the native language, children are given everything that is necessary for communication - language material, lexical and phraseological units and other theoretical materials. And the very ability to communicate in one's native language is acquired through imitation. Consequently, many people learn to communicate spontaneously. At the same time, the role models taken for imitation may often not be perfect. As a result, it turns out that people do not know how to communicate, many are afraid of public speaking, and make



mistakes when communicating. The vast majority of people surveyed say that they are not satisfied with the results of their communication.

Speech culture is an applied branch of linguistics that deals with two questions: how to speak correctly and how to speak well. Correctness and communicative expediency of speech are considered to be two stages of mastering the literary language.

Correctness of speech presupposes the speaker's observance of the norms of literary language. But not every norm is a problem of speech culture. This problem arises only when there are unambiguous elements coexisting in the language system, when the speaker finds himself in a situation of choice. The second stage of speech culture can be defined as the motivated use of language in specific conditions of communication. The methodology of teaching speech as a science with its own laws, which arose in the works of pre-revolutionary Russian methodologists of the 40-60s, took shape only in the second half of the twentieth century.

Rhetoric nowadays is a philological science that studies ways of constructing an artistically expressive, directed and in a certain way influencing speech. The forms of existence of rhetorical structures are superphrasal unities: the text, the complex syntactic whole, the dialogical unity that organizes phrases into a common semantic, communicative, and structural whole. Currently, there is a trend towards the revival of rhetoric in the school curriculum.

A huge amount of literature is published every year. This has led to the fact that that school programs on this subject have also appeared, it is included in the list of elective exams, and, finally, there are now 3 textbooks on rhetoric approved by the Ministry of Education of the Russian Federation: N. A. Mikhailichenko, N. N. Kokhtev and T. A. Ladyzhenskaya.

A modern school is faced with the problem of choosing a program and a textbook, as well as identifying teachers who are able to teach this subject, since the university does not yet have such training. For the formation of communicative skills, it is recommended to use such exercises as: 1) creating speech situations or choosing them from the flow of life; 2) role-plays, excursions, paintings, observations; (3) any activity that may give rise to the need for utterances; 4) drawing pictures, keeping notes and diaries. 5) Essays,



they have a great educational power, they are a way of including children in social life.

Speech skills include the ability to: 1) construct sentences of the studied types (simple sentences with homogeneous members, sentences with direct speech, complex ones); 2) use the learned syntactic constructions in speech; 3) distinguish between unambiguous and polysemantic words; 4) see synonyms and antonyms in the text; select synonyms and antonyms for these words; 5) use words in speech taking into account their meaning and lexical compatibility;

6) Semantize unfamiliar words together with the teacher. T. A. Ladyzhenskaya believes that language skills contain elements of creativity [9, p. 194]. Speech The activity is accompanied by the emergence of non-standard situations. Speech, which is spontaneous in nature, requires creativity, construction and cannot be realized through practice. This process is called speech creativity. Lev Vladimirovich Shcherba presented the structure of speech activity, in which he identified 4 components:

1. Motive – a stimulus arises (the teacher asked a question – the child answered, e.g. choose a topic).
2. Outline (drawing up an essay plan).
3. Realization (write an essay).
4. Control (the ability to check what is written).

On the basis of this model, Tais Alekseevna Ladyzhenskaya developed the skills of speech activity:

1. Ability to think about the topic and the main idea;
2. Ability to think and make a composition plan (simple and complex);
3. Ability to think about the content, micro-topics;
4. Ability to compose a text;
5. Ability to work on linguistic means, to select language material.
6. Ability to determine the style of the text.

In the early stages of learning, students are introduced to the concepts of speech, text, as well as the functions of speech, and learn to distinguish a sentence from a text. At later stages of training, exercises for stylization, for changing the type and style of speech are introduced. Speech and communication skills are the basis of communicative students' competence. Developmental Learning Activities



Pupils' speech provides for work on mastering the norms of the literary language and on enriching the vocabulary and grammatical structure of pupils' speech. As a result, the skills of constructing a word and word form are formed, the ability to use language in speech is correct, expedient, and appropriate. Coherent speech is defined in methodological science as a product of speech activity – "a statement that presupposes the presence of a certain internal (semantic) and external (linguistic), constructive (structural) connection of its individual parts." The developed unified state standards pay special attention to the development of communicative competence. The concept of communicative competence appeared in connection with the change of socio-cultural priorities in the Russian education system.

Rejecting the totalitarian system of political governance, our Society is coming to understand the need to restructure thinking – from "the only correct opinion" that had to be memorized ("learn by heart"), to pluralism, which requires constant mental operations from consciousness: the communicant finds himself in a situation where he has to choose from many judgments the "only correct opinion."

A modern school is faced with the problem of choosing a program and a textbook, as well as identifying teachers who are able to teach this subject, since the university does not yet have such training.

For the formation of communicative skills, it is recommended to use such exercises as: 1) creating speech situations or choosing them from the flow of life; 2) role-plays, excursions, paintings, observations; (3) any activity that may give rise to the need for utterances; 4) drawing pictures, keeping notes and diaries. 5) Essays, they have a great educational power, they are a way of including children in social life. pupil's speech. As a result, the skills of constructing a word and word form are formed, the ability to use language in speech is correct, expedient, and appropriate. Coherent speech is defined in methodological science as a product of speech activity – "a statement that presupposes the presence of a certain internal (semantic) and external (linguistic), constructive (structural) connection of its individual parts."

