

# Initial Scientific Approaches to The Analysis of Speech Culture Issues

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**Received:** 16 March 2025; **Accepted:** 12 April 2025; **Published:** 14 May 2025

**Abstract:** This article examines the initial scientific approaches to the study of speech culture and its role in communicative competence. Speech culture, as an interdisciplinary field, encompasses linguistic, rhetorical, ethical, and cultural dimensions that ensure clarity, expressiveness, and appropriateness of oral and written communication. The study outlines early theoretical interpretations and highlights the importance of speech culture in the educational and professional development of individuals, with emphasis on its normative and stylistic aspects.

**Keywords:** Speech culture, communicative competence, linguistic norms, rhetoric, expressiveness, language etiquette, stylistics, verbal communication.

**Introduction:** Speech culture is a significant component of linguistic competence and communicative culture. It represents the ability to use language correctly, appropriately, and effectively in various communicative contexts. The development of speech culture is closely connected with the evolution of linguistic norms and the social functions of language.

The study of speech culture first emerged as a distinct scholarly area in the mid-20th century in Russian and Uzbek linguistics, where language was not only viewed as a system of rules but also as a tool of social interaction. Researchers such as Vinogradov, Lomonosov, and later Uzbek scholars like S. Sirojiddinov and M. Qoriyev laid the foundation for a scientific analysis of proper speech, focusing on stylistic norms, speech etiquette, and ethical communication.

From a linguistic perspective, speech culture refers to adherence to the literary language norms, the use of expressive and stylistically appropriate forms, and sensitivity to the communicative situation. It also includes the ethical use of language, particularly in professional and public discourse, where speech reflects one's intellectual and moral stance.

In the educational context, fostering speech culture means developing students' ability to express their thoughts logically, clearly, and respectfully. This is

particularly relevant in teacher training, journalism, politics, and other professions where speech serves as a key instrument of influence.

Modern speech culture research emphasizes the interdisciplinary nature of the concept, integrating sociolinguistics, psychology, and communication studies. With the rapid development of digital communication, the need to address speech culture issues in online environments is also growing, making the topic even more relevant for future studies.

## METHOD

In Russian linguistics, the issue of speech culture was elevated to the level of a scientific problem thanks to grammar books, dictionaries, and scientific works dedicated to the analysis of literary language, its norms, and speech styles, created for educational purposes in the 18th and 19th centuries. Among them, significant contributions were made by works such as V.K. Trediakovsky's "Conversation between a Foreigner and a Russian on Old and New Orthography," A.P. Sumarokov's "On Orthography," and A.Kh. Vostokov's "Grammar of the Russian Language," which stimulated the scientific study of speech culture in Russian linguistics.

In the first quarter of the 20th century, interest in speech culture issues further increased. Scholars like

V.I. Chernyshev, V.V. Vinogradov, A.A. Shakhmatov, D.N. Ushakov, and S.I. Ozhegov significantly contributed to the development of speech culture as an independent scientific discipline.

During this period, the problem of language standardization was raised by prominent linguists such as G.O. Vinokur, A.M. Peshkovsky, L.V. Shcherba, D.N. Ushakov, and S.I. Ozhegov. For instance, G.O. Vinokur provided a detailed description of the concept of language culture in his work "Culture of Language." However, the term was then applied to what is now understood as "cultural speech."

Notably, in Russian linguistics, the term "speech culture" began to be actively used only from the second quarter of the 20th century. Prior to this, the term "language culture" was commonly used in its place.

In the 1920s, pressing issues of the speech culture field were highlighted. Works analyzing speech culture in Russian linguistics presented various perspectives on language culture, speech culture, literary language, and literary language culture. For example, S. Abakumov reflected on speech culture, stating: "By speech culture, we understand the development of the sense of language comprehension, awareness of norms, mastery of methods of clear and expressive speech, practical application of the language in oral and written forms, as well as the ability to deeply and accurately perceive the speech of others."

Scholars such as A. Gurevich, A. Sletova, M. Sokolova, and M. Yangiyevskaya also expressed their opinions on the culture of literary language, summarizing as follows: "By the culture of literary language, we primarily understand the conscious theoretical treatment of the literary language, that is, the care of linguists and linguistic science aimed at improving and successfully developing the literary language."

