Structure and Contents of the Method for Forming Orthoepic Competence of Cursors in the Process of Teaching Russian Language

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ABSTRACT
The article actualizes the problems of the formation of orthoepic competence of cadets. The author considers this problem based on the structure and content of the methodology for the formation of orthoepic competence. The article substantiates the author’s point of view that the definition of the structure and content of the methodology for the formation of the orthoepic competence of cadets in the framework of the study of the Russian language should be focused on those macrospheres of professional communication in which this competence will effectively demonstrate the professional-speech level of the future professional. The author identifies the macrospheres of professional communication of cadets as future specialists (professional, everyday, professional, professional and cultural activities and socio-political activities), their content is determined within the framework of the methodology for the formation of orthoepic competence. The article also presents the components of the methodology (subject-professional, procedural, social), their characteristics are given.

Keywords: cadets, orthoepic competence, structure and content of the methodology, components of the methodology, macrospheres of professional speech activity.

The development of the modern professional field of representatives of military professions is steadily expanding its impact with the help of the oral live word, the requirements for the correct use of which in the military-professional context are steadily increasing. Russian professional vocabulary canons of future military personnel, the basis of which continues to be laid at the stage of initial professional self-realization, are embedded in the structure of orthoepic competence, with the formation of which cadets develop stable dynamic speech stereotypes that determine the correctness of the use of vocabulary and the design of the pronouncing norms of the Russian language.

The orthoepic norms of the Russian language, as indicators of differences in pronunciation, orient future specialists to the key points in communication, thereby achieving an effective shift of attention of both the speaker and the perceivers to those aspects that need to be highlighted in the framework of communicative interaction. For cadets, as for future representatives of military professions, this concept is quite important, since the speech of a military man in various professional situations should correspond as much as possible to those professional actions that localize their speech content (orders, explanations, commands, negotiations, drill calculations, etc.), so that the aspects of "what is being said" and "how is it being said" activate the most effectively and efficiently set goal and the response of the audience [7; 8].

The basis of the teacher's work in the formation of the initial principles of the spelling competence of cadets in the study of the Russian language is determined by the purpose and objectives of teaching them [cadets] orthoepy, the methodological orientation of which is localized in the assimilation of pronunciation norms. The peculiarity of students’ assimilation of orthoepic norms, as well as the specifics of their possession of these norms (from the point of view of the methodology for forming orthoepic competence) in the two main types of speech activity (reading and speaking) determine the appropriate detail of the structure and content of the methodology for
forming orthoepic competence, depending on professional goals. In this regard, the definition of the structure and content of the methodology for the formation of the orthoepic competence of cadets in the framework of studying the Russian language should be focused on those macrospheres of professional communication in which this competence will effectively demonstrate the professional speech level of the soldier. As a result of this,

- professional domestic sphere characterizing the statutory relationship with superiors and subordinates out of direct professional communication (for example, interviews with staff, the team and others in the so-called free time, which include unplanned and sports activities, leisure activities, educational activities, etc.);
- directly professional activities that require communicative interaction Charter (giving orders, command language, often used in the imperative mood, vocabulary, fighting, etc.);
- vocational and cultural activities that routine implementation of orthoepic competence in the activities of cultural and political orientation, for example, parades, parades, contests, etc.);
- socio-political activities characterized by extreme manifestations of pronouncing skills in sometimes unplanned conditions, such as meetings, negotiations, etc., requiring rapid response; in such situations, the cadet's speech culture must be demonstrated in the highest degree of speech culture formation, which can at any time be shown as a high level of professional competence [1; 6; 7].

Within the framework of these macrospheres of communication, in which the orthoepic competence of a cadet as a future professional can be manifested in the most versatile and wide-ranging way, the methodology for the formation of orthoepic competence, as well as its content component, should be structured accordingly.

Thus, the subject is a professional component methods of forming orthoepic competence of students in the process of learning Russian will include such components as: the awareness of the nature of professional knowledge and the tone of voice used architecture of lexical items; knowledge of Russian language to achieve meaningful transmitting the message through phonation, expression, tone, melody, udarati, etc.; methods of obtaining pronouncing knowledge from different sources (text, speech demonstration that accompanies the activity of the teacher is directly speech activity, etc.). Under this component, you need to pay special attention to such aspects as the unity of theme and purpose used pronouncing exercises, allowing you to achieve the so-called immersion in a professional context field. The formation of orthoepic competence in this methodological direction encourages cadets to carry out speech training.

The procedural component of the cadets 'orthoepic competence formation methodology is implemented in all types of cadets' speech activity within all the macrospheres of professional communication. In this regard, from the point of view of the level of formation of orthoepic competence and strategies for its improvement, the speech pronouncing ability should be considered as the ability to manage speech in the context of specific communicative tasks. The process component is realized through the work on such qualities of cadets in mastering the Russian language and the culture of native speech as purposefulness, the ability to speech dynamics, understanding of situational hierarchy and the ability to produce speech within its orthoepic norms and pronouncing shades, as well as integration into the educational process and the ability to transfer the acquired orthoepic skills to various subject environments (scientific speech, everyday speech and other types of codification in accordance with orthoepic norms), productivity, independence [5; 9].

In this regard, orthoepic skills as a component of the cadets ' orthoepic competence should be methodically competently integrated into the procedural component. These skills will include the following: the ability to verbally convey the content of a speech fragment in accordance with its content and focus on a specific context of the situation (depending on the macrosphere of
professional communication); mobility in focusing on the changing context of the speech situation and the corresponding orthoepic transformation of the speech fragment; to change the context of the speech situation depending on the orthoepic color (for example, orthoepics of a professional and everyday nature can be diffusely integrated into the context of drill exercises, etc.).

The social component of the methodology for the formation of cadets’ orthoepic competence reflects the above-mentioned methodological strategy, when the orthoepic context of lexemes becomes diffuse and is colored by pronouncing intonation in a different professional speech situation, while maintaining the imperative of orthoepic norms. The social component of the methodology allows the teacher to form the speech pronouncing skills of future professionals, which consist in seeing social roles in the conditions of the profession and thus preserving the culture of speech in any unplanned impromptu.

Thus, the process of developing the structure and content of the methodology for the formation of orthoepic competence, being a key strategy in the development of pronouncing skills, forms an organic chain of all speech processes (reading, writing, listening, speaking) aimed at mastering pronouncing norms. At the heart of the leading method in the context of the methodology under consideration, the priority effectiveness belongs to the method of speech support on speech hearing, accompanied by the analysis of sounding speech samples and the immersive (as well as situational) inclusion of future professionals in active speech activity [2; 3].

Representatives of the methodological field are similar in their points of view that the culture of speech, knowledge of orthoepic norms, correct pronunciation, etc. are very important in any professional field. The presence of spelling errors in the speech of a professional creates a certain speech portrait of the speaker, within which the speech fragment may not be perceived in all its content and with the necessary attention.

Any field of professional activity (including the military) is faced with the need to be characterized by a high level of speech culture, which is increasingly beginning to be considered by the public as a structural component of the professional competence of a specialist.

In this regard, the effectiveness of the methodology for the formation of orthoepic competence (in our case, cadets) will be achieved by implementing the following methodological aspects:

- taking into account the areas of professional communication of the future professional;
- using active methods of teaching orthoepic culture;
- providing cadets with broad opportunities for the didactic and methodological potential of the method of speech support on speech hearing, accompanied by the analysis of sounding speech samples and the immersive (as well as situational) inclusion of future professionals in active speech activity;
- the use of classroom and independent activities of cadets in the formation of orthoepic culture and orthoepic competence.

**References:**


