

SPEECH INFLUENCE REALIZATION IN ENGLISH PARENTAL DISCOURSE

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INTRODUCTION

The study of discursive realities is one of the most important tasks of modern linguistic research, whose theoretical and practical achievements provide the basis for a detailed study and analysis of the regularities of the functioning of language units in the process of communication. The expansion of the field of linguistic studies and the integration of humanities and social disciplines contribute to the reorientation of modern linguistic research towards anthropocentrism and discourse analysis and actualizes the urgency of studying various aspects of discourse (and its varieties) through the prism of extralinguistic phenomena. Within the framework of the dominant anthropocentric paradigm, the problems of determining the typological features and specificity of the organization of discourses in the institutional sphere are being actively developed (T. V. Chrdileli, Petlyuchenko N. V., A. Reyes, O. O. Varetska, O. V. Yashenkova, B. Lewandowska-Tomaszczyk, J. Esser). Scholars focus on the communicative and cognitive parameters of discourse interactants, taking into account their extra-linguistic characteristics. Recently researchers have shown an increased interest in family communication. There is a comprehensive study of communicative strategies and tactics of English-speaking family communication (A. Bigari, O. Zvereva, E. Zymych, L. Soloshchuk, O. Tarnavskaya, V. Yakuba), peculiarities of the spoken language of the family are studied (A. Baikulova, I. Borisova, L. Kapanadze, O. B. Sirotynina), gender, age, role aspects of family interaction are established (O. Galapchuk, O. Gridasova, A. Semeniuk, A. Paharenko). Discourse is viewed as a speech interaction between two or more communicators, as a dynamic sequence of replicas exchanged by communicators to approach a particular task, under the control of a certain strategy or in accordance with intention. The common communicative intention, a global goal, the realization of which occurs through the joint efforts of interlocutors, is recognized as one of the main characteristics of discourse, along with the common theme that reflects the subject of speech activity and is presented in the form of a macro-proposal and macrostructure. For dialogic speech as the original form of language communication, such a feature as the exchange of statements is mandatory. "Discourse is treated in "terms of dialogic relations established between the speaker and the listener;

dialogicity is a natural property of discourse. Discourse does not represent reality, but actively constructs it”¹ One of the aspects of discourse study is speech influence, which involves the use of language means to realize the cognitive and communicative intentions of the interactants. Linguistic studies, focusing on the investigation of the mechanisms of human behavior regulations through speech, study the means and procedures of speech influence (Fairclough, A. Mooney), which determines the urgency of studying speech influence in different types of discourse, in particular, the study of the peculiarities of speech influence in parental discourse. English parental discourse is a personally oriented communicative interaction that takes place in the family sphere of communication, where interlocutors – parents and children – realize their asymmetric status roles.

The life of society is impossible without communication, which is the basis for the acquisition of collective communicative experience in the process of cognition. The urgency of studying the functioning of language in socio-cultural realities and new extralinguistic contexts requires a rethinking of traditional views on basic concepts in the light of the dominant anthropocentric paradigm of modern linguistics.

The relevance of the work is due to the priority direction of development of modern anthropocentric and functionally oriented linguistics, which focuses on the study of language as an instrument of influence in various types of discourses. A comprehensive study of the structural and semantic aspects of the speech practices of English discourses interlocutors, regarding the social determinants of their communicative interaction, including the analysis of English parental discourse, is of urgent need.

1. English parental discourse in the modern discourse paradigm

The family is our first social reality, the source of many communicative patterns and types of relationships that we repeat throughout our lives². From the standpoint of a systems approach, the family is an open system that self-organizes and functions in society. The family as a system is based on the principle of expediency. One of the properties of the system is its integrity, which is manifested in the fact that internal ties in the system are stronger than external ones, and it differs from other systems, existing as an independent whole. All the elements and processes that take place in this system mutually influence and mutually condition each other. Each family member, while remaining an individual personality, acts as a functional component of the

¹ Шевченко І. С. Дискурс як мисленнєво-комунікативна діяльність. *Дискурс як когнітивно-комунікативний феномен* : кол. монографія / під загальн. ред. І. С. Шевченко. Харків : Константа, 2005. С. 25.

² Trenholm S. *Interpersonal Communicatin*.1992. 443 p.

system as a whole. The interaction of the system components is actualized in the process of interpersonal communication, through the realization of socially determined motives and personal goals. Family communication is the process of deploying interpersonal interaction using a system of verbal and non-verbal codes by individuals characterized by close family ties, which are built on a sense of strong emotional attachment, with a common retrospective and prospective life experience³. Interactional models of family communication are dyads: woman – man, parents – children, brothers – sisters. Parental discourse is represented by a dyadic interaction of parents and their children. Since 60s of the twentieth century, family communication has turned into a completely new discursive formation, characterized by a redistribution of the subjectivity of power, a modified role structure, a transformed perception of the “ideal” in family relations, more liberal communicative strategies and tactics, as well as complicated conflict situations⁴.

For a long time, the issue of family relations was mainly addressed in the field of psychology, psychotherapy, sociology and anthropology. At the same time, attention was focused on the study of historical aspects of the family institution formation, research on demographic issues, and psychopathological deviations. Within the communication theory framework, the issues of structural organization of the family as a system and its functional features were developed, the dynamics of family evolution were investigated, and the interaction patterns of family subsystems were studied (Caughlin J. P., Levin I., Noller P., R. Peterson, S. Green, Trenholm S.). Linguistic aspects of family communication predominantly have attracted the attention of foreign researchers. Thus, D. Tannen studied the patterns of daily family communication within the framework of communicative linguistics⁵. The analysis of typical communication situations and models of communication between parents and children has also become the subject of works by K. Galvin, D. Laible, E. Maccoby, C. Segrin, L. Walker. Currently, the focus of linguistic research is on the linguistic and pragmatic features of family communication, its linguistic and linguocultural specificity, and there is a growing interest in family communication in terms of the influence of gender, age and socio-cultural factors (L. Soloschuk, A. Paharenko, A. Semenyuk, I. Osovska). The attention of scholars is also drawn to children’s discourse. In the second half of the twentieth century, psycholinguistics and sociolinguistics focused on the study of children’s

³Noller P., Fitzpatrick M. *Communication in Families’ Relationships*. Prentice Hall, 1993. P. 19.

