LINGUISTIC FEATURES OF NARRATIVE IN TED TALKS

Bekbossynova G.T. * *– Master of Philological Sciences, Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Kostanay, Republic of Kazakhstan.*

Radchuk O.A. – Candidate of Philological Sciences, Senior Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Kostanay, Republic of Kazakhstan.

Omarova Z.K. – Master of Pedagogical Sciences, Senior Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Kostanay, Republic of Kazakhstan.

Lapshina N.V. – Master of Philological Sciences, Senior Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Kostanay, Republic of Kazakhstan.

This article is devoted to the study of linguistic features of lecture texts based on the discussion of popular issues in technology, entertainment and design (TED TALKS). Lectures in the TED TALKS format are short oral presentations by an expert on a given topic with the purpose of forming ideas, thoughts, views on a scientific problem. To achieve this goal, speakers use linguistic means that influence the audience.

The study relevance is stemmed from inexhaustible interest in personal development on the part of both the speaker and the listener in the era of digital globalization. The study purpose is to analyze the linguistic features of speech techniques used in oral speeches of speakers.

The study objectives are to consider the main linguistic strategies of persuasion, analyze rhetorical devices, and the meaning of narrative structures. The material for the study was videos in English. The videos were selected using a continuous sampling method for the relevant period from October 2024 to March 2025 on the official TED website (www.ted.com).

Based on the analyzed videos, it was revealed that emotionally charged vocabulary, metaphors, rhetorical questions, anaphora, parallelism and gradation are used for a successful speech. The practical significance of this study lies in the application of its analytical findings to language learning and teaching for the development of argumentation and persuasion skills, as well as to other areas of activity involving communication.

Key words: *persuasion, personal development, public speaking, rhetorical and stylistic devices.*

TED TALKS ФОРМАТЫНДАҒЫ СӨЙЛЕУ МӘТІНДЕРІНІҢ ТІЛДІК ЕРЕКШЕЛІКТЕРІ

Бекбосынова Г.Т. * *– филология ғылымдарының магистрі, Ахмет Байтұрсынұлы атындағы филология және практикалық лингвистика кафедрасының оқытушысы, Қостанай өнірлік универсітінің Қостанай қ, Қазақстан.*

Радчук О.А. – филология ғылымдарының кандидаты, филология және практикалық лингвистика кафедрасының аға оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай өнірлік универсіті, Қостанай қ, Қазақстан.

Омарова З.К. – педагогика ғылымдарының магистрі, филология және практикалық лингвистика кафедрасының аға оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай өнірлік универсіті, Қостанай қ, Қазақстан.

Лапшина Н.В. – филология ғылымдарының магистрі, филология және практикалық лингвистика кафедрасының аға оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай өнірлік универсіті, Қостанай қ, Қазақстан.

Бұл мақала технологиядағы ойын-сауық пен дизайндағы (TED TALKS) танымал мәселелерді талқылау негізінде дәріс мәтіндерінің тілдік ерекшеліктерін зерттеуге арналған. TED TALKS форматындағы лекциялар бұл ғылыми мәселе бойынша идеяларды, ойларды және көзқарастарды қалыптастыру мақсатында берілген тақырып бойынша сарапшаның қысқаша ауызша баяндамалары. Өз мақсаттарына жету үшін сөйлеушілер аудиторияға әсер ететін тілдік құралдарды пайдаланады.

Зерттеудің өзектілігі цифрлық жаһандану дәуірінде сөйлеушінің де, тыңдаушының да тұлғалық дамуға деген сарқылмас қызығушылығымен байланысты.

Бұл зерттеудің мақсаты - шешендердің ауызша сөйлеуінде қолданалатын сөйлеу тәсілдерінің тілдік ерекшеліктерін талдау. Зерттеудің мақсаты сендірудің негізгі лингвистикалық стратегияларын зерттеу, риторикалық әдістерді және баяндау құрымдыларының мағынасын талдау болып табылады. Зерттеуге арналған материал ағылшын тіліндегі бейнелер болды. Бейнелер TED ресми веб-сайтында (www.ted.com) 2024 жылдың қазанынан 2025 жылдың наурызына дейінгі тиісті кезеңге үздіксіз іріктеу әдісі арқылы таңдалды.

Таңдалған бейнематериалдар негізінде эмоционалды лексика, метофаралар, риторикалық сұрақтар, анафора, параллелизм және градация сәтті презентация үшін қолданалатыны анықталды. Бұл зерттеудің практикалық маңыздылығы талдау нәтижелерін зерттеуде қолдануда, дәлелдеу және сендіру дағдыларын дамыту үшін оқытуда, сонымен қатар қарым-қатынасқа қатысты басқа да қызмет салаларында негізделген.

Түйінді сөздер: *сендіру; тұлғалық даму; көпшілік алдында сөз сөйлеу; риторикалық және стилистикалық құралдар.*

ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ ТЕКСТОВ ВЫСТУПЛЕНИЙ В ФОРМАТЕ TED TALKS

Бекбосынова Г.Т.* – магистр филологических наук, преподаватель кафедры филологии и практической лингвистики, Костанайский региональный университет имени Ахмет Байтұрсынұлы, г. Костанай, Республика Казахстан.

