

СУЧАСНІ ДОСЛІДЖЕННЯ ЗВУКОВОЇ БУДОВИ МОВИ Й МОВЛЕННЯ

SUPERVENIENCE OF COMMUNICATION MEANS AND CONDITIONS ON ADOLESCENT'S SPEECH BEHAVIOUR

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Abstract. *The paper is a study of the phenomenon of supervenience in terms of the possibility of modelling the system of lingual and extralingual means to describe on its basis the mechanism of their supervenient influence on the actualization of adolescent's speech behaviour. The authors introduce a universal model, whose structure is presented in the form of a certain open non-equilibrium supersystem with its differentiation into two corresponding systems of lingual and extralingual means, functioning in its environment, i.e. actual conditions of communication. The structure of the system under consideration is deepened up to the fourth hierarchical level of its elements (concepts) by which modern science describes lingual and extralingual means of human speech behaviour. The universal system can play the role of fundamental methodological tools for effective planning and implementation of a large number of studies, aimed at elucidating such objects as adolescent's speech behaviour, communicative features of their speech, interaction of lexical, grammatical and stylistic means in adolescent's speech, functioning of lingual and extralingual means in teenagers' communication, etc.*

Key words: *adolescent, speech behaviour, lingual and extralingual means, supervenience, modelling, mechanism of action.*

The constant persistent appeal of linguists, psychologists, sociologists, educators and other science representatives to the problem of studying adolescent's speech behaviour seems quite natural in terms of the importance of their social group for the progress of society in general and the culture of its members in particular. Since due to the rapid development of technological and cultural knowledge, the means of speech behaviour of the modern adolescent generation can undergo radical changes under socially objective circumstances, at the interdisciplinary level this problem has become relevant and virtually inexhaustible.

For a deeper understanding of the difficulties of mastering the general problem of adolescent's speech behaviour we will refer, first of all, to the content of a graphic image of the classical structural scheme representing a paradigmatic system of attributes of scientific research (Klymeniuk 2006, 10-14) shown in Fig. 1.

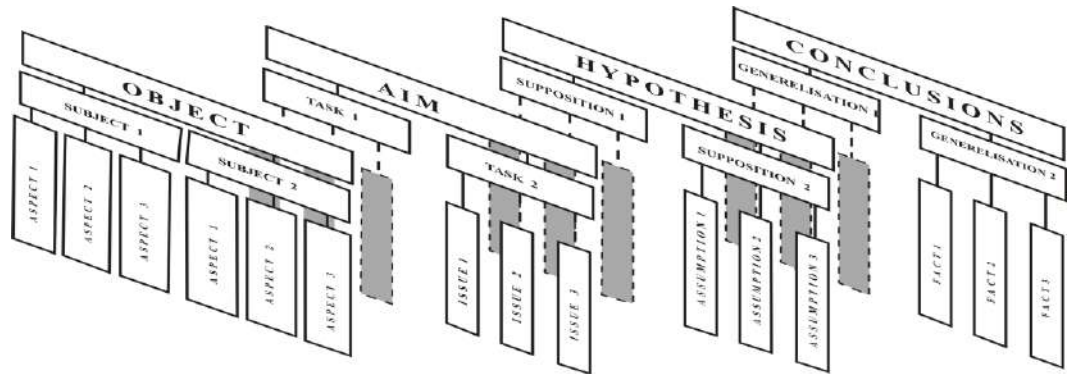


Fig. 1. A structural scheme of the model representing a paradigmatic system of scientific research attributes (Klymeniuk 2006, 13)

Sharing to the full extent the classical vision of the author of this model, we shall emphasize that any attempt at interdisciplinary scientific knowledge of adolescent's speech behaviour inevitably makes the researcher choose within the object sphere of adolescent speech behaviour a more specific object of the search. Specific objects in this case may be, for example, the following: the adolescent's speech behaviour at school (either among their peers, on public holidays, in the family, etc.); prosodic arrangement of the adolescent's suggestive behaviour (depending on the variety of their emotional states, in conflict dialogues, while actualizing requests, etc.); lexical accumulation of adolescent's speech behaviour (adolescent slang, vulgarisms, colloquial clichés, etc.); functioning of tropes (metaphors, comparisons, epithets, etc.) in the teenager's suggestive speech; extralingual means (gestures, facial expressions, haptics, etc.) in adolescents' speech; gender features of slang use (friendly, conflict, creative, etc.) in adolescents' communication; the use of exclamations and pauses in the suggestive (formal, informal) adolescent's speech; extralingual means of clarification (amplification, levelling, compensation, etc.) of the content of manipulative expressions in adolescent's speech etc. (Burka 2020).

As it can be seen, the list of potentially possible objects of scientific research of phenomena, facts, processes and regularities inherent in the adolescents' speech behaviour may be virtually uncovered.

