

Speech as a Human Activity.

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Abstract: This paper focuses on speech as a human activity. It also aims at examining two types of communication: verbal (or spoken) and non-verbal. Verbal communication is performed in four types of oral activity: listening, speaking, reading and writing. They are the basic subject matters of foreign language teaching.

Key words: speech, oral communication, verbal communication, human, dialogical, monological, linguistic, reading, writing, listening, speaking, situation, activity.



1. Introduction.

Language came into life as a means of communication. It exists and its alive only through speech. When we speak about teaching a foreign language, we first at all in mind teaching it as a means of communication. Speech is a bilateral process. [1]

A *speech* is an integral part of human's activity that allows to explore the world and to communicate with other people. Cognition and communication, based on understanding and exchanging of ideas and feelings are carried out by means of verbal tools. The verbal tools are presented by language system that is materialized in linguistic signs of phonetics and graphics as well as lexicology and grammar. Verbal communication is performed in four types of oral activity, and namely: listening, speaking, reading and writing. They have the basic communication load and they are the basic subject matter of foreign languages teaching. Language acquisition transforms it from the material form, existing out of a human, into the form of human's oral activity and to the formation of oral skills. This is the way of acquiring both native and not native languages. [2]

All abundance of the outside world appears in the diversity situations of the oral communication. A human listens, speaks, reads and writes by using a language as communication and cognition tool. Various criteria are taken as a basis of differentiation of communication forms. Oral and written languages are classified by material sources (sounds and letters), oral dialogue as well as oral and written monologue are classified by conditions (interaction of communicants in space and time). Information is obtained by way of listening and reading and transferred by way of speaking and writing. The above mentioned types of oral activity are interrelated and interdependent, but at the same time they are independent. Listening and speaking are two aspects of oral communication and, of course they are characterized by similarity of

language and speech material of extra linguistic means. Reading and writing are two sides of written communication. They are based on written standard. Oral communication is a two-way process between speaker and listener, involving the productive skill of speaking and the receptive skill of understanding. Both speaker and listener have a positive function to perform the speaker has to encode the message to be conveyed in appropriate language, while the listener has to decode the message. The message, itself, in normal speech, usually contains a great deal of "information" which is redundant at the same time the listener. We should also stress that in contrast to the written language, where sentences are carefully structured and linked together speech is characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repetitions. [3]

The extra linguistic means are less informative than in oral communication. Listening and reading are combined by actions and operations that are based on identification of linguistic signs. Speaking and writing use the generating function of linguistic signs in creation of messages.

Types of oral activity can be included in various labour or learning activities. For example reading is used for developing and increasing of professional knowledges. In future, the information, obtained by reading can be used to stimulate verbal and non-verbal activities. Listening of lectures and reports as well as radio broadcasts and TV programmes does not imply immediate oral reaction.

The direct exchange of ideas is carried out in conversations, disputes and discussions. Along with that we use speaking and listening. *Speaking* is characterized by back action but it also may be without it (televised address and broadcasts on radio). Written expression of ideas is more independent in time and space in contrast to other kinds of oral activity.

Listening, speaking as well as reading and writing have different specific weight in human's live and activity. As a usual thing, the receptive types of oral activity are prevailing over productive ones. A person receives the greatest amount of information through the auditory channel watching films and television that are property of the people. Usually during oral communication a person receives more information than during speaking.

The abilities of a person to participate fully in various types of oral activity are not the same (we do not mean professional use of speech in this context). A person perceives by ear everything that is able to tell, but is not able to tell

everything that perceives by ear; while reading a person understands everything that usually writes but is able to write only thousandth part of things that understand while reading. Language skills for communication purposes of each person are different. Oral activity comprehension level varies according to social and professional affiliation of a person as well as its educational and cultural level.

2. **Oral communication** implies availability of a speaker and a writer as well as a listener or a reader and a speech message as a product of their activity (a text). Oral communication can be compared with any communicative system that is provided with various technical devices. Technical communication is a set of devices that receives and presents information. Components of communication are: a sender of a message, a message, a transmitter, a communication line, a receiver, a message and a message receiver. Information is encoded by a transmitter in certain symbols before getting into the communication line. A system of symbols used for transmission of information is known as a code. Hereafter the information is subjected to changes under the influence of noise (background noise) that is generated on communication line. At the output it is decoded in a receiver, in other words its initial or other necessary code is restored. Information processing is performed through code transference according to the system of transition rules from one symbol to another. As for instance the information transferred in sound code may also be accepted in sound or graphic code.

