



TEXT UNDERSTANDING PROCESS AND ITS PSYCHOLINGUISTIC FACTORS

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In psycholinguistics three groups of factors are differentiated and they affect to the process of perception and understanding the text. They are likely to be as the follows:

a) peculiarities of a person who participates in the process as an object of perception and understanding the text.;

b) text parameters and the realities which reflect in it.;

c) the cases in which the process of perception and understanding happens.

We define them below shortly:

1. Person factors. Person receives information and works it out as a complete system which has individual, psychophysiological and social peculiarities (variety of psychic processes, directness, character peculiarities, social-political and ideological peculiarities and etc.).

Perception arrangement is one of the important mechanisms that are available between the text and the reader. This refers to the preparation connected with fundamental components of human mind and listener's position relative to information.

Arrangement indicates the character of mind depending on the meaning. That's why predisposition factors have significance in the first stages of perception.

The first stage of the arrangements – are the searching operations, the source of information for text is chosen and considered particularly according to recipient's life positions, traditions and tensions hereby. In this stage primary estimation of information is done which is achieved in perception of the work and the main subject of the perception is determined relatively.

The second stage – is a process of perception. When the recipient starts contact directly with information, perception

arrangements of the recipient choose the information (the phenomenon of perception selectability), their significance level for recipient is defined and then important information is sent to save (the phenomenon of memory selectability).

At the end of contact with text, that is, after the recipient finishes reading text, all acts are not over, but the arrangements note postposition acts. In other words, the third stage of perception starts. The next impact of the first perception is determined here, information is processed, transferred into mind system and undergoes changes under the influence of the matter that is being perceived in this or that level.

The great attention to text perception is connected with its significance for recipient. This case is explained in two ways: firstly, the more important is the text for recipient, the more it earns attention. Secondly, if there is much attention for the text, all ins and outs of the transferred information is perceived (analytical effect), more impression is made (sensory effect) and the perception is easier and more clear (intensified effect).

The activity approach of individual, social status (occupation) social-cultural approach and psychological features of person affect to the processes of text perception and understanding.

We study them individually below.

Activity approach. While we are studying the characteristics of person as a subject of perception and understanding, firstly we pay attention to his activity character and his relation or dependence with this activity. Because the perception and understanding of reality can be possible only in the context intended the activity and it is connected with clear and complex intensions



or goals set by person. The more goals are getting complex, the more interrelations and the deeper significance of phenomena are regarded. In result, the text is understood deeper.

Social approach. This status refers to perceiving and understanding the texts of mass media. The impact of social features of human on the process of information processing is explained that the content of each perceivable information is defined by group interests and information prism. So, the existence of communicative process and the content of transferred information depend on the character of social system in which the communication is being held.

It is confirmed in many researches that information selection and definition are done depending on that what person expects from these signals, that is, on expectations. These expectations in their turn transfer understating of information into another way. That's why even one person takes part in the process of receiving information from the social approach's point of view, the receiver of the information is not one person, but a whole audience. What is audience? Audience is a group of people who perceive the information, it affects to the process of understanding information from the point of view of how this information is important for others. The audience marks the importance and priority of information. Because there is a rule that even a single person accepts information as an important fact which the audience (majority) also accept it as important.

Socio-cultural approach. As it is known to all that the perception and understanding of information are performed by a person on the basis of habits, norms, general and special skills which are available in his or her mind. We may imagine the mind of the person under the process of perceiving and understanding text as a filter. With the help of this filter some information is transferred wholly, but some is changed, while others are dropped. Hereby the mind of person is regarded as a unit of three sides at the same time: firstly, the recipient of the information is alive and is acting (a specific

world of reality); secondly, is a collection of socio-cultural samples, that is, traditional or custom samples (ideological, ethical, aesthetical and others) (culture world); thirdly, is a knowledge collection, with which a person can realize the events occurring around (the world of knowledge). Each of these worlds is used as a specific filter of understanding information and programmes a separate demand for text.

Psychological approach. Individual neurophysiological configuration of brain structure which is responsible for information processing affects to the process of text perception. As was studied in the investigations that four points are responsible for developing and processing of information of person's brain. They are located symmetrically in the right and left parencephalons of the brain: left upper part is for simple logical constructions, left forehead part is for complex logical constructions, right upper part is for simple emotional and feeling impressions, right forehead part is responsible for complex emotional and sensitive impressions.

Due to this or that reason different parts of brain cortex are developed differently. It means that a person receives the information by selecting it.

