PROBLEMS OF MASTERING THE NORMS OF SPEECH CULTURE IN THE MODERN LEARNING PROCESS

Abstract. The purpose of the study. The main goal of the new training, which differs significantly from the previous training technologies, is to revive and intensify students` intellectual abilities. Modern learning technologies, along with the formation of students` knowledge and skills, also have a positive impact on the development of their speech culture. The purpose of this study was to identify the advantages of modern learning technologies in the acquisition of norms of speech culture by students, in closing the gap between written and spoken language.

Research methodology and methodology. The article mainly uses such methods as visualization of the learning process, methods for analyzing experiences in the field of pedagogy, methods of comparative analysis in different historical stages of teaching.

Major scientific innovation. In the article, for the first time in the domestic pedagogical literature, some important aspects of the introduction of new technologies in education are considered, their influence on the preparation of students, the path of development of their intellectual abilities are characterized.

Results of the study: As a result, the author comes to the following conclusions that:
- According to the rules of written language, when the plural suffix -s (-s) - lar (-lar) is added to those words, no change occurs in the root and suffix of the word.
- The picture observed in the oral pronunciation of words consists of the following:
  - There is no change in the word structure when plural suffixes are added to words ending in h, q, x, y, l, m, f. Students give different answers as to why this is so. With the teacher's intervention, students are given the impression that these consonants can be adapted to the l consonant in pronunciation. Therefore, there is a change in the structure of words.

The general opinion is that the elimination of these differences in the pronunciation of speech should, if possible, make it a necessary student to achieve their utterance in the rules of writing.
- In order to eliminate such differences, it was considered expedient to accept the last consonant of words with the pronunciation k as an actual option. In order to eliminate them, it was considered expedient to rely on the rules of written language.
PROBLEMS OF TAKING LINGUISTIC CULTURE NORMS IN THE MODERN TEACHING PROCESS

Annotation. Research objective. The main objective of new learning, which differs from the previous educational technologies, is to revive and activate intellectual abilities of students. Modern educational technologies, along with the formation of students' knowledge and skills, have a positive impact on the development of their language culture. The goal of this study was to reveal the advantages of modern educational technologies in mastering students' language culture, in shortening the gap between written and spoken language.

Methodology of the study and methodology. In the article, the following methods were used: visualization of the learning process, methods of analysis of studies in the field of pedagogy, comparative analysis methods in different historical periods of teaching.

Main scientific innovation. The article for the first time in the national pedagogical literature discusses some important aspects of introducing new technologies in teaching, characterizes their impact on the preparation of students, the development of their intellectual abilities.

Research results: As a result of the study, the following conclusions were drawn:
- According to the rules of written language, when adding the plural suffix -lar(-ler) to a word, the root and the suffix of the word do not change.
- The picture that can be observed during oral pronunciation consists of:
- The structure of the word does not change when adding the plural suffix to words that end with h, q, x, y, l, m, f. Students give different answers why this is so. With teacher mediation, students form the impression that these vowels can be adapted to the sound of l in pronunciation. Therefore, there is a change in the word structure.
- The general opinion is that eliminating these differences in pronunciation to the extent possible is necessary for the student to achieve the correct pronunciation of consonants in writing.
- To eliminate such differences, it is considered advisable to accept the last consonant of the word as an acceptable variant. For their elimination, it was considered advisable to refer to the rules of writing.

Key words: national education, school, mother tongue, concept, speech culture.
**Problem statement.** The modern educational process of the Republic of Azerbaijan is an important goal of modern education, aimed at the development of education and the application of advanced technologies, new management methods, the application of new educational curricula based on international experience. The modern learning process is a complex and coherent implementation of work, forms, methods and styles used in the organization of learning and teaching activities, in the course of the pedagogical process, updating, assessment and other learning activities. The modern educational process means the continuous improvement of the professional level of educators, the creation of an inclusive learning methodology that ensures the integration of children with special needs into life and the educational environment, the development of special development programs for gifted children, the development of basic general education standards and curricula.

