

THE REPUBLIC OF AZERBAIJAN

As a manuscript

**TEACHING PHONETIC NORMS AS A MEANS OF
FORMING SPEECH CULTURE IN STUDENTS**

Specialty: 5801.01-Theory of education and methodology
(Methodology of teaching the Azerbaijani language)

Field of science: pedagogy

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ABSTRACT

of the Dissertation
Prepared for the degree of Doctor of Philosophy

Baku - 2022

The abstract was completed at the Department of Azerbaijani Language at Ganja State University

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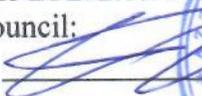
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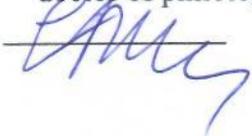
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GENERAL DESCRIPTION OF WORK

Relevance and development of the topic. Research, promotion, application and teaching of speech culture based on modern teaching technologies are very important from the point of view of learning the norms of the native language. The results of the study of the culture of speech in the Azerbaijani language show that not much has been done in this area. First of all, it is necessary to summarize the efforts of specialists to clarify, clarify and systematize the norms related to written and oral speech, and set specific goals in this area. Otherwise, great difficulties may arise in the educational process associated with teaching speech culture. It should be noted that the reputation of any language is measured by its wide range of informational capabilities. The completeness of informational possibilities is possible in languages with different norms of speech culture. Since the Azerbaijani language is already the official language of the independent state, there is a great need to improve and stabilize the norms of its perfect speech culture. Because with the help of this language it is possible to achieve a clearer, more accurate, correct and unimpeded representation of the realities of Azerbaijan in the international arena. Information provided through translation into other languages can be conveyed more accurately if the language in which it is presented meets ideal standards. As you know, the spoken language is used as the official media at official events, conferences, symposia, as well as on radio and television. The most vivid example of the official spoken language sounds in speeches, speeches and reports of the President. Since information is more authoritative and influential in the formal linguistic environment, along with the rules of the written language, teaching the rules of the spoken language to the younger generation is of particular strategic importance during this period.

Learning the rules of writing in teaching the culture of speech is not a serious problem. Since the rules of the written language are based on grammatical structure, and in the learning process, native language lessons are traditionally based on the study of grammatical rules. Examples given in textbooks on speaking rules include elements of speaking. This is due to the fact that the scientific literature

has not yet fully defined the differences and similarities between the rules of colloquial speech and spoken language. Another difficulty is that there are certain norms of spoken language used by language users as a general rule. In written speech, both the traditional norms of spoken language and the mandatory rules of the linguistic structure are used.¹ The norms of spoken language are regulated on the basis of both general (generally accepted, fixed) norms of the spoken language, and the mandatory norms of the written language. It should be noted that the study of the norms of speech culture, its popularization and application have always been in the focus of attention of the National Leader of the Azerbaijani people, National Leader Heydar Aliyev.² The national leader was still concerned with the development of a culture of speech in the national language at a time when the Soviet regime created a sharp barrier for national thought. For the regime, of course, the awakening, development and propaganda of national thought was seen as a dangerous step, as an attempt to split the dominant ideology, and at the same time as an event equal to a revolution. Because the expansion of the use of the native language can become a trend in society, leading to a national ideology. The great leader, on the other hand, showed great courage and managed to make his native language the state language in the Constitution of the Republic of Azerbaijan, adopted in 1978. In his speech at the VII Congress of Republican Writers on June 12, 1981, the Great Leader set an important task for the intelligentsia, specialists and writers in con-

¹ Akhundov A. *Phonetics of the Azerbaijani language*. Baku, Education, 1984, 392 pp.; Demirchizade A. *Modern Azerbaijani language. Phonetics, orthoepy, spelling*. In 2 parts, part I, (Third ed.). Baku, East-West, 2007, 256 p.; Khalilov B. *Phonetics of the modern Azerbaijani language, writing, alphabet, graphics, spelling, orthoepy*. Baku, Press House, 2013, 320 p.; Yusifov M. *Fundamentals of phonetics of the Azerbaijani language*. Baku, Science and education, 2013, 320 p.; Efendizade A. *Spelling, orthoepic, grammatical dictionary*. Baku, Enlightenment, 1983, 88 p.; Efendizade A. *Dictionary of spelling and orthoepy*. Baku, Azerneshr, 1996, 144 p.; Abdullaev N.A. *Fundamentals of speech culture*. Baku, Science and Education, 2013, 241 p. Nabieva Sh. *Actual problems of the methodology of teaching the native language*. Baku, ADPU edition; 2010, 144 p.; Jafarova N. *Methods of teaching the*.