Technical communication is controllable due to the presence of measurement parameters in it that are amenable to statistical analysis. It can be measured the total amount of information in the communication line, category of informational content of the message, frequency and functional load of particular symbols as well as code redundancy and leak of data. These parameters are measured on the basis of data of informatics and their registration improves its quality.

Oral communication includes a sender of a message, a recipient of a message as well as their oral activity (formation and reception of speech is realized in oral dialogical as well as oral and written monological form) and a message as a speech product. The communication line complies with the conditions of development of oral activity; a transmitter and a receiver meet the properties of oral mechanisms of communicants. Besides, a communicative situation in conversation is also taken into account. Thus, the following five components interact in a conversation: communicative situation, a sender of a speech, a

recipient of a speech and also conditions of development of oral activity and speech message.

According to specialists in teaching methods a speech situation is such a dynamical system of interrelations between people, which is based on reflections of objects and events of the outer world, creates a need for purposeful activities in solution of verbal and cognitive tasks as well as keeps this activity. A situation generates goals and motives that in their own turn induce and direct activity as well as define the sense of actions and the subject of speech message. The goals and motives define the communication form and a particular oral activity. For example, if a person behaves incorrectly, a personal conversation with this person may be a reaction to such behaviour (a dialogue) or criticism at meeting (an oral monologue) as well as a report (a written monologue). Oral activity is embodied in a particular type of a message with its special structure. The necessity of disclosure of conversation content stimulates oral activities that center around one or more subjects. When a speaker is an initiator of oral activity, he may change a course of conversation, to go beyond the present conversation and suggest a new theme, potentially associated with other expressions. There is a change of thematic register. Speakers usually use a wide thematic range; verbal communication may have a polythematic character.

In educational process everything is opposite: the situation is defined by the theme of a program; it is a tutor who changes the thematic register and creates a situation in order to get the desired expression. Thoughts are the subject of verbal activity. They are expressed in connection with the certain motives within a specific topic as well as in order to achieve the certain goal. The most significant objects that have meaning to formulate judgments and conclusions are selected from the situation.

The motivation for speech can be both internal, that coming from various subjective human needs, and external, that coming from other person. The situation can conclude contradictions, which should be eliminated in the process of activity. This type of situation is called a problem situation.

The dynamics of the situation depends on the activity of communicants, their interest in communicating, superior or non-superior knowledge of one or all communicants, their mutual interest in activities, as well as their relationship to each other and to their situation which they create by their actions.

Oral communication is carried out in oral dialogical as well as oral and written monological forms. These forms of communication have their own modifications. A dialogue, a conversation, a debate, a discussion are the varieties of oral dialogical speech; a speech, a report, a lecture are the varieties of oral monological speech; written speech is carried out by means of public (books, mass media and etc.) and individual communication (a letter, an application, greetings, a plan, thesis, annotations and etc.).

Forms of communication as well as their varieties are characterized by the specific set of linguistic means. The linguistic material within the same communication form is the common both for a speaker and a listener as well as for a writer and a reader. The oral activity of communicants differs by actions and operations of origin and perception of a speech. In this regard it is impossible to teach students to comprehend a foreign speech with the help of book texts intended to be read. Natural oral communication occurs on the basis of a situation, which defines its form, choice of linguistic means and style. For example, according to linguistic material and its compatibility the replicas of a dialogue fundamentally differ from a monologue.

To manage the education it is necessary to choose the form of communication on the basis of a situation; to select lexical and structure material according to ways of thoughts expression as well as to organize it in the way that the linguistic units could be combined in the best way; their appearance in the speech should be motivated and necessary both for situation and communication.

Oral dialogue

Oral dialogue is a form of communication of two or more people; each expression of it is directly addressed to an interlocutor. This type of dialogue consists of replicas that have communicative focus. Micro dialogue is the smallest unit of dialogical speech. It consists of two replicas: replica stimulus and reaction replica. A dialogue involves two speakers, who differ from each other by level of language proficiency as well as verbal skills and purposes of conversation. The dialogue development is determined by the certain factors that contribute to the continuation of a conversation. The reaction of an interlocutor to the said is induced by the semantic content of the replica, its modality and functional orientation. Each dialogue is a combination of the certain elementary diagrams: a question – an answer or a counter-question; offer – an expression of agreement or disagreement; approval - acceptance or doubt; a message- a question; a request – ability to perform it or to refuse it

and etc. The simplest structure diagram of a dialogue is a connection of two replicas consisted of a question and an answer. They are 25% of all dialogue. This diagram can be modified, complicated and vary. Thus, a replica may consist of two questions: a message and an incomplete question; a message, that forcing an interlocutor to ask questions about the details in order to get the required information; a message with unclear content and a subsequent repeated question. A sequence of replicas expressing only messages is found relatively rare. Probabilistic structural analysis of natural speech shows us that a question is more peculiar for stimuli and a message is more peculiar for reactions. Motivation takes the last place among stimuli.

