O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY UNIVERSITETINING JIZZAX FILIALI

ZAMONAVIY INNOVATSION TADQIQOTLARNING DOLZARB MUAMMOLARI VA RIVOJLANISH TENDENSIYALARI: YECHIMLAR VA ISTIQBOLLAR

mavzusidagi Respublika ilmiy-texnik anjuman materiallari to‘plami

(2024-yil 17-18-may)

(1-qism)

JIZZAX-2024

“Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar” mavzusidagi Respublika ilmiy-texnik anjuman materiallari to‘plami – Jizzax: O‘zMU Jizzax filiali, 2024-yil 17-18-may. 410-bet.

Respublika miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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Mazkur to‘plamga kiritilgan ma’ruza tezislarining mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas’uldirlar.

ruxsor, siyna, falak, yanoq, qalb, hijron are not typical for dialects and dialects, and even for the spoken language [2].

Changes and news in social life are first of all reflected in the lexicon. Therefore, the enrichment of the lexicon is somewhat more active than other elements in the language. This situation requires that the issue of lexical norm should be regularly dealt with in linguistics.

The lexical norm of the Uzbek literary language is somewhat regulated, and it is expressed in spelling dictionaries. Due to this, the use of words in written speech is somewhat stable, and violations of the norm are not so noticeable. But it cannot be said that the norm of using words in oral speech is always sufficiently followed. Sometimes words are used blindly copied from Russian. The culprits of today's celebration are the chief, and I am myself. It would be appropriate to use these words in the way that the cause of today's celebration is in the chief's room (or his office), and I will be in my office (or my room). It is true that it is easier to say that I am in my room or I will be in my room in terms of saving time and the situation in which the speech takes place. But it's not just about economy and clarity. If we look at the matter in this way, this idea can be explained even with a gesture in a certain situation. Here the question is whether the figurative meaning assigned to the word "own" is correct or incorrect, whether it is normal or not normal for our language to express the thought in this way [3]. In time, it may become the norm. However, it is not appropriate to allow artificiality when we have the means of expressing thoughts in this sense in our language.

So, the norm is the main condition for the performance of the social task of the language, and it is obligatory for the speakers and writers of this language to follow it. The degree to which the Uzbek language is standardized and how it is followed is one of the factors that determine the level of development of the national Uzbek culture. This is directly related to the culture of self-speech. Because the violation of the norm on some of the language levels has a negative effect on the state of speech culture.

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Annotation: Speech culture is the main expression of human culture. The perfection of a person with high spirituality is manifested in his efficiency, knowledge, and wisdom, and he certainly has a high speech culture. It is very important for a person with a higher education to acquire the skills of language etiquette, speech culture skills, and follow the norms of the literary language.

Key words: main quality of the speech, effectiveness of the speech, appropriateness of the speech, correctness of speech, effectiveness and expressiveness of the teacher's speech

Appropriateness of speech is the ratio of speech - the communicative quality of speech that appears based on the conditions of communication. W. R. - such a choice of means of speech that meets the goals and conditions of the speech, the necessary quality of a good speech consisting of such a choice. W. R. corresponds to the subject of the message, its logical and emotional content, the composition of the audience or readers, informational, educational, aesthetic and other tasks of written or oral presentation. W. R. covers different levels of language (words, phrases, use of grammatical categories and forms, syntactic constructions and whole composite speech systems) and can be considered and evaluated from different points of view. Separate style, contextual, situational and personal-psychological. W. R. style is the fact that the relevance of a separate word, turn, structure, or a composite speech system as a whole is predetermined and regulated by the style of the language. Each of the functional styles has its own characteristics, its own patterns of selection and use of language materials.

Each of them has elements that determine the originality, which are called style formation. Unnecessary, unmotivated transfer of them to other communication conditions is rightfully considered a violation [2]. The relevance of a particular linguistic unit is also regulated by such a factor as the context, that is, its speech environment. Context is a compositional-speech system that assumes the unity of the content plan and the expression plan, the uniformity of the stylistic tonality. The criterion of context, although generally determined by the relevance of style, does not always correspond to it. It is usually possible to observe a situation where a certain style, a linguistic tool that is not traditionally accepted for certain communication conditions turns out to be appropriate in a certain context, moreover, it is the only thing necessary to achieve the desired effect. For example, in stylistics, a negative attitude towards verbal nouns has formed, because the use of verbal nouns, especially in large numbers, makes the speech melodically impoverished, amorphous, affects it bureaucratism, etc. In a wonderful poem by A.A. Feta "Whisper, shy breath..." There is not a single verb, but there are six verbal nouns: whisper, breathe, shake, change, reflect, kiss. Why did the poet-musician Fet choose a noun rather than a verb in one of his poems? The advantage of the verbal name in impersonality, in the ambiguity of the sign. And this is in harmony with the overall lyrical structure of the poem, which

