

Psycholinguistic Aspect of Studying the Text as a Product of Speech Activity

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Abstract

The psycholinguistic aspect of study of the text as a product of speech activity is analyzed in the article. The relevance of the ideas of multidimensional space of life in the linear plane of the undertaken research consists in the consideration of the text as the difficult semantic and syntactical formation possessing a number of psycholinguistic characteristics. The authors of the research claim that in the psycholinguistic aspect of studying the text the concept of perception of the text treated as the act of knowledge, experience and creativity is important. In the given work perception of the text is correlated to the projection of the text which in psycholinguistics is considered as fundamental property of the text formation. In the article phases of the perception of the text are described in detail; for the definition of the bases of the psycholinguistic approach to the study of the text the comparative analysis of the text review in psycholinguistics and linguistics is submitted. Besides, the authors investigate the features of the psycholinguistic analysis of the text on the example of the scientific works of the famous linguists. According to the researchers, the leading place in a psycholinguistic projection of the text is taken by the reader - the recipient whose activity is connected with his spiritual activity: he tries to understand a statement, gives additional clarity to the speech, finds the hidden meaning.

Keywords: Psycholinguistics; Text projection; Text perception; Recipient; Psycholinguistic analysis of the text.



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1. Introduction

In the modern linguistics the question of psycholinguistic aspect of studying the text as a product of speech activity is one of the central questions. Within the text-centric concept the attention of the scientists is concentrated on the characteristic of the text as of a speech work. The creator of the domestic psycholinguistics A. A. Leontiev considered that "a subject of the psycholinguistics is the structure of processes of a speech production and a speech perception in their ratio with the structure of a language (any or certain national)" (Leontiev, 1997). The psychology represents theoretical knowledge of a ratio of language and consciousness, of thinking and speech, of processes of perception and properties of memory, of mental activity of the person and of speech activity as one of the activity kinds of a person. In psycholinguistics an important role is played by a statement which is a unit of speech communication and is focused on the participants of speech communication. The expanded statements act as the main unit of speech communication; the main form of their expression is the text (Harley, 2005).

The text, according to N.S. Valgina's definition, is "a dynamic unit, organized in the conditions of a real communication, having extra- and intra-linguistic parameters" (Valgina, 2003). The text is created to transfer the thought of the author, to embody his creative plan; that is the text represents a product of a speech and mental activity of the subject. Considering the text from a pragmatic position, it is a material for the perception and interpretation (Nadezda *et al.*, 2016; Nurgaliyeva *et al.*, 2018; Sadanyan *et al.*, 2017; Yusupova, 2017; Zulfliya and Muslima, 2017).

Such a multidimensional consideration of the text allows to maintain the text (speech and mental) activity representing a structure which includes the following components: the author (the addresser of the text), the reader (the addressee), the displayed reality itself, knowledge of which is imparted in the text, and language system which the author chooses the language means from, allowing him to embody adequately the creative plan (Dem'yankov, 1992).

2. Methods

Creation of a projection of the text is connected with the structure of the text. For the characteristic of the process of production of the text in psycholinguistics the model of three-phase structure of activity – *orientation, implementation, control* - is used.

The *orientation phase* of creation of the text represents intellectual and cognitive activity of understanding of a problem situation of communication and of a subject of the speech. In this phase the author of the text carries out the communicative intention in the form of a purpose and of a general plan of the text.

The phase of implementation of the text consists in a language materialization of the idea of the speech message with the attraction of sign means necessary for this purpose (for example, means of inter-phrase communication and signaling devices of its composite integrity (in particular, sign-signals of the beginning and of the end of the text).

The phase of control assumes semantic working off of a plan of the text and correction of the verbal expression (verbalization) of the main idea of the speech message. An important role is played at that time by the need of ensuring thematic-and semantic integrity of the text.

