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## THE IMPORTANCE OF DEVELOPING FOREIGN LANGUAGE TEACHERS' SPEECH BEHAVIORS

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### ABSTRACT

Proficiency in speech behaviour methods is a crucial component of a foreign language teacher's professional competence. Lack of awareness of speech behaviour norms frequently results in communication problems in both personal and professional contexts. One of the most important aspects of teaching a foreign language is acquiring speech techniques since English speakers differ significantly in their speech behaviour. Since a foreign language teacher must conduct speech activities in two languages, according to the norms of the speech behaviour culture developed in these linguistic cultures is a requirement for his professional activity. The instructor has to act as a consultant in cross-cultural dialogue, or intercultural settings. In addition to providing guidance on intercultural communication, the instructor has to model appropriate speech patterns in both the student's native tongue and the target language. However, evidences indicate that foreign language instructors now struggle to include these norms into classroom practice sessions because they are not familiar with the speech behaviour standards of a foreign culture.

### KEYWORDS

Strategies of speech behavior, foreign language communicative competence, foreign language teacher training, intercultural competence, strategies for expressing praise, strategies for expressing gratitude, strategies for expressing praise and blame, strategies for expressing advice.

### INTRODUCTION

Modern language teachers are required to develop the ability to carry out intercultural communication and interactions, as well as value orientations, nature,

society, people's spiritual experience, and self-orientation. In addition, effective problem solving and analysis techniques for the socialization of a

developing individual English language teacher include self-awareness in a multicultural society, effective interaction in the conditions of globalization of modern society, and the synthesis of necessary pedagogical competencies and personal qualities. In our opinion, special attention should be paid to the process of language communication as the leading type of activity in the professional activity of an English language teacher. Language communication is the goal and means of teaching English. When determining communicative learning goals, it is generally accepted to proceed from the position that communicative competence is the ultimate goal, the achievement of which occurs in stages and depends on the achievement of a number of intermediate goals. To ensure target continuity, minimum and maximum levels of communicative competence can be considered as intermediate goals.

## MATERIALS AND METHODS

A foreign language teacher must be able to speak in language about language, explaining the essence of a particular linguistic phenomenon. The task of the teacher is to ensure the process of students mastering foreign language speech behavior: “through a foreign language, the student constructs the culture of the people speaking it.” the student’s saying, give additional explanations to the task, answer questions regarding the interpretation of the work of art under discussion, while demonstrating the norms of speech behavior of two cultures. Thus, the task of the teacher is to ensure the process of students mastering foreign language speech behavior: “through a foreign language, the student constructs the culture of the people speaking it. Foreign culture appears in the form of a mosaic, which is constantly supplemented with new elements. The student perceives it not as reflected

in the language, but as created by the language. The process of studying a foreign culture goes from the specific - linguistic structures to the general - knowledge and understanding of culture.

Considering these factors, as well as the fact that a foreign language teacher has to carry out speech activities in two languages: his native language, English as a target language, for example, English, a prerequisite for professional activity is compliance with the rules of speech culture that foreign language teachers must acquire. In addition, future teachers of a foreign language, due to their lack of proficiency or ignorance of the norms of speech behavior in a foreign culture, face difficulties in implementing them in lessons during teaching practice at school.

According to Larisa (2017), the main prerequisites for identifying strategies of speech behavior and the importance of taking them into account when studying the English language: “Significant differences in the speech behavior of the British and Americans in the interpretation of politeness. The mutual misunderstanding or conflict situations often have a single source - a lack of knowledge of what is considered the norm. The concept of “verbal behavior” implies the selection and organization of verbal and non-verbal means, which in a certain communication situation and compliance with modern rules of behavior allow one to achieve the greatest success in achieving the assigned tasks.

The rules of speech behavior are usually understood as norms that have historically developed in a certain language community, supported by public opinion and determining how a person should act in certain situations, what he should do to achieve the desired result in the process of communication. Ignorance,

non-compliance, or misunderstanding of the rules of speech behavior can lead to serious misunderstandings. Therefore, in our opinion, future teachers need to study and assimilate the requirements for speech behavior in both their native and foreign languages.

Literature review show that intercultural competence of the English language teacher implies the knowledge and ability to take into account the rules and traditions of communication accepted in the culture of the studied languages, and the systemic relations between the mother and the studied languages in three aspects.

- Linguistic-cross-country aspects (daily life, standard of living, interpersonal relations, social differences, moral includes information about values, traditions, holidays, religion);
- Linguistic aspect (world picture, cultural concentrations of linguistic units, speech communication formulas, basic includes folk words, phraseological units);
- Extra linguistic aspect (depending on certain conditions, facial expressions, gestures, and rules of behavior and behavior collection of traditions (Sercu & Bandura, 2005).

## RESULTS AND DISCUSSIONS

Our teaching experiences show that the most difficult for them are speech situations in the lesson in which the teacher makes a request, expresses gratitude, praise, blame, and gives advice. In addition, students tend to adapt their speech behavior in a foreign language lesson without taking into account the specifics of English speech behavior. Therefore, it is advisable to familiarize future teachers with the similarities and differences in the speech behavior of

English and in the nature of their relationships with students in the classroom. In Great Britain, it is important for a teacher to demonstrate respect and attention to the people around him: colleagues and students. In English speech culture, the words “please” and “thank you” are used much more often than in Uzbek language. As noted by Ryabova (2015), in English speech culture all members of society are perceived as equal. People who are older or have higher social status are not given special privilege. They are also required to treat everyone with respect. During class, the teacher's behavior is less formal, more relaxed and freer. In English speech, the most common way of expressing a request is indirect, carried out using interrogative and declarative sentences. In such situations, the pressure on students is reduced, the categorical nature of the request is softened, and the degree of politeness increases. Questions beginning with can you / will you / could you / would you are soft, non-persistent and give students the opportunity to comply or not comply with the request. Using constructions like: “I would be grateful if you could do that / I would be grateful to you if you could do this” allows the teacher not to put his own interests above the interests of the students, to take into account their ability to fulfill the request and to demonstrate respect for their autonomy. In Great Britain, expressing gratitude is not only a manifestation of gratitude to the interlocutor in response to his actions, but also a frequently used sign of attention towards him to demonstrate goodwill, interest and courtesy, a formal sign of politeness. Native speakers of English are characterized by a more emotional and personally charged reaction to what is happening in the classroom. In this regard, it seems necessary, when organizing the training of bilingual teachers, to pay special attention to the study of material related to the

consideration of means and methods of expressing praise and blame in Uzbek and foreign languages, taking into account the qualitative characteristics of the teacher's speech. In the UK, advice is not considered a core component of proper speech behavior. As for the teacher, he, as a rule, tries not to intrude.

The culture of a teacher's speech behavior is professionally significant and is part a crucial component of a foreign language teacher's professional competence. Therefore, it is necessary to pay attention to studying and consolidating in practice the basic norms of English speech behavior in preparing future foreign language teachers.

## CONCLUSION

Thus, it seems obvious that the study of speech strategies provides not only the fullness of the linguistic and intercultural competence of the teacher himself. The further ability of students to communicate conflict-free and freely in this language depends on how close to authentic the behavior model presented by the foreign language teacher in the lesson is. Consequently, speech behavior strategies should become an integral part of the professional competence of the future foreign language teacher.

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