Classification of Speech Act Prosses in Foreign Language

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ABSTRUCT

The article discusses the classification of speech act processes in foreign language teaching based on the examples of several linguists. The objectives of teaching or "communicative behavior in speech - the goals of actions, the direct connection of the content of the speech act with the material of the studied language can be realized using methodological methods, the theory of speech situations express the main idea of the speech effect of thought, there are a few examples.

Key words: speech act, perlocutionary act, illocutionary effect, methodical aspect, psychological aspect, communicative behavior - actions, recollection, locutive process, illocutive process.

INTRODUCTION

It is known that every speech act and each of its elements has semantic, methodological and psychological aspects. The content of the speech act is determined by the material of the language being studied, and the chosen method of its transmission is carried out using methodological methods that are to some extent related to the psychological aspect. Usually, the psychological aspect of a speech act is understood as the entry into the function of psychological processes (cognition, memory, thinking) that take place in the speech activity of students.

Based on the goals of teaching or "communicative behavior in speech - the goals of action", M.L. Makarov divides the speech act into narrative, directive, propagandistic and argumentative types. Locutive, illocutive and perlocutive processes with minimal variations are also distinguished in the speech act. [1.s 123].

The locational process is an indirect act of speaking (saying that p).

The illocutive process is a central concept in the theory of speech acts. J. Serl, who

actively developed J. Austin's theory of speech acts and developed his theory, points out the important conditions for the formation of the illocutive process. In carrying out the intensive aspect of communication, the speaker arises primarily from conventional conditions, because in order to achieve a certain result it is necessary to force the addressee to choose the desire to "achieve this result". [2- p. 160]

MAIN PART

Thus, J. Serl interprets the reflection of the mental state of its participants in the discourse within the framework of his proposed concept of intensive states. To express an intentional state is to show how the subject's mind is directed to the universe, or in other words, how the mind perceives the universe. There are three main aspects to which the mind can be directed. Such aspects include: events and their consequences, agents and their behavior, objects and their aspects, or properties attributed to them.

Thus, when entering into a conversation, the addressee uses a specific language tool: a) personal communicative goals, b) existing rules of communication, and c) the use of lexical units in the context of these goals and rules.

The perlocutionary act represents the result of an intensely achieved verbal emotional impact that the speaker performs locutive and illocutive processes: congratulates, persuades, threatens, promises, pledges, judges, and so on. The perlocutory process is wider than the illocutionary effect on the hearer, that is, the addressee understands the sentence in the designated function of the speaker: it is understood through a perlocation sentence - a sentence that is not strictly related to thought and is pragmatic context. Perlocation, in this way, is characterized by its dependence and dependence on a wide context. [3- s. 163].

The study of the phenomenon of one illocutive process occurring indirectly at the expense of another has led to the introduction of the category of indirect speech acts into the theory of speech act, which indirectly affects the process of communication. Indirect influence in the communication process can be expressed either by questioning, or by emphasizing that the previous conditions have been met.

J. Sirle's "What is a Speech Act?" In his article, he identifies 5 key conditions for the success of an illocutive act that has an emotional impact on the communication process:

1) conditions of normal entry and exit of the speech act; 2) the propositional semantic form of the act of speech; 3) pre-determined conditions for the speech act; 4) conditions of sincerity; 5) serious (important) conditions for the speech act. [4-s. 160-166].

Hence, if these conditions are not observed (voluntarily or involuntarily), or partially observed, during the speech act process, the communicator may experience perlocutive failure.

Perlocutive failure (PF) refers to the failure of a communication initiator to achieve a communicative goal, and the lack of interaction, mutual understanding, and agreement between the communication participants. O.N. Yermakova and Ye.A. Zemskaya specifically studies communicative failure (CF), noting that it occurs as a result of emotional effects that the speaker did not expect in the process of communication - resentment, sadness, surprise, and so on. [5. 1990, №3, p.14 ..]

Perlocutive failures (PFs) include, for example, threats involving communicative pressure tactics. Communicative pressure involves disregarding the interlocutor, invading the individual's personal world, putting the speaker's personal interests above the addressee's interests, and this fully responds to the pragmatic descriptions of a failed speech situation. In a PM threat situation, the response occurs when a sentence or nonverbal action does not match the speaker's intentions.

Responses to threats can be verbal or nonverbal, as well as indifference or resistance to the claim. In the threat, one of the PM communicators misjudged the situation, often due to ignorance of the real state of affairs; it can arise in response to the threat posed to him and the position of the partner who has the right to exercise it. 2) negative attitude.