National leader Heydar Aliyev’s unparalleled foresight has played an important historical role in shaping the modern education strategy. Heydar Aliyev’s greatest goal in the field of education was to train qualified personnel in the country. The formation and development of qualified personnel means the growth of the country’s economic, political, social and cultural life, and the growth of its prestige in the international arena. The development of national education in the conditions of modern statehood also creates the basis for the formation of patriotism and education on the basis of national ideology. In this area, the development of the mother tongue and its speech culture is of particular importance. Because any development and renewal processes taking place in the country are transmitted to the environment through language.

**Analysis of resent research and publications.** The perfection of language has a serious impact on the stability of the norm, and the stability of the norm has a serious impact on the transmission of information. Norm stability can only occur if the culture of speech becomes mass and all language users are free to follow its requirements. The great leader Heydar Aliyev gave important recommendations to prepare the young generation for an active life position, who was optimistic about the future of their people during the Soviet era. Heydar Aliyev recommended such an idea to the youth of Azerbaijan that an active position improves the beliefs of the individual, the richness of his will, ideological and spiritual thinking, revives the determination to win [2, p. 15]. An article commenting on Heydar Aliyev’s views on education states that Heydar Aliyev, the eldest son of our people, taught all relevant sciences in educational institutions, including secondary national schools. He knew that it was necessary for them to acquire the necessary knowledge, to study in depth the subjects relevant to their chosen specialty, but also to know the subjects that are extremely important for every student, without exception, that our children and youth should know every subject. Our children and youth must know every subject, their native language, our literature, our history, our culture [4]. Another article on Heydar Aliyev’s activity on the concept of modern education shows that the strategic path chosen by the tasks and recommendations prepared by the great leader ensured the
long-term, dynamic development of Azerbaijani education, its material and technical base. The great leader said: “School has always been closely connected with the school year, I think that society should help the education of the younger generation, the teacher. This is my principled position” [8].

The main goal of the new training, which differs significantly from the previous training technologies, is to revive and intensify students’ intellectual abilities.

**Statement of the basic materials.** The Education Strategy of the Republic of Azerbaijan is implemented on the basis of the Law of the Republic of Azerbaijan “On Education” approved by the Decree of the President of the Republic of Azerbaijan No. 833 dated June 19, 2009. Article 10 of the law is devoted to the Education Program (curriculum) [9]. The national curriculum is used to teach the requirements of world standards in the organization of teaching, mastering and achieving creative results. In the current legal normative documents, the term curriculum is adopted in the sense of “Education plan”, “Education program”. The curriculum reflects the purpose, content, teaching and learning activities, achievements of each section of the course on the main frameworks of the modern lesson model and their assessment. Educational curricula are supply-oriented and demand-oriented in terms of meeting the needs of society. The curriculum principle covers two important areas of activity. The first is an activity in the field of education, and the second is of a conceptual (mental, logical) nature. The first area of activity is teacher-student relations, and the second is the intellectual qualities and creativity of students.

The application of the curriculum in schools and its purposeful results in modern times are also discussed and approved by well-known pedagogues and methodologists, education experts and leading teachers. For example, according to well-known educator Akbar Abbasov, it can no longer respond to the traditional global development trend in modern times. Therefore, new educational strategies have emerged with educational standards aimed at the development of student personality. New curricula are essentially new content and educational technologies. The introduction of new educational curricula is understood as a mechanism of activity of the modern school. Using the development created by all this mechanism, they can perform flexible and positional thinking operations. According to education expert Asif Jahangirova, the curriculum requires a creative approach to the teaching-learning process. Everyone should understand that the rest of the curriculum is not a one-time action, but a continuous process of development [6].

On the basis of the methodology of new learning technologies, the problem of the formation of student personality is approached as a global problem in the textbook on the essence of new learning technologies, tradition and modernity. The main principle of new learning technologies is that the development of students’ intellectual level is a leading direction, their creative abilities are stimulated. The student no longer stays in a listening position, does not close within the standards of any subject. He has the ability to think independently, to make mental comparisons.
This is one of the superior qualities of the curriculum that distinguishes it from traditional education [1].

