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## KNOWLEDGE, SKILLS, AND ABILITIES IN THE CULTURE OF ORAL COMMUNICATION

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### Abstract

This article considers the place of clichés in improving the Uzbek culture of communication; those clichés are available in textbooks of the new generation on the Uzbek language. The author also examines the ability to identify the necessary knowledge and skills; the goal of studying; advantages and disadvantages of speech etiquette that are used in textbooks in Uzbekistan.

### Keywords

Speech clichés; speech etiquette; speech parameters; forecasting; verbal cues.

The modern system of education constantly updates training models for the optimal implementation of its activities. This is particularly important in activities aimed at developing a dialogical speech, because a teacher has to have an accurate idea of what knowledge and skills students should have and acquire. Future professionals should enhance their professional competence and erudition in order to develop the culture of speech and effective communication. It is necessary to provide a link between theoretical and practical sides of each lesson, as well as to consistently implement a carefully designed and pre-scheduled system of exercises. In the original version of the State Standard of Education in the State Language, only general requirements for the graduates from 9 classes were formulated (*Ўzbek reflux...*, 1999, pp. 246-302). In the following versions of this document, specific requirements are determined on the basis of types of the speech activity (Talopova & Iskhokova, 2002, p. 30).

Currently, Methodists are working to further narrow knowledge, skills and abilities, as well as the criteria for the division of skills and abilities. In the method of learning a second language, there are statements about what skills are required for mastering one or another kind of speech activity, along with what skills and abilities are to be formed among the students. However, these statements were not presented in the form of generalized claims according to the scheme "knowledge – skills – abilities."



In this article, the author attempts to identify and characterize such requirements for the development of dialogic speech, the culture of speech communication on the examples from the Uzbek language. With these generalized requirements, a teacher of the Uzbek language can evaluate usefulness, accuracy, and the focus of any learning process aimed at developing the dialogic speech in elementary and middle Russian language schools. Also, it may help a teacher use a critical approach to those materials that exist in textbooks. My analysis of theoretical information and exercises aimed at developing the dialogic speech, presented in textbooks on the Uzbek language, will allow the teachers to be more creative and improve the educational materials in order to stimulate the effective assimilation of knowledge and the mastery of skills and abilities.

The author defines a set of knowledge, skills, and abilities for developing the dialogic speech and the culture of verbal communication. Furthermore, the author makes a critical analysis of the Uzbek language textbooks for elementary and middle schools where the Russian language is the language of teaching in order to evaluate how these textbook contribute to the educational process. The teacher should have a clear understanding of the need to form certain linguistic categories, along with an understanding of relevant materials from textbooks (theoretical information, exercises, texts, etc.). This allows the teacher to judge where there is a consistent work on the assimilation of some knowledge and the development of necessary skills and abilities, and where there is no this kind of work or it is insufficient. The teacher should have a clear idea of what knowledge and skills should be taught among the students in order to develop their speeches in the form of dialogue. Otherwise, he/she will meticulously follow the instructions of textbook exercises not being able to manage the learning process according to clear criteria for measuring progress.

For full participation in dialogues according to the culture of verbal communication, it is necessary to acquire certain knowledge and skills. They enable the teacher to diagnose the educational process, to identify and to predict the type, quantity, and repetition of useful exercises. It is also very helpful for performing tasks in any speech communication. Students in this case are more motivated to do exercises from the textbook and the teacher. The author believes that the following general knowledge, skills, and abilities are necessary for any successful educational process:

#### **Knowledge:**

- *rules of the culture of verbal communication; rules of intonation cues according to the culture of communication and communicative purposes; a list of speech clichés;*
- *Uzbek verbal clichés in Russian (a literal translation; finding counterparts; equivalent verbal clichés; similarities and differences in vocabulary and*

- grammatical forms of expression; verbal clichés that are typical in the Uzbek language); Russian speech clichés without equivalents;*
- *comments (explanation) when and in which situations one should use those or other verbal clichés;*
  - *a range of issues that allow to start a dialogue with the interlocutor;*
  - *a procedure for participating in speech communication of a dialogic form; a method for providing a lively conversation (to ask questions or answer them, looking at the interlocutor; to refer to the other party; take into account those issues that are interesting and unpleasant for the interlocutor);*
  - *ethics of the conversation: an interviewee may ask to repeat a question or an answer that is not clear;*
  - *types of replicas.*