² *Azerbaijani language in elementary school. At 2 h., 1 h.*, Baku, ADPU, 2016, 403 p.

nection with the implementation of the issue of popularizing speech culture. The popularization of speech culture meant the expansion of the information space of the language. In fact, this was an attempt to destroy the hegemony of the Russian language. This, of course, would not be to the liking of the regime. But the Great Leader succeeded. The Republic of Azerbaijan gained independence, and the native language played a key role in the formation of the national ideology. The strategic importance of speech culture at the present stage of independence is also reflected in the Decrees signed by President Ilham Aliyev on May 23, 2012 and April 9, 2013. The culture of speech is a matter not only of specialists, intelligentsia and schoolchildren, but of everyone. Therefore, its study, research, application, promotion and teaching is a global problem of our time and is the main condition for the relevance of the topic. Many studies of phonetic norms have been carried out in Azerbaijani linguistics. In this study, phonetic norms were interpreted in terms of pronunciation-articulation, spelling-orthoepey, as well as in terms of phonology and phononomorphology, as well as in terms of segment constructions. In addition, special attention is paid to teaching phonetic norms in scientific and methodological literature related to modern teaching methods. Although there are many innovations in numerous studies, the phonetic norms of the language have not yet been definitively determined. Of course, there is no need to argue about the norms of writing. However, it can be said that the norms of speaking at official events, lectures and presentations in everyday spoken language are not fully defined. This creates certain difficulties in the formation of the speech culture of students. Taking into account these questions in the dissertation, the main goal in determining the optimal variant in relation to the reaction of the student's intelligence was to clarify the normative differentiation. The research on this topic involved schools No. 9 in Ganja, No. 2 in Goranboy and in ht school No. 1 in Shamkir; A secondary school in the village of Duyarly, Shamkir region, and a secondary school in the village of Alakol, Tovuz region, were selected. Although these schools are usually located in Western-speaking regions, there are some regional differences in the way children speak. Summarizing and compa-

ring these differences, it is possible to determine the characteristics of the general norm.

Object and subject of research. The object of the study was the study of the problems of mastering the norms of the culture of speech by students in the process of teaching their native language in the 5th grade of a general education school. In order to obtain appropriate results in this regard, relevant experiments were carried out in the schools of the Ganja, Goranboy, Shamkir and Tovuz regions. The subject of the research is the determination of forecasts for the application of phonetic rules in the formation of students' speech culture.

Goals and objectives of the study. The purpose of the study is to identify all the important resources for the ideal teaching of the norms of speech culture in high school. It is clear that it is impossible to achieve learning and mastery of speech culture without perfect knowledge of the norms. A teacher of speech culture should not have defects in his own speech. The main disadvantages are associated with regional characteristics of speech. Language users do not always use fixed norms. Therefore, especially in oral speech, elements of unstable regional norms are used. Unstable norms are not included in the main source of research, as they violate the general principle of language normalization. Therefore, ways to overcome instability in the educational process itself are becoming a source of research. The aim of the study is to accomplish the following tasks:

1. To study the rules of using modern teaching technologies in teaching the norms of speech culture.

2. To identify regional differences in the process of teaching the norm of using vowels at the beginning, middle and end of a word and explore the best ways to eliminate them.

3. To identify regional differences in the process of teaching the norm of consonant use at the beginning, middle and end of a word and to explore the best ways to eliminate them.

4. Conducting experiments to achieve effectiveness in teaching norms.

5. Comparative analysis of the results of the experiments to determine the quality of development.

Research methods. The study used mainly descriptive and comparative methods to determine the results. Calculations were made to make the comparison convincing and accurate, and appropriate recommendations were given to both students and subject teachers on the results of the calculations.

Basic provisions of protection

1. The use of modern teaching technologies in teaching students the norms of speech culture gives effective results.
2. Modern teaching technologies develop students' creativity and intellectual thinking.
3. Mastering written and oral language norms is the main threshold in the development of students' speech culture.
4. Attempts to correct the regional elements of colloquial speech when teaching the norms of speech culture.
5. The norms of the written language are based on the linguistic rules, and the norms of the spoken language are based on the general linguistic norms of the spoken language and the binding rules of the written language.
6. It is important to create unity among children in school, environment and family relations in order to assimilate the norms of speech culture.

Scientific novelty of the research. The scientific novelty of the research lies in the establishment of the existence of unstable norms that affect the violation of unity, along with a stable normality, which is an example of unity in the educational process. The study showed that the fixed norms are based on the act of compulsory speech and the principle of intensification of voluntary speech. Unstable norms arise on the basis of an arbitrary speech act. In the development of students' speech culture, it is considered appropriate to refer to the principle of intensification of free speech and the principle of the structural sequence of compulsory speech. This is the main scientific novelty of the work.

Theoretical and practical significance of the research. The theoretical and practical significance of the study lies in the adaptation of teaching written and oral language norms to the requirements of modern teaching technologies. Modern teaching technologies

create interaction in the teacher-student relationship, stimulate the intensity of learning, and ensure the democratization and humanization of learning. The practical significance of the work is the search for optimal ways of mastering the norms of written and oral speech and the prospects for their implementation.

Thesis approval and application. Articles on the general content of the dissertation were published in journals approved by the Higher Attestation Commission under the President of the Republic of Azerbaijan. At the same time, speeches on the content of the work were made at republican and international conferences. At the scientific seminars organized by the department, reports were made on the topic, at which individual sections of the work were discussed.