Радчук О.А. – кандидат филологических наук, старший преподаватель кафедры филологии и практической лингвистики, Костанайский региональный университет имени Ахмет Байтұрсынұлы, г. Костанай, Республика Казахстан.

Омарова З.К. – магистр педагогических наук, старший преподаватель кафедры филологии и практической лингвистики, Костанайский региональный университет имени Ахмет Байтұрсынұлы, г. Костанай, Республика Казахстан.

Лапшина Н.В. – магистр филологических наук, старший преподаватель кафедры филологии и практической лингвистики, Костанайский региональный университет имени Ахмет Байтұрсынұлы, г. Костанай, Республика Казахстан.

Данная статья посвящена исследованию лингвистических особенностей текстов лекций, основанных на обсуждении популярных вопросов в технологии, развлечении и дизайне (TED TALKS). Лекции в формате TED TALKS представляют собой краткое устное выступление эксперта по заданной тематике с целью формирования идей, мыслей, взглядов на научную проблему. Для достижения поставленной цели ораторы используют лингвистические средства, воздействующие на аудиторию.

Актуальность исследования вызвана неиссякаемым интересом личностного развития как со стороны оратора, так и слушателя в эру цифровой глобализации. Цель данного исследования заключается в том, чтобы проанализировать лингвистические особенности речевых приемов, применяемых в устных выступлениях ораторов. Задачами исследования являются рассмотрение основных лингвистические стратегий убеждения, анализ риторических приемов, значений нарративных структур. Материалом для исследования послужили видеоролики на английском языке. Видеоролики были отобраны методом сплошной выборки за актуальный период с октября 2024 по март 2025 года на официальном сайте TED (www.ted.com).

По итогам проанализированных видеороликов выявлено, что для успешного выступления используются эмоционально насыщенная лексика, метафоры, риторические вопросы, анафора, параллелизм и градация. Практическая значимость данного исследования основывается на применении результатов анализа в изучении, преподавании языка для развития навыков аргументации и убеждения, а также других сферах деятельности, связанных с коммуникацией.

Ключевые слова: *убеждение; личностное развитие; публичные выступления; риторические и стилистические приемы.*

Introduction. TED (Technology, Entertainment, Design) is a popular lecture format covering topics such as technology, entertainment, design, global issues, business, and personal development. A TED talk is a short, oral presentation lasting no more than 18 minutes, delivered by an expert on a relevant topic in a way that is accessible to a broad audience and based on their personal scientific research. The primary goal of TED conferences is to disseminate unique ideas through speeches by outstanding individuals who inspire and encourage viewers to think differently. Consequently, TED talks fall into the category of persuasive communication, as their objective is to convince the audience and shape a specific perspective on a scientific issue or achievement [1, 18 p.]. Speakers employ a range of linguistic devices that are generally not characteristic of academic lectures, as they are shaped by the pragmatic specificity of public speaking. The verbal component of public speeches serves as the foundation of their pragmatic impact; therefore, this study focuses on speech strategies and rhetorical techniques.

The aim of this research is to analyze the linguistic features of persuasive speech techniques observed in the narrative structure of oral presentations on personal growth. The research objectives are following identify key linguistic strategies of persuasion; analyze the use of rhetorical devices; examine the role of narrative structures in enhancing persuasiveness.

E.G. Grishechko defines speech influence as an impact on both individual and collective consciousness and behavior, achieved through various linguistic means [2, 57 p.]. This definition implies that during verbal

communication, an influence is exerted on the listener. According to G.G. Khazagerov, this influence affects both the logic and emotions of the interlocutor. In this regard, he identifies three types of influence: command, manipulation, and persuasion [3, 45 p.]. The effectiveness of public speeches largely depends on their structure and the thoughtful organization of all components. These speeches are not spontaneous but are carefully planned by the speaker, who selects communicative strategies and tactics aligned with the intended goals. Persuasion and influencing the audience remain fundamental objectives of communication, regardless of the discourse type [4, 62 p.].

The analysis was conducted using the classification proposed by S.Y. Poluykova, which focuses exclusively on strategies with persuasive influence and the tactics employed in educational discourse. The author identifies three types of persuasive strategies, each encompassing a specific set of tactics: Rational-argumentative strategy – characterized by tactics such as causal reasoning, the use of statistical data, references to authoritative opinions or research findings, arguments based on economic disadvantage, and others. Emotional-argumentative strategy – includes tactics such as warnings, metaphorization, the creation of a positive vision of the future, and other rhetorical techniques. Mixed argumentative strategy – involves tactics such as anticipatory counter-argumentation, the minimization of opposing arguments, and other persuasive methods [5, 64 p.].

Public speaking as mentioned earlier is a pre-prepared speech that contains a narrative. The term *narrative* originates from the Latin word *narratio*, which translates to *story* or *narration*. In its broadest sense, a narrative is a story, while in certain contexts, it is interpreted as a plot. Every culture possesses numerous narratives, making them a universal phenomenon. They serve as a means of accumulating and transmitting experiences and systems of meaning through various forms of storytelling, including myths, legends, fairy tales, dramas and tragedies, epics, historical accounts, short stories, anecdotes, novels, and even commercial advertising [6, 87 p.].

