THE PARADIGMATIC FOUNDATIONS OF SPEECH ACTIVITY

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Annotation. The concept of speech activity, its linguistic essence, and the role of paradigmatic relations in the speech process are analyzed from a scientific and theoretical perspective. The phenomenon of the paradigm, which is one of the important principles of the language system, is considered one of the main factors in the formation of speech activity, the selection of linguistic units, and the emergence of meaning. The study examines the relationship between language and speech, paradigmatic and syntagmatic connections, and the communicative and cognitive features of speech activity.

Keywords: school environment, sense of social belonging, the student's personality, psychological well-being, school community, social adaptation, educational environment, interpersonal relationships, peer group, pedagogical support, motivation, learning activity, emotional safety, loyalty to school, inclusive education, psychological climate, social identification, student development, school culture, quality of education.

In modern linguistics, the issue of speech activity is regarded as one of the important scientific directions aimed at studying the inseparable connection of language with human thought, social relations, and the communicative process. The process by which a person perceives reality, forms thoughts, and conveys them to others is carried out directly through speech activity. In this respect, speech manifests itself as the external expression of human thought, a means of transmitting social experience, and a complex communicative system that organizes interpersonal relations.

Today, as a result of the development of the anthropocentric approach in linguistics, considerable attention is being paid to studying linguistic phenomena in connection with the human factor. Within this framework, speech activity is regarded as the principal means that reveals a person's capacities for acquiring knowledge, thinking, evaluating, and communicating. In particular, the study of the internal mechanisms of speech activity within the fields of cognitive linguistics, psycholinguistics, and communicative linguistics remains one of the pressing issues. The paradigmatic approach is of special scientific importance in analyzing speech activity, because in the process of speech a person selects, from among the available linguistic units, those that best correspond to a particular communicative goal. This process of selection is carried out on the basis of the paradigmatic relations of linguistic units. Paradigmatic relations express the interconnection of linguistic units belonging to a single system, their semantic proximity, and their capacity to replace one another in particular situations. The concept of the paradigm is one of the important theoretical notions that reveal the internal possibilities of the language system. It is not a disordered aggregate of linguistic units, but rather a set of systematic relations organized on the basis of certain regularities. Any choice made in the course of speech arises precisely on the basis of the possibilities existing within this system. Therefore, the paradigmatic approach makes it possible to gain a deeper understanding of the semantic, grammatical, and stylistic features of speech activity.

The interrelation of paradigmatic and syntagmatic relations plays an important role in the formation of speech activity. If paradigmatic relations determine the possibilities for selecting linguistic units, syntagmatic relations ensure their sequential connection in the process of speech.

These two types of relations constitute the integrity of the language system and serve the semantically and grammatically correct formation of speech. For this reason, studying the paradigmatic foundations of speech activity is important not only for understanding the internal structure of the language system but also for providing a scientific explanation of the processes of human thinking and communication. Through the investigation of this issue, it is possible to shed deeper light on the selection of linguistic units, their functional capacities, and their semantic features in speech. This study is aimed at revealing the paradigmatic essence of speech activity, analyzing the theoretical foundations of the phenomenon of the paradigm, and defining its place in modern linguistics. In contemporary linguistic scholarship, particular attention is being paid to studying linguistic phenomena in connection with the human factor, the process of thinking, and communicative activity. In particular, the issue of speech activity is one of the pressing topics being widely investigated within modern scientific fields such as communicative linguistics, psycholinguistics, cognitive linguistics, and pragmalinguistics. This is because speech, as a complex process that manifests a person's thinking activity, social experience, and spiritual world, is considered the practical expression of the language system. In the study of speech activity, the main attention is directed to how linguistic units are selected in the process of real communication, what meaning they carry, and what communicative function they perform. In the process of producing speech, a person selects, from among the available linguistic possibilities, the units appropriate to a particular situation, purpose, and style. This process of selection is directly connected with the paradigmatic relations between linguistic units. Paradigmatic relations are one of the important factors constituting the internal structure of the language system, and they determine the interconnection of linguistic units, their semantic proximity, and their functional capacities. Every choice made in the course of speech arises within a certain paradigmatic series. In this respect, studying the phenomenon of the paradigm makes it possible to identify not only the structural features of the language system but also the cognitive and communicative mechanisms that constitute a person's speech activity.

In present-day linguistics, investigating the paradigmatic foundations of speech activity is of considerable scientific significance in revealing the possibilities of linguistic units and their semantic and functional features. This is because linguistic units are selected and used in speech not randomly but on the basis of certain systematic relations. By studying this process, it is possible to gain a deeper understanding of the internal laws of language, the mechanisms by which speech is formed, and the distinctive aspects of the communicative process. Moreover, in the present era, when the processes of globalization and information exchange are intensifying, investigating the effectiveness, semantic precision, and communicative possibilities of human speech acquires particular importance. Studying the paradigmatic foundations of speech activity serves to promote the effective use of linguistic means, the development of speech culture, and a broader elucidation of the functional possibilities of language. For this reason, the scientific investigation of the paradigmatic foundations of speech activity is one of the pressing directions of modern linguistics, and it has important theoretical and practical significance for a deep understanding of the interrelation between the language system and the speech process. The main aim of this study is to examine the paradigmatic foundations of speech activity in a comprehensive manner, to reveal the theoretical essence of the concept of the paradigm in modern linguistics, and to provide a scientific analysis of its functional possibilities in the speech process.

Within the framework of the study, it is intended to determine the interrelation of speech activity with the language system, the mechanisms by which a person selects linguistic units in the process of producing speech, and the features of how this selection is shaped on the basis of paradigmatic relations. Likewise, elucidating the role of the phenomenon of the paradigm in defining the connections between linguistic units, as well as its semantic, grammatical, and stylistic possibilities, is one of the important directions of the study. Another main aim of the study is to reveal the significance of paradigmatic relations in the process of speech activity — that is, to determine how the

paradigm manifests itself in the process of selecting linguistic units in accordance with the speaker's communicative goal. In doing so, the possibilities for the mutual substitution of linguistic units, the differences in their meanings, and the features of their use in various speech situations are analyzed. Furthermore, this study also elucidates the interrelation of paradigmatic and syntagmatic relations and their role in shaping speech activity. This is because the effective organization of the speech process depends directly not only on the selected linguistic units but also on their connection on the basis of a particular system. The principal aim of the study is to reveal the paradigmatic nature of speech activity, to identify the theoretical and practical aspects of the phenomenon of the paradigm, and to substantiate its scientific significance in modern linguistic research.

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