GRAMMATICAL REALIZATION OF RUSSIAN ETIQUETTE SPEECH GENRES: THE GENRE «REQUEST»

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ABSTRACT

The article is devoted to the issue of grammatical approach application during the teaching of Russian etiquette speech for foreigners. In the practice of teaching Russian as a foreign language, the issues related to the development of etiquette speech genres arise at all stages of language learning, beginning with the first words in Russian. The state educational standard and the educational program on RAF have the section dedicated to the mastering of communicative and speech competencies, where, in particular, the possession of etiquette norms of speech is prescribed. It would seem that the problem of communication mastering in this way should be removed, since there is a list of necessary skills, vocabulary, grammatical structures at a particular level.

The article examines approaches to an effective communication education in Russian taking into account national-cultural, pragmatic and grammatical features. An active participation of the grammatical approach plays an important role in education improvement from the point of view of the authors.

The article discusses the main existing approaches to the teaching of speech etiquette, the issue about the need to train speech reactions not only in favorable etiquette situations, but also in more complex conditions of non-cooperative communication is raised. According to the authors the most effective approach is the one which is based on systemic grammatical expansion of genre cliche possibilities.

Key words: intercultural communication, grammaticalization, etiquette speech genres, speech formulas, speech cliches, the development of speech skills, request.

INTRODUCTION

According to M.M. Bakhtin the speech genre is the "smallest component of a communicative situation, its relatively stable manifestation, characterized by purposefulness, the subject of speech, its own expression, and also by a specific set of differential signs that distinguish this genre from other genres adjacent to it" [Bakhtin M.M., 1986, p. 399]. According to pragmatic communication tasks speech genres can be represented depending on the degree of their structure rigidity (variability):

1. language cliches, etiquette formulas (types of greetings, farewells, expressions of gratitude, etc.);

2. primary speech genres (request, order, complaint, compliment, etc.);

3 the level of deep principles and structures (ways of narration, description, retelling, abstracting, the introduction of new information, etc.).

4. secondary speech genres (the structures consisting of primary genres: novels, stories, scripts, etc.).

In fact, there is a serious methodological problem. The matter is that the consecutive realization of speech skills is carried out basically in textbooks of an elementary level and a base level. This is not surprising, since at these levels the work with speech cliches as offered as a standard.

The Department of Russian as a foreign language at the Kazan Federal University is working actively to find a combination of traditional and innovative teaching methods. This applies to the development of computer technologies, electronic courses, for example, the work by T.G. Bochina, M.Yu. Varlamova, E.S. Palekha [Bochina T. G., 2015; Rachimova, A.E., 2016], etc. Also a close attention is paid to the cultural component that promotes the idea of tolerance and cultural integration [Galiulina I.R., 2016; Yarmakeev I.E., 2016] etc.

METHODS

Two problems are met by an author of a communication manual, whether it is a speech etiquette manual or a book on the development of student's speech skills, which includes the mastering the most important speech genres. The first one is a selection of some words and expressions from a number of possible variants, which, in the author's opinion, are most appropriate for the task: the establishing and the maintaining of communication at each level

of language proficiency (elementary, basic, advanced one). The second problem is to structure the selected words, expressions and grammatical constructions so that they correspond to the increasing knowledge of a student during a course mastering. The complication of communicative communication tasks leads to grammatical, lexical and strategic complication of speech genres (the number of speech moves increases, direct "frontal" tactics and techniques are replaced by indirect ones). However, there are no teaching aids actually that consistently perform the correspondence between the grammar of speech genre and its pragmatic simplicity/complexity from the initial level of possession and to the first and the second certification level.

A known textbook on the etiquette by A.A. Akishina, N.I. Formanovskaya [Akishina A.A., 2016] gives the list of expressions by genre. The situations of expression use are described after each section. The exercises for training are offered. This or that type of reaction is derived from the context, a grammatical comment is not given.

Another approach is presented in the manuals on the development of speech. For example, the textbook "Speech practice in Russian language lessons" by I.B. Golub, D.E. Rosenthal. The authors started not from expressions, but from the situations of communication. All speech situations are divided into high-frequent (etiquette and urban stereotypes: transport, shop, post office, railway station, at a Russian lesson, we go to the theater), less frequent and non-frequent. Situational variability is possible for atypical situations, involving the variation of linguistic means depending on a situation type and the cognitive preferences of speakers, a creative approach and an outlook of a particular student.

Another approach to the organization of speech activity is demonstrated by D.I. Izarenkov. The author teaches utterances-reactions, using the principle of the algorithm. Izarenkov created the catalog of model development (the description of situations), where several conditions of a speech situation must be taken into account: a speaker's attitude to what he says, the speakers' attitude to each other (modality), the division of speech, the type of speech situation (the change of speech situation invariants leads to the change of type of speech action and a dialogue direction change). "Having enumerated the factors that determine the movement of a dialogue, we can determine its basic applied unit and identify the nature of the relationship between speech actions, we can outline the main direction of a dialogue development generated by a certain type of speech situation" [Izarenkov D.I., 1981, p.72].

