
LANGUAGE UNITS IN ENGLISH AND UZBEK TO EXPRESS “RESPECT” IN CLASSROOM AND IN EDUCATIONAL PROCESS



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ABSTRACT

The purpose of this article is to demonstrate how to show respect and save “Face” in teaching and learning process. This article shows comparison of some language units in English and Uzbek languages that are used to express “respect” in classroom and in educational process

Keywords: Honorifics, “Face” concept, “Mr”, “Miss”, “Mrs”, “Sir”, “Madam”, “Doc.”, “Professor”, “Ustoz”, “Muallim”, “Domla”, “O‘qituvchi”, “Oya”, “Opoy”.

Introduction

The expression of “respect” is an individual culture, a concept that can be understood in terms of values. The expression of “respect” or the concept of “Face” is associated with the way of life, national traditions of the people, and is formed from childhood under the influence of the situation in the family and society, as well as other factors. It is natural that the expression of “respect” in different nations varies depending on the way of life, national traditions and peculiarities of that nation. Expressing “respect” in speech is one of the main and the most important issues in every language. Respect and the concept of “Face” is one of the most important criteria in every area of life; especially it is a key factor in international relationships such as political, social, cultural, economical relationships and others. The means of language expressing “respect” have been studied not only by linguists but also by sociologists, and various concepts have been put forward. Especially, in recent researches, interest in this issue is growing because the expression of “respect” is one of the main factors in the interaction between peoples. It can be seen from the concept of politeness of Penelope Brown and Stephen Levinson, which was first published in 1978. [Universals in Language usage: Politeness phenomena]

Although "respect" has existed as an expressive phenomenon for a long time, its scientific and theoretical study began much later - in the twentieth century.

Main body: The use of language units expressing respect in the classroom context is one of the main problems in teaching a foreign language. It is challenging for students of one nation to understand the culture of another nation and the difference in the use of language units expressing respect in another language. Teachers and students have different styles in communicating with each other as main participants in classroom interactions. In order to communicate, people pay attention not only to the content of the information, but also to the ways it is transmitted. Effective communication is only the successful transmission of messages. The main aim of a teacher is to make a comfortable dialogue that can create harmony and intimacy between the interlocutors. This effective communication can be achieved through the use of respectful expressions. These expressions are different in various languages. For instance, there are some differences in using honorifics in the classroom in Uzbek and English languages.

An **honorific** is a title that conveys esteem, courtesy, or respect for position or rank when used in addressing or referring to a person. Sometimes, the term "honorific" is used in a more specific sense to refer to an honorary academic title. It is also often conflated with systems of honorific speech in linguistics, which are grammatical or morphological ways of encoding the relative social status of speakers. Honorifics can be used as prefixes or suffixes depending on the appropriate occasion and presentation in accordance with style and customs [Wikipedia].

Uzbek people, as most of the Asian people, are often considered to be polite, and many of them believe it themselves. While this may be true on many occasions, they may well fail to express the intended politeness when speaking English. Expressing politeness is not easy in a foreign language. The difficulty may be caused by a lack of linguistic competence. For example, not knowing the appropriate expression for a certain situation, a non-native speakers might speak too abruptly and sound arrogant or impolite.

According to the survey, the most common honorifics used in classroom and educational process in modern English are “Sir” or "Mr." for a man (when addressing to a teacher), a doctor, a professor or a tutor, irrespective of marital status), and, in the case of a woman, previously either of two depending on marital status: "Miss" if unmarried but "Mrs." if married; more recently, a third, "Ms." are usually placed immediately before a person's name. Abbreviations that include the initial and final

letters (a type of contraction) are typically written in most English dialects (British English, Australian English, South African English as examples) without full stops (periods) but in American English and Canadian English always end with a period.

Other honorifics used in the classroom may denote the honored person's occupation, for instance "Doctor", "Professor" and "Coach". Holders of an academic Doctorate such as PhD are addressed as "Doctor" (abbreviated Dr).

Some honorifics act as complete replacements for a name, as "Sir" or "Ma'am". Subordinates will often use honorifics as punctuation before asking a superior a question or after responding to an order: "Yes, sir" or even "Sir, yes, sir."

The most common honorifics used in classroom and educational process in modern Uzbek are "Ustoz" or "Muallim" when addressing to a teacher, a doctor, a professor or a tutor (irrespective of marital status, title, position and gender). Honorific "Domla" is usually used for a man (to a teacher, a doctor, a professor or a tutor). However, in Tashkent, the capital city of the country, it is used for both, a man and a woman who works at higher educational institutions. These honorifics act as complete replacements for a name or can be placed immediately after a person's name.

In some areas of the Valley, such as Kokand, dialectical honorific "opoy" is used for a female teacher, tutor, professor, etc. On the other hand, the dialectical honorific "Oya" is used in some areas of Namangan region of the country. These honorific acts as complete replacement for a name. These honorifics can be used when addressing a teacher, a professor, a tutor, etc. They can also be used to ask questions or to answer. They are used to demonstrate respect towards teacher.

It can be observed in the following dialogue between teacher and student:

Teacher – T; Student – S

T: - Rahimov, mashqda berilgan 3-savolga javob bering.

S: - Qaysi mashqdagi, ustoz?

T: - 33-mashqdagi.

S: - Xop bo'ladi, ustoz.

In this dialogue, the first sentence of the student expresses addressing and asking at the same time.

Conclusion: To sum up, expressing respect in teaching and learning process may be different in various languages. However, they must be used to save the "Face" and achieve the main goals. As Yongliang Huang mentioned: "In many ways,

respect and politeness are universal. They can be observed as a phenomenon in all cultures; it is resorted to by speakers of different languages as a means to an end and it is recognized as a norm in all societies. Despite its universality the actual manifestations of politeness, the ways to realize politeness, and the standards of judgment differ in different cultures. Such differences should be traced back to the origin of the notion of politeness in different cultures.”[“Politeness Principle in Cross-Culture Communication”// English language teaching// vol.1 No. 1 June 2008]

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