Problems of Selection of Units of Speech Etiquette of a Non-Native language for Educational Purposes

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ABSTRACT

In order for students to develop the ability to communicate in a non-native language, they must have a common culture of communication, the main provisions of which are the ability to choose in relation to each of the participants in the conversation a method of communication that would not diverge from the rules of speech communication and at the same time best respond would be the individual characteristics of those with whom you have to communicate.

Keywords: language, culture, means of communication, methodology, speech etiquette.

According to E.I. Passov, in the history of the methodology, each new direction first of all put forward some principles. And this is understandable: it is the principles that determine how training takes place. The concept of "principle" is associated primarily with the concept of "law, regularity".

The specificity of the tasks set before us to teach a second language determined the principles of selection of units of speech etiquette.

The objectives of the training contribute tothe following principles of selection, which were proposed by E.I. Passov. The following were chosen: a) use; b) situationality; c) social and role value; d) educational and methodical expediency.

Since for the formation of background knowledge, students need to include speech etiquette (hereinafter in the text of the RE),, when selecting language material with a national-cultural component, it is necessary to payspecial attention to material with ethno-cultural realities focused on the production and reception of speech, and material focused only on reception.

According to the objectives of training, students should receive a large amount of knowledge about the national culture of the people of the studied language (customs, traditions, holidays, norms of behavior, etc.), use active vocabulary with a national-cultural component, expressed in RE.

The selection of units of speech etiquette should be considered in accordance with other units of training (dialogues,utterances) provided for by the learning objectives.

"Speech activity is inconceivable without feelings, without expressing one's position, i.e. without the participation of all spheres of consciousness, undoubtedly, that the assimilation of speech should occur in conditions of maximum connection of the spheres of consciousness in the process of thethief's relation to reality" [3. 18-20].

Passov E.I., Leontiev A.A. and others considered the situation as a complex of

circumstances, a complex of actions, events, as a set of relations.

"In speech activity," writes E.I. Passov, "interaction should be understood as the relationship of interlocutors. It is the relationship, having acquired a personal character, that determines the motivation of speech and makes you actively intervene in the surrounding reality.

Of course, knowledge of the language does not give the opportunity to speak it. To begin to speak, it is necessary to automatically perform speech operations, i.e. speech skills must be formed, but this is not enough, andthe skills [1.20-40] must be developed.

The specifics of the tasks of teaching students speech etiquette of the language being studiedmust be implemented in such a speech unit as the text. The text, which has a national-cultural component, contributes to the development of communication skills, contains an educational aspect that forms the general culture of students.

The final result in teaching the second language accordingto the requirements is the development of skills and abilities of students: a) knowledge of the culture, traditions and customs of the people of the studied language; b) the ability to correctly, briefly and clearly express their thoughts in the language being studied; d) freely enter into the conversation, be able to manage it and complete it. The text can be monologues, dialogues and even a polylogue.

Teaching students a dialogue or a polylogue, it is necessary to acquaint them with the whole situation, which is also an element of the text, and train their speech, setting the situation.

Itis advisable to single out the most common units of speech etiquette as units of selection, taking into account national and cultural specifics.

When getting acquainted with any topic or text of the textbook, the trainees get acquainted with the cultural values, worldview and thinking of the people, customs, permissible and unacceptable in speech, behavior and attitudes.

Speech etiquette performs a special sign function, which always causes the reaction of the interlocutor. The response can be expressed in the form of a response, gesture or facial expressions. This creates psychological comfort or discomfort of communication. If someone did not pay due attention to the interlocutor, did not respond to his greeting, this can spoil the mood.

Clarification of the features of the culture of speech in the language studiedmade it possible to establish that in addition to the "verbal" means of communication, they still lack other "non-verbal" means of expression: tone, gestures, facial expressions.

In the classroom, students undergo a restructuring of communicative competence in accordance with the linguistic and social norms available in the language being studied.

Prevention and elimination of the interfering influence of communicative competence available to students of a second language is impossible without a preliminary comparison, analysis of the native and studied culture, allowing to describe coincidences and discrepancies, to fix many purely national phenomena.

In the classroom, it is necessary to use material that helps students in an adequateunderstanding of the foreign national"picture of the world".

Itis considered necessary to include in the program topics reflecting traditional forms of address, topics containing information about history, customs and rituals, traditions, such material will contribute to improving the quality of learning a newlanguage, the formation of certain background knowledge necessary for adequate perception and communication in the language being studied.

Relevant in the modern teaching methodology is the use of interactive teaching methods. But this does not mean that teachers of language disciplines should abandon everything accumulated over many years. The innovative activity of the teacher is designed to search for new interactive teaching methods.

Studies on innovative pedagogy appeared in the mid-60s in Western Europe and the United States. In them, innovative activity is considered as the dissemination of advanced pedagogical experience.

In the new environment, the contact between teachers and students is becoming one of the most effective main ways to achieve educational goals.

The main methods of interactive methodology are language learning in the community, learning in cooperation. One of them is to conduct role-playing games, interviews, brainstorming, exchange of opinions, etc.

The method of "brainstorming" involves the joint work of students, the success of which depends on the correctly formulated goal and task of its implementation. The advantage of this method is that each participant in the discussion has every right to express his opinion; one idea put forward is picked up and supplemented with new information. For example, discuss ways of greeting: 1) – A well-mannered person is always polite in addressing. He begins his speech with... What word does speech begin with? (Reply: greeting); 2) What does the name of the capital of Turkmenistan ASHGABAT mean in Translation into Russian? (Answer: favorite place), etc.

The "cluster" method contributes to the development of students' thinking, as well as the involvement of new ideas on a certain topic in the thought process. For example, to the question: "What is the noun *culture* associated with in your memory?", The following answers will follow: *behavior, speech, clothing, upbringing,* etc*.*

Another method - "case-stage" - dialogue (English withase - set, specific situation, study - learning) - is a method of teaching based on a real situation, when a student who happens to be a real person in a given situation must find a way out or the right solution. For example, the task: How to contact an unfamiliar older person with a question, if your friend lives in this entrance, his name is Aktam?

Another method in which students conduct dialogues with each other is a "zigzag" - this is a question-and-answer dialogue, a conversation. The student who asked the question receives an answer and another question immediately. For example, the question: - Where is the theater named after Alisher Navoi? Answer: - In the city center. Do you know the city?

The "insert" method can be used to teach students to read unfamiliar text by making notes in the margins according to the following scheme:

"V" - put in the event that what you read corresponds to what you know;

" - " - (minus) is put in the event that what you read contradicts your knowledge;

"+ " - (plus) is put in the event that what you are reading is new to you;

" ? " - (question) is posed if what you are reading is not clear, when additional information is required (explanation of the teacher).

Thus, pedagogical learning technology is the ways and means of teaching that ensure the implementation of educational goals.

In selecting a minimum of RE formulas, the following principles should be taken into account: (a) use in typical communication situations; b) communicative expediency; c) social significance; d) educational value.

The development of the theory of speech acts in psychology and sociolinguistics was also very promising for the methodology.

In order for students to develop opportunities to communicate in a second language, they must have a common culture of communication, the main provisions of which can be reduced to three elements:

(a) To understand and evaluate other people correctly;

b) adequately respond emotionally to their behavior and condition;

c) choose in relation to each of them a way of communication that would not diverge from the rules of speech communication and at the same time would best meet the individual characteristics of those with whom they have to communicate.

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