

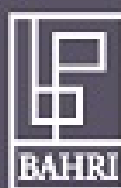
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## The Place of Activation of Stereotyped Sentences in the System of Modern Methods of Speaking

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### ABSTRACT

*In the sphere of speech culture behavior in the system of continuous education in the Uzbek language, it is necessary to achieve the following parameters: achieve the accumulation and activation of the wealth of speech stamps; participate in mutual communication, that is, master the order of mutual communication and communication behavior; be able to independently start and continue, end a dialogue on the proposed topic; to be able to participate in mutual communication using information technology in a remote form; write dialogue.*

**Keywords:** 1) in the sphere, 2) linguistic and cultural competence, 3) intercultural communication, 4) lexical difficulty, 5) speech culture behavior, 6) dialogic text, 7) organizational part, 8) basic information exchange.

### INTRODUCTION

The exercises differ from each other in terms of the fact that the language material is stored in memory, some changes are made, and it is created anew. For example: static exercises, semi-creative exercises, creative exercises.

Fixed (mechanical) exercises, regardless of whether they are receptive or reproductive, are performed on the basis of fully connected texts and conversations, they are not deviated from,

sentence structures are kept exactly. For example, the following tasks, which are common in almost all textbooks, are performed without changes: finding the answer to the given questions, finding out what kind of questions were asked based on the answers, creating questions based on the answers, recalling stereotyped sentences, etc.

Semi-creative exercises in textbooks involve making partial corrections to questions or answers, bringing them closer to creative questions or creative answers. For example, tasks such as the following are performed in this way: creating questions and answers based on a sample (and interacting), creating a question by changing the form of the given words and interacting with it, creating your own dialogue using the sample, answer each of the questions with three words, answer the questions with negative words, etc.

The creative exercises in the textbooks show that the students will begin to communicate in the Uzbek language on the basis of complete independence. Such exercises include: creating questions based on a picture, talking to each other (conversation, asking and answering each other's questions), talking to each other about something on the phone, discussing the things depicted in the picture, and discussing professions, things, to evaluate professions and their activities, to talk to a friend with some conditions, to write it in dialogue style.

In general, the following types of exercises aimed at developing skills related to the culture of speech communication can be distinguished on the covered in the textbooks:

1. Exercises aimed at mastering the dialogue sample.
2. Exercises aimed at mastering some replicas by completing a dialogue sample.
3. Exercises where it is required to continue the dialogue that has been started.
4. Topics exercises on creating a dialogue based on a speech situation.
5. Exercises on creating a dialogue based on pictures.

The 4-th type of exercise is to connect the studied replicas with speech situations, plays an important role in developing the skills of recalling them based on the speech situation. Because speech situations motivate the student to create a dialogue without using examples. Speech situations are easy or difficult to understand depending on the language in which they are expressed.

#### MATERIALS AND METHODS

If they are described in Russian, ask the students for independent Uzbek replicas they are asked to perform tasks such as compiling and memorizing. If they speech of students in educational institutions, higher education institutions In today's increasingly shallow age, the holder of a higher qualification than a teacher while being a creative approach to practical best practices and methodology.

It is required that the daily routine is perfect in normal classroom conditions planning and speaking in the use of appropriate methods effect on morale improvement is expected.

Organizational factors that serve to continue or stop the conversation, 1) expressing a reaction to the interlocutor's thoughts or forms of communication; 2) replicas in the content of information exchange. It is appropriate to teach the learners the examples of the speeches of such famous wordsmiths.

“Ertangimutaxassisna faqathayotdan, balkio  
 ‘ziningatrofidagiyaqinlari, ustozlari, rahbarlari,  
 jamifaoliyatlarjarayoni, jamiborliq,  
 turfaxilvoqeliklardantinmayilmolib, fazilato ‘rganib,  
 kasbiynutqimukammallashibboradi”. “Latif  
 jumlalarbarchadavralardaqaqadrlanadi” (T. Sodikova)  
 ("Tomorrow's specialist will constantly learn not only from life, but also from his relatives, teachers, leaders, the entire process of activities, the entire existence, various realities, learn virtues, and improve his professional speech." "Kind words are appreciated in all circles").

The practice of speech culture also teaches learners professional lexical terms and words of wisdom:

“Yurakdanchiqayotganso‘z - yuraklargaboradi.  
Odamningkimliginitilidanbiladilar.  
So‘zamollikbilimligayarashadi”. (Tohir Malik).  
 (“Words that come from the heart go to hearts.  
They know who a person is by his tongue.  
Verbosity suits the learned”).

If it is said in Uzbek, young people must first overcome the difficulty of understanding the definition. Only after that, actions related to the need to say the relevant sentence are performed.

## RESULT AND DISCUSSION

Speech situations on a topic refer to the content of conversation on this topic. It is this content that needs to be discussed and asked to someone on this or that topic. It is known that when students are asked to ask a question to the interlocutor, he says that he has no question. Therefore, considering that the range of speech situations also refers to the content of the conversation on the same topic, it is necessary to expand the range of topics not suddenly, but gradually. In the 5-th type of exercise, the picture represents the speech situation and creates a dialogue is considered a powerful factor for in general, the following types of exercises aimed at developing skills related to the culture of speech communication can be distinguished on the topics covered in the textbooks:

1. Exercises aimed at mastering the dialogue sample.
2. To refine some replicas by completing a sample dialogue focused exercises.
3. Exercises that require continuation of the dialogue that has been started.
4. Exercises related to creating a dialogue based on the speech situation.
5. Exercises on creating a dialogue based on pictures.

