Chekshturina V.
West Ukrainian National University

FEATURES AND BENEFITS OF CONCEPTUAL LIFE-SIGNIFICANT SPEECH

The study examines conceptual communication, namely, its key component – conceptual speech. In the article, the main attention is focused on determining the features and advantages of a conceptual life-significant speech, which requires particularly careful preparation of the speaker, contains a certain proposal and should be based on the worldview models of the recipients. It is proposed to improve the content of the speech by focusing on worldview models and their transfer from one area of life to another. Different types of speeches are given in the text, a conceptual life-significant speech is singled out, its differences from a scientific conceptual speech are emphasized.

The methodological basis of the research is a phenomenological approach for describing the concepts of the world picture of the communicator and the recipient, a hermeneutic approach for operating with the concept of worldview model; semiotic approach for defining certain semantic models and transferring them; a systematic approach to building a clear conceptual life-significant speech on mental models. A worldview conceptual speech can have different topics, for example, it can be a presentation of a business strategy for the establishment of a new firm to creditors, or a presentation of the president's political program to voters, or an offer of future marriage, perhaps it is a speech by parents to a child who chooses his profession and other important speeches that are key and decisive for the recipient's future actions. The specific text of the message is considered by the speaker for more than one month, a person carefully plans his speech, selects certain examples, models his report into a coherent object, offers a certain model of the future, unfolds it in images in front of the recipient or a group of recipients and hopes for its acceptance and approval.

The article proposes to create vitally significant conceptual speeches using the methods of complex mental modeling, to use the methods of transferring already known similar conceptual models from the recipients' spheres of life into the report. Warnings against using the same models in different spheres of life in speeches are described. For this, the author of the speech needs to carefully study the picture of the world of his recipients, focus on certain models that already exist in his and their life activities, find common features and differences, be able to combine certain events, circumstances and consequences into a model and successfully build his own from them speech It is noted that a conceptual life-significant speech is the transmission of information in the form of a complex of mental models specially selected for synchronization with the worldview of the recipient.

Key words: *conceptual speech, concept, model, picture of the world, speaker, recipient.*

Formulation of the problem. The art of communication has been actively researched in the last century. Numerous fields of knowledge, philosophy of pedagogy and psychology, theory and practice of management, politics in one way or another constantly touched on this concept, and over time communication became an independent branch.

Communication is a multifaceted phenomenon and has many vectors of research, but every person wants to be understood by others, to be able to convince, to convey his opinion to interlocutors, therefore it is important to study the peculiarities of communication in the most important moments of each person's life. Most often, a person strives to be communicatively competent when he has some very important, valuable information for him and needs understanding and acceptance of his point of view, wants to be convincing and understandable, strives to convey a certain vision of the future existence of his or her party, business, in such times, a person is looking for special methods by which he can build his speech, in order to be able to be a convincing communicator at this very time, at this very moment. Every woman and man has such moments in their life when their future path depends on one speech.

The theoretical base of the research was chosen from the numerous works of scientists from: the study of the features of the individual picture of the human world (Gottfried Wilhelm Leibniz, Wilhelm Wundt, Fahrenberg J, Yakimtsov V.) [9; 21]; research on the philosophical perception of abstract forms and symbolic images (Cassirer E.), the influence of socio-

cultural changes on the complications of social communication (Charon J., Craig R. Bruce H. Westley, Malcolm S., MacLean Jr.) [3; 4; 5; 7]; tasks of conceptual communication in science (Faehnrich B. Kampourakis K., Sarah R. Davies); [8; 11; 17]; features of internal communications and dialogue with abstract images (Borghi A. M., Fernyhough C., Wauters L. N., Tellings A. E., Van Bon W. H., Van Haaften A. W.) [2; 20]. However, research on the specifics of building mental models for conceptual communication in critical situations has not received sufficient attention.

The purpose of the article. This article is aimed at researching the features of conceptual vital speeches that occur in everyone's communication experience. The purpose of the article is to highlight the features of creating conceptual life-significant speech by methods of building and transmitting conceptual models.

Research methodology:

– the phenomenological approach to the study of the researcher's picture of the world, which identifies certain models in a certain reality;

– the hermeneutic approach to studying the peculiarities of interpretation of descriptions of models by a researcher and issues of correct interpretation of interpretation and transfer of these conclusions to another model of reality;

– the systematic approach to the analysis of the components included in the model, the characteristics of these components and the search for similar systems;

– semiotic to the ability to encode information into certain clusters, creating certain models and decode information when transferring one model to another object.

Solving the problem. According to the author of this article, conceptual life-significant speech this is the transfer of information in the form of a complex of mental models specially selected for synchronization with the worldview of the recipient.

There are many types of speeches, for example, a persuasive speech, an informative speech, an entertaining speech, a dinner speech, an impromptu speech, a personal occasion speech, a farewell speech, an oratorical speech, a scientific speech, and others.

The purpose of the article is to distinguish a conceptual speech that can border on almost all types of speeches.

Conceptual speech should not always be related to scientific communication, so Scientific communication should contain a conceptual background, conceptual knowledge, but any speech, especially when it is life-significant, should be conceptual.

The researcher Kampourakis K. notes that: «Scientific concepts can be described as systematic mental representations of the natural world, and they have a central place and role in science. They may correspond to observable entities (e.g., «mammal» or «mountain»), to unobservable entities (e.g., «atom» or «gene»), or they can be related to processes (e.g., «photosynthesis» or «adaptation»). As a result, any kind of discourse about science has to involve concepts, the meaning of which ought to be clear among those participating in the discourse. However, this should not be taken as self-evident neither in science education nor in science itself. In contrast, ambiguity is possible because of features that are inherent in the concepts themselves. There are at least three issues to keep in mind: that the meaning of particular terms in the vernacular language is different from the respective scientific concepts; that many of the scientific concepts are, or relate to, metaphors; and that the same scientific concept can have different meanings in different scientific contexts» [11].

Scientists Borghi A. M. und Fernyhough C. in the article «Concepts, abstractness and inner speech» describe the following conclusion: «Scientists investigate the peculiarities of internal dialogue and warn against excessive use of abstract concepts that are less understandable to humans. Although it is abstract thinking that contributes to intellectual-abstract thinking. «People use concepts to store knowledge, make inferences and orient ourselves in the world. Concepts can differ in their abstractness level (e.g. «truth» versus «table»). In this article, we explore the role of inner speech (covert self-directed talk) during the acquisition and use of concepts differing in abstractness. Historically there has been a progression away from viewing the distinction between abstract and concrete concepts as a dichotomy toward a view of them as representing points on a continuum. We prefer to think of them as occupying a multidimensional space in which more concrete and more abstract concepts vary along different dimensions. Abstract concepts are generally acquired later in development, in a process scaffolded by language rather than by communicative gestures such as pointing (linguistic Modality of Acquisition, MoA) [20]. Typically, abstract concepts are relational constructs [10]. Compared with concrete concepts, they are more complex, involving more elements and their relations [1], and are also morphologically different [14]. Furthermore, they are generally less iconic [15], more detached from sensory modalities but more linked to interoception [6; 18], and more emotionally charged [12; 16]. These dimensions might be differently relevant depending on the kind of abstract concept involved: for example, for emotional concepts, the role of interoception

might be prominent, but it may not be for numerical concepts [19]. Notably, for the acquisition and use of all kinds of abstract concepts, linguistic and social interaction might be particularly crucial because of the heterogeneity and semantic dissimilarity of the concepts involved: perceptual input might be insufficient to form them, while linguistic labels and explanations might be profoundly beneficial in understanding them» [2].

Scientists investigate the peculiarities of internal dialogue and warn against excessive use of abstract concepts that are less understandable to humans. Although it is abstract thinking that contributes to intellectual-abstract thinking. Scientists Sarah R. Davies who study the importance of scientific conceptual communication insist on this.

«Science communication's role relates to the fact that, in different ways, it is useful to particular societal actors, in that it provides knowledge that is of practical value. There are at least three ways that this is the case. First, science communication is important because it provides individuals with knowledge that they need to navigate life in contemporary, technologically saturated societies. Vaccination and climate change were frequently cited examples in this context: Laypeople need access to high-quality knowledge so that they can make the best decisions for their lives, in these and other areas. Second, the same thing applies to politics and politicians, who equally need robust science to help them make wise political decisions» [17].

Unconditional scientific communication contains certain concepts and conceptual knowledge, but not every communication that contains certain concepts must be scientific, so let's try to find the features of ordinary social communication that can be conceptual.

