

## COMPARATIVE ANALYSIS OF MONOLOGICAL AND DIALOGICAL DISCOURSE

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**Abstract:** This article delves into the intricacies of speech dynamics, exploring the relationship between the speech producer, subject, and the unique role of pedagogical speech. Drawing parallels with physics, the text establishes that the speech producer stands outside the speech act, much like an observer in an experiment. It emphasizes the significance of the subject of speech as an intermediary, shaping the independent existence of speech. The discussion extends to the specific features of pedagogical speech, focusing on audience awareness, personal attitude, and the visual elements that accompany effective communication. The article concludes by underlining the pivotal role of speech culture in the overall professional and pedagogical competence of contemporary educators.

**Keywords:** speech culture; rhetoric; teaching process; language; communication.

### 1 Introduction

The speech culture is an indicator of the general culture of a person, his intellectual development. Possession of the culture of speech communication is an important condition for the future professional self-realization of university students. Currently, the labor market is in demand for a creative person who is able to carry out speech interaction effectively. Competitiveness, career growth directly depend on the organizational and oratorical abilities of a person, the ability to establish and maintain business contacts with partners. The speech culture is such a choice and such an organization of language means that, taking into account the situation of communication and observing the actual linguistic, communicative, and ethical norms, can ensure the greatest effect in achieving the set communicative goals.

Rhetoric was formed in Sicily. The concept of “rhetoric” comes from the Greek *rhetorike technē* (oratory), and covers the following fields of knowledge: the theory of speech — the art of speech — oratory. Rhetoric is understood — consciously or unconsciously — as the technique of speech, manifested in various forms, speaking by the individual [18]. The question arises: why turn to the past? But not knowing history means always being a child. All arts consist in the exploration of truth. It is impossible to know the essence of modern oratory if not to turn to history, just as it is impossible to understand the culture of a people without paying attention to its past [7; 18; 21]. Talking about the knowledge of the Greco-Roman world as a way of knowing selves and the universe, they do not mean the need to study vocabulary, grammar rules, passages in Greek and Latin, they mean: to know the Greeks and Romans themselves, their way of life [22].

In the 8th-7th centuries B.C., the migration of Greek tribes spread their culture throughout the Mediterranean, reaching even the shores of the Black and Caspian Seas. Because of the Macedonian expansion, they penetrated the East, including India and Central Asia. Somewhat later, contact with the original Roman culture arose, which began to develop as the second culture of the ancient world. The main source of our acquaintance is represented by ancient literature are the works of ancient authors, Greek and Latin. However, until our time, these works have been poorly preserved [6]. Bartoszewics wrote, “what can discourage from rhetorically is its apparent complexity and alleged interpretative empty spaces, which are left open by rhetorical methodology” [3]. The contemporary conceptualization of rhetoric is ambivalent and a phenomenon of polysemantic meanings is associated to the word [10].

The history of the development of the cult of eloquence is not over to this day. The importance of being able to clearly express own thoughts and influence the opinion of the audience is still vital for politicians, judges, and teachers [21].

### 2 Method

The methodological support for the research implied an analytical review of the stages of development of the doctrine of speech culture and research problems in the theoretical and practical aspects of linguistics and pedagogy, as well as a system-functional approach to the theoretical substantiation of the research problem, the theory of speech activity as a component of the social and mental activity of the individual as a whole. The organization of the study was carried out taking into account the requirements of systemic, holistic, and synergetic approaches to the analysis of social and pedagogical phenomena.

### 3 Results and Discussion

#### *The formation of oratory*

The objective basis for the emergence of oratory as a social phenomenon was the urgent need for public discussion and resolution of issues of social significance. A good speaker can only arise from one who wants to become a speaker, who strives for this, who works hard on himself. Already in the most ancient religious and philosophical teachings, correct speech was given a special place. The path to truth was divided by the Buddha into eight parts: right discrimination, right thinking, right speech, right action, right living, right work, right memory and self-discipline, right concentration. It is significant that among the first steps on the path to truth, there are right thinking and right speech. Without these conditions, correct action is also impossible. There are three categories of speakers: “Some can be listened to, others cannot be listened to, and others cannot be ignored”. What we say largely determines whether we will be listened to or not, or whether we even be able not to be ignored, not listen. But it depends on our voice whether or not we can be listened to at all. The richness of the voice is closely connected with the richness of thought and imagination, with the emotional richness of the sounding word. Correct pronunciation, good diction, developed breathing and voice are necessary for an actor, director, teacher, reader in order to be able to act with a word, convince, excite, make listeners empathize [14].

