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MANİFESTATİON OF SOCİALİTY IN DİFFERENT STYLES OF SPEECH

Abstract. The presented article briefly examines the differences between the functional diversity of language and speech. As mentioned in the literature about linguistics, various levels of language structures are closely related to the social aspects of language. Thus, the units of the language structure are carriers of its sociality, which is manifested in a specific way at different levels. Since the layers of sociality are presented in the form of levels in the structure of the language, sociality is realized through them. Sociality in language is understood as a set of linguistic and non-linguistic, speech and non-speech means. In this regard, sociality in language to a certain extent corresponds to sociality in thinking, consciousness and other higher mental functions. This compatibility is manifested in the fact that both linguistics and sociolinguistics study the ways in which language is used. However, there is a difference between them. While linguistics uses language as a means of naming the external world, objects and events, then sociolinguistics uses language as a means of changing names. Therefore, studying the sociality of language is important for identifying the functional diversity of language and speech. The characteristic feature of speech culture as an expression of a certain level of social culture is that it always influences the consciousness, behavior and activities of people. Social aspects of speech culture (age, level of education, gender, profession, social status), along with other aspects of speech culture, are of equal importance for the communicative improvement of speech, since they have a decisive influence on speech behavior and the process of choosing the best option for constructing socially correct expressions. It is also noted in the article that speech, which is valued as a form of social activity, takes place both in written and oral form. During oral speech we speak and listen, and during written speech we write and read. A number of characteristic features of oral and

written speech, distinguished as active and passive types of activity, are reflected in the article.

Key words: linguistics; sociality; external speech; internal speech; speech process; interpersonal communication; manifestation; exchange of information.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. It is important to emphasize that in the language-speech division (dichotomy) according to F. de Saussure, language has a social, while speech has an individual character. In the literature about linguistics, two types of speech are distinguished – internal and external and two forms – monological and dialogic. Thus, the external speech is intended for communication with others, and the internal speech is intended for communication of the individual to himself. Sociability is more widespread and more clearly manifested in external speech than in internal speech. «More broadly, the capacity to think to ourselves, to inwardly reflect on what we are doing, to guide our own actions purposefully and self-consciously, depends on 'inner speech', a specially adapted 'inner' form of language use which, according to his premise, must derive from the 'external' practice of using language in dialogue with others» [1, p. 167].

Participants of communication use different units of speech etiquette depending on their social roles. At this time, the relative position of communication participants in the social hierarchy becomes clear according to their social roles. For example, when two students, student and teacher, husband and wife, parents and children communicate, the etiquette requirements of their speech differ greatly. These aspects of speech behavior are also affected by differences in the use of speech etiquette units by representatives of different social groups. These groups can be divided according to the following criteria: age, education, gender, specific professional groups, etc.

In addition, the service nature of speech activity in social interaction is clearly expressed: speech is always aimed at organizing the joint activities of people. It is this feature that determines the preliminary adjustment of the behavior of people involved in the communication.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. The German scientist V. Humboldt, speaking about the interaction of language and speech, noted that living speech creates language, but he emphasized that they are identical, but

different from each other. Later, F. Saussure improved the division (dichotomy) of language and speech. F. Saussure characterized language as social, and speech as individual. Each language is a lexical and grammatical system that potentially exists in the minds of the members of the society that is its speaker. However, it should be stated that the existence of a language is questioned when there is no group of speakers. Language is the fact that individuals express their thoughts and ideas through speech. «Linguistic determinism refers to the concept that the language a person uses determines the way in which the person views and thinks about the world to some extent. Language determines certain nonlinguistic cognitive processes; that is, learning a language changes the way a person thinks» [2, p. 33].

The speech process is not only a psychophysiological process, but also an individual one. According to F. Saussure, it would be wrong to accept language as social and speech as individual (non-social). After all, how can it be that a process that serves the realization of social communication and exchange of information among people can be non-social? For this reason, it is important to underline that speech is a social process, but at the same time it is an individual one. As speech is the ability of different individuals to use the same language individually, independently and in completely different ways. Language is very important for the full implementation of the speech process, for example, speakers of the Azerbaijani language can engage in different speech activities in this language. All speech processes, starting from the dialogue in everyday life to the teacher's report, are realized precisely against the background of our ability to master our language. The issue of whether the history of language or speech is older is also a matter of debate. Although F. Saussure historically considered the fact of speech to have arisen before language, Y. Desheriev objected to his opinion on this matter and stated that it was not correct to assume that speech precedes language or language precedes speech [3].

