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MUKHTAROVA VAFA ZIYAD, Lecturer
i.vafa91@gmail.com
MUSTAFAZADEH SEVINJ, Lecturer
sevincmustafazade876@gmail.com
RZAYEVA ZUMRUD
Ganja State University, Ph.D.student
Zuma_777@mail.ru

FEATURES OF SEMANTIC PERCEPTION OF SPEECH IN THE PROCESS OF COMMUNICATION SUMMARY

Speech is a complex mental activity, which from the point of view of the activity approach appears either as a holistic act of activity, or as speech actions included in non-speech activity. Speech has a complex structure, it includes the stages of orientation, planning (in the form of "internal programming"), implementation and control.

Considering speech as a process of communication between people and as a mechanism of mental activity, psychologists distinguish two inextricably linked functions of speech - communication (communicative function) and thinking (speech-thinking function). In the communicative function, in turn, it is customary to distinguish the functions of motivation to action and communication. Speech becomes a means, a form of expression of thoughts due to the fact that it denotes certain objects, phenomena, actions, qualities and relationships between them. In this regard, they speak of the semantic, or significative, function of speech. However, the role of speech in the process of thinking is not limited to this. By mastering language as a social-sign system, a person masters the logical forms and operations of thinking that are inextricably linked with it; speech becomes a means of analysis and synthesis, comparison and generalization of objects and phenomena of reality.

Key words: speech, verbal communication, inner speech, semantic perception, features of the perception

It is accepted to differentiate speech into several types: oral, written, internal, autonomous, egocentric, dactyl, gestural.

Oral speech is usually called verbal (verbal) communication using linguistic means perceived by ear. It is characterized by the fact that individual components of the speech message are generated and perceived sequentially. The processes of generating oral speech include links of orientation, simultaneous planning (programming), speech implementation and control; in this case, planning, in turn, is carried out through two parallel channels and concerns the content and motor-articulatory aspects. Oral speech is divided into dialogic and monologue.

Written speech is verbal communication using written texts. It can be delayed (for example, a letter) and immediate (exchange of notes during a meeting). Written speech differs from oral speech not only in that it uses graphics, but also in grammatical (primarily syntactic) and stylistic respects - in its typical syntactic constructions and specific functional styles. It is characterized by a very complex compositional-structural organization, which must be specially mastered, and hence the special task of teaching writing in school. The perception of writing differs from the perception of oral speech, since the text can be perceived simultaneously or, in any case, in large "chunks".

Inner speech is various types of use of linguistic meanings outside the process of real communication. There are three main types:

a) internal pronunciation - "speech to oneself", preserving the structure of external speech, but devoid of phonation, i.e. pronunciation of sounds, it is typical for solving mental problems in difficult conditions;

b) proper inner speech, when it acts as a means of thinking, uses specific units and has a specific structure different from the structure of external speech;

c) internal programming - the formation and consolidation in specific units of the concept (type, program) of a speech utterance, the entire text and its substantive parts (A. N. Sokolov, N. I. Zhinkin, etc.).

In ontogenesis, inner speech is formed in the process of interiorization of external speech. One of the early stages of speech development in a child, transitional to mastering adult speech, is called children's autonomous speech. In form, the "words" of children's speech are the result of distortion of adult words or their parts repeated twice. The characteristic features of children's speech are:

1) situationality, which entails instability of the meaning of words, their uncertainty and polysemy;

2) a peculiar way of "generalization" based on subjective sensory impressions, and not on objective features or functions of an object;

3) the absence of inflections and syntactic relations between words.

Children's speech can take more or less detailed forms and persist for a long time. This undesirable phenomenon delays not only the formation of speech, but also mental development in general. Special speech work with children, the correct speech of the surrounding adults, excluding "adjustment" to the imperfect speech of the child, serve as a means of prevention and correction.