⁴Бігари А. А. *Дискурс сучасної англomовної сім’ї*: дис. ... канд. філол. наук. Київ, 2006. С. 37.

⁵Tannen D. *I Only Say This Because I Love You*. London : Vigaro, 2002. 336 p.

speech. Psycholinguistics investigated the genesis of children's speech, the problems of identifying the mechanisms of children's language ability formation, the peculiarities of language acquisition, mastering and use. Sociolinguistic studies have focused on the peculiarities of organizing the child's discourse, the influence of the family system on the development of the child's speech. Researchers' attention was also drawn to the problems of linguistics and psycholinguistics of children's speech. They analyzed phonetic, grammatical, lexical and semantic peculiarities of children's speech, the peculiarities of the child's acquisition of grammatical categories, as well as the non-verbal components of children's communicative behavior. In addition, the peculiarities of nominations in children's speech have been studied, children's linguistic worldview has been researched, and discursive and pragmatic features of children's speech have been investigated.

In accordance with the model of discourse analysis, in this paper, the characterization of the parental discourse is carried out taking into account its components that are typical participants, chronotope, objectives, values, topics, situations of interaction.

Since parental discourse belongs to the family sphere, its participants are family representatives, namely "parents and children"; by parents we mean mother and father. Children are sons and daughters. Parents are endowed with the right to raise children, passing on to them the norms of behavior in society. They are a priori respected both in the family and in society and have a high social status.

The thesaurus gives the following variants of the designation of parents in English: parent – *begetter, guardian, procreator, sire, mother, father, the old folks, fossils*; Parent – *person who has or adopts a child; father or mother*; Mother – *ma, mom, mummy, mater, old lady*; Father – *dad, daddy, pa, pater, governor, old man, old boy, gaffer*⁶. The lexical composition of the units nominating the types of family ties between parents and children in English is highly differentiated: *Relatives, relations, kinsfolk, kin – relatives, family members. Akin, cognate, blood relation, natural relation, natural relatives, genetic relatives, blood kin, relative by blood, heir of the blood kinsman, kinswoman – relatives by blood. Alliance, connection, kinship, relation, relationship – kinship. Blood relationship, consanguinity – blood relationship. Cognation – kinship in the female line, agnation – kinship in the male line. Ancestor, forefather, predecessor, ascendant – ancestor, forefather. Posterity, progeny, generation, descendants, offspring*⁷. The diversity of

⁶ Collins Dictionary and Thesaurus of the English Language / ed. by G. Breslin, L. Gilmour, P. Weber. Harper Collins Publishers, 2011. 1920 p.

⁷ Oxford Dictionary of English. ed. by C. Soanes, A. Stevenson. Oxford University Press, 2010. 2110 p.

lexical units of linguistic representation of the idea of kinship is explained by the stability of the family institution and the social value of family ties.

The concept of “children” includes not only an age characteristic (from birth to adulthood), but also a relational one in relation to their parents: *baby, toddler, infant, child, kid, younger children, junior, teen-ager*⁸.

Communication between children and parents is vital. Insufficient communication or communication that does not meet the needs of the child has a negative impact on their development. This negative impact has its specific manifestation at different age stages. B. Montgomery identifies four factors of successful communication: openness, acceptance, interaction management, and situational adaptability⁹, which are further interpreted and specified in relation to family interaction in the work of P. Noller, M. A. Fitzpatrick. Openness implies the possibility of disclosing personal feelings and attitudes of some family members to others who are ready to accept and understand. Acceptance is seen as a willingness to accept the self-presentation and relationship offered by a partner. Acceptance does not necessarily mean agreeing with the partner in communication, but it involves recognizing the value of their positions and their right to different views while maintaining friendliness, goodwill, and sympathy. Interaction management refers to the ability to introduce a feasible set of interaction rules and apply these rules appropriately to achieve goals. Situational adaptability implies a flexible approach to interaction and the choice of behavioral patterns that correspond to each individual situation of communicative interaction¹⁰. Parents and children maintain a constant social and, as a result, communicative connection, gaining discursive experience. Communication between them takes place at a shorter communicative distance, which increases the level of implicitness of meaning in the text. The shorter the communicative distance, the more information is transmitted implicitly, taking into account the commonality of life experience and thesaurus of the participants of communication and the unambiguous interpretation of the topic and purpose of the text. The commonality of the participants’ thesaurus and situational clarity provide communicative clarity as a coincidence of the author’s intention and the addressee’s interpretation. Communication partners have the opportunity to immediately check the adequacy of their understanding. The relationship between communicators in a participatory discourse is characterized by asymmetry due to anthropological features: differences in

⁸ Oxford Dictionary of English. ed. by C. Soanes, A. Stevenson. Oxford University Press. 2010. 2110 p.

⁹ Montgomery B. M. The Form and Function of Quality Communication in Marriage Family Relations. 1981. Vol 30, № 1. P. 21.

¹⁰ Noller P. Communication in Families’ Relationships. P. Noller, M. Fitzpatrick. Prentice Hall, 1993. P. 17.

age, gender, as well as functions in the conversation, social status and social roles¹¹.

Chronotope is a spatial and temporal model of reality that reflects the facts and phenomena of reality, i. e. the environment in which the discourse unfolds. The sphere of everyday communication is presented in the form of an informal, direct, spontaneous communicative space. This sphere reflects a large number of situations of social interaction of communicators that are not rigid in nature of normativity. The chronotope of parental discourse is an environment typical of a family conversation, i. e., the most typified circumstances in which family communicative interaction between parents and children takes place. Most often, the localization of family communication is actualized in places of joint residence, although formally it can take place anywhere in the presence of participants and conditions of communication (in transport, on the street, in public places, in nature).

An important aspect of any activity is the objective, in accordance with which the plan is constructed and the means necessary to achieve this goal are chosen. Communicative interaction between parents and children is a type of social interaction in the process of which socialization takes place as an organized and unorganized influence of society on an individual in order to form a personality that meets his or her needs. The purpose of parenteral discourse is the education and socialization of a member of society as preparation for certain social roles, as well as the transfer of knowledge, development of abilities, and acquisition of skills. The purpose of family communication is also to provide moral support, exchange information, plan joint activities, and organize everyday life. In the process of such family interaction, role models are built and stereotypes are created, which are then used in communication interaction outside the family. The goal is realized in the context of interpersonal communicative interaction of the interactants of English parental discourse in the process of purposeful speech influence on the recipient through informing, persuading, encouraging and evaluating.

The values of a parental discourse can be both hidden, implied, and openly and even obsessively proclaimed. The values a parental discourse are explained by its systemic objectives and correspond to the values of socialization as a social phenomenon. There are several ways to identify them. Firstly, it is the modeling of cultural concepts, a necessary component of which is the value component, which allows us to establish a value concept of the world in relation to a particular ethnic group or society. Secondly, it is the modeling of normative postulates within the framework of behavioral stereotypes – the priority of family relations.

¹¹ Солощук Л. В. Вербальні і невербальні компоненти комунікації в англomовному дискурсі. Харків, 2006. С. 213.

Since parental discourse functions in an informal family setting, parents and children communicate informally, the linguistic features of which are a low level of structure, ellipsis, word repetition, hesitation, high pace and rhythm of speech compared to formal speech, which means shorter length of its units and thematic diversity. The thematic repertoire of parental discourse is diverse and not fixed, but at the same time attention is focused on the personal, intimate, on the process of personality formation, its learning, development. The topics of conversations can vary depending on individual and social parameters of the initiators of communication, the situational context of communication, interactants' intentions, strategies and tactics. That is, the topics are determined by the communicative needs of the interactants and the status-role specificity of their interpersonal interaction.

As a result of the comparative analysis of fragments of English parental discourse, it was found out that communicative interaction between parents and their children occur in partnership and dominant communication situations, united by a common upbringing strategy. The general strategy of education is understood as a macro intention of the speaker related to the realization of educational goals under conditions of constructive and non-confrontational interpersonal interaction.

2. Specificity of speech influence in parental discourse

The integrative approach, relevant to the modern scientific paradigm, explains the interest in the problem of studying the phenomenon of speech influence from a number of disciplines: psycholinguistics, communication theory, rhetoric, traditional linguistics, psycho-semantics, psychology of language, sociology, conflictology. Influence is defined as getting one's way¹². Speech influence presupposes the use of language means to realize intentions in communication. The effect of speech influence implies a change in the behavior of the subject of influence or his emotional state, or knowledge about the world, or his attitude to certain events and realities of this world, that is, a change in his personal content. That is, when exercising speech influence, certain goals are pursued that determine the vector of its direction.

The needs of the modern linguistic paradigm require expanding the scope of the study of speech influence through the study of the specifics of its realization in real discourses where it becomes the part of a more complex activity. For example, elements of speech influence are present in the upbringing of a child, since the influence itself is the means and goal of the process of socialization of the younger generation. And the sphere of family communication becomes a sphere of intensive speech influence, which is

¹² Kipnis, D., Schmidt, S. M., & Wilkinson I. (1980). Intraorganizational influence tactics: *Explorations in getting one's way. Journal of Applied Psychology*. 1980. 65, P. 440–452.

realized through the use of the peculiarities of the organization and functioning of language units. Thus, the phenomenon of speech influence in the realities of English parental discourse acquires new features, performing the function of educational speech influence, since the development of interpersonal interaction in the direction of educational influence is associated with the realization of the leading function of the family – upbringing (socialization) of children. The socialization of an individual begins from the early years of childhood in the family circle thanks to parents who, objectifying and presenting their own conceptual picture of the world in their activities, form in the child's mind the concepts, ideas, images, stereotypes, concepts and models of the environment and its place in it¹³. Representing society, but remaining an autonomous social institution, each family synthesizes its own principles of the upbringing system based on the life experience of generations, family-approved value orientations and norms. The child's mastery of social roles, learning the rules of interpersonal interaction, the basics of moral and ethical behavior, social norms and values occurs in the process of socialization of the individual through the implementation of the family's educational function. Educational influence involves the formation of experience of social interaction through the instillation of rules and norms of behavior in society, the acquisition of skills in building interpersonal cooperative interaction. Thus, educational speech influence is a purposeful communicative action of the addressee carried out with the aim of achieving positive changes in the personality of the addressee. The right to exercise educational speech influence is ensured by the higher social status of parents.

The study of interaction involves taking into account the communicative position of the producer and recipient of the message. The phenomenon of speech influence is primarily related to the target setting of the speaker that exerts speech influence. It means regulating the activity of the interlocutor. One encourages a partner in communication to start, change, or end any activity, influences decision-making or the interlocutor's perception of the world. The addresser and the addressee of the family discourse are characterized by the predefined communicative and social roles, since the family is a closed conceptual sphere of kinship. The communicative roles of family members are determined by their family status, gender and age characteristics¹⁴.

¹³ Бігарі А. А. Дискурс сучасної англомовної сім'ї: дис. ... канд. філол. наук. Київ, 2006. С.53.

¹⁴ Семенюк А. А. Гендерні та вікові особливості кооперативної мовленнєвої поведінки в сімейному дискурсі (на матеріалі сучасної англійської мови): автореф. дис. ... канд. філол. наук. Донецьк, 2007. С. 7.

