

LINGUISTIC BASES OF IMPROVEMENT OF CULTURAL-SPEECH COMPETENCE OF STUDENTS ON THE MATERIAL OF EXPRESSION OF CAUSAL-INVESTIGATIVE RELATIONS IN THE MODERN RUSSIAN LANGUAGE

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Abstract. The article is a study of the linguistic foundations of improving the cultural and speech competence of students based on the activation material in the speech of causal (or causal) relations of the modern Russian language. Cultural and speech competence, being the basic competence of speech interaction in all fields of activity, is transmitted primarily through the language, through which a person also fulfills his professional aspirations, demonstrating the formation of communicative skills and abilities - tools that provide constructive communication, which is an indicator culture of personality as a whole. The lexico-semantic variants of the means of expressing causal relationships based on the variety of reasons for the action are considered. Features of the prepositional case-control of causal constructions taking into account their use in a particular style of speech are presented, and the differences between the prepositional case combinations and subordinate sentences of cause.

Keywords: linguistic foundations, speech competence, modern Russian language.

1 Introduction

Interest in the problems of linguistic semantics, in particular in systemic issues in the vocabulary of the Russian literary language, is steadily increasing. Serious attention is paid to the study of vocabulary groups united by a commonality of expressed relations of logical-semantic categories (time, place, goal, cause, effect, etc.), as well as to the study of systemic relationships within lexical-semantic groups.

The attention paid to the study of the linguistic expression of the categories of cause and effect is explained primarily by the fact that they, categories, being a form of reflection of the world around them, are a condition for successful cognition and active transformation of reality.

Causal (or causal) relationships, understood as "is a relationship between variables or concepts in which a change in one (or more) variable or concept entails a change in another (s)" (Sociological dictionary of Society, 2003) play an important role in the scientific knowledge of reality. "An effect produced by a certain cause itself becomes a cause and gives rise to a new effect, etc., this is a causal relationship or what can also be called a causal series or causal chain" (Savchenko & Smagin, 2006). From the foregoing, we can conclude that the chain of causal relationships is objectively necessary and universal (Eisvandi et al, 2015).

Studies of causal relationships in modern linguistics suggest that "as a whole in world linguistics, causality is a key concept of the categorization and conceptualization of the world, the result of the cognitive activity of the human brain" (Dalbergenova & Zharkynbekova, 2013). In other words, the competence to establish and explain cause-effect relationships is the most important component of educational and logical skills and is one of the keys in the ability to explore.

An analysis of linguistic literature (Kotwica, 1990: Vsevolodova, 2001: Amatov, 2005: Amatov, 2005: Matveeva et al, 2018: Yaparova et al, 2018: Beilin et al, 2018: Akmajian et al, 2017: Sibgaeva et al, 2018: Minikeeva & Sadykova, 2018: Safonova & Lukyanova, 2016) gives reason to state that the categories of cause and effect, being universal, because of their logical nature, have a wide and rich semantic field and national individualization (along with the categories of space and time), which necessitates a qualitative study this phenomenon. However, the process of assimilation of this category is complicated by the inability to distinguish between the shades of the values of the reasons for the implementation of actions, which explains a significant number of

errors in the Russian language of students when using means of expressing causal relationships.

Among the serious reasons affecting the quality of students' assimilation by means of expressing causal relations in Russian is the insufficient scientific elaboration of this problem.

The aim of this work is to consider the features of the functioning of causal constructions while improving the cultural and speech competence of students (Kryukova et al, 2017: Skovorodnikov & Kopnina, 2009: Skovorodnikov & Kopnina, 2014). taking into account the varieties of reasons for the implementation of the action, as well as of their use in a particular style of speech.

It seems relevant to identify the lexical and semantic features of the use of complex and rich in subtle semantic and stylistic shades of prepositional cases expressing causal relationships, as well as their activation in the professionally-oriented speech of students (Martyanov et al, 2017: Esin et al, 2016). in explaining the causal relationship between events, phenomena of reality and facts.

2 Methods

The material of this study was the means of expressing causal relationships (causality) in the cognitive-pragmatic and communicative-pragmatic aspects that contribute to the development and improvement of the cultural and speech competence of a student of a higher educational institution, which means "from totality of knowledge, skills and abilities that ensure effective verbal communication in all the main spheres of human activity".

Professionally-oriented training at the university includes, among the main tasks, developing skills of independent work with information, thoughtful and analytical reading, and also the correct presentation of thoughts with the natural use of vocabulary and constructions in speech, which are the basic structure of the competent construction of proper scientific, scientific and educational and popular science texts (Nikonova et al., 2017).

In the process, the following research methods were used: theoretical analysis of scientific literature, a descriptive method, as well as a contextual analysis method.

3 Results And Discussion

From the position of semantics, one can distinguish several varieties of the cause, as a result of which an action is carried out, an event is performed, or the subject experiences a condition, etc.