Within the communication approach, narrativity is primarily characterized by the act of storytelling, which unfolds in the interaction between the narrator, the addressee, and the reader. The social and role-based positions of the communicants shape the nature of their interaction, whether it is imperative or cooperative. A narrative influence strategy can serve various underlying communicative purposes. The linguocultural approach, on the other hand, explores the evolution of different types of knowledge, emphasizing their narrative essence. From this perspective, narrative functions as a linguistic sign that preserves, reproduces, and conveys a society's cultural values. This approach enables the identification of national imagery, collective mentalities, and ethnocultural behavioral patterns embedded in the cultural heritage of different eras by analyzing a diverse range of narrative texts. The ongoing scholarly interest in rhetorical aspects of speech, along with the use of narrative texts across cultural contexts and academic disciplines, underscores their significance as tools for social interaction and influence. Consequently, narrative emerges as a crucial subject of linguistic analysis, particularly in relation to the meanings it constructs, as well as the speech strategies and tactics it employs [7, 87 p.].

In the era of digital globalization, individuals increasingly seek positive media content. Audio formats, in particular, can take various forms, spanning both popular science and entertainment genres. Additionally, they hold significant educational potential, appealing to audiences of all ages, from young listeners to older generations [8, 457 p.]. Each person strives to be successful and develops the necessary skills. Life success as a state is rather associated with emotional experiences accompanying the process and result of achieving goals: satisfaction, passion, interest, joy, delight, happiness and well-being [9, 496 p.]. Therefore, the TED platform is a resource for the personal growth of an interested listener.

Material and methods. The research material consists of five video speeches in English on the topic of personal growth, with durations ranging from 12 to 18 minutes. The videos were selected based on recency and were published between October 2024 and March 2025 on the official TED website (www.ted.com). The topics addressed remain highly relevant in today's context: *The science behind dramatically better conversations; How AI models steal creative work - and what to do about it; Why social health is key to happiness and longevity; Love, trust and marketing in the age of AI; Embracing the present in a rapidly changing world.* C. Rogers and A. Maslow define personal growth as an individual's ability to be goal-oriented, maintain internal integrity, accept both oneself and others, approach life's challenges with creativity and constructiveness, and successfully realize and develop their personal potential [10, 38–46 p.]. The speakers employ specific linguistic patterns throughout their speeches to capture attention, engage, and inspire a diverse audience from various social backgrounds. The study utilizes methods of lexico-semantic analysis and pragmatic analysis. All videos were transcribed into text for further examination.

Results. Linguistic analysis includes analysis at the lexical, syntactic and morphological levels. Through pragmatic analysis, communicative strategies, implicit meanings, speech acts, stylistic and rhetorical techniques are identified. In all the selected videos, typical lexical and stylistic features were identified, such as emotionally rich vocabulary, simple and metaphorical expressions. Narrative structure influences audience engagement and has elements such as beginning, climax, conclusion. Each speaker uses different ways of addressing the audience and tries to create an effect of trust through speech impact.

Lexical analysis of the text on the topic of effective conversations shows the use of various linguistic means to ensure accessibility and expressiveness of speech. Colloquial and accessible vocabulary is used, which contributes to easy comprehension of the material: *I'm going to ask you, Let me just say, So why?* Scientific terms adapted for a general audience are found throughout the text, making it both informative and easy to understand: *matching principle, deep question, super communicators*. The use of emotionally colored vocabulary such as *intimidating, terrifying, connected, vulnerable* allows to strengthen the impact on the audience. The syntactic structure of the text reflects the peculiarities of oral speech aimed at active involvement of the audience. Simple and compound sentences prevail, ensuring the dynamics of speech: *Now, just out of curiosity, how many of you are really excited about this experiment?* There are often rhetorical questions that create a dialog effect and attract the attention of listeners: *Why is this so powerful? Why does it help us connect so well?* Repetition of structures parallelism is used, which makes speech more rhythmic and memorable: *Do you want to be helped? Do you want to be hugged? Do you want to be heard?* At the morphological level, the analysis shows a number of characteristic features. The modal verbs *should, would, can* are actively used in the speech, which emphasize possibility, recommendations and hypothetical scenarios. A large number of personal pronouns *I, you, we* contributes to the establishment of personal contact with the audience and makes the speech more engaging. Pragmatic analysis reveals communicative strategies, implicit meanings, and rhetorical devices. Communication strategies include such techniques as engaging the audience: the speaker uses personal appeals *I'm going to ask you to participate* and thought-provoking questions. Appeal to emotions is made through the use of personal stories, e.g. a story about a wife evokes empathy in listeners. Reference to the researches *studies show us* gives credibility to the arguments, which is the justification of scientific validation. The speech contains hidden messages that reinforce its impact. The idea that people do not know how to communicate is not expressed directly, but is demonstrated through the analysis of typical mistakes. Provocative questions, such as discussing the topic of crying, act as tools to establish a connection between the interlocutors. Directive speech act prevails, i.e. inducement to action is carried out by such a sentence *I hope you go out, I hope you find a stranger.*

The narrator uses a wide range of stylistic and rhetorical devices. Rhetorical questions help to attract the audience's attention: *Why is this so powerful?* Anaphora creates an effect of consistency and persuasiveness: *Instead of asking someone.... I felt more caring... I felt like they listened... I felt like they were really caring about me.* Parallelism makes speech more rhythmic: *Do you want to be helped? Do you want to be hugged? Do you want to be heard?* Metaphors are used to enhance expressiveness: *Golden age of understanding communication* symbolizes the flowering of knowledge of communication. *Super communicators* make the concept more appealing. Climax amplifies the emotional impact: *One of the best conversations they've had in the last week, the last month, the last year.* Storytelling is used to illustrate a theory, making the speech more convincing, e.g. stories about the wife and the doctor Ehdaie. Thus, the analyzed speech combines accessibility, emotional expressiveness and scientific argumentation, which makes it an effective communication tool.

