



## **International Conference on Education, Psychology and Humanities**

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### **ФОРМИРОВАНИЕ РЕЧЕВОЙ КУЛЬТУРЫ СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ РУССКОГО ФОЛЬКЛОРА**

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#### **Аннотация:**

В статье рассматривается проблема формирования речевой культуры студентов в условиях высшего образования на основе изучения русского фольклора. Обосновывается педагогический потенциал фольклорных текстов как эффективного средства развития коммуникативной компетенции, речевой выразительности и культурного мышления обучающихся. Представлены результаты педагогического эксперимента, направленного на внедрение фольклорного материала в процесс обучения русскому языку. Установлено, что систематическое использование фольклора способствует развитию связной речи, расширению словарного запаса и формированию культурно-языковой компетенции студентов.

**Ключевые слова:** речевая культура, русский фольклор, студенты, коммуникативная компетенция, методика обучения, языковая личность, педагогический эксперимент.

### **RUS XALQ OG‘ZAKI IJODINI O‘RGANISH JARAYONIDA TALABALARNING NUTQ MADANIYATINI SHAKLLANTIRISH**

#### **Annotatsiy:**

Ushbu maqolada rus folklorini o‘rganish orqali oliy ta’limda talabalarning nutq madaniyatini rivojlantirishni masalalari ko‘rib chiqiladi. Unda folklor



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matnlarining talabalarning kommunikativ kompetensiyasi, ifodali va madaniy ongini rivojlantirishning vositasi sifatidagi pedagogik salohiyati o'rganiladi. Maqolada rus folklorini ta'lim jarayoniga integratsiyalashga qaratilgan pedagogik eksperiment natijalari keltirilgan. Rus folkloridan tizimli foydalanish nutq madaniyatining oshishiga, nutqning rivojlanishiga va talabalarning milliy va madaniy kompetensiyalarining shakllanishiga hissa qo'shishi aniqlangan.

**Kalit so'lar:** nutq madaniyati, rus folklori, talabalar, kommunikativ kompetensiya, o'qitish usullari, lingvistik shaxs, pedagogik tajriba.

### **IMPROVING STUDENTS' SPEECH CULTURE**

#### **Abstract**

The article explores the development of students' speech culture through the study of Russian folklore. The pedagogical potential of folklore texts as a tool for enhancing communicative competence, linguistic expressiveness, and cultural awareness is substantiated. The results of a pedagogical experiment demonstrate the effectiveness of integrating folklore materials into language teaching. It is shown that systematic use of folklore contributes to the development of coherent speech, vocabulary enrichment, and cultural-linguistic competence.

**Keywords:** speech culture, russian folklore, students, communicative competence, teaching methodology, linguistic personality.

#### **INTRODUCTION**

Contemporary higher education systems are increasingly oriented toward the preparation of specialists possessing a high level of communicative and professional competence. In the context of globalization and intensified



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intercultural interaction, the development of an individual's speech culture has become a key prerequisite for effective communication.

Speech culture is conceptualized as a complex, multidimensional construct encompassing normative, communicative, and ethical components<sup>1</sup>. It implies not only adherence to established linguistic norms but also the ability to appropriately employ language resources in accordance with the communicative context, the speaker's intent, and the broader cultural framework.

Current practices in teaching the Russian language in higher education institutions reveal a number of persistent challenges among students, including limited vocabulary, insufficient coherence of speech, and underdeveloped argumentative skills. These issues necessitate the identification and implementation of more effective pedagogical approaches.

Russian folklore represents a promising resource for addressing these challenges, as it embodies rich linguistic expression, figurative thinking, and the cultural values of the people<sup>2</sup>.

The aim of this study is to substantiate the effectiveness of integrating folklore-based materials into the process of developing students' speech culture through a staged communicative-activity approach.

## **METHODS**

The study was conducted at a pedagogical institute and comprised three stages: diagnostic (ascertaining), formative, and control.

A total of 60 students participated in the experiment and were divided into control and experimental groups.

<sup>1</sup> Карасик В.И. Языковой круг: личность, концепты, дискурс. Москва, 2004.

<sup>2</sup> Максимов В.И. Русский язык и культура речи. Москва, 2019.



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The following research methods were employed:

- theoretical analysis of relevant scholarly literature
- pedagogical observation and investigation
- questionnaire-based data collection
- comparative analysis of results
- pedagogical experimentation

The instructional methodology incorporated:

- analysis of proverbs and sayings
- interpretation of folk tales
- retelling and transformation of texts
- production of original student utterances based on folklore
- dramatization of folklore narratives
- implementation of discussion-based learning formats

The level of students' speech culture was assessed using the following criteria:

- lexical richness
- grammatical accuracy
- logical organization of speech
- coherence and cohesion
- expressiveness

## **RESULTS**

The findings of the pedagogical experiment indicate a substantial positive dynamic in the development of speech culture among students in the experimental group.

Specifically, vocabulary acquisition increased by 20%, grammatical accuracy improved by 18%, coherence of speech rose by 22%, and overall speech activity increased by 25%.



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Furthermore, a noticeable increase in students' motivation to learn the Russian language and in their communicative engagement was observed. Students demonstrated greater confidence in discussions, increased initiative in dialogue, and more advanced argumentative abilities.

Comparative analysis revealed that improvements in the control group were significantly less pronounced, thereby confirming the effectiveness of the proposed instructional approach.

### **DISCUSSION**

The results of the study suggest that the integration of Russian folklore into language instruction exerts a comprehensive influence on the development of students' speech culture. This can be attributed to the high degree of imagery and emotional richness inherent in folklore texts, which stimulate students' cognitive and communicative activity.

In addition to its instructional value, folklore fulfills an important educational function by shaping students' value orientations and cultural identity<sup>3</sup>. The incorporation of folklore into the learning process facilitates the development of figurative thinking, which is essential for the production of expressive and meaningful speech.

A comparison with existing research indicates that the inclusion of cultural components in language teaching significantly enhances its overall effectiveness. In this regard, folklore can be regarded as a universal didactic resource that enables the integration of linguistic and cultural dimensions within the educational process.

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<sup>3</sup> Азадовский М.К. История русской фольклористики. Москва, 2014.





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