The software developed by the R.Heydarov, A.Jafarov, and K.Habibova [11] is designed for conducting experiments involving recording, analysis, and interpretation of various aspects of monologic speech using modern computer technologies. Such tools can be useful for linguistic research, as well as for applications in language learning, speech therapy, and other fields related to the study and analysis of human speech.

Oratorical speech consists of five parts, the essence of which is an attack and a sentence, a division and presentation of the circumstances of the subject, arguments and refutation, a pathetic part and a conclusion. It is obvious that each part, depending on the topic and task of the speaker, may or may not be present. In one case, it will turn out to be a separate element of the structure of speech, and in the other, a component of other elements (for example, a refutation can be part of a speech, or it can be included in other parts in small fragments if not one global idea is refuted, but several less important ones). The introduction, the main part, and the conclusion should be present in every speech [2, p.37].

By nature, a person is endowed with a speech and thinking apparatus, without which speech activity would be impossible. To engage in speech activity, a person must have the ability to think and speak, must feel the desire to implement his thought, to transfer it to another. Eloquence is the light that gives brilliance to the mind (according to Vvedenskaya and Pavlova [23]). What a person is, such is his speech. Each statement, both in fact and in the mind of the perceiver, is an instant disclosure of the entire experience and character, intentions and feelings of a person [22].

Not only writers should have their own speech, their own peculiarities in speech. Everyone needs original, unconventional speech, especially those who write for others or speak to others. "Speech depends on geographical latitude, lips, home education, childhood friends, landscape, sky, nose, environment, nutrition, degree of exposition, school, language ... Speech is always colored, riddled with features ..." [18]. The correctness of speech is a mandatory, but not the only indicator of its culture. Along with the task of writing and speaking competently, correctly, as the given cultural environment commands and requires, there is another task — to write and speak skillfully, masterfully. Such features as clarity, accuracy, stylistic consistency, expressiveness, the absence of informatively redundant components, etc, characterize skillful speech.

### **Speech culture**

The vocabulary of a person is enriched gradually. Therefore, in order to improve speech culture, it is necessary to replenish own vocabulary constantly, which is facilitated by reading works of art, literature in the specialty. A large vocabulary, knowledge of the meanings and shades is the key to a high speech culture. Being able to choose words and use them freely in speech is important for everyone. Lexical norms do not allow the unreasonable use of obsolete, dialectal, colloquial, professional, slang and vulgar words. Explanatory dictionaries help to determine the degree of literary word, its suitability, thus they should be referred to.

Speech culture is a culture of personality that develops on the basis of objectively existing links between language and cognitive processes, suggesting a sense of style, taste and erudition developed. Speech culture is connected closely with the literary language used in all spheres of human activity: in government institutions, in the field of science, production, culture, in the press, in everyday communication. The literary language, according to I.A. Fedosov, is a processed folk language. "Language is created by the people. The division of language into literary and non-literary only meant we have a "raw" language processed by masters. In terms of clarity and expressiveness, it is the perfect means of communication" [8].

Most scientists show overall level of speech culture and believe that it is necessary to conduct systematic work on the formation of linguistic and communicative competence. The speech culture is understood as its grammatical and orthoepic correctness, accuracy, lexical richness and diversity, logical harmony, expressiveness and figurativeness. Of particular importance for the culture of oral speech is the correct literary pronunciation, corresponding to the accepted orthoepic standards. The rules that determine the pronunciation of words constitute pronunciation or orthoepic norms. Compliance with them is of great practical importance, since their violation distracts listeners from the content of the speech. Everyone who appreciates the elegance and beauty of the language must observe orthoepic norms. Mastering the speech culture comes down to the accumulation of a large stock of words, knowledge of their meanings, shades and stylistic coloring, the ability to find the most accurate one from a number of synonyms, the assimilation of orthoepic norms, accuracy, imagery, and the ability to correctly build a phrase.