Artificial Intelligence and various aspects of its use is a hot topic in the current times. On the path of self-development, people should learn how to properly interact with AI. The speaker of the second video, titled "How AI models steal creative work – and what to do about it" talks about the ethical implications associated with data learning methodologies used by AI companies. Emphasizing the innovative aspects of generative AI, the narrator argues that many companies exploit creators by using their copyrighted works without permission or compensation. The narrator calls for a reset in which AI companies must license their training data to ensure a fair ecosystem that benefits both companies and original content creators.

The text contains a significant number of emotionally colored words and expressions emphasizing the author's negative attitude to the problem. For example, vocabulary with negative connotation: *stealing, unfair and unsustainable, mass exploitation, catastrophic*. Words *fairly trained, mutually beneficial relationship* are used for positive contrast.

The author actively uses technical terms related to artificial intelligence *training data, large language models, common crawl, fair use, synthetic data, GPU* and legal sphere *copyright, licensing, rights holders*. This strengthens the argument but makes it more difficult for the untrained reader to understand. Rhetorical devices are as follows. Contrast in the sentence: *AI companies spend vast sums on the first two... but they expect to take the third resource for free.* Hyperboles: *forcing the world's publishers to batten down the hatches and destroy the commons.* Anaphora: *We have an AI voice model... We have an AI music model... We have a large language model....* Rhetorical questions and appeals: *But it doesn't have to be this way.* Call for an alternative solution *So where does this leave us?* encourages the reader to think.

Morphological level. Frequent use of verbs in the passive voice: *Many AI companies train on creative work they haven't paid for., The unlicensed use of creative works for training generative AI is a major unjust threat.* The impersonality of AI companies' actions and their irresponsibility are emphasized. Modal verbs to express necessity and opportunity: *We must not permit this* – categorical position. *AI companies should compensate data providers* – recommendation.

The pragmatic level is visible in the main goal of the text – to convince the audience that unlicensed AI training on other people's content is ethically and legally unacceptable. The author aims to expose the hidden

aspects of the AI industry, to justify the unfairness of the current practice. to offer an alternative, to engage the audience in active action. The author uses real-life stories, such as Kelly McKernan's story to create empathy. The author doesn't just push emotionally, but also cites statistics, references to studies and precedents. This increases the credibility of the audience. The text competently combines emotional impact, logical argumentation and manipulative techniques. It is structured in such a way as to convince the audience not only that the problem exists, but also in the need for immediate action.

The next video is called Why Social Health Is Key to Happiness and Longevity. In this insightful talk, the speaker discusses the often-overlooked concept of social health, emphasizing its critical importance for overall well-being. Using the story of Maya – a woman balancing various life changes including marriage, relocation, a new job, and her father's dementia - the speaker illustrates the struggles of maintaining mental and physical health without a supportive social network. This proactive approach to social health is positioned as imperative for personal wellness and societal well-being. The speaker calls for a cultural shift toward valuing social health, envisioning a future where the benefits of robust relationships are as widely recognized as those of mental and physical health.

Analysis of the lexical level. The text is saturated with positively colored words emphasizing the importance of social connection, for example: *thrive, belonging, meaningful connection, vibrant gathering places.* They form a positive emotional background, drawing attention to the importance of social interactions. At the same time, the author uses negative vocabulary to contrast with the main idea: *loneliness, public health crisis, stress, weakened immune system.* These terms emphasize the consequences of the lack of social connection, strengthening the argument. The author makes extensive use of abstract nouns such as *social health, belonging, community*. Their use helps to summarize the idea and engage the reader in the discussion. The text contains expressive metaphors that make the concepts more visible: *Building social muscles in connection class* – comparing social skills to physical training, emphasizing the need for constant practice. *Deeply woven into the fabric of our culture* – metaphor, demonstrating the deep integration of social bonding into social structures. The rhetorical question creates an interactive effect, encouraging the reader to reflect and emotionally engage in the discussion: *What if I told you that not having it undermines our other efforts to be healthy and can even shorten your lifespan?* The repetitive parallel structure enhances the persuasiveness and rhythm of the text, emphasizing the importance of a long-term vision of social change: *Over the next decade, I envision... Over the next decade, I see... Over the next decade, I believe...* The author directly addresses the listener by means of imperative constructions, stimulating him/her to take concrete actions to improve social life**:** *Try the 5-3-1 guideline, Make relationships your priority*. Use of modal verbs: *We need to shape a society...* – expression of need, *We can be proactive...* – demonstration of the possibility of change, *Social health will become as ingrained...*– confidence in the future. Frequent use of pronouns "*we*" and "*you*": *We need to shape a society...* – creates a sense of collective responsibility. *You and I take individually...* – personalizes the appeal, making it more persuasive.