Egocentric speech is speech addressed to oneself, regulating and controlling practical activity. As L.S. Vygotsky showed in a polemic with J. Piaget, it genetically goes back to external (communicative) speech and is a product of its partial interiorization. Egocentric speech can be considered a kind of transitional stage from external to internal speech. The concept of "egocentric speech" is used, as a rule, in pathopsycholinguistics when describing the corresponding syndromes.

Dactyl and sign speech are used in deaf education as an auxiliary speech tool in teaching verbal speech to the deaf, as well as in interpersonal communication between the deaf and communication between hearing and deaf people.

The mechanism of semantic perception of speech is considered in a rather laconic and at the same time informative manner in the works of I.A. Zimnyaya. The main position of the concept of speech perception presented in them, developed by I.A. Zimnyaya together with N.I. Zhinkin, is as follows. Based on the recognition, "identification" of each word of a speech utterance, the listener makes a conclusion about the semantic link (syntagma, two-word combination), and then about the connections between semantic links, after which the "meaning formulation" phase is carried out, which "consists for the listener in generalizing the result of all this perceptual-mental work and translating it into one whole, undivided unit of understanding - the general meaning of the perceived message".[Zimnyaya, I. A. 2004]

Let us consider in this connection some features of the perception of the whole text.

A comprehensive and deep analysis of the mechanisms of perception of the whole text was conducted by A.S. Shtern. In the research of this author the concept of a "set of keywords" (as a result of the semantic "compression" of the text) and its use as a support for restoring the text is presented. "Keywords" are a kind of microtext, organized, like any text, both linearly and hierarchically, and reflect the general semantic organization of the original text.

The process of text perception is characterized by basically the same patterns as the perception of a single utterance. When perceiving a text, the mechanism of probabilistic forecasting is also usually involved. The recipient is guided by the author's signs-markers that clarify the "semantics" of the speech utterance (phonological, lexical, intonational-expressive, pause, etc.), the listener or reader analyzes the semantic content of the text based on its apperception (conscious, purposeful perception), etc.

At the same time, the perception of a text is much more complex than the perception of a single utterance. When perceiving an expanded speech utterance, the text as a single whole is recreated in the person's consciousness from successively replacing each other fragments of perceived speech, relatively complete in semantic terms. The structural-semantic projection of the text that arises in the listener or reader is the result of the inclusion of the content of the text in the conceptual "semantic field" of the recipient.

The famous Russian psycholinguist A.A. Brudny defines the process of understanding a text as a consistent change in the structure of the situation recreated in the mind and the process of moving the mental center of the situation from one element to another. As a result of the process of understanding a text, according to

A.A. Brudny, a certain "picture" of the general meaning, or the so-called "text concept", is formed. [Brudny A.A., 1974. 194 p.]

According to A.A. Leontiev, "understanding a text is the process of translating the meaning of this text into any other form of its consolidation." As an example, we can cite the process of paraphrase, retelling the same thought in other words. This can also be a process of semantic compression, as a result of which a mini-text is formed, embodying the main content of the original text - an abstract, annotation, summary, a set of keywords. This includes the process of forming conclusions, and the process of forming an emotional assessment of an event, etc. [Leontiev, A. A., 1999].

In this regard, A. A. Leontiev considers it appropriate to use the concept of the image of the content of the text.

A. A. Leontiev characterizes the image of the content of the text as the process of understanding itself, taken from its content side. A special case of the formation of the image of the content is the conclusion drawn from the analysis of the text. The image of the content of the text is characterized by objectivity and dynamism, which is well illustrated by the given example. "It is impossible to imagine," writes A. A. Leontiev, "a static, "point" image of the content of War and Peace, or Darwin's Origin of Species, or, finally, Dostoevsky's speech at the opening of the monument to Pushkin in Moscow. But you can, having read a friend's letter, feel that something is wrong with him. You can briefly summarize newspaper information for yourself in one phrase (which is usually put in the title of the information). Thus, texts are functionally unequal in terms of the ways of understanding them, but even such a static, point image is only a special case of a detailed, dynamic image." The perception of a text is subject to the general laws of the process of speech perception, and the image of the content of a text is an objective image. Behind the text is "a changing world of events, situations, ideas, feelings, motivations, human values - the real world, existing outside and before the text (or created by the author's imagination).

