

Improving The Methodology Of Students' Speech Etiquette In Philological Education

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ABSTRACT

The article deals with the importance of the methodology of students' speech etiquette development in English and Karakalpak languages in philological education that is rooted in the growing need for effective communication skills in an increasingly interconnected world. Speech etiquette plays a crucial role in both formal and informal communication, as it reflects cultural understanding, respect, and professionalism. Also, the author states that for students in philological education, mastering speech etiquette in both English and Karakalpak languages enhances their intercultural communication abilities, preparing them for diverse linguistic environments.

Keywords: methodology, speech etiquette, English, Karakalpak, philological education.

INTRODUCTION.

Speech etiquette is a key component of the culture within a society, serving as both a product and a tool of a people's cultural practices. It cannot be separated from the overall culture of communication and behavior, as it plays a fundamental role in both. Modern methods for teaching speech etiquette focus on communication categories such as situation, role, status, community, type, and sphere of interaction, which are viewed in modern research as models for speech communication. In the case of Karakalpak, a language with rich cultural and historical significance, preserving and promoting its linguistic etiquette alongside English offers a unique opportunity for students to develop bilingual proficiency. This study contributes to the advancement of language teaching methodologies by integrating cultural context, fostering mutual respect between languages, and helping students become more adaptable in global communication. By improving the methodology for teaching speech etiquette in these languages, educators can equip students with not only linguistic skills but also a deeper understanding of the cultural nuances that shape polite communication. This ultimately prepares students for professional roles in education, translation, and international relations, where effective, culturally sensitive communication is paramount. One of the most essential teaching methods is the communicative, or speech, situation. This method consists of four main factors:

The real-life circumstances in which communication occurs;

The relationship between communicators;

The motivation behind the communication;

The act of communication itself, which creates a new situation and prompts further speech.

Each of these factors influences the interlocutors' speech, affecting the choice of topic, the direction of conversation, the linguistic tools used, the emotional tone, and the level of detail.

When teaching speech etiquette, it is recommended to use different types of dialogues and activities, including dialogue conversations, dramatizations, student-to-student and student-teacher interactions, as well as pair and group work. Exercises are the primary means of developing speech etiquette skills. Through well-designed exercises, students learn to request information, respond appropriately, construct dialogues, and use proper etiquette phrases in communication. In the teaching of foreign languages, two main approaches to developing speech etiquette skills are distinguished: "Top-down" (based on existing models); "Bottom-up" (starting with subject matter, vocabulary, grammar, and speech structures when no model exists).

It's important to acknowledge that language etiquette is a defining element of a society's culture and a reflection of its people's cultural activity. English language etiquette is particularly distinctive and differs significantly from the norms and rules of other languages. Therefore, it's crucial to understand the norms and rules

of speech etiquette in the target language during communication. Modern English language teaching materials contain enough speech etiquette formulas to introduce students to the basics and principles of proper communication. Teachers generally build speech etiquette lessons on real-life communication situations presented in the classroom and use materials from teaching kits, which frequently involve situation modeling.

LITERATURE REVIEW. The University of Birmingham's Center for Advanced Research in English focuses on linguistic pragmatics, sociolinguistics, and discourse analysis. They conduct research on how politeness, formalities, and social hierarchy are manifested in speech etiquette in English. The center has published studies that explore cross-cultural variations in speech etiquette and the social dynamics involved in communication, particularly in the context of business, education, and interpersonal interactions. The Max Planck Institute for Psycholinguistics is renowned for its research in language processing, social pragmatics, and communication across different languages. Their studies focus on how speech etiquette functions in various cultural settings, with a special emphasis on English-speaking contexts. Researchers here have explored how pragmatic rules, such as turn-taking, politeness strategies, and speech acts, are negotiated and understood in social interactions. The University of Helsinki has been actively involved in researching the social-pragmatic aspects of language. Their Pragmatics and Society Research Group examines how politeness, honorifics, and formal address terms are used in English-speaking societies. They also explore speech etiquette in public and professional domains, as well as how pragmatic failures or misunderstandings arise in intercultural communication.