Pragmatic analysis reveals the author's intent, which is the main purpose of the text – to inform the audience about the concept of the "*social health*" and its impact on the quality of life; to convince of the importance of maintaining social ties; to motivate readers to take active action by suggesting concrete steps to improve social life. The speaker's target audience is people interested in self-improvement representatives of self-help and wellness-community, professionals in the field of health, education, urbanism, and those who experience loneliness and are looking for solutions to improve social life.

One of the rhetorical devices is the use of a personal example. Maya's story, which ends up being the author's, creates an effect of trust and strengthens the emotional connection with the reader. Emotional resonance is achieved through the use of statistics and concrete examples evokes empathy and attracts attention: *One in five people you encounter may feel like they have no one.* Predicting the future creates a sense of inevitable change, making the argument more persuasive: *Over the next decade, I believe that social health will become...*

The text combines a scientific approach with a personal story, and uses vivid metaphors, rhetorical questions, and repetition to engage the reader. The main strategy is to make the problem personal and show ways to solve it.

Personal growth in a broad sense is not only the development of the individual but also includes the improvement of different spheres of human life. For example, business and marketing, which need constant development. Here also the topic of artificial intelligence plays a key role. In the video about Love, trust and marketing in the age of AI, the speaker addresses a critical perspective on the role of Artificial Intelligence (AI) in transforming the relationship between brands and consumers. Ultimately, the video presents a call to action for marketers to embrace AI not merely as a tool but as a partner that can enrich human experiences and foster meaningful relationships.

The text is characterized by the use of specialized vocabulary related to marketing, business and technology. It includes terms such as *"AI", "conversational interfaces", "marketing funnel", "brand-to-consumer dynamics", "playbooks", "transparency", "user autonomy", "ethical AI"*. Such choice of words emphasizes the relevance of the topic and contributes to the reader's perception of the author's high level of competence. The text contains lexemes with high expressive coloring: *obsessed, profound shift, trusted advisors, genuine*

emotional responses, serious business, incredibly powerful asset. The use of such expressions increases the impact on the audience, creating a sense of importance of the issues discussed. The author actively uses terms from psychology, such as "*triarchy of love*" и "*emotional entanglement*", which gives the text additional scientific credibility and expands its interdisciplinary context. The active use of pronouns *"we", "us", "you"* is also observed, that create an engaging effect and simulate a dialog with the reader.

Questions are introduced to engage the audience in the text, e.g.: *Who should be overseeing this incredibly powerful asset?* This technique helps to retain attention and provokes reflection. Rhetorical constructions encourage the reader to reflect and argue the author's position, e.g. *Well-being, honesty, autonomy. Isn't this what we should expect from any relationship?*

Pragmatic analysis reveals the communicative goals of the text: to inform about the impact of AI on marketing and society; to change the audience's mind by offering a new perspective; to motivate the business community to take a responsible approach in AI development. The implicit meanings are in the following sentences. Traditional marketing has lost its effectiveness; brands need to refocus on emotional connections. People can make genuine emotional connections with AI. Businesses should not just implement AI, but do it ethically.

The impact on the audience is realized in the following way. The listener is involved in the discussion through dialogic techniques and references to "we". The use of personal stories, such as the example of George and Maite, makes the text lively and convincing. The argumentation is based on familiar concepts of love and relationships, which makes it easier to grasp a complex topic.

Stylistic and rhetorical devices such as metaphors, analogies, personal stories, rhetorical questions, gradation, repetition, and irony were used. Metaphor *We've been missing the forest through the trees when it comes to AI* – emphasizes the limitations of the traditional approach. *AI is not just another tool in our toolkit. It is a partner* – demonstrates the transformational role of AI. Analogies *Like getting eight hours of sleep at night, the exact amount that's right for you personally might be higher or lower* – makes a complex idea more accessible. Examples of storytelling about *George u Maite, the marketing funnel and New York Times* increase the emotional engagement of the audience. Rhetorical questions *Who should be overseeing this incredibly powerful asset?* – makes the reader think. Gradation *Well-being, honesty, autonomy* – are emotionally impactful. Repetitions *We need to prioritize user well-being. We need to commit to honesty. We need to protect user autonomy* – make the argument more persuasive. Humor *Well, maybe somewhere with good Wi-Fi just in case*. The text combines scientific argumentation, emotional stories and rhetorical devices to convince the audience of the importance of an ethical approach to AI. The author's style is a combination of business, academic and conversational, making it both persuasive and accessible.

The last video - Embracing the present in a rapidly changing world discusses the concept of change and its significance in personal and professional development. The speaker emphasizes the power of incremental change, illustrated by the success of British cycling, which transformed from underperformance to winning medals through small adjustments. The importance of recognizing the need for change, understanding its nuances, and preparing for it is highlighted, along with anecdotes that illustrate successful adaptation and growth.

The lexicon of the analyzed text is a combination of bookish and colloquial expressions. Along with professional terminology, metaphorical and emotionally colored words are used, which contributes to strengthening the rhetorical effect and audience involvement.

Both formal terms and colloquialisms are found in the text: *"compounding", "power of 1%", "frog in the hot water"*. Such a combination makes the text both accessible and persuasive. Business and management-related terms are used, such as *"performance director", "business strategy", "brand positioning"*. They give the text expertness and authority. Emotional coloring: words with strong expressive connotation are present in the text. For example, *blown, sweeping the medals, alarming*. This technique enhances the emotional impact on listeners and promotes involvement in the topic under discussion.