Let's focus on conceptual life-significant speech. Conceptual communication occurs very rarely in a person's life and has a vital impact on the subsequent actions of the recipient and the author of the speech. In a conceptual speech, a person should present such a picture of the world, a vision that would attract his listeners and allow them to make a decision about its accessibility and consent to the existence of the presented picture of the world in their picture of the world, that is, integrate the speaker's picture of the world into his picture of the world.

The presentation of one person's worldview concept to another, or to a small or large group of recipients, is not just a well-constructed linear and structural report about the ways of unfolding certain actions in the future, a story about the stages, how certain steps will be taken from point A to point C. Presentation of worldview concept it is a voluminous construct filled with details, characteristics of the circumstances, a description of the environment, which will help the listener imagine a picture of the world of another, his concept of existence and agree with it or reject it.

The worldview concept can have different topics, for example, it can be a presentation of a business vision or a political program of a deputy or a proposal for a future marriage, maybe it is a communication between parents and a child who chooses his profession and other important speeches that are key and decisive moment for future actions of the addressee. The specific text of the message is thought over for more than one month, a person carefully plans his speech, selects certain examples, and models his report into a coherent object.

An effective method of constructing a vital conceptual speech can be its creation on the basis of complex modeling, that is, the construction of a report using the methods of transferring already known models from the life of the recipients into the report. Let's focus on modeling and the process of transferring models. For this, the author of the speech needs to carefully study the picture of the world of his recipients, focus on certain models that already exist in his and their life activities, find common features and differences, be able to combine certain events, circumstances and consequences into a model and successfully build his speech from them.

According to the author of this article, conceptual life-significant language is the transfer of information in the form of a complex of mental models specially selected for synchronization with the recipient's worldview.

The further development of a person's cognitive interest prompts him to focus more deeply on specific processes and phenomena, promotes in-depth observation of his own picture of the world and identification of certain objects. Fixing stable changes of certain parameters, the researcher subsequently transforms the data into stable models, highlighting certain regularities of his life activity.

However, modeling requires a certain focus on phenomena, objects, processes and their characteristics. Transferring the model requires a person to defocus, and in his picture of the world two observable objects with similar characteristics stand out at once.

For example, from a historical perspective, we have observed a person's desire to transfer the perception of the world from one plane to another many times. Ancient people learned from predator animals, hunting methods, and methods of raising offspring. Over time, they transferred their observations of movements during hunting to rock art, then analyzed,

rethought, improved tactics and formed improved patterns of hunting behavior.

In the work «Philosophy of Symbolic Forms», the German researcher E. Kassirer proved that at a certain stage of evolution, during the emergence of self-awareness, a person breaks the chain that connects him with the outside world; if «the first steps of a person's intellectual and cultural life can be imagined as a kind of mental adjustment to the immediate environment», then «with the development of culture, the opposite tendency of human life is revealed». It consists in the creation of a «symbolic system» that reproduces all human connections with the world. According to E. Kassirer, a person is in a state of constant dialogue with himself, and this dialogue creates a «symbolic universe» in which a person lives from now on. Its components are language, myth, art and religion.

With the development of imaginative thinking in humans, the observed objects became more diverse, extensive and lasting in time and space. Man has learned to record the received information not only in rock objects, but also in drawings, text, video format, mathematical systems for the study of models, graphic methods of presenting models and their transfers.

Then polygonal models appear, thanks to which the object under study is considered in several planes, for example, the same hunting process is considered not only by the behavior of an animal predator, but also the hunting processes of birds, fish, and insects are studied, which helps to more comprehensively understand the process of hunting living beings and transfer successful models of behavior to other areas of knowledge, for example, to economics and observe the behavior of a marketer hunting for the interests, needs, money of the client on the one hand and, on the other hand, the client also hunts for short-term promotions of price reductions or special limited collections.

Despite numerous studies in the field of modeling, the question of searching for similar models in different planes of reality, of defocusing a person's attention on various observable objects from different fields of knowledge, remains relevant. The ability of the speaker to defocus and with the help of interdisciplinary thinking to focus on certain similar characteristics of the objects under study is an advantage.

There are several basic options to consider when exploring model migration processes. Initially, this is the subject of modeling, the one who creates models in his picture of the world, then the search for similar models in the same plane for a deeper study of the characteristics of the phenomenon being studied, that is, the expansion of the speaker's picture of the world, which will contribute to polymodeling and then transfer to another interdisciplinary system, which is not in this plane and has similar parameters and criteria, then an adaptation process is needed, that is, the study of ongoing processes in a new environment and the success of its application in new conditions.

