



## ISSUES OF FORMATION OF COMMUNICATION ETIQUETTE OF STUDENTS IN EXTRACURRICULAR ACTIVITIES

Xaitnazarova Matluba Alisherovna

Master Of The State Pedagogical Institute Of Termiz, Uzbekistan

**ABSTRACT:** - The article talks about the information obtained on the basis of the results of scientific research on the pedagogical-psychological foundations of the formation of communication etiquette of students. In extracurricular activities, the problems related to the organization and management of the process of formation of students' communication etiquette, as well as their solution, are manifested in harmony with the presence of national-cultural, unique psychological characteristics of each nation. The motive of knowledge is the basis of educational activity and corresponds to the nature of thinking and mental activity. It appears in problematic situations, develops in the student's communication etiquette and correct relationships.

The guiding role of the educational process in the formation of the communication etiquette of the student is related to the provision of intense communication in accordance with the pedagogical purpose, which forms the good mood and feelings of the students, ensures the effectiveness of the educational activity, and provides the opportunity to create the necessary social and psychological environment.

**KEYWORDS:** Communication etiquette, extracurricular activity, learning motive, learning-cognitive activity, thinking, mental activity, problem situation, good mood, social-psychological environment, intense communication.

### INTRODUCTION

At first glance, it seems that the problem of speech etiquette is studied in science, but in fact, the issue of forming a person's speech

etiquette is open for discussion. First of all, we note that defining the essence of speech etiquette as a pedagogical phenomenon as a

**“ISSUES OF FORMATION OF COMMUNICATION ETIQUETTE OF STUDENTS IN EXTRACURRICULAR ACTIVITIES”**

component of the speech culture of a high school student led to the identification of the main features and functions that allow the study of speech etiquette. different levels. Difficulties in determining the specific features of speech culture in general and speech etiquette in particular are related to the student's entry into a multi-level language culture, living and acting in it (language culture is among the factors affecting this process family, social environment, peers, school community, national traditions, etc.).

Linguistic culture is a holistic personal formation that reflects the ability of a person to use a symbolic (linguistic and non-verbal) system to establish a common cultural connection. The language culture of young schoolchildren can be considered as follows: a system of values that regulates speech behavior; as a method, means of cultural and cognitive activity; as a concentrated expression of the child's personality (self-affirmation of self-expression). Language culture is a part of the general culture of a person, in which language competence is manifested - the basis of a person's moral and aesthetic culture. In addition, many personal mental processes are woven into this complex system like a knot: speech, thinking, imagination, perception, will. The language culture of a school student necessarily includes the motives, needs and attitudes of cultural and linguistic activity, as well as the system of value orientations that mediate and control the language activity of the child.

COMMUNICATION - the use of language in the processes of expressing and exchanging ideas, a certain way of living of language as a separate type of social activity. Communication means the processes of its oral (voice) and written manifestation, that is, the process of speaking and its result (speech ideas, works, stored in memory or recorded in writing).

## **ANALYSIS OF LITERATURE ON THE SUBJECT**

According to the results of the analysis of the source base of our research, we can distinguish a number of problematic aspects in the study of speech etiquette: first of all, determining the subject area of speech etiquette. , definition of its units, basic definitions, definition of synonyms of individual terms, etc. Thirdly, the analysis of a wide scientific debate on the problem of the formation of the rules of speech etiquette of elementary school students made it possible to draw an important conclusion that was not noted in 14 studies of modern Uzbek scientists dealing with this problem: today scientists (M. Stelmakovich, V. Sukhomlinsky, Ya. Radevich Vynnitsky, E. Chak, etc.) as an urgent problem of formation of speech etiquette of elementary school students, methodologists, teachers are actively studying the work, quoting and raising the works of authoritative researchers . All this indicates that the problem raised in the name of scientific work is timely. The peculiarity of the rules of language culture is that we hardly notice them because we are used to them. It is the violation of these rules that will be noticeable. Therefore, it is quite obvious that most researchers include the rules of language (speech) etiquette as part of language culture (N. Boguslavskaya, T. Ladijenska, Ya. Radevich-Vynnitsky, M. Stelmakovich, N. Formanovska, E. Chak, etc. ). L. Baranovska considers language etiquette as a moral aspect of speech culture [1].

M. Stelmakhovich stated that "Etiquette of language means established standards of behavior of speakers, rules of politeness in communication" [2, p. 34]. Ya. Radevich-Vynnitsky, N. Formanovska say that speech etiquette is a set of verbal forms of politeness accepted within a certain group of people, in a certain society, in a certain country [3,; page 97]. Speech etiquette is the use of language

**“ISSUES OF FORMATION OF COMMUNICATION ETIQUETTE OF STUDENTS IN EXTRACURRICULAR ACTIVITIES”**

etiquette in certain acts of communication [4, 8 p.], linguistic communication between interlocutors, relations in formal and informal settings, a system of stable forms of communication determined by society for choosing a special expression. for a particular situation and for a particular interlocutor. It is based on adherence to the principle of correctness and friendly relations between people.

