Studying the Problems of Understanding the Text

Elmira Aliyeva

Associate professor, Doctor of Sciences in Methodology, AUL., Azerbaijan,
elmira.alieva.54@mail.ru

"Understanding is "a special cognitive process, the most complex, hierarchically constructed mental reflection of objects of cognition, as a result of which new systems of concepts and images are created and old, but in a new way visible, systems of concepts and images that combine the actual product of this reflection with the corresponding elements of personal knowledge" [Kornienko 1996: 59]. An important condition for understanding, according to A.A. Brudny is the differentiation of content and meaning. When a person understands the content of a text, he simultaneously learns its meaning [Brudny, 1991]. Understanding itself is characterized as: 1) a complex type of interaction between the subject and the object of perception (text), due to the social nature of the language, and more broadly - as a type of interaction between subjects, since the author "stands" behind the text; 2) a process that has a level structure and always proceeds in a certain integral context.

In psycholinguistics, the main pattern of understanding the text, according to S.A. Sirotko-Sibirsky [Sirotko-Sibirsky 1988] is its "translation" (transformation) into a form that provides a solution to the problem. Understanding itself is characterized as: 1) a complex type of interaction between the subject and the object of perception (text), due to the social nature of the language, and more broadly - as a type of interaction between subjects, since the author "stands" behind the text; 2) a process that has a level structure and flowing always in a certain holistic context. In understanding any text, according to V.P. Belyanin [Belyanin 1988], the reader makes equivalent semantic replacements of text elements with elements of his semantic field. The term "understanding" is a general term and covers such processes as recognition, comprehension, decoding, understanding and interpretation. E.R. Kornienko [Kornienko 1996] gives them the following definitions: Recognition is a simple fixation in the perception of words and statements that "there is nothing to think about", because they are completely familiar concepts that are not in the focus of attention of the sender and recipient. Comprehension is a kind of understanding in terms of temporal sequence, carried out after recognition and is central to an adequate understanding of the text.

Keywords: understanding, comprehension, perception, cognitive process, differentiation.

1. Introduction

The well-known 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 the text, according to A. A. Brudny, a certain "picture" of the general meaning or the so-called "concept of the text" is formed (35, 36). A. A. Leontiev considers that understanding the text is the process of compression of the text in

any other forms" (139, p.141). An example is the process of paraphrasing, retelling the same idea in different words. It can also be a process of semantic compression, as a result of which a mini text is formed that embodies the main content of the original text - an abstract, annotation, summary, a set of keywords. This includes the process of forming inferences, and the process of forming an emotional assessment of an event, etc. (ibid., p. 141). In this regard, A. A. Leontiev considers it appropriate to use the concept of the image of the content of the text (13, 22). A. A. Leontiev characterizes the image of the content of the text as the very process of understanding, taken from its content side. A special case of the formation of the image of the content is a conclusion derived 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.

Thus, texts are functionally unequal in terms of ways of understanding them, but even such a static, dotted image is only a particular case of an expanded, dynamic image" (19, p. 142). The perception of the text is subject to the general laws of the process of speech perception, and the image of the content of the text is an objective image. Behind the text is "a changing world of events, situations, ideas, feelings, motives, values of a person – a real world that exists outside and before the text (or created by the author's imagination" (ibid., pp. 142-143). The content of the text, as a rule, is "polyphonic", multifaceted, which was convincingly shown by M. M. Bakhtin (18, 19). The world behind the text can be seen and comprehended by the recipient in different ways, depending on what he needs to know, "see" in the text, for what purpose and with which attitude he perceives the text. At the same time, a person does not just analyze the text, but, as a rule, uses it as an indicative basis for some other, non-verbal activity. Depending on the nature of this activity, the role of the text perception process in it, the type of text itself, the degree of formation of skills and abilities of speech and non-speech activity and a number of other factors, in each specific case, one or another strategy for perceiving and understanding the text is optimal (for example, from part to whole or from whole to part). As M. M. Bakhtin pointed out in this connection, any understanding of live speech, live utterance has an actively reciprocal character. (18, p. 246). At the same time, "the depth of understanding of speech information is directly proportional to the degree of the recipient's awareness of the need to respond to it" (14, p. 22). Several models of speech perception have been created in domestic and foreