M.V.Bogun

FORMATION OF INITIAL CONCEPT AND SOME FACTORS OF SPEECH COMMUNICATION

Annotation. *The article deals with the problems of communicative behavior as an important aspect of language teaching and discuss forms, methods and content of teaching communicative behavior to be developed.*

Key words: *communication, speech personality, cultural stereotype, teaching.*

ФОРМУВАННЯ ПЕРВИННОГО КОНЦЕПТУ ТА ФАКТОРИ ЯЗИКОВОЇ КОМУНІКАЦІЇ

М.В. Богун, кандидат філологічних наук, викладач
Харківський Національний Медичний Університет

Анотація. *Стаття присвячена сучасним проблемам у комунікативної поведінки як важливому аспекту викладання іноземної мови. В статті також обговорюються форми, методи та зміст комунікативної поведінки та її подальший розвиток.*

Ключові слова: *мовна комунікація, язикова особистість, культурний стереотип, викладання іноземної мови.*

Communication is a central phenomenon or at least one of the most important for a number of fields of human knowledge, such as the science about language, psychology and sociology.

By its very nature of communication is not an interindividual process, but the social process occurring "due to social need" and "social requirement" (). In the process of communication and due to it the formation of an individual as a member of society and personality occurs. Pointing to this circumstance A. Leontiev notes that communication is one of the prerequisites for "mastering the achievements of the social and historical development of mankind by the individual" [1:186].

It should be emphasized however, that "the requirement for communication with other people is not only of social nature, but also the biological one": such requirement of the contact can be equated to self-preservation needs [2: 6].

Basic communication factors in their most general form are highlighted by R. Jakobson. This message and its inherent properties, sender and message recipient, the latter can be rather effective, i.e. directly involved in the situation of communication and a suppositional recipient of the message; nature of the contact between the participants of the speech act; the code common to the sender and the recipient; characteristic similarities and differences between the coding operations carried out by the addresser and decoding ability inherent to the addressee; the relation of the present communication to the context of its surrounding messages "which either belong to the same act of communication, or bind the recalled past with the alleged future" [5: 319].

The unit of human communication is a sentence-expression with the help of which the message is being sent. Communication in a particular situation can be characterized in terms of its course. So it is clear that people communicate at a specific location under certain circumstances, such as in a company or the working environment or in the classroom. The parameters of the situation of communication include also time and in general the existing socio-historical conditions.

The process of communication operates by means of communication system. First of all, it is the language means - phonetics, vocabulary, grammar and their combination rules for the functioning of speech. Language of communication is characterized, among other things, by the sublanguage used in communicative process. In particular, if it is a literary or vernacular variant and whether the foreign-language blotches are present, for example, French words in speech in the English speech, whether scientific terms and complex syntactic structures are used, etc. The communicating persons are characterized by who they are, their gender, age, education and mental outlook, social status, the culture they belong to, their psychological characteristics, such as temperament, social and psychological roles they play normally in this exact situation of communication, etc. The subject of communication is also important – what the

interlocutors speak about. The method of communication is determined by whether people speak "directly" or through an interpreter, face to face or over the phone. The formation and proceeding of communication process is regulated by numerous rules, the study of which is far from complete. These should include first of all the norms and settings regulating human behavior in society – they are moral rules, protocol and etiquette rules, in particular, speech etiquette. Etiquette rules of verbal behavior dictate to the speaker that he should be considerate to others and above all to his interlocutor, that he should give preference to the him, to guard his authority and status, to trust him, to overcome one's own ego as the starting point in the construction of his expression, to save time of the recipient and change to the fact of the matter in the proper moment of conversation. It should be emphasized that the rules of communication are nationally-specific and may vary over time. It is also important that the rules of communication can vary significantly for different sectors of society within the same socio-historical epoch. The particular act of communication to a large extent is characterized by the fact whether the rules of communication are kept or violated.

It is obvious that the communication between people is stimulated by certain socio-psychological reasons. So at the meeting it is common to greet each other, and the desire to maintain social contact and thus to provide a favorable emotional background is a certain incentive here.

