SPONTANEOUSLY PRODUCED TEXTS OF LEXTURES AND INTERVIEWS

Bozorova Mukhabbat Abdurakhmonovna

Senior Teacher of Department "Languages", Tashkent Institute of Irrigation and Agricultural Mechanization Engineers Of Bukhara Branch, Uzbekistan, Bukhara

Abstract:
In the given article attempt of categorization of syntax and non-syntax pauses is done by the way of undertaking auditor and electro-acoustic analysis.

Key Words: pause, speech flow, spontaneous speech, acoustic parameter, syntactic and non-syntactic pause, pause-oscillation, synsemantia, intonographic analysis, coding, decoding & improvised speech

Spontaneously Produced Texts of Lextures and Interviews:
In our previous works we suggested that the texts of lectures should be characterized by a lower degree of spontaneity, compared with the texts of the interviews. In order to verify this assumption, the total length of pauses in the text (in%) and the duration of individual syntax and non-syntactic (instructional) pauses (in%) on excerpts of texts consisting of 100 syllables were calculated on the material of the pause organizations of the analyzed speech types.

SB-speech beat

AE - accent group

Basing on the data, we can formulate the following conclusions:
- ✓ The total duration of pauses in the texts of interviews exceeds the total duration of pauses in the texts of lectures: the correctness of this conclusion is confirmed by the results of checking the significance of the differences in the mean values of the compared samples using Student's criterion;
- ✓ Differential comparison of the duration of various types of pauses will reveal significant differences in the average values of the duration of syntactic pauses after FSC (finite speech cycles) and NFSC (non-finite speech cycles); the duration of the pauses of the one and the other in the texts of the interview exceeds the duration of the corresponding pauses in the B texts of the lectures.
- ✓ While analyzing the duration of non-syntactic pauses (instructional pauses and pauses-interferences), the picture is opposite: the duration of non-syntactic pauses in the texts of the interview turned out to be shorter, compared to the texts of lectures. However, in this case, we can only talk about the presence of a trend, because when testing the significance of distinguishing the mean values, the hypothesis of their equality was not rejected.
- ✓ In terms of the frequency of pauses for one hundred syllables, the texts of the lectures and interviews revealed significant differences; the number of pauses between SB 0 AE in the texts of lectures exceeds the number of corresponding pauses in the texts of the interview.

Thus, the data obtained as a result of comparing the duration and frequency of pauses in the analyzed types of speech testify in favor of our suggestion of a greater degree of spontaneity of the interview in comparison with lectures. The greater degree of spontaneity of the interview texts is indicated by both the long total duration of the pauses and the long duration of the syntactic pauses. The shorter duration of non-syntactic pauses, and first of all, the pause-interferences in the interview texts can be considered as an indicator of a certain automatism in the connections of individual AE, which is one of the signs. Based on the data obtained in the process of conducting an auditory and intonographic analysis, we can draw the following conclusions:

The auditors of both groups (native speakers and experienced phoneticians), basically correctly identified the affiliation of texts to one or another type of speech (lectures or interviews) of spontaneous conversational speech.

The attribution of the text to an improvised or reproduced speech was unambiguous for the interview texts (all interview texts were attributed by the auditors to an improvised speech). The texts of lectures in 37% of cases were considered by auditors as reproduced, in the rest - as improvised.

Thus, the data of the audit analysis showed that the improvised and reproduced types of speech have their own specific phonetic characteristics.

As a result of comparing the data obtained in the course of the two series of subjective analysis - informative and auditory - it can be concluded only that they partially coincide, which, in turn, still confirms the position that there is no complete parallelism in grammatical and phonetic division.

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