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ОСОБЕННОСТИ ОБУЧЕНИЯ МЕЖДУНАРОДНОЙ ВЕЖЛИВОСТИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В данной работе рассмотрены современные аспекты обучения международной вежливости на уроках английского языка. Даны рекомендации и направления роста эффективности внедрения научно-исследовательских разработок в систему обучения иностранному языку.

Ключевые слова: assessment, analysis, method, technology, courtesy, education, Ethnopsycholinguistics, international affairs, etiquette.

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PECULARITIES OF TEACHING INTERNATIONAL COURTESY AT THE ENGLISH LANGUAGE LESSONS

Annotation: In this paper, modern aspects of teaching international politeness in English lessons are considered. Recommendations and directions for increasing the efficiency of introducing research developments into the system of teaching a foreign language are given.

Key words: assessment, analysis, method, technology, courtesy, education, Ethnopsycholinguistics, international affairs, etiquette.

The idea that people who speak different languages belong to different cultures perceive the world differently is generally accepted proof. Issues related to the relationship between culture and language have become especially relevant recently, when the impossibility of successful communication without knowledge of culture has become an obvious fact. Researchers from different areas have come to the conclusion that culture is reflected in the mind of a person and determines the features of his communicative behavior [A.A.Potebnya, I.A.Baudouin, L.S.Vygotsky, G.P.Melnikov, N.D.Arutyunova, E.M.Vereshchagin, A.A.Zalevskaya, V.G.Kostomarov, V.I. Karasik, M.M.Kopylenko, V.V.Krasnykh, A.A.Leontiev, I.A.Sternin, E.F.Tarasov,

N.V.Ufimtseva, V.I. Shakhovsky, M. Agar, M.Girdham, U.Gudikunst, A.Duranti, M.Kline, G.Triandis, D.Himes, E.Hall, S.Scollon, R.Young, F.Yandt and many others].

As a result of the expansion of intercultural contacts, representatives of different linguistic and cultural communities are increasingly becoming participants in communication. Differences in verbal and non-verbal communication of people belonging to different cultures can lead to a misinterpretation of the feelings, attitudes, intentions of partners. The success and effectiveness of interaction is predetermined not only by language proficiency, but also by knowledge of the national and cultural specifics of speech and non-speech behavior, knowledge of socio-cultural norms, dominant features of communication, and national systems of politeness. Numerous studies on the problems of intercultural communication, conducted both in our country and abroad, convincingly show that in communicating with foreigners, people easily forgive grammatical and lexical errors, as they explain them with a lack of knowledge of the language.

Trying to predict the communicative behavior of the interlocutor, they consciously or unconsciously rely on their previous communication experience, however, if they are representatives of different cultures, then this experience differs significantly, which significantly complicates the communication process. Numerous studies on the problems of intercultural communication, conducted both in our country and abroad, convincingly show that in communicating with foreigners, people easily make grammatical and lexical errors.

Objectives of language teachers who train future professionals in international affairs include teaching the delicate shades of meaning of a language, increasing effectiveness of speech through high intellect and the power of words, cultivating international courtesy (from Latin “comitas gentium”). In studying any language, it is impossible to speak it correctly without knowing the grammar or grammatical rules. If a student learnt something like a mechanism, he will be able to construct correct sentences in a foreign language and understand it, but for an expert in international affairs, it is not enough to understand and know grammatical rules of a studied language, but it also necessary to thoroughly learn its phonetic, morphological and lexical peculiarities. Language lessons require using different methods, and the teacher have to be able to allocated time efficiently, find effective ways of teaching, and, at the same time, apply more motivational methods, and conduct lessons without affecting the content or quality of the material being taught. In the 21st century,

the age of advanced technology, the introduction of innovative teaching methods is the present-day requirement. Young people's lives are not isolated from the latest technological achievements, and therefore these advantages create new incentives for them. This allows them to study the latest registered scientific discoveries by reading books in the source language. The promising English language helps us to keep in close contact with the world community, and it is an effective aid in our everyday life. Learning English requires certain time. However, it can be seen that learning it provides very valuable and broad opportunities.

Knowing a foreign language broadens a person's mind, providing an opportunity to be informed on everything from historical events to the latest news. At the same time, the student always improves the skills of knowing, learning and analyzing the news. This quality is considered one of the most essential acquired habits for the future experts in international affairs because it allows them to acquire practical prediction skills from the student years. Practical prediction differs from scientific forecasting since the main goal in practice is to make the predictions, while in scientific research it applies to choosing the model that provides the most accurate forecasting under certain conditions, as well as explaining the reason for it to happen. We look into the future based on what we have seen, read, heard and experienced. Of course, one cannot exist without the other, which is why practical predictions lead to the path of scientific research. According to the student's choice, they can study them in depth in relation to their profession, and using them as a yearly essay, diploma or scientific work, working in diplomacy, law, economics, journalism or any other international field, studying them from a scientific point of view, can find a way to significant results both in science and practice.