Forecasts for the development of students' creative abilities by mastering the necessary principles of new learning technologies are presented as follows:

a) to achieve a constructive approach that can affect the development of students' thinking;

b) creating optimal conditions for independent acquisition of knowledge;

c) the teacher is no longer a subject in training, but a guiding person [1].

New learning and speech development in students. The application of new learning technologies in learning allows students to express their ideas in a clear, logical sequence. These methods ensure the development of creative abilities, forming in them a high culture of communication. Training methods are a set of ways to achieve goals and solve educational tasks.

With the use of new learning technologies, it is possible to achieve joint cooperation between teachers and students during training. At the same time, mutual respect and trust are formed between them. The result is the stimulation of thinking, which in turn creates an intellectual process in the student’s initiative in the teacher. However, there are some differences between traditional teaching methods and modern learning technologies. For example, in traditional training, knowledge is given to students in a ready-made way, while in new training, knowledge is acquired independently by students. In traditional training, the teacher is active and the students are passive. The teacher comments, creates understanding, students act as listeners. New learning technologies also create conditions for students to acquire independent knowledge. In traditional teaching, students' performance is assessed by the teacher. In new learning technologies, students become active and teachers become passive. In traditional training, teacher-student communication remains limited, while in modern training, communication activists intensify. In modern education, students are also formed as citizens and their creative abilities are developed [3, p. 6-7, p. 45-46; 10, p. 63-64].

Their lessons on new learning technologies also differ from the lessons taught by teachers in the traditional way. The difference between the traditional method of teaching and the new teaching technologies of teachers is that modern teaching is based on the principle of forming the intellectual level of students. Students have the opportunity to independently master the fields of knowledge, they develop creativity, organization and initiative. In order for all this to be effective, the stages of the lesson are structured as follows:

1) motivation;
2) organization of research;
3) exchange of research;
4) drawing conclusions;
5) application or generalization of the result;
6) creative application;
7) reflection and evaluation.

The first stage, the motivation stage, is the initial form of the lesson and is the driving force behind any mechanism of action, it can consist of one or more questions, demonstrations, and other approaches. At this stage, children's cognitive activity is activated, their thinking process is revived cognitive activity, students express their views on the issue, putting forward their personal views on the essence of the topics to be covered. The teacher should try to get students to think about the problem. At the stage of research, conditions are created for making hypotheses. If it is possible to say so, “creative imagination” is formed in students. Then there is the transition to the process of transforming “creative imagination” into scientific judgment. In the research or information phase of the research, participants join in the exchange of ideas on a new topic. In these interpretations, the information is systematized and the process of reaching a certain conclusion takes place. Allows students to activate their thinking at the stage of drawing conclusions. The teacher uses auxiliary questions to direct students’ attention to the correct answer. With the application of the result, the requirement to achieve a concrete result at the stage of generalization forms a sense of self-confidence in the main students. Focus on getting the right answers. At the stage of application and generalization of the result, the requirement to obtain a concrete result is the main goal. At this stage, students develop a sense of self-confidence due to the correct answers. Having the right answers inspires them and encourages them to achieve more. At the stage of creative application, the strengthening of knowledge and its practical significance are justified. In other words, the result obtained is tested in the field of practical application of creative judgment. It is characterized by having an important practical character for the acquisition of new knowledge at this stage. It also stimulates the creativity of the intellectual result obtained. This is important in terms of mastering consistent topics. The assessment phase is already the end and the end of the lesson. The main goal of this phase is to activate the intellectual potential of students directly, to demonstrate their superiority over others. The application of new learning technologies in experiments on the research topic creates an optimistic mood that students have the opportunity to think independently about the norms of speech culture. Judgments awaken and revitalize the student's intellect, motivating them to make independent opinions on a particular topic and to substantiate the validity of those opinions. In the experimental lessons, the students' answers to the questions in the tasks related to grammar rules were also interesting and memorable in terms of reviving intellectual thinking. For example, answering questions about the spelling and pronunciation of these plurals is particularly noteworthy in this regard. Singular and plural nouns are taught in the “Azerbaijani language” lessons [5, p. 121]. Gives students a general idea of the use of plural suffixes in the textbook. However, creating a detailed picture of their written and oral speech options opens up a wide range of students. The task is to add plural nouns to words ending in consonant sounds –lar (-lər)and determine their written and oral norms. Of course, students may
have difficulty applying suffixes to all consonant combinations. Because it is not so easy for first-graders to find examples of these combinations. Therefore, in the best case scenario, the teacher chooses the words and presents them, and the students work freely on it. According to the teacher`s instructions, students end with the ending h, şah, şeh, meh, end with the ending q, otaq, ortaq, çırax, xalq, üfüq, qoruq, end with the ending x, çox, yox, ox, çarx, qırx, end with the ending k, çörək, dirək, üzük, end with ending k1 güllünc, külən, end with ending t, at, it, həytət, hərəkət, end with the ending d ad, yad, dörd, bulud, end with the ending çə, kəç, üç, end with the ending c, sac, ağac, end with the ending ş, qış, daş, end with the ending s, səs, həbs, dərs, end with the ending z köz, dəniz, üzə, end with the ending l könül, dəl, xəyal, end with the ending n oğlan, insan, ilan. End with the ending r qar, yer, dəmir, end with the ending b cib, dib, kitab, end with the ending v alov, bütöv, end with the ending m dam, adam, kim, end with the ending f kef, dəf, tərəf, they add plural suffixes to these words.