Both language and speech arise simultaneously in mutual penetration. Speech, like language, is a social process in its manifestation. The speech process is more socialized than language. Social factors are more quickly and regularly reflected in speech, which is a means of communication between individuals of a whole society who speak the same language. We can say that our speech is more mobile and reacts faster to our social life. «Each class prefers to use one pronunciation over another, regardless of the style of speech. However, the lower working class shifted from using in in ordinary speech to using ***-ing*** in reading style. The middle class uses more formal or "perfect" codes, while the working class uses public or "restricted" codes» [4, p. 411].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of the research is to show the difference between language and speech and explore how they both serve people.

The ***tasks*** of the study may be described as follows:

- to analyse the appropriate scientific literature;
- to group the functions of speech;
- to show ways of manifestation of external and internal speech.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

As a social being, any person is in need of communication. The concept of communication is associated with language in a broad sense, and it is associated with speech process in a limited, individual sense. If language is characterized as a system of communication signs, then speech is a regular arrangement of linguistic signs. Both language and speech are phenomena that serve society. So, both are social and societal processes. The speech process is the use of that language by individuals of the society who speak the same language. Speech is also a form of communication. Besides, speech has a grammatical and syntactic categories. To confirm these, we can cite A. Akhundov's opinion as an example: «Speech is the process of exchanging ideas and communicating between people through language» [5, p. 95]. According to scientists, a person spends 70 percent of his time communicating.

Communication is not always realized only through language. The intervention of non-verbal means of communication should also be taken into account here. Although speech cannot exist without language, but any language can exist without speech. That is, the existence of any language is possible even without speech. For example, we can state the existence of the Latin language even if it is in the list of dead languages, despite the fact that it is not used in the speech process. Although the main function of both speech and language is their communicative function, both processes serve to establish other social relationships between people. At this point, processes such as information exchange, understanding the opinions of others, and developing existing relationships are envisaged.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

A number of scientists suggest that the functions of communication are stabilized in two groups, of course, they consider the social function of speech, that is, its criteria of service to society, as the main criterion.

These two groups, distinguished socially and socio-psychologically, attract our attention. The social function of speech mainly contributes to the exchange of information between different groups within society and the regulation of general collective activity. While talking about the socio-psychological function, we should mention that it plays an important role in self-affirmation and revealing competitors as a mediator of communication between individuals in society.

Speech, which is valued as a form of social activity, is realized both in written and oral form. During oral speech we speak and listen, and in the process of written speech we write and read. Since speaking and writing are active activities, they are viewed as productive activities, while listening and reading are viewed as receptive activities, since they are passive activities.

Oral speech has a number of unique features. These are the following:

1) oral speech has rich intonation shades;

2) the participation of numerous paralinguistic tools (gesture, facial expressions, body movements, etc.) is not excluded in oral speech;

3) oral speech has its own pace. Oral speech is also highly automated speech;

4) in oral speech, there is a live connection between the addresser and the addressee;

5) free use of linguistic units is observed in the process of oral speech;

6) it is impossible to take back what was said in oral speech.

The specific features that distinguish written speech from oral speech include the following:

1) the process of writing requires the subordination of linguistic units to grammatical rules;

2) the process of written speech requires language units to be governed by grammatical rules;

3) it is possible to take and leave what is written in the written speech, to correct it, to delete what is not necessary, to replace it with a new one;

4) written speech is not directly related to the addressee.

If we take into account what has been said, we will see what an irreplaceable role speech plays in our social life. In general, the following functions of speech are distinguished that guide our social activities:

1) significant function – it is this function of speech that distinguishes our speech from the communication of animals because when we talk about communication of animals, we mean the sounds they make, and when we talk about human speech, we mean the creation of images of objects associated with words;

2) generalization function – since the speech process is based on the wide use of words, it is possible to generalize our speech naturally;

3) communicative function – this function is noted as the main function of speech. This function of speech includes establishing interpersonal communication, exchanging ideas, assimilating publicly available knowledge and passing it on to a new generation. In addition, it is necessary to mention the intelligibility, effectiveness and expressiveness of the speech.

