
The system of activities for learning English speech etiquette for 8-9 grade Karakalpak students

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Abstract: *This article analyzes the modern development of teaching speech etiquette (SE) and describes the importance of using activities to improve speech competence of 8-9 grade students in Karakalpakstan. In the present work the author develops a system of activities and exercises consisting of a complex or series of exercises aimed at mastering the linguoculturological features of the speech etiquette (SE) within the framework of a culture of communicative behaviour. Currently the rate of development is increasing in the world, thus, acquiring foreign languages is becoming vitally important for the development of our society. In our country, primary and secondary schools have started using state-of-the-art methods in teaching the English as a foreign language in Karakalpak classrooms. However, there is still necessity of improving language and speech competence as well as the culture of communication.*

Keywords: *speech etiquette (SE), exercise, communication, culture.*

1. INTRODUCTION

In the century of technological process, more opportunities and necessity for the institutions of relations with different countries, in all places that the role of English because the leading means that of intercultural communication is speedily increasing, the importance of eliminating and enhancing imperfections within the method of making effective strategies of teaching English ought to be greatly highlighted. The technology of teaching speech etiquette (SE) involves the definition of a system of exercises. The system of exercises can be defined as organized and interdependent actions of students aimed at achieving a specific educational goal in the formation of skills. It should have certain characteristics (scientific, interdependent; sequence and accessibility; repeatability of speech actions and language material; communicative orientation), but in the absence of at least one of them, the system turns into a complex or series. In the present work, we tried to show a system of exercises consisting of a complex or series of exercises aimed at mastering the linguoculturological features of the SE within the framework of a culture of communicative behavior.

2. TYPES OF EXERCISES

Exercises are divided into linguistic, conditional speech, pre-speech and speech, communicative and non-communicative, but there are other typologies of exercises. We consider it appropriate to note the system of exercises for mastering the cultural and linguistic intuition in the study of the foreign language, proposed by Bogatikova, which is based on functional, sociocultural, pragmatic and cognitive aspects. She defines the following types of exercises: linguistic linguoculturological (on the assimilation of form in unity with function and on the relationship between language and culture); cognitive-culturological (to perform various mental operations: analysis, synthesis, comparison, association, generalization of culture-bearing units); cognitive-communicative (on identification, interpretation, commenting on various speech and non-speech similarities, problem exercises); communicative-pragmatic (modeling of verbal, in unity with non-verbal, communicative behavior of a different culture in various communication situations). These types of exercises and conventional, compensatory and cooperative exercises for mastering speech interaction, proposed Anismovich should have a place in the system of exercises for teaching SE foreign language linguistics.

Recently, the opinion has been firmly established that it is necessary to train students of FL in those conditions in which speech activity really functions. "Any activity can be learned by performing this activity", in speech conditions with the help of "activity means and technology of working with them". In this case, Passov under the means of activity means exercises. Belyaev also recognizes foreign language practice as a decisive factor in education. We agree with this opinion that one can only master speech activity by performing the appropriate actions: speak, speak, listen, listen, read and read. According to Passov, lessons only in material can be lexical, grammatical, and in spirit they should be speech, so in the proposed new concept of foreign language education he outlined only conditional speech and speech exercises. The author notes that in communication technology all the exercises used should be speech, and conditionally-speech exercises are used to create conditions for the formation of skills.

We believe that language exercises should not be present as part of conditional speech exercises, but separately. It is necessary to take into account the teachings of L.V. Shcherba on three aspects of linguistic phenomena (Shcherba, 1974:26) and the types of exercises indicated by Bukhbinder: information (knowledge), operational (skills) and motivational (skills). Based on this, we take as a basis the classification of Bukhbinder, informational for presenting linguistic and linguo-culturalological knowledge of SE in contacting cultures, operational and motivational exercises should contribute to mastering SE in various communication situations and the speech itself to enter the "*dialogue of cultures*". Therefore, it is advisable to use these two types the exercises. Taking into account all above mentioned and based on the parameters of the exercises and the conditions for their use, the training of use will be based on the following classification of exercises: informational, operational and motivational.

