

THE SPEECH COMMUNICATION PROCESS AND THEIR CRITICAL COMPONENT

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ABSTRACT:

Speech processing by human listeners extracts meaning from acoustic input through intermediate steps involving abstract representations of what was heard. The latest results from several lines of research are brought together here to shed light on the nature and role of these beliefs. In speech recognition, the representations of phonological form and conceptual content are dissociated. This follows from the independence of priming patterns for word form and meaning. The nature of phonological representations is determined not only by the acoustic-phonetic input, but also by other sources of information, including metalanguage knowledge. This follows from the evidence that listeners can store the two forms as different, without showing any evidence that they can detect the difference in the question when they listen to the speech. Lexical representations, in turn, are separated from prelexic representations, which are also abstract in nature. This follows from evidence that perceptual learning about the implementation of a particular speaker's phoneme, induced on the basis of several words, is generalized throughout the lexicon to inform the recognition of all words containing the same phoneme. The efficiency of human speech processing is based on the rapid execution of operations on abstract representations.

Keywords: Speaker, listener, message, channel, context, interference, feedback

INTRODUCTION:

There are a number of models used to demonstrate the process of public speaking. Many researchers have worked on creating a visual image or representation of the communication process to make it easier for you to understand the different components and how they work together. The terms used by different authors, texts, and models are also slightly different, but don't let that bother you. In this chapter, you will quickly see that while the terms and models may differ slightly, the communication process is universal.

Most of those who study the process of speech communication agree that almost every speech has several important components. We have chosen the following terms for these components in this text:

- Speaker
- Listener (s)
- Message
- ChannelContext
- Interference
- Feedback

SPEAKER:

As you can imagine, the speaker is the most important first element in the process of speech communication. Without a speaker, there is no process. A speaker is simply a person who makes or presents a speech. A speaker can be someone who trains employees in your workplace. Your professor is another example of a public speaker when he is giving a lecture. Even a stand-up comedian can be considered a public speaker. After all, each of these people presents an oral message to the audience in a public setting. Most speakers,

however, will agree that the listener is one of the main reasons they speak.

LISTENER:

The listener is just as important as the speaker; neither is effective without the other. A listener is a person or people who have gathered to hear a spoken message. Some texts may even refer to multiple listeners as an "audience". "The listener typically forms an opinion about the speaker's effectiveness and the validity of the speaker's message based on what they see and hear during the presentation. The listener's work sometimes involves criticizing or evaluating the speaker's style and message. You may be asked to criticize your classmates when they speak, or to complete a public speaker assessment in a different setting. This makes the listener's work extremely important. Providing constructive feedback to speakers often helps the speaker significantly improve their speech.

MESSAGE:

Another important element of the speech process is the message. A message is something that the speaker discusses or the ideas that they present to you when they cover a particular topic. The important concepts of the chapter presented by your professor become the message during the lecture. The commands and steps you should use, the new software at work is the coach's message when he presents the information to your department. The message can be long, like the President's state of the Union speech, or rather short, like a five-minute class speech.

CHANNEL:

A channel is a means by which a message is sent or transmitted. Different channels are used to deliver the message, depending on the type of communication or context. For example, in mass communication,

a channel can be a television or radio broadcast. Using a cell phone is an example of a channel that you can use to send a message to a friend in interpersonal communication. However, the channel commonly used in public speaking is the speaker's voice, or more specifically, the sound waves used to transmit the voice to those listening to it. You can watch a pre-recorded speech or one that is available on YouTube, and now you can tell that the channel is a TV or your computer. This is partly true. However, speech would still have no value if the speaker's voice was not present, so in reality the channel is now a combination of the two-the speaker's voice broadcast via an electronic source.

CONTEXT:

Context is a bit more complex than the other elements we've discussed so far. A context is more than one specific component. For example, when you give a speech in class, the class or physical location of your speech is part of the context. This is probably the easiest part of the context to understand.

But you should also consider that people in your audience expect you to behave in a certain way, depending on the physical location or the occasion of the presentation. If you're making a toast at a wedding, the audience won't be surprised if you tell a funny story about the couple or use informal gestures like "high five" or slap the groom on the back. This would be acceptable within the expectations of your audience, given the circumstances. However, what if the reason for your speech was the delivery of a eulogy at the funeral of a loved one? Will the audience still find "high five" or "humor" acceptable in this setting? Probably not. Therefore, the expectations of your audience should also be taken into account in the context.

Cultural rules-often unwritten, and sometimes never officially communicated to

us-are also part of the context. Depending on your culture, you'll probably agree that there are some "rules" that people who attend funerals usually adhere to. In some cultures, mourners wear dark colors, they are gloomy and quiet. In other cultures, it is customary to mourn loudly or beat your chest to show extreme grief. Therefore, the rules of our culture-whatever they may be-also play a role in the context.

INTERFERENCE:

Each speaker hopes that his speech will be understandable to the audience. However, there are cases when some obstacle gets in the way of the message and prevents the listener from hearing what is being said. This is interference, or you may have heard it called "noise". Every speaker should prepare and speak with the assumption that interference is likely to be present in the speaking environment.

The interference can be mental, physical, or physiological. Mental interference occurs when the listener is not fully focused on what they are hearing because of their own thoughts. If you've ever caught yourself daydreaming in class during a lecture, you're experiencing mental interference. Your own thoughts get in the way of the message.

The second form of interference is physical interference. It's a noise in the literal sense-someone coughing behind you during a speech or the sound of a mower outside the classroom window. You may not be able to hear the speaker due to the surrounding ambient noise.

The last form of intervention is physiological. This type of interference occurs when your body is responsible for blocked signals. A deaf person, for example, has a very real form of physiological interference; they may have varying degrees of difficulty hearing the message. If you've ever been in a room that

was too cold or too hot and found yourself not paying attention, you're experiencing a physiological intervention. Your physical discomfort distracts from what is happening around you.

FEEDBACK:

The last component of the speech process is feedback. While some may assume that the speaker is the only one who sends a message during the performance, the reality is that the listeners in the audience send their own message, called feedback. Often this is how the speaker knows if they are sending an effective message. Sometimes feedback from listeners comes in verbal form – questions from the audience or an angry response from the listener about the presented key point. However, in general, the feedback during the presentation is usually nonverbal-the student nods his head in agreement or looks at the listener in confusion. An observant speaker will scan the audience for these forms of feedback, but keep in mind that nonverbal feedback is often harder to detect and decipher. For example, is a yawn a sign of boredom or is it just a tired viewer?

Generally, all of the above elements are present during the performance. However, you may wonder what this process would look like if we used a diagram to illustrate it. At first, some student's think of public speaking as a linear process-the speaker sends a message to the listener-in a simple, straight line. But if you think about the components we just covered, you'll start to see that a straight line can't adequately represent the process when we add listener feedback to the process. The listener sends its own message back to the speaker, so perhaps the process is better represented as circular. Add a bit of interference and put the example in context, and you'll get a better understanding of the speech process.

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