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THE ALTERATION OF SPEECH SITUATIONS AND STRUCTURAL-SEMANTIC FEATURES OF SPEECH ACTS IN THE COMMUNICATIVE PROCESS

Açar sözlər: ünsiyyət, mətn, nitq, əlaqə, dialoq

Ключевые слова: общение, текст, речь, связь, диалог

Keywords: communication, text, speech, connection, dialog

INTRODUCTION

The mutual linguistic communication among the communicants usually occurs in the external environment, which includes various objects, phenomena and situations. There are some reasons that make the communicative communication among the people necessary in this environment.

The desire to change an unfavorable, unpleasant situation in which one of the people in communication finds himself for the better with the help of his interlocutor often makes him act as a factor that motivates to speak.

RESEARCH

The substitution of speech acts is manifested in dramas in a more pronounced form:

Rasim: Come on, let's see...(R₁).

Gumru (happily): Mushroom!.. (G₁)

Rasim: Do you also like the mushroom? (R₂)

Gumru: I like the mushroom very much... (G₂)

Rasim: Me too. But it is not founded... (R₃)

Gumru: My mother brings it. When she returns from Moscow, she always brings one or two cans. (G₃)

Rasim: Please, help yourself... (R₄)

Gumru: Can I you wash my hands? (G₄)

Rasim: Of course. Come on here. (He sees her off and returns).

Rasim: Listen to me, Namig. You know my mother... She is interested in this girl very much. I told her that you had studied at the same school. (R₅)

Namig: Why is she interested in her so much? (N₁)

Rasim: Don't you know the women? They are interested in everything... (he shakes his head). Very interesting things come to their mind... (R₆)

Namig: *What is up?* (N_2)” [1, p. 195]

There are three participants in this communication fragment: Rasim, Gumru and Namig. The communication begins with Rasim's speech act: *"Come on, let's see..."*. This is his first speech act. In the given text Rasim has six speech acts, Gumru has four and Namig has two speech acts. The speech acts of each participant were recorded in the sample with an index. The index indicates the final number of the speech act. In this fragment of communication taken from Anar's drama "Summer days of the city" [1, pp. 185-262] Rasim's fifth speech (R_5) act consists of two parts. The first part of this speech act is addressed to Gumru. After that part Rasim and Gumru leave the room. Then Rasim returns alone and he speaks with an appeal to Namig. By this place, the number of participants in communication is three. Namig is a passive, that is, he is non-speaking participle. In the next part the number of participants is two (Rasim and Namig).

Although the number of communication participants in the first part of the illustrative material is three, there is a dialogical speech. Rasim and Gumru are in dialogue, but Namig participates in the communication process as a passive participant. One of the simplest classifications of the dialogical speech is related to the number of replicas. In traditional linguistics the called replica is mentioned as a speech act in modern linguistic studies. The classification by the number of replicas or speech acts is used very little. Because in dialogues the number of speech acts of the participants is different and this diversity, in general, does not affect the dialogue. The leading feature in dialogues is the subject of conversation. The dialogic speech goes either in the form of completion of the topic, or in the form of a transition from one topic to another. Completion of the dialogue with the end of the topic creates one and the transition to a new topic creates another speech situation. In the example mentioned above Rasim's bringing mushrooms to the table and the dialogue between him and Gumru in this regard is a speech situation from the point of view of the identity of the subject. Gumru's departure from the communication environment is the end, the completion of that topic. She goes to wash her hands in order to eat mushrooms. On this, in fact, the topic about the mushrooms ends. Seeing off Gumru, Rasim starts a conversation with Namig on a new topic. This is one of the aspects that indicates a change in the speech situation in the speech acts of communicants in the given example. When Rasim returns, he speaks to Namig on another topic and Gumru should not participate in the communication on this topic. This is one of the real indicators of the change in the theme in a literary text. In the conversation that can take place between two people it becomes possible by leaving the communication process or communication environment of the third person, or more specifically, the person who is involved in this conversation and whose participation is not acceptable. The writer raises the issue of Gumru washing her hands in order to create this condition. For this purpose, Gumru leaves the communication space,

Rasim sees off her to wash hands, then a different speech situation arises, Rasim and Namig's dialogue is realized.