This approach is generally seen as a correct one, but too detailed and voluminous in execution.

These approaches have something that unites them all: the idealization of images. Both a

speaker and his interlocutor are polite, educated and emphatically correct. This image is unrealistic, although it is necessary, if we proceed from the idea that the main strategies of a language are the strategies of cooperative communication. But communication by its nature can be aggressive, complementary, sabotaging, that is, aimed at interlocutor's opinion and behavior manipulation.

With the increasing complexity of communication goals, the strategies of behavior in the process of interaction, we maneuver, seeking to ensure "an effective interaction without potential conflicts" [Davydenko L.G., 2014, p.97] and get more benefits while mitigating the threat to our social person. In this regard, the use of cliche standard speech formulas during an apology, a request, an advice, information request and attention attraction is not enough.

As was mentioned above, during the teaching of communication at RFL lesson, it is suggested to follow a certain speech stereotype, a text-sample. Of course, at the initial stage of learning the language, a set of standard phrases can be learned and successfully applied until life practice collides with the condition where other speech skills are required, which requires an immediate resolution of the situation by available language means that go beyond the cliche.

In this regard, the most effective way to organize a communication manual is to create a manual on the basis of the changing pragmatic parameters. That is, the speech genre (a cliche, a structure, the way of language reaction) is given from several points of view, depending on the goal pursued by the participants of a dialogue and a cognitive context.

The principles and the approaches of interlingual pragmatics - the science that studies the ways of a dialogue development between people for whom (for one of them) the language of communication is not a native language - will help to solve this problem [see, for example: Samovar Larry A., 2006]. Interlingual pragmatics describes the communication using functional models. It can be, for example, the code models of the conversation by Kholmsky, the model of a speech act according to J. Austin and J. Serle, the inference model by G.P. Grice, etc. Since the formal expression of the same intentions may be unsymmetrical or even opposite in different languages, each genre of speech must be consistently implemented in grammar.

That is, this or that speech genre (a cliche, a structure, the way of language reaction) is given from several aspects (points of view), depending on the goal pursued by the participants of a dialogue and a cognitive context.

Context is created by key parameters:

1) a pragmatic precondition, or an initial context (the purpose the interlocutors want to achieve);

2) a social context (which social roles are performed by interlocutors, a place or time during which communication takes place);

3) a personal context or a structure of speakers (knowledge, desires, emotions of participants);

4) a "positive person" or a "negative person" to whom communication is addressed (the manipulative potential of the situation, which varies from a formal exchange of speech cliches, for example, in the situation of greeting colleagues at the beginning of a working day, until the communicative sabotage of the chosen topic for communication).

Changing the selected parameters (one for each method step), it is possible to track the expansion of a particular speech genre, taking into account both the parameters of interlocutors and the parameters of a situation. This will show the limits of the genre capabilities depending on the goals and objectives of the speakers and the reality surrounding them. In the early stages, the construction of an ideal interlocutor is inevitable. However, as the pragmatic conditions change into less typical and less cooperative ones the alternative methods of reactions are chosen, the method of possible reaction and the range of possible speech structures based on previously studied cliches are presented more quickly.

In this way, communication education takes place systematically through the expansion of a possible genre cliche and from the point of view of grammatical models it is modeled according to a designer's principle - from simple speech reactions to more complex ones, "voluminous" speech structures and complexes. The problem of pragmatic difference types determination between Russian language and other languages is removed using the examples of different levels of complexity and stylistic orientation: sample examples, the examples from literature and colloquial speech, from the media, popular scientific and scientific literature.

RESULTS

The result of the work on the course was the textbook "Language is sharper than needle: the course of effective communication from the First words to mastery", developed by the authors of the article at the Department of the Russian Language as a Foreign in Kazan Federal University [Moskaleva L.A., 2017].

DISCUSSION

Here are the ways and the stages of working with one of the speech genres - "request".

For A1 level, the reactions are mainly based on the use of the imperative, mitigated by the words "пожалуйста", as well as by the addresses with the diminutively caressing suffixes: "Сынок, прочитай письмо", "Пишите, пожалуйста", "Проходите, пожалуйста".

The main work of this level is based on the development of the imperative from the most common verbs and the explanation of the conditions for its softening.

The work on the development of the necessary form is indicated by tables-memos on the fields reflecting the mechanism of imperative development and the conditions of its use.

By the consecutive steps it is suggested 1) to memorize the list of verbs; 2) to form an imperative from verbs independently; 3) to ask in accordance with a situation (to do something right now, to do something always, not to do something, not to do something ever).