Sometimes the transfer of models from one sphere of life, for example economic, is transferred to the family one, and the words: budget, credit, investment are used in the family discourse, such a model replaces the family model with the company model. Such substitution is not always successful, because the firm model contains leadership and secondary roles, business discourse. Awareness of the importance of worldview models and their competent use in speeches will contribute to effective worldview communication. The president of the country and the president are not the parents of their voters, the head of the company is not the father of the family. And the replacement of these roles, the transfer of models is often not successful, because employees have to be fired for low-quality work, formal communication promotes more efficient work.

For example, the family model can be described in the concepts of «children, house, well-being», and the family model can be described in more abstract concepts: «love, trust, care, comfort, heirs». Expanding the concepts from «welfare» to «family values», «children» to «heir» provides a more extensive space for preparing a persuasive speech, especially when it concerns a marriage proposal. That is why it is necessary to expand the worldview models of the participants of the communication process. A deeper dive into each micromodel of the human world picture and the search for similar models by characteristics, will contribute to the expansion of existing models.

Conclusions. Further development of the skills of constructing conceptual speeches on the basis of conceptual modeling will encourage the speaker to focus more deeply on specific processes and phenomena, promote in-depth observation of one's own picture of the world and identification of certain complex objects. Fixing stable changes of certain parameters in objects, later the author will be able to transform the data into stable models, effectively highlight in speeches certain regularities of his and the recipients' life.

Bibliography:

1. Barsalou LW. Abstraction in perceptual symbol systems. Phil. Trans. R. Soc. Lond B 358, 1177–1187. 2003, https://doi.org/10.1098/rstb.2003.1319

2. Borghi A.M, Fernyhough C. Concepts, abstractness and inner speech. Feb. 2023, https://doi.org/10.1098/rstb.2021.0371

3. Bruce H. Westley and Malcolm S. MacLean Jr., A Conceptual Model for Communications Research Audio Visual Communication Review Vol. 3, No. 1 (Winter, 1955), pp. 3–12. https://www.jstor.org/stable/30216728

4. Cassirer E. The Philosophy of Symbolic Forms. Vol. 1. Language New Haven : Yale Univ. Press, 1953. 328 p.

5. Charon J. M. Symbolic Interactionism : An Introduction, an Interpretation, an Integration New York, 2009. 256 p.

6. Connell L, Lynott D, Banks B. Interoception: the forgotten modality in perceptual grounding of abstract and concrete concepts. 2018. Phil. Trans. R. Soc. B 373, 20170143. https://doi.org/10.1098/rstb.2017.0143

7. Craig R. T. Communication theory and social change // Communication & Social Change. 2013. № 1 (1). P. 5–18.

8. Faehnrich, B. Conceptualizing science communication in flux — a framework for analyzing science communication in a digital media environment. 2021, JCOM 20(03), Y02. https://doi.org/10.22323/2.20030402

9. Fahrenberg, J. The influence of Gottfried Wilhelm Leibniz on the Psychology, Philosophy, and Ethics of Wilhelm Wundt. 2017, https://doi.org/10.23668/psycharchives.10933

10. Gentner D, Asmuth J. Metaphoric extension, relational categories, and abstraction. Lang. Cogn. 2019. Neurosci. 34, 1298-1307. https://doi.org/10.1080/23273798.2017.1410560

11. Kampourakis K., On the Meaning of Concepts in Science Education. Sci & Educ 27, 591–592, 2018. https://doi.org/10.1007/s11191-018-0004-x

12. Kousta S-T, Vigliocco G, Vinson DP, Andrews M, Del Campo E. The representation of abstract words: why emotion matters. J. Exp. Psychol. 2011. Gen. 140, 14-34. https://doi.org/10.1037/a0021446

13. Ledema R. Multimodality, resemiotization: extending the analysis of discourse as multi-semiotic practice. Visual Communication. 2007. № 2 (1). P. 29–57.