1. Information exercises are aimed at: familiarity with the form, meaning the unity with function and background knowledge about the SE of the English-speaking and Karakalpak

cultures. This type of exercise includes: linguistic-cultural-instructive, aimed at understanding the form and meaning of the use, linguistic-analytical (analysis and comparison of the use depending on the tonality and usage of them, to obtain background information) and imitative. Through linguoculturological analysis, students receive relevant information about the specifics of the use, so we also refer this type of exercise to informational;

2. Operating exercises are focused on: identifying, correlating, grouping and distinguishing SE depending on the situation, building associations, finding an equivalent, choosing an acceptable form of conventional behavior in a given context, replacing an inadequate expression formula with conventional, restoring dialogue replicas, reproducing dialogue, comparing and analysis of stereotypical communicative behavior of the English-speaking and Karakalpak peoples in given communication situations, question-answer. The syntagmatic, contextual connections of the use are worked out in exercises for substitution and combinatorics;

3. Motivational exercises include: predicting reactions to a given situation, drawing up communicative situations using use and commenting on them, problematic tasks that require discussion and assessment of a conflict situation and identifying inadequacy of using SE, role-playing games (etiquette, regulatory, subject).

In the exercises we offer, the main emphasis is on the “*method of comprehension,*” which includes a set of techniques of mental actions on the part of students (analysis, comparison, synthesis, evaluation, transformation, combination) aimed at understanding and updating knowledge about the features of the English language culture.

It is known that each lesson should pursue a specific goal, reflecting what knowledge, skills and abilities students should master by the end of the lesson. As we have already revealed, culture-bearing formulas of etiquette are present in all speech situations in the form of greetings, farewells, expressions of regret, gratitude. Therefore, when formulating communicative tasks, we must proceed from three questions: why? (goal) what exactly? (material) how? (method of fixing and applying it). We believe that only with this approach will the student be oriented towards the fulfillment of this communicatively directed task. The forms of work on the SE of the language being studied can be different: group, steam, individual, chain work.

The process of generating a statement using an adequate SE formula requires the organization of purposeful management of it, taking into account a certain step-by-step, logical and methodological sequence in the formulation of tasks. Under control, following Bim, in this case, we understand that any form of interaction between the teacher and students, mediated by this educational material and having a standardized structure of problem setting, an indication of how to solve it, is its solution and control.

In order for the students of the Karakalpak audience to master the SE, we need special work to develop knowledge, skills and abilities through the use of appropriate methods of methodological work. For the formation of a speech skill, the main methodical work method is training. The formation of skills requires practice, the use of skills in the entire educational process, the generation of speech with communicative goals. Having regard to the statement

of Goldin that "... messages made in the language of etiquette convey the situation indivisibly, in general, without highlighting and not specifically designating its components" (Goldin, 1989:37], then the USE will be presented in situations. Therefore, under the message unit will be a replica.

In teaching the culture of communication, one can use various types of replicas such as USE: 1) information request - speech reaction, 2) information message - speech reaction to the message, 3) motivation for action - speech reaction and others, which reflect emotionally expressive dialogical unity. Emotionally expressive dialogic unity represents the realization of etiquette speech intentions: greeting - greeting back, congratulation – gratitude; compliment - thanks. When teaching SE, one should also pay attention to gestures, facial expressions, tone, accompanying SE, and sometimes replacing it, and thus bearing a certain cultural meaning.

Basically, the work on teaching SE is carried out as a "way from above", based on a dialogue sample, but you can also use the "path from below" - from speech phrases to dialogue. Therefore, we first imagine the sequence of steps when using the "bottom path" method - from the replica (USE) to the dialogue.

Stages of presentation of SE formulas:

1) familiarity with the sound and graphic image of the USE, for example:

Browse through the dialogue and find the USE in it, write them in a notebook. Which of them are not familiar to you? Repeat after me, paying attention to their pronunciation and intonation;

2) semantic-cultural characteristics identified through comparative linguo-cultural analysis; official and unofficial context in comparison with the Karakalpak language or commenting. For example: These units have the following meanings ... Translate them literally into Karakalpak language, what do you see the difference in the translation. In English-language culture, the expression "*Here you are*" means in Russian "*Вот, пожалуйста*", because politeness is in this expression, and in Karakalpak culture we use the word "*Мәрхамат*" to answer in a polite way, which does not match the English expression.

Stage of training: operational exercises, during which the linguoculturological features of the SEF are fixed in various speech situations, should be used taking into account cognitive strategies: substitution, situationally adequate replacement, grouping, combination, deployment, filling in gaps in a specific context. In order to prevent pragmatic errors at this stage, the reflective techniques, such as analysis, comparison, identification are used. For example, find the corresponding answer to the "*Can I have 4 stamps for Europe, please?*" from the options given below:

A. *Sure. Here you are. Anything else?*

B. *Here is your change and your receipt.*

With. They are very expensive for you.