The most common classification of communication is not based on the alternation of speakers. It is true that in dialogical speech it is possible to put forward more specific ideas about the structure of speech development, speech situation, subject change and classify the dialogue according to other parameters. However, the classification becomes complicated when it is not known that communication proceeds in the form of dialogues and polylogs. But the classification due to the speech situation takes on a more complex feature. Because there are more research works that appeal to the study of the typology of dialogues, while research on the classification of polylogs and communication in general from various aspects is almost non-existent.

The response reaction clarifies the picture of the continuation of communication and the attitude of the addressee to the theme.

“Rasim: “Come on, let's see...”

Gumru (happily): Mushroom!”

Rasim's speech act, in addition to being informational, also implies the visual observation. That observation takes place in Gumru's reaction speech act. Rasim has brought mushrooms in the bowl. This is confirmed by Gumru and her confirmation is observed with a positive emotion. In this case, the speech situation makes it possible to continue communication on this topic. The acts R₂, R₃, R₅ and G₂, G₃ belong to this topic. In fact, the speech act G₄ is also implicitly connected with the theme. Gumru goes to wash her hands so that she can eat mushrooms when she returns. The indicator of the continuation of the speech situation on the presented information line is contained in Gumru's speech acts. Rasim R₃ says a replica to change the speech situation in the speech act. This replica wants to show that the families belong to the upper class by putting forward the idea that not everyone can find mushrooms (But they don't find either...). But Gumru's response reaction closes the speech situation on that line. Rasim does not know what position Gumru's mother works in, but he wants to find out. It is possible that the position of a person who often goes to Moscow, that is, the mother of Gumru, will be higher than Rasim's father. In this case, Rasim may lose his dominance in the party and communication.

Three types of response to a speech act are also noted: 1) question-answer; 2) information-information; 3) command/request/incitement – fulfillment or objection [3, p. 230]. In the process of communication, the indicated three forms are the majority. For example, to the question R₂, the answer G₂ is given. In different speech situations there is a violation of these types, that is, they take the form of a new type. G₄'s response to R₄ inciting speech act is not a fulfillment of the incitement or a protest, but it is a question: Can I wash my hands? The reader understands the

situation clearly in the speech situation. Here is the content that the incitement will be performed in the future, after washing the hands.

In general, in the process of communication the response reactions can show themselves in different ways. Some researchers distinguish nine types: 1) information-information; 2) information-incitement; 3) information-question; 4) incitement-information; 5) incitement-incitement; 6) incitement-question; 7) question-information; 8) question-incitement; 9) question-question [4, p. 64]. Although this classification is extensive, it does not cover all types. On the basis of the initial and reaction response about sixteen different situations are also mentioned: 1) information-information; 2) information-question; 3) information-incitement; 4) information-exclamation; 5) question-information; 6) question-question; 7) question-incitement; 8) question-exclamation; 9) incitement-information; 10) incitement-question; 11) incitement-incitement; 12) incitement-exclamation; 13) exclamation-information; 14) exclamation-question; 15) exclamation-incitement; 16) exclamation-exclamation [2, p. 61]. The mentioned types determine the speech situation based on the stimulus-reaction. As it is mentioned, the speech situation also depends on the attitude of those involved in communication to one another and on the subject. Stimulus-reaction has its own effect both on the identification of the subject and on the attitude of the participants. Sometimes the communicative reaction, which proceeds in the form of mutual respect, is able to break down as a result of the reaction to the speech act of one of the participants and move into conflict conditions.

CONCLUSION

Speech situation is regulated by the speech behavior of participants in the communication process. The speech behavior of each participant affects the other participant and the speech situation. Linguistic organizers of the speech situation are the speech acts of its participants and the linguistic means forming these speech acts, linguistic units, explicit and implicit information transmitted through speech acts.

The communication process takes place in the form of the interaction of speech acts and their continuation with a certain sequence. If this process does not take into account the extralinguistic factors (the introduction of an outsider into the communication environment, a sudden event in the communication space, etc.), two elements play a leading role in changing the speech situation. The first of them is the change of the topic, the other is the formation of tension in the relationship among the participants in communication.