Value	Examples
the internal cause of the action, the state of the subject	An inattentive young engineer made a mistake in the calculations.
The internal cause of the action, the state of the subject	From the sound of thunder they jumped.
Favorable reason for action	In 2018, there were many foreign fans at the World Cup due to the fact that they simplified the procedure for their entry into Russia.
Unfavorable reason for action	Aircraft do not take off due to a blizzard lasting the second day.
Reason for deliberate action	This tactlessness was soon realized, but out of pride did not want to admit it openly.
The reason for the unconscious action or change in the state of the subject	After such a joyful reception, I immediately felt in my native element.

Rationale for an action, event, or conclusion	On the occasion of the grand opening of the new school, all residents of the district are invited.
Objective pattern of action or result of events	Peter the Great carried out his reforms because of historical necessity.
Logical basis for replacing one event, person or object with another	For lack of sufficient information, it was difficult to objectively evaluate the news heard.
the investigative value of the conditioning action	Due to the disagreements that have arisen, we have not been able to work out a unified position.

In the implementation of the cognitive process in the form of inference, justification, reasoning, explanation of the objectively existing causal dependence, "the speaker's reasoning is realized using complex logical thought operations, through mental activity in the form of deductive inference"- "chain of inferences (reasoning), whose links (statements) are connected by a logical sequence" (Deductive reasoning, 2009).

We emphasize that incommunicatively oriented learning, grammar is understood as a mechanism for communication, and not as a set of formal rules. And for language proficiency, you need to learn how to choose designs that most accurately convey the thought.

Causal and cause-effect relationships in the Russian language can be expressed not only in simple as well as complex sentences with subordinate causes or effects but also in other types of complex sentences, for example, in complex sentences with connecting ones, as well as in complex sentences with a union and unionless sentences. The interconnection between events and actions, between relationships and actions, characteristic of both human behavior in general and for a specific subject in a certain situation, can also be considered in a complex syntactic whole (hereinafter referred to as CCC), understood as "a group of closely interconnected complete sentences united by a commonality topics in the semantic block" and serving as part of a completed communication.

4 Summary

"The cognitive-pragmatic aspect of the study of causal relationships is directly interconnected with the communicative-pragmatic approach when the mental activity of the human brain finds expression in the speech activity of a person."

The text, being the highest unit of speech activity, also acts as the highest unit of teaching communication. As our experience shows, units of instruction should be correlated with units of communication, rely on the mechanism of generation and perception of speech, and take into account the laws of the process of language acquisition. Therefore, a special place in the study of causative relations in modern Russian is occupied by text and CSWH (Complex syntactic whole), an essential feature of which is thematic or semantic unity. So, all the sentences that make up the CSWH are connected by a unity of content, the development of one thought (started in the initial sentence and developing in subsequent ones), which form a single semantic whole. For example:

"Changes caused by the features of professional activity are observed throughout the skeleton, but they are more pronounced in those bones that are subjected to increased stress during this type of work. This is clearly seen in x-rays. Therefore, we can conclude that according to the form acquired by the bones of an adult, one can quite accurately determine his profession".

The above fragment of the CSWH is a complex construction in terms of syntactic structure. But cause-effect semantic relationships can be traced very clearly. The CSWH proposal,

which serves to express the semantic content, has a certain structural and semantic organization.

Particularly noteworthy are the formal-grammatical indicators of the links in the text, forming a certain structure of the reflection of the thought of the text: unions, union words, syntactic links expressing logical relations. We illustrate what has been said:

"All metals have the ability to conduct electricity. They possess good electrical conductivity due to the presence of free electrons in the atoms of these elements. The greatest electrical conductivity is characteristic of silver, copper, gold, aluminium, and iron. Therefore, electric wires are made of them. Lead and mercury are less electrically conductive."

In the above example, it can be seen that causal relationships are expressed using the union words *thanks*, *therefore*, and causality is considered as a mental and logical category, actualized in speech and reflecting the attitude of the subject to the surrounding reality.

5 Conclusions

Thus, training for future professional activities includes two mandatory components related to the level of development of the cognitive abilities of students and their level of language training. Linguistic knowledge, being the basis for the development of speech skills and abilities, form and develop certain competencies, including such important cognitive skills as the ability to understand, think independently, and correctly express your thoughts.

When activating in students' speech means of expressing causal relationships by performing various kinds of exercises and tasks to establish causal relationships, as well as developing independent critical thinking (formulating the main meaning of the text, posing questions that require reasonable answers with the natural use of vocabulary and constructions that express causally investigative relations, etc.) should pay their attention to the ability to correctly build the text and the SSC, which ultimately will positively affect the development of quality of speech activity, to improve communication and, therefore, cultural and verbal skills.

The selection of the text (written and spoken) as the main speech unit can serve as a solid linguistic basis for the development of a methodological system for teaching students to build texts and CSWH's with causal relationships in order to develop their monologic speech, especially *reasoning*, in relation to such types of inferences as proof, explanation, reflection.

To prevent mistakes related to the use of cause-and-effect constructions, one should pay attention to trained students to the presence of various prepositions and conjunctions in prepositional constructions, to their syntactic features and stylistic context.

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