The name of the organization in which the dissertation work is carried out. The research was carried out at the Azerbaijani language department of the Ganja State University.

The structure and total volume of the thesis. The total volume of the research work, which consists of an introduction, three chapters, ten paragraphs, a conclusion and a list of used literature, is 152 pages, equal to 240,407 conditional marks. Separately: introduction - 7 pages, from 12625 conventional signs, first chapter - 37 pages, from 67 299 conventional signs (1st paragraph 6 pages, 11860 conventional signs; 2nd paragraph 10 pages, 19551 conventional signs; 3rd paragraph 11 pages, 21278 conditional marks; paragraph 4 10 pages, 14532 conditional marks;), second chapter 45 pages, 82451 conditional marks (paragraph 1 37 pages, 69944 conditional marks; paragraph 27 pages, 10277 conditional marks; paragraph 31 pages, 2179 conditional marks), third chapter 45 pages, 70700 conditional marks (paragraph 1 16 pages, 27857 conditional marks; paragraph 2 19 conditional pages, 27374 conditional marks; paragraph 3 10 page, 15469 wildcards), the result consists of 3 pages of 5865 wildcards.

MAIN CONTENT OF THE STUDY

In the "**Introduction**" part of the dissertation, the relevance and degree of elaboration of the topic, goals and objectives, research methods, main provisions, scientific novelty, theoretical and practical

significance, degree of development of the topic, approbation and application. work, the name of the organization. Provides information on the structural units of the thesis and the scope of the mark.

The first chapter of the dissertation is entitled " Application of modern teaching technologies in teaching language rules." The first paragraph of the first chapter is titled "**Basic Requirements for a Native Language Application**". The provisions of this chapter of the dissertation are explained in the following paragraphs:

1.1. It tells about the main prospects of teaching the norms of the speech culture of the Azerbaijani language at the present stage.

This subsection shows that teaching the norms of the culture of speech in general education schools has already acquired a new quality. The development of speech culture in the country is a serious innovation in the stabilization of its norms. Such qualities as fluency, clarity, consistency, accuracy, consistency, both in written texts in the Azerbaijani language and in the oral process, are greeted with great sympathy by the reader and the audience. After gaining independence, the Republic of Azerbaijan practically entered a new stage in the development of its speech culture. This is not accidental, because the language has the opportunity to obtain broad development prospects only in the conditions of its state independence. These languages are considered authoritative, so that their norms of speech culture are stable, and the differences between written and spoken language in terms of norms do not exceed a minimum. There is no language in the world that would not use the regional elements of these languages in the speech process, even if it had fixed writing rules and oral norms. Preserving the greatness of the native language consists in taking care of improving its norms and promoting these norms in civil society. This concern is to achieve a culture of speech, which is a priority in the development of the native language, and its current prospects are the incomparable legacy of the Great Leader, national leader Heydar Aliyev to the people of Azerbaijan. Heydar Aliyev created the necessary conditions for the formation of national thought, taking care of the development of the native language and its speech culture in the acute times of the totalitarian Soviet regime. The approval of the native language as the state language in the Constitution of the Republic of Azerbaijan, adopted in 1978,

was a great victory for the wise foresight of Heydar Aliyev and the socio-political and educational life of Azerbaijan. The speech of Heydar Aliyev on the culture of speech at the Congress of Writers of the Republic of Azerbaijan on June 12, 1981, seemed to have made a new round in the development of the native language. Heydar Aliyev very subtly emphasized the need to develop the culture of speech as a global problem in a way that no one could have imagined.¹ Heydar Aliyev assessed the social significance of the Azerbaijani language by its ethno-unifying quality.² Heydar Aliyev also highly assessed the Azerbaijani language as an important means of information for the development of social thinking and the maturation of national identity.³

The decree of Heydar Aliyev of June 18, 2001, in connection with the improvement of the use of the native language, set a serious task for specialists and teachers to improve the norms of speech culture and modernize its teaching. Also, on May 23, 2012, the President of the Republic of Azerbaijan Ilham Aliyev signed a decree "On the State Program for the Use of the Azerbaijani Language in accordance with the Requirements of the Time in the Context of Globalization and Development of Linguistics in Russia". countries "and April 9, 2012. The 2013 orders mark the beginning of a new phase in the development of the mother tongue.

1.2. The role of modern educational reforms in language teaching speech culture. This paragraph shows that after gaining independence, the Republic of Azerbaijan, as in all other spheres, began work on the reconstruction and restructuring of national resources in the field of education. As the country's new development prospects are integrated into the international community, international best practice and adherence to international standards have become a priority in education reform. The old education system could no longer keep up with innova-

¹ Aliev Kh.A. *The great duty and purpose of Soviet literature*. Baku, Azerneshr, 1981, 51 p.; With. 42-43; Aliev Kh.A. *The High Duty and Purpose of Literature*. Baku, Ozan, 1999, 496 p.; With. 146 (compiler: V. Guliyev).