Syntactic constructions of the text are aimed at active interaction with the listener and strengthening the argumentation. Frequent repetition of key phrases helps to reinforce the main idea with the audience: *change happens, power of 1%, everyone knows*. Rhetorical questions are used as a means of attracting attention and stimulating reflection: *what about the reverse of it?* Elements of dialogicality are present when addressing the audience, which creates the effect of direct communication: *anyone?*

The main purpose of the text is to motivate the audience to adapt to change through argumentative and emotionally rich presentation of the material. The author informs about the concept of gradual change and its impact on long-term results. Through examples and repetition, the author seeks to convince the audience of the need to adapt to change. Direct addresses to the audience, questions and rhetorical constructions are used, which makes the text interactive. The use of personal stories and examples from the author's life make the text more persuasive. Frequent repetition of the concept of *1% change* helps the audience internalize the main idea.

Metaphors and comparisons *Life means movement unless we move unless we change there is nothing called as life.* (life = movement) *Change is like an earthquake* (change = earthquake, suddenness) *Escape velocity* (the changes are compared to the motion in space). Rhetorical questions *What am I to talk about*

change does do people not know about change? What if the change is at this rapid pace? Historical and literary references *Rome wasn't built in a day*, a reference to *Robert Frost* and *The Road Not Taken*. Real life examples story about British Cycling, personal experience with launching an OTT-platform. Humor and wordplay *Change can't be given to you every time you must bring the change yourself* wordplay with "change" as "changes" and "change" as "change" in transport.

The analysis of the five videos made it possible to identify common features and differences at the lexical, syntactic and pragmatic levels, as well as stylistic and rhetorical techniques characteristic of all the texts presented. The common features of all narratives at the lexical level are as follows. All videos use emotionally rich vocabulary to enhance the impact on the audience. There is a combination of accessible colloquial vocabulary and specialized terms, which makes the material both understandable and informative at the same time. The syntactic level uses both positively and negatively colored words, creating contrast to strengthen the argument. The use of rhetorical questions to engage the audience and create dialog. Frequent use of repetition and parallel constructions to strengthen argumentation and memorability. Use of simple and compound sentences for speech dynamics. In the pragmatic level, frequent elements. In all texts there is a strategy of engaging the audience through personalized addresses and questions. Justification is used through scientific facts, studies and examples, which gives weight to the argumentation. The strategy of appealing is an appeal to emotion through personal stories and emotionally charged words. Directive speech acts such as *I hope you go out, Make relationships your priority* encourage the audience to take action. Stylistic and rhetorical devices that occurred in all five speeches: rhetorical questions, anaphora, parallelism, metaphors, gradation.

All five videos tend to use emotionally rich, colloquial and scientific vocabulary, with a predominance of rhetorical devices aimed at engaging the audience. Despite their different subject matter, the texts share a common desire to motivate, persuade, and influence the audience through questions, parallel constructions, personal stories, and metaphors.

Discussion. The difference between popular public lectures and academic lectures attracts the attention of modern researchers of rhetoric, linguists and translation scholars. The relevance of the study of popular public lectures is due, on the one hand, to the increased role of popular lectures in the life of modern society, and on the other hand, to the insufficient study of the linguistic uniqueness of popular public lectures, which ensures the effectiveness of their impact on listeners. There are a small number of articles on the topic of communication strategies and stylistic techniques of video lectures on the TED platform, but no similar articles were found in the personal growth category. There are similar narrative models since the TED rules require speakers to adhere to clear criteria and regulations for the information provided. These two articles confirm the manipulative nature of these popular science videos [11, 12].

Moreover, the analyzed speeches exhibit similar rhetorical devices and pragmatic functions. However, the extent to which each speaker employs specific stylistic devices varies, and there is no fixed set of rhetorical tools uniformly applied across all videos. The relationship between linguistic features and manipulative strategies lies in the fact that language tools play a key role in implementing various tactics of audience influence. Thus, linguistic features not only complement but also determine the choice of manipulative strategies, making speech more persuasive and effective in achieving communicative goals. However, there is a need for a comprehensive study of the topic of personal growth at the intersection of psychology and linguistics. Future research prospects include conducting both qualitative and quantitative analyses, as well as surveys of individuals who have watched and listened to TED Talks. This approach would allow for an assessment of the extent to which manipulative strategies, tactics, and stylistic devices influence the audience. Additionally, it would help determine whether the lecture content was perceived as beneficial for the listener's personal growth.

Conclusion. The goal of this study was to analyze the linguistic features of persuasive speech techniques in the narrative structure of oral presentations on personal growth. The analysis allowed us to identify key linguistic strategies of persuasion, study the use of rhetorical devices, and determine the role of narrative structures in increasing the persuasiveness of speech.

The results of the study confirm that successful speakers use a combination of emotionally charged vocabulary, metaphors, simple and expressive syntactic structures, as well as a variety of rhetorical devices, such as rhetorical questions, anaphora, parallelism, and gradation. Narrative structures play an important role in engaging the audience, allowing them to establish trusting relationships with listeners. Each analyzed text demonstrates the use of various strategies for influencing the audience, including personal appeals, the use of personal stories, references to scientific research and statistics.