## **ANALYSIS AND DISCUSSION OF RESULTS**

COMMUNICATION etiquette - 1) mastering the standards of oral and written literary language (pronunciation, accent, vocabulary, grammar, stylistic rules), as well as the goal of speech from the figurative means of language in various communication - intervention conditions. and the ability to use it in accordance with the content;

2) the department of linguistics that studies the problems of standardization (regulation) in order to perfect the language as a tool of culture. In Western linguistics, the term "language culture" is also used in a general sense.

The concept of "communicative culture" in the 1st sense covers two stages of mastering the literary language: a) correctness of speech and b. speaking skills[page 5, 8].

The correctness of speech is the adherence to the literary norms perceived by the speakers and writers of a certain language as "ideal" or universally accepted and traditionally preserved customs, examples and examples. Speaking skill is not only the ability to follow literary standards, but also the skill to choose the most correct, most accurate in terms of content, the most acceptable in terms of style and situation and expression from among the mutually available options (eg, brother - brother - ako; kelyapti - kevotti - kelopti options are selected as a literary standard). A

high culture of communication shows a person's general high culture, culture of thinking, conscious love for language.

The main concept of the theory of communication etiquette is language norms.

The main task of communication etiquette is to study objective language norms in their stabilized forms, contradictions, emerging principles, etc., in order to actively influence social language practice (at all levels of language) [6].

Modern communication etiquette is a theoretical and practical science that summarizes the achievements and conclusions of the history of literary language, grammar, stylistics and other departments of linguistics in order to influence language practice. In the theory of communication etiquette, the literary language is recognized as the highest form of the national language; the language of fiction strengthens and enriches the cultural achievements and traditions of the nation with its best examples.

Communication etiquette is a social phenomenon, which develops in close connection with the development of society, science and technology, cultural and literary life. As the cultural level of the members of the society increases, their speech becomes more refined and improved in accordance with the rules and standards of communication etiquette. Literature, art, radio, television and periodical press have a special place in the formation and development of communication etiquette. Lexicography, in particular, explanatory, spelling, pronunciation, educational and other special dictionaries are important in the standardization of the literary language and the development of the theory of communication etiquette.

Etiquette is an established set of behaviors that help create the best conditions for communication among others of different backgrounds, ages, nationalities, religions, social status, wealth, gender, and ultimately, different views, beliefs, etc. order of operations. and interests. Its essence is the ability to be pleasant to the environment, it is the ability to communicate with people, to understand them, to feel comfortable in society, to see human dignity and to behave with dignity and nobility. is the name [7, p. 28].

Scientists say that etiquette is "a complex system of material (physical, linguistic) signs that show the attitude of the speaker to the interlocutor, the assessment of the interlocutor, and at the same time, the assessment of the person himself. attitude to the interlocutor " [7, 8]. Therefore, etiquette includes the exchange of these signs in the process of social interaction of people. Scientists distinguish three types of etiquette: appearance etiquette, language etiquette and behavior etiquette We will consider the rules of speech etiquette in detail.

Speech etiquette is divided into oral and written communication etiquette. The etiquette of oral communication includes: "polite formulas and rules of conversation (communication etiquette), written communication etiquette - politeness formulas and rules of correspondence (letter etiquette)" [8, p. 25]. So, speech etiquette is a part of the rules of etiquette related to communication with people in general. This, of course, is closely related to the rules of etiquette, because it is a special type of human behavior - communicative behavior.

In addition, we can distinguish a number of signs of speech etiquette, which distinguish it from other types of communication. This set of signs allows us to conclude that this type of

communication belongs to the rules of speech etiquette. Let's highlight these signs:

- situationality: only in a specific situation, speech etiquette expresses a certain attitude of the speaker towards his interlocutor, and only in relation to a specific interlocutor and only during communication;
- regularity: "this feature distributes communicative roles, determines the status of interlocutors and establishes the tonality of communication";
- consistency: "speech etiquette implies that the norms of etiquette are implemented in agreement by all participants of the dialogue, there should be an exchange of etiquette information in the case of etiquette" and others.

Let's consider methods and methods of work on the formation and development of communication etiquette in children of primary school age. The game is one of the most effective methods of shaping children's behavior in terms of modern etiquette. As a way of learning the surrounding world, it gives the child an idea of how it is customary to behave in a certain situation in a bright, understandable and interesting way, makes him think about his behavior.