In accordance with this, in the context of the deployment of communicative interpersonal interaction aimed at the implementation of educational speech influence, parents are assigned the role of educational speech influence exerting, and children, respectively, are the object of educational speech influence. The actual goals of educational speech influence are to change knowledge about the world, to encourage action, and to adjust the value picture of the object of influence. In other words, when implementing educational speech influence, the addresser has a dominant attitude to perform communicative actions related to the formation and correction of the addressee's knowledge system, stimulation and correction of his/her behavior, as well as determination and correction of his/her value orientation. A systematic approach to the study of educational speech influence involves the identification of three spheres it is aimed: cognitive, emotional, and behavioral. With the regard to these spheres types as well as objectives of a speaker that exerts influence, we distinguish the following types of educational speech influence: informative speech influence; volitional speech influence, emotional speech influence.

Informative speech influence is related to a person's knowledge system and its transformation, a child obtains certain information (about the world around, about oneself, about social norms), transforms it by incorporating into their knowledge system, and in this regard plans the further behavior. Informative influence includes persuasion, explanation, argumentation, proof, discussion, cooperation, example, and remarks for the purpose of data supply. Informative speech influence ensures the formation of personal views and positions of the child, the establishment of social knowledge and ideas through the value and semantic content of the acquired knowledge system. Informative influence is highly argumentative as addresser tries to present their point of view as accurately as possible, using multi-vector evidence to justify the correctness of the position.

Volitional speech influence is aimed at the addressee's behavioral sphere in order to change his/her behavioral preferences. The basis of volitional influence is the inducement to perform (not perform) certain acts, i. e., the correction of deviations of the actual parameters of the addressee's activity from the normative ones as approved by the family and society. It presupposes the action inducement in the interests of both addresser and the addressee. The status superiority of parents provides the right to exercise moral influence in status-labeled situations inherent in parental discourse.

Emotional speech influence is the addresser's speech actions to express an emotional and evaluative attitude towards the addressee, aimed at the addressee's emotional sphere in order to correct his/her value orientation. It is aimed at provoking and maintaining such an emotional state that will facilitate

the assimilation of norms and principles of public morality, the formation of self-awareness and stable moral qualities, the development of the ability to empathize and sympathize with other people through the development of a sense of respect and respectful attitude towards them.

It should induce and maintain certain emotional states in a child that either facilitate or interfere with the perception of other actions (influences): approval, positive evaluation, encouragement, compliment, reward, support, acceptance, emotional closeness. Parents' ability to establish positive emotional contact with children contributes to the effectiveness of educational influence. Moral principles instilled by parents in the process of raising children become the basis of their value orientation and represent a certain set and hierarchy of value constants. When giving an assessment, parents project their value system onto the child's value picture in search of confirmation of its compliance with moral dominants.

The realization of emotional speech influence occurs in the process of speech interaction between parents and children through verbal and non-verbal expression by parents of their subjective attitude to various aspects of the object of evaluation: appearance, character, intellectual abilities, behavioral properties, language features, skills, value orientations and life preferences of children. When making an assessment, "a certain phenomenon of reality is perceived, compared with a model of the world or one's individual sphere and classified"¹⁵. At the same time, the value character of the subject is recognized or denied, i. e., the basis of emotional speech influence is the assessment of a different vector: positive or negative.

The theoretical analysis of psychological and pedagogical research in the field of family education shows the presence of authoritarian and personal forms of communication in the family. When developing interpersonal interaction, parents use opposite styles of communication: authoritarian-monological and personal-dialogical. The former is based on the establishment of subject-object (authoritarian) interaction and involves the use of strict forms of orders and warnings, comments and punishments. Acceptance, recognition, and understanding of the child is replaced by stereotypes and projections of the adult, and the regulatory function of communication significantly dominates the function of mutual enrichment. The second type is based on the attitude that the interactants are always equal to each other. Parents with a personal-dialogic communication style accept the child as an equal partner, giving preference to positive evaluation. Within the parental discourse, communication between parents and children takes place in situations of partnership and domination. Partnership parental

¹⁵ Михальченко М. М. Оцінка в тексті: реалізація і сприйняття. *Донецький Вісник Наукового товариства імені Т. Г. Шевченка*. Донецьк, 2008. Т. 22. С. 227.

communication involves parents diminishing their higher status in order to create parity in communication. Dominant parental communication is characterized by emphasizing the status advantage of parents.

The main principles of a partnership communication, namely: equality, respect, acceptance of the child's position, as well as emotional contact, determine the peculiarities of the deployment of interpersonal communication interaction between parents and children, which is always educational in nature. An identifying characteristic of partnership in the context of educational speech influence is the specific communicative attitude of parents to create in the child's mind models of the world that correlate with the models of the parents' world.

Parental dominance is based on personal-individual and status-role preferences that determine the asymmetry of interpersonal relations, providing for the exercise of the parental right to regulate, control and unconditionally impose their personal will and worldview in the process of implementing rationally informative, moral-volitional and moral-emotional educational speech influence by strategies of informing, encouraging, evaluating (value correction). That is, the salient features of dominance in case of educational speech influence is the specific communicative attitude of parents that presupposes the creation of matrix world models in child's mind, which dramatically coincide with parental one's.

3. Semantic and syntactic means of speech influence realization in English parental discourse

A wide range of linguistic means is utilized since there is a whole range of linguistic phenomena – lexical, grammatical and stylistic levels of language, characterized by a high degree of potential for influence and capable of bringing certain contents into focus. The choice of linguistic means of educational speech influence is determined by the specificity of the objective of the parent that exerts influence, the realization of which is ensured in the process of educational speech influence. The main functional and semantic categories involved in the realization of speech influence in parental discourse are the category of modality, the category of evaluation, and the category of negation.