The intelligibility of the speech means that the speech process between the individuals participating in the process of speech activity is intelligible and has a a bilateral nature. This means that the more clearly and comprehensibly the speaker speaks, the more correctly and easily the other party will understand his speech. Speech comprehension also depends on the level of preparation of the listener or listeners. It is for this reason that the preparation levels of the listeners must be taken into account during the speech process.

The function of expressiveness of speech means the ability to fundamentally master the culture of speech. There are a number of features that convey expressiveness, for example, facial expressions, gestures, pantomime, even the tone of voice, etc., should be noted.

The speech process, which fulfills the need for communication, which occupies a special place among social needs, has a complex structure.

There are a number of complementary stages in the implementation of the speech process. This includes programming speech, creating a syntactic structure of a sentence, and making speech sound realistic. Along with all this, the features of perception, understanding and mastering of speech activity that serve social needs are also highlighted. The perception and understanding of the speech of any individual depends significantly on the extent to which that person has mastered the phonetic, lexical, and grammatical laws of the language in which he communicates.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Summarizing all the above mentioned, we may come to the conclusion that during interpersonal communication, people use an infinite number of words to convey their thoughts to each other. That is, speech activity, the speech process is a conscious activity. Although human intellectual activity is limitless, the number of words in the language, which are the means of expression of those ideas and thinkers, is limited.

Since we express things and events through words during speech activity, words act as our most important and reliable assistants. Everyone has as much vocabulary as their memory mechanism allows. In other words, both memory

and vocabulary indicators are not the same in individual speakers of the same language. Every speaker can have the minimum vocabulary even without special professional or educational training.

In linguistic literature, two types of speech are distinguished: internal and external (monologic and dialogic). As the name suggests, external speech is used to communicate with other people. Naturally, sociability is more clearly manifested in external speech. As for inner speech, this form of speech is intended for the individual himself. Inner speech is, in fact, another form of manifestation of the thought process. That is why, «inner speech is known as the "little voice in the head" or "thinking in words» [6]. We will not be mistaken if we say that thinking is the soul talking to oneself. External speech can manifest itself in a connected (contact) and disconnected (non-contact) way. Speech that serves two or more interlocutors communicating directly with each other is called connected external speech. Non-contact speech is a form of speech in which the interlocutors do not communicate directly.

Connected external speech is divided into two groups: visual and non-visual. Connected visual speech is the simplest form of speech. Here, as the name suggests, in the process of visual speech, the interlocutors see each other during the conversation. Connected visual speech can be monologic at the same time. For example, a teacher's speech in class, a professor's lecture, etc. Sociability manifests itself very clearly in the process of connected visual-dialogical speech: active sociability in the speech of the first interlocutor and sociability in the speech of the second interlocutor are examples of the sociability of this form of speech.

Table 1

A simple functional model of connected visual speech

Dialogic	Monologic
1. The first interviewer 2. The second stage	1. The author of the monologue speech 2. Listeners

In this model, the main social functions of both dialogic and monologic speech are described in connected visual speech.

Table 2

A model of the simplified structure of the manifestation of sociality of connected visual speech

Dialogic

The first interviewer	The second interviewer
1	2
Manifestation of sociality	Manifestation of sociality
a) at the sound level	a) at the sound level

Continuation of the table 2

1	2
b) at the morphological level	b) at the morphological level
c) at the syntactic level	c) at the syntactic level
d) at the lexical-semantic level	d) at the lexical-semantic level
e) at the stylistic level	e) at the stylistic level

Monologic

1. The author of a connected visual monologic speech

Manifestation of sociality

a) at the sound level;

b) at the morphological level;

c) at the syntactic level;

d) at the lexical-semantic level;

e) at the stylistic level.

2. Audience (one person, meeting, class, course, etc.)

Sociality in two-way connected visual speech is sometimes called equivalent and sometimes different social.

Equivalent sociality occurs when the social parameters of the interlocutors are the same, or at least close to each other. What do we mean by this? Of course, it is assumed that the interviewees are representatives of the same social group, the same worldview, and the same educational and cultural level.