#### **Skills:**

- *carry on a conversation, respecting the culture of communication according to the dialogic form;*
- *to participate in the process of a sample dialogic speech;*
- *to pronounce a sentence that is similar to the sample proposal in its composition;*
- *to pronounce memorized speech clichés;*
- *to use some verbal clichés in the right situation, drawing on their comments;*
- *to translate certain clichés from Uzbek into Russian and vice versa literally, with an analog or with a difference;*
- *to conduct a dialogue on each of the conversational topics based on learned samples;*
- *to determine the topic of the conversation that is interesting to the interlocutor;*
- *to show the communicative intention via intonation expressed in questions and answers according to the volume of the studied linguistic phenomena;*
- *to use the methods of providing a lively conversation;*
- *to ask the interlocutor to repeat a misunderstood question or an answer;*
- *to use different types of content replicas.*

#### **Abilities:**

- *to have a conversation in the framework of learned conversational topics, respecting the culture of communication, and following the order included into the conversation;*
- *to independently engage into the verbal communication, freely making suggestions in the volume of the studied syntactic structures;*
- *to use the wealth of clichés in dialogues;*



- *to engage the interlocutor into a conversation, asking different questions;*
- *express via intonation communicative intention in the questions and answers, in other species replicas;*
- *to provide a lively conversation;*
- *to use different types of content replicas in dialogic speech.*

Using modern textbooks, a teacher of the Uzbek language should be clear on what knowledge, skills, and abilities may be formed among the students by providing them theoretical information, exercises, and dialogical texts; also, a teacher should understand what cannot be successfully acquired by the students. Generalized knowledge plays an important role in learning dialogic speech and the culture of verbal communication in the Uzbek language. In order to understand the contemporary context, the author has analyzed the textbooks on the Uzbek language in the primary and secondary schools where Russian is the language of instruction.

Information on the culture of verbal communication may be found in the textbooks for 6-7 classes in the form of texts of moral and educational nature, such as "Oriental Ethics," "Hospitality," "Ethics of Giving Gifts," "Memories of My Grandfather," etc (Yuldoshev & Polvonova, 2000, p. 122, p. 139; Rafiyev, Muhammadjonova & Toshpo'latov, 2014, pp. 66-69).

In particular, these texts contain information about how to ask again, when something is not clear; how to meet the guest and to give respect to him/her; what kind of culture of an ordinary dialogue should be; how to give gifts, respecting civility in communication. For example, the text "Memories of my grandfather" provides such an explanation: "If a teacher and a mentor ask, one should answer beautifully and with a smile."

As can be seen from the analysis of textbooks in the Uzbek language, knowledge of the rules of behavior in speech communication in the form of dialogue reflects important moments in the development of dialogical speech of students. The eastern culture, including customs and traditions of the Uzbek people, abounds with ethical norms of communication. However, such a content material is included only in textbooks for 5-6 grades, and a number of texts on moral and educational matters are not sufficient to ensure the development of the culture of verbal communication. Therefore, it is desirable to supplement and distribute them into classes according to the principles of continuity of learning.

All Uzbek language textbooks for 2-9 grades contain a variety of exercises, which have lists of up to 10 voice clichés. Basically, exercises require reading and remembering verbal clichés. However, only a few exercises are translated into Russian. Translation is not a comparison; students should also acquire knowledge about ways of expressing speech clichés in the Uzbek and Russian languages. Students' knowledge will be incomplete without such comparative materials.

Students need to know which of these clichés may be literally translated from Uzbek to Russian; which clichés are translated using the reference to analogies, equivalents, similarities, and differences in vocabulary and grammatical forms of expression; which verbal clichés are inherent in the Uzbek language; and which verbal clichés in the Russian language do not have any equivalents in the Uzbek language. Some verbal clichés need explanations in order to understand when and in what situations they should be used. The absence or insufficiency of such materials makes it difficult to develop necessary knowledge of the students in the development of dialogic speech and culture of verbal communication.

