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SPEECH ETIQUETTE AS A KEY ASPECT OF TEACHING THE RUSSIAN LANGUAGE TO CHINESE STUDENTS

The purpose of the article is to discuss speech etiquette as the essential component of intercultural communication and to analyze the speech norms applied in communicative situations while establishing and maintaining contact. The pragmatic competences are discussed in terms of their goals, objectives, principle of learning as well as teaching environment needed and the conditions required to form a pragmatic competence in the Russian language and the learning outcomes. Additionally, the authors touch upon the similarities and differences in the Russian and the Chinese speech etiquettes especially the use of speech acts in the language that is being learnt - in our case Russian - since the observance thereof helps to convey accurately the thoughts and ideas in a specific communicative situation.

Key words: competence, pragmatics, speech act, speech etiquette, communicative situation, formulas of speech etiquette.

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РЕЧЕВОЙ ЭТИКЕТ КАК КЛЮЧЕВОЙ АСПЕКТ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КИТАЙСКИХ СТУДЕНТОВ

Цель статьи – рассмотреть речевой этикет как важнейшую составляющую межкультурного общения, проанализировать речевые нормы, используемые в ситуациях общения при установлении и поддержании контакта с собеседником. Рассматривается содержание прагматической компетенции, в которой представлены цель, задачи, принцип обучения, дидактические условия формирования русской прагматической компетенции, критерии сформированности и результат обучения. Описываются сходства и различия в русском и китайском речевом этикете, особенности использования речевых актов в изучаемом русском языке, соблюдение которых помогает донести мысли до собеседника в конкретной коммуникативной ситуации.

Ключевые слова: компетенция, прагматика, речевой акт, речевой этикет, коммуникативная ситуация, формулы речевого этикета.

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ҚЫТАЙ СТУДЕНТТЕРІНЕ ОРЫС ТІЛІН ОҚЫТУДЫҢ НЕГІЗГІ АСПЕКТІСІ РЕТІНДЕ СӨЙЛЕУ ЭТИКЕТІ

Мақала мақсаты - сөйлеу этикетін мәдениетаралық қарым-қатынастың маңызды құрамдас бөлігі ретінде қарастыру, сұхбаттасушымен қарым-қатынас орнату және қолдау кезінде қолданылатын сөйлеу нормаларын талдау. Прагматикалық құзыреттіліктің мазмұны қарастырылады, онда оқытудың мақсаты, міндеттері, принциптері, орыс прагматикалық құзыреттілікті қалыптастырудың дидактикалық шарттары, қалыптасу критерийлері мен оқыту нәтижесі көрсетілген. Орыс және қытай тілдік этикетіндегі ұқсастықтар мен айырмашылықтар, оқылатын орыс тіліндегі тілдік актілерді қолдану ерекшеліктері, оларды сақтау нақты коммуникативтік жағдайда әңгімелесушіге ой жеткізуге көмектеседі.

Түйін сөздер: құзыреттілік, прагматика, сөйлеу актісі, сөйлеу этикеті, коммуникативтік жағдай, сөйлеу этикетінің формулалары.

Introduction. Choosing speech etiquette as a research subject may be explained by a number of reasons: the linguists have been increasingly interested in interpersonal communication; the speech activities of communication participants as well as frequent usage of speech etiquette both colloquially and in the Russian and Chinese literature in terms of their pragmatic analysis still require some additional scholarly attention; the semantic richness and significant variety of the speech etiquette formulas within intercultural communication shall take into account the peculiarities of communicative and pragmatic behavior of the participants having different ethnic and cultural backgrounds.

Given the recent geopolitical developments with a strong trend towards ever tightening relations of China and Kazakhstan in all key spheres, namely politics, economic and education, the intercultural ties are being established and reinforced and students from China are increasingly interested in learning the Russian language. Their task is not infrequently complicated as failure to observe the norms of the Russian speech etiquette in communicative situations of various nature may impede considerably their communication or even undermine it entirely.

Experiment. In the course of the experimental training, we selected the exercises that make the students perform different social roles, for example of “teacher and student”, “senior and junior”, “boss and subordinate”, “friend and friend” etc.

Exercise 1. Imitation

a) Repeat after the teacher the greeting phrases and then read them.

- *Здравствуйте!*
- *Доброе утро!*
- *Добрый день!*
- *Добрый вечер!*
- *Привет!*

б) Read the conversation. Make a similar conversation.

- *Ира, это твоя книга?*
- *Да, моя.*
- *Покажите, пожалуйста.*

Exercise 2. Substitution The main advantage of this type of exercise is the repeatability of the studied structures. Here is a sample exercise with the phrase «Как мне + инфинитив глагола с семантикой передвижения + место прибытия».

Скажите, пожалуйста, как мне	дойти доехать добраться	до университета до библиотеки до общежития до театра до вокзала
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Exercise 3. Communication. The exercise is aimed at simulation of various communicative situations to use certain etiquette formulas:

a) Complete the sentences for this beginning.

- *Извините меня, пожалуйста ...*
- *Простите, что ...*
- *Извините за то, что ...*

б) Make your own sentences with apologies, see the responses given below.

- ...
- *Пожалуйста.*
- ...
- *Ничего, бывает.*
- ...
- *Ну что вы, ничего страшного!*

Exercise 4. Comparison. The exercise below is aimed at teaching the similarities and differences of the Russian and Chinese speech etiquettes.