Developing the structure of speech is necessary to influence a specific audience. The speaker chooses the best way to deploy and justify the thesis, the most correct order of content components (and the order of thoughts in them): Every speech should be composed like a living being - it should have a body with a head and legs, and the torso and limbs must fit together and correspond to the whole. Logically consistent speech is understandable, facilitates establishing and maintaining contact with the audience: "If a thought jumps from subject to subject, is thrown, if the main thing is constantly interrupted, then such a speech cannot be listened to," A.F. Koni wrote. "The natural course of thought delivers, in addition to mental, deep aesthetic pleasure" [16, p. 178].

### **Speech as a process**

Creating speech, its producer (as well as the addressee) is outside this speech, like an artist outside the picture he has painted, like a sculptor outside the work he has sculpted, i.e., the producer of speech is on a different plane, a different reality than speech itself. An analogy of this situation can be seen in physics. The researcher conducting the experiment is outside the process under study; however, the presence of an observer-experimenter can affect the process under study. Moreover, modern physics takes into account the possibility of such an influence. In the case of speech production, the addresser cannot influence the spoken (or written) speech. He can only create another speech work. In the same way, the addressee for the sake of whom the speech is made is outside it, although inside the speech situation and the speech act.

Speech, the primary mode of human communication, is a multifaceted process that involves intricate mechanisms of language production and comprehension. From the moment an idea forms in the mind to its expression through sound waves, speech encompasses various cognitive, physiological, and linguistic components. In this article, we delve into the fascinating realm of speech as a process, exploring its stages, underlying mechanisms, and significance in human interaction.

Speech production can be broken down into several distinct stages, each of which plays a crucial role in the overall process. These stages include:

1. **Cognitive Planning:** Before uttering a single word, the speaker engages in cognitive planning, formulating thoughts and organizing them into coherent linguistic structures. This stage involves higher-order cognitive functions, such as concept formation, idea generation, and intention setting.
2. **Linguistic Encoding:** Once the ideas are conceptualized, they undergo linguistic encoding, where they are translated into a sequence of phonological units, morphemes, and grammatical elements. This stage involves accessing lexical knowledge, syntactic rules, and grammatical structures to construct meaningful utterances.
3. **Articulation:** The linguistic representations generated in the previous stage are transformed into motor commands that govern the movement of the articulatory organs, such as the tongue, lips, and vocal cords. During articulation, precise coordination of these organs is required to produce the intended speech sounds.
4. **Acoustic Output:** As the articulatory movements produce sound waves, the acoustic output is generated, comprising the audible signals that convey the speaker's message. These sound waves travel through the air and are perceived by the listener's auditory system.

Speech is a dynamic and complex process that encompasses multiple stages, from cognitive planning to acoustic output. Understanding the mechanisms underlying speech production is essential for elucidating the nature of human communication and addressing challenges in speech-related disorders and technologies. By unraveling the intricacies of speech as a process, researchers can pave the way for advancements in linguistics, neuroscience, and communication sciences, ultimately enriching our comprehension of the human mind and its remarkable capacity for language.

Speech as a process, as communication is represented by speech acts - the minimum units of communication. The scheme of the speech act is known: addresser (speech producer) - speech - addressee (recipient).

The subject of speech is a necessary component of a speech act, the scheme of which will appear in the following form: Producer of speech - Subject of speech - Speech - Addressee. The speaker manifests himself in speech in a variety of ways and by no means always directly. The subject of speech acts as an intermediate link between speech and its producer. The producer of speech is present (explicitly or implicitly) in every utterance,

in every act of speech. The subject of speech is also a mandatory affiliation of the statement; it is the one on whose behalf the speech is being made. However, in the flow of speech, it can be explicit and implicit.

