

The place of familiar speech in the activity of a teacher**Likhachev Sergey Vladimirovich**

Doctor of Philology, Associate Professor of KSPI

Annotation. The article is devoted to the study of the means of familiar speech in the context of education. The teacher uses the means of familiar speech to achieve his speech goal of influencing the student. Familiarity either affects the addressee as expected, or causes disagreement. The author of the article is looking for a solution to the question of the effective use of familiarity in the speech of a teacher.

Keywords: speech, familiarity, teacher, student, speech influence.

In a modern school, unfortunately, the demands on ethical standards in the relationship between a teacher and a student are falling more and more. One of the signs of this decline is familiarity in speech communication.

What are the typical features of familiar speech? Why and in what situations do they speak familiarly? Should familiarity be considered a bad feature of statements? What feelings does familiarity evoke? - Here is an approximate range of questions, the answer to which we will try to find.

The word familiar itself in modern Russian usage has a rather negative meaning: "inappropriately cheeky, too laid-back" [1]. However, the meaning of the original Latin word familiar is quite different: "trusted", the meaning of the Polish word that served as an intermediary when borrowing from Latin into Russian, "family". As you can see, the meaning of the original word, unlike Russian, was positive. «One reason out of clarity, there is no limit to human consciousness» [7 – p. 167]. And in the Russian language, he did not immediately become the same as now. V.I. Dahl writes: "the familiar address is his own, family, friend" [2].

Apparently, the word "familiar" has two meanings. The first, positive, characterizes the speech of close people who communicate "on a short leg". The second, negative, indicates an attempt to speak easily when there is a significant social distance between the interlocutors.

The difference in these meanings is due to the understanding of familiar speech as a sign of short relationships. When such relations are permissible in a situation ("in the sphere of closely related and closely friendly communication of people of the same age"), familiarity of speech can even bring the interlocutors closer, promote mutual understanding. At the same time, such usually undesirable features of familiar speech in communication as the non-distinction of "you- and you-communication", general stylistic baseness and rudeness [3] are not perceived as a lack of speech, acquiring the character of a sign of trust.

When, in an official communication situation, one of the interlocutors switches to a familiar tone, that is, deliberately chooses features of a low style, trying to create a sense of ease of conversation, thereby exposes himself to the risk of being negatively evaluated: the other interlocutor may not feel the relationship close enough for such a tone to be appropriate. In this case, familiar speech can cause offense.

The conclusion suggests itself: familiar speech is perceived positively or negatively, not depending on the features of the language, but on the nature of the interlocutors' relationships and the situation. It is necessary to study familiar speech precisely in connection with them. Special study is required for those situations in which familiar speech can harm the relationship of the interlocutors. One of the most common situations is pedagogical communication.

The teacher often observes ignorance and misunderstanding of elementary truths among students. In many ways, unconsciously, he can take the position of an intellectual patron in relation to students, "condescend" to their level, try to speak "their" language. The author of the article even happened to hear the advice of the methodologist of the association of private schools (the name is omitted for ethical reasons) given to the young teacher: "Talk to them easier, more relaxed, they like it when the teacher is "cool", as they put it." That's exactly why it is very undesirable for a young teacher who is not familiar with the audience to be "cool". This leads to the appearance of a special, "elusive" touch of familiarity in his speech. Students easily catch familiarity in the teacher's speech and vividly resist it: "In general, he talks in dreams like in his kitchen!" - one hears such remarks in the corridors of various educational institutions. Experienced mentors, of course, retain respect for students and a decent style of communication.

The purpose of this article is to find out the causes of difficulties in communicating with others, arising from familiarity and sometimes unknown to the speaker himself.

Linguists have long tried to build a system of normalization of speech means that have an emotional impact on the interlocutor. The Russian logician of the early twentieth century S.I. Povarnin wrote [4] about "impermissible tricks in a dispute": sticking labels, reading in hearts, addressing the personality, etc. But no matter how much I would like to present the prohibition of using certain tricks as the result of objective scientific research, it still remains only one of the points of view on this subject, and quite subjective. (Perhaps that is why tricks that are impermissible, from the point of view of a cook, are still used.)

American linguist G.P. Grice believes that the interlocutors necessarily adhere to the purpose of communication, at least intuitively [5]. Each statement should serve her, and for this to meet the requirements formulated by Grice. Here is their list, supplemented by the rules (*italics*) added by M.Y. Fedosyuk [6]:

1. Do not say unnecessary, irrelevant.
2. Finish everything that is necessary for mutual understanding.
3. Don't lie.
4. Do not assert what is not proven.
5. Don't go off topic.
6. Express yourself in an accessible, logical, concise, consistent way.
7. Speak euphoniously, beautifully, literarily.
8. Address the interlocutor according to his position.
9. Be polite.

