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## PSYCHOLOGICAL INTERPERSONAL COMMUNICATION IN TEACHING FOREIGN LANGUAGES

**Аннотация:** Мақолада чет тилларни ўрганишида шахслараро муносабатларнинг ўрни ва аҳамияти ёритилган.

**Таянч иборалар:** Озгаки мулоқот, фаоллёт, замонавий тилишунослик, тил сезгиси, тил таъсири, руҳлантириш, суҳбатдош, фикрини баён этиш.

**Аннотация:** В статье рассматриваются вопросы психологического межличностного общения в обучении иностранному языку.

**Ключевые слова:** Речевое общение, деятельность, современная лингвистика, чувство языка, действие языка, мотивация, коммуникант, высказывание, намерение, условия, следствия

**Annotation:** The article deals with psychological interpersonal communication in teaching foreign languages.

**Keywords:** oral speech, activity, modern linguistics, language sense, language action, motivation, communicant, statement, intention, condition, implication

Oral speech is the most complicated of human activities which assumes high extent of speech ability development. A discourse - the oral dialogical text- is admitted as its main unit for today.

In learning a foreign language the most attention should be paid to daily oral speech in various spheres of activity of a person. The task of intensification of this training aspect faced linguists with a necessity to develop scientific bases of a description of interpersonal oral speech with simultaneous creation of the practical sources containing relevant information. According to recent linguistic representations, a language is considered not just as a system of organized levels, but more as a system of a sequence of sublanguages or modules, each of which, in turn, possesses the systematic organization. Thus, the nominative system of a language can be expressed by means of system of modules.

One of the main modules in the system of any developed language is a sublanguage of daily communication. The knowledge about it include mainly information about units composing the sublanguage and their equivalents, about possibility of the use of these units in contexts of various types, about the restrictions imposed on their usage and about their potential impact on the communication partner. The knowledge of this type traditionally was called "feeling of language" and remained, as a rule, beyond the linguistic description [1].

The modern linguistics which considerably expanded its scientific paradigm not only included these types of knowledge into its subject, but also demanded their integration into the description of separate units of language. Linguists realized the necessity of transition from is declaratively oriented directions on the lexical-syntactic organization of statements in the situations of daily communication to their perhaps fuller and detailed coverage. Today it is considered proven that these kind of statements occupy one of the central places in a personal lexicon of native speakers and represents some sort of "ready blocks" for building the construction of the daily speech. Therefore, the inventory of similar clichéd expressions and the corresponding nonverbal means of communication is quite real, though very laborious task.

Let's figure out first, from the factors influencing the nature of communication, the social parameters of participants, and also the presupposition concerning their knowledge, assumptions, intentions and expectations, and in language execution – the brevity of expression, the simplicity of syntactic construction, the role of index elements of language and nonverbal means of communication in connection with a speaking situation, unoriginality of language expressions. The representation in an adequate form should promote active assimilation of units of daily oral speech by the students[2].

Thus the cornerstone of the concept is the idea of "language in operation".

During the description of language as a speech activity there is a need to investigate the general patterns of oral speech, including functioning of language means in real acts of communication.

At the heart of such approach, shaped as a theory of communicative linguistics, first of all lies the understanding of the activity. Any form of activity is predetermined by interaction of people within the society, while external factors are consciously processed on the basis of internal conditions. So, conditions, tasks, motivations and purposes can be considered as the determinants of human activity.

Writing is addressed to an absent or an imaginary person or to no one in particular - a situation new and strange....In conversation, every sentence is prompted by a motive. Desire or need lead to request, question to answer, bewilderment to explanation. The changing motives of the interlocutors determine at every moment the turn oral speech will take. It does not have to be consciously directed -- the dynamic situation takes care of that. The motives for writing are more abstract, more intellectualized, further removed from immediate needs. In written language, we are obliged to create the situation, to represent it to ourselves. This demands detachment for the actual situation.[3]

The main coordinates of the communicative act are communicants: the sender and the recipient of information with its social and role characteristics - and a communicative situation for characterizing of which temporal, spatial characteristics, as well as subjects and phenomena in the center of attention of communicants gain a special value.