Understanding is not only connected with intellectual perfection, but also emotional perfection too. It can be said that the work of thought allows to emotional enjoyment in person. Besides it, level of emotional connection of person wholly involves the process of understanding.

According to their positions the people are different. They may understand the same information differently. One object can be accepted differently by different people. Therefore, the recipient may not comprehend the meaning intended in the text as was expected by the person who transfers the information. However, the person conveying the information cannot model the perception and understanding of recipient in advance.

We define the term "text" by considering several approaches and methods on the study of this phenomenon. Nowadays the concept text is regarded as one of the



concepts which involve various scientific fields, such as linguistics and others.

Linguists particularly draw their attention to functional-communicative peculiarities of the language and consider the text as one of the language defining means. In fact, the concept text is firstly explained by the linguistic point of view, that is, by the text grammar, stylistics, syntax and text linguistics.

However, it should be emphasized that particularly in linguistics the concept “text” has not got exact definition. If we assume it as a language related category then it is likely to be defined unilaterally.

Since the concept of text has multilateral peculiarities, considering of the text as “continuation of sentences” does not unfold its main point. In fact the text based on material structure and it requires paying attention into certain extralinguistic points, like the participants of interpersonal communications. Additionally, in this case the meaning component of the text is not to be disregarded. In short the text does not contain of sentences, but is performed through sentences and applied into practice. Furthermore, the meaning of the text is noted by the aim and motive for its formation.

If we notice the multilateral feature of the text, then we may presume the possibility of its plenty definitions. According to the definitions given to the text we can see its different peculiarities. The text can be defined as informative space, speech work, symbol continuation and others.

For example, in semiology the text is referred to comprehensive continuation of any symbols, any type of communication (contact), traditions, dances, rituals and so on. In philology, especially, in linguistics the text is explained as continuous symbols made from words (verbal). Because the text carries certain message and that’s why it is communicative means. Therefore, the text is noted as a unit of contact.

The word “text” was derived from Latin word “textus” which means composition, unit and combination. That’s why for comprehending main point of the text it is important to know what is being combined or

why and how it is added to the content of the text. In any case the text consists of the sequence of symbols connected with each other by the meaning. The main point of this sequence reflects in the relation and integrity of these symbols.

This kind of sequence of symbols is an essential communication unit and it encompasses completed meaning, structure and ending. For example, a literary work has an accomplished structure and ending by the point of meaning view. In general, integrity is not a combination of the parts, but is a functional structure. And in this case integrity parts have their particular significance and function.

Although the text categories are different by the meaning, they have content, structural, formative, and functional, connection forms, and they are not combined at once together, but they complete one another, they form more integral structure than a combination of parts. The features of the above-mentioned text such as connectivity and integrity are significant for convenience, but they are really integrated and they complete or require one another in one text. Text message is carried mainly by the help of language means. Therefore, a mutual connection in the language is an indication of meaning integrity at the same time.

Text can be of two types: written and oral according to its rearrangement form. Both types should be directed to external connectivity, internal expressiveness and mind.

The matter of text similarity is important in the theory of text. Study of text is called textualism in philology science. Linguistics studies the intonation, lexical and syntactical means of the text, graphical means of emphasis, letter setting off and punctuation.

The term “text” is closely connected with its logical perception. Proper perception of text is supported not only by language and its means, but by the general fund of the knowledge, that is, by the connectivity background. Especially with this connectivity background the text is formed and then it is decoded, that is, perceived. That’s why the



perception is linked with the concept of presupposition (background knowledge). The term presupposition was derived from Latin word, which means “assuming in advance”.

Presupposition is an unexpressed meaning of the text by the word and an additional knowledge which allows perceiving the text adequately. This kind of additional knowledge is often regarded as background knowledge. Presupposition may occur in the process of reading the text as a result of the knowledge and experience of the person who forms the text.

Background knowledge is an outcome of culture and reality acquired by the speaker and listener, or writer and learner [4].

The text is a knowledge noted as a product of oral-thoughtful activity of the author and a material of oral-thoughtful activity of interpreter (learner, listener). This knowledge is divided into the word-expressed knowledge and additional background knowledge (unexpressed with word). In the text the symbols combination of various difficulty and size are placed in one line [1]. And this consists of material structure formed from speech elements. However, this material structure involves immateriality, that is, the sense (knowledge, event). It is obvious that the knowledge is not always carried completely by the help of language means.

The author usually forms the text with the words depending on the knowledge of listener or learner [5]. In their turn the listener and the learner perceive the text basing on their knowledge.