• Deviations from the listed rules may be a gross violation of ethics and a gross deviation from the tasks of communication, but when this is not the case, they can be considered features of a familiar style of communication. Of course, rude phrases may be present in familiar speech, such violations of ethics occur, unfortunately, quite often, but do not require special discussion - they are committed by the speaker intentionally, so it is a matter of his good will not to allow them. impolite treatment:

- "I found another interlocutor, chatterbox.", "Joy has come", "My friends! You're acting like savages.";
- mention of one's own merits, social status: "Here is a man who has read hundreds of dissertations",
- Threats: "I won't pay attention to you yet, until...", "Well, I'll come up... it's not difficult for me at all." (all examples from the speech of teachers).

In familiar speech, it is important to prevent a bad effect on the feelings of the interlocutor, which is not so rude, but sometimes is not realized by the speaker himself. After all, when a person speaks indistinctly, illogically, unusually calls the interlocutor, sometimes it seems to him that he

speaks vividly, unconventionally, freely. The interlocutor, however, is dissatisfied, the relationship is spoiled - and the reason slips out of sight.

To avoid such difficulties, it is necessary to study their features in detail and describe them. Semantic and logical deviations in familiar speech can be divided into several groups:

1. Violation of personal treatment:

• "I don't understand what makes such a terrible noise?" (teacher to noisy students) - the interlocutors are called an inanimate pronoun,

• "I have the impression that my voice just triggers a switch for someone and he starts talking" - the third person form is used instead of the first, the violation of ethics is reinforced by comparing the interlocutor with an inanimate object,

• "Well, this is generally brilliant!" (looking at the student) - the demonstrative pronoun is used by in relation to the interlocutor.

Recommendations: it is advisable to use personal pronouns of the first person, personal names and surnames, addressing the role in society (colleagues, students, students).

2. Substitution of one offense by the system:

• "Who is it that comes to class so late?" - replacing the verb of a single action with a verb of multiple action,

• "We always understand what students are doing in class - ***s, for example, sitting in the buffet." (to the latecomer).

Recommendations: use single action verbs and avoid the words "always" and "never" when criticizing the actions of the interlocutor.

3. Mentioning details of the appearance, character, and other personal characteristics of the interlocutor when they do not relate to the topic of communication:

• "Are you so sleepy today?",

• "I look at *** va - and immediately remember the Polish word Leb" (forehead),

• "Why are you looking so surprised",

• "We do not take into account the exceptions that are your individual characteristics",

• "*** on! You have an absent face - you need to learn to express concentration on your face."

Recommendations: it is advisable not to characterize the interlocutor in any way, if this is not the purpose of communication.

4. Indicating to the interlocutor his passive role in communication:

• "You will ask your questions later.",

• "No one asked you about your opinion now.",

• "I can talk here."

Recommendations: if necessary, make a comment, it is better to do it in the form of a reference to the purpose of the work and difficulties in achieving it ("It is difficult for me to answer your questions right now", "Now we need to discuss the traditional point of view on this issue", "If we talk all at once, no one will hear the most important thing").

5. An offer to perform inappropriate actions in this situation, even when they are presented as desirable for the interlocutor:

• "Well, get out of here, well, get up and get out! I really won't be offended if you leave,"

• "Listen! You should go to the reading room!" (to the reader in the lesson)

(note: "listen" in the position of the address is undesirable),

• "***s, go to the buffet and breathe there" (in response to a request for permission to open the window).

Recommendations: directly ask, demand from the interlocutor compliance with the rules prescribed by the situation, directly refuse, if necessary.

6. Using language tools that are hardly familiar to the interlocutor:

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- "Everything I say is indifferent to you, right?" (indifferent - indifferent),
- "You know what? Gehen Sie nach Hause!" (German - go home)

Recommendations: focus on the level of development of the interlocutor when selecting language tools.

7. Using information that may be unfamiliar to the interlocutor (mentioning the names of works of art, books, authoritative names, opinions, etc.)

- "Just "Flying over the cuckoo's nest"two!" (the teacher, looking at the noisy students),
- "That's not my thought. Leskov wrote this in the novel "A Seedy Family," if anyone has read it."

Recommendations: try to give as detailed explanations as possible to the so-called historical and cultural facts.

Of course, the described features of familiar speech do not imply its full description, but they are often found in it. Therefore, it is useful to know them to everyone who communicates a lot with people.

To know how likely a negative perception of familiar speech is, several circumstances should be assessed: the number of people present (if there are more than thirty listeners, no familiarity is unacceptable), the speaker's own authority among the listeners (the greater the authority, the easier familiarity is forgiven), the duration of acquaintance of the interlocutors (less than two months – no familiarity is allowed), social habits in the organization where the conversation takes place, the age barrier (for a teacher, familiarity is undesirable both with a very large and very small age difference with students), the emotional mood of the audience at the time of speech.

It is important for the addressee of speech (student) to know that a person who admits familiarity simply shows a lack of his own speech culture, which for a teacher is a sign of unprofessionalism. Knowledge of familiar speech will help you immediately catch it and evaluate the speaker. Then familiarity will not cause moral harm.

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