Situation "Greeting"

Russian	Chinese
Greeting phrases	
Neutral	
Здравствуй! Здравствуйте!	你好 (nihao)! 您好 (ninhao) «好» (hao) в значении «добрый»
Colloquial	
Привет! Салют!	嗨! «Хай!» – (Hi)
Formal	
Приветствую Вас! Рад приветствовать Вас! Разрешите (позвольте) приветствовать Вас! Я приветствую Вас от имени (кого / чего)...	非常高兴您的到! (Фэй чан гао щин нинь дэ дао лай! – в значении «Очень рад приветствовать Вас!»).
Доброе утро! Добрый день! Добрый вечер!	早上 好 (zaoshanghao)! 早上 好 (zaoshanghao)! / 中午 好 (zhongwuhao)! / 下午 好 (xiawuhao)!; 晚上 好 (wanshanghao) !.
- Добрый день, Иван Петрович!	В китайском выражении младший не может напрямую назвать имя старшего, потому что это считается проявлением неуважения к нему. Формула официального обращения младшего к старшему: фамилия + должность: - 你好! 老李 / 李 总! (Nihao! Laoli / Lizong!)

5. Situational exercises involving various situations for different communicative intentions:

Situation 1. Asking for directions

– while being in the street, the student shall ask where the metro station / railway station / university / residence hall / theatre / library is located; how to get there on foot/by bus; what bus/tram goes there.

Situation 2. On the bus stop, the student shall ask about the route and the schedule of the buses / trams / trolley buses.

Situation 3. On the board of the bus / tram, the student shall ask how many stops there are to the place of the destination; ask for the name of the bus stop needed; ask when to get off the bus / metro.

Situation 4. You are going to the Abay Opera House, ask a friend how to get there by bus. Complete the conversation:

Диалог

-
- (спросите, где находится театр; ask where is the Opera House located.)
- Он находится в центре города.
-

(спросите, как доехать до театра; ask how do you get there.)

– До станции «Алмалы», а потом пешком.

–

(спросите, далеко ли идти от метро до театра; ask whether it is far from the metro station.)

– Рядом, идти 5-6 минут.

Situation 5. While being in the metro coach, not knowing when your station is, ask the fellow passenger where you shall get off. Complete the conversation:

Диалог

–

House.) (спросите, сколько остановок до театра; ask how many stations there are to the Opera House.)

– *Три остановки.*

–

need.) (спросите, как называется нужная вам остановка; ask about the name of the station you need.)

– *Так и называется «Алмалы».*

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– (спросите, сколько минут ехать; ask how long it takes to get there.)

Situation 6. Ask to give you a newspaper, to call you on the telephone in the evening, to give you the directions towards the University building. Or other situations

– You have to find out when the classes start.

– You are late for the classes, but you are going to enter the class room anyway.

– You are asking a fellow student about the library.

– You are sorry that you will not be able to attend the New Year party.

– You are grateful for being congratulated on your birthday.

Results and Discussion. The basic unit of normative speech behavior is a speech act, i.e. purposeful speech act performed in accordance with the principles and rules of the speech behavioral conduct adopted in a given societal environment. The unit of normative social speech behavior is considered in the framework of a pragmatic situation. The main features of a speech act are its intentionality, purposefulness and conventionality [Linguistic Dictionary, 1990: 412].

In the documents on cultural cooperation developed by the Council of Europe, linguistic, sociocultural and pragmatic aspects are distinguished within a communicative competence. We define pragmatic competence as a totality of knowledge, rules of statements constructing and their combination into a text (discourse), the ability to make statements with various communicative purposes, the ability to make statements in a foreign language in the manner appropriate to a certain type of the interaction of the communicants [Azimov E.G., Shukin A.N., 2009: 208]. The pragmatic aspect of communication suggests that the following are essential: a) mastering the linguistic structures, b) relating them to the specific communicative purpose within a certain situation, c) choosing the most effective way to express thoughts depending on the conditions under which the communication occurs in order to achieve its goal (see Table 1).

Table 1. Model of Pragmatic Competence Formation

Course Name: Russian		
Curriculum Content: etiquette speech acts.		
Teaching Focus: Russian etiquette speech acts, and the corresponding analogues in Mandarin.	Main teaching method: communicative-pragmatic (speech act, communicative goal, intention).	Teaching Formats: interlocutory teaching of verbal communication. Activities: work in groups, work in pairs.

The exercising technique is premised on the following:			
Linguistics, i.e. specific characteristics of the material, namely speech etiquette units.	Psychology, i.e. learning patterns to master the speech etiquette formulas	Extra-linguistic factors, i.e. communicative situations, goals and intentions.	Teaching methods and techniques, i.e. teaching environment and learning outcomes

Motivational	Cognitive	Operational
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As you can see in the table above, there is the communicative-pragmatic approach provides the basis for the model of pragmatic competence formation in Chinese students learning Russian as a foreign language. While designing this model, we take into account that [re]cognition is one of the criteria to assess whether one has mastered the Russian speech etiquette. There is special role of the human factor in cognitive processes as well as in speaking and thinking. Therefore, the category of knowledge is central for its cognitive analysis. As Passov, following Lerner, rightly noticed “to assimilate culture means “to know - to be able – to make – to want”. However, a person may “know”, but not “be able”, or “know and be able”, but not “make”, or “know, be able, and make”, but not “want”... Therefore, “wanting” is the key element of any culture because it determinates the motivation and, being rooted in one’s values, the moral nature of a person as an individual (Passov E.I.,2000: 15).

Conclusion. Thus, the model discussed in the article shall enable to form pragmatic competence in Chinese students so that they could achieve such communicative goals as initiation of conversation, leave-taking, asking for advice, expressing gratitude, persuasion, giving an opinion, assessment and evaluation. The student also shall be able to impact the communicant’s behavior of the other participant in accordance to the communicative situation.

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