

Speech Behavior and its Gender Specificity on the Basis of the Main English Language Variants

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ABSTRACT

The paper examines the use of English dissected questions in the speech of British and American women and men. The practice of oral and written communication shows that this type of interrogative sentences in the speech of women and men is a significant part (especially in the American version).

KEY WORDS: *Speech behavior, gender linguistics, gender, American English, British English, language variant, dynamics.*

Introduction

Researches by many domestic and foreign scientists {Brandt, 1998, p. 169; Kant, 1965, p. 233; Lotman, 1992, p. 479; Naztochey, 1998, p. 82-94; Mulvaney, 1999, p. 247} confirm the existence of differences in the speech behavior of men and women. In most of our early works [Maiioga, 1993, p. 17-25; Malyuga, 1999, p. 23-31; Malyuga, 2000, p. 43-46] revealed the dependence of speech behavior of people on their age, education, profession, degree of acquaintance and other factors in terms of the use of dissected questions, i.e., establishing some sociolinguistic correlations for British (BE) and American (AE) variants of English. Such an integrated approach, taken by us earlier, needs to be completed from the point of view of gender linguistics (women-men).

An analysis of the use of dissected questions in AE seems to be absolutely necessary, since AE is recognized by most researchers as a full-fledged variant of BE, which has its own norm.

This also takes into account the fact that “literary norms have usually not only a territorial base, but also a certain social basis, since in different historical periods the carriers of literary norms can be larger or smaller social groups” [Gukhman, Semenyuk, 1989, p. 47].

In the spirit of genius for this article, the main question that we set before ourselves can be formulated as follows: are there any normative differences in the use of dismembered questions of American dramaturgy by women and men compared to British and by what sociolinguistic reasons they are conditioned.

We cannot limit ourselves to posing and solving the question of the ontology of dissected questions in the American version of re. It is necessary to move from the ontological level to the axiological level. The reality of the existing competition between the variants of the English language under consideration makes this Transition Mandatory, since the predictions and G- of the course of this competition are very different. On the one hand, one can refer to the opinion of such a linguist as D. Steiner, who, being an Englishman, admires the energy and expansiveness of the American version (Steiner, 1997, p. 12). On the other hand, a lot of opposing opinions are expressed, as, for example, in the work of E. Newman, where the existence of the American version is seen as a destabilizing factor in relation to the norm of the English language (Neman, 1997, p. 15). At the same time, At the

same time, there is such an eye that the process of converting the two options now clearly prevails over the process of divergence (Rei, 1994, p. 23], and, consequently, the problem of distinguishing the two options is removed.

The statement about men and women as different or the same people is wrong. A person, regardless of his gender, is a person with equal opportunities. Various characteristics of men

Moreover, these differences (physiology and spirituality) are perfectly reflected in the English words "sex" and "gender". G. Brandt argues that "sex (sex) is a set of biological, physiological, natural features given by nature. Gender (gender) - a set of speech, behavior-

Indeed, modern linguistic genderology is concerned with the study of the language of women and men. Dictionary of gender terms defines linguistic genderology [Denisova, 2002, p. 45]. "Language data obtained by linguistics is one of the main sources of information about the nature and dynamics of the construction of gender as an mixture of culture and social relations. ...Although Gender is not a linguistic category (the exception is socio- and partly psycholinguistics), the analysis of the structures of the language allows you to get information about the role gender plays in a particular culture, what behavioral norms for men and women are fixed in texts of different types, ... what style features can be classified as predominantly female and. and predominantly male, how masculinity and femininity are comprehended in different languages and cultures, how gender affects language acquisition , with what fragments and thematic areas of the linguistic map of the world it is connected with.

Human speech is directly related to communication. According to the theory of communication and the statement of Lori Arliss, "communication is the means by which we all learn", "it always has a value load that reflects the worldview of the participants in communication." Thus, significant differences between female and male worldviews affect communication. Communication cannot be considered separately from language, since the worldview is expressed through language and other sign systems, and, accordingly, gender characteristics.

As the practice of oral business communication shows, the divided questions of women and men are an integral part of it (especially in the American version). This dictates the need to pay attention to their design and functions. On the one hand, this type of question is traditionally described as typical of the English language. Exercises for the construction of disjunctive questions are included in all, without exception, grammar and manuals in the English language. It would seem that this grammatical construction seems quite simple. In fact, the dividing question is a very specific phenomenon.

The difficulty of mastering this type of question arises not so much from the need to agree on auxiliary verbs in the final part of the question with the verb in the main part of the question (these difficulties are quite surmountable as a result of more or less the pragmatics of these questions is clear from the point of view of gender linguistics. It is for this reason that Russian students most often simply do not use this type of question in their speech. We mean people who are fluent in English and who are equally fluent in using other types of English questions in their speech.

