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PROBLEMS OF COMPLIANCE WITH LITERARY LANGUAGE NORMS IN STUDENTS' SPEECH

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Abstract

This article analyzes the problems of compliance with literary language norms in students' speech from linguistic and pedagogical perspectives. The literary language norm is interpreted as an important and stable element of the language system, and its role in shaping speech culture is highlighted. During the research process, lexical, phonetic, orthoepic, grammatical, orthographic, and punctuation errors occurring in students' speech are analyzed, and the causes of their emergence are identified. In particular, the influence of dialects and vernaculars, the growing role of mass media and internet speech, as well as methodological shortcomings in the educational process are indicated as main factors. The article scientifically highlights the effectiveness of the communicative approach, text-based work, corrective and analytical exercises, and creative tasks in improving compliance with literary language norms. Additionally, the exemplarity of teacher speech and the importance of shaping language culture in the school environment are substantiated. The research results demonstrate the necessity of a conscious and systematic approach to literary language norms in developing students' speech literacy and communicative competence.

Keywords

literary language norm, speech culture, student speech, speech errors, dialect and vernacular, communicative approach, written speech, oral speech, methodological approach, language literacy

The literary language norm is one of the most important and stable elements of the language system, ensuring the correct, precise, and comprehensible use of language in society. The literary language norm refers to the totality of rules for pronunciation, spelling, grammatical formation, and usage of language units in a specific historical period. These norms serve the social function of language fully and are the main criterion determining the culture and precision of speech. Particularly in the educational process, adherence to literary language norms is of great importance in shaping students' speech literacy.

Speech culture is organically connected with literary language norms, and they are complementary concepts. While norms determine the external and internal structure of speech, speech culture ensures the conscious, purposeful, and aesthetically perfect application of these norms in practice. Students' compliance with norms in their speech demonstrates their level of thinking, language sense, and communicative competence. Therefore, mastering literary language norms is an important condition for elevating students' speech culture.

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Student speech has its own psychological and social characteristics, and it is shaped directly depending on age factors. In elementary and middle school students, speech is not yet fully stabilized, and it contains dialect elements, simplicity characteristic of oral speech, and sometimes normative deviations. While oral speech occupies the main place in shaping student speech, written speech places stricter requirements from the perspective of normativity. Compliance with grammatical, orthographic, and punctuation norms in written speech determines the student's overall literacy level.

The relationship between literary language norms and speech variation is also one of the important theoretical issues. Although the use of certain units in several variants is natural in the process of language development, not all of them are accepted within the framework of literary norms. While normative units are forms recognized by the general public and having official usage, non-normative units are mainly characteristic of oral speech, dialects, or individual speech. The positive aspect of variation is evident in the enrichment and adaptability of language, while the negative aspect manifests itself in leading to the violation of norms in students' speech. Therefore, shaping the skill of distinguishing normative and non-normative units in students during the educational process is one of the important tasks.

The violation of literary language norms in students' speech is associated with various linguistic and extralinguistic factors, one of the most important of which is the influence of dialects and vernaculars. The existence of various dialects and vernaculars on the territory of Uzbekistan causes the active use of regional speech characteristics in students' speech. Students often transfer phonetic, lexical, and grammatical units characteristic of the vernacular used in daily communication to literary speech. As a result, deviations in pronunciation, incorrect use of word forms, and the appearance of vernacular-specific words in written and oral speech are observed. Dialectisms, especially frequently encountered in oral speech, can become students' speech habits over time. This situation negatively affects the stable mastery of literary language norms.

Another important factor leading to the violation of literary language norms is the strong influence of mass media and internet speech. In the modern information space, students mainly communicate through social networks, messengers, and various online platforms. In this environment, language units are used in simplified, abbreviated, and often normatively deviated forms. The freedom, speed, and informality characteristic of social media language are also reflected in students' speech, strengthening indifference to literary language norms. The widespread use of abbreviations, jargon, and slang leads to a decrease in the share of normative units in students' vocabulary. As a result, cases of using inappropriate language units in formal and written speech increase.