² Heydar Aliyev *About the Azerbaijani language*. Azerbaijan State Translation Center. June 14, 2019: [az tc.gov.az/az posts/id: 955](http://az.tc.gov.az/az_posts/id:955).

³ Khudiev N. *Selected works*. In 10 vols., X vol., Baku, Science and Education, 2014, 543 pp.; With. 29-30.

tions in the world. Therefore, the use of advanced world experience to achieve success in education has become a requirement of the time. For this purpose, on March 30, 1998, by the Decree of the President of the country, a State Commission was established to develop a Program of Reforms in the Education Sector. This program was approved by Presidential Decree No. 168 of June 15, 1999. In the new program, it is especially important to build education on national roots, modernize, democratize and establish humanistic principles in relations between teachers and students. This creates favorable conditions for better assimilation of subjects, the development of students' creative abilities. The native language is the basis for the introduction of innovations, discoveries and inventions, obtained on the basis of the development and improvement of the norms of the culture of speech, into a true, correct, unhindered international world, including the labor market.

The "State Program for the Development of Education in the Republic of Azerbaijan", approved by the Decree of the President of the Republic of Azerbaijan No. 13 dated October 24, 2013, provides for the development of the institutional framework, infrastructure and human resources of the education system with comprehensive knowledge and skills.

In connection with the implementation of the State Strategy for the Development of Education in the Republic of Azerbaijan, by the Presidential Decree of January 19, 2015, the Action Plan provides for democratization, humanization, differentiation, individualization, integration, humanization of education as a necessary priority. The innovative nature of these provisions is explored and published in detail in the commentaries of education reform experts¹.

1.3 "Application of the subject program in secondary educational institutions and a new approach to teaching the Azer-

¹ *Ibragimov F.N. The main advantages of the State Strategy for the Development of Education in the Republic of Azerbaijan and the measures included in the "Action Plan" for its implementation. Sheki-adpu.az... / FN% 20 Ibragimov% 20; Ahmedov H. Strategy for the development of education in Azerbaijan. Baku, Nauka, 2010, 800 p.; With. 94; Iskendarov I. Reforms in the field of general education in Azerbaijan. Newspaper "Azerbaijan muallimi", June 11, 2010, No. 122: www.Muallim.edu.az/www.old/arxiv, 2010/22/13.htm.*

baijani language." This section examines the problems of the effectiveness of teaching speech culture in the context of the implementation of educational reform. It is shown here that the implementation of educational reforms in our country, as in all other disciplines, requires optimal research in teaching the speech culture of the native language according to new rules. According to experts in the field of education, the main goal of the education reform is to bring Azerbaijani education in line with world standards, the development of cognitive skills in¹ students, primarily the skills of analysis, application and assessment, the culture of speech and communication, the skills of independent decision-making and research and². National curriculum. The modern curriculum is based on the expansion of information resources and the development of intelligence, brought up in the spirit of national patriotism.³ The national curriculum is presented as a document that determines the future of education in Azerbaijan and is based on the following indicators:

1) ensuring communication and consistency between levels of general education; 2) updating and improving the content of objects in accordance with the needs of society; 3) ensuring flexibility, activity and interactivity of teaching methods and technologies; 4) result-oriented application of subject curricula; 5) ensuring the effectiveness of training; 6) stimulation and assessment of knowledge and educational achievements of students.

When teaching the Azerbaijani language and culture of speech, the following priorities are taken into account in curricula:

1) Detailed knowledge of the phonetic, lexical, morphological and syntactic rules of the native language;

¹ Nabieva Sh. *Actual problems of teaching methods of the native language*. Baku, ADPU edition, 2010, 144 p.; With. 3.

² Iskenderov I. *Reforms in the field of general education in Azerbaijan*. newspaper "Azerbaijan muallimi", June 11, 2010, No. 122; www.muallim.edu.az/www/old/arxiv/2010/22/13.htm.

³ Jafarova N. *Methods of teaching the Azerbaijani language in elementary school*. Baku, ADPU edition, 2016, 403 p.; With. 63-64; *Training materials for participants in the course of study on the application of new subject programs of general secondary education*. Baku, Khazar University, 2012, 69 p.; With. 6-17.

- 2) Deep knowledge of phraseology, derivatology, semiotics, lexicology, spelling and orthoepy of the language;
- 3) Application of general theoretical knowledge about the structure of language to the culture of speech;
- 4) Compliance with written and oral standards;
- 5) Arbitrary inclusion of everyday colloquial speech and dialect elements in oral speech;
- 6) Creation of a speech composition in the construction of oral speech (coordination of the beginning, main content and result); rationale of facts and attention to free expression of opinion. All these indicators are optimal and optimistic forecasts for the Curriculum¹ educational system.

1.4. Examples of contemporary lessons related to national curriculum education. This paragraph is somewhat practical. The purpose of analyzing a sample of lessons is to determine the most optimal and convenient method for conducting experiments. As Nabat Jafarova notes, there are many ways to implement active interactive learning based on the curriculum. It is important to use these methods in a targeted manner to ensure the effectiveness of the lesson.