Although the sender and receiver of information have a particular quantity of concordant knowledge (background knowledge), the information is always separated into official parts, but in practice it is likely to be complete.

In order to define the text in normal case it is required to use optimal way of verbal (with words) and non-verbal (without words, with gestures) imaginations of the information. Deviation from this norm causes two cases, that is, hypoverbalization (using much more words than the norm) and hypoverbalization (using much more gestures than the norm). Use extend of words and

gestures is planned by the author depending on the aim set for text. Their use varies during the whole text: in some parts the words are more, in other parts the gestures are more.

For comprehending the text adequately the background knowledge, that is, the same information fund for the speaker (the author who creates the text) and the listener (the learner who analyzes text) is needed. Background knowledge is successful ensuring of speech process. A.M.Peshkovskiy stated that natural speech is “flexible”, and we do not always convey our points completely. This kind of case occurs due to the former experience of the speaker [3]. Former experience (knowledge) of speaker is a knowledge which does not contain any word of the text, and is carried by gestures.

Background knowledge is defined in a particular order. Background knowledge can be defined according to its meaning: simple, non-scientific, scientific, literary-fictional.

Furthermore, V.Ya.Shabes has given other definition too [5]. Background knowledge contains the following:

- 1) social knowledge, which is known to all members of the speech act until the information transferring starts;
- 2) individual knowledge, which is known only to two members of the dialog until the information transferring starts;
- 3) group knowledge, which is known to the members of the teams connected with jobs, social relations (medicinal, political knowledges and others).

It should be emphasized that background knowledge constantly turns from one form into another form. For example, if a death of a common woman is an individual knowledge, then a death of the queen Diana is a national, or even a global knowledge. And here the individual knowledge turns into social knowledge.

Individual knowledge sometimes is used to create a meaning of the text. It is firstly connected with fictional literature and tends the existence of complete additional knowledge. Sometimes when the author expresses this or that thought, he relies directly on reader’s knowledge by which he can comprehend the meaning of the text.



For example, A. Pushkin wrote in his work “Yevgeniy Onegin”: “Zizi, my soul’s purity...”. When Yu. M. Lotman analyzed this sentence, he stated that the person who knew Zizi could understand the meaning of it. Zizi – was a short name of Yevpraksiya Nikolayevna Wolf in her childhood [2]. In short, it can be said that to understand this text the individual knowledge is required. The

author wrote this text relying on the individual knowledge of a reader.

In conclusion, we restate that text understanding is a complicated psycholinguistic process. Its investigation is one of the prior issues of today. Understanding and comprehension of text allow to optimizing interpersonal and international relations.

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Алимова К. Психологические проблемы понимания текста. Понимание устного и письменного текста имеет разную психологическую структуру. Понимание устного текста означает, что текст основан на дополнительных факторах (ситуационная осведомленность, жесты, выражения лица, интонация) в дополнение к речи. Следовательно, понимание устного текста, основанное на расшифровке логико-грамматической структуры речи, фактически подразумевает рассмотрение всех средств текста, кроме речи. В понимании письменного текста, нет дополнительных факторов, а только расшифровка грамматической структуры, на которой он составлен. В диалоге между двумя людьми понимание осуществляется с использованием контекста вне речи. Понимание устного монолога уникально. В целом, понимание этих двух форм речи основано на совершенно разных законах.

Алимова К. Матни тушунининг психологик муаммолари. Шуни таъкидлаш лозимки, оғзаки матни тушуни ёзма матни тушунидан ўзгача психологик структурага эга бўлади. Маълумки, оғзаки матни тушуни матнинг нутқдан ташиқари қўшимча омиллари (вазиятни билиш, имо-ишоралар, мимика, интонация) га таянган ҳолда бўлишига интилди. Шунинг учун айтиш мумкинки, нутқнинг мантиқий-грамматик тузулиши декодиштиришга асосланган оғзаки матни тушуни аслида матнинг нутқдан ташиқари барча воситаларини ҳам инобатга олишни назарда тутди. Ёзма матни тушунида эса бундай қўшимча омиллар бўлмайди, ўзи ташиқил топган грамматик тузулманигина расшифровка қилишни назарда тутди. Икки киши ўртасидаги диалогда тушуни нутқдан ташиқаридаги контекст ёрдамида амалга оширилади. Оғзаки монологик нутқни тушуни ўзгача кечади. Умуман айтганда, нутқнинг бу икки шаклини тушуни мутлақо турли хил қонуниятлар асосида амалга оширилади.