The study found that the most effective language features in speech manipulation are the use of emotionally charged vocabulary and metaphors to create vivid images, the use of rhetorical questions that encourage the audience to think, anaphora and parallel constructions that contribute to the memorability of statements, the alternation of short and long sentences to maintain the dynamics of speech, as well as the frequent use of the pronouns "we" and "you" to engage the audience.

In addition, narrative structures help to enhance the impact on the audience by creating an emotional connection through personal stories and examples from life, the use of dramatic elements (conflict,

development, resolution) to hold the audience's attention, the construction of speech in the "problem-solution" format, which makes the argument more persuasive, as well as the use of recurring motifs and leitmotifs to reinforce key ideas.

The results of this study may find practical application in rhetoric and public speaking, helping speakers to construct more persuasive speeches, in English language teaching, where the use of rhetorical devices and narrative structures contributes to the development of argumentation and persuasive writing skills, and in business and marketing, where the application of the studied strategies contributes to the creation of more persuasive presentations, advertising campaigns, and negotiation strategies.

In the future, further research may be aimed at expanding the sample of analyzed speeches to identify additional patterns, comparing TED Talks with other types of public speeches, such as political speeches, business presentations, and academic lectures, and studying the influence of cultural differences on the perception of persuasive speech in various linguistic and social contexts.

Thus, the study confirmed that narrative structures and rhetorical devices are important tools for enhancing the persuasiveness of oral presentations. Further research may be aimed at studying the influence of cultural differences on the perception of persuasive speech, as well as analyzing the effectiveness of various strategies depending on the target audience.

REFERENCES:

1. **Nechaeva N.V. Populyarnaya publichnaya lekciya zhanra TED Talk: osobennosti yazy'ka i stilya** [Public talk: language and style]. *Zhanry' rechi*, 2019, no. 4 (24)m pp. 17-22. (In Russian)

2. **Grishechko E.G. Opredelenie ponyatiya rechevogo vozdejstviya i vidy' e'togo vozdejstviya** [Definition of the concept of persuasion and its types]. *Gumanitarny'e i social'ny'e nauki,* Rostov-on-Don, Yuzhny'j federal'ny'j universitet, 2008, no. 4, pp. 53-59. (In Russian)

3. **Hazagerov G.G., Lobanov I.B. Ritorika: uchebnoe posobie** [Rhetoric: A textbook]. Rostov-on-Don, Feniks, 2004, 384 p. (In Russian)

4. **Kuzminyh Zh.O., Moiseeva E.A. Realizaciya kommunikativnoj strategii persuazivnosti v lekciyah zhanra TED Talk** [Implementation of the communicative strategy of persuasiveness in TED Talk lectures]. Povolozhskij gosudarstvenny'j tekhnologicheskij universitet, 2021, 61 p. (In Russian)

5. **Poluykova S.Y. Persuazivny'e strategii v sovremennom prosvetitel'skom diskurse** [Persuasive strategies in modern educational discourse]. *Vestnik Permskogo universiteta. Rossijskaya i zarubezhnaya filologiya*, 2010, no. 4, pp. 63-67. (In Russian)

6. **Zadorina G.A. Praktiki formirovaniya biograficheskogo narrativa personazha v predvy'bornom diskurse** [Practices of forming the biographical narrative of a character in pre-election discourse]. *Izvestiya Uralskogo gosudarstvennogo universiteta*, 2006, no. 45, pp. 85-94. (In Russian)

7. **Aleshhanova I.V. Narrativnost': opredelenie ponyatiya** [Narrativity: definition of the concept]. *Izvestiya Volgogradskogo gosudarstvennogo pedagogicheskogo universiteta*, 2006, no. 3, pp. 43-47. (In Russian)

8. **Tomyuk O.N., Diachkova A.V., Kerimov A.A., Dudchik A.Yu. The educational potential of podcasts in the context of formation human legal culture: a new format and new opportunities media sphere**. *Perspektivy' nauki i obrazovaniya – Perspectives of Science and Education*, 2021, 54 (6), pp. 443-459. DOI: 10.32744/pse.2021.6.30

9. **Deeva N.A. Metodika "Zhiznennaya uspeshnost'": struktura i validizaciya** [Questionnaire "Life Success": structure and validation]. *Psychology. Journal of the Higher School of Economics,* 2022, vol. 19, no. 3, pp. 494-520. DOI: 10.17323/1813-8918-2022-3-494-520. (In Russian)

10. **Bratchenko S.L., Mironova M.R. Lichnostny'j rost i ego kriterii** [Personal growth and its criteria]. *Psihologicheskie problemy' samorealizacii lichnosti*, Saint Petersburg, 1997, pp. 38-46. (In Russian)

11. **Viktorova E.Y. Pragmatic aspects of TED talks as a specific speech genre.** *Speech Genres*, 2019, vol. 4, no. 24, pp. 254-266.