14. Lievers FS, Bolognesi M, Winter B. 2021. The linguistic dimensions of concrete and abstract concepts: lexical category, morphological structure, countability, and etymology. Cogn. Linguist. 32, 641–670. https://doi.org/10.1515/cog-2021-0007

15. Lupyan G, Winter B. Language is more abstract than you think, or, why aren't languages more iconic? 2018. https://doi.org/10.1098/rstb.2017.0137

16. Ponari M, Norbury CF, Rotaru A, Lenci A, Vigliocco G. 2018. Learning abstract words and concepts: insights from developmental language disorder. Phil. Trans. R. Soc. B 373, 20170143. https://doi.org/10.1098/rstb.2017.0140

17. Sarah R. Davies., An Empirical and Conceptual Note on Science Communication's Role in Society Volume 43, Issue 1 https://doi.org/10.1177/1075547020971

18. Villani C, Lugli L, Liuzza MT, Nicoletti R, Borghi AM. 2021. Sensorimotor and interoceptive dimensions in concrete and abstract concepts. J. Memory Lang. 116, 104173. https://doi.org/ 10.1016/j.jml.2020.104173

19. Villani C, Lugli L, Liuzza MT, Borghi AM. 2019. Varieties of abstract concepts and their multiple dimensions. Lang. Cogn. 11, 403–430. https://doi.org/10.1017/langcog.2019.23

20. Wauters L.N., Tellings A.E., Van Bon W.H., Van Haaften A.W., 2003. Mode of acquisition of word meanings: the viability of a theoretical construct. Appl. Psycholinguist. 24, 385–406. https://doi.org/10.1017/S0142716403000201

21. Yakimtsov V. Evolution of the modern scientific picture of the world. Nov. 2018, 11(3):119–128. https://doi.org/10.31734/agrarecon2018.03.119

Чекштуріна В. ОСОБЛИВОСТІ ТА ПЕРЕВАГИ КОНЦЕПТУАЛЬНОЇ ЖИТТЄВО-ЗНАЧУЩОЇ ПРОМОВИ

У дослідженні розглядається концептуальна комунікація, а саме її ключовий компонент – концептуальна промова. У статті, основна увага зосереджена на визначенні особливостей та переваг концептуальної життєво-значущої промови, яка потребує особливо ретельної підготовки спікера, містить певну пропозицію і має ґрунтуватися на світоглядних моделях реципієнтів. Пропонується удосконалювати зміст промови фокусуванням на світоглядних моделях та їх переносах з однієї сфери життєдіяльності в іншу. У тексті наведені різні типи промов, виокремлено концептуальну життєво-значущу промову, підкреслені її відмінності від наукової концептуальної промови. Методологічним підґрунтям дослідження є феноменологічний підхід для опису понять картина світу комуніканта та реципієнта, герменевтичний підхід для оперування поняттям світоглядна модель; семіотичний підхід для означення певних семантичних моделей та перенос їх; системний підхід для побудови чіткої концептуальної життєво-значущої промови на ментальних моделях. Світоглядна концептуальна промова може мати різну тематику, наприклад, це може бути презентація бізнес-стратегії заснування нової фірми перед кредиторами або представлення політичної програми президента перед виборцями, або пропозиція майбутнього шлюбу, можливо, це промова батьків перед дитиною, яка обирає свою професію та інші важливі промови, які є ключовим, і вирішальними для майбутніх дій реципієнта. Конкретний текст повідомлення обдумується спікером не один місяць, людина ретельно планує свою промову, підбирає певні приклади, моделює свою доповідь у цілісний об'єкт, пропонує певну модель майбутнього, розгортає її в образах перед реципієнтом або групою реципієнтів і сподівається, на її прийняття та схвалення.

У статті пропонується, створювати життєво значущі концептуальні промови за допомогою методів комплексного ментального моделювання, використовувати методи перенесення в доповідь вже відомих схожих концептуальних моделей із сфер життя реципієнтів. Описані застереження від використання у промовах одних і тих же моделей у різних сферах життя. Для цього автору промови необхідно уважно вивчити картину світу своїх реципієнтів, зосередитися на певних моделях, які вже існують у його та їхній життєдіяльності, знайти спільні риси і відмінності, вміти об'єднати певні події, обставини та наслідки в модель і вдало побудувати з них свою промову. Зазначено, що концептуальна життєво-значуща промова – це передача інформації у вигляді комплексу ментальних моделей, спеціально підібраних для синхронізації зі світоглядом реципієнта.

Ключові слова: концептуальна промова, концепція, модель, картина світу, спікер, реципієнт.