

ORTHOEPIC LITERACY AS AN IMPORTANT ASPECT OF SPEECH CULTURE

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Abstract:

The article highlights the issue of developing students speech culture. The author examines this problem within the framework of forming the orthoepic competence of future military personnel.

Keywords: Russian language, students, speech culture, orthoepic competence, pronunciation skills.

Introduction

The practice of professional training for students in the agricultural field within the modern educational environment shows that an insufficient level of speech skills manifested both in academic and extracurricular communication is currently considered a serious barrier to the professional development of the individual.

Among the key factors that highlight the relevance of this issue, special attention is given to the accuracy of interpretation and transmission of semantic information within professional interaction, the ability to engage in constructive dialogue without speech distortions, as well as communicative flexibility in situations of formal communication and hierarchical subordination. All of this requires students to possess a high level of speech and communicative culture.

In this context, orthoepic competence is defined as a set of knowledge, skills, and abilities that ensure adherence to the normative pronunciation rules of the literary language, both in oral and written form. It is a significant component of speech training [1], allowing students to avoid orthoepic errors, fostering the development of correct pronunciation behavior and auditory culture, and ensuring that utterances align with their communicative purpose. It also ensures appropriateness to the speech situation, lexical and intonational accuracy, and logical completeness of oral speech. All of this is integrated into a general culture of thinking, based on clear articulation, clarity of sound, observance of stress norms, expressive intonation, diction, volume, pace, and rhythm of the speaker's speech.

It [orthoepic competence] integrates phonetic, phonational, intonational, and other related skills, which allow for a more objective understanding of the structure of the competence itself.

Throughout the entire period of study, students must master the linguistic norms of Russian speech, including various standardized linguistic tools [2]. However, the

orthoepic concept becomes particularly important, as proficiency in orthoepic skills being multifaceted and multidimensional enables learners to more effectively organize communicative interaction both during their training and in the future, especially at the so-called emotive-empathic and regulatory-organizational levels of Russian-language military-oriented communication.

By learning correct control over the sound structure of the Russian language, proper pronunciation, and voice culture, cadets improve their orthoepic skills, which subsequently allow them to engage in communication in any of its forms.

When discussing the challenges of developing orthoepic competence among cadets of higher military educational institutions, it is important to note that most of these issues are connected with the current state of the Russian language, general trends in the linguistic development of society, and the declining level of speech and communication culture within the military environment [3].

This is primarily due to the reduced use of the Russian language and the diminishing standardization of its usage in mass media, which negatively affects the overall speech culture of modern society.

The attention given to the issue of speech communication among military personnel is by no means accidental today. Knowledge of the rules and norms of speech activity in the military professional sphere allows service members to carry out educational, instructional, and managerial duties in a competent and effective manner.

Normatively correct military speech fosters respect and attentiveness toward the speaker, ensures accurate perception of information, and helps to productively resolve or even prevent conflict situations within military units.

The level of orthoepic knowledge among cadets at the stage of initial professional self realization, as well as their general proficiency in the Russian language, varies. Their oral speech often contains various errors and deviations from the norms of Russian pronunciation.

In this regard, it is important to determine the level of orthoepic literacy and to identify the main pronunciation errors. This reveals yet another issue understanding the causes of pronunciation mistakes in such types of speech activity as reading and speaking [4]. Thus, the problems associated with the initial introduction to orthoepic at early (student) developmental stages are extrapolated into the range of tasks for the instructor, which include the search for and diagnosis of the causes of deviations from orthoepic norms. The issue of classifying the main causes behind improperly developed pronunciation skills among cadets highlights the presence of the following significant aspects of pronunciation errors:

- a) errors resulting from dialectal influence, rooted in entrenched incorrect pronunciation;
- b) errors associated with speech accents that have never been addressed through corrective work;

- c) errors stemming from colloquial mispronunciation during speech activity, as well as under the influence of language simplification (through mass media, television, the internet, etc.);
- d) errors caused by incorrect stress placement due to dialectal influence;
- e) errors related to incorrect stress placement formed by deeply ingrained childhood pronunciation patterns;
- f) errors arising from a lack of knowledge of Russian language rules and norms;
- g) errors due to the absence of self monitoring during speech, even when the correct pronunciation is known;
- h) errors linked to peculiarities of the articulatory apparatus that require special efforts to overcome.

It should also be noted that the identified errors are among the most frequently encountered and characteristic in cadets speech, often appearing alongside other existing mistakes. Typically, these occur in combination: two, three, or more errors may be made simultaneously during speech production.

We find it necessary to emphasize that the issue of speech culture is particularly acute in national higher military educational institutions where instruction is not conducted in Russian. This factor largely shapes the prevailing attitudes toward the perceived necessity or lack thereof of orthoepic training within the educational institution.

Limited communication with native speakers and even more so, the absence of real life situations involving the execution of official or combat related tasks in which native speakers are involved leads cadets to believe that speech culture and correct pronunciation skills are not in high demand in professional communication.

There are several key tasks involved in the development of orthoepic skills, which are addressed using specific principles and methods aimed at improving them [5].

These tasks are carried out in stages, which ensures both the efficiency and effectiveness of pronunciation training and its subsequent refinement.

The development of pronunciation skills is mainly achieved through so called practice exercises, which can be graded according to increasing levels of lexical and grammatical complexity.

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