Of fundamental importance is the remark of the Danish scientist S. Nesslin that the study of the structure of disjunctive questions in social and gender aspects is more promising than considering them as simply a specific grammatical phenomenon. S. Nesslin convincingly shows by numerous examples that the disjunctive questions are at the same time an absolutely necessary element of verbal communication, and at the same time far from being a simple linguistic means, since the incorrect use of disjunctive questions can lead to a very undesirable or completely unexpected reaction of the interlocutor [Niisslin, 1984, p. 25).

A characteristic feature of dissected questions is that is unthinkable outside of dialogical speech. The most acceptable genre, in which dissected questions are often used, are the plays of modern writers, where the modern colloquial language is most fully and adequately reflected.

Russian linguistics had always paid great attention to such problems as the relationship between language and culture and ways of consciously understanding the impact of society on language. The mutual influence of language and society can be traced at different levels of the linguistic structure with varying degrees of clarity. It is no secret that the lexical composition of a particular language is the most sensitive to changes in society. As for the grammatical structure, is there any harm in doubting that some phenomena in this area are directly related to the specifics of that or another society? Other layers, while agreeing with the traditional proposition that grammar is less susceptible to various changes, one cannot lose sight of the fundamental possibility of a more direct contact between the grammar of a language and the specifics of the society in which this language is used.

If the level of education of people is directly related to the social position of a person, then sex and age, at first glance, do not refer to the social differentiation of society, but to natural differentiation. However, it is well known that in any society, the socialization of natural differentiation occurs, thus, the natural signs of a person (sex, age) acquire social significance.

Explaining the reasons why the sign of sex has recently come to the fore in language studies, J. Coates in his *Women, Men and Language* [Coates, 1993, p. 241] writes that this is primarily connected with a more detailed, more subtle approach to linguistic phenomena, when the researcher's goal is not only to reflect general patterns, but also to take into account the specific conditions of language use.

We analyzed the speech of only those male and female characters who, from the point of view of other sociological and historical criteria, are in more or less equal position. In other words, all the characters we are analyzing are sufficiently educated, and, therefore, must speak the standard language, which is less complicated of the Elder or middle age. The article also provides examples of the use of dissected questions in the speech of poorly educated characters in the context of comparative analysis.

There is some element of questioning, judging by the interlocutor's remarks.

In the play "You Can't Take it with You", the main character, the writers, quite often resorts to the use of articulated questions. In a whole series of songs there are characters who "abuse" dismembered verse. Thus, the number of dissected questions in IC speech significantly exceeds the average value. They show a positive emotional coloration that characterizes the attitude of the speaker to the interlocutor and there is a contact-establishing function. An utterance with an attaching question. This part is always directed to speech contact. From the point of view of learning a foreign language, the contact-setting function is of interest, because, being obvious when communicating with native speakers, this function is not so obvious when communicating with foreigners. For instance:

Penny: Seems so nice to get into my art things again. They still look all right, don't they, Grandpa?

Grandpa: Yes, indeed. "You can't take it with you", Hart and Kaufman, p. 254].

The predominance of positive connotations does not mean that women do not use segmented questions with some negative connotation. There are far fewer such cases. The use of sarcasm, irony, reproach in the speech of women, as in *Ilravi.io*, indirectly indicates the negative character of a certain female character in the play. Positive connotations. met with British women express sympathy, motivation, admiration, support (advice), friendly disposition, apology.

In oral calculation, all transitional cases of dissected questions are found - affirmative sentences, combinations of a statement and a question, exclamatory sentences, rhetorical questions, etc.

When referring to the speech portraits of men, there is an inverse correlation of negatively colored and positively colored dissected questions.

Analyzing the speech of men, first of all, it is necessary to consider those examples in which the professional affiliation of the characters provides them with a sufficiently high level of education.

A significant percentage of dissected questions used by men is in the nature of a mockery:

Frederica. There's a great breeze if you stand up here.

Wyatt: Couldn't stand anywhere after all that lunch the Brigadier got for us. I say, he is hot stuff in that department isn't he? But he was quite a soldier.

Brederic: I suppose it usual]y is. (Edward: Fine. All right)... [Osborne. West of Suez, r. 397).

The general attitude towards one's interlocutor sometimes turns out to be hotly indicated in the author's remarks. The following dissected question is prepared with just such a remark. The male character does not ask the interlocutor a question in order to clarify his position, but teases him.