Sometimes, as we mentioned above, the social parameters between the interviewees are fundamentally different from each other. For this, it is enough to look at the following model:

Table 3

Model showing the difference between social parameters

With the first interviewer	With the second interviewer
1) engineer-technical worker	1) worker
2) representative of the younger and middle generation	2) representative of the older generation
3) male	3) woman
4) non-believer in religion	4) religious
5) with higher education	5) illiterate
6) high cultural level	6) low cultural level

If the interlocutors in the speech process are representatives of the same social group, the same worldview, the same educational and cultural level, then the social content of the parties will match, and this kind of sociability is

evaluated as equivalent sociability. Sometimes, bilateral sociality may not be equivalent. That is, the interviewees' social parameters differ from each other.

A telephone conversation is an example of non-visually connected two-way dialogic speech. Movies, radio, and television are the main areas of application of unconnected one-way, non-visual external monologue speech.

Speech is a form of live communication that follows each other between two or more people in certain situations. It is especially important to note the situational nature of the dialogic form of speech. In the early stages of its development, this speech pattern was not so complicated. As the structure of society develops over time, speech itself plays the role of a mirror of all parameters of society, so its social function becomes richer and more complicated. If the remark is the simplest form of dialogic speech, then conversation is its most advanced form. Conversation has broader social tasks: : transferring of knowledge, posing any problem, discussing it, etc.

Oral tales, the oldest form of monologic speech, also have a certain social function. A certain social message that needs to be passed on to the next generation is realized through oral tales. «The fairy tale has captured audience's attention for thousands of years. Originally, listeners gathered around oral narrators, hypnotized by the power of the rhythmic energy and patterning force of tales happening once upon a time» [7, p. 4]. It is in this process that the sociability of monologue speech is reflected. In monologic speech, speech and non-speech means create sociality. That is, with the help of different voice modulations, hand movements, walking on the stage, etc. any social message can be sent.

Over time, the further complexity of our social life has caused the emergence of other forms of monologue speech, for example, speech in front of a camera, a microphone, speech in a meeting, lecture, etc. Naturally, the social functions of monologic speech have also expanded and become more complicated. We can observe that monologic speech has become more perfect in the process of society formation. For example, monological speech forms such as a report, lecture, speech are the most obvious examples in the process of performing the functions of sociality.

Increasing development and complication of social life made it necessary to search for new ways of expressing social functions. From this point of view, we can show writing as the historically most developed form of external speech. Social meaning and the functions of sociality are expressed clearly in writing. We observe the ideographic writing at the later stages of the development of writing. Later, the hieroglyphic writing is estimated as the next step forward in this direction.

Literal writing is one of the greatest achievements of the mankind. The biggest task of the article is to expand the scope of the sociality that appears in

the process of transmitting information and to expand the scope of its functions. Linguistic and non-linguistic means of written speech serve to realize sociality, while the functional load of this form of speech increases.

Since each word expresses a certain idea and meaning in the speech process, the social nature of external speech is clearly manifested. For this reason, we can say that it is the factor of sociability that causes external speech. When we call external speech speech for others, we emphasize its social nature.

The sociality of external speech includes the following:

1) formation of motor skills in the area of the speech apparatus;
2) the structure of a single, integral sound complex;
3) understanding of this complex;
4) "grammaticalization" of this complex;
5) and finally "lexicalization" of the complex.

The formation of motor skills in the area of the speech apparatus is manifested in the development of social speech practice in adults (for example, children of deaf-mutes cannot acquire this habit). The significance of the structure of a single, integral sound complex in itself has a certain social character, since this process is a sound complex that has its own monostructure and at the same time repeats itself. Comprehension of the complexty means that any situation has an unique semantic structure and has meaning. The terms "grammaticalization" and "lexicalization" of the sound complex are completely conditional.

In any case, the basis of the formation of the internal structure of external speech is its sociality. It is the external speech that creates the basis for the formation of the internal speech. L. Vygotsky played a very important role in the development of social aspects of internal speech. He describes the external and internal speech as a unity and explains the social nature of internal speech. L. Vygotsky criticized the efforts of French scientists to equate inner speech with the pronunciation of words in memory and came to the conclusion that speech memory is only one of the points that determine the nature of inner speech [8].

Considering inner speech as the most complex area of research in psychology, we see that the concept of the social nature of inner speech put forward by L. Vygotsky has become wide spread in psychological science. The process of turning external speech into internal speech occurs in children up to the age of three, and it is at this time that the child begins to talk to himself. Between the ages of three and seven, the egocentric speech process appears. Egocentric speech is the speech of a child for himself or for the purpose of attracting others to his work.

