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**Speech etiquette in the Arab audience during lessons
of Russian as a Second Language (RSL)**

speech etiquette, RSL, Arab audience

The last decade has been marked by the intensification of the learning process in Russian universities for foreign students. One of the most represented is the group of native speakers of the Arabic language and culture. It is a common fact that the features of the assimilation of foreign students are associated with the ratio of convergence and divergence of cultures of the West and the East. The purpose of this report is to consider the peculiarities of the Arab speech culture, knowledge and correct use of speech etiquette in the Arab audience in the lessons of RSL. The relevance lies in the fact that this study describes the main features of the use of speech etiquette by Arabophones in the educational process, since this area is insufficiently studied. In this study, the following scientific research methods were used: theoretical (to study the formulas of Russian and Arabic speech etiquette), empirical, linguistic observation (observation of the learning environment of Arab students was used to obtain data on the use of formulas of Russian and Arabic speech etiquette by students), descriptive (description of the basic, frequently used formulas of speech etiquette in the educational process at the lessons of RSL).

A large number of scientists, both Russian and foreign, are engaged in the study of speech etiquette and teaching speech etiquette: I.N.Aynutdinova, A.A.Akishina, S.M.Baimuratova, N.V.Gabdreeva, V.E.Goldin, V.G.Kostomarov, Yu.B.Kuzmenkova, B.A.Larin, T.V.Larina, A.I.Mishchenko, Yu.E.Prokhorov, N.M.Firsova, N.I.Formanovskaya, W.Labov, J.Leech, S.C.Levinson.

Let us consider the definitions of speech etiquette of both Russian and foreign scientists. Speech etiquette is a set of requirements for the content, nature, form, order and relevance of statements in any situation [Leech 1980: 108]. These are certain rules of verbal behavior, a system of specific stereotyped, stable communication formulas that are adopted by society for mutual contact of partners in conversation, maintaining and interrupting it in a chosen tone. Speech etiquette involves the use of certain words and expressions in various situations: during a greeting; at the moment of parting; upon request; during reference; at the moment of apology [Akishina 1983: 150].

In our research, we rely on the definition of the speech etiquette of the scientist N.I.Formanovskaya: 'Speech etiquette is understood as the regulating rules of verbal behavior, a system of nationally specific stereotyped, sta-

ble communication formulas, adopted and prescribed by society to establish contact of partners in conversation, maintain and interrupt contact in the chosen tone' [Formanovskaya 2013: 22].

The speech etiquette of each nation differs significantly from the norms and rules of the speech etiquette of another nation, and is also a significant aspect of any national culture [Kalinina 2020: 52]. At the very beginning of the educational programme at the preparatory department, due to the fact that most of the audience does not speak Russian, many students have difficulties in the process of intercultural communication with teachers. The most important task of the teacher is to familiarize Arab students with the rules and characteristics of Russian speech etiquette in various speech situations.

One of the most important in any culture is the situation of acquaintance. In this situation, a conversation/polylogue begins between strangers. Thus, the greeting plays an essential role at the very beginning of communication [Gabdreeva 2018: 397]. A small part of Arabs, before arriving in Russia, study English and Russian in order to quickly and successfully adapt in a foreign country, which is very different from their own. Therefore, in the first lessons from them you can hear such greeting phrases as: 'Hello' (English greeting), 'Privet' (Russian greeting, but having a familiar character, is not used to greet the teacher) and 'مَعْلَيْكُمُ السَّلَامُ' (in the native Arabic language, 'al-salamu 'alaykum'), meaning 'Peace be with you' as a manifestation of respect for the partner in conversation.