The category of modality and the peculiarities of its linguistic and speech representation are covered in works of M. Teleki, V. Shynkaruk, F. Palmer, J. Saeed. Modality is a global linguistic category that explicates both the relation of the content of a statement to reality and the speaker's relation to the statement itself. The means of modality are lexical and grammatical units, compositional techniques, intonational emphasis of the subjective attitude, separate sentence members, word order and special syntactic constructions.

At the same time, modal verbs of possibility, necessity and obligation are capable of expressing both objective and subjective modality. One of the types of modality is the incentive modality, which is based on the expression of voluntary relations between the subject and the object of the incentive, marked by varying degrees of intensity in the conditions of the relevant situation. The inducement modality is associated with the communicative and pragmatic intentions of the addressee and is represented by various means. The direct imperative is formalized by the morphological category of the mood and is related to the predicative core of the sentence¹⁶. The verbal form of the imperative mood is considered as a standard of inducement. Other types of subjective modality are: modality of compulsion, voluntary modality, modality of necessity, modality of possibility, epistemic modality. The category of modality gives the discourse the character of categoricity, compulsion, and order¹⁷.

The category of evaluation is revealed in the semantic structure of the word as evaluation. Evaluation is one of the types of subjective modality characterized by the presence of a conscious value position of the speaker, their point of view on the object. Value can be defined as the positive or negative essence of the objects of the surrounding world for a person, social class, group or society as a whole, which is determined not only by its properties, but also by its place in the spheres of human life and social relations¹⁸. The axiological scale of the category of evaluation is presented as asymmetric opposition of “positive” and “negative” evaluation. The asymmetry of this opposition is due to the interpretation of positive evaluation as a norm. We consider the opposition of “approval” and “condemnation” to be the axiological scale of the category of evaluation, which is actualized in parental discourse, since the production of evaluation by parents is associated with the acquisition of their personal preferences of the status of the norm. The process of evaluation is a way of realizing the value of an object, person’s awareness of its value, which is realized in the form of an evaluative judgment.

Negation is considered as a functional and semantic category that integrates multilevel linguistic and speech means with the common meaning of negation¹⁹. Negation is a marked member of the opposition: assertion – negation. They are opposite phenomena of the same psychological level with

¹⁶ Телеки М. М. Соціальні категорії модусу в текстах епістолярного жанру. Київ, Николаїв: вид-во МДГУ імені Петра Могили, 2007. 176 с.

¹⁷ Cruse A. *Meaning in Language : An Introduction to Semantics and Pragmatics*. Oxford University Press, 2011. 512 p.

¹⁸ Моїсєва Ф. А. Моральна оцінка на аксіологічній шкалі. *Вісник ЖДУ імені Івана Франка*. ЖДУ, 2004. С. 186.

¹⁹ Селіванова О. О. *Сучасна лінгвістика : термінологічна енциклопедія*. Полтава : Довкілля К, 2006. С. 158.

the same logic of generation. And although from the point of view of pragmatics the category of negation is determined by negative communicative attitudes, it is able to provide (through grammatical and lexical units), in addition to actualizing the meaning of disagreement, refusal, denial, refutation, also the realization of positive communicative attitudes: request, warning, advice. The grammatical category of negation expresses either the negative nature of the subject-verb combination of a two-part sentence, or the connection of the predicate with secondary members of the sentence, or the negation of one of the sentence components. The plan of expression of grammatical negation is limited to formally presented grammatical language means.

The semantic content and structural features of the implementation of educational speech influence in English parental discourse is provided by semantic and syntactic categories. The significance of a linguistic unit of any level is inseparable from its form, and the syntactic form is the generator of semantics. English parental discourse is characterized by the diversity of structural and semantic means of informative, volitional and emotional speech influence realization in situations of partnership and domination.

In partnership interaction when implementing informative speech influence, the main focus is concentrated on the verbal presentation of data. We consider informing as a process of communicating facts, explaining the essence of meanings by naming surrounding objects, presenting their characteristics and explaining connections. Parents employ persuasion that provides transforming certain information into a system of life guidelines and principles in the activities of an individual. Persuasion is a means of influencing people's consciousness, the effectiveness of which is determined by the ratio of emotional and rational moments in consciousness. In persuasive influence, the rational determines the communicative effect, subordinating the emotional in the mind of the object being influenced. Persuasion affects, first of all, the mind, activating the thinking process of the individual²⁰. In other words, persuasion is a process of rational justification, which implies logicity and evidence of arguments, but does not exclude the possibility of involving emotional and evaluative means of influence and ensures the transformation of the addressee's existing system of views. In the process of interaction, knowledge is transferred from parents to children, but the initiative to start interaction can belong to both. When analyzing situations of informative speech influence, statements of representative and affirmative nature are used. The main functional and semantic categories of speech

²⁰ Георгієва Н. Ю. Просодія переконування в англійському діалогічному мовленні (експериментально-фонетичне дослідження) : автореф. дис. канд. філол. наук. Одеса, 2005. С. 6.

influence realization are the category of negation and the category of modality. The category of negation is represented by grammatical negation, which ensures opposition:

a) when informing, negative constructions are employed to contrast the judgments and ideas of the speaker and the addressee in order to demonstrate the falsity of the latter's judgments: "*No, sweetheart, Mummy doesn't have a teacher. She has, well, she has a boss, this man who's in charge. And she has to ask him if she can leave*". "*Could you ask that man if you could come home early other days?*" "*No. Well, yes I could, but I can't do it too often*". "*Why?*" "*Because Mummy has to be in the office or ... otherwise people might get cross with her*". (A. Pearson, P. 129).

b) when persuading, the parent emphasizes the discrepancy between their experience and experience of the child: "*Nonsense! Good God, boy, you don't know what you're saying. War is terrible. I come from a country that's been at war for a thousand years, so I know what I'm saying*". (C. McCullough, P. 55–56).

The category of modality is represented by the modal verbs *have to*, *should*, which express the meaning of forced actions caused by objective circumstances. At the syntactic level, narrative sentences are used. Impersonal constructions are utilized to introduce new informative data: *It is*, *It's called*, *this is...*, *who*, *it means*.