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**Muxtarova Vəfa Ziyad qızı,
Mustafazadə Sevinc qızı,
Rzayeva Zümrüd**

Ünsiyyət prosesində nitqin semantik qavranılmasının xüsusiyyətləri

Xülasə

Nitq, fəaliyyət yanaşması nöqtəyi-nəzərindən ya vahid fəaliyyət aktı kimi, ya da nitqdən kənar fəaliyyətə daxil olan nitq hərəkətləri kimi görünən mürəkkəb zehni fəaliyyətdir. Nitq mürəkkəb quruluşa malikdir, o, oriyentasiya, planlaşdırma (“daxili proqramlaşdırma” şəklində), həyata keçirmə və nəzarət mərhələlərini əhatə edir.

Nitqi insanlar arasında ünsiyyət prosesi və əqli fəaliyyət mexanizmi kimi nəzərdən keçirən psixoloqlar nitqin bir-biri ilə ayrılmaz şəkildə əlaqəli iki funksiyasını - ünsiyyət (kommunikativ funksiya) və təfəkkür (nitq-təfəkkür funksiyası) funksiyasını fərqləndirirlər. Kommunikativ funksiyada, öz növbəsində, hərəkətə və ünsiyyətə motivasiya funksiyalarını ayırmaq adətdir. Nitq müəyyən predmetləri, hadisələri, hərəkətləri, keyfiyyətləri və onlar arasındakı münasibətləri ifadə etdiyinə görə fikrin ifadə vasitəsinə, ifadə formasına çevrilir. Bu baxımdan nitqin semantik, yaxud mənalı funksiyasından danışırıqlar. Lakin təfəkkür prosesində nitqin rolu bununla məhdudlaşmır. Dil sosial-ışarə sistemi kimi mənimsəməklə, insan onunla ayrılmaz şəkildə bağlı olan təfəkkürün məntiqi formalarını və əməliyyatlarını mənimsəyir; nitq reallığın cisim və hadisələrinin təhlili və sintezi, müqayisəsi və ümumiləşdirilməsi vasitəsinə çevrilir.

Açar sözlər: nitq, şifahi ünsiyyət, daxili nitq, semantik qavrayış, qavrayışın xüsusiyyətləri

**Мухтарова Вафа Зияд, ель
Мустафазаде Севиндж,
ЗУМРУД РЗАЕВА**

Особенности смыслового восприятия речи в процессе общения

Резюме

Речь представляет собой сложную психическую деятельность, которая с точки зрения деятельностного подхода выступает или в виде целостного акта деятельности, или в виде речевых действий, включенных в неречевую деятельность. Речь имеет сложную структуру, в нее входят этапы ориентировки, планирования (в форме «внутреннего программирования»), реализации и контроля.

Рассматривая речь как процесс общения людей и как механизм мыслительной деятельности психологи выделяют две неразрывно связанные функции речи — общения (коммуникативная функция) и мышления (речемышлительная функция). В коммуникативной функции, в свою очередь,

принято различать функции побуждения к действию и сообщения. Речь становится средством, формой выражения мыслей благодаря тому, что она обозначает те или иные предметы, явления, действия, качества и отношения между ними. В этой связи говорят о семантической, или сигнификативной, функции речи. Однако роль речи в процессе мышления этим не ограничивается. Усваивая язык как общественно-знаковую систему, человек овладевает неразрывно связанными с ним логическими формами и операциями мышления, речь становится средством анализа и синтеза, сравнения и обобщения предметов и явлений действительности.

Ключевые слова: речь, речевое общение, внутренняя речь, смысловое восприятие, особенности восприятия

Rəyçi: fil.f.d. . Aslanova Gulnara Valeh qızı