Jerry! ...Well, what I have been meaning to tell you about is the dog; I shall, Peier (nervously): Oh, yes, the dog.

Jerry. Don't go. Are you not thinking of going, are you?

Peter. Well... by, I don't think so Alby. The Zoo Story, b. 29].

In the speech of uneducated male characters, exclamations do not take the form of dissected questions. The male characters of the plays, who do not know each other, at the first acquaintance do not become on the level of friendly disposition and do not, as a rule, use dissected questions, being afraid to appear familiar. But there are exceptions (non-binding exclamations about the weather, outside view, apologies, etc.). There were cases of using dissected questions during the first acquaintance by representatives of certain professions (reporter, hairdresser, etc.)

The use of official formulas "I suppose" ("I mean", "I think", "I know", "I say", etc.) in dissected questions indicates a certain speech portrait of the character. It should also be noted that dissected questions with the formula "I suppose" were found in almost all speakers of a non-standard language, while many highly educated people did not have such questions. The disjointed questions of uneducated male characters are simple in structure and often function as clichés ("That's a different story, isn't it", "You know that, don't you?", etc.). Communicators prefer to use their own forms of expression, believing that by doing so they will increase their social status.

How can you summarize the results obtained in terms of English learner?

A foreigner can hardly be advised to use disjointed questions to express irony, although passive familiarization of English learners with such cases seems not only possible, but also desirable. The main attention should be paid to the functional loading of dissected questions with positive connotations. To do this, you should rely primarily on the speech of female characters.

In such a way, the appearance of dismembered bop]eogob g this interjection in this presse may serve an indicator of the character's affiliation to the American society.

A number of Male Characters definitely belong to the less-educated American society. Let us give an example where in male speech there are deviations from the norm.

The Man: Come here, wow! (Does not take some slips of paper out of his pocket.) Ever see these

before?

Ed (gulping): They're my circulars. The Man.' You print this stuff, huh? Ed. Yes, sir.

The Slan: And. You put 'em into boxes of candy to get 'em into people's homes.

Esze: The Love Dreams!

Ed. But I didn't mean anything.

The Man: You didn't, huh? (Not reads the circulars.) "Dynamite the Capitol!"

"Dynamite the White House!"...

Ed. But I didn't mean that...

Grandpa: Printing is just his hobby, that's all. Not privates everything. (Frederica: I suppose it usually is. {Edward.' Fine. All ght)... Osborne. West of Suez, p. 260].

Violations are also observed from the point of view of the SNT-tax construction of the sentence ("ever see these before?").

Rubin. I guess they don't have time for any of their old friends, now that they've got so much money.

Sot. Anyway, they've asked Reenie to the party. I'm thankful for that.

Rubin. The country cluh, huh? Woo God, I'd die in the poor-house 'forc I'd eter do what Harry Ralston done. (Inge. The Dark at the Top of the Stairs, p. 243).

Conclusion

A more modest range of negative connotations in English women can be explained by the generally known emotional restraint of the English in comparison with other NATIONS. With regard to the sharp increase in the number of PBs with negative connotations in the speech of American women, i.e., the significant approximation of their speech to the speech of men, here, as the main reason, one should point to the greater democratization of the American society compared to the British. When not only class differences are erased, but also any others (between adults and children, acquaintances and strangers, etc.). In this regard, as S. Berkner quite rightly notes, "it is necessary to distinguish between actual Aemocratization and pseudo-democratization, which Goraya leads to the devaluation of cultural and moral values" (Berkner, 1988, p. 548).

Dissected questions carry socially significant information about the social status and social role of the speaker, about his gender and age, socio-cultural level, professional and territorial affiliation, about the degree of acquaintance of the speakers. Moreover, all these factors are closely interrelated, which determines the importance of the conditional distinction into social oppositions and determining the ways of their interaction in the speaker's speech.

In terms of structural construction, the dissected questions have a great typological diversity. Dissected questions can be identical to various communicative types of sentences: narrative, imperative, exclamatory. As a result, the inconsistency of structural construction reveals all the peculiarities of their semantics, which gives reason to refer these questions to interrogative sentences with non-standard semantics. The choice of dissected questions as the main operational unit of sociolinguistic analysis in a dialogue based on the material of plays by British and American authors is very productive. It seems promising to study the discussed issues in more detail on other material, their comprehensive description, taking into account all the pragmatic and social factors that can be

identified that determine the variability of the English language. It is also interesting and productive to include social parameters in this sphere of individual variation, which are determined by the psychophysical and physiological properties of a person, which undoubtedly have the most direct impact on his speech and language. As a result, it allows to give a complete and comprehensive sociolinguistic description of a person.

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