attracts the reader with its unspoken charm. The verb, as a rule, is associated with a real person, a specific figure, so it will be very rude and inappropriate to convey the subtle nuances of the poetic content. W. R. occurs not only at individual linguistic levels, but also in certain speech systems, situations, and the style of the work as a whole. Sometimes the individual compositional components of the text suffer from inappropriateness in the work of art - a dialogue built without taking into account the patterns of speech, the appearance of the characters, their thoughts, nature, as well as the author's reflections are described. When talking with an interlocutor, when speaking in front of an audience, we not only convey this or that information, but we convey our attitude to reality, to the people around us, whether we want to or not.

Therefore, it is important to care about how our speech affects the interlocutor - whether it traumatizes him with rudeness, degrades his dignity or not. W. R. is a socially important quality: it regulates our speech behavior. The ability to find the right words, intonation in a specific communication situation is the key to successful communication between interlocutors, the appearance of feedback and vice versa: the teacher could not find the right words to communicate with the student , resulting in a tenth grader talking to a fifth grader, resulting in no connection, no trust, written by V.N. Golovin Basics of speech culture. [3]

This communicative quality implies the use of certain linguistic tools in speech in accordance with a certain communication situation, compliance with the "sense of proportion and appropriateness" (A.S. Pushkin), that is, words that meet the goals and conditions of communication. , is a choice of word forms and phrases. ... Appropriate speech corresponds to the topic of the message, its logical and emotional content, the composition of the audience or readers, informational, educational, aesthetic and other functions of the speech. The main requirement for the appropriateness of speech is that each communicative situation should correspond to its own means of linguistic and emotional expression, in particular, the special structure of speech, certain expressive and evaluative turns, etc. Effectiveness and expressiveness of the teacher's speech. The effectiveness of the teacher's speech is considered one of the main qualities of the speech, and the correctness and accuracy, logic and purity of the speech are directed to influence the listener.

The effectiveness of the speech mainly refers to the teacher's oral speech process and takes into account the mental state that appears when it is received by the students. That is, the teacher-speaker should take students into account, monitor their level of knowledge, even their age, and their mood at the time of the speech, and control how their speech is received by the students. It is not appropriate for teachers with professional knowledge to speak in lively, simple language, and teachers who do not have sufficient knowledge of public speaking should not try to speak in scientific and official language. So, the speaker-teacher is required to act according to the situation and it is his task to try to fully convey any idea he wants to express to the students. Speaking in a language that students can understand, being able to convince them is one of the main conditions for a teacher. For this, as mentioned above, in addition to knowing the subject well, the teacher must have a clearly defined plan to explain it. It is necessary to organize the thoughts in the speech in the first and second order, to connect them, to introduce the students to the speech plan, and to start the speech. Timing is one

of the virtues of public speaking. Because the students will not get bored if the speaking time is announced and followed, if possible, if it ends a little earlier.

The statement about the expressiveness and expressiveness of the speech is, in a certain sense, the conclusion of the statements made about the qualities of the speech. Because showing the qualities of a good speech, analyzing some typical mistakes that occur in a speech, ultimately serves to form an impressive speech. There are various ways and means of conveying the ideas in the speech meaningfully to the students. They can also be called auxiliaries. For example, take humor or a story. The continuous flow of scientific and popular thought in the speech, its presentation in one ceremony can bore both the reader and any listener. At such a time, it is very useful for the teacher to talk about humor, stories, and interesting events [1]. It's even better if the humor is appropriate to the context of the speech. If this is done, the student will have a rest and will be interested in the subject being studied.

It is also appropriate to give some thoughts and comments within the scope of the speech. Such opinions are used to prove the correctness and truthfulness of the speaker's opinion, but their use should not be abused. The appropriate use of examples of literary literature, wise words, and language means of expression and image in speech will not be without benefits.

Factors such as how the teacher behaves, gestures, and even clothes during the speech process play a role in how the speech affects the students and what impression it leaves on them. Qualities such as sincerity, politeness, politeness, and respect for students make the speech attentively listened to by students. Mastering the art of public speaking is a complex process that requires a lot of work for teachers. Sharpness, brightness and originality of the speech are necessary to arouse feelings and interest in the listener and reader, to draw his attention, and to convey the content of what is being said well.

Therefore, the speech should be clear and fluent, grammatically correct, obey the rules of literary pronunciation, and be coherent from beginning to end. Based on such speech, the knowledge learned reaches the heart of the student. Such speech meets the requirements of cultural speech. For this, the teacher requires constant research and work on himself, philological knowledge and constant speech practice.

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