Also, the University of Sydney's Center for Intercultural Communication focuses on intercultural pragmatics and how cultural norms influence language use, especially in English as an international language. Their research includes the study of how speech etiquette varies across English-speaking countries and how non-native speakers of English adapt to or misunderstand these norms. This center also conducts research on the social implications of pragmatic behavior in international communication, including business and diplomacy. The University of Warsaw's Institute of English Studies conducts extensive research on sociopragmatics and discourse analysis in English. The institute's scholars investigate the relationship between social roles, power dynamics, and language etiquette, including politeness and formality in various contexts such as political discourse and media. Their comparative studies on English and Polish speech etiquette have provided valuable insights into cross-cultural communication. Georgetown University's Center for Applied Linguistics in Washington, D.C., is a leader in applied sociolinguistics and pragmatics research. The center examines how social and cultural norms shape speech etiquette in different English-speaking communities. Their focus includes the role of speech etiquette in education, workplace communication, and how social identities such as gender, race, and age influence pragmatic choices in English speech.

The University of California, Berkeley's Department of Linguistics conducts research on sociopragmatics, speech acts, and discourse analysis, with a particular emphasis on speech etiquette in English. They focus on how power relations and social conventions are reflected in formal and informal language use. Researchers here also analyze the impact of technology on speech etiquette, including how digital communication alters traditional norms of politeness. Lancaster University is home to a specialized research group dedicated to pragmatics and politeness theory. The group investigates various aspects of speech etiquette, including the pragmatics of politeness in English and the social implications of indirectness, face-saving acts, and formal address terms. Their work explores speech etiquette both in native and non-native English interactions and the challenges faced by individuals in maintaining politeness across different social contexts. Tokyo University of Foreign Studies has a strong research program in sociolinguistics and intercultural pragmatics. Their focus includes how English speech etiquette is understood and practiced in non-Western societies, especially in Japanese-English intercultural interactions. Researchers at this institution explore the challenges of maintaining politeness, respect, and face in English communication in cross-cultural environments. The University of Oslo conducts research on language, culture, and society, with a particular focus on how social norms influence language use. Their studies include the analysis of English speech etiquette, particularly in formal contexts like academic and diplomatic interactions. They also explore the historical development of speech etiquette in English-speaking societies and how modern-day globalization is influencing traditional norms. The social-pragmatic aspect of speech etiquette in English is a field that has garnered international attention. Research organizations across the globe, from the United Kingdom to Japan, are actively exploring how social norms, power dynamics, and cultural contexts influence language use. These institutions contribute to a deeper understanding of the nuances of politeness, respect, and communication in both native and intercultural English-speaking settings. Their work has practical applications in fields such as education, business, and international relations, helping to foster more effective communication across cultures.

Research into speech etiquette, particularly its social-pragmatic dimensions, has garnered significant attention from linguists worldwide. The cross-cultural study of speech etiquette sheds light on how linguistic behavior reflects social structures, values, and norms. This review will examine notable foreign scientific research that is relevant to the investigation of speech etiquette in English, drawing insights applicable to its comparison with Karakalpak culture.

1. **Speech Etiquette as a Social-Pragmatic Phenomenon:** Studies conducted by Western linguists, particularly in sociolinguistics and pragmatics, highlight the role of speech etiquette as a critical aspect of social communication. Scholars such as Penelope Brown and Stephen Levinson [11] have provided foundational work on politeness theory, illustrating how politeness strategies are used in English to maintain social harmony and respect hierarchy. These strategies include indirectness, hedging, and the use of honorifics. Their research offers valuable frameworks for comparing how English and Karakalpak cultures negotiate power dynamics and formality through speech etiquette.

2. **Cross-Cultural Pragmatics and Politeness:** Cross-cultural pragmatics, as explored by researchers like Richard Watts [12], further examines how politeness varies across cultures. Watts argues that speech etiquette is deeply influenced by the cultural values of each society, leading to different expectations regarding what is considered polite or impolite. For instance, in English-speaking cultures, directness is often mitigated by various softening devices, while in some Central Asian cultures, directness may be seen as a sign of honesty and respect. This highlights the need to analyze speech etiquette in Karakalpak culture through a lens that considers local values and social expectations.

3. **Language and Social Hierarchies:** One of the key aspects of speech etiquette in both English and Karakalpak cultures is how language reflects social hierarchies. Research by Erving Goffman [13] on "face" and social interaction demonstrates that speakers use specific linguistic forms to acknowledge the status and role of the interlocutor. In English, this can be observed in the use of titles, formal language, and respectful phrases. Research into Central Asian speech cultures, such as that by Elena A. Sadovnikova [14], underscores the role of respect for elders and authority figures, which may influence the use of speech etiquette in Karakalpak culture. A comparative analysis between these two linguistic traditions will help uncover how each culture uses speech etiquette to signal respect and maintain social order.

