

PECULIARITIES OF STUDYING COMPLEX SENTENCES IN CLASSES ON RUSSIAN LANGUAGE OF BUSINESS DOCUMENTATION AND CULTURE OF SPEECH

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Abstract

This article highlights important aspects of studying complex sentences in the educational process of the Russian language in the direction of “business documents and speech culture”. Complex sentences are important not only as a grammatical unit, but also as an integral part of formal-stylistic speech. The author gives recommendations on the formation of speech culture in students based on effective methods, didactic materials and practical exercises used in the study of complex sentences in the classroom. The role of complex sentences in business documents and their style of expression are also analyzed.

Keywords: Russian language, complex sentences, business documents, speech culture, formal style, syntax, teaching methodology.

Introduction

Documentation is one of the areas that has occupied an important place in the history of human development. The roots of this area go back to ancient times. Information exchange through documents was established even when the first writing systems appeared. Documentation served as the main tool for organizing official communication between people in society, transmitting ideas and information, and ensuring social and legal order. The creation of writing created the need for document creation, and as a result of this process, the practice of documentation began to take shape.

Over time, as society developed, the documentation system also developed and improved. Because the changes taking place in various spheres of social life, especially in production processes and the state administration system, required new forms of documentation, updated content and methods. The complexity of

business procedures created the need for modern standards for the creation, storage and formalization of documents.

Nowadays, the correct understanding and expression of texts written in a formal style is of particular importance in the formation of communicative competence. Especially in higher educational institutions, in the process of studying the subject “Russian Business Documents and Speech Culture”, it is required to understand the structure of complex sentences, their role as a syntactic unit, semantic and stylistic capabilities.

Theoretical foundations of complex sentences: Complex sentences are sentences consisting of two or more grammatical bases. They can be connected with or without a connecting link. It is in official documents that complex sentences are widely used to express a thought clearly, logically and consistently.

Oral speech is one of the main forms of human communication, which is mainly expressed in the forms of dialogue and monologue. In particular, the development of dialogic speech in the educational process is of particular importance. Teaching dialogic speech is understood as teaching students to communicate in the form of conversation, exchange of ideas, and question-and-answer. This process is not limited to language teaching, but also plays an important role in the formation of a culture of interpersonal communication.

Therefore, dialogic speech reflects a living dialogue between people and is manifested as a non-artificial, free method of expression.

In the formation of dialogic speech, especially in the education system, two methodological approaches are observed. The first approach is based on teaching students to talk by memorizing ready-made sample sentences, that is, replicas.

Teaching methodology in the lesson: The following methods are effective in teaching students complex sentences:

- Analysis of sentence structures based on an analytical approach;
- Performing practical exercises based on examples from official and legal texts;
- Using syntactic diagrams and schemes;
- Comparing the structure of complex sentences in the Uzbek and Russian languages.¹

¹ Телия, В.Н. Стилистика и культура речи. — М.: Просвещение, 2020.

Complex sentences in business documents: Complex sentences are often used in official documents (orders, applications, contracts, etc.) to ensure normative and clarity. In this case, the structure of the sentence should be simple, understandable, and logical.

In studying theoretical and empirical issues related to the teaching and development of speech, it is important to proceed from the following methodological foundations. First of all, the educational process serves as a decisive factor in the formation of the speech potential of preschool children. In particular, since today children are growing up in an unfavorable and artificial speech environment, education should create a natural and rich language environment for them.

At the same time, the process of teaching speech should be interpreted as a creative and flexible activity that does not obey strict patterns such as “from standard to goal”, but takes into account the individual pace of development and age-related psycholinguistic characteristics of each child. In this process, it is important to create conditions that allow the child to freely express his thoughts, independently master new words and expressions.

The communicative approach to the development of speech is taken as the basis. In this case, mastering the native language is based not only on imparting knowledge, but also on involving the child in active speech communication. The teaching process should be organized in conditions as close as possible to natural communication, which increases the speech activity of children.

Also, the pedagogical approach of the adult communicating with the child should be built in accordance with the needs and capabilities of the child. Here, it is necessary to choose the form of communication that is especially leading for the child and use it effectively.

In the development of speech activity, the process of working on the language should be combined with such important structural components as motivational, directional, research and performance. This approach creates the basis for the comprehensive development of the child's speech.

Ultimately, teaching speech should be based on the independent language learning activities of children and be inextricably linked with their other types of activity. Such an approach contributes to the natural formation of the child's speech and ensures its socio-psychological development.



It is also worth noting that everyday communication plays an important role in human life. This type of communication is the most widespread, and people engage in conversation for various reasons in everyday life - in the family circle, at work, in public places, especially in long-distance urban transport. By engaging in communication with each other, people ask about an issue, consult, express their feelings, or create mental relief through conversation. Such communication also serves as a means of entertaining time.

Conclusion, Learning complex sentences serves not only to master the syntax of the Russian language, but also to form literate and civilized written speech in students. Therefore, special attention should be paid to learning complex sentences in Russian lessons.

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