Or:

1. Transform the dialogue so that there is an official communication situation.

-*Hello?*

-Hi, Marat. It's Xalima.

-Where do you want to eat?

-Shall we go to the cafe again?

-No. Let's go somewhere different this time.

2. Fill in the blanks in the dialogue with the appropriate words:

I'll can much that any please

_____ *have these ones, please.*

Have you got _____ big bottles of water?

_____ *I have four stamps for Europe, _____*

At this stage effectively used as the following tasks on the reflection: Alike or different, present or missing, Adequate or inadequate.

Stage of application: here motivational (speech) exercises of various types are used, for example, the formulation of a statement in accordance with a given speech situation, the expansion of the situation, role-playing games. For example: You are a customer. Your partner is a shop assistant. Ask for the things on your shopping list and tick the things you buy. How much do you spend? The shop assistant speaks first.

According to Arian, the naturalness of speech behavior is largely determined by the extent to which it obeys the norms and requirements of the SE adopted in the English-speaking society, and the use of gestures, facial expressions, appropriate intonation, repetition, etc. are inherent in natural situations of communication. Therefore, compensatory skills should be formed in exercises in parallel. In addition, in situations of interpersonal communication, they should adequately respond to the information received, in accordance with the standards of etiquette of the English-speaking culture, therefore, in exercises the work should also be aimed at mastering conventional and cooperative skills. Cooperative skills are associated with a common culture of communication, so we pay great attention to the category of politeness. All of the above noted was involved in the tasks presented in *Appendix 2.2*.

In grades 8–9 of the comprehensive school, students go through topics related to the celebration of any holidays, for example: New Year, Navruz, Birthday. Based on the subject matter of the “Fly High” textbook, we will demonstrate the stages of work we have noted on the ER contained in the subtopics: invitation, meeting, congratulations, wishes and behaviors at a party / table.

In the process of developing the skills of dialogic speech, a ready-made dialogue-sample is presented (“way-from-top” from dialogue to cue), for example, “On the Eve of the New Year’s Party”. Naturally, in this dialogue there are SEFs specific to this situation, i.e. when meeting friends, Happy New Year, organizing a holiday, etc. The teacher offers students to read the dialogue on roles, while the teacher focuses the attention of students so that they do not forget about the smile and what effect and meaning it has for native speakers.

Dialogue:

Salamat: Hi! How are you?

Rano: Fine, thanks. What about nd you?

Salamat: Just fine. Happy New Year!

Rano: Happy New Year!

Salamat: I heard you're going to have a party?

Rano: May be. I'll have to ask my mother.

Salamat: Don't forget me!

Rano: Oh, of course. You will be the first who will be invited. I'll let you know later.

Salamat: Great! I'll look forward for your call.

Rano: Okay. I'll try to get home early to talk with my mother.

Salamat: So long.

Rano: I hope to see you in the evening ... at the party.

After that, the teacher draws the attention of students to which USE contains this dialogue, students highlight them. At this stage, a comparative linguoculturological analysis of the USE of the English language with units of the Karakalpak language, i.e. revealing the features of traditions, communicative behavior, expressed in these contacted linguistic cultures. To this end, the teacher asks students to find similarities and differences in the use of SEF in this situation in the English-speaking and Karakalpak cultures. Then he offers the students to play mini-dialogues by roles in English, for example, if the students were in the conditions of English-speaking culture and then in Karakalpak.

At the stage of fixing the USE, you can work on isolated expressions or on the basis of small dialogs (contextual environment).

Work on SEs associated with the celebration of the New Year can begin with a translation exercise that will help students understand in which cases one or another USE can be used. This task acts as an operational exercise.

Say it in English:

Азгантай тоқтап турасыз ба. (Wait a minute / a moment please.)

Жаңа жылыңыз бенен! (Happy New Year!)

Дискти алсам болады ма? (May I have this disc, please?)

Сен бүгүн гешитте болмайсаң ба? (Won't you be at the party?)

Бир сааттан көрисемиз. (See you in an hour.)

Рахмет! (Thank you!)

Тағы не? (What else?) and others.

At this stage, you can focus on the conventional function of the SE, so students are given the task of choosing the SE formulas to identify and distinguish politeness formulas.