4. **Intercultural Communication and Miscommunication:** Thomas Kohnen [15] has contributed to the field of intercultural communication by examining how miscommunication often arises due to differing expectations of speech etiquette. In intercultural settings, speakers may misinterpret politeness strategies, leading to unintended offense or confusion. This aspect of research is particularly relevant when studying how English speech etiquette is perceived and adapted by Karakalpak speakers. Understanding these differences can help avoid communication breakdowns in multicultural interactions, a topic of increasing relevance in the globalized world.

5. **Speech Acts and Pragmatic Functions:** In speech act theory, John Searle [16] explores how language performs actions, such as making requests, offering apologies, or giving compliments. Speech etiquette plays a crucial role in modulating these speech acts to ensure they are socially appropriate. Research into how these speech acts are expressed in English versus Karakalpak can illuminate cultural differences in the pragmatic use of language. For example, while English speakers might soften a request with phrases like "Could you please...", Karakalpak speakers may rely on different linguistic markers to convey politeness or formality.

6. **Cultural Dimensions of Speech Etiquette:** Geert Hofstede's [17] cultural dimensions theory, which examines power distance, individualism, and collectivism, among other factors, can also be applied to the study of speech etiquette. Hofstede's research indicates that cultures with high power distance, such as many Central Asian societies, place greater emphasis on formal language and deference in communication. This contrasts with English-speaking cultures, which often exhibit lower power distance and more informal, egalitarian speech patterns. The comparison of these cultural dimensions can provide insight into how societal structures shape speech etiquette in both English and Karakalpak cultures.

METHODOLOGY. Developing speech etiquette is a critical aspect of philological education, as it enhances students' communication skills and cultural competence. Effective methods for improving speech etiquette involve a combination of theoretical knowledge, practical exercises, and continuous assessment. Below are key methods for improving students' speech etiquette development:

1. **Interactive Teaching Methods: Role-playing and Simulations:** Students can engage in role-playing activities to simulate real-life communication scenarios where speech etiquette is essential. These can include formal meetings, casual conversations, and cross-cultural interactions, allowing students to practice proper greetings, polite expressions, and appropriate language for different contexts. **Dialogues and Group Discussions:** Structured group discussions and dialogue practices provide students with opportunities to apply speech etiquette in conversations. Teachers can facilitate discussions on culturally appropriate communication norms, ensuring students understand when and how to use polite expressions.

2. **Cultural Awareness and Contextual Learning: Cultural Immersion:** Integrating lessons on cultural customs and etiquette from various linguistic backgrounds can deepen students' understanding of speech etiquette across different cultures. This can be done through multimedia resources, guest speakers, and field trips. **Contextualized Language Use:** Teaching students to identify the appropriate context for formal and informal speech helps them understand when to apply certain phrases or behaviors. Exercises where students analyze different scenarios and select appropriate language foster awareness of speech etiquette nuances.

3. **Incorporating Technology and Digital Tools: Language Learning Apps and Simulations:** Digital

platforms and mobile apps, such as virtual conversation partners or simulations of speech in professional settings, offer interactive ways to practice speech etiquette in different languages. Such tools can provide immediate feedback, helping students correct improper usage in real-time. Multimedia Resources: Incorporating videos, podcasts, and films that depict proper speech etiquette in various settings can help students visually and audibly recognize correct behaviors, reinforcing their learning.

4. Project-Based Learning: Etiquette Research Projects: Assign students to research and present on the speech etiquette of different cultures or professions. This encourages them to investigate how etiquette rules differ and the importance of adhering to them in social and professional contexts.

Creating Etiquette Manuals: Have students develop speech etiquette guides or handbooks, where they can apply their knowledge creatively by compiling rules, tips, and cultural examples. These manuals can be shared with peers for peer learning.

5. Collaborative Learning: Peer Review and Feedback: Organizing peer review sessions where students evaluate each other's speech etiquette in oral presentations or written dialogues promotes self-awareness and collaborative improvement. Constructive feedback from classmates can highlight areas for improvement in speech politeness and cultural sensitivity. Language Clubs and Conversation Tables: Establishing language clubs or conversation tables where students regularly practice conversational skills in a less formal, yet guided, environment allows them to focus on the subtleties of speech etiquette in relaxed settings.