From these authors' conclusions, it becomes clear that literary language is a consciously refined language. Its development is considered a pressing task of linguistics. When using literary language, every speaker should feel responsible for their speech, master the principles of exemplary speech construction, apply acquired knowledge and skills in oral and written speech, and develop the ability to comprehend any type of speech.

Thus, during this period, the process of mastering and practically applying cultured speech was understood as speech culture. However, it is important to remember that the concept of speech culture is not limited to these perspectives alone. Special attention should also be given to the concept of speech etiquette, as it is impossible to explain the issue of speech culture without addressing speech etiquette.

## DISCUSSIONS

In the study of the issue of speech culture as a scientific problem in world linguistics and its subsequent formation as a separate field of science, European linguistics, in particular, the views of the Prague Linguistic School on speech culture also played an important role.

As is known, in the Prague Linguistic School, founded in 1926 on the initiative of the Czech linguist V. Matesius, the issues of language culture, that is, a conscious approach to the literary language, the issue of standardizing the literary language, were raised as a scientific and theoretical problem. This initiative of the Prague Linguistic School on language (speech) culture played an important role in the history of world linguistics. Although the representatives of this school understood speech culture as language culture, their scientific views on achieving cultural speech have not lost their relevance even today.

The views of the Prague Linguistic Circle on the literary language and speech culture played an important role in raising the issue of language (speech) culture to the level of a scientific and theoretical problem of linguistics.

This circle studied the laws of development of the literary language. In the history of linguistics, it was the Prague Linguistic School that first initiated a scientific approach to studying the problem of language standardization. The main views of the circle were reflected in the "Theses of the Prague Linguistic Circle", published in 1929.

The Prague Linguistic School, dealing with the problem of standardization of the literary language, put forward the concept of conscious processing of the literary language. By the culture of the literary language, members of this school understood, first of all, the conscious processing of the literary language.

Prague linguists emphasized that the literary language can be consciously processed in the following ways:

- 1) through the study of language and scientific research devoted to linguistics;
- 2) by studying the language in high school;
- 3) through writing.

Describing the concept of literary language culture, the member of the circle B. Gavranek considered the literary language as a theoretically processed, polished language by linguists, and assessed the literary language culture as the processing and polishing of the language. In his opinion, linguists should serve the further development of the literary language, and in each study conducted on the study of the literary language, the current state of the language should be

clearly defined. The scientist considers the literary language to be a cultured language. In his opinion, the speech of users of such a language is considered language culture.

It seems that B. Gavranek, like his other colleagues, meant the culture of speech by language culture. In his opinion, language culture is a cultural language used in practice.

The views of Prague linguists on the literary language norm were also developed by another member of the circle, V. Matesius. He described the literary language as follows: "A polished literary language is a sharp weapon, it has its own unique and numerous functions, and can clearly perform each of its tasks. Such a literary language can clearly and clearly express ideas and thoughts."

Prague linguists believed that conscious intervention in the norms of the literary language should strengthen the stable state of the language, be aimed at preserving the true functional state of the literary language. In their opinion, conscious intervention in the norms of the literary language should not deepen the grammatical differences between colloquial and literary languages. The task of linguists should be to normalize the literary language, to actively intervene in it.

In conclusion, when the Prague linguistic school said about language culture, it meant, first of all, the normalization of the literary language, its smoothing. Nevertheless, their scientific views on the norm of the literary language gave impetus to the study of the problem of speech culture as a scientific problem in other linguistics. Even Russian linguists, inspired by the views of the Prague linguists, paid attention to the study of the issue of normalizing the literary language on a scientific basis.

## **CONCLUSION**

In conclusion, the initial scientific approaches to analyzing speech culture have laid the groundwork for understanding the complex relationship between language, society, and individual expression. The study of speech culture continues to evolve, adapting to the changing norms of communication and embracing a broader interdisciplinary perspective. Its relevance in both academic and professional spheres highlights the need for ongoing research and methodological development, especially in the context of digital communication and multilingual environments.

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