3. Results

In the psycholinguistic aspect the text possesses a big degree of "interpretativeness" (options of the interpretation of the semantic contents by a listener or a reader). V.Z. Demiyankov considers that the concept of interpretation can be revealed through a concept of a cognition which "includes not only exquisite occupations of a human spirit (such as knowledge, consciousness, reason, thinking, representation, creativity, plans and strategies development, reflection, symbolization, logical conclusion, solution of problems, making evident, classification, correlation, imagination and dreams) ... but also processes more terrestrial, such as organization of motility, perception, mental images, reminiscence, attention, recognition ..." . In relation to the interpretation of the speech it is a type of a cognition the direct object of which is the product of speech activity. When producing the speech the inner world of a man in the form of a speech is interpreted, while when perceiving the speech itself is interpreted.

The main features distinguishing psycholinguistics from linguistics are the factor of a situation in which speech statements are designed and perceived, and the factor of the person making or perceiving the speech (Hatzidaki, 2007). For the definition of a basis of psycholinguistic aspect of studying the text it is necessary to mark out the lines distinguishing consideration of the text in psycholinguistics and linguistics (See table 1).

Table- 1. Psycholinguistic Study of the Text and Linguistic Study of the Text

Psycholinguistic Study of the Text	Linguistic Study of the Text
The text is an object-related form of the act of communication necessary components of which are the subject of communication, the author and the recipient.	The text is a really stated (written) sentence which serves as a material for the observation of the facts of the given language.
Creation of the projection of the text on the basis of processes of perception and understanding of a text as a result of speech and mental activity.	Creation of a new text on the basis of the linguistic analysis of the text.
Levels of hierarchy of understanding of the text: 1. search of the general sense of the message → 2. sensitive level (recognition of sounds) → 3. lexical (perception of separate words) →4. syntactic (perception of sense of separate sentences).	Levels of hierarchy of understanding of the text: 1. interpretation of meanings of the separate words → 2. understanding of meanings of the whole statements → 3. understanding of the general idea of the text.
Listener, reader = recipient	Listener, reader = researcher
Active use of experimental methods (associative, method of subjective scaling, content analysis, intent-analysis).	Answers to such questions as "Did you like the text? Why? What made an impression?"
Consideration of functioning of language and language units as special type of psychological reality.	Understanding of separate words and phrases.

The most attention of the researchers of psycholinguistic study of the text is given to the category of the integrity referred to the plan of the text contents. The integrity can be treated as the existence of a semantic dominant which is established when perceiving the text by the recipient and sets the direction to the process of generation of sense connected with the text Leontiev (1979) calls integrity the fundamental property of the text: "... the integrity is the characteristic of the text as of the semantic unity, as of the united structure and is defined on all the text. It isn't correlated directly to linguistic categories and units and has the psycholinguistic nature (Usmanova and Nurullina, 2018). In psycholinguistics it is generally accepted that the integrity of the text is a certain condition of the text arising in the course of interaction of the recipient and the text.

In the psycholinguistic aspect of the study of the text the concept "perception" of the text treated as the act of knowledge, experience and creativity is important. Comprehension of that ideal model of reality which was created by the author of the work becomes the end result of the act of reading. (Antúnez, 2016).

However the author's model of reality isn't adequate to the reader's because the reader in a varying degree expresses the attitude to the read. Personal interpretation becomes the embodiment of this attitude in different sign systems. Certainly, the interpretation is created not only in the course of reading, but also in the course of the analysis directed to specification, adjustment and deepening of the perception (Granik and Samsonova, 1993).

The unity of sensual and logical is always shown in the perception. The perception demands ability to see an image behind a word, to recreate a picture in one's own representation. To form these abilities the scientists Granik and Samsonova (Shcherba, 1957) recommend using the technique of the slowed-down reading which goes back to the idea of slow reading of Shcherba. In "The experiences of the linguistic interpretation of poems" the famous linguist warned readers against danger "of arguing the ideas which they, maybe, subtracted incorrectly from the text"

(Dridze and Leontiev, 1976). The technique of the slowed-down reading is used to form the psychological mechanisms of understanding and perception of the text. (Zaidullina and Demyanova, 2017).

The researchers distinguish three phases of the process of art perception: 1) pre-communicative (formation of an art and mental set, as of general – expectation of joy of communication with art, so of private – preparation for the forthcoming meeting with the concrete work); 2) communicative (direct contact with the work of art; beginning of a dialogue: the author creates – an image – the reader recreates); 3) post-communicative (assignment of the work of art as personally significant value).

