PSYCHOLINGUISTIC APPROACH TO TEXT ANALYSIS

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Abstract: The main purpose of this article is to explain the basic elements of the modern psycholinguistic approach to the study of text. As a result, two primary activities must be completed: 1) To list the characteristics that set this method apart from the linguistic approach; 2) To give a summary of the literature on how these perspectives are used to perceive and interpret the text. We'll talk about the psycholinguistic definition of text, how speech messages are seen in patterns, and components that help with appropriate text interpretation. All of this is done to complete the assigned responsibilities.

Keywords: psycholinguistics, text analysis, psycholinguistic meaning

Introduction

These days, most linguists agree that a deeper comprehension of some language facts requires stepping beyond linguistics and into the realm of personal mental processes, which are responsible for organizing and releasing linguistic information from the human brain at the appropriate moment. Psycholinguistics studies mental processes. The field of psycholinguistics as an independent research area is relatively new. The two primary factors that set it apart from linguistics are the first is the context in which speech is produced and understood, and the second is the individual who creates or comprehends the speech [9]. Therefore, the language ways that the scientist uses to analyze the text are the primary focus of the linguistic approach to text analysis. [3].

Method

In psycholinguistics, text is considered to be "a defined form of communication act, the minimum necessary components of which are the subject of communication, the author and the recipient" [1] as opposed to linguistics, which defines text as " actually expressed (written) sentence or a set of sentences... that can... serve as a material for observing the facts of a given language" [2].

Thus, each text should be considered in the context of a specific context, in which the form and content of the texts depend on the psychological characteristics of the people involved in the communication. One of the central problems of psycholinguistics is the question of the characteristics of production and perception of both individual statements and whole texts. A considerable amount of work has been done in this area in recent decades. We will highlight some of the most important and interesting aspects of this problem, despite how extensive and diverse it is.

Psycholinguistic research always emphasizes the multiplicity and complexity of the processes of perception and understanding of text. Since each scientist claims that they are closely interrelated, perception and understanding are two sides of the same phenomenon: procedural and consequential.

I.A.Zimnyaya distinguishes three main levels of speech perception [7]. At the recognition level, each incoming audio signal is compared to a standard already existing in the recipient's memory. The resolution level takes into account the possibility of combining two adjacent sounds. At the next stage there is an understanding of ordered sound combinations (words and whole syntactic structures), which can have either a positive or a negative result. Understanding is a positive result of reflection. Thus, speech perception is called semantic perception [4].

Such an image, the process of perception and understanding of text represents a hierarchical structure where the lower, sensory, and the higher, semantic, levels are closely linked to each other. The hierarchy of the interpretation of the text is manifested in the consistent transition from understanding the meanings of individual words to understanding the meaning of whole statements and, finally, to understanding a general idea contained in the text. However, recipients never need to understand individual words or phrases when they read the text. Understanding begins with the formulation of hypotheses and the search for the general meaning of the message. The process then moves to lower levels, such as sensory sound recognition, lexical perception of individual words, and syntax perceptions of individual sentences [8]. That is, the process of understanding the text does not correspond to the way the information is received.

Research:

The recipient uses various sources of support to quickly navigate the text at the first meeting. When he perceives text in an unfamiliar foreign language or even an artificial language, he tries to identify important elements of the text by focusing on spaces between words, intersection marks, recurring parts of pronunciation or individual words. Structural supports play an important role. Their functional significance increases with the recipient's speech experience [6].

One must have a projection of the text after understanding it. Text projection is the result of the process of semantic perception of text by the recipient, somehow approaching the author's version of the projection of text [6, p. 35]. The system of representations (means) created by the recipient in the process of interaction with the iconic product, constitutes the concept of the text [10]. T.M.Dridze [5] argues that if the projections of the author and the reader are as close as possible to each other, the recipient can interpret the text correctly. The recipient can be confident that he has interpreted the text correctly if he has a clear understanding of the motivation for creating the text and what the author wanted to say with the means used in the text.

In our point of view, there are several reasons why people can perceive the same text differently. This should include, first and foremost, the manifestations of the emotional, cognitive and motivational spheres of the person, such as the motives, needs and purposes that motivated the reader to read the text; the emotion that he experiences when he looks at the text, the degree of concentration on the perceived information, and so on.

Analyses:

Schemes of knowledge about the world are necessary for a person when he devises a text. Through this knowledge it is possible to navigate the situation described in the text, to conceive it and to decide whether the events described are plausible [6]. Thus, we believe that gender and age of the perceiving text should be separate psychophysiological characteristics. Age and gender differences affect the way a person sees and understands the text.

V.P.Belyanin [4] divides readers of artistic texts into two types. The recipients of the first type interpret the text in accordance with the author's concept, which the text itself defines. In this case, the interpretation of the text by the recipient is as close as possible to the meaning inserted

by the author. For the second type of recipients, the source text serves only as an incentive to create their own ideas related to the subject of the text. Readers of this type are quite distant from the meaning of the standard text and replace it with their own text.

Conclusion

All in all, it is considered that direction promising for further development after the completion of the theoretical analysis of psycholinguistic works on texts. After all, studying the text alone cannot fully understand its depth without taking into account the psychological characteristics of people who speak. These characteristics affect the appearance and semantic structure of the text.

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