An important aspect that should be noted is that in Arabic there are no differences in *You* ('Ti', *singular/ informal*) / *You* ('Vi', *plural / formal*) reference, as in Russian, therefore at pre-university courses, that is, at the very beginning of the educational programme, students make mistakes and address the teachers using *You* – 'Ti' (i.e. mixing *formal and informal references*), thereby violating the rules of Russian speech etiquette. But it is worth noting that in the Arabic speech etiquette the *you* ('ti') reference has various forms when choosing the gender meanings of communicants: so there are 'masculine' personal pronouns you – anta (تَنا), and 'feminine' anti (يَنا), as well as various plural forms according to relation to partner in conversation, female and male [Ochirova 2015: 19]. Also, in Arab countries, when addressing the teacher, they add particular phrases (you need to pay attention to the obvious presence of specific gender characteristics in Arabic speech etiquette), such as:

- 'Teacher' (at school): for men – 'مَعْلَم', for women – 'مُعَلِّمَة';
- 'Teacher' (at the university): for men – 'مُدْرَس', for women – 'مُدْرَسَة';
- 'Professor': for men – 'أُسْتَاذ', for women – 'أُسْتَاذَة';
- 'Doctor': for men – 'دَكْتُور', for women – 'دَكْتُورَة'.

Another specific aspect is that the use of the teacher's name when referring is considered unacceptable. In Russian culture, on the contrary, the teacher is addressed by name and patronymic, which is a distinctive feature in comparison with the Arab culture. Thus, a teacher needs to explain to students these differences and features of the nomination.

The next important intention (speech situation), the rules and clichéd phrases of which must be mastered by students of the Arab audience, is the 'Request'. For example, if a student needs to leave the classroom, then the reference question-request for Russian speech etiquette 'Sorry, can I leave?' should be used. But it can often be observed that Arabophones are more accustomed to using expressions used in the framework of Arabic speech etiquette with the addition of phrases:

Sir	سيدي المحترم				
Madam / miss	انسة / سيدتي or مدام				
Dear teacher	for men	عزيزي المدرس	for women	عزيزتي المعلمة	
or by position:					
Professor	for men	أستاذ	for women	استاذة	
Doctor	for men	دكتور	for women	دكتورة	

Thus, a commonly used expression among Arab students is: 'Miss, can I get out?'

Representatives of Arab culture in general are distinguished by their verbosity and emotional expressive speech. They have a very high level of politeness. Thus, if any mistake is made, the Arab students will immediately apologize, because an important role in their lives is played by religion and the Holy Quran, which more than 80 times speaks of apology and repentance, and repeatedly emphasized that this act will serve to strengthen the broken relationship between family members, colleagues and friends [Mostafavi 2017: 279-281]. Consider what vocabulary students use at the beginning of the educational process at preparatory faculties:

In Russian:

- 'Excuse me please';
- 'Sorry' ('Izvini' singular, informal), I think you did not understand what I mean ('Izvini' should not be used to address the teacher, it is considered a violation);
- 'Sorry' ('Izvinite', plural, formal), I did not mean it that way.

In Arabic:

- أنا أسف لم أقصد هذا- Sorry, I didn't mean it';
- ائامعتذر هذا خطأي- I beg your pardon, this is my fault';
- أسف من فضلك- Sorry, please'.

Let's move on to the final phase of speech communication, no less important in speech etiquette, on which the outcome of all communication may depend. A goodbye can be a temporary or a long/durative parting. In the Arabic speech tradition, there is no phrase of farewell universal in Russian speech etiquette: 'Goodbye!' مَعَ السَّلَامَةِ, they have an official farewell, meaning 'In peace!', and also في امان الله - 'In the safety of God'. Frequently used phrases of the Arab audience addressed to the teacher are: 'Goodbye, peace be with you!', 'Goodbye!', 'See you!'.

Based on the foregoing, the following conclusions can be drawn: representatives of Arab culture have numerous specific features in speech etiquette, mainly based on religion. They show a high level of politeness and benevolence. For example, Arab students, leaving the classroom for a break, say goodbye to the teacher, and when they return, they greet the teacher again. Due to the presence of specific gender characteristics, it was at first difficult for Arabophones to understand the peculiarities of Russian speech etiquette. Therefore, in the lessons of RSL for the Arab audience, it is necessary to focus on their specific cultural features. After all, a necessary condition for the socialization of a future specialist is mastering the speech etiquette of a foreign language. Mutual acquisition of etiquette speech patterns during cultural integration can help reduce the risk of communication failure.

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