**Grice’s Maxims as a groundbreaking source of teaching students of humanities dialogical speech**

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It is widely acknowledged that teaching dialogical speech has always been a topic of interest among researchers. Nevertheless, one needs to possess a wide range of communicative skills to achieve fluency. Hence, the purpose of this study is to provide readers with the most relevant features of Grice’s Maxims that can be implemented in the domain of dialogical teaching in tertiary institutions.

Firstly, it is worth saying that communicative accuracy and fluency can be achieved in foreign language classes, and, undeniably, it is the responsibility of a teacher to establish a unique educational setting that fosters the individual communicative growth of each student. Creating an environment that encourages personal development and effective communication skills enhances the overall learning experience. Therefore, it is important to illustrate how dialogical speech is defined.

According to E. G. Asimov and A. N. Shchukin, dialogical speech involves a direct exchange of statements between two or more persons [1]. Consequently, it is clear that at least two people must be present for any dialogical activity.

Besides, we deemed it necessary to take into account the usage of the four maxims of conversation by Paul Grice: maxim of quality, quantity, relation, and manner [2]. The author makes the assertion that the major purpose of utilizing the maxims is to avoid ambiguity in speech and let the interlocutors understand each other properly. It is essential to pinpoint the key features of each of the four maxims.

By using the maxim of quality, the speaker is bound to adhere to the rules of the truth in speech and avoid stating information that might seem far-fetched. To be more accurate, to make the statement sound reliable, one needs to refer to numbers, reports, and surveys to convince the audience about the truth of the news. Additionally, this can be achieved by virtue of utilizing “hedges.” Initially, the term “hedges” was coined by G. Lakoff, who claimed that those are expressions that make the statement sound more straightforward [3]. Among the most frequently used hedges, in the domain of the maxim of quality, we can find the following ones: *it is heard that, it is reported that, according to, on the basis of, in relation to*, etc.

However, as opposed to the maxim of quality, the maxim of quantity involves describing news concisely. It is of the utmost importance to make the conversation informative, neither too long nor too short. Therefore, we decided to outline the most relevant linguist means of the maxim presented: *to cut a long story short, in a nutshell, in brief, to put it briefly*.

Besides, the author puts forward the idea that the maxim of relation can be regarded as a way to stick to the information. Hence, all the information provided must be relevant to the current exchange. Let us illustrate the expressions used in terms of this maxim: *regarding this matter, in this connection, on the ground that, on this subject*.

Finally, the maxim of manner gives us a clear understanding that avoiding ambiguity and obscurity of expression is everything one needs so that a recipient can clearly understand what is being said. It is also notable though that the maxim can be followed by utilizing the following linguistic means: *to make it clear, to be more precise, what I mean is, give an overview (of)*.

To make the idea of using Grice’s Maxims while teaching students of humanities dialogical speech more beneficial, we suggest resorting to interactive teaching methods such as “interview”. In this activity, students divide into two teams: hosts and guests. All the hosts present in the group receive a card with topic-related questions and remain motionless, whereas guests have to change their places by joining a new host. As a result, hosts ask questions using their cards, and guests answer them, resorting to Grice’s Maxims. Eventually, students change their roles.

In conclusion, we can make the assertion that Grice’s Maxims are undeniably advantageous in terms of domestic education. By putting them into constant practice, students’ language proficiency level will dramatically increase, making them sound more native-like.

**Литература**

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