The extension of the constructions is provided by the phrases that do not need modifications, which replace the word «пожалуйста»: прошу вас, будьте (так) добры, будьте любезны, если (вам) не трудно, если (вас) не затруднит, если можно, не сочтите за труд, сделайте одолжение, окажите любезность, не откажите в любезности.

At the same stage, the authors considered it is useful to present some constructions of an informal request as the means of a foreigner adaptation to a linguistic culture environment:

Дружеское: Сделай, будь другом. Будь другом, **сделай. Сделай**, помоги мне! **Сделай**-ка.

Разговорное дружеское: (А) ну-ка **сделай. Ну сделай. Ну уж сделай. Ну сделай** уж. **Сделай** уж. **Сделай**, а? (Ну) попробуй **сделай.** (Ну) попробуй **сделать.** Иди/Пойди **Сделай. Сделай-сделай. Чай/чаю**, будь другом.

Грубое: Дай-ка **чаю**! **Чаю**-ка мне! А ну-ка **чаю**! Я сказал, **чаю**!

Already at A1 level it is necessary to draw a student's attention to the fact that the Russian request is a less dangerous speech genre than, for example, the same genre in Anglo-Saxon speech culture.

At A2 level, the composition of the speech patterns is broadened by acquaintance with all cases, modal words (it has to be done, it is possible, it is necessary), as well as subordinate clauses of the goal.

1. Я прошу вас + инф. Я прошу вас, чтобы вы….

2. Я хочу (Можно?) / Мне хочется, чтобы вы.

3. Мне нужно (можно?).

The increase of a request courtesy occurs under the condition of direct imperative request transfer to indirect question and negative forms.

4. Может быть я/ вы + будущее время.

5. Я не могу + инф/ Можно мне + инф / Нельзя ли мне + инф / Можно я + будущее время.

6. Вы (не) можете

7. Если Вам не трудно + инф

8. Можно мне + сущ №4 (инф).

Here is an example of the sample by which the request is converted into more polite and formal options:

QUESTION WITH INVERSION (OR)

Я могу взять вашу книгу? → Могу я взять вашу книгу?

Могу **ли** я взять вашу книгу?

NEGATION

Я могу взять вашу книгу? → Я **не** могу взять вашу книгу?

NEGATION + INVERSION

Я могу взять вашу книгу? → Могу я взять вашу книгу?

Могу **ли** я взять вашу книгу?

Не могу ли я взять вашу книгу?

At level B1 the structures are complicated again and, according to the mastered grammar, conditional and subjunctive constructions are added: Я **попросил** бы (вас), INF. / чтобы вы VERB IN PAST TENSE / о NOUN №6; Я хотел бы / Мне бы хотелось INF. / , чтобы вы VERB IN PAST TENSE / NOUN №4/№2; (Мне / Вам) нужно было бы INF. / , чтобы вы VERB IN PAST TENSE NOUN / №4/№2.

At this stage, it is important to divide the structures into neutral, formal and informal ones. This principle is implemented actively at stage B2, when a student is offered tasks to construct statements in accordance with the nature of a situation. The formulas for level B1-B2 are built taking into account the lexical and grammatical competences of students, as well as the complication of the strategic tasks of a request: begging during a sabotage, the relevance/inappropriateness of a too polite request, the verbal boundaries of a request and manipulation. At B1 level, the grammatical structures of an indirect request expressed by subjunctive structures are introduced, the skills of a request, a requirement, and an order delineation are fixed, which at A2 level are presented by discrimination exercises for the most part.

Note that at all stages of the work students are offered with texts, the stories of Russian and Soviet writers, the examples of announcements, dialogues, realizing all possible ways of the studied genre use.

The speech genre of the request is given in comparison with the genres "order" and "requirement", as well as "advice", "recommendation", "proposal", which are presented as the genres that differ from the request by one or more speech moves.

The reaction to a request is considered as an independent speech task, which is proposed to be solved by the following models: request - consent, request-refusal, request-partial consent, request-indefinite answer (sabotage).

The advanced levels of language proficiency presuppose an even freer combination of sample texts, a request is considered as the primary speech genre in the structure of literary texts, as well as texts and proposed situations, where the ability to predict and simulate a communication situation comes to the forefront. Using the examples of Russian and English requests, the correlation of begging tactics in different speech cultures is established, which helps students to predict linguistic and social-cultural lacunae.

CONCLUSIONS

Thus, it should be emphasized that the consistent integration of the communicative and pragmatic approach with grammar one significantly increases the effectiveness of speech genre study. Since each genre passes the stages of sequential alignment on the basis of the learned grammar, then students do not have difficulty to construct their own phrases freely. A pragmatic commentary and an extensive authentic material on the use of formulas helps a student to understand the appropriateness of each particular formula, to predict the reaction of an interlocutor, and in the adequacy of his own reaction to a proper or an improper speech behavior of an interlocutor.

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