- 1) Techniques related to the brainstorming method:
 - a) Brainstorming (mental attack)
 - b) Concept extraction
 - c) BIBO (What we know, what we want to know. What we have learned and what we should learn).
 - d) Auction (study of the properties of objects and events)
 - d) Cluster (diversification)
 - e) Questions
 - g) Verbal associations.²

¹ Gahramanov A. *Training material for participants of the training course on the application of new subject curricula of general and secondary education*. Baku, Khazar University, 2012, 69 p.; With. 6-41; Abdullazade N. *National curriculum. Azerbaijani language in linguistic analysis*. Baku, Teacher's edition, 2014, 180 p.; With. 5-17; Mammadzade R. *Quality as one of the leading directions in education*. Baku, Teacher's edition, 2010, 170 p.; With. 5-32.

² Jafarova N. *Methods of teaching the Azerbaijani language in elementary school*. Baku, ADPU, 2016, p. 106-151.

Similar principles are observed in teaching technologies presented by Abdulla Gahramanov.¹

To effectively conduct a modern interactive lesson, the following steps have been identified:

1) Motivation, problem statement. Since research is the main principle in modern lessons, the problem arises at this stage. The real problem is speculation and probability. To check them, a research question is formed.

2) Conducting research. At this stage, it is necessary to find facts that refute or confirm the hypothesis.

3) Exchange of information. At this stage, participants exchange results and new information obtained during the study.

4) Discussion and systematization of information. This is the most difficult stage, ensuring the mobilization of all mental habits, different types of thinking (logical, critical, creative).

5) Conclusion, generalization. At this stage, students need to take the last step in discovering new knowledge, come to a specific conclusion and define generalization.

6) Creative application. The creative application phase strengthens knowledge, revealing its practical value to students.

7) Assessment and reflection. This stage is a mechanism for improving any process. This purpose is served by the processes of assessment and reflection of the educational activities of students.²

The second chapter of the thesis is entitled "Teaching the norms of syllables in the structure of words." The provisions of this chapter are highlighted in the following paragraphs:

2.1. Teaching initial vowel norms. Phonetic norms are a system of rules that users of a language follow to exchange information in a specific social environment in accordance with the principles of general norms. The modern learning process is instructive, informative and developmental. This research paper on teaching phonetic

¹ Gahramanov A. *Educational and methodological materials for students of the course on the application of new subject programs of general secondary education*, pp.25-26.

² *The general structure of the active lesson. 7 steps lesson*
aztehsil.com/kurikulum/503-fal-drsin-generalstructure-drsin-7-mrhl.html.

norms is instructive in content. The issues raised here also relate to development in terms of written and oral linguistic connections, transition dynamics and the principle of adaptation in the normalization process. Since the goal is to improve the culture of writing and speaking, pedagogy plays a special role and significance here. Interactive learning has its own methods, rules and principles for teaching the norms of writing and speaking. At the beginning of a word, the qualities of the vowel norms of writing and speaking, as noted in the dissertation, are universal, as well as regional and dialectal. The universal character lies in the fact that at first the spelling of the vowels is fixed according to certain spelling rules for each language, but pronounced with some differences in the spoken word. These general principles are observed in the Azerbaijani language as well.

The main goal of the experimental schools is to identify the peculiarities of the pronunciation of initial vowels in relation to written speech and predict ways to eliminate them. For this, experiments were carried out in different schools, and they were analyzed by a comparative statistical method. The experiments were carried out in schools No. 9 of Ganja city, No. 2 of Geranboy district, No. 1 of Shamkir district, as well as in 5th grade schools in the village of Duyarly and the village of Alakol, Tovuz district. The results of the experiments show that the change of vowels at the beginning of derivative words is usually voiced at the level of the general speech process (offset offset, short story-navella, subject-subject, costume-suit, cosmetics-cosmetics). In the experimental schools, the pronunciation of vowels was also observed according to the general principle (police, post, oxide, space, order, fashion, post). At the same time, the presence of dialect-dialectal differences in the pronunciation of some words (ilksi-ilksi, baha-kiymat, iraq-iraq, ilig-iliks, medu-yuvash, posmak-puzmak, heyif-hayif, bibi-buvu, ev-oh, stavla - wedding, etc.) was not observed. Such people, of course, have difficulties with the formation of the speech culture of students. Therefore, it is especially important for children to master the culture of speech in school life. There is also the fact that, for example, the experience of the city school of Ganja shows that dialect-dialect elements are relatively small. This can be attributed to the strong influence of the propensity

for language centralization in urban schools. Eliminating such differences in other schools depends more on the competence of the teacher, including the social environment in the family.

