



Analysis of Conditions for the Development of Language Culture of Students in Education

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ABSTRACT

Our article provides an overview of early, important, and recent developments in thinking about language education and culture, and offers perspectives for future research and practice. Historically, language education has often been targeted at indigenous and immigrant peoples to eradicate perceived undesirable cultural practices and weaken the ties of cultural or ethnic identity. Later, differences in language origins were harmfully associated with so-called cultural deficits and used as a justification for language re-education. More recently, the fields of anthropology, educational research, and applied linguistics have taken up the challenge of rethinking language teaching as a means of affirming and preserving culture and helping language learners to build cross-cultural connections. Students, future specialists, should not only master knowledge. You should implement them in situations of oral and written business communication: formulate the problem, defend your point of view, justify the arguments, and keep the documentation properly

Keywords:

Competitiveness, represent points, language culture, grammatical, lexical, orthopedic norms, phenomenon, communication situations, formulate tasks.

Introduction: In modern conditions, a low language culture is a factor that negatively affects the competitiveness of specialists in any field. A student, a future specialist, should not only acquire the necessary knowledge but also be able to apply it in oral and written business communication situations: formulate tasks clearly, represent points of view, justify arguments and document them competently. One of the main complexes of pedagogical conditions in the field of language culture is the development of introspection and mutual analysis of language. The ability to engage with the experiences of others and relate them to one's own. This will contribute to the development of the students by learning to evaluate their language from the perspective of

their culture and setting the mindset for self-education in the field of the language culture. He sets himself certain goals and objectives: to express his thoughts competently in oral and written communication. Each of these forms has its peculiarities and differs in the system of means of expression, the type of addressee, and perception. Oral speech is also primary for languages that have no written language.

Literary oral speech is represented by two variants - spoken language and codified language. The conversational language implies easy communication and informal relationships between interlocutors. Codified speech is mainly used in official communication situations - meetings, commission sessions, conferences, speeches, etc. Oral norms are

divided into 1) grammatical, 2) lexical, and 3) orthopedic norms. Grammatical norms are rules for the use of forms of different parts of speech as well as rules for sentence structure.

Literature analysis and methodology: The most common grammatical errors associated with noun usage are railroad tracks, French shampoo, and big corn. However, rail and shampoo are masculine nouns, and corn is feminine, so you should say: railroad track, French shampoo, and big corn. Lexical norms are the rules for using words in the language. An example of an error is: Use the lay down verb instead of set. Even though the verbs lie down and lie down are synonymous words, the meaning of lay down is a normative literary word, and lie down is colloquial. The error is the expression I put the book in its place. He puts the folder on the table. In these sentences it is necessary to use the verb to say: I put the books in their place. He places the folder on the table [1]. Orthopedic norms are the pronunciation norms of oral speech. They are examined by a special department of linguistics - orthopedics. Adhering to pronunciation standards is important for the quality of our language. They always impair the perception of the speech content: the listener's attention is diverted and the utterance is not perceived in its full semantic meaning.

The accents in words should be looked up in the Orthopedically Dictionary. The pronunciation of the word is also recorded in spelling and explanatory dictionaries. A pronunciation that corresponds to the orthopedic norms simplifies and accelerates the communication process. The role of correct pronunciation in our society is enormous as oral speech has become a wide means of communication in various forums and conferences. Written language norms are primarily spelling and punctuation norms. The written language is designed for visual perception and uses a system of graphic means of expression [4]. The linguistic peculiarities of the written language consist of the dominance of the book vocabulary and the strict observance of the norms of the written language. Your violation is unacceptable;

Sentences must be completed and linked logically. A literary norm is a commonly accepted use of linguistic devices, a set of rules governing their use in a person's speech. Norms are legalized in literature, preferred by society, and protected by literature, society, and the state.

The linguistic component of language culture is primarily responsible for its normativity, compliance with the norms of the written language, which native speakers perceive as the right role model. The language norm is the central concept of language culture, and the language component of language culture is considered the most important. For example, the neuter verb to eat is used in all situations involving food. The verb to eat is only used:

1) as a polite invitation to eat: please eat!

