

LANGUAGE NORM AND SPEECH CULTURE IN EDUCATIONAL PRACTICE

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Annotation. The article discusses the issues of forming the culture of speech of students in educational practice based on compliance with the linguistic norms of the modern Russian literary language. The main types of normative violations in the oral and written speech of students, the causes of their occurrence and ways of pedagogical correction are analyzed. The role of the teacher as a carrier of the speech pattern and the organizer of the communicative environment is highlighted. The results of pedagogical observation confirm the need for an integrated approach to teaching speech culture.

Keywords: language norm, speech culture, Russian language, speech competence, orthoepy, speech behavior, educational practice, communicative culture.

In the modern educational environment, characterized by a decrease in the level of speech culture and the increasing influence of Internet communication, the problem of compliance with language norms is becoming particularly relevant. The widespread use of colloquial slang elements in students' public speech, the weakening of orthoepical and grammatical skills, and a decrease in attention to speech etiquette are reflected in the general level of students' communicative competence. The relevance of the research is determined by the need to form a linguistic personality capable of competent and cultural communication in various fields of social and professional activity.

The purpose and objectives of the study. The aim is to determine the role of language norms in the formation of students' speech culture and to identify the most effective forms of work in educational practice. Research objectives:

- to analyze the theoretical foundations of the concept of "linguistic norm";
- identify the main types of speech errors in the learning environment;
- identify pedagogical methods of speech culture formation;
- evaluate the effectiveness of systematic work on the correction of speech disorders.

Theoretical foundations of the study

The problem of linguistic norm occupies a central place in the works of Russian linguists and is closely related to the issues of codification of literary language, speech culture and language policy. In a broad sense, a linguistic norm is understood as a system of stable, generally binding and socially acceptable linguistic means and rules of their use, ensuring mutual understanding in speech communication.

S. I. Ozhegov defined the linguistic norm as a historically determined and socially fixed pattern of using linguistic means adopted in the literary language at a certain stage of its development [1]. L. V. Shcherba considered the norm inextricably linked with speech activity and emphasized that it is formed not abstractly, but in living linguistic practice, reflecting real communicative needs societies [2].

In the works of N. M. Shansky, the linguistic norm is characterized as the result of the selection of linguistic means recognized as exemplary and fixed in the literary language system. [3] The scientist emphasizes the twofold nature of the norm: on the one hand, it stabilizes the language system, and on the other, it remains mobile, able to adapt to changes in the socio-cultural environment. In pedagogical theory, speech culture is interpreted as the degree of proficiency in linguistic means in accordance with the goals, conditions and situations of communication (E. I. Passov, T. A. Ladyzhenskaya) [4]

In modern linguistics, the following main types of linguistic norms are distinguished: orthoepical - norms of pronunciation and stress; lexical - correspondence of word usage to meaning and context; grammatical - correctness of word forms, word formation and syntactic constructions; spelling - rules of writing words; punctuation - norms of punctuation marks; stylistic - correlation of linguistic means with functional style and a communication situation.

Each of these types of norms performs an important communicative function, ensuring unambiguous perception of the text and the correctness of the speaker's speech behavior.

Social conditionality of the linguistic norm

The language norm is formed and maintained by society. It is fixed in dictionaries, reference books, textbooks, official documents and pedagogical practice. At the same time, norms are not static - they change under the influence of the development of public relations, scientific and technological progress, globalization and intercultural communication, digital communication.

The change in normative attitudes occurs gradually and is accompanied by a process of variability, in which acceptable language variants simultaneously coexist. For example, the recognition of equal accents, acceptable forms of declension, or competing syntactic structures indicate the dynamic nature of the norm. The phenomenon of linguistic norm is directly related to the concept of variability - the presence of several normatively acceptable forms. However, variability does not mean arbitrariness. Any deviation from the established criteria is regarded as a speech error and reduces the level of speech culture.

In the context of educational practice, the culture of speech is considered as the practical embodiment of the linguistic norm - the ability to correctly, accurately, appropriately and aesthetically correctly use linguistic means in various communicative situations. Consequently, the linguistic norm acts as an objective basis for the formation of a person's speech competence.