2.2. Teaching the intransitive norms of vowels. This paragraph shows that, as with the original vowel rate, there are differences in the oral rate in terms of spoken language. For example, (almaq, arxa, boğça; qartal, yağış, yığış, qarış, qırış, qayıq, qıyıq, bayır, qarğı, qırğı, qarğa, sınaq və s.) Buy, back, bundle; eagle, rain, gathering, inch, hawk, wrinkle, crooked, yard, boat, reed, crow, test, etc.) since the pronunciation of such words is general, their pronunciation even creates an idea of the ideal norm. There are many such words in the Azerbaijani language. For comparison: dialectal and colloquial elements are practically absent. For example, in the general context of spoken language in Azerbaijan, differences such as (bəsləyirəm-bəsləyirəm, darayır-darıyır, gözləyir-gözlüyür, söyləyir-söylüyür, gözlüş-layr-gözlüyür, gözlüşyər-gözlüyür, they are acceptable from the point of view of the norms of speech culture. However, for example, as can be seen from the results of the experiment in the school of Tovuz district, parameters such as (saxlayacaq-saxlıyjax, bişirəcək-bişirijəx /, gözləyəcək-gözdüyüjəx /) “save”, “cook”, “wait” must be corrected. The experiments performed are shown in the thesis with accurate calculations. Eliminating these types of speech differences does not really matter in practice. Their elimination serves as a qualitative enrichment of the speech culture of the younger generation.

2.3. Graduation rates of teaching syllables. In the experimental schools, no significant differences in the norms of syllable development were found. At the end of a word, vowel development has similar characteristics in almost all final agglutinative, analytic-inflectional, and synthetic languages. When the quality of the functionality of the suffixes was low, the number of types of words ending in a vowel in the Azerbaijani language was greater than in the modern language. Currently, there are only six such words: (nə, bu, ye, yu, su, de). Among these words, only the word ye-eat has a general character with a partial change. This is due to the pronunciation of ye (eat) as yi (eat). Variation of yi (eat) ye (eat) (yemək-meal, yeyinti-food, yeyə-eating, yeməxana-dining room, yeməli -eatable, yeyən- eating, yeyici-eating,

yedirtmək-feed, yedizdirmək-feed) the suffixes ye-eat: yem-food, yemə-don't eat, yemiş-melon, yemsiz-without feed, yemlik-fodder, yemçilik-forage, but in such words, the root does not change the vowel. The word ye-eat, ending in a vowel, is used only in the Western group of languages in the variant yu (yümək-wash, yüyünmək-wash, yuyucu-washable, yüdüzdürmək-give to wash, yüyülü-washed, etc.) yi – eat ye - eat, because this option has already become common. However, since the yu- wash variant of the word yü –wash is spoken within the framework of dialectal regionalism, its elimination in the learning process does not present serious difficulties and is easily corrected.

The third chapter of the dissertation is entitled "Teaching of rules of consonants in the structure of a word." The provisions of this chapter are explained in the following paragraphs:

3.1. Teaching the initial norms of consonants. This section predicts the possibility of excluding initial consonants in the learning process of variants that cause differences in pronunciation in the western speech region. Experiments, of course, lead to optimistic forecasts. For example, the application of the results shows that students learn the norms of written language easily. Oral norms are almost completely observed during the lesson. But outside the school environment, these norms seem to be forgotten. In this case, the norms learned by the younger generation will be able to outweigh the impact of the environment, and not change the culture of speech of the younger generation. Thus, opportunities to have a common oral culture will not be ignored. In experimental schools, there were differences in b-p, p-b, b-m, d-t, d-ç, y-d, y-z, ş-q primary consonants of the western speech region.¹ performance of students. From the point of view of speech culture, the regular elimination of these differences is always in the focus of attention of specialists and makes them look for optimal ways, as far as they are concerned. Experienced teachers work a lot on this issue and make interesting suggestions. One of these suggestions is to give students the freedom to think freely and

¹ *Dialects of the western group and dialects of the Azerbaijani language. Baku, Azerbaijan Academy of Sciences, 1967, p. 30-35; Mammadli M. Azerbaijan dialectology. Baku, Zardabi Edition, LLC, 2019; editor: M.D. Kipchak; opinion: A. Tanriverdi and b. 352 s; With. 72-73.*

to determine their own solution to the problem. In the pilot schools, the branch that is likely to change the initial peak is in these words budaq- branch, bütün-all, bişirmək-cook, bıçaq-knife, bükülü-wrapped, bitki- plant, biçin- sowing, buxar-steam, düşmən- enemy, şüyüd-dill, bunu-it, bunda- in it, etc. were tasks related to the norms of writing and speaking. In schools, it has been noticed that almost all words beginning with b are pronounced at the beginning of p. Just because students feel at home in the school environment, they inevitably create a common language environment by pronouncing these words starting with bb themselves.