There are more than 100 verbal clichés in textbooks on the Uzbek language for 2-9 graders, which is certainly a positive phenomenon. Unfortunately, there are only 10 of such comments in the textbooks for 2 to 9 grades. This is the reason why the students make mistakes due to lack of knowledge, such as the inappropriate use of certain verbal clichés. For example, the cliché of etiquette *“хорманглар”* is translated wrong into Russian, such as “do not get tired”; however, the equivalent translation should be “God help you.”

Thus, the Uzbek language textbooks do not contain a large amount of necessary linguistic materials, as the analysis of the author shows. Consequently, a teacher should look for opportunities to enrich the content of the lesson for developing the dialogic speech.

Formation of skills and abilities has a leading role in developing the dialogic speech of students. The process of acquiring skills of dialogical speech occurs during the work on exercises. The analysis shows that exercises in the Uzbek language textbooks aimed at mastering the dialogic speech are not presented as a system. One type of exercise (e.g. a list of questions and answers) may be met in all the textbooks in large numbers, and other types of exercises can be found only in a few of them (two or three books). However, many textbooks do not have those exercises that are necessary to generate required knowledge and skills.

Exercises for studying conversations according to the “question-answer” scheme are based on a number of prepared questions and their answers. In these circumstances, the students just memorize the questions and answers. Therefore, these exercises do not develop the skills of their independent dialogic speech. They do not contribute to an understanding of how to write sentences and to what clichés should be used in a given situation.

Accordingly, the type of exercise can be classified into the following two groups:

- 1) *A large number of exercises found in several textbooks;*
- 2) *Few books have necessary types of exercises, moreover, their number is not sufficient.*



In general, the exercises designed to develop skills and knowledge of the culture of verbal communication can be divided into the following types:

- 1) *The exercises that are designed to digest a sample dialogue;*
- 2) *The exercises that are designed to digest some of the remarks by filling in samples of a dialogue;*
- 3) *Exercises that require some kind of continuation of a dialogue with a proposed beginning;*
- 4) *Exercises on drawing up a dialogue on the basis of a speech situation and on the basis of pictures;*
- 5) *Exercises for independent preparation of a dialogue on the proposed theme.*

**1st type of exercise:** Exercises in the "question-answer" form of the conversation on the basis of already learned questions and answers, including dramatizations of a sample dialogue.

**2nd type of exercise:** Those exercises that are required to address these issues on the basis of given questions and vice versa using learned texts and various "fill the gap" exercises. These exercises as well as ready-made answers to the questions are almost mechanical. In addition, textbooks have a large number of such exercises.

**3rd type of exercise:** It is designed to form the skill to continue the conversation. The student who can continue the conversation will gradually show independence by participating in the launched dialogue. However, these exercises are not given in the necessary quantity in the textbooks on the Uzbek language.

**4th type of exercise:** It plays an important role in shaping the skill of using a number of studied earlier speech situation. Speech situations may serve as a good tool for drawing up a dialogue, even if they do not offer dialogical samples to a student. However, there are a few of these exercises in several books; they may be found in 4-5 places.

Exercises based on the pictures are a good tool for creating a dialogue and understanding speech culture. The picture indicates the speech situation. Using the context of an image, the student can begin a dialogue, see, and feel its order. Thus, a picture determines the content of speech and the communicative intention. This kind of exercise can be met in primary school textbooks; however, they are virtually untapped in the higher grades (Rafiyev, Muhammadjonova & Toshpo'latov, 2014, p. 42; Rafiyev, Muhammadjonova & Ziyamuhamedova, 2014, p. 54). Also, some textbooks contain several types of exercises, which require continuing a started conversation (Rafiyev, Muhammadjonova & Ziyamuhamedova, 2014, p. 41).

**5th type of exercise:** It is the final stage of skills formation and the transition to the formation of abilities. Separate compilation of dialogues on a given topic should take



place in an interesting and lively conversational form. At the same time, students should be able to make free speech cues and to use clichés almost automatically.

In conclusion, the teacher must teach and develop knowledge and skills that ensure the mastery of dialogic speech and the culture of verbal communication. In this case, the teacher has an ability to be critical of those materials that are provided in textbooks on the Uzbek language and to use additional theoretical information, comments on the speech clichés.

**НАУЧНЫЙ ПОИСК В XXI ВЕКЕ:  
ОБЩЕСТВЕННЫЕ И ГУМАНИТАРНЫЕ НАУКИ**

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