



## Pragmalinguistic Concepts of the Phenomenon of Speech Behavior and Speech Discourse

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### **Abstract**

To determine the main content of the phenomenon of human speech behaviour, substantiate the conceptual and terminological apparatus of the study and identify differences in the representation of speech behaviour from the standpoint of different linguistic trends; to define mental structures - modules, with the help of which it is possible to simulate the speech behaviour; to describe the role of such extra-linguistic phenomena as illocution, image/face, motives, emotions and individual psychological features of personality in the linguopragmatic paradigm of speech behaviour; describe speech behaviour as a system of communicative strategies. A pragmatic analysis (the study of goals, intentions, communicative actions, peculiarities of speech interaction of interactants in various communicative situations); discourse analysis (consideration of the act of communication in connection with its form, function, situational and socio-cultural conditionality; linguistic modelling (in singling out modes and models of speech behaviour); analysis and synthesis, generalization and extrapolation of the obtained conclusions to a wider range of phenomena, contextual, communicative and sociolinguistic analysis of the text. The study of speech behaviour from the position of linguopragmatics allowed to deeper comprehend not only the structure of interaction between interactants but also the mechanisms of realization of their intentions in the process of communication. The study of speech behaviour from the positions of linguopragmatics allowed to deeper comprehend not only the structure of interaction between interactants but also the mechanisms of realization of their intentions in the process of communication. In the future, the results of the study can be used in cross-cultural studies to identify the features of communicative consciousness and related speech behaviour of representatives of the Uzbek and Russian linguocultural community.

**Keywords:** *Speech Behaviour; Comprehend; Linguistic Trends, Discourse Analysis; Communicative and Sociolinguistic Analysis of the Text; Communication; Cross-Cultural Studies*

### **Introduction**

In connection with gaining independence, Uzbek linguistics has chosen the path of independent development in parallel with world linguistics, and in it, as in Western linguistics, a treasury of latent linguistic possibilities has opened up. After sufficiently characterizing these possibilities through the categories of oppositions in the formal-characteristic and structuralistic directions, in accordance with the requirements of the market economy, the problem of their effective use in speech activity (to influence

the listener by linguistic means in speech, i.e. in discourse) is raised. This, in turn, shows the need to use in addition to linguistic means also cultural and ethnolinguistic to ensure the effectiveness of the discourse, which led to the formation of a new direction in domestic linguistics – pragmalinguistics [1]. With the development of the pragmatic direction, scientists began to refer to the active side of language. The fact is that in real communication its participants build statements not simply in accordance with the phonetic, lexical and grammatical rules of language, but also depending on the intentions of communicants and the emerging communicative conditions. Linguopragmatics in the broad sense of this concept refers to the process of speech communication and is aimed at studying the needs, goals, motives, intentions and speech actions of communicants. Modern linguopragmatics includes the study of explicit and implicit goals of the speaker's statements, speech strategies and types of behaviour.

The literature review was conducted to identify the problem of describing the paradigm of speech behaviour. The term "communicative competence", as defined by E. A. Bystrova, is now generally understood as "the ability and real readiness to communicate adequately to the goals, spheres and situations of communication, readiness for speech interaction and mutual understanding" [2]. Possession of communicative competence implies the possession of a certain communicative potential (communicative properties of personality, communicative abilities), to which refer "the level of communication need", its localization; the presence of attitude to communicate with other people; features of emotional response to a partner; own feeling of a person in a situation of communication (degree of satisfaction with communication, "confidence in communication" as well as communicative skills and abilities") [2-4].

The concept of "communicative skills" is most often interpreted as skills and abilities of speech communication in a specific speech situation (a communicative situation, communication situation). Scientists allocate various dominants in the composition of these skills, with varying degrees of concretization, but leading among them invariably remain the ability to navigate in a speech situation and implement any statement (oral, written, dialogic, monological) with these conditions.

The above concepts belong to the sphere of language teaching methodology, which, in turn, is based on the data of a wide range of linguistic research. Thus, the modern stage of linguistics development is characterized by the inclusion of language in the broad context of communication. The basis for this approach was laid in the studies of psycholinguistic, sociolinguistic, linguopragmatic rhetorical and other directions. Speech communication is studied by them as a process of interaction between at least two partners endowed with social attributes, in a certain situation and with certain purposes exchanging a variety of information.