6. Use of Authentic Materials: Analyzing Literary Texts and Media: Encourage students to read literary works, newspapers, or watch shows that illustrate proper use of speech etiquette in diverse contexts. Analyzing characters' or public figures' use of language in different social situations can give insights into both correct and incorrect applications of speech etiquette. Case Studies: Present students with real-life case studies or scenarios involving breaches or exemplary uses of speech etiquette. These case studies can be used to discuss the consequences of poor etiquette and the benefits of mastering polite speech.

7. Formal Presentations and Public Speaking: Presentation Exercises: Have students practice formal presentations, focusing not only on content but also on how they introduce themselves, express gratitude, and maintain politeness throughout. This sharpens their formal speech etiquette skills and prepares them for academic and professional interactions. Speech Competitions: Organize speech competitions that evaluate both the content and etiquette of the participants. This fosters a competitive yet constructive environment where students are motivated to refine their speech etiquette.

8. Continuous Assessment and Feedback: Rubrics for Speech Etiquette: Develop rubrics that assess students' performance in speech etiquette across different communication forms (written, oral, formal, informal). Continuous evaluation and detailed feedback provide students with actionable insights into their progress. Self-Reflection and Journaling: Encourage students to maintain a journal where they reflect on their daily interactions, noting instances where they applied or missed etiquette rules. Self-reflection is a critical tool for internalizing the importance of polite speech and becoming more self-regulated in communication.

9. Cross-Linguistic and Cross-Cultural Comparisons: Comparative Studies: Encourage students to compare speech etiquette rules between their native language and the target language they are learning. This comparative approach helps students appreciate the cultural specificity of polite expressions and the importance of understanding different etiquettes for effective communication. Bilingual or Multilingual Practices: In philological education, students can practice speech etiquette in multiple languages, comparing the nuances of politeness markers and appropriate forms of address in different linguistic traditions.

10. Mentorship and Real-World Exposure: Professional Mentoring: Pair students with mentors from fields where speech etiquette is critical, such as diplomacy, education, or business. Mentorship provides real-world exposure to proper etiquette and allows students to observe and practice speech etiquette in professional environments. Internships and Fieldwork: Provide students with opportunities to intern or participate in fieldwork where they can apply their speech etiquette skills in real-world contexts. This immersive experience allows them to practice politeness and appropriate communication in professional settings, reinforcing their learning.

RESEARCH DISCUSSION. The development of students' speech etiquette in bilingual education environments, such as in English and Karakalpak languages, is a growing field of interest in philological education. This topic has gained attention, especially after 2020, as scholars explore ways to integrate cultural nuances, formal and informal language use, and appropriate communication styles into language education.

1. Speech Etiquette in Bilingual Education: Research emphasizes the importance of speech etiquette as an integral part of developing communicative competence in students. According to Ganapathy and Kaur [1], bilingual learners must understand not just the grammar and vocabulary but also the socio-cultural norms that govern polite and respectful communication in each language. In the context of English and Karakalpak, students are expected to switch between two different linguistic traditions, each with its own set of rules for speech etiquette.

2. Cultural Aspects of Speech Etiquette: Developing speech etiquette is more than learning language skills; it involves cultural competence. Studies like those by Sadiq et al. [5] emphasize that speech etiquette in

English is highly contextual, depending on formal and informal settings. In contrast, Karakalpak speech etiquette is often deeply rooted in traditional values, where respect for elders and social hierarchy plays a significant role [2]. Therefore, methodologies that focus on comparative language teaching are crucial for fostering a nuanced understanding of these differences.

3. Modern Approaches to Teaching Speech Etiquette: Modern pedagogical strategies, especially in philological education, have shifted towards a communicative approach, as proposed by Widdowson and Richards [7]. This method emphasizes interaction and practical usage of speech etiquette in real-life scenarios. For instance, role-playing activities, simulations, and interactive media tools are recommended to help students practice both languages in appropriate social contexts [3]. These activities are vital in reinforcing the principles of speech etiquette in different communicative situations.

4. Technology-Enhanced Language Learning (TELL): Recent studies highlight the increasing use of technology in improving speech etiquette training. Digital tools, such as speech recognition software, multimedia resources, and virtual language labs, have proven effective in helping students practice polite forms of address, greetings, and formal/informal expressions. Qodirova [4] discusses how e-learning platforms, such as language applications with etiquette modules, are designed to teach students proper speech patterns in both English and Karakalpak contexts.