2) about children and women: eat baby, a berry. Did you eat?

3) in the speech of children and women: Mom, I've already eaten. I was eating. The verb to eat is not used in human language and in the first person (it is impossible: I eat; it is necessary: I eat). For case questions, the synonyms Auckland are written together in Auckland. Trade relations (with what?) with foreign countries, with foreign countries. Working (for what?).

The synonyms border and border mean the dividing line between territories. Substituting case questions makes it clear that they are nouns that must be written together. (What?) Abroad will help us. Dreaming of (what?) abroad. Live (where?)? Away. The question of the norm arises when there are two or more contenders, e.g: normative kilometer or non-normative kilometer, normative thinking or non-normative thinking, August or permissible August. normalized or allowable normalized, phenomenon or allowable phenomenon, etc. The notion of norm includes the rules of emphasis, and pronunciation; the formation of words and their grammatical forms, the compatibility of words and their combination into phrases and sentences, the writing of words and punctuation marks, and the use of words and stable combinations. With

correct, unified pronunciation, interlocutors understand each other faster, and it facilitates communication, therefore it is necessary to monitor their pronunciation, correctly pronounce sounds, and correctly distinguish their combinations, and stressed syllables. It is necessary to observe the established norms of pronunciation you follow the literary language [5].

Discussion: When the norm changes, it is possible to observe speech phenomena obeying both the codified norm and its variant. English Grammar (1980) has already become the norm for short forms of the genitive plural grams, and kilograms. In the modern English literary language, some words allow double pronunciation: in the word bakery, the combination of the can be pronounced as is. So if in morphology 30 years ago reference works dictated the forms of grams, and kilograms as the norm, then it English Grammar (1980) the short forms of the genitive plural grams, kilograms allow. In the modern English literary language, some words allow double pronunciation: in the word Bakery, the combination of the can be pronounced as it is written, but it can also be pronounced in. The norm that allows for variability and at the same time regulates the hierarchical relationships between variants is defined as a dispositive, for example, Sparkling.

In other cases, one of the accents is considered wrong, for example: right. Kitchen, tool, petition, wrong: kitchen, tool, petition. For example, a norm that does not allow variability in the use of a speech unit is called imperative or obligatory: stress is considered normative only on the last syllable, regardless of the meaning of the word fourth, middle.

Stress errors can falsify the meaning of the utterance. It is necessary to pay attention to the armor homonyms armor: 1) armor (with an emphasis on I) - ego protective coating of steel? Armor on a car (ironic car), 2) armor (with the stress on -o) is a reservation, fortification (armor for a hotel room, armor for tickets to the opera house) [2]. To avoid mistakes in the emphasis on the wording, you should know not

only the norm but also the types of options: we bought bows and scarves.

Results: They have no bandage, no coat of arms, no umbrella, and no stick. In order not to seal the teeth and then reward them with a candy bar. Therefore, you should use dictionaries when you are having trouble putting stress. By the norms of literary language, the acquired knowledge forms the following value orientations of the student:

- Contribution to the development of information transfer (communication, communication), a clear presentation of the material, identification of key concepts, and patterns, and construction of generalizing conclusions;
- Knowledge of standards for the construction of oral and written monologue and dialogue texts;
- Skills in the linguistic design of the text according to the chosen genre;
- Ability to formulate questions on the topic, and predict answers;
- Ability to implement the planned plans, i.e. uncovering the topic and developing the main idea, formulating each thought;
- the ability to control the correspondence of the statement with the idea, the communication situation;
- the ability to recognize the degree of understanding of the text, the depth of penetration into their meaning, and Understanding of the author's position;
- Ability to apply techniques to improve understanding of the message.

Another pedagogical condition is the expansion of the linguistic communication environment. For a student, this means participation in creative circles and university events, for example, participation in a reading competition, holidays, and various theme evenings [3].

Conclusion: Summing up, we can say that increasing the culture of speech gives the student the opportunity to develop and improve language skills: knowledge of the language, knowledge of the standards for the construction of oral and written texts, the

ability to correctly formulate questions and answers on the topic and ability for improvisation.

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