According to the systemic view, the conditions of communication being a source of important factors in the choice of adolescent's use of lingual and extralingual means of communication, should perform the role of an environment

in which the cognitive sphere of the adolescent's psyche generates a certain pattern of their speech behaviour.

Considering the mentioned above, while studying the features and complex regularities of adolescent's speech behaviour, we must take into account the following ideas. First of all, and it seems quite objective, the adolescent is able to imitate the skills of speech behaviour in their broad interpretation only from the surrounding social micro- and macro-environments. Secondly, it should be clearly understood that the environment, under the inevitable influence of which in the adolescent's psyche there takes place the flow of cognitive processes of their thinking-and-acting activities, is to some extent specific. This specificity of the communicative environment is due to the fact that it is mainly created as a result of interaction of the society's official cultures with informal cultures of families and adolescent groups or cliques which include the adolescents themselves. In other words, it is necessary to point out those circumstances, in which the subcultural space that arises due to the mutual influence of certain micro- and macro-societies' cultures, play the role of the environment in adolescent's communication. Thirdly, it should not be overlooked that in their speech behaviour, the adolescents are able to employ the skills of using only those concepts-notions and concepts-actions which were fixed in their memory as a result of previous communicative and social experience. Fourthly, it should be understood that imitation of these skills has a complex nature, i.e., together with the lingual means of communication, he/she learns certain sets of their non-lingual means, which conventionally / unconventionally function in the circle of individuals around adolescents. Fifthly, it is also necessary to pay attention to the fact that, as noted in the work (Kalyta 2001), in the process of communication, extralingual means can enhance, compensate and correct the subliminal effect produced by lingual means on the interlocutor.

These considerations, in our opinion, are sufficient to understand that, analysing the phenomenon of supervenience of communication means and conditions on adolescent's speech behaviour, any researcher will face the need to classify the factors, whose nature is significantly different (social, psychological, physiological, physical, chemical, etc.). If we add to this consideration the already mentioned phenomenon, according to which the effects of supervenience can have both forward and reverse directions of flow, the expediency of substantiating a certain global classification becomes obvious.

It should be mentioned that under the direct flow of the phenomenon of supervenience we mean the influence of pragmatic factors and communicative situations, as well as the speaker's mental and physiological states viewed as certain sets of factors on the corresponding sets of results of speaking-and-thinking processes actualized in the individual's speech behaviour. It is due to

supervenience taking place in the speaker's cognitive sphere that complexes of lingual and extralingual means of communication are generated. In contrast, during the reverse flow of the phenomenon of supervenience, the complexes of lingual and extralingual means of communication acquire the functional status of the factors that have a direct impact on the corresponding complexes of results by which the listener can decode semantic value of these means thus being able to integrate the meaning of each utterance as well as the speaker's communicative message in general. There is one more point should not be overlooked, i.e. pragmatic aims, communication situations as well as interlocutors' mental and physiological states, along with both direct and reverse schemes of supervenience, inevitably take an active part in the formation of initial complexes of factors.

The outlined understanding of the general picture of the supervenience phenomenon occurring in communication convincingly proves that the systemic model representing the interaction of lingual and extralingual means of communication is able to serve as a starting point around which it is rational to focus the logic of describing the results of linguistic interdisciplinary research of the variety of phenomena characterizing person's speech behaviour. Therefore, taking into account the mentioned above conceptual principles and with compliance with clear methodological requirements of the systemic approach (Klymeniuk 2005, 105-131; Klymeniuk 2010, 70-101) we have formed a universal model representing a system of lingual and extralingual means supervenient on person's speech behaviour (Fig. 2).

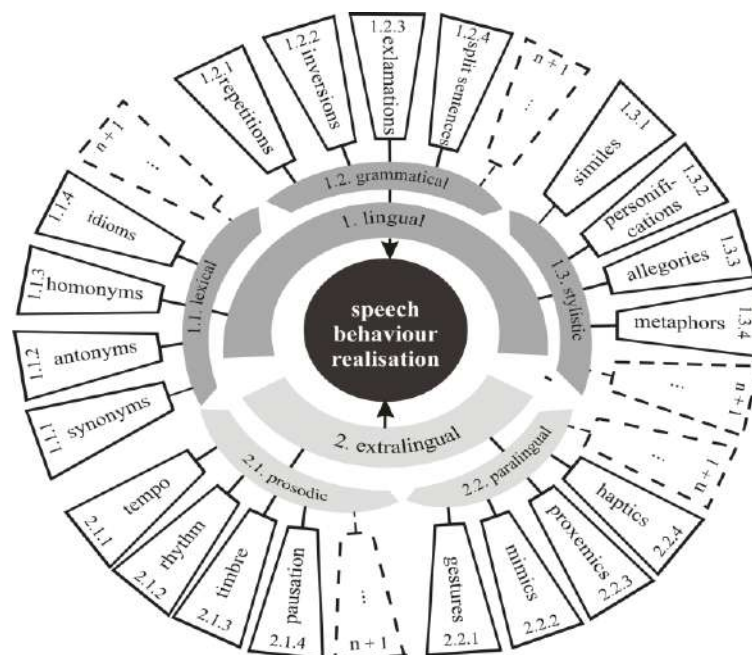


Fig. 2. Generalized model of the system of supervenient interaction of communicative means in cognitive processes of actualization and decoding of speech