The 4-th type of exercise plays an important role in developing the skills of connecting the studied replicas with speech

situations, relying on the speech situation and recalling them. Because speech situations motivate the student to create a dialogue without using examples.

Speech situations are easy or difficult to understand depending on the language in which they are expressed. If they are described in Russian, the students are asked to do tasks such as composing and memorizing Uzbek replicas independently. If they are spoken in Uzbek, young people must first overcome the difficulty of understanding the definition. Only after that, actions related to the need to say the relevant sentence are performed.

Speech situations on a topic refer to the content of conversation on that topic. It is this content that needs to be discussed and asked to someone on this or that topic. It is known that when students are asked to ask questions to the interlocutor, he says that he has no questions.

Therefore, considering that the range of speech situations also refers to the content of the conversation on the same topic, it is necessary to expand the range of topics not suddenly, but gradually.

In exercise type 5, the image is considered a powerful factor in conveying the speech situation and creating dialogue.

“So‘zqahramonliklargayetaklayoladi...” –Taniqlijurnalist Mahmud Sa’diyatganlariday, ustozAsqadMuxtor “harbirso‘zniqayliqtanlagandaysevibsaylaganhassosadiblardanbiriedi”. (“Words can lead to heroic deeds...” – Famous journalist Mahmoud Saadi as they said, teacher Asqad Mukhtar was one of the sensitive writers who “loved and chose every word as if he chose it”).

“Xushkelibsiz, oliygohimizga, farzandlarim!” Bilimeshiklarisizlargaochiq!”. (“Welcome to our university, my children! The doors of knowledge are open to you”). This is an example of the congratulatory speech of the head of the university at the solemn swearing-in ceremony of the students. The phrase gives confidence to the student who has taken the first step on the campus of the institute that he will receive higher education in the future. If such support is constantly strengthened, the student will have wings. Dedicates “Niyatingga yet!” (“Achieve your intention!”) So, this is how the teacher

normally communicates Our original cultural wealth is our own when we use guiding motives appropriately begins to find its way. as a result, the young sprout grows into a full-fledged one:

“Shoshma, eslabko‘r!”, “Shubhasizto‘g‘ri, barakalla”, “Otanggarahmat, bilag‘on!” (“Hurry up, remember!”, “Undoubtedly true, bless you”, “Thank your father, Be aware!”). These kind of exhortation phrases determine the value and potential level of a teacher in a higher educational institution. No matter what field a teacher teaches, he should pay attention to his speaking tone, tone, diction, style, tact, etc. improving pedagogical communication as a tool to influence students.

“Umringdanbaraka top, qizim!” (“Bless you with your life, my daughter!”), this simple compliment means a lot From this expression, we can feel the joy of the pedagogue when he hears praise from the teacher of a student worthy of his potential. This polite encouragement cannot be said in the same way in any other language. An elegant sounding sentence will remain in our ears for a lifetime.

What kind of personality and worldview of the owner of the speech is applauded it is not difficult to know how.

“Rahmat”, “Xayr”, “Kechirasiz”, “Uzr”, “Barakalla”, “Xushkelibsiz”, “Marhamat”, “Iltimos”, “Mayli”, “Bormisiz?”, “Yaxshimisiz”, “Baraka toping”, “Omonbo‘ling”, “Sog‘bo‘ling!” (“Thank you, “Goodbye”, “Excuse me”, “Bless you”, “Welcome”, “Thank you”, “Please”, “Okay”, “Are you there?”, “How are you”, “Bless you”) It is important to know exactly which type of etiquette to use in which situations, such as Be safe, “Be well”.

“Voizavvalelningyuragigaquloqtutib, tomirininglab, dardiniqayerdaekaniniobdono‘rganadi, so ‘ngungadoriquyishuchunminbargachiqadi” (“The preacher first listens to the heart of the people, listens to their veins, carefully earns where their pain is, and then goes out to the minher to give them medicine).

## CONCLUSION

In conclusion, the following can be noted:

1. The scope of the expression “Speech communication culture” is not simple questions and answers, but compliance with rules of etiquette, in which dialogic speech conditioned by social relations, personal characteristics of interlocutors, real exchange of ideas – mutual speech. The movement is embodied.
2. The culture of speech communication means that people observe the rules of etiquette formed during the long historical development of the Uzbek people, based on social conditions and social relations, as well the identity of the person and personality and mentality of others (interlocutors), it is understood that he participates in communication, paying attention to the communicativeness of speech, based on the understanding of his position in society.

#### RECOMMENDATIONS

Dialogic speech replicas are divided into two groups in terms of structure: 1) standard sentences; 2) sentences that can be composed independently by studying their content. Also, there are two types of replicas depending on whether or not they are related to the content of the conversation: 1) replicas that help to start, continue, and end the dialogue; 2) forms of reaction to the idea (organizational factors).

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