In reality, the producer of speech appears as its subject. They may or may not match: *I write. You are writing. He is writing.* In all three sentences, the speech producer can be the same. However, in the first case, the producer of speech and its subject coincide. The speech producer speaks about himself (this is his own speech). There are no gaps between speech and its producer. In the second sentence, the subject of speech is the one whom the speaker calls "you". The producer is somewhat removed from his own speech. Some gap appears: the speech producer and its subject do not match. However, the connection between them is very close: "you" and "I" are mutually coordinated: "you" mean "me". The greatest detachment of the producer of speech from its subject and from the speech itself is observed in the third sentence. There is no direct connection between the producer of speech and its subject. It is defined extra linguistically: he is a person, object, etc., which falls into the sphere of vision, understanding, knowledge, etc. of the speech producer. Here the greatest departure of the producer of speech from his own speech takes place. However, although the speech producer does not appear directly in the speech, it is implied. Thus, the producer of speech in speech itself acts as its subject. Namely through the subject, the speech producer, who is outside of it, enters into speech. As the speech producer, the subject of speech is just as essential component of it.

#### *Teacher's speech*

Between speech and its producer (author, speaker), there is necessarily an intermediary subject of speech. To produce a speech means to convey information to another person(s). However, in order to carry out the speech act, to move from the speech producer to speech itself, the alienation of speech is necessary. The subject of speech performs this function - the formation of the independent existence of speech. The professional speech of the university teacher is focused on being understood by others, with the aim of influencing their consciousness and activity, as well as fostering social interaction. In this regard, his speech in quality should satisfy the general requirements for speech activity [15, p. 27]. A modern university teacher should have an idea of the basics of sociological science in order to clearly understand the nature of social difficulties associated with social transformations, their consequences in the specific circumstances of education [4].

Publicity, the focus of pedagogical speech on the audience as its most important specific feature, necessitates:

- a) Good knowledge by the teacher of the individual properties and qualities of students, the characteristics of the classroom team, the ability to predict the impact of their words on everyone in general and on each student individually;
- b) Teacher's own attitude to what he is talking about, that is, the personal coloring of statements;
- c) Skills and abilities of organizing a dialogue (even when the teacher uses a monologue form of pedagogical speech). Dialogicity can be achieved by using statements-addresses ("let us imagine", "as you remember", etc.), emotionally expressive words, rhetorical questions.

Visually, in the process of the teacher's speech activity, students perceive the mimicry and pantomime of the teacher, the emotional expressiveness of his behavior, which accompany the statement (the kinetic sign system of pedagogical speech).

This feature requires the teacher to develop the ability to control his appearance in the process of speech activity, communication with students, and also adequately perceive the reaction of listeners (skills of social perception). "The work of the teacher is aimed at shaping the personality of a growing person, it contributes to the development of certain rules of behavior, provides intellectual development of a person. In order to be able

to interact correctly with other people, and especially with students, the teacher must possess not only special knowledge in the subject, but also professional communication skills" [1].

"Speech culture is also an important aspect of contemporary teacher's overall professional and pedagogical culture" [20, p. 106]. "Speech culture is not a private matter of the teacher, but social need" [19]. A high speech culture of a teacher usually means the ability to master the language perfectly, to choose and use words successfully, to express thoughts logically, expressively, vividly, eloquently. Exemplary speech is unthinkable without observing the grammatical, pronunciation norms of the language and the accuracy of word usage. It should not be forgotten that the teacher conveys to students not only scientific knowledge, but also a high culture of speech. The most important condition for the correct language design of a lecture, conversation, report, other types and forms of training sessions is the skillful selection of verbal material. Paying due attention to the scientific nature of the content, the relevance of the topics of the classes, one should at the same time improve their form, ensure that each lecture, conversation is lexically accurate, grammatically correct, stylistically expressive. A significant drawback of teachers' public speaking is often the poverty of vocabulary or, conversely, unnecessary verbosity, monotony or cumbersome syntactic constructions, patterns and clichés that make speech dry, dull, unnatural. While choosing lexical means, it is necessary to be guided by more or less fixed norms of word usage. When choosing words, one must take into account not only their inherent meanings necessary to express certain content, but also the environment in which the word falls - within the phrase and in a wider context. This means that the word must be used in full accordance with the meaning that is inherent in it. In each individual case, one needs to choose the word so that it most accurately expresses the concept. The inaccuracy of word usage in some cases is associated with a misunderstanding of the meaning of the word, in others - with an unsuccessful choice of a word (synonym) that is close in meaning, in the third - with a mixture of words that sound similar, etc.

