



# Developing the Culture of Speech of Secondary School Students Under Dialectical Conditions

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## Abstract

In modern times, the study of the problems of educating secondary school students in culture of speech under dialectical conditions is one of the most important tasks of the Buryat language teaching methodology. This problem in the Buryat language has not been studied. In the methodology, only some aspects of work on the norms of the literary language were considered. The norms of the Buryat literary language are defined in general terms. They are not fully established and are not fixed in special dictionaries and reference books. In this article, the problem of educating students in culture of speech under dialectical conditions is described and ways to improve the literary speech of students under dialectical conditions are given.

**Keywords:** Buryat, Language, Dialect, Speech, Pronunciation.

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## 1. Introduction

As a special linguistic discipline "Culture of Speech" was formed relatively recently. One of the directions developed in this field became the culture of speech under dialectical conditions. The relevance of this article is determined by the following:

- the problem of education of culture of speech under dialectical conditions has not actually been studied; in the methods of teaching the Buryat language only aspects of work on the norms of the literary language were considered;
- school programs and textbooks on the Buryat language are uniform for all schools of the Buryat republic, and due to their specificity the school programs do not pay attention to teaching under the conditions of dialectical speech environment. The dialectical component is still widely present in rural schools. This necessitates the development of programs, textbooks and manuals that consider influences of local dialects on students' speech and are adjusted to the Buryat language school course;
- the tasks of educating culture of speech under dialectal conditions need further extension. Along with working on the norms of the literary language, it is necessary to teach children to distinguish

between the phenomena of the literary language and the dialect and to bring to the consciousness of schoolchildren the possibility of using dialectal words in certain speech situations.

To solve problems associated with the development of literary speech in a dialectical environment, the teacher needs knowledge of dialectology and of the linguistic features of the dialect and spoken language of that locality that form the speech environment and students' speech. The task of acquainting dialect-speaking students with a dialect as part of the Buryat language and of establishing the norms of the literary language in their speech needs to be undertaken in juxtaposition of the literary language and dialect. This approach provides a conscious attitude to the dialect as part of the culture of the Buryat people.

Learning the Buryat literary language under dialectical conditions is fraught with certain difficulties. The child learns its native language at an early age in the process of communicating with adults through imitation, mimicking adult speech, and subconscious modelling. This suggests that the child's speech depends on the speech environment where it was born and grew up. Thus, the teacher deals with children who from an early age speak the local dialect, their "mother tongue."

The Buryat language has four dialects and many subdialects according to the classification of E. R. Radnaev:

1. Khorinsky dialect with subdialects: - Khorinsky subdialect (Khorinsky, Kizhinginsky, Eravniyansky districts); - Aginsky subdialect (Aginsky Buryat Autonomous Region of Transbaikalia Region); - Muhorshibirsky dialect (Mukhorshibirsky, Zaigraevsky, Bichursky districts, except for village Harlun).
2. Ehirit-Bulagatsky dialect: - Ehiritsky subdialect (Ehirit-Bulagatsky, Bayandayevsky districts of the Ust-Ordynsky Buryat Autonomous District of Irkutsk Region); - Bulagatsky subdialect (Bokhan and Osinsky districts of the Ust-Orda Buryat Autonomous District); - Nizhneudinsky subdialect (in Krasnoyarsk Region); - Kachugsky subdialect (in Irkutsk Region); - Barguzinsky subdialect (Barguzinsky and Kurumkansky districts); - Baikal-Kudarinsky subdialect (Kabansky district); - Ivolginsky dialect (Ivolginsky district).
3. Khongodorsky dialect: - Alarsky subdialect (Alarsky, Nukutsky districts of Ust-Orda Buryat Autonomous District); - Tunkinsko-Okinsky-Zakamensky subdialect (Tunkinsky, Okinsky, Zakamensky districts), the subdialect of the Unginsky Buryats.
4. Tsongolo-Sartulsky dialect: - Tsongolsky subdialect (Selenginsky, Kyakhtinsky districts); - Sartulsky subdialect (Dzhidinsky district) (Radnaev, 2011).