In the educational space, the language norm performs a number of key functions: normative and corrective - it provides correction of speech errors, standardizing - forms uniform requirements for oral and written speech, cultural and educational - promotes the development of linguistic taste and aesthetic attitude to speech, communicative - guarantees the effectiveness of interpersonal and professional communication.

The teacher acts not only as a translator of normative knowledge, but also as a standard of cultural speech. Through daily verbal interaction, skills of compliance with norms are formed in real communicative conditions, which makes it possible to consolidate theoretical knowledge at a practical level.

The observance of orthoepical, lexical, grammatical and stylistic norms is the basis of a person's speech literacy. Violation of norms leads to a decrease in communicative effectiveness, distortion of the meaning of utterance and the formation of persistent speech defects.

One of the key tasks of teaching Russian is to identify and systematically correct students' speech disorders. Failure to master the normative foundations of oral and written speech negatively affects the development of linguistic personality, reduces communicative competence and hinders successful academic and professional socialization. In modern

conditions of the increasing influence of colloquial slang and Internet communication, the problem of correcting violations of linguistic norms is becoming particularly relevant.

The main types of speech disorders. During the diagnostic stage of the study, the following types of speech errors were identified: 1. Orthoepical disorders - incorrect accentuation, distortion of sounds, influence of dialect forms. 2. Lexical errors - inaccurate compatibility, mixing of paronyms, unjustified borrowings. 3. Grammatical violations - inconsistency of word forms, management errors. 4. Stylistic errors - the inclusion of colloquial units in official and scientific speech. 5. Written errors - violation of spelling and punctuation.

Orthoepical tests, dictation with speech commentary, text editing tasks, oral interviews and retrospective speech analysis, and student questionnaires were used to identify speech disorders. The diagnostic results showed that orthoepy and lexical use turned out to be the most problematic areas, which is associated with the influence of the conversational environment and auditory illiteracy.

Correctional work system

Correctional work was structured as a step-by-step process, including the following components:

1. Orthoepic correction - auditory trainings and phonetic dictation, listening to normative speech patterns, performing stress exercises, reading aloud with self-control. The result: stabilization of the skills of normative pronunciation.
2. Lexical and stylistic correction - exercises for selecting contextual synonyms, replacing spoken vocabulary with book equivalents, parsing paronyms and foreign language borrowings, speech editing of media texts. The result: the formation of the accuracy of word usage and stylistic relevance.
3. Grammatical correction - training tasks for form matching, modeling of varying constructions, grammar mini-tests, linguistic games. The result: a reduction in the number of formal errors in writing.
4. Communication and speech trainings - public mini-speeches, participation in round tables, work in discussion groups, elements of role modeling of formal business communication. The result: the development of spontaneous literate speech and communicative confidence.

In the course of the lessons, complex methodological techniques were used:

Method	Characteristics
Diagnostic	identification of error types
Communicative	development of speech interaction
Game-based	reduction of emotional barriers
Problematic	development of critical thinking
Training	consolidation of skills

The results of correctional work. Repeated diagnosis showed: reduction of orthoepical disorders by 18 %, reduction of lexical errors by 22 %, reduction of grammatical deviations by 15 %, Increase in general speech literacy by 24%.

There was also an increase in motivation to comply with language norms and positive dynamics of speech self-control. The results obtained confirm the importance of an integrated approach to the formation of speech culture.

Thus, the linguistic norm is a multicomponent and socially determined phenomenon that ensures the stability and functionality of the literary language. Its study and practical



development are the most important conditions for the formation of a culture of speech and communicative competence of students, especially in the era of digital communication and the stylistic fuzziness of modern communication forms. Correctional work to eliminate speech disorders is an essential component of the formation of students' speech culture. A systematic approach combining diagnosis, training, practice of communication skills and reflection demonstrates the greatest effectiveness. Regular integration of remedial measures into the educational process ensures a steady reduction in speech errors and contributes to the formation of language competence of students.

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