12. **Balakina I.A., Munarova O.D. Yazykovy'e osobennosti publichnoj rechi na platforme "TED talks"** [Language features of public speech on the "TED talks" platform]. *Vestnik Shadrinskogo gosudarstvennogo pedagogicheskogo universiteta*, 2020, no. 4 (48), pp. 167-170. (In Russian)

Information about the authors:

Bekbossynova Gaukhar Tobylzhanovna* – Master of Philological Sciences, Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Republic of Kazakhstan, 110000, Kostanay, 47 A.Baitursynov Str., tel.: +77776262487, e-mail: diamondga0611@gmail.com.

Radchuk Olga Andreyevna – Candidate of Philological Sciences, Senior Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Republic of Kazakhstan,110000, Kostanay, 47 A.Baitursynov Str., tel.: +77774459066; e-mail: olyaradchuk@mail.ru.

Omarova Zauresh Kalikhanovna – Master of Pedagogy, Senior Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Republic of Kazakhstan,110000, Kostanay, 107 Borodin Str., tel.: +77027985870, e-mail: izaura2302@mail.ru.

Lapshina Natalya Valentinovna – Master of Philological Sciences, Senior Lecturer of Department of philology and practical linguistics, Akhmet Baitursynuly Kostanay Regional University, Republic of Kazakhstan, 110000, Kostanay, 47 A.Baitursynov Str., tel.: +77774459063; e-mail: natalya.lapshina.1987@list.ru.

Бекбосынова Гаухар Тобылжановна* – филология ғылымдарының магистрі, филология және практикалық лингвистика кафедрасының оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай өнірлік универсітінің Қазақстан Республикасы, 110000 Қостанай қ., А. Байтұрсынов көш., 47, тел.+77776262487, e-mail: diamondga0611@gmail.com.

Радчук Ольга Андреевна – филология ғылымдарының кандидаты, филология және практикалық лингвистика кафедрасының аға оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай Өңірлік университеті, Қазақстан Республикасы, 110000 Қостанай қ., А. Байтұрсынов көш., 47, тел. +77774459066; e-mail: olyaradchuk@mail.ru.

Омарова Зауреш Калихановна – педагогика ғылымдарының магистрі, филология және практикалық лингвистика кафедрасының аға оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай өнірлік универсіті, Қазақстан Республикасы, 110000 Қостанай, Бородин к., 107 тел.+77027985870, e-mail: izaura2302@mail.ru.

Лапшина Наталья Валентиновна, филология ғылымдарының магистрі, филология және практикалық лингвистика кафедрасының аға оқытушысы, Ахмет Байтұрсынұлы атындағы Қостанай Өңірлік университеті, Қазақстан Республикасы, 110000 Қостанай қ., А. Байтұрсынов көш., 47, тел. +77774459063; e-mail: natalya.lapshina.1987@list.ru.

Бекбосынова Гаухар Тобылжановна* – магистр филологических наук, преподаватель кафедры филологии и практической лингвистики, Костанайский региональный университет имени Ахмета Байтұрсынұлы, Республика Казахстан, 110000 г. Костанай, ул. А.Байтурсынова, 47, тел.: +77776262487, e-mail: diamondga0611@gmail.com.

Радчук Ольга Андреевна – кандидат филологических наук, старший преподаватель кафедры филологии и практической лингвистики Костанайского регионального университета имени Ахмет Байтұрсынұлы, Республика Казахстан, 110000 г. Костанай, ул. А.Байтурсынова, 47, тел.: +77774459066; e-mail: olyaradchuk@mail.ru.

Омарова Зауреш Калихановна – магистр педагогических наук, старший преподаватель кафедры филологии и практической лингвистики, Костанайский региональный университет имени Ахмета Байтұрсынұлы, г. Костанай, Казахстан, 110000 г. Костанай, ул. Бородина, 107, тел.: +77027985870, e-mail: izaura2302@mail.ru.

Лапшина Наталья Валентиновна – магистр филологии, старший преподаватель кафедры филологии и практической лингвистики Костанайского регионального университета имени Ахмет Байтұрсынұлы, Республика Казахстан, 110000 г. Костанай, ул. А.Байтурсынова, 47, тел.: +77774459063; e-mail: natalya.lapshina.1987@list.ru.

ТРАДИЦИОННЫЕ ПРЕДСТАВЛЕНИЯ ТЮРКОВ О ВЫСШИХ ДУХОВНО-НРАВСТВЕННЫХ КАЧЕСТВАХ ЧЕЛОВЕКА И АКТУАЛИЗАЦИЯ В XXI ВЕКЕ (НА ПРИМЕРЕ БАШКИРСКИХ ДИДАКТИЧЕСКИХ КУБАИРОВ)

Султангареева Р.А. – доктор филологических наук, руководитель Научно-исследовательского Центра Башкирского фольклора, БГПУ им. М. Акмуллы, г. Уфа, Российская Федерация.

В условиях усиливающихся глобализационных процессов и постепенной утраты национальных традиций всё больше внимания уделяется возвращению к истокам – проверенным временем формам воспитания, сохранившимся в народной памяти. В этом контексте башкирские дидактические кубаиры представляют собой ценнейший источник духовно-нравственных ориентиров и могут рассматриваться как действенный инструмент этнопедагогики. В башкирском фольклоре содержатся назидательные наставления, отражающие представления о моральных нормах, идеалах поведения и духовной культуре народа.

Цель исследования – выявление воспитательного и аксиологического потенциала дидактических кубаиров и обоснование возможности их применения в современной этнопедагогике. В рамках