The reception of the text is closely connected with a text projection which in psycholinguistics is treated as mental formation (a text concept, meaning of the text, its integrity), the product of process of judgment of the semantic perception of the text by the recipient to some extent approaching author's version of the text. The projection of the text includes the system of meanings (representations) which is formed at the recipient. The projection focuses attention on the certain aspects of reflection of the personality in the types of his activity and mental behavior, nominates in the center of consideration the identity of the person, the sphere of his subjective world in which all phenomena and events of the outside world are refracted.

The psycholinguistics studies projections of the text both at the reader, and at the author. Thus the mental form of the text existing in consciousness of the person is studied. Individual experiences of the person in various forms and manifestations which can include emotional and estimated experiences, esthetic senses, frames, schemes of situations, denotata, images of different modalities, pragmatic knowledge are used for the organization of a projection of the text.

It is necessary to remember that the text represents the sequence of sign units connected by the meaning assuming single coverage of rather large number of the facts of surrounding reality and therefore subject to obligatory interpretation from the recipient. According to T.M. Dridze, the recipient adequately interprets the text only if the main idea of the text is interpreted adequately to the author's plan (Krasnykh, 1998).

4. Discussion

However in the interpretation of the same text by different recipients divergences can be observed. Especially it concerns art texts as their contents is so ambiguous that it is possible to speak about plurality of contents. The reader perceiving the text can create his own projection which can radically differ both from the projections of the texts of other recipients, and from the author's projection.

The variability of the perception of the same text can be explained by several psychological reasons where it is necessary to include the features of motivational, cognitive and emotional spheres of the personality. Those motives and attitudes which have induced the person to address the certain text are important here as well. Also an important role is played by an emotional spirit of the recipient at the time of the perception of the text.

In the modern linguistics there is an increase of interest to the psycholinguistic analysis of the text. So, Krasnykh allocates the following elements in the analysis: a con-situation, time, the sequence of remarks of the communicants, the specific subject, the incentive to a speech action and the intention (purpose) of the generation of the speech, the verbal form of a product of speech and mental activity, reaction to the specific speech action, structure of the text, logical and semantic structure of the text, specific speech action, relations between speech actions .

As the example of the psycholinguistic analysis of the text (according to V.V. Krasnykh) in the given work we have submitted the analyses of the texts of art and colloquial styles.

The analysis of the text – fragment from the work by V. Tokareva "A day without jam".

Two con-situations are presented in the analyzed text: 1) The entrance hall of a school (the watchman Panteley meets); 2) The class-room of the fifth "B" (in the past it was the gym and the Swedish wall bars remained here which the pupil Sobakin is hanging on). *Time*: the slow current of time: "I am constantly looking at the watch to see how many minutes remained to the bell. And when I hear the bell at the end of the lesson, something even breaks inside me".

Sequence of the remarks of the communicants: the dialogue at the beginning of the text takes place in a question-answer form between the teacher (the author) and his pupil (Sobakin). The conversation is conducted within colloquial style:

- (1) – Sobakin! – I begin sincerely.
- (2) – Eh! –Sobakin responds readily.
- (3) – Not "Eh", get down in a minute.
- (4) – I hear and see better from here.
- (5) – Did you hear what I told you?
- (6) – And what, am I disturbing?.."

The specific communicant is the story-teller on behalf of whom all events are being narrated. *The incentive and the intention of a speech action* - that is of a creation of the text - is the psychophysiological representation of the language identity of the author. In the text the author is thinking about the age, about a sad current of time. *The reaction to the specific speech action*: dialogues of the teacher with the pupil Sobakin the purpose of which is to persuade his correctness and his motivation to act (speech action) are presented in the work.

5. Conclusions

The psycholinguistic aspect of study of the text proves once again the consideration of the generation and the perception of the text as of the result of speech and mental activity of the individual, as of a way of the reflection of the reality in the consciousness by means of elements of the language system. In psycholinguistics the text is usually considered within a concrete communicative situation necessary components of which are subject of the communication, the author and the recipient. At the same time the form and the content of the texts are defined by psychological features of the individuals (recipients) – the participants of the communication.

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