Wayne proposes to expand the list of conditions for the success of the speech process proposed by J. Serl, provided that the interlocutor understands the process and has the right to ask questions. Two more are added to the existing conditions: the addressee knows the answer; the applicant hopes that the addressee will respond. At the same time, Wayne does not distinguish between sincerity and seriousness, emphasizing the speaker's desire to get an answer [6.Weyne, 1994: 116-133].

By controlling the function of communication, language serves not only as a means of transmitting information, but also as a means of emotional influence on the person receiving the information. In the process of communication, automated speech experience, and therefore the individual characteristics of the communicators, also become relevant.

The concept of verbal emotional influence is interpreted in modern concepts as an explanatory mechanism of verbal communication, so this influence can be effectively used in the formation and management of human personality and behavior, as well as in teaching to communicate in a foreign language.

Emotional effects can be direct, indirect, latent, direct, or long-lasting. Direct - direct and indirect emotional speech effects using language tools, one - through a

data transmission, one - one behavior - in action (eg, response, speech, etc.) The direct and indirect influence is made deliberately by the speaker, with a request, a command, and so on. The latent effect is unconscious and involuntary. Direct and indirect speech effects are studied in the field of stylistics, rhetoric and other sciences, and hidden effects are studied in the field of hidden pragmalinguistics. [7.Annals of RSCB3.2021.p.5158- 5163]

Grammatical meanings are reflected in the semantic structure of linguistic units, but only in a specific speech process. The speaker chooses a language unit and at the same time updates the hidden grammatical meanings. It expresses the speaker's specific intention to have a positive speech effect on the interlocutor during the speech process. Based on this, a pragmalinguistic speech portrait of the speaker can be created.

Communication tools include direct, indirect, and latent emotional speech:

1) selection of lexical units appropriate to the situation in the process of communication (use of word units with bright emotional components, use of stylistic evaluative units, taking into account the role of evaluative parts of different connotations and associations in the formation of speech thought) choice of words, use of newly created or mastered words;

2) selection of the formal shell of the text (alliteration, rhythm, rhyme, prosodic means);

3) the choice of font size, means of separation, methods of placing the text on the surface in written speech;

4) use of syntactic constructions, specific speech situations that are not included in the focus of attention of participants (use of passive ratios instead of accuracy ratios, nomenclature, simplification or complication of syntactic construction, regulation of components of narrative construction);

5) choice of text macrostructure (pair or single speech);

6) use of speech tools to trigger cognitive operations of metaphorical and metonymic movement;

7) use of emotional means of communication that have a complex effect on all the senses of students in the process of communication (pictures, cartoons, jokes, anecdotes, word games, games, music, facial expressions, gestures, etc.)

Speech and emotional impact cannot be achieved without taking into account the socio-cultural components of communication. Communicative variable situations (or components) of communication can be grouped into two major groups: "environment" (time and space of the communicative process, external world, physical dimensional environment) and "scene" (role in the communicative process).

In this process, the following terms, emphasized by AK Makarov, have to be interpreted separately: the "speaker" as the initiator of the interaction of the participants of the dialogue, the addressee as the object of communicative influence deliberately chosen by the speaker ", As a witness to the dialogue between the speaker and the addressee, the term" listener "is used to refer to a person who receives information simply because he or she is present, or passive or active in the case of public communication. Ends are two interrelated concepts: the intended "outcome" and the individual and general "goals" of the communicators. Act sequence A model that represents a sequence of communicative actions. Key - "key", determines the psychological, emotional tone of the communicative event. Instrumentalities are the "channels" of information (oral and written speech, broadcast media) and the "forms of speech", ie the system-forming components of linguistic communication (dialects, slang, sociolects; functional methodological variations). Norms - on the one hand, the "norms" of the interaction itself, on the other - its interpretation, Genres - the "genres" of speech, usually involves the integration of structured linguistic material into the cultural norms of communication (poems, fairy tales, speeches , debates, etc.). [8-p.205]

METHODS AND RESULTS

Henne, a British researcher, cites the following classification of the Rehbocks, which describes the process of communication:

1. Conversation type or genre: 1.1. natural (badiha, unprepared and unplanned or prepared); 1.2. weve image, imaginative; 1.3. staged;