One of the conditions for teaching compliments to junior high school students is the creation of a positive emotional atmosphere, friendly relations in the classroom, sincerity and a personal example of adults on the appropriateness of including compliments in various communication situations. Effective verbal techniques include conversation. It helps to determine the level of knowledge and understanding of the norms and rules of children's behavior. It is recommended to conduct it with a small group - 5-8 people, in which each child can express his opinion. Knowing the possibilities of

children's conversation, their views, beliefs and habits will help the teacher to build it correctly. The main content of the activities aimed at forming the rules of speech etiquette of elementary school students are the rules of behavior reinforced by moral and aesthetic standards. They can include conversations, games, theatrical performances, holiday parties, meetings with parents and other interesting people, excursions, visits to the theater, museum, cafe, library, etc. creates conditions for mastering socially accepted behavior.

Practical exercises help to technically practice certain behavioral skills, for example: giving up a seat in transport, thanking for a gift, getting up from the table, thanking for lunch, pronouncing a complement, etc. It is recommended to actively include children's creativity in classes: use pictures, crafts, fairy tales and stories invented by children.

Mastering the rules of speech etiquette, the student should learn: different speech etiquette formulas for each typical communication situation and the ability to use them selectively, related to communication situations and characteristics of the interlocutor; the ability to express politeness by emphasizing politeness with facial expressions, movement and other non-verbal means.

Teaching communication etiquette is closely related to the formation of friendly relations between children in the classroom.

## **CONCLUSIONS**

The formation of speech etiquette occurs constantly, in any organizational forms, and it does not matter whether it is a lesson, a game, an extracurricular event, etc. It is necessary to improve the following pedagogical principles in order to educate speech etiquette:

1. Positive mood in class and in everyday life. You cannot forget or hurt any children. Addressing children by name, praise, encouragement and other interesting methods during educational activities helps to create a positive mood.

2. The example of adults. The child sees and evaluates adults, forgives or does not forgive the mistakes made by them. Therefore, any adults who surround the child (parents, teachers, teachers, group leaders, etc.) must always demonstrate their behavior, observe reasonableness and etiquette, and should be evaluated in terms of the need to follow their precepts. To achieve the main goal, it is necessary to think about everything - to create a creative and friendly environment in which the child's personality develops and speech selection is formed.

3. Communication with family. This allows maintaining the unity and continuity of requirements. The common goal of both the family and the primary school is an educated, cultured, educated person.

4. The mother tongue plays a major role in teaching and educating speech behavior. Teaching correct and beautiful speech, in turn, helps to develop the language of a young school student. For example, as we will show in the second chapter, in the process of working with the dictionary, the range of moral and behavioral concepts of the child expands.

Therefore, education of the culture of speech behavior from the point of view of modern language etiquette is carried out in accordance with the principles of pedagogy and etiquette. Learning principles and speech etiquette are interrelated.

## **REFERENCES**

1. Жуманов И. Нутқ санъати / Ўзбекистон миллий энциклопедияси, Т., 2007

**“ISSUES OF FORMATION OF COMMUNICATION ETIQUETTE OF STUDENTS IN EXTRACURRICULAR ACTIVITIES”**

2. Исроилов М. Диалоглар устида ишлаш / –Т., 1996. 8. Қиличев Э., Қиличев Б.Э. Нотиқлик маданияти / Бухоро, 2005.
3. Қўнғуров Р., Бегматов Э., Тожиев Ё. Нотиқлик маданияти. Т.: 2003.
4. Утегенова К.Г. Развитие русской диалогической речи призывников на факультативных занятиях по интенсивной методике. Диссертация канд.пед.наук. М., 1998.11. Нурмухаммедова Ў. Нутқ санъати / – Т., ЎзДСИ, 2018.
5. Тепишкина Е.Ю. Диалогизация образовательного процесса как средство активизации познавательной деятельности учащихся.// Начальная школа, 2003 №2.-с.45-48.13. Расулова А. Нутқ санъати/ – Т., 2016.
6. Крупник К.И. Экспериментальные исследования зависимости аудирования диалогической речи от целевой направленности коммуникации и ряда других факторов// Научные труды МПГИ им. М. Тореца,- 2015, вып. 97.- с. 238-258.
7. Вильчек Э.Э. К вопросу о некоторых лингвистических особенностях диалогической речи.// Иностранные языки в школе. 2012 - №3.
8. Нурманов А.Т. Талабаларни самарали мулоқот технологияси ва техникасига тайёрлашнинг педагогик имкониятлари (аудиториядан ташқари машғулотлар мисолида). 13.00.01-Педагогика назарияси ва тарихи. Таълимда менежмент (педагогика фанлари). докторлик дисс.тошкент, 2017.