Methodological shortcomings in the educational process also play an important role in the violation of literary language norms in students' speech. In some cases, insufficient attention is paid to the norm issue in native language classes, and theoretical knowledge is not reinforced with practical exercises. Skills of correct pronunciation, normative word usage, and error analysis are not sufficiently formed in students. The lack of practical exercises and systematic work on speech errors hinders students' conscious mastery of normative speech. Therefore, methodological improvement of the educational process is of great importance in eliminating the problem of compliance with literary language norms.

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Errors related to literary language norms in students' speech occur at all levels of language and directly affect their speech literacy and communicative competence. The most frequently observed errors are related to lexical norms and are mainly associated with incorrect use of word meanings and confusion of paronyms and synonyms. Students use certain words in inappropriate situations without sufficiently understanding their semantic nuances. This situation reduces the precision of thought and creates logical ambiguity in speech. The formal similarity of paronymous words creates difficulties for students and causes their interchangeable use. Failure to consider the stylistic differences of synonyms hinders the artistic and formal maturity of speech.

A significant part of errors related to literary language norms manifests at the phonetic and orthoepic levels. Typical errors in students' pronunciation are often explained by dialect influence or simplicity characteristic of oral speech. The dropping, substitution, or incorrect pronunciation of certain sounds is considered a situation contrary to literary language requirements. Additionally, problems related to stress are also widespread in students' speech. Incorrect placement of word stress can lead not only to violation of pronunciation norms but also to semantic changes. This causes misunderstanding of thought by the listener.

Grammatical, orthographic, and punctuation errors in students' speech are particularly noticeable in written speech. Grammatical errors are often associated with incorrect use of affixes, failure to coordinate word forms, and violation of connections between sentence parts. Orthographic errors arise as a result of incorrect spelling of words and confusion of compound and separately written units. Failure to comply with punctuation norms, incorrect or complete non-use of punctuation marks leads to written speech becoming incomprehensible in content. Overall, these errors indicate that students have not sufficiently mastered literary language norms and necessitate systematic and purposeful work with them.

Improving compliance with literary language norms in students' speech requires the application of effective methodological approaches in the educational process. In this regard, the communicative approach is of great importance, as it enables students to consciously and purposefully use language units in real speech situations. In lessons organized on the basis of the communicative approach, students not only acquire theoretical knowledge but also reinforce it through testing in practical communication processes. Text-based work is one of the effective methods of teaching literary language norms, as it develops students' reading, analysis, and expression skills. In the process of working on texts of various genres, students comprehend normative language units and understand their speech function.

A system of exercises aimed at eliminating speech errors occupies an important place in reinforcing literary language norms. Corrective and analytical exercises enable students to identify errors in their speech and consciously correct them. During such exercises, students compare normative and non-normative units and understand their differences. Creative tasks activate students' independent thinking and shape the skill of creatively applying literary language norms. Tasks such as essays, text composition, and oral presentations serve to develop students' speech activity.

The exemplarity of teacher speech has special importance in shaping speech culture in the educational process. The teacher's speech in full compliance with literary language norms

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serves as a direct model for students. Additionally, supporting language culture in the school environment, organizing events promoting literary language, and creating a speech environment help shape students' conscious attitude toward normative speech.

It has been established that problems of compliance with literary language norms in students' speech have been analyzed theoretically and practically. During the research process, it was substantiated that the literary language norm is a stable and important element of the language system, serving as the main criterion in ensuring the precision, comprehensibility, and culture of speech. It was determined that students' compliance with norms in their speech is an important factor determining their level of speech literacy, language sense, and communicative competence.

At the same time, it was substantiated that improving compliance with literary language norms can be achieved through effective methodological approaches. The communicative approach, text-based work, corrective and analytical exercises, and creative tasks are of great importance in shaping normative speech skills in students. The exemplarity of teacher speech and supporting language culture in the school environment serve to shape students' conscious and responsible attitude toward literary language.

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