3. Dialogical speech is situational (it is connected with a situation where the conversation takes place as well as with relationships of communicators); it is also contextual (each new expression is determined by the previous one in a great measure); minimized (a lot of things are implied in it due to the common situation for the speakers as well as their awareness in it); reactive (a replica is an oral reaction to verbal and non-verbal stimuli); it is little organized (usually a replica is automatic, it is not considered and not prepared). A dialogue is characterized by the relatively brevity of expressions as well as by simplicity of their syntactic constructions. The choice of linguistic means for a replica largely depends on the previous expressions. A replica is often another arrangement of the same linguistic means. The linguistic structure of a dialogical speech is characterized by imperfection of syntactical units, the presence of simple sentences and the frequent absence of inversion in interrogative sentences; it is also characterized by prevalence of compound sentences over complex sentences as well as by intonational break between superordinate and subordinate clause, which gives the certain modality to an expression.

The *dialogical speech* is an initial form of communication in comparison with the monological one. The skill of dialogical speech is associated with a high degree of automatism that guarantees its naturalness. Thus, the teaching difficulty of dialogical form of communication is determined by the complexity of the idea exchange process due to the impossibility of a prior training of its linguistic structures as well as necessity for more intensive training than is required for the development of skills in monological speech.

4. Monological speech

In contrast to dialogical form of communication the monological speech is relatively detailed type of speech. Non-verbal information received from

conversation is relatively little used by communicants. Monological speech does not specify the subject; in most cases communicants mention a subject or they name it. In the cases if listeners have not dealt with it before, the communicants describe it. To a large extent monological speech is an active and arbitrary type of speech. In order to realize it a speaker should be able to build the statements or sequence of statements on the basis of extra situational and extra linguistic content in the order of arbitrary action.

Monological speech is an organized type of speech. Some particular thoughts as well as a monologue are programmed in it in advance. Sometimes the plan of monologue is kept in the mind, in some cases it is expressed in linguistic form and recorded on the paper as a plan or thesis or as a full text of future speech. Programming of a monologue provides a consistent, logical and detailed presentation both of own and others thoughts by one person. Monologue requires the inner logic, argumentation as well as accuracy line of thoughts for purposes of communication; this requires clearly structured linguistic units with explicitly expressed syntactic relations.

Public speaking does not allow reading from a sheet. An idea and its verbal expression of a speaker should be born before listeners' very eyes. In this regard, Koni A.F., the well-known Russian lawyer and public figure of late 19th and early 20th century recommended the lecturers to put their speech into writing and then read it to someone in order to train and improve it and only then to learn the speech by heart. An indistinct, monotonous or too fast speech that prevents to communicate complicates and even violates the perception of a monologue. Non-verbal means of communication are used not often in a monologue. A speaker, who is abusing gestures and often changing the place, annoys the audience and distracts it from the content of a message. Incomplete sentences, slips of the tongue as well as unshaped thoughts are unacceptable in a monologue due to insignificant role of extralinguistic factors. A proper reflection of actual fragmentation of speech i.e. the logical center of speech is a particular problem.

A story, a lecture, a report, a speech and public speaking are the types of monologue. A story is a narrative about sequence of events which we saw, heard, read or experienced. A lecture is a specific type of monologue was developed as a result of knowledge development as well as necessity to transfer scientific information. A lecture is a verbal presentation of programme in student subject or a problem; it is one of basic forms of distribution of political and scientific knowledges. It describes subject-

matters, various events and actions. It shows cause-and-effect relations between above said events and proves particular expressions.