The volitional speech influence is focused on correction, regulation and stimulation of the child's positive behavior that involves encouraging the child to perform a certain action by instruction, request, advice. The performance of this action is connected with the parents' consideration of their interests (in case of order), or is conditioned by the interests of the child (in case of advice). This fact may influence the choice of the way volitional speech influence realized: direct or indirect, which is determined by the correspondence of the structural and semantic organization of the content of the statement to its illocutionary function as the target orientation of the statement²¹. Withing direct voluntary speech influence realization the explication of parental requirements is characterized by direct motivation to perform an action and provides instruction. The pragmatic level of expressions is represented by directives that demonstrate the correspondence of the motivational structure of the sentence (imperative) to the motivational illocutionary function of the expression. In the indirect form of realization of volitional speech influence, the activation of the child's volitional qualities occurs due to indirect motivation by means of a request or advice. That is,

²¹ Ключко Л. І. Висловлювання похвали в комунікативно-діяльнісній парадигмі спілкування (на матеріалі англійської мови) : автореф. дис. канд. філол. наук : Харків, 2004. С. 20.

indirect directives are involved, which are endowed with conventional implicit pragmatic meaning and demonstrate the discrepancy between the structure of the sentence expressing them and the illocutionary function of the utterance.

Thus, in partnership interaction, the inducement to action is both explicit and implicit, and the situational specificity of the communicative goals of the subject of volitional speech influence determines the selection of means and methods of implementing the inducement. The realization of the volitional speech influence is also provided by the category of the exhortative modality, the modality of obligation and functional and semantic equivalents of the imperative sentence. "The use of functional and semantic equivalents of imperative sentences, except for constructions with predicate-infinitive, already by its semantics implies giving the addressee the right to choose: to fulfill or not to fulfill the speaker's will"²². The structural types of statements that convey the parental intention are imperative constructions of explicit and implicit semantics. In the situations of partnership, parents realize their will through direct and indirect inducement. Direct inducement is provided by the imperative form of the verb: *run, ask, go*. With indirect persuasion, the structure of the utterance contains conventional means of persuasion. The means of realizing indirect persuasion are: a) the combination of modal predicates *should, must, need* with the infinitive in the affirmative and interrogative sentences, b) the emphatic construction *do try*; c) means of volutative modality in the construction *I want you to be / do smth*; d) elliptical questions *how about doing something, going to do smth*; e) interrogative constructions *why don't you do smth*; f) the conditional clause *if you could do smth*.

The structural organization of a statement that carries the meaning of a request can be represented by both the necessary minimum (the request itself) and optional components (the request and the motivation for the request). In the structure of an interrogative sentence that conveys a request, we distinguish the model *why don't you*, which includes an interrogative pronoun, a grammatical negation, and a second-person pronoun. There is an indirect incentive to act with reference to a specific person performing the action. The addressee's request is surprising to the addressee of *Can I?* because the content of the action *watch a video* and the temporal circumstances of its execution *bedtime* contradict the rules of the family. To ensure the fulfillment of his will, the parent resorts to quoting the request, the repetition of which implicates permission. In this case, the casualized action

²² Даскалюк О. М. Прагматика адресованого волевиявлення в українській мові: лінгводидактичний аспект. *Теорія і практика викладання української мови як іноземної*. 2009. Вип. 4. С. 267.

watch a video for a bit becomes desirable and will be performed both in the interests of the speaker and the addressee: *Gina touched his hair. "Pat, why don't you go downstairs and watch a video for a bit?" Our boy looked stunned. "Can I? Isn't it bedtime yet?" "This is a special night. Why don't you go and watch the first film?" When Gina talked to Pat about the first film, she meant the first Star Wars film. "Not all of it – just until the droids get taken prisoner, okay?" Pat rushed downstairs, not believing his luck, and Gina smiled at me in our son's bedroom (T. Parsons: Man and Wife, P. 76).*

Emotional speech influence in situations of partnership intends at the expression of a positive emotional and evaluative attitude towards the object of influence, based on the identification and recognition of its value character and represented by the evaluation strategy (value correction). Positive evaluation is based on the explication and implication of subjective attitudes toward the object of evaluation: approval and sympathy. Subjectivity is associated with the reflection of the speaker's personal position when giving an assessment. In partnership communication evaluation is represented by praise, encouragement, reassurance, and compassion through the use of positive evaluative judgments, which are characterized by the absence of a scale of positive evaluative qualification and low variability of positive evaluative semantics, since the number of words with positive evaluative meaning is less than the number of words of negative evaluation. While evaluating, the speaker focuses on the correspondence of the addressee's actions, deeds, and decisions to the ideas of social and ethical norms of behavior. Parents express their positive attitude to the appearance, character traits, intellectual abilities and behavior of children as objects of evaluation. At the same time, the chronological age of the addressee is leveled to the concept of "child". That is, the relative characteristic comes to the fore: the child addressee in relation to the adult addresser. The communicative initiative in partnership situations of realization of emotional speech influence belongs to both parents and children. At the verbal level, the evaluation is expressed concisely and directly with the use of positive-evaluative lexical units – adjectives of explicit positive semantics *beautiful, bright, good*. The syntactic means of evaluative judgments are simple narrative sentences characterized by a set of structural elements necessary for conveying the evaluative value. The main structural types of evaluative constructions are:

- a) an adjective -a noun collocation: *A big heart.*
- b) a verb – an adverb combination: *look beautiful*
- c) Predicative evaluative constructions *to do the right thing, to do one's best, to be right:*
- d) the combination of an adverb with an adjective, where the adverb is an intensifier of evaluation: *too bright.*

The evaluative component of lexical items is part of the denotative meaning in the semantic structure of words. In the context of the category of evaluation, it is mandatory to designate the object of evaluation by means of the second person singular pronoun. When appealing to a child, parents use the *You*-nomination to emphasize their affection and approval.