The graphic image of the model is based on the methodological idea according to which it should include two super systems of communicative means (1 – lingual and 2 – extralingual) which, influencing the adolescent's spiritual life through cognitive mechanisms, can determine the features of their speech behaviour. At the second hierarchical level of the presented super system of lingual means we locate three autonomous systems of these means: 1.1 – lexical means, 1.2. – grammatical ones, and 1.3 – stylistic means. Similarly, the super system of extralingual means includes two of their autonomous systems: 2.1 – prosodic and 2.2 – paralinguistic means. It should be pointed that in all the systems (1.1, 1.2, 1.3, 2.1, 2.2, 2.3), the role of their individual elements is performed by subsystems, which are denoted by conventional linguistic notions and are marked on the model by three figures (see, for example, the subsystems 2.1.1, 2.1.2, 2.1.3., 2.1.4,... n+1).

We can see, for instance, that the subsystem of lexical means (1.1) includes 1.1.1 – synonyms, 1.1.2 – antonyms, 1.1.3 – homonyms, 1.1.4 – idioms and so on. The last in this series of elements is the graphic element of the subsystem, indexed by n+1. This index points out that the list of elements within their morphological sequences is not limited, and, therefore, without any complications can be further extended when describing this classification as a complex system in a verbal form (Klymeniuk 2010, 81).

According to methodological requirements of the systemic approach, the given visual model of the system of lingual and extralingual means of communication can be presented in its verbal form (Klymeniuk 2010, 81) as follows.

Lingual means of communication: 1.1 – lexical (1.1.1 – synonyms, 1.1.2 – antonyms, 1.1.3 – idioms, 1.1.4 – homonyms, etc.); 1.2 – grammatical (1.2.1 – repetitions, 1.2.2 – inverted sentences, 1.2.3 – exclamatory sentences, 1.2.4 – split sentences, etc.); 1.3 – stylistic (1.3.1 – similes, 1.3.2 – personifications, 1.3.3 – allegories, 1.3.4 – metaphors, etc.).

Extralingual means of communication: 2.1 – prosodic (2.1.1 – tempo, 2.1.2 – rhythm, 2.1.3 – timbre, 2.1.4 – pausation, etc.); 2.2 – paralinguistic (2.2.1 – gestures, 2.2.2 – facial expressions, 2.2.3 – proxemics, 2.2.4 – haptic means, etc.).

Deepening the model of the system to the fourth hierarchical level of its elements (i.e. notions used by contemporary science to describe lingual and extralingual means of human speech behaviour), we can obtain their universal classification. To make this idea clear, we shall illustrate a fragment of such a deepening using the example of its verbal presentation. Thus, the elements of the third hierarchical level (i.e. 2.2.2 – facial expressions of the communicative system

outlined in Fig. 2) comprise, respectively, such further indivisible elements (or concepts) as facial expressions depicting: 2.2.2.1 – joy, 2.2.2.2 – horror, 2.2.2.3 – surprise, 2.2.2.4 – interest, 2.2.2.5 – disgust, 2.2.2.6 – misunderstanding, etc. Thus, at the lowest hierarchical level of the model we have morphological sequence of elements that are the part of each subsystem within the super system under consideration. The last element in this series is indexed by $n + 1$, indicating that the list of elements of their morphological sequence is not exhaustive, and, therefore, without any complications can be extended.

It is obvious that the limited format of Figs. 2 does not make it possible to reflect on the model the whole set of lingual and extralingual means functioning in the process of any individual's speech behaviour. However, in the verbal version of the description of the structure of the system, as is shown in the above fragment, the informational capacity of our model in terms of the purpose of its application, composition of its elements and the relationships between them, becomes virtually unlimited. In other words, the verbal-and-graphical image of the model formed in this way is able to cover and reflect all the existing concepts and those that may arise over time, which are used in science to denote lingual and extralingual means actualizing human speech behaviour.

It should also be pointed out that in the centre of the model of the general system of supervenient interaction of communicative means in cognitive processes of speech actualization and decoding there is a compact graphical image of the sphere of adolescent's spiritual life, whose structure is substantiated by Klymeniuk (Klymeniuk 2010, 205-213). According to this scholar, the adolescent's spiritual being (see the circle in the centre of the model in Fig. 2) covers three autonomous spheres: existential (E), mental (M) and transcendental (T).

According to the logic of constructing the substantiated model, it is expedient to create three similar functionally related classification systems of the factors, means and results of human speech behaviour actualisation, transforming them into a matrix form. Such a matrix will make possible to define invariant models of complete cognitive mechanisms of supervenient actualisation of adolescent's speech behaviour.

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