The content of the concept of "speech communication" is considered through the relationship of speech activity and speech behaviour, distinguished by the level of motivation and awareness, as well as the result. Speech activity is understood as "consciously motivated human activity", the result of which is a thought and text, and speech behaviour - as "little conscious activity, ... manifested in patterns and stereotypes of actions which are learned by a person based on imitation of others' patterns and stereotypes and the basis of one's own experience", the result of which are relations between people and the emotions caused by this behaviour [13-18]. Let's specify that the given definitions cannot be considered common, as these concepts are studied by representatives of a wide spectrum of philosophical, linguistic, pedagogical, psychological branches of science, and each of them has its features of interpretation; therefore, we use them as working formulations.

Consequently, the formation and development of communicative competence in native speakers implies the development of adequate speech behaviour in a variety of communication situations based on purposeful training of speech activity.

The problem of speech behaviour is topical and multifaceted, it is the focus of attention of many linguists: T.G. Vinokur, Y.V. Rozhdestvensky, N.D. Arutyunova, I.A. Sternin, T.V. Shmeleva, N.I. Formanovskaya, V.I. Karasik, A. Vezbitskaya, etc.

T.G. Vinokur defines speech behaviour as a process located between speech activity and speech act and is their totality. We agree with T.G. Vinokur's opinion that the subject of the science of Speech behaviour is "typified speech of a typified person in typified conditions"[17-20]. Speech behaviour in this dissertation is understood as a system of conscious and unconscious speech actions communicant in a particular situation.

Speech behaviour is manifested in the communicative process, the participants of which are the speaker and the listener, so, studying it, we consider their basic speech actions: speaking and listening.

The speaker acts as the initiator of the communicative act, the purpose of which may be: 1) communicating new semantic, emotional and other information; 2) expression of his or her attitude to reality; 3) prompting the interlocutor to some actions; 4) persuading the interlocutor in something, etc. The listener, perceiving and understanding the speech, at the same time takes an active position in relation to it: accepts or does not accept accepts or does not accept the information, agrees or disagrees with it, supplements it, applies it, prepares to perform something, etc.

Speech behaviour is a communicative and discursive phenomenon that reveals the connection between the processes of verbal interaction between communicants and discursive categories. Consideration of the broader extralinguistic background in the study of speech behaviour makes it possible to move away from the behaviourist understanding of this phenomenon as a dialogue based on stimuli and corresponding reactions. Speech science as an interdisciplinary field helps to expand the scope of knowledge about speech behaviour, focuses on the individual, his states, reasons for entering into communication, means and ways of this communication [2]. All this contributes to the creation of a holistic concept of speech behaviour, which can be based on conceptual models in the form of modes of politeness, familiarity and aggressiveness. Communicants are in one of these modes and may switch to other modes due to changing discursive circumstances.

The basic material for the study of speech behaviour is a dialogic fragment in a complete semantic design, reflecting the implementation of the communicants' intentions and representing one of the forms of interaction between the interlocutors. Dialogue is considered as a discourse, in which the speech activity of the communicants is realized in a set of their various activities. Dialogue has an explicit anthropological orientation, as it reflects both the personal essence (linguistic personality) and the social position and role of the communicant (human behaviour in society).

## **Methods**

The following methods were used in the study:

1. Pragmatic analysis (the study of goals, intentions, communicative actions, peculiarities of speech interaction of interactants in various communicative situations);
2. Discourse analysis (consideration of the act of communication in connection with its form, function, situational and socio-cultural conditionality);
3. Linguistic modelling (in singling out modes and models of speech behaviour);

4. Analysis and synthesis, generalization and extrapolation of the obtained conclusions to a wider range of phenomena;
5. Contextual, communicative and sociolinguistic analysis of the text.

### **Results**

The study of speech behaviour from the position of linguopragmatics allowed to deeper comprehend not only the structure of interaction between interactants but also the mechanisms of realization of their intentions in the process of communication. In the future, the results of the study can be used in cross-cultural studies to identify the features of communicative consciousness and the related speech behaviour of representatives of the Uzbek and Russian linguocultural community.