Character of the communicative act in general including, besides pure speech sequence of nonverbal components, is defined not only by the propositional contents of the statement, but also by social properties of communicants and conditions of communication situation deployment. Necessity to consider these parameters brought to life the theory of speech actions which is actively developing in recent years. Orientation to speech activity assumes consideration of the communication conditions, the language content of communication and the characteristic of "process of language use age" itself. [4]

Thus, the theory of speech actions and the activity concept of language unlike the theory of speech acts more consistently and explicitly consider interests of speaking person and condition of a communicative interaction. Linguistically and methodically focused typologies of speech actions were developed on the basis of this concept.

Such a structuring of communicative and substantial material is formed by a set of actions which can be given a shape of corresponding statements. For this reason a certain typology of speech actions is being a necessary basis of organization and description of language material.

What types of actions can be performed by means of language expressions? What rules or conditions control successful realization of these actions, and what specific means are used? To start practical formation of the communicative competence of a student, it is necessary to give at least approximate answers to these questions.

Speech action can be formally presented by the following components:

$SA = (S, I, C, Co)$  where SA - speech action, S - the statement, I - intention, C- conditions, Co - consequences. The theory of speech actions establishes that they can be embodied both in the statement, and in the text. The last includes such difficult speech actions as narration, reasoning, and description, better known in linguistic tendency as composite speech forms.

The analysis of collected material allowed to allocate, besides the described types of speech actions (such as incentive, estimated, communicative, contact information requests, etc.), a number of types which were practically never discussed in specialized literature. It is obvious that many of speech actions of the mentioned types can be reduced to more general and already described prototypes, for example, encouraging and calming - to incentive, etc. The purpose, however, is in giving perhaps clearer and concrete recommendations to the speaking person about the expression of his intentions and providing the learner with the fullest foreign language and structured stock of language tools. In other words, the more specifically types of speech actions are formulated, the more useful and foreseeable information is received by the student

It is well-known that certain types of statements are quite closely connected to the corresponding life situations, and that they are used as stereotypes, almost automatically, often without noticing it.

From here we can draw an important conclusion about foreign languages teaching technique: the distinction in communicative behavior of native speaker and foreigner consists of the fact that the last builds his statements in each situation basing on language norms known to him and thus breaks the norms of colloquial speech and communicative convention, while the first uses shaped, clichéd forms of daily communication which became units of his personal lexicon long time. In other words, in such cases for the native speaker appealing to a set of productive rules is not a must; he takes the necessary statement from memory in finished form, especially as in modern conditions of development of various forms of mass communication the tendency to the standard has increased.

And that bread! (colloquial)

Splendid! (colloquial)

By the way ... (colloquial)

What about it! (colloquial)

Far from it! (colloquial) [5]

This fact forces to revise a number of accustomed provisions of linguistics and to recognize expediency of description of such statements not within the framework of grammar, but within the framework of lexicon. Such approach promotes more accurate cooperation of these two components of the integrated description of language.

So, the value of clichéd statements is closely connected with the corresponding situations and thus can be adequately described, only with the consideration of necessary situational parameters. In other words, the consideration of the scenario which incorporates this statement is required. The appeal to the theory looks very effective from the point of view of foreign language teaching prospects.[6]

In conclusion we would like to mention types of knowledge necessary for correct use of situational statements - a cliché in interpersonal communication. These are essentially language knowledge - about the functional and stylistic characteristics peculiar to both situational cliché and its translation into the native language. The next is beyond-the- language knowledge about the corresponding scenarios, for example about a situation of a telephone conversation. There can be relevant and linguistic-regional information, because in some cases the order of expansion of the scenario can carry national and cultural traits.

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