Extracurricular subject competitions, contests, sports competitions, and foreign language week... can be a motivation for students. In addition to lessons, they actively attend conversations, translation, wall newspaper activities, as well as drama, song and music hobby groups. In addition to enhancing their knowledge, skills and experience, it is considered appropriate to introduce them to the life, traditions and customs of the nations whose language they are learning and positive practices recognized among nations in order to promote international courtesy, peace and prosperity. To encourage the student's creative initiative, work of hobby groups is arranged on a self-management basis.

Using these and other methods at the lesson, provided that there is a desire not only to teach the language, but also to increase the interest of students in their profession, awaken a sense of patriotism and cultivate the best concepts of

humanity, morality and purity in them, the teacher's lesson will be more effective, impressive, interesting and guiding for students. For example, by expressing their understanding of the topics contained in the teacher's work program, the students can also propose solutions to the questions that arise, which will encourage them to approach their work creatively. Correcting students' mistakes, guiding and encouraging them during the lesson are also required to be done on a regular basis. In the future, professionals who will work in the field of international relations to establish relations in political, economic, trade, cultural and humanitarian areas, protecting the national interests, bringing the country's foreign policy to a new level, coming up with regional and international initiatives that are important to the world community, must be proficient in foreign languages. The ability to influence an interlocutor and obtain full support for his point of view must be one of the key skills of a true diplomat. If he is able to express his opinion in a correct and clear manner without losing his temper, even in unexpected complex and tense situations, it will show that he has attained a high proficiency level. If the speaker stumbles in a speech or over a certain question, this already shows that he has doubts and discontent. Words spoken in the right tone are clearer and more impressive. In order to teach all the nuances of speech culture and translation, hours for language lessons have to be allocated correctly. The curricula must focus on learning classical language subjects such as theoretical and practical grammar, phonetics, stylistics, lexicology, and the acquired knowledge has to be used to develop the professional and research skills. In addition, the students have to acquire skills in reading, writing, speaking and comprehending a second foreign language and use them as a communication tool in an intercultural environment.

It is not enough to only know a foreign language or etiquette in cultural relations. It is impossible to foresee and exactly determine a moment, when it would be appropriate to thank, appreciate, share an idea that you would like to suggest, show interest by asking questions, as well as keep silence, but following the principles of courtesy, features specific to that culture and language relations can be learnt.

Studying the cultural communicative peculiarities of nations theoretically in terms of the courtesy provides an opportunity to bring cooperation to new levels and achieve success in reality.

The theoretical significance of the research is that the approach proposed to the study of communication culture as a communicative category explains the communication behavior of representatives of different linguistic cultures. It offers a way to organize them and shows the subtlety of the mind with regard to

social relations, as well as the interconnection between cultural values, national consciousness and the reflection of reality being a characteristic feature of the communicative nature of the people.

This approach is designed for intercultural research and has a great explanatory capacity. A comparative description of the national courtesy systems makes it possible to identify differences in the content of these categories.

The theoretical study of communicative categories will allow for understanding the structure of a person's communication mind and the mechanism of implementing communicative categories in the communication process, and will also make it possible to reveal the national identity. The author expresses a special opinion in this field (the courtesy category has to be considered precisely based on the conclusions of Professor I.A.Sternin).

The rules of international courtesy can be considered as the main instrument of diplomacy, which can be seen during visits, talks, various personal contacts, receptions, meetings, consultations, press conferences, and a variety of festive events and fun era ceremonies, etc. International courtesy is not defined by legal regulations, but it has been formed on the basis of centuries-long rules. It is strictly and unconditionally followed under the country's traditions, laws, and established regulations. International courtesy is a set of rules of the century. It does not apply to international legal responsibility and claims, countermeasures and other proceedings. It is the ability to analyze the words in English as a spontaneous literary expression that takes place in informal situations with the direct participation of speakers based on pragmatic communication conditions. During the lessons, the focus shall be on speech, dialogue units, and word patterns in the form of conversations in various communication situations. Linguistic material, photographs, knowledge and lexicographical reference books from literature, documentaries, television broadcasts and author's personal letters will be a valuable source. A specialized room for teaching diplomatic protocol skills provides every opportunity for future professionals in international affairs to attain excellence. Emphasis is placed on sufficiently defined and predictable etiquette or ordinary communication situations, organization of conversation, which can be described as courtesy "shades" in the form of generalized units of analysis, active participation in it, providing an opportunity to acquire knowledge and experience in order to successfully apply theoretical knowledge in practice to share a proposed idea and gain support for it, achieve a goal, and protect national interests.

The most important courtesy category is new approaches to the study of communicative behavior of representatives of different linguistic cultures taking into account the type of culture, socio-cultural relations, cultural values and peculiarities of communicative consciousness. It is the first time that policy is recognized as a system of communicative strategies and a national specific communicative category that regulates the communication behavior of representatives of compared linguistic cultures, and the wide application of innovative methodology in in-depth teaching of these specifics increases the effectiveness of lessons and makes a positive contribution to the formation of students as individuals. The main goal of the teacher is to make the student a real expert in the chosen profession, teach international courtesy both in their mother tongue and in the English language, and train qualified professionals able to considerably contribute to further raising the prestige of our Homeland, protecting our national interests, and promoting the foreign policy of the Esteemed President throughout the world.

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