The literary basis of the language should be unified and therefore in 1936 the Khorinsky dialect was chosen as the standard language, which the predominant part of the Buryat population of the republic speaks. This dialect became the language of education starting the birth of the Buryat literary language.

The foundations of the literary language are created in the primary school where children are introduced to the sound system of the Buryat language, acquire skills of correct pronunciation. In junior grades, the education of culture of speech is based on the study of sounds, letters and those pronunciation skills that the students of the Buryat language acquired in children education.

Work on the improvement of culture of speech in school is undertaken in accordance with the concept's B.N. Golovin "two levels of mastering the literary language, defined in linguistics: 1) work on the correctness of speech, the norms of the literary language; 2) work on communicative speech, its qualities" (Golovin 2008).

While the first level of teaching the norms of the literary language under dialectical conditions is undertaken in schools, the second level - communicative use of the means of the Buryat literary language - has not been fully studied and developed.

Teachers of the Buryat language make attempts to tackle the problems created by the dialectal environment. They actively work to correct and prevent dialectical mistakes in the speech of students, but this process is irregular. It is not a trivial task even for an experienced teacher to adjust the content of the Buryat language school course to the dialectical component of teaching.

Teachers working in the influence of local dialects need a methodology that allows organizing work on the development of culture of speech aimed at the literary speech of students under dialectical conditions:

- correcting dialectal speech mistakes should not be a fight against the dialect and should not be aimed at removing the dialect as a negative influence on students' speech;
- it is necessary to maintain a respectful attitude to the dialect as to the "mother language" of children and to the richness of the Buryat literary language;
- while differentiating the phenomena of the literary language and dialect, it is necessary to educate the notions of appropriateness and inappropriateness of the use of dialectical words in speech.

When developing exercises for the formation of speech and communication skills, one can rely on the didactic concept's I.Ya. Lerner of contents and teaching methods in the basis of which is the nature of student activities. "In accordance with the nature of student activities all methods of teaching in didactic science are divided into two groups: reproductive and productive. Reproductive methods are used to provide sustainable skills and abilities, productive – to contribute to the development of students' creative thinking" (Lerner, 2001).

Taking the aforementioned didactic concept as the basis of analysis, we considered "methodical interpretation of productive and reproductive methods in the development of students' speech" developed by

Kapinos, (2001). In teaching the Buryat language, both reproductive and productive methods are used. It is conditioned by the nature of the subject itself and depends on which aspect of the language is the subject of study: "language system (mastering the norms) or linguistic material (mastering the skills of communicative-expedient use of language means)" (2, p. 67).

All exercises are based on either complete didactic material or incomplete didactic material that needs further work or are related to the creation of texts.

To represent the types of exercises, we used the classification of A.Y. Kupalova that is based on the types of training activities and received a methodical adaptation. Exercises on content are divided into teaching lexical norms; training of grammatical norms; work on students' communicative use of lexical dialectisms in their own expressions.

"By activity, all types of exercises can be classified as follows:

1. Exercises on prepared material: - observation per specially prepared questions and tasks; - identification and characterization of dialectical phenomena; - comparison of literary and dialectical vocabulary; - text analysis.
2. Exercises on material that requires a partial revision to: - an insert; - replacement of the form, including the sample; - editing of sentences and text.
3. Exercises to create a text: - construction of sentences; - construction of text fragments; - descriptions after the models suggested by the teacher; - correction; - compilation of working materials for writing; - creation of fragments of essay in accordance with a given type of speech (description of the subject) and style; - the beginning of the description, the ending of the composition; - creation of text" (Kupalova, 2015).

By constructing this method of teaching of literary speech in the dialectical environment, we considered the data of modern linguistics from the field of culture, speech, dialectology, as well as research on the method of teaching the Buryat language. The education of culture of speech under dialectical conditions requires a differentiated methodology and entirely depends on the nature of students' dialect or subdialect.

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