Verbalization of speech situation indicators in communicative acts requires the analysis of speech acts in a semantic plan. If the change in the subject of communication directly changes the speech situation, then the indicator revealed in the speech of one of the parties is characterized by an indirect effect.

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Gunay Rustam Khuduyeva

The Alteration of Speech Situations and Structural-Semantic Features of Speech Acts in the Communicative Process

Abstract

In this article, the role of speech acts in the communication process and their formation within dialogical speech is examined. The author analyses a dialogue excerpt taken from Anar's drama "Summer Days of the City" ("Shaharin Yay Gunlari"), focusing on the number, sequence, and topic shifts of the speech acts of the participants (Rasim, Gumru, Namig). The article demonstrates that the main characteristic of dialogical speech is the completion of a topic or the transition to a new one, which leads to a change in the speech situation.

As a result of the mutual influence of speech acts, a communication situation is formed, and the behaviour of the participants determines this situation. Various response reactions – question-answer, information-information, command-fulfilment, etc. – indicate the continuity of communication and the attitude towards the topic. The article presents both traditional and extended classifications, noting sixteen different response types based on the stimulus-reaction principle.

In conclusion, the author emphasises that the semantic analysis of speech acts, topic changes, and the relationships among participants are the key factors that define the structure and development of dialogical speech.

Гюнай Рустам кызы Худуева

Изменение речевой ситуации и структурно-семантические особенности речевых актов в коммуникативном процессе

Резюме

В данной статье рассматривается роль речевых актов в коммуникативном процессе и особенности их формирования в рамках диалогической речи. Автор анализирует отрывок из диалога, взятого из драмы

Анара «Летние дни города», акцентируя внимание на количестве, последовательности и тематических сдвигах в речевых актах участников (Расима, Гюмру, Намига). В статье демонстрируется, что основной характеристикой диалогической речи является завершение темы или переход к новой, что непосредственно приводит к изменению речевой ситуации.

В результате взаимного влияния речевых актов формируется коммуникативная ситуация, определяемая поведением её участников. Различные типы ответных реакций – вопрос-ответ, информация-информация, побуждение-выполнение и др. – отражают непрерывность коммуникации и отношение к обсуждаемой теме. В статье представлены как традиционные, так и расширенные классификации, включающие шестнадцать различных типов ответных реакций, основанных на принципе «стимул-реакция».

В заключение автор подчеркивает, что семантический анализ речевых актов, смена тем и взаимоотношения между участниками являются ключевыми факторами, определяющими структуру и развитие диалогической речи.

Xülasə

Məqalədə kommunikativ prosesdə nitq aktlarının rolu və onların dialoji nitq çərçivəsində formalaşması xüsusiyyətləri nəzərdən keçirilir. Müəllif Anarın «Şəhərin yay günləri» dramından götürülmüş dialoqdan bir parçanı analiz edərək, iştirakçıların (Rasim, Qumru, Namiq) nitq aktlarındakı saya, ardıcılığa və tematik yerdəyişmələrə diqqət yetirir. Məqalədə göstərilir ki, dialoji nitqin əsas xüsusiyyəti mövzunun tamamlanması və ya yeni mövzuya keçiddir ki, bu da birbaşa nitq situasiyasının dəyişməsinə gətirib çıxarır.

Nitq aktlarının qarşılıqlı təsiri nəticəsində iştirakçıların davranışı ilə müəyyən olunan kommunikativ situasiya formalaşır. Cavab reaksiyalarının müxtəlif tipləri – sual-cavab, informasiya-informasiya, təhrik-icra və s. kommunikasiyanın kəsilməzliyini və müzakirə olunan mövzuya münasibəti əks etdirir. Məqalədə həm ənənəvi, həm də stimulye reaksiya prinsipinə əsaslanan on altı müxtəlif cavab reaksiyası tipini ehtiva edən genişləndirilmiş təsnifatlar təqdim olunur.

Nəticə hissəsində müəllif vurğulayır ki, nitq aktlarının semantik analizi, mövzu dəyişikliyi və iştirakçılar arasındakı qarşılıqlı münasibətlər dialoji nitqin strukturunu və inkişafını müəyyən edən əsas amillərdir.

Rəyçi: professor Əbülfəz Əjdər oğlu Rəcəbli