What do you say ...? What phrases are polite and why?

1) ... when the door bell rings? (Who is here? Come in please.)

2) ... when you can't go with your friend? (I'm sorry. I can't.)

3) ... when you want to know the time? (What time is it?)

4) ... when you don't remember somebody's name? (I'm sorry. I forgot your name.)

5) ... when the telephone rings? (Hello! Who is speaking?)

6) ... when you want to buy something as a present? (How much is it? Could you help me with a present for my friend?)

7) ... when you attempt to ask a girl out for the first time. (Do you want to go to a party? Will you go out with me? I'd like to spend more time with you.)

What do you say in a polite form when somebody says to you?

- 1) *A Happy New Year (to you)!*
- 2) *Here is the disk.*
- 3) *I wish you*
- 4) *Meet me near the shop.*
- 5) *He cannot come to the party. He is ill.*
- 6) *Would you wait for me?*
- 7) *Will that be all right?*
- 8) *Who is speaking?*

At the stage of applying the USE, various variants of speech exercises are used, during which student produces their own speech and learn to cooperate with each other in accordance with the standards adopted in English linguistic culture. In our opinion, using the “Brainstorming” technique will be most effective here.

1. Write the key phrases and point suitable gestures, mimics, which can be used in the situation “Preparation to the birthday party”.

1. *Introduce your friends to your parent / others.*
2. *To be grateful to somebody for his / her present.*
3. *Invite your friends to a party. Ask them to bring the music disk themselves.*
4. *You are planning the New Year party. Write a plan for organizing it.*
5. *Say a few words to a person who is going to a party.*

2. Make up a short dialogue on the following situations. Use gestures, mimics.

Two friends meet after Christmas.

You are sitting with your friend and you are looking for your pen.

You are in a hurry and meet your friends who want to talk about the party.

You are planning to go to the party and ask your mother to give you a permission to go there.

See the model and pay attention to the cultural specific features of English people:

Situation: Samandra meets her guests.

S: *Oh, Arnica! I'm happy to see you here.*

A: *That wasn't easy. My mother was against this party ... This is for you.*

S: *Thank you very much for your nice present, Nargiza!*

A: *Oh, I'm glad you like it.*

S: *Yes, of course. It is wonderful!*

3. It is also methodologically expedient to integrate spoken language with written speech. Therefore, we offer a task for writing:

Everyone has a New Year card . Please write your wishes to your English friend in the card.

4. You can also use the written task to develop the skills of monologic speech and reflection:
Describe a New Year celebrating in your home country, in Great Britain, in the USA and find differences.

5. As homework, you can give the following type of work:

Think and write about a celebration of one of the suggested holidays: Cookie Day, Grandparents Day. Find useful information in the Internet.

You can use expressions: my holiday is ...; it is celebrated ...; because there is not ...; I think ...

Thus, the set of tasks presented by us contributes to the creation of motivation and speech activity of students and the formation of skills and abilities to make contact and communicate in accordance with the standards adopted in English linguistic culture. Other examples of using the “way from above” method are presented in the next paragraph when describing experimental training.

Conventional skills can also be formed on the basis of aphorisms, proverbs, sayings. Using them, you can create a series of exercises for the formation and development of skills and abilities of speech behavior, comparing the rules of the English language SE with the Karakalpak culture (in the examples below).

For the purpose of training, it is adequate for native speakers to write personal letters based on the components of discursive competence, such as the ability to understand and generate letters in accordance with the communicative intention of the writer. Therefore, students should know how to write letters in the structurally-semantic and punctuation plan. To do this, they must master special strategies and tactics through exercises to form a discursive competence in the field of writing.

We have compiled a series of tasks that demonstrate the linguoculturological specificity of their writing: types of letters, their structure, punctuation. They pay attention to comparative linguoculturological analysis. The exercises provide support, schemes of the sequence of educational actions (algorithms), so that students know the structure and rules for writing various types of letters. Learning to write letters is carried out on the basis of the “way from above” method.

Writing activities:

1. Look at the invitation.

This invitation has five parts: heading, greeting, body, closing, and signature. Look at the commas in the heading, greeting, and closing of Jolene’s invitation (Dr. Egillian, 1984:104).

