

<https://doi.org/10.62837/2024.2.265>

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PSYCHOLINGUISTIC ASPECT OF TEXT PERCEPTION ABSTRACT

Psycholinguistics is a science that studies the psychological and neurobiological factors that enable an individual to acquire, use and understand language. The first appeals to this area of linguistics were mainly of a philosophical nature, mainly due to the lack of a general picture of the functioning of the human brain. Psycholinguistics explores the cognitive processes that make it possible to formulate a grammatically and lexically meaningful sentence from one's own vocabulary and set of grammatical structures, as well as the processes that make it possible to comprehend spoken and written language. The first step in generating speech is the stimulus, which also becomes the last in the reverse process - the perception and understanding of the statement, since the goal of the recipient is to understand not the speech, but what the thought or idea is expressed for.

At the heart of the process of understanding is the desire to decode the meaning of the whole message, its meaning. As you know, despite the existence of universal laws, the processes of perception and understanding of information are directly related to the individual, personal characteristics of the recipient. Moreover, the features of these processes depend to a large extent on various external conditions. All this causes a variety of features of perception and understanding in different situations, which, in turn, leads to the creation of many concepts, hypotheses, models. The problems associated with the perception and understanding of information are studied by many scientific disciplines: psychology, philosophy, linguistics, history, physics, mathematics. However, there is no single general scientific definition of these concepts. Each direction and each researcher working in a particular scientific field, paying attention to various aspects of the problem, uses its own definition of understanding and the

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Key words; meaning, text perception, textual information, identification, aspect, level.

Introduction

Meaning as an important aspect of the text Speaking about the text as a way of presenting linguistic consciousness, H.A. Markina [Markina 2001] presents the following layers of textual information: 1) meanings that are close and understandable to contemporaries; 2) the meanings that each subsequent generation invests in the interpretation; 3) meanings that depend on personal perception and personal associations, that is, are associated with the level of development of a linguistic personality. “The meaning of a literary text can be viewed as the resultant of the meanings of individual linguistic phenomena that make it up, considered in relation to each other” [Pishchalnikova, Sorokin 1993: 3]. A.A. Belonogova [Belonogova 2003] says that the main meaning of the text (concept) acts as a kind of conditional center of the message, its core, at different distances from which there are secondary (additional) meanings. The meaning of textual information is determined in the mind of the reader not only by the compositional patterns of the linguistic content of the text, but by the nature of the relations between the named objects reflected in the linguistic consciousness [Danilova 2001]. According to V.A. Milovidov, meaning can be defined as a mental formation resulting from the recipient's reflection on the text [Milovidov 2000].

V. Solovieva [Solov'eva 2002] separates the concepts of "meaning of the text" and "meanings of the text", defining the "meaning of the text" following G.P. Shchedrovitsky as “a configuration of connections and relationships between different elements of activity and communication, which is created or restored by the reader who understands the text. The concept of “text meanings” does not coincide with the concept of “text meaning”, since, in addition to the most general meaning, a text can include different types of meanings that differ in the features of awakened reflection” [Or. cit.: 109]. There are five of them in the author's work: meaning-assessment, meaning-experience, meaning-retrospection, meaning-motivation, and meaningknowledge. According to the semantic theory of A.I. Novikov [Povikov 1983], the meaning does not refer to the text, but to the mental sphere of the one who perceives the text, or, in other words, the meaning is not extracted from the text, but is attributed to it by the mind.

L.O. Butakova [Butakova 2001] considers cognitive complexes as structures of knowledge, formed by a word, necessarily associated with meaning. The cognitive potential of a text is the ability of its signs of different levels to sequentially or in parallel introduce and represent (in separate sections of the text and throughout its space) cognitive structures of different types and varying degrees of complexity. T.G. Pshenkina [Pshenkina 2005] defines a cognitive structure as a structure of knowledge that represents various ratios of the content of mental components in a person's mind with the help of verbal means, which are part of the cognitive structure and a means of access to it. In the tradition of psycholinguistic research, the author distinguishes the concept as a construct model (following V.A. Pishchalnikova). The

concept as a dynamic cognitive model reflects the structure of the meaning of the mental content, correlated with a certain reality. The following components are presented in the structure of the concept, organized according to a functional feature: the body of the sign, concept, representation, subject content, association, emotion and evaluation. From the standpoint of the theory of semantic dominant A.G. Sonin [Sonin 2006] defines the concept as an approximate symbolic interpretation of complex processes that take place at the neural level of the body's functioning. As components of a dispersed concept, traces of his interaction with the environment stored in the memory of an individual can be considered. E.S. Kubryakova [Kubryakova 2002: 8] interprets the concept as images, representations, concepts, evaluations and (actually) concepts. V.Ya. Shabes-[Shabes 1989] says that at various levels of generalization in the knowledge system, not only images and concepts (representations, concepts), but also scenes and events should be considered. A scene is “perceived from objective reality or iconically reproduced from memory, a specific fragment of a reflected moving world, limited by the scope of attention” [Op. cit.: 14].

The event is the basic unit of background knowledge, it is a trivial invariant, and the scene is a unique version of this invariant. An image is a discrete part of the displayed scene. The concept (notion, designatum) is a set of general and essential features of a whole class of images. The reader adds information obtained from the text of the episode to his own background knowledge and synthesizes, on the basis of these two factors, such a content unit that is more specific than the event. The reader translates a linear sequence of text into a multidimensional cognitive-semantic unit (such as a generalized scene), while using his own multidimensional event structure. Cognitive analysis is aimed at revealing the conceptual structure, defining those concepts that make up the content of a mental unit that is subsumed under one or another linguistic sign. Two traditions in the study of the concept of "meaning" are noted by D.A. Leontiev [Leontiev 2003]: 1) meaning is a synonym for meaning; 2) the conceptual opposition "meaning - meaning". A.N. Leontiev gives the following definition of psychological meaning - this is “what is revealed in an object or phenomenon objectively - in a system of objective connections, relationships, interactions. The meaning is reflected, fixed in the language and acquires stability due to this. In this form, in the form of linguistic consciousness, it constitutes the content of social consciousness” [Leontiev A.N. 1997: 297]. Personal meaning is “the personal attitude of the subject to the world, fixed in subjective meanings” [Or. cit.: 147].

The denotation, or the meaning of the text (sign) is the objective reality that the text (sign) expresses, or the judgment about which the text (sign) expresses, the meaning is the way the denotation is specified, the nature of the connection between the denotation and the sign, or the information that the sign carries about the denotation [Mus Khelishvili, Schrader 1997]. N.L. Galeeva [Galeeva 1999] considers meaning as a transformed meaning. The measure of the content of a literary and artistic text is determined by the number and method of configuration of

meanings and ideas. The meanings of a literary text represent that part of its content that is restored in addition to the content with a reflective (intra-horizontal) understanding of the text. The following correlations between meanings and meanings are possible: development of meanings of meanings, addition of meanings of meanings, opposition of meanings to meanings. N.V. Romanovskaya [Romanovskaya 2004] believes that there is no universal invariant meaning of the text, but there is a representation of purely individual personal meanings by conventional language means.

The perception of linguistic meaning serves only as a "reference point" in the continuous process of interpretation and construction in its conceptual system, and self-meaning is a psychological and cognitive mechanism of cognition. By understanding the text, we mean the process of understanding the meaning of the text (that which is restored in addition to the content) as the formation of a projection of the text (mental (perceptually cognitive-affective) formation, only partially amenable to verbalization) among native speakers of the language and culture, based on the image of the situation, the result of which is a holistic experience of knowing what is being discussed, and the attitude to this knowledge from the standpoint of "for me - here - and - now" (according to A.A. Zalevskaya).

Features of understanding the text in the native language from the standpoint of different approaches. The purpose of analyzing the problems of understanding the text in the native language in the works of different researchers and within the framework of different approaches is to identify the features of the research conducted by the authors, methods for studying the problem and ways to solve the tasks. Among such approaches we consider philological hermeneutics, semiotic, psycholinguistic, pragma linguistic, interpretive and cognitive approaches. Philological hermeneutics is based on the theory and art of text interpretation. Understanding the text is to reveal its meaning, which requires performing certain actions. Text comprehension is the appeal of a person's experience to the text in order to master its content. In Russian linguistics, from the standpoint of philological hermeneutics and the "linguistic personality" model, the problem of understanding is discussed in the works of G.I. Bogin [Bogin 1995, 2000].

The researcher considers understanding as a combination of substantive and procedural aspects and proposes a model of understanding that includes a scheme of mental activity (according to G.P. Shchedrovitsky) and a hermeneutic circle combined with it, connecting the points of fixation (objectification) of reflection. G.I. Bogin identifies three types of text understanding: (1) semantizing; (2) cognitive; (3) de-objective. Artistic text by LG. Bogin [Bogin 2001] considers subjectivity as objectified, and its understanding as a special case of deobjectification. When understanding a literary text, a hierarchy is formed in the sense that in case (3) reflection proceeds under conditions of removed reflection over text units intended for cases (1) and (2).

Conclusion.

Understanding has a substantive and procedural side. The substantial side of understanding is the ability of a person to understand; procedural consists of a set of actions, procedures and techniques that ensure the transition from not understanding something to understanding this or understanding another. Reflection is seen as the ability to come to understanding independently. The hermeneutic circle is one of the models of understanding. Fixation of reflection occurs in the zone of action with paradigms of pure meaning, the zone of action in text production and text perception, the zone of action with representations. Each of the fixations re-expresses the other, which leads to the integrity of understanding and the predominance of substantiality over processuality. Another technique used in revealing meanings is the technique of intending. It is possible to single out such hermeneutic dominants as: “semantizing understanding.

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ПСИХОЛИНГВИСТИЧЕСКИЙ АСПЕКТ ВОСПРИЯТИЯ ТЕКСТА РЕЗЮМЕ

Понимание имеет содержательную и процедурную сторону. Содержательная сторона понимания - это способность человека понимать; процедурная состоит из набора действий, процедур и техник, которые обеспечивают переход от непонимания чего-либо к пониманию этого или пониманию другого. Рефлексия рассматривается как способность самостоятельно приходить к пониманию. Герменевтический круг - это одна из моделей понимания. Фиксация рефлексии происходит в зоне действия с парадигмами чистого смысла, зоне действия при производстве текста и восприятии текста, зоне действия с репрезентациями. Каждая из фиксаций повторно выражает другую, что приводит к целостности понимания и преобладанию субстанциальности над процессуальностью. Другой техникой, используемой для выявления значений, является техника намерения. Можно выделить такие герменевтические доминанты, как: “семантизирующее понимание.

Восприятие текста - это многоуровневый процесс, состоящий из нескольких этапов: распознавание внешней формы отдельных языковых единиц, с которыми у читателя ассоциируется понятие этих лексем, находящихся в его памяти; конкретизация предметного соотношения значения определенного слова; идентификация и определение денотатов, что достигается за счет использования энциклопедических знаний получателя. Восприятие текста - это процесс, характеризующийся структурированной последовательностью, при которой читатель проходит через несколько уровней: лексический (распознавание слов), синтаксический (распознавание предложений) и семантический. Цель получателя состоит в том, чтобы определить основное намерение производителя, то есть адекватно определить стимул для генерирования высказывания.

Ключевые слова; смысл, восприятие текста, текстовая информация, идентификация, аспект, уровень.

Həsənova Nazdı Vəli qızı

MƏTNİ QAVRAMANIN PSIXOLİNGVİSTİK ASPEKTİ XÜLASƏ

Anlamanın maddi və prosessual tərəfi var. Anlamanın məzmun tərəfi insanın anlama qabiliyyətidir; prosedur və texniki, başqa heç nə. Refleksiya müstəqil şəkildə dərk etmək bacarığı hesab olunur. Hermenevtik dairə - bu model anlayışdır. Fiksasiya refleksi xalis məna paradiqmasında, mətnin istehsalında və mətnin qavranılmasında, mətnin təsvirində baş verir. Fiksasiyaların hər biri digərini yenidən ifadə edir ki, bu da dərkətmənin bütövlüyünə və substantivliyin prosessualılıqdan üstün olmasına gətirib çıxarır. Druqo teknikoy, vyyavleniya znacheni üçün ispolzuemoy, bir texnika deyil. Belə hermenevtik dominantları ayırd etmək olar, məsələn: “semantizuruyuschee ponimanie.

Mətnin başa düşülməsi bir neçə mərhələdən ibarət çoxsəviyyəli prosesdir: ayrı-ayrı dil vahidlərinin zahiri formasının tanınması, oxucunun yerləşdiyi bu əlamətlər anlayışı ilə əlaqələndirilməsi; müəyyən sözün mənasının subyekt münasibətinin konkretləşdirilməsi; müəyyən edilməsi və əməliyyat denotativ, chto dostigaetsya schet istifadə ensiklopediya znaniy poluchatelya. Mətnin başa düşülməsi strukturlaşdırılmış ardıcılıqla səciyyələnən prosesdir və bu prosesdə oxucu bir neçə mərhələdən keçir: leksik (sözlərin tanınması), sintaktik (cümlələrin tanınması) və semantik. Resipientin məqsədi istehsalçının əsas niyyətini müəyyən etmək, qeydiyyatın yaradılması üçün adekvat müəyyən edilmiş stimulyatdır.

Açar sözlər: mətnin mənası, qavranılması, mətn məlumatı, eyniləşdirmə, aspekt, səviyyə.

Rəyçi: Filologiya üzrə fəlsəfə doktoru, dosent : Əliyeva Elmira Əyyub qızı