**Results**

- According to the rules of written language, when the plural suffix -lar(-lər) is added to those words, no change occurs in the root and suffix of the word. When students are asked the question “why is this happening”, a generalized answer is obtained, and the rules of writing remain unchanged.

- The picture observed in the oral pronunciation of words consists of the following:

  - There is no change in the word structure when plural suffixes are added to words ending in h, q, x, y, l, m, f. Students give different answers as to why this is so. With the teacher's intervention, students are given the impression that these consonants can be adapted to the l consonant in pronunciation. Therefore, there is a change in the structure of words. From this, with the participation of students, it is concluded that the rules related to this paragraph, together with the rules of written language, create an important rule.

  - The following changes occur in the approach of words ending in t, d, c, ç, ş, s, z, n, r with the consonant l: tl-td (atlar-atdar); dl-dd (adlar-addar, yadlar-yaddar); cl-cş (saclar-saşlar); çl-şd(saćlar-saşdar); çl-şd (ağaclar-ağaşdar); şl-şd (dəşlar-daşdar); j1-jd (qarajlar-qarajdar); sl-sd (səsər-səsər); zd-zl (gözələr-gözədər); nl-nn (insanlar-insannar); rl-rr (yərlər-yerrər). The answer to the question why there is such a difference in pronunciation is that these consonants in the word structure cannot match the pronunciation of l.

  - However, many of these differences create normative retail. The general opinion is that the elimination of these differences in the pronunciation of speech should, if possible, make it a necessary student to achieve their utterance in the rules of writing.

  - There are some regional differences in words ending in q, k, k1: çl-xl-çl(çıraqlar-çıraxlar-çıraxlar); kl-kl (küllənkə-küllənkə), (poləngər-poləngər)
In order to eliminate such differences, it was considered expedient to accept the last consonant of words with the pronunciation k as an actual option. It is observed that the words ending in p, b, and v have some local (dialect-dialect) pronunciation, toplar-toflar, çöplər-çöflər, ciblər-ciflər, alovlar-aloflar. In order to eliminate them, it was considered expedient to rely on the rules of written language.

As can be seen from the results of lessons based on modern learning technologies, students' intellectual thinking develop, their judgment is revived and enriched by fulfilling the set requirements. Their predictions often differ in their logic.

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