14 Glen Avenue Prairie View, Missouri 64/93 March 3,2008	Heading
Dear Leslie,	Greeting
We are having a pizza party on Saturday, March 18, at Glen Avenue from 3: 30–6: 00 pm Please come and enjoy the pizza. Bring your guitar if you like.	Body
<i>Your friend</i> <i>Jolene</i>	Closing Signature

2. Remember the invitation may ask you to come to a party. Invitations tell you the date, time, and place of the party. In English culture it may tell you what to wear, what to bring, what you might eat, or what will you do. Compare the given invitation with specific features of writing an invitation in Karakalpak culture.

3. Write an invitation to ask a friend to come to a birthday party, a skating party, or picnic. Follow the examples above for your invitation. Remember about cultural features of English people in organizing the parties.

4. Read the letters given below. Compare them. What is different? Fill in the table below.

14 Oxes, Avenue

Plateau View Colorado 81861

January, 10, 2008

Dear Ms. Keller

I am writing to thank you for returning my textbook. I am particular grateful because this textbook was taken from the library.

Once again, thank you for your help.

Your sincerely,

J. Evans

J. Evans

Tel: 0160399832

Нөкис қаласы

Жақсылық көшесі №14 жай

Айтбаева Тамараға

Хүрметли Тамара!

Мен усы хатым арқалы сизге үлкен рахметлеримди айтып билдирмекши едим. Сиздің биргеліктегі жұмысымызда маған деген көрсеткен жәрдемиңізди хеш қашан ұмытпайман. Мен сизден миннетдарман.

Деп сиңлиңіз Рауя Бегжанова

	English letter	Karakalpak letter
Social relations		
Official or Unofficial situation		
Type of letter		
Greeting		
Body		
Closing		
Signature		
Date writing		

5. Answer the questions .

Who are the writers of these thank-letters?

Why did they write letters?

Are they written in a polite form?

Do you often write a thank-letter in Karakalpakstan and when do you write it?

6. We can make informal form of the thank-letter from the given formal form of the thank-letter.

7. We can write a thank-letter, or a friendly-letter.

The structure of a friendly-letter / thank-letter and invitation is the same, but in a friendly letter, you tell about yourself and what you have been doing. You can also ask your friends about themselves and what they have been doing. A friendly-letter is like a friendly conversation. See example and write a friendly-letter. (In the following examples)

8. Look at this thank-letter. Ulugbek is from Karakalpakstan, he has written a thank-letter to his uncle, who lives in the USA. Ulugbek made a lot of mistakes: wrong commas, misspelling words, grammar mistakes, wrong structure of the letter and other cultural mistakes. Find the mistakes and write the letter correctly.

How are you my uncle Bektash!

I have come to my home without advantage. All of my family is good.

Thank you for taking me to see the Statue of Liberty last week. I enjoyed riding on the ferry and climbing up inside the statue. The macaroni and spaghetti we eat at the restaurant is very good, too. I told to my relatives that you are learning karate. They are interested when will you get your Black Belt?

With love nephew Ulugbek. Be healthy. Good-bye!

9. Write a letter in English paying attention to the structure, punctuation and sentence meaning.

10. Complete these sentences using *because* and *for*.

a) Thank you very much _____ your gift.

b) I am writing _____ I would like to know about your health.

c) He's here _____ I invited him.

d) My brother doesn't like to ask people _____ the help.

11. Write a thank-letter . Use the following phrases:

Thank you very much for ..., Love ..., I hope ... I deeply appreciate your ..., sincerely yours.

12. Your friend is in the hospital, so write to her a friendly letter. Use the schemes: heading □□ greeting □□ the body (say to her that you are very sorry and write her about news) □□closing □□signature.

In order to integrate listening and writing, you can give the following task:

Listen to the answerphone message. How do you write the message in the Karakalpak language?

Choose information to make up a situation "Meeting friend"

From Henry

Time 8 o'clock

Message:

1. I'm at the airport

2. See you in about three hours.

3. We can eat out .

Thus, in the system of exercises that we offer, much attention is paid to the semantic and cultural content of both linguistic and extralinguistic nature. Linguoculturological features of the USE are presented through comparative linguoculturological analysis, as well as by commenting on the linguoculturological features of these use. In this case, we can lay a micro frame in the consciousness of students. Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a foreign language. We see that not a single approach to improve speech competence can be a reliable indicator of what is needed to enhance learning. Thus, this study needs to analyse further in order to improve speech etiquette and develop knowledge of how language and skills are used in the target situation.

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