In situations of partnership interaction, the appeal is an obligatory component of expressions of reassurance. When used in the final position, the appeal performs an emotive function, determining the speaker's feelings, mental state and the range of relations between the interlocutors

An important aspect of the successful implementation of emotional influence is the provision of support, which occurs through the act of encouragement and is aimed at improving the child's mood, raising their spirit and reviving confidence. The preferred linguistic means to realize reassurance are the means of the modality category. The argumentative realization of encouragement is provided by the means of the modality of necessity and the modality of conviction, which imply a positive outcome of the course of events, ensuring the neutralization of the addressee's uncertainty. The auxiliary verb *will*, in addition to the formal identification of the temporal location of the action, manifests the modal meaning of the addressee's conviction about the possibility of its fulfilment. The meaning of necessity is the semantic core of his argumentative statements. The lexical level of the assertion *Children need their dads* is represented by nouns of generalized semantics, which is specified in the course of the following argument. The modal verb *need* as a structural constant of both argumentative statements changes its valence. There is an object transformation of the core environment, which results in a change in the quantitative and categorical aspect of the units *their dads* – both of her parents. The opposition of pronominals within the same utterance provides a logical intensification of the meaning of the message *Every kid needs both of his parents*. The syntactic level of the belief statements is represented by simple narrative sentences: "*You'll get him back, love. Don't worry. We'll get him back.*" "*Will we? I'm not so sure, Mum*".

Children need their dads." "*Dads don't matter the way they used to in your day*".

Every kid needs both of its parents, love. They do. It takes two to tango".

I didn't have the heart to point out to my mum that nobody did the tango any more. Not even her (T. Parsons: Man and Wife, P. 103).

Informative speech influence in the situations of dominance as an influence on the child's mental sphere by verbal means, involves the imposition of a subjective worldview with an emphasis on the personal experience of parents. For this purpose, both emotional and rational arguments are chosen to justify views, assessments, and decisions. The main functional and semantic categories of the

implementation of informative educational speech influence are the category of negation, the category of evaluation and the category of modality, represented by the modality of compulsion, voluntary modality, modality of obligation, modality of possibility and necessity. Influence on consciousness can be exercised by a special linguistic formulation aimed at penetrating into the consciousness of another person certain assessments, thoughts, and attitudes.

The main structural and semantic types of statements that ensure the implementation of informative speech influence are affirmative and negative constructions, among which we distinguish

- a) ego-centered constructions: *I want, I don't want; I don't think you should;*
- b) generalizing constructions: *Men and women can't be friends; Universities are like joiner-inners;*
- c) qualifying constructions: *You're too young, naive; you never know; It's good.*

The speaker emphasizes his dominant communicative position due to the increased targeting of messages. The verbalization of addressability is provided by the personal and possessive pronouns *I, my, mine* in the egocentric statements. The dominance of the addresser implies their desire for positive self-presentation and negative presentation of the opponent. Under such conditions, the speaker while exerting influence takes into account the age factor and uses the nominations of the addressee's age parameters as an argument in their favor. When realizing informative speech influence, the speaker understates the status of the child by using qualitative adjectives in combination with the intensifiers *too young, naive*, which provide its qualifying characteristic. Age verbalizations are provided by the combination of adjectives and the noun of age semantics *age* with lexical operators that create the effect of minimizing *You're not big enough, you're under age.*

The verbal representation of volitional speech influence is provided by a set of multilevel linguistic means united by the common meaning of negation. These means are also characterized by negative and positive stimulative semantics. Thus, the basic functional and semantic categories of the implementation of prohibition, punishment, imposition of sanctions and coercion are the category of negativity and the motivational modality. The main structural and semantic types of statements are:

- a) negative present-continuative temporal constructions: *"You are not leaving the table until you do" (C. Kelly: Someone Like You, P. 432).*
- b) imperative constructions of negative motivation: *"Don't use that type of language, Melanie", Leonie said wearily (C. Kelly: Someone Like You, P. 224). "Don't answer the door", she said simply (H. Forrester, P. 208).*
- c) affirmative constructions with prohibition nomination: *"You're grounded forever", Elizabeth managed to say (A. Lamott, P. 283).*

Within the realization of volitional speech influence in dominant communication the lexical and grammatical means of the category of negation are utilized. In present-continuous temporal constructions, the combination of the negative participle with verbs of the semantics of permission or motion, *not letting, not leaving, not going*, identify the limitation of the addressee's freedom of action when certain conditions are not met. Negation of the predicate is realized thanks to the syntactic position of the negative particle *not*. In imperative constructions of negative persuasiveness, grammatical negation as a negative form of the imperative mode of action of the verb contributes to the categorical nature of statements and ensures the unambiguity of their interpretation. In affirmative constructions, the nomination of prohibition is provided by lexical units of negative semantics.

The lexical aspect of the implementation of the prohibition is represented by the neutral adjectives, which in this contextual environment acquire a negative status. At the grammatical level, the prohibition is conveyed through the inclusion of the grammatical negation *You're not going out*. The syntactic level of implementation of the prohibition takes the form of laconic imperatives of a high degree of categoricalness *Go wash your face, and take that dress off*. The stylistic aspect of the implementation of the ban is characterized by the use of hyperbole *a whole beauty store of make up* to create an effect of excess, which automatically becomes a synonym of negativity: "*You're not going out in that flimsy dress, wearing a whole beauty store of makeup. Go wash your face, and take that dress off*". (D. Steel: *The Gift*, P. 51).

Emotional speech influence in the situations of dominance is associated with the manifestation of parental emotional-evaluative attitude towards the children and their assessment (value correction). Parents employ verbal means to express reproach, condemnation and accusation when children fail to display compliance with certain norms and parental stereotypes about appropriate behavior. The assessment intensity varies, consistently increasing from reproach, condemnation to accusation. Structural-semantic types of utterances of emotional speech influence realization in dominant communication, are negative evaluative expressions of explicit nature and negative-evaluative expressions of an implicit nature. Negative evaluative expressions of an explicit character are represented by interrogative constructions with units of grammatical negation and affirmative constructions with lexical units of negative- evaluative semantics – nouns, adjectives, verbs.