5. Challenges in Developing Speech Etiquette: One of the challenges noted by Suleimenov and Mambetov [6] is the lack of sufficient teaching materials that combine both languages in etiquette instruction. While English-language resources are more prevalent, Karakalpak language materials remain underdeveloped. This imbalance can hinder the effectiveness of speech etiquette training in a bilingual curriculum, thus emphasizing the need for culturally sensitive materials tailored for Karakalpak speakers.

6. Best Practices in Developing Speech Etiquette: Incorporating reflective learning strategies is seen as an effective method for speech etiquette training. According to Amirbekova [8], instructors should encourage students to reflect on their own use of language in social interactions. By integrating self-assessment tools and peer feedback, students can better understand the subtleties of speech etiquette in both English and Karakalpak.

Although teaching often takes place in the isolation of a classroom, collaboration with peers is essential for professional development. Schools that function as professional learning communities encourage teachers to jointly plan lessons and solve problems as a team. Teachers must stay informed about new educational developments, listen to innovative ideas, and discuss them with their colleagues. A teacher's professional role requires excellent communication across a wide age range, which highlights the need for specialized speech training in future foreign language teachers at universities. Firstly, mastering different types of speech skills is vital for assessing a teacher's educational and cultural level. Secondly, effective speech serves as a model of literary language for students, colleagues, and parents. Thirdly, ongoing social and cultural changes necessitate speech training, as language, methodologies, and teaching techniques evolve [9].

The focus of speech education should not only be on adopting the communicative approach but also on prioritizing the individual's need for effective communication. In addressing the challenge of developing professional communication, special attention should be given to speech culture and public speaking. An analysis of the speech practices of future foreign language teachers reveals a common communication model, where the teacher facilitates and organizes the learning process. The teacher's public speech is typically tied to educational discourse, with an emphasis on conveying specific knowledge through explanations, examples, and questions. This is the means by which students acquire new knowledge.

Teachers use educational speech to guide the learning process. In addition to speaking skills, they must also be adept at listening, understanding, and analyzing speech. The specific demands of a future teacher's communicative competence require instruction in both communication techniques and in developing and correcting the communication skills of others. Therefore, teachers must be able to communicate effectively on multiple levels. A teacher as an information intermediary: Effective communication skills are essential for a teacher, including: a) Clarity and Understandability: The ability to deliver clear and comprehensible statements, construct public speeches, utilize existing knowledge, and employ examples and visual aids. b) Engagement of Participants: Using questions that stimulate thought during a speech to involve the audience. c) Harmonized Communication: Ensuring that verbal and non-verbal communication are in sync.

A teacher as an investigator: Questioning is a crucial communication skill for educators. Teachers need to develop public speaking abilities through targeted university training to ensure successful professional practice. By the later stages of their studies, language students typically acquire a foundation of linguistic, regional, and professional knowledge, along with foreign language communication skills needed for effective intercultural dialogue. One of the primary objectives at the university's final stage is to master public speaking, which is considered a key professional trait for literature teachers.

CONCLUSION. Improving students' speech etiquette in philological education requires a multifaceted approach that blends theoretical knowledge with practical experience. By using interactive methods, technological tools, and culturally immersive practices, educators can enhance students' ability to communicate politely and

effectively. Continuous assessment, mentorship, and exposure to authentic contexts further solidify these skills, preparing students for both personal and professional communication challenges in multilingual and multicultural settings. The development of speech etiquette in bilingual education settings is a complex, multi-faceted process. Current literature suggests that a combined focus on cultural understanding, interactive methodologies, and technology-enhanced learning can significantly improve students' abilities to navigate speech etiquette in both English and Karakalpak languages. Future research should explore the creation of more balanced teaching resources and address the unique cultural aspects of Karakalpak language etiquette to enhance students' communicative competence in this philological context. Professional communication involves motivating individuals or groups to take action that alters a situation or fosters new relationships among participants. In a pedagogical setting, this entails teaching, guiding students, collaborating with colleagues, and engaging with parents. Teachers must present and explain concepts clearly, breaking down complex ideas for better understanding. They need to adjust their communication to accommodate students of varying abilities and learning styles while reading and responding to individual needs. Effective pedagogical communication is about making material engaging and having strong presentation skills.

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