In the act of communion different goals may be defined, despite the fact that they are not always conscious and set out in advance for the interlocutors. Often the unconscious or subconscious goal of verbal behavior may be the least powerful engines of communication than conscious purposes. The aim is usually interconnected with the speech personal identity and with the nature of the situation in which communication is carried out. The implementation of the objectives is carried out in the communication strategy with the help of speech tactics.

Recall that the speech personality is a personality that realizes itself in communication, selects and implements a particular strategy and communication tactics, selects and uses a particular collection of resources (both of linguistic and extra-linguistic ones). If a linguistic personality is the paradigm of the speech personalities, on the contrary, the speech personality is a linguistic personality in the paradigm of real communication [3].

Together and separately the conditions, factors and rules have some impact on the process and building of communication. So, it is obvious that the content and appearance of the conversation may vary significantly if the same topic is discussed by different people in different circumstances. In particular, the conversation in general and building of individual expressions are modified depending on who is speaking: friends, relatives, strangers, lovers, a senior and a junior, neurotic and balanced person, a foreigner and a native speaker, a bore and a man with a sense of humor, a military man and a civilian, a cunning person and a simpleton. Here begins the area of the role structure of the communication process, its strategy and tactics. Native speakers are always better oriented in such situations. But those who study a foreign language do not always have sufficient knowledge or linguistic intuition to behave freely and properly in different conditions. In this situation, a special training in the field of communication may be recommended, and many problems will be solved.

From the aforesaid it follows that the system of language comprehended in isolation from the real communication is only a framework, a well-organized foundation for language learning as a means of communication. Knowledge of the system does not guarantee the acquisition of the communication process, it does not mean the acquisition of the ability to guide this process and regulate it. However, without the knowledge of the system the acquisition of the desired skills is very difficult and due to this fact the language system as a means of communication should be viewed in terms of participation of each of its elements in the achievement of certain goals such as establishing and

maintaining contact with the person, expression, effects on the recipient, if he is being informed about some event, etc.

In light of the above, it is worth mentioning the importance of communicative behavior in the process of learning a foreign language. A systematic description of communicative behavior of some people has also linguodidactic value. Teaching the communicative behavior must be carried out along with training of proper language skills when learning a foreign language. Communicative behavior is such an important aspect of language teaching, as well as other ones (the teaching of reading, writing, speaking, understanding and translation).

It is necessary to teach communicative behavior in receptive aspect in corpore, as a foreigner must adequately understand the communicative behavior of the representatives of the target language country. As for the productive aspect it is necessary to select didactic material. Apparently, it is necessary to teach the communicative behavior in standard communicative situations (speech etiquette), communication areas important for everyday speech (communication in the shop, transport, pedagogic communication, etc.) as well as to teach the communicative behavior in those communication fields where the implementation of certain standards is connected with the concept of polite, status communication. It is necessary to train the national specific methods of argumentation and persuasion.

The productive aspect in teaching non-verbal communicative behavior is substantially less in range. There are finger-counting, gesture images of numbers at a distance, gestures for attracting attention and some incentive gestures (taxi stopping), regulation of distance and physical contacts, eye contact. The rest of non-verbal means may be learned receptively. It is also important to pay attention to etiquette, cultural non-verbal behavior to teach students to avoid inappropriate or offensive nonverbal behavior for other people.

N. Seeley identifies the following skills and abilities which are to be formed in teaching cultural stereotypes:

1. Ability to describe the sample or to attribute it to the subculture for which it is typical.

2. The ability to identify the sample in the fact of behavior.

3. The ability to "explain" the sample in terms of its functional relationship to other patterns or from causal point of view.

4. The ability to predict the possible reactions to a specific (given) situation.

5. The ability to choose the approvable sample.

6. The ability to assess the facts cited as a descriptive generalization.

7. The ability to demonstrate or describe the method of analysis or synthesis.

8. The ability to choose the knowledge necessary for the implementation of common human needs. It is easy to see that these skills pertain to the receptive field, but they can be trained in the educational conditions, control and evaluation of the degree of their assimilation by the students can be carried out, so all of these skills have undeniable didactic value [6:34].

The forms, methods and content of teaching communicative behavior require special development.

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