

**ON THE LINGUODIDACTIC ANALYSIS OF SPEECH ETIQUETTES IN ENGLISH  
LANGUAGE TEACHING**

**Muslima To'ychiyeva**

Student of Andijan State Institute of Foreign Languages Scientific supervisor: Mukumjon  
Akhunov

(PhD), Doctor of Philosophy in Philology,

Associate Professor E-mail: [muqumjon.abunov@bk.ru](mailto:muqumjon.abunov@bk.ru)

**ANNOTATION:** The linguo - didactic significance of speech labels in English language teaching is the study of the lexical-semantic space of word groups as an object of study and their structural structure and related semantics. On this basis, it is to reveal the pamphlets about the effect of language didactic games and puzzles on students in teaching English in secondary schools.

**Key words:** methodology, language didactics, etiquette, brochure, speech.

Currently, the positive changes in social life and international relations require serious attention to be paid to the study of foreign languages, because a mature specialist who meets the requirements of the present time is required to know not only his profession, but also a foreign language well.

The "Law on Education" and the "National Program of Personnel Training" adopted in our country also specify the need to learn foreign languages.

The further expansion of international economic, political and cultural relations of Uzbekistan causes an increase in the communicative function of foreign languages, especially English. This, in turn, creates the need for the formation of skills and competencies aimed at students' comparative analysis of speech communication etiquettes in foreign languages with their native language and their ability to use them in speech. For this reason, this issue is reflected in the scientific research conducted in our republic in recent years. As an example, we can cite the scientific work of M.D. Tashkhanov aimed at researching the linguo-didactic basis of teaching philology students in speech etiquette in Spanish.

It is known that English is the most widely used foreign language in international relations. That is why it is very important for a modern specialist to know the speech etiquettes of this language and be able to use them purposefully in the process of speech communication.

Learning a foreign language is a complex process. In it, the language learner not only learns the devices and phenomena of a foreign language, but also learns the language materials related to country studies, which reflect the cultural traditions of the people who speak this language. In this process, he may encounter cross-cultural differences in the use of language phenomena in different speech situations.

Differences in the use of speech etiquette in English and Uzbek in different speech situations cause difficulties in interpersonal and intercultural relations.

Studying them on the basis of comparative analysis and taking them into account in English language teaching has theoretical and practical importance, and therefore it is considered one of the current issues. Linguistic analysis of speech etiquette in English will help to develop effective methods of teaching them.

Classifying speech etiquettes according to the position of the participants in the society, their age, profession, and the type of communication (telephone conversation, between businessmen or as a tourist, conversation with representatives of a foreign culture) makes them vital speech effectively affects the formation of speech skills aimed at application in situations.

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