2. Time-space relations (situation): 2.1. Face-to-face communication: 2.2. indirect communication: simultaneously, but remotely, for example, by telephone;

3. Composition of the participants of the conversation: 3.1. diadada interpersonal dialogue; 3.2. conversation in a small or large group;

4. Formality of conversation: 4.1. free, uninterrupted communication; 4.2. neutral, informal communication; 4.3. semi-formal communication; 4.4 formal communication;

5. Social relations of the interlocutors: 5.1. symmetrical; 5.2. asymmetric (anthropological: according to age, gender, etc .; socio-cultural, for example, according to relationships in social institutions; according to professional practice or knowledge-experience; according to the function of speech, for example, interview) ;

6. Direction of communicative actions in conversation: 6.1. directive, prompt; 6.2. narrative, story; 6.3. discursive, argumentative (combining domestic and scientific dialogue);

7. The level of acquaintance of the interlocutors: 7.1. close people; 7.2. well-known, friendly people; 7.3. acquaintances; 7.4. superficial acquaintances, people who met by chance; 7.5. strangers, strangers;

8. Level of training of communicators: 8.1. unprepared; 8.2. traditional-made; 8.3. specially prepared for this dialogue;

9. Clarity of the topic: 9.1. free subject; 9.2. recorded subject area; 9.3. a specific topic highlighted;

10. Attitude of communication to practical activity: 10.1. involved in practical activities; 10.2. not included in practical activities. [9.Henne, Rehbock, 1982. r.32-33]

The communication process is also classified according to the planned objectives:

1. conversation, personal conversation; 2. talk over a cup of tea, talk around the table; 3. playful conversation; 4. professional conversation, "according to the workplace" conversation; 5. the seller's conversation with the buyer; 6. conferences, discussions (debates); 7. Conversations, interviews in mass media; 8. Teaching conversation, lesson; 9. meeting, consultation; 10. official conversation with an official; 11. forensic conversation. [9.Henne, Rehbock 1982: 32-33]

There are also classifications according to the forms of verbal communication

1. Therapeutic dialogue: 1.1. psychotherapeutic; 1.2. "Doctor - patient";

2. Discussion, discussion, meeting: 2.1. at an educational institution; 2.2. business communication (finance, management, business); 2.3. other official institutions; 2.4. spiritual conversations;

3. Hearing, meeting: 3.1. court session, investigation; 3.2. political and economic hearings;

4. Mass communication: 4.1. political and literary interviews; 4.2. political and literary debates; 4.3. talk show;

5. Teaching: 5.1 school lesson; 5.2. classes in higher and other educational institutions;

6. Communication in the family: 6.1. communication with children (as a social interaction); 6.2. family conversations;

7. Literary dialogue: 7.1. related to literature; 7.2. dramaturgical (theater). [10. pp.71-74; 61- s. 13]

In this case, the changing communicative components are fully or partially

compatible with the social relations of the participants. For example, discourse formality corresponds to group formality, and the symmetry or asymmetry of participants 'social relationships is determined by the interdependence of individual positions and the role structure.

Comparative idioms are often actively used by participants in a variety of communicative situations as a means of emotional impact. For example, in everyday and literary communication, the following zoos are often used:

as blind as a bat, as bold (brave) as a lion, as busy as a bee, as cheerful as a lark, as cold as a frog, as cunning - as a fox, as dumb as a fish, as fat as a pig, as fierce as a tiger, as fleet as a deer, as free as a bird, as gaudy as a peacock (butterfly), as gentle as a lamb, as graceful as a swan, as greedy as a wolf (a pig, a dog), as gruff as a bear, as innocent as a dove, as mad as a March hare, as merry as a cricket, as obstinate as a mule, as quiet as a mouse (lamb), as silly as a sheep (goose), as slippery as an eel, as patient as an ox, as water off duck's back.

CONCLUSION

From the emotional means of language in the process of communication depends on the topic of discourse, the level of formality of speech, the social relations and positions of the participants. What may be used in a family setting is likely to be incomprehensible to those in the ministry or in the field of science. In other words, the communicator follows the principle of the effectiveness of the speech effect when he intends to use the means of emotional influence in the speech act. Efficiency is understood as the expected communicative effect in this case.

In short, the theory of speech situations is the main idea of the speech effect of thought. The speaker achieves his communicative goals through the use of emotionally meaningful vocabulary. The strength of the verbal effect exerted through emotional vocabulary is determined by the subject's mental orientation to reality.

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