The practical significance of the research consists in the fact that its results and conclusions can be applied to solve a wide range of tasks related to the processes of communication, including those in related fields of science about human: anthropological linguistics, cognitive science, speech culture, general linguistics, sociolinguistics, theory and practice of intercultural communication. Also, the materials presented can be used when writing textbooks and textbooks on the Russian language and speaking, when creating communicative grammars, in translation and teaching activities, as well as when writing curricula and lecture courses on linguopragmatics, basics of the Russian language theory, discourse analysis, text grammar, theoretical grammar of the Russian language. In practical terms, the conclusions of the thesis research can be useful to those who deal with practical aspects of communication - specialists in speech image, psychoanalysts, consultants for successful negotiations with Uzbek and Russian recipients.

### **Discussions**

The discourse of everyday communication is a process of generation of speech work, taking into account pragmatic, psychological, social factors of people's interaction. Situations of everyday communication form a more complexly structured space than the traditional representation of it as a sphere of colloquial, informal communication. Speech behaviour in situations of everyday communication is manifested in both every day and official-institutional communication.

Speech behaviour is a verbal form of organization of interaction of participants of communication. It is regulated by both conscious and unconscious, hidden intentions having a nonverbal origin. In interaction, the addressee aims both to inform the addressee and to exert a certain influence on him. In linguopragmatic terms, the influence of one participant of communication on another is motivated by non-linguistic factors and aims at either changing or maintaining the character of existing interpersonal relations.

The paradigm of speech behaviour is formed by the linguopragmatic triad of politeness, familiarity and aggressiveness. Polite speech behaviour is characteristic of asymmetric interaction, as well as in conditions of different socio-hierarchical status. Speech interaction on the background of equal relations is realized by means of familial speech behaviour. Speech acts of the communicant aimed at harming his interlocutor form aggressive speech behaviour.

The modus of speech behaviour is a conceptual formation in a set of presuppositions defining a way of interaction of communicants on the background of emerging discursive conditions. The modus of speech behaviour is a verbal realization of typical situations of communicative interaction of people.

Modes of polite, familiar and aggressive verbal behaviour are distinguished. The basic components of the modus of speech behaviour include:

- motivation, which sets a certain variant of speech behaviour;
- intension, which determines the type of behaviour associated with compliance or violation of the addressee's image;
- emotion, which specifies the connotative-effective states of the communicants;
- socio-hierarchical relations that limit or limit the speech actions of the communicants and are designated by us as compacted and sparse discourses;
- individual characteristics of the communicants, which are associated with the type of personality of the interlocutors and have an impact on the course of communication.

The types of speech behaviour are based on one of the following sets of the addressee's intentions, aimed at:

- to maintain the existing character of the relationship;
- distancing from the communication partner;
- strengthening of distancing from the partner, caused by the course of communication; rapprochement with the communication partner;
- strengthening of rapprochement with the partner, conditioned by the course of communication.

The distinction of types of speech interaction is based on the intentions of partners even before the beginning of the interaction. The nature of the course of interaction; to a greater extent is conditioned by the initial intention of the interlocutor, who opens the dialogue or at the non-verbal level by his actions makes it clear to the addressee that these time deviations from the established norm of their verbal interaction are possible. The type of speech behaviour of the speaker determines the corresponding type of speech reaction of the listener.

The types of speech behaviour in situations of everyday communication are based on speech strategies, which are divided into two groups, depending on the roles of participants in communication. The addressee, who is the initiator of the speech interaction, uses the strategies of rapprochement, distancing or preserving the existing character of relations. The addressee resorts to the strategies of accepting, ignoring/missing or counteracting the addressee's intentions. The correlation of the addressee's and addressee's intentions and strategies makes it possible to determine 30 models of the communicants' speech interaction in the modes of polite, familiar and aggressive speech behaviour.

## ***Conclusion***

The study of speech behaviour from the positions of linguopragmatics allowed to deeper comprehend not only the structure of interaction between interactants but also the mechanisms of realization of their intentions in the process of communication. In the future, the results of the study can be used in cross-cultural studies to identify the features of communicative consciousness and related speech behaviour of representatives of the Uzbek and Russian linguocultural community.

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