

## Typology of Speech Genre

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**Abstract:** The names of speech, oratorical speech, oral, written speech and others we find in the most ancient rhetoric when designating varieties of text. The concept of "speech genre" is one of the key school rhetoric courses. The article deals with the typology of speech genres.

**Key words:** speech genres, typology of speech genres, oratory, oral, written speech.

### Introduction

Already the ancient rhetoricians understood that knowledge of general rhetoric (its postulates, rhetorical canons, etc.) was not enough to create an effective speech work. For example, Aristotle singled out the types of speech according to the main communicative task. Even in those distant times, the communicative task was perceived as the basis for isolating various types of oratorical speech: deliberative, epideictic, judicial.

There was a need to comprehend how the rules of general rhetoric are applied when creating a wide variety of statements. Along with the general rhetoric as its continuation, private rhetoric began to develop, where the main attention was paid to genera, types, genres. This line of development of rhetoric continues in our time.

### The concept of speech genres

Linguists are trying to identify the varieties of text and describe them, isolate the "genre-forming features." This is a difficult task because speech reflects changes in the world around us. Before our eyes, new genres appear (for example, resume for a job), the "old" ones are updated, there is an interpenetration of genres, their synthesis (information message with elements of reportage, essay with fragments of interviews).

It is known that for the first time the Soviet scientist M.M. Bakhtin separated genres of fiction from genres used in life. It was he who drew attention to the fact that "even in the most free and unconstrained conversation, we cast our speech according to certain genre forms ... a standard military command, and a detailed detailed order, and a rather motley repertoire of business documents ... and a diverse world of publicistic speeches ... but here we should also include various forms of scientific speeches ...".

MM. Bakhtin also defines speech genres as "relatively stable, thematic, compositional and stylistic types of utterance."

In other words, the speech genre is a type of oral and written texts that exist in various spheres of communication, are reproduced by speakers and writers and are recognized by their linguistic (verbal and non-verbal) means.

It is generally accepted that the created speech genres are directly related to those specific events and situations that occur in a person's life. For example, in an unfamiliar company we are implementing the "Acquaintance" genre; in order to teach how to use a new device - "Instruction". Of course, acquaintance will be different in cases when we introduce ourselves to future colleagues

or, for example, to the company of our friend. Likewise, the instruction will sound differently for an adult and a child, a trained listener and an untrained listener.

From the above examples, it is obvious that the choice and specific implementation of a speech genre suitable for a given situation is determined not only by the communicative task, goal, but also by the “image of the author” and “the image of the address” (in the terminology of T.V. Shmeleva).

The same idea (about the need to take into account the addressee) was emphasized by the great orator of antiquity Mark Tullius Cicero: "... Not everyone should be spoken in the same way ... the one who will be able to apply in his speech to everything that turns out to be appropriate will be eloquent." This statement of Cicero can be illustrated by the following example. Sometimes we hear remarks: "I am not the one for you (the one) to forbid me (order, command, advise, etc.)." These responses show that the communication was not successful, because when choosing a speech genre, the target, addressee, and addressee were not sufficiently taken into account.

For successful communication, it is also important to take into account such components of the speech situation as: where communication takes place, when (including how long it can last) and how it happens.

For example, the imperative intonation is inherent in the genres of order, demand, and the genre of request is distinguished by the pleading intonation. The given example illustrates the meaning of such a component as linguistic means (in this case, non-verbal), acting as a genre-defining feature.

The communication time also affects the genre created by the author. For example, when a speaker is given 5 minutes at a scientific conference, we are likely to hear the genre of the information message. And if 15 or 20 minutes are allotted for a speech, then, probably, the genre of the report. And if the conference participants exchange information on the sidelines, then this communication will proceed in the genre of scientific conversation, in the form of a dialogue.

Thus, taking into account all the components of the speech situation helps to select and implement the optimal speech genre, which makes communication appropriate and successful.

The above genre-forming features are noted by many linguists.

#### Typology of speech genres

For the present time, the accumulation of a large amount of factual material on the isolation, description of speech genres, and their inventory is characteristic. In this case, various approaches are used to characterize speech genres: in some works, much attention is paid to the study of the speech situation (including the purpose of the utterance), in others - to the features of the structure of utterances and their speech design. Thus, a basis is being prepared for creating a typology of speech genres on various grounds.

So, G.V. Eiger and V.L. Jucht offer such binary opposite descriptions of texts as:

- individual / collective;
- mono-address / poly-address;
- polycode / monocode;
- clichéd / non-clichéd.

G.I. Bogin offers a typology of written texts by subject, object, time. As an example, let us give the classification of written speech genres by object (addressee). These are the texts:

- 1) individually oriented (personal letter to an individual addressee);

- 2) mass-oriented (books, newspapers, inscriptions);
- 3) indefinitely oriented;
- 4) bilaterally oriented (I wrote it and look forward to hearing).

Even earlier, A.A. Kholodovich noted such signs of utterance as contact / distance.

The method also distinguishes between primary speech genres and secondary ones (retelling, annotation, afterword, etc.), created on the basis of primary ones.

We will also give an example developed by T.V. Bumblebee typology of speech genres, which are based on a communicative goal (although, we note, there is no typology of speech genres generally recognized by linguists):

“Informative, the purpose of which is various operations with information: its presentation or request, confirmation or refutation;

imperative, the purpose of which is to cause the implementation / non-implementation of events that are necessary, desirable or, on the contrary, undesirable, dangerous for someone from the participants in the communication;

etiquette, the purpose of which is the implementation of a special event, an act in the social sphere, provided for by the etiquette of a given society: apologies, gratitude, congratulations, condolences, etc. up to the abdication of the throne;

evaluative, the purpose of which is to change the well-being of the participants in communication, correlating their actions, qualities and other manifestations with the scale of values accepted in society”.

Of course, this typology covers a large number of speech genres, but since the types of genres are distinguished on more than one basis, a number of questions arise. So, some imperative speech genres (order, advice) contain the necessary information ("I order you to take height No. 5"; "I advise you to urgently contact the surgeon Petrova, who is receiving in the 201st office"). As for evaluative statements, in the interpretation of Shmeleva it is difficult to distinguish them from etiquette because etiquette genres, like evaluative ones, "affect the well-being of the participants in communication."

These types of texts, their typology reflect the realities of modern life and therefore are included in the course of school rhetoric.

Here are some examples. In elementary school, pupils learn to create secondary texts - retellings; in high school - review, feedback, annotation, dramatization, etc. In grades 5-11, tasks for the creation of a speech genre, focused on interpersonal, group and mass communication, are practiced. Pupils get acquainted with the texts of a rigid (statement, power of attorney) and semi-rigid structure (protocol, explanatory note). Training in contact and distant communication is provided. The meaning and features of polycode texts (text with a photograph, etc.) are also considered. Much attention is paid to etiquette speech genre at all stages of training.

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