As educators, teachers play a crucial role in facilitating communication and fostering learning experiences within the classroom. Their speech serves as a 'vehicle' for conveying knowledge, guiding discussions, and nurturing intellectual growth among students. In this article, we examine the distinct characteristics of teacher's speech in monological and dialogical discourse, highlighting their significance in educational settings.

In monological discourse, teachers typically assume the role of the primary speaker, delivering lectures, explanations, and presentations to students. This mode of communication is characterized by a one-way flow of information from the teacher to the students, with limited opportunities for active participation or interaction. During monological discourse, teachers utilize various linguistic and pedagogical strategies to engage students, clarify concepts, and convey complex ideas effectively.

In monological teaching, the teacher's speech is structured and authoritative, drawing upon his expertise and knowledge to guide students through the learning process. Teachers often employ didactic techniques, such as providing examples, using visual aids, and emphasizing key points, to enhance comprehension and retention of information. Additionally, the teacher's speech in monological discourse may incorporate rhetorical devices, such as repetition, analogy, and storytelling, to capture students' attention and reinforce learning objectives.

Conversely, dialogical discourse in teaching involves interactive exchanges between the teacher and students, fostering collaboration, critical thinking, and meaningful engagement. In dialogical teaching, the teacher serves as a facilitator, encouraging active participation, soliciting students' opinions, and promoting open dialogue. This mode of communication creates opportunities for students to express their ideas, ask questions, and engage in peer discussion, enhancing their comprehension and retention of course material.

In dialogical teaching, the teacher's speech is characterized by responsiveness, flexibility, and adaptability to students' contributions and inquiries. Teachers employ active listening skills, paraphrasing, and probing questions to scaffold students' learning experiences and stimulate intellectual curiosity. Dialogical discourse in teaching encourages students to construct meaning collaboratively, challenge assumptions, and develop critical thinking skills through reasoned argumentation and debate.

A comparative analysis of monological and dialogical discourse in teaching reveals the complementary nature of these approaches in promoting effective learning experiences. While monological discourse allows teachers to provide comprehensive explanations and convey disciplinary knowledge, dialogical discourse fosters student engagement, active participation, and deeper understanding through interactive communication.

Effective teaching involves striking a balance between monological and dialogical approaches, recognizing the unique benefits of each mode of discourse in different instructional contexts. By integrating monological and dialogical strategies, teachers can create dynamic learning environments that cater to diverse learning styles, promote collaborative learning, and cultivate critical thinking skills among students.

Understanding the distinct characteristics of teacher's speech in monological and dialogical discourse has significant implications for teacher professional development and pedagogical practice. Educators can benefit from ongoing training and support in developing effective communication skills, enhancing their ability to engage students, foster meaningful dialogue, and create inclusive learning environments.

By refining their speech techniques and instructional strategies, teachers can maximize the impact of their communication efforts, empower students as active participants in the learning process, and nurture a culture of inquiry, curiosity, and lifelong learning within the classroom.

In conclusion, the role of teacher's speech in monological and dialogical discourse is integral to fostering effective teaching and learning experiences. By understanding the distinct characteristics of each mode of discourse and leveraging their unique strengths, educators can create enriching educational environments that empower students to become critical thinkers, effective communicators, and lifelong learners.

#### 4 Conclusion

The culture of oral and written speech shows that these questions are of a certain complexity and require close attention from every educated person.

The culture of the language is linked with the culture of speech inextricably. Language is an effective tool of education and one should use this tool skilfully, strive for a better mastery of it. The flowering of culture is linked with the development of the culture of the language in its written and oral form. A persistent and daily struggle is needed for the purity of the language, for a high culture of speech, for careful observance of language norms.

The teacher should speak quietly, clearly, and at a speed of about 120 words per minute. To achieve expressive sound, it is important to be able to use pauses - logical and psychological. Without logical pauses, speech is illiterate, without psychological pauses it is colorless.

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