Taking all this into account, L. Vygotsky accepted the sociality of egocentric and inner speech. The fact that inner speech is speech for the individual himself does not in any way deny the fact that it is social. The fact that the inner speech is also

social can be explained by the fact that the inner conversation of a person has a certain social character, only in this case the person sending the speech and the person receiving it are expressed as one and the same person.

Internal speech is, in fact, another form of manifestation of the mental process. «As a psychological process with no overt behavioral manifestation, inner speech has traditionally been considered difficult or impossible to study empirically» [9, p. 934]. In the process of internal speech, even though the individual has addressed himself as an interlocutor, the social function of internal speech is realized at this time. The structure of sociality and the structure of internal speech do not coincide.

Since the process of individualization is more prominent in internal speech compared to external speech, sociability is also relatively weakened. If we take into account that sociality is expressed in the sound structure, morphology, syntax, lexical-semantic system and style of the language, then the weakening of the manifestation of one of the above listed in the internal speech naturally leads to the weakening of the sociality parameter.

CONCLUSIONS / ВИСНОВКИ

Taking all this into account, L. Vygotsky accepted the sociality of egocentric and inner speech. The fact that inner speech is speech for the individual himself does not in any way deny the fact that it is social. The fact that the inner speech is also social can be explained by the fact that the inner conversation of a person has a certain social character, only in this case the person sending the speech and the person receiving it are expressed as one and the same person.

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Future Research Directions Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The presented article discussed the differences between the functional diversity of a language and a speech. It is a proved fact that different levels of linguistic structures are closely related to the social aspects of language and sociality is

realized through levels of the structure of language.

The article states that speech is form of social activity and appears in written and oral forms. The article reflects a number of characteristic features of oral and written speech, which are divided into active and passive types of activity.

The social nature of language in the process of communication reminds us of the sociality of consciousness, which cannot be created by a single individual, but is created by two or more members of the collective in the process of joint labor and speech activity. The sociality of every language unit is also manifested in its differentiation by being understood by other people. Since the issue of manifestation of sociality in different styles of speech is related to the social differentiation of language, we intend to conduct research in this direction in the future.

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ПРОЯВ СОЦІАЛЬНОСТІ В РІЗНИХ СТИЛЯХ МОВЛЕННЯ

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Анотація. У представленій статті коротко розглядаються відмінності між функціональним різноманіттям мови та мовлення. Як згадується в літературі про лінгвістику, різні рівні мовних структур тісно пов'язані з соціальними аспектами мови. Отже, одиниці мовної структури є носіями її соціальності, яка специфічним чином проявляється на різних рівнях. Оскільки в структурі мови шари соціальності представлені у вигляді рівнів, через них реалізується соціальність. Соціальність у мові розуміється як сукупність мовних і немовних, мовленнєвих і немовленнєвих засобів. У зв'язку з цим соціальність у мові певною мірою відповідає соціальності у мисленні, свідомості та інших вищих психічних функціях. Ця сумісність виявляється в тому, що і лінгвістика, і соціолінгвістика вивчають способи використання мови. Проте між ними є різниця. Якщо лінгвістика використовує мову як засіб іменування зовнішнього світу, предметів і подій, то соціолінгвістика використовує мову як засіб зміни назв. Тому вивчення соціальності мови є важливим для виявлення функціональної різноманітності мови і мовлення. Характерною рисою культури мовлення як вираження певного рівня соціальної культури є те, що вона завжди впливає на свідомість, поведінку та діяльність людей. Соціальні аспекти мовленнєвої культури (вік, рівень освіти, стать, професія, соціальний статус) поряд з іншими аспектами мовленнєвої культури мають однакове значення для комунікативного вдосконалення мовлення, оскільки мають вирішальний вплив на мовленнєву поведінку та процес вибору оптимального варіанту побудови соціально коректних висловлювань. Також у статті зазначається, що мовлення, яке цінується як форма соціальної активності, відбувається як у письмовій, так і в усній формі. Під час усного мовлення ми говоримо і слухаємо, а під час писемного – пишемо і читаємо. У статті відображено низку характерних ознак усного та писемного мовлення, виділених на активний і пасивний види діяльності.

Ключові слова: лінгвістика; соціальність; зовнішнє мовлення; внутрішнє мовлення; процес мовлення; міжособистісне спілкування; прояв; обмін інформацією.

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