The developed unified state standards pay special attention to the development of communicative competence. The concept of communicative competence appeared in connection with the change of socio-cultural priorities in the education system. Rejecting the totalitarian system of political



management, our society comes to understand the need to restructure thinking – from

"The only correct opinion" to be memorized ("memorized") to pluralism, which requires constant mental operations from the mind: the communicant finds himself in the situation of having to choose from many judgments the "only correct opinion" that corresponds to his personal ideas of "correctness." In order to get rid of the subjectivity of opinion, i.e. to make it objectively correct, it is necessary to develop in a person a scientific (theoretical) type of thinking, which builds a judgment on the basis of objective laws of nature, scientific and social knowledge.

A modern schoolchild lives in an open society, constantly experiences the pressure of a variety of information, which affects his developing thinking and emotional sphere, passes into personal sensory experience and creates a consumer attitude to information, i.e. to knowledge as such, to the internal, personal need for it, to the very process of obtaining knowledge, to self-education, to the culture of thinking. Child

He receives a large amount of information through visual channels with someone else's interpretation already embedded in it, while the information received through the word heard and read must be interpreted by him/herself. This creates serious problems that hinder the integral development of the individual, namely:

- 1) A modern schoolchild, as a rule, does not have a sufficient stock of words, moreover, his own words, filled with his own, personal experience, for reflection on the information that he receives in a visual way. His visual experience does not have time or cannot be completed with the necessary verbalization, i.e. it practically disappears for the work of consciousness, thinking, and creative intuition. The child's subconscious is thus filled with alien interpretations without developing one's own attitude towards them;
- 2) the passion for virtual communication leads to the fact that students are not psychologically ready for communication, and the educational process does not provide them with the necessary opportunities for this. At the same time, the development of two types of communicative skills is becoming more and more relevant (T.A. Ladyzhenskaya):

The use of communicative exercises, which include not only situationally conditioned tasks, but also tasks for solving some



problems, role-plays, discussions and other types of work activate the speech activity of students, encourage them to logically reasoned statements in the form of a monologue or dialogue, stimulate communication in a relaxed atmosphere. This is the only way to develop communicative competence.

It is difficult to overestimate the role of school essays in the formation of a child's personality, the education of his worldview and spiritual culture. Writing an essay is an effective way of self-expression of the personality, the child's awareness of himself, his thoughts, experiences; This is a way for the child to deepen his understanding of what he already knows, wants to know what he is striving for. Written and verbal activity opens up wide opportunities for the child to manifest and assert his creative abilities, expand the sphere of communication, for example, in letters to loved ones.

By mastering the native language, the pupil learns to understand the nature of his native land and the relations between people, learns about the joys and sorrows of the older generations, joins the artistic creativity of the people and its best writers. K. D. Ushinsky notes that there is no better educator than the native language: "The language of the people, the best, never fading and forever blooming again flower of its entire spiritual life..."

References

1. Law "On Education" of the Republic of Uzbekistan.
2. Ammonashvili, S.A. Training. Evaluation. Tick. - M.: Academy, 2001. - p. 400.
3. Babanskiy Y.K. Vybor metodov obucheniya v srednego shkole [Choice of teaching methods in secondary school]. Moscow, 1989.
4. Babanskiy Y.K. Pedagogicheskiy eksperiment. Introduction to Scientific Research in Pedagogy. Ed. by V.I.Zhuravlev. Moscow, 1988
5. F.U.Sattarova. Innovative Teaching Methods in Primary School Lessons. Science and education, December, 2021
6. F.U.Sattarova, The Influence of Youth Internet Slang on the Speech Culture of Modern Youth, International Scientific-Online Conference January 23rd Canada-24, 85-92
7. Valgina N.S. Teoriya teksta [Text Theory]. Moscow, Logos. 2003. - 170 p.
8. Introduction to Culturology in 3 Parts - Moscow, 1992 - Part 1.
9. Ladyzhenskaya T.A. Program "Rhetoric".



10. Ladyzhenskaya T.A. Metodika razvitiya rechi na urokakh russkogo yazyka: Kn.dlya uchitelya [Methods of speech development at the lessons of the Russian language: A book for a teacher]. 1991. - 240 p. (in Russian).
11. Ladyzhenskaya T.A. Speech Secrets: A Book for a Primary School Teacher. 1992. -144 p. (in Russian).
12. Ladyzhenskaya T.A. Kharakteristika svyaznoy rechi detey [Characteristics of children's svyaznoy speech]. Pedagogy, 1999. -210 p. (in Russian).
13. G.N. Narimonova. Psycholinguistics as a tool for in-depth study of speech and language. *Science and Education*. Volume 3, Issue 2, pp.546-550 (2022)
14. N.G. Narimonova. External Laws of Language Development. NamSU is a scientific bulletin of gifted students. Volume 1, Number 1, pp. 215-218 (2023)
15. Gulnoza Narimonova. Key Trends in the Development of the Russian Literary Language. *Eurasian Journal of Academic Research*. Volume 2, Issue 6, pp. 544-546 (2022).
16. Gulnoza Narimonova. Changes in the Russian Language in the Modern Period and Language Policy. *Texas Journal of Philology, Culture and History*. Volume 25, pp.40-43 (2023).
17. Gulnoza Narimonova. Modern Information Technologies in Teaching the Russian Language. *Journal of Pedagogical Inventions and Practices*. Volume 27, pp.3-5 (2023)
18. S. Abdullayeva, G. Narimonova. External laws of language development. *Proceedings of International Educators Conference*. Volume 2, Issue 3, pp.59-62 (2023)