A report is a public detailed message that is based on documentary data. A speech is a public speaking made by a speaker before an audience for a given purpose. Expression of will is more clearly represent in speech. It is intended to evoke the idea, speak to heart of listeners as well as to have an effect on an audience and to convince it in any idea. Public speaking is a speech on one or some issues; it can be both fragmentary and relatively detailed. Development of mass communication made it possible the public speaking before microphone or television camera. There are such additional psychological difficulties for a speaker during his speech as a sense of big audience, lack of contact with an audience and its unknown reaction, mechanical fixation of the speech on a ferromagnetic film or a disc. This speech activity can partially be simplified by prior mechanical record made for the subsequent presentation.

The psycholinguistic characteristic of oral monologue is about to a written speech. This is definition of general content of utterance as well as of way of thoughts expression and selection of linguistic means. The content is defined by a motivation and the purpose of utterance. This may be sharing of knowledges or description of events, explanation of somebody's point of view and its argumentation as well as proof and the desire to persuade a recipient. The content is specified by selection of facts and their interrelation (time and location, participants and their mutual relations as well as various quantitative and qualitative indicators and a speaker's attitude to all that's happening). The utterance programme is made on the basis of situation analysis. As a rule, this programme is realized in written form in order to save the planned sequence of utterance.

Peculiarities of monological speech show that it demands a special language development. It is universally known that a child or uneducated person have difficulties with expanded or impromptu speech. Native language learning at school along with other educational tasks is aimed to build skills connected with extended and impromptu speech. As to its organized nature, the verbal abilities connected with it, arise in the process of systematic oral or teaching practice. However, the appropriate skill system may be formed in a relatively short period with the help of educational activities and during the successive transition from less difficult to more difficult verbal tasks and from bigger to smaller outer support of utters. The science of elocution or rhetoric is the theoretical basis of such education.

5. Written speech

Written monological type of communication has the same characteristics as verbal one. However, in comparison with verbal monologue written speech is more detailed, its structure is more difficult, organized and logically related.

Written speech uses the mechanisms of verbal speech and adds new expression of thoughts that are peculiar to graphic form. Written speech production is carried out in series of successive operations necessary for transformation of reduced, schematic and predicate inner speech into extended, full as well as standard social speech. Those language elements that are absent in inner speech (subject, attribute and adverbial modifier) are restored in the social speech. Besides, reasonableness and conclusiveness are typical for written speech. We do not inform ourselves about what is going on. It is implied and forms the background of consciousness.

Written speech is carried out according to the scheme of verbal communication. However, in contrast to verbal communication written speech has intermittent nature: there is an interval between a transmitter and a recipient, which value is determined by the situation of communication. Due to the distant nature a letter can keep its value over the centuries. Thus, thousand years monuments are decrypted at present (Mayan scripts, birch bark manuscripts, cuneiform scripts and etc.). A writer should present full and detailed description of events since written speech has distant nature because of absence of a partner. The orientation of written speech act assumes transitivity from a writer to a reader (applications, note, law, decree, order, announcement, advertisement) or mutuality (personal or business letters). The transitivity may be both unidirectional (from one writer to one reader) and multi-directional or mass (from one writer to wide audience).as a rule mass communication is of eventful and informative nature (mass media), informative (scientific and technical as well as nonfiction literature and textbooks), aesthetic (imaginative literature) and regulative (law, decree, order and etc.).

The act of writing may be finished on the writer itself (for instance diarising, memory notes, notes about things we read, heard or watched). During self-communication an author lefts all notes to himself, but all these notes may be shared with others because a letter by its nature assumes a recipient. The orientation of written speech should be taken into account in paperwork during educational process. Otherwise they become pointless, formal, do not give to develop the initiative of the students and reduce their interest to a

letter as a type of verbal activity. Students psychologically do not perceive a teacher as a partner because the teacher knows the content of the expected information.

It is not possible to use such communicative means as intonation, facial gesture or gestures in written speech.

Written human activity is fixed on a paper. This increases the responsibility of a writer for the content and language material of his or her expressions. Here it may be a choice of verbal communication taking into account those means that have already been previously used. It is impossible in verbal speech. The above mentioned features of writing are closely related with consciousness and the randomness of this process. Writing actions are performed randomly at a constant active thought. The external factors that support determined efforts can be the following: a permanent job, familiar surroundings, silence, writing utensils and comfortable micro situation. The attitude is created by appropriate motivation. A person should be internally convinced that the written language is necessary for implementation of intended purpose.

Conclusion.

A speech is an integral part of human's activity. It is a communication through talking or a talk given to an audience. It helps us to explore the world and to communicate with other people. Effective communication skills are fundamental to success in aspects of life. Effective communication is a key interpersonal skill and learning how we can improve our communication has many benefits.

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