The implementation of accusation is accompanied by high emotional tension of the speaker. Under such conditions, the level of representation of rationally argued propositional meaningful information in parental speech decreases. At the same time, there is an uncontrolled manifestation of

communicative tension by verbal and non-verbal means. Since emotional speech is dominated by the tendency to economize, the speaker gravitates towards structural simplification and uses simple sentences. The signal about the level of negative evaluative intentions of the speaker is carried out by emotionally marked units, with which his speech is saturated: multiple repetitions of the second person singular pronoun *you*, the absolutely total pronoun *anything*, negatively colored evaluative adjectives. Due to the initial repetition of the second-person singular pronoun *You* in combination with language units that convey an exclusively critical assessment, the parents create a negative image of children: *You are talking rubbish. You are disobedient and ungrateful. You haven't even matriculated. You are unskilled in anything.*

Morphological negation, actualized in the addressee's speech by adjectives of negative evaluative semantics, provides a qualifying characteristic of the addressee's personality. And grammatical negation, represented by the negative present-perfect form of the verb, is used to characterize a low level of education. So, the lexical-syntactic level of expression ensures the manifestation of negatively marked evaluation of the child.

CONCLUSIONS

In this study, an attempt was made to determine the specifics of the realization of educational speech influence in partnership and dominance situations in English parental discourse by identifying and analyzing its structural and semantic characteristics. English parental discourse as a personally oriented interaction between parents and their children aims at realizing the educational function of the family in the process of educational speech influence. Educational speech influence is represented by informative, volitional and emotional types.

In the situation of partnership, the realization of informative speech influence is provided by the presentation of new information for the addressee and the transformation of already acquired knowledge by using impersonal constructions, grammatical negation, and evaluative vocabulary. The thematic specificity of the message determines the choice of lexical items. In the process of informative speech influence, expressions of instructive semantics are used. Manifestation of the content of these statements is provided by negation, opposition and affirmation. The realization of volitional educational speech influence, which in partnership situations acquires a direct and indirect incentive communicative orientation, is ensured by inducement. It is represented by correction, instruction, request, advice through the use of incentive, affirmative and interrogative constructions. To increase the effectiveness of educational speech influence, forms of indirect inducement are used, emphasizing the coherence of the positions of both parents, focusing

the addressee's attention on the way the speaker's instructions are fulfilled, and manifesting the personal experience of parents. The emotional speech influence is realized through evaluation represented by praise, encouragement, reassurance and compassion. The main structural types of evaluative constructions are: adjective-noun combinations, verb-adverb combinations, predicative evaluation constructions, adverb-adjective combinations. The evaluative component of lexical items is part of the denotative meaning in the semantic structure of words.

An identifying characteristic of dominance within the framework of English parental discourse is a specific communicative aim of parents at the creation of matrix world models, which imitate their own models of the world. The main structural and semantic types of statements are affirmative and negative constructions of an egocentric, generalizing and qualifying nature. The main functional and semantic categories of the implementation of informative speech influence are the category of negation, the category of evaluation and the category of modality. The category of modality is represented by the voluntary modality, the modality of obligation, the modality of necessity and possibility. The category of evaluation is represented by means of explicit evaluative semantics, which provide clarity and unambiguity of interpretation of the speaker's message. The category of negation is represented by grammatical negation. The implementation of volitional speech influence in dominant situations is ensured negative present-continuative temporal constructions, imperative constructions of negative motivation, and affirmative constructions. Volitional speech influence is realized through the category of negation, characterized by the variability of lexical and grammatical means of negation – adjectives and nouns with a negative evaluative component. When realized emotional speech influence in dominance communication situations, preference is given to the corpus of lexical and grammatical units with an emotional and evaluative component. Structural and semantic types of negative evaluation units are negative evaluation constructions of explicit nature and negative evaluation constructions of implicit nature. Constructions of explicit nature are interrogative constructions of grammatical negation and affirmative constructions with lexical units of negative evaluation. In the structure of the constructions, we distinguish neutral-evaluative elements that form a negative connotation in the context of the message. At the lexical and semantic level, the evaluative component is distinguished on the morphological level and represented by adjectives, adverbs, nouns, and verbs.

The obtained results can be used for scientific studies of representations of discourse practices of the parental discourse interlocutors. Further research in the framework of English parental discourse can be focused on the study of sets of strategies and tactics with regard to extralinguistic factors in the cross-cultural context.

SUMMARY

The paper focuses on the specificity of speech influence realization in English parental discourse. The concept of speech influence in English parental discourse has been clarified then informative, volitional and emotional speech influence types have been singled out. The analysis of lexical-semantic and syntactic means of the informative, volitional and emotional speech influence types realization in situations of partnership and dominance communication within English parental discourse has been carried out. It was found out that the choice of verbal means is determined by the parental intention to effectively implement the educational objectives in partnership and dominant interaction. The main functional and semantic categories of the implementation of educational speech influence are the category of negation, the category of evaluation and the category of modality. English parental discourse is characterized by the diversity of structural and semantic means of informative, volitional and emotional speech influence realization in situations of partnership and domination. The analysis of the means that implement speech influence realization in partnership communication makes it possible to single out the basic structural and semantic types of statements that include incentive, affirmative, and interrogative constructions, grammatical negation, and evaluative vocabulary. The linguistic means of speech influence implementation withing dominant interaction are affirmative and negative constructions of an egocentric, generalizing and qualifying nature, present-continuative temporal constructions, imperative constructions of negative motivation, affirmative constructions, lexical and grammatical units with a negative emotional and evaluative component.

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