3.2. Learning full-time norms of consonant sounds. This paragraph shows that in the western speech region there are a number of pronunciation options that differ from the established norm. Undoubtedly, these differences continue to affect the language of schoolchildren, as they are common to the region and even to a more limited region. The existing differences are, of course, not general, as they are regional in nature. Therefore, it is possible to find the best ways to correct regional differences in a wide speech environment. The western speech region is characterized by differences b-v, c-j in the middle of the word. The intra-word t-d variation seen in the western speech domain is partly due to the general speech environment. Of course, in the western speech region, changes b-v, c-j do not apply to all words in the language's lexicon. Such changes occur only in certain words, and they can be adapted to unchanged variants and eliminated in the general speech environment. In the dissertation, the speech conditions of such words are analyzed and statistical calculations are made. According to a statistical analysis of 35 words in the thesis, prone to the transition b-v, 45.7% of them were pronounced in accordance with a stable rate, and instability - in 54.3%. The difference is 8.6 percent, and of course, this gap cannot be closed. In the western region, for example, he tends to pronounce an internal consonant b in such words çibin-fly, sabah-tomorrow, çoban-shepherd, qabıq-peel, bibi-aunt from the father's side, xəbər-news, gəbər-sigh, etibar-addition, köbək-navel, kabab-kebab, qabırğa-rib, yaba-nest, zibil-garbage, however in words such as bibər-pepper, bəbə-baby, bəbək-baby, abad-space, abidə-monument, kobud-rude, qəbul-reception, təbrik-

congratulation, t̄abib-doctor, t̄abīt, zabit –officer, the consonant b does not change. Therefore, it is not impossible to protect the consonant sound b when pronouncing words that are prone to change, according to the principles of general norms. The pronunciation of pupils in the school environment also allows for optimistic predictions in this area. The same can be said for words with c-j transitions. For example, in words such as acı-bitter, bacı-sister, bacarmaq-to be able, biclik- cunning, x̄acal̄t-remorse, h̄oc̄et-stubborn, macal-opportunity, m̄acbur-forced, vicdan-conscience, qoca-old man, öc̄əsm̄ək- biting sound [c] changes to [j], while aciz-naive, b̄oc̄ək-insect, bucaq-angle, cec̄ə-night, c̄üc̄ə-chicken, c̄üc̄ü-bug, əc̄əb-strange, əcinn̄ə-ghost, icad-invention, qucaq-hug, m̄ərcan-coral, p̄ənc̄ə-paw, tacir-merchant and many other words maintain the stability of the pronunciation of the sound [c]. With this in mind, the possibilities of creating a general speech rate for words with a tendency to switch from sound [c] to sound [j] are not limited. It takes some serious work just to try to integrate the impact of the school environment into the environment. The transition of the t sound to the d sound inside a word, on the contrary, is of a general nature: taxta-taxda (wood), şaxta-şaxda (fake), axtar-axdar (search), etc.

3.3. Learning the final norm of consonants. Unlike vowels, the use of consonants at the end of a word is not limited. However, not all consonants are intense for the end of the word as a whole. Thus, the consonants q and g are not used at the end of a single word, the consonant j occurs only in imitation words (qij, vij, dij), and the consonant ç is used only at the end of a single word. The rest of the adjectives are used at the end of a word ad infinitum. The corresponding differences are observed in their regional pronunciation. Differences b-f, b-p, b-v, v-y d-t, c-ş, ç-ş, c-j are observed in the speech area of the western group. Similar differences were observed in the pronunciation of students in experimental schools. In the school environment, especially during the lesson, students try to hide these types of differences to some extent, but inevitably regional differences are reflected in their speech, independently of themselves. For example, the development of variants f, p in the pronunciation of words ending in b can be found in the following examples: dolab-do-

laf-dolap, kitab-kitaf-kitap, cavab-cavaf-cavap, corab-coraf-corap, kasıb-kasıf-kasıp, məktəb-məktəf-məktəp, məktub-məktuf-məktup, etc. It is noted that such differences are used insignificantly in normal conversation. In the classroom, in the psychology of the class, in an atmosphere of unity and at the same time in the reputation of the teacher, there is a tendency to pronounce most of these words with the ending b, although not completely. Under the influence of the written examples in this assignment, students also adapt their oral conversations to the written version. From this situation, we can conclude that for the development of uniform and stable norms, the role of the masses, the environment of general unity and linguistic centralization, which takes place when creating such an environment, is really very important.

The results of the analysis of such differences observed in experimental studies in the dissertation are highlighted in special tables on statistical calculations. The overall result is that optimal predictions are made regarding the assimilation of uniform and stable norms of speech culture.

The "Conclusion" part of the dissertation reflects the following results and conclusions obtained in the research work:

1. Studying, promoting and teaching the norms of speech culture, one of the global problems of the Azerbaijani language in our time. Improving the norms of speech culture is also of strategic importance from the point of view of the intensive transmission of information to the world community.

2. Questions of the culture of speech were in constant attention of the National Leader, National Leader Heydar Aliyev in Soviet times, when the formation of public consciousness was still strictly prohibited. The national leader gave his recommendations on the successful implementation of the issue of popularization, which is an important quality of speech culture, an urgent task for the intelligentsia, specialists and writers of the republic.

3. The assimilation of the norms of speech culture is not an easy process. However, the national leader with his speeches and public speeches showed an example of mastering the culture of speech. Such

important examples of speech culture were successfully continued in the speeches and reports of President Ilham Aliyev.

4. The main difference between the modern education system and the previous one is that students think independently, have a creative approach and learn humanistic principles. The main requirement of modern teaching technologies is initiative, which is of great importance in the assimilation of the norms of speech culture.

5. One of the main requirements of modern teaching methods is the personal orientation of students, in which both the quality of teaching and the process of national patriotism form an organic unity.

6. Teaching phonetic norms is of particular importance in teaching the norms of speech culture. Phonetic norms are the origin of almost all other linguistic norms. Compliance with phonetic norms ensures the stabilization of spelling and pronunciation of words.

7. Stability is the main condition for the norms of speech culture. Fixed rates are usually applied in writing. The formality of the spoken language also requires stable norms. However, there are many factors that negatively affect the establishment of a stable norm in the spoken language, the main source of which is the presence of regional elements in the common spoken language.

8. There are different ways to isolate regional elements from spoken language. The most effective and reliable example of this is the use of the rules of writing. Since schoolchildren are more accustomed to writing, it is considered appropriate to teach them written versions of elements of the regional language in accordance with the established norm. Consequently, the translation of elements of the written language into the spoken language by means of visual memory plays an important role in the assimilation of the rules of the spoken language.

9. At the beginning, middle and end of a word, regional phonetic elements are observed. One of the ways to overcome them is the ideal culture of the teacher's speech. If the teacher uses too much regional elements in the speech, the student may experience difficulties in assimilating the norms taught to him.

10. Another difficulty in mastering the culture of speech is that the student learns the rules and norms of the language at school,

meets the requirements of oral communication in the school environment. The extracurricular environment is not devoid of regional speech elements.

11. The preservation of the norms of speech culture taught at school in a family environment is also one of the important conditions. For intelligent families, this is not difficult. However, it is a fact that not all families fully comply with the rules of oral speech. You can use regional colloquial elements in any language, regardless of its affiliation.

12. The culture of speech is an integral part of human and social culture. The cultural development of the society itself is the key to mastering cultural speech. The development of culture in the Republic of Azerbaijan gives optimistic forecasts about the realization of promising opportunities for mastering speech norms.

13. Since independence, the trend towards the freedom to use the language of speeches, reports, radio and television programs at official events provides an excellent opportunity to make oral language a tradition. This should be considered as an important step towards the formation, improvement and popularization of oral culture.

14. The goal of pedagogical experiments in schools is to eliminate regional elements from the language of students and to popularize oral language norms.

15. Mastering speech norms means love for the native language, attention and care for it, and at the same time a guarantee of the development of national identity. The culture of speech is also a necessary requirement of the time and era, as well as the formation of personality and mastery of the act of patriotism.

The following articles and abstracts related to the general content of the dissertation have been published:

1. Guliyeva, S.N. About the state's concern for the development of speech culture of the Azerbaijani language // - Baku: Scientific works, -2019, No. 3, -p.256-258.

2. Guliyeva, S.N. Teaching consonants that are not used at the beginning and speech norms // - Baku: News of Pedagogical University Humanities, social and pedagogical-psychological sciences series. -2017, No. 4, -p.95-100.

3. Guliyeva, S.N. H.Aliyev and the teaching of speech culture in higher schools / BMU. Proceedings of I international scientific conference of Young re-searchers, - Baku: -05-06, May, - 2017, -p. 107-109.
4. Guliyeva, S.N. H.Aliyev and the massification of speech media in the teaching process // - Baku: Scientific works of BQU, - 2017, No. 4, - p. 22-25
5. Guliyeva, S.N. The norm of quantitative suffixes and their assimilation in the teaching process // GSU, II international scientific conference of young scientists. - Ganja: - October 26-27, - 2017, p. 354-356.
6. Guliyeva, S.N. Study of phonetic norms of speech culture // ARTI is dedicated to the 95th anniversary of the birth of national leader Heydar Aliyev. Materials of the scientific conference on "Teacher training as one of the strategic goals", Baku: May 19, 2018, p. 125-127.
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8. Guliyeva, S.N. Interpretation of spelling and pronunciation norms of consonants g, k at the end of the word // - Baku: Scientific Works, -2017, No. 6, -p.107-110.
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11. Guliyeva, S.N. About the vowel norm technique in the word // International Conference «Society-Methods and Problems of Praktikal Application» Vancouver, - Canada, - 15 february, -2020, -p. 51-53.
12. Guliyeva, S.N. About the initial norm of consonants of the Azerbaijani language. European Journal of Humanites and Social Sciencences // -Vienna: European Journal of Humanites and Social Sciencences -2020, № 5, -p. 144-148.

Dissertation defense 02 december 2022 at 14.00 hours BFD 2.15/1 will be held at a meeting of the Dissertation Council of the Azerbaijan State Pedagogical University.

Address: Baku city, Uzeir Hajibeyli street, 68.

You can get acquainted with the dissertation work at the Library-Information Center of the Azerbaijan State Pedagogical University.

Electronic versions of the dissertation and abstract are posted on the official website of the Azerbaijan State Pedagogical University.

The abstract was sent to the required addresses 31 october 2022.

Signed for publication:
Paper format: 60x84
Volume: 35 799 characters
Circulation: 100