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**ORGANIZATION OF COMPREHENSIVE WORK ON THE FORMATION
AND IMPROVEMENT OF THE SPEECH CULTURE OF SCHOOLCHILDREN**

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Abstract: This article is devoted to increasing the level of speech culture in the school course of the Russian language, various methods are considered in the study of complex parts of speech that play an important role in the organization of text space.

Keywords: speech culture, literate speech, speech skills, grammatical errors.

Increasing the level of speech culture is an urgent problem of modern society. Competent, bright, emotional speech is the key not only to effective communication, but also to successful educational and professional activities. The school course of the Russian language, the main practical purpose of which is the development and improvement of the speech skills of students, has always solved cultural and speech issues to one degree or another. Schoolchildren quite often make mistakes in pronunciation of words, placement of stress, word formation, inflection, use of words, which indicates a rather low level of their speech culture. This, in turn, creates the prerequisites for the search for new effective methods and techniques aimed at improving the culture of students' speech. [1;99]

Speech culture is understood as the correctness of speech, that is, the observance of literary norms perceived by speakers and writers as an "ideal" or a generally accepted and traditionally protected custom, image, as well as speech skill, that is, not only following the norms of the literary language, but also the ability to choose from of the corresponding options, the most accurate in terms of meaning, stylistically and situationally appropriate, expressive, etc.

Traditionally, the following types of literary norms are distinguished: orthoepic, lexical, grammatical, stylistic, spelling norms. The grammatical norms of the literary language imply compliance with a strict system of speech structure, which includes the formation of grammatical forms and the use of these forms in oral and written speech.

Grammatical norms are divided into morphological, syntactic and word-formation.

Morphological norms determine the correctness of the formation and use of word forms. Morphology includes the laws of changing words as representatives of grammatical classes - parts of speech.

Syntactic norms prescribe the correct construction of the main syntactic units - phrases and sentences. These norms include the rules of word agreement and syntactic control, correlating parts of a sentence with each other using grammatical forms of words in order for the sentence to be a competent and meaningful statement.

Word-building norms determine the order of connecting parts of a word, the formation of new words.

When studying a noun, various methods are considered as one of the complex parts of speech, which plays an important role in the organization of text space. This grammatical class of words has a large number of forms, the use of which in speech causes difficulties associated both with the semantics of nouns and with their formation, with their use during the production of an utterance.

The most common grammatical errors are associated with the incorrect use of the forms of gender, number and case of nouns, with the choice of a controlled and agreed word in the structure of a phrase, violations in the agreement of the main members of the sentence, etc.

Therefore, in order to improve the speech culture of schoolchildren in the process of mastering the grammatical norms of the Russian language, when studying a noun, it is necessary to develop the following skills: the ability to form forms of gender, number, case of a noun and use them in speech; the ability to choose the correct case, prepositional-case form of the controlled word; the ability to coordinate the definition with the defined word in the phrase; the ability to coordinate the main members of the proposal.

The selection of language material for tasks should be carried out taking into account the principle of accessibility of this vocabulary.

Despite the fact that the noun is studied as an autonomous topic in the Russian language course at school, it is necessary to address difficult cases of using words of this grammatical class when mastering other sections of the discipline. In the classroom, it is advisable to use frontal, group, individual work using visualization; to organize knowledge control, you can use test tasks. An important condition for the effectiveness of work to improve the speech culture of schoolchildren is its systematic nature.

In the course of studying the gender category of a noun, in order to form the skills to form gender forms and use them in speech, students can be offered the following tasks:

1. Select and write down the corresponding feminine nouns for masculine nouns (where possible). Teacher, orderly, champion, massage therapist, secretary, student, lawyer, foreman, doctor, doctor, general, defender, director, soloist.

2. Determine the gender of nouns. Make up phrases by choosing the right adjectives. Tulle, pony, grandson, kangaroo, girl, shampoo, milkmaid, wife, bra, hare, lioness, taxi, ice cream, eagle, jury, tractor driver, piano, interview, artist, knife, canal, cabbage, plate, coat, path, lady, ticket, nightingale, coffee, lawyer, bell, judge, epaulette.

Use the following group of tasks when studying the category of the number of a noun. They are aimed at developing the ability to form plural and singular forms and use them in speech.

1. Put these nouns in the genitive plural form.

Author, apricot, choice, director, shoe, wedding, apple tree, heron, boat, doctor,

Georgian, Ossetian, palm, mirror, shorts, speaker, vacation, officer, port, professor, editor, watchman, tractor, paramedic, pastel, driver, fable, pomegranate, spray, eggplant, banana, nanny, tomato, kitchen, anchor.

2. Form the singular, nominative case from these nouns.

Twins, boots, pasta, Turkmens, trousers, splashes, hectares, eyebrows, felt boots, mittens, troops, hair, Cossacks, Romanians, quotes, skates, skis, socks, firewood, vegetables, gloves, parents, bran, manger, memoirs, slippers, shoes, mustaches, ears, weekdays, holidays, beads, fruits, stockings.

To develop skills to choose the correct case form of a controlled word in a phrase, to coordinate the main members of the sentence

The following tasks are offered:

1. Open the brackets and put the nouns in the correct case form.

Classes at (home). A flag hangs on (the house). Read about fruit (garden). Walked in (garden). Meet at (bridge). We talked about (bridge). There is a glass (tea) on the table. Drink (tea). Pour (sugar) into a glass.

2. Make combinations with the following nouns using the prepositions according to, thanks to, contrary to.

Help, order, desire, advice, ability to work, intention of enemies, interests of schoolchildren.

3. Compose phrases with the following nouns using prepositions that are appropriate in meaning (from, to, from, to):

... south - ... south, ... coast - ... coast, ... Kyiv - ... Kyiv, ... city - ... city, ... table - ... table, ... bed - ... beds, ... street - ... streets, ... school - ... schools, ... garden - ... garden, ... tree - ... tree.

An effective technique that allows you to study and consolidate words that cause difficulties for schoolchildren in the formation of forms of gender, number, case, is the use of supporting tables-helpers. The teacher can arrange them in the grammar corner "Learning to speak and write correctly." To compile tables, reference materials are used on difficult cases of using nouns. Weakly successful children should be offered checklists that include material that is relevant to the topic currently being studied (for example, the correct forms of words that cause difficulties, etc.). [2;100]

Thus, the systematic and purposeful application of tasks of this nature will contribute to the development of memory, attention of children, will contribute to the formation of students' interest in the language, the activation of mental activity, which in general will be effective for improving the speech culture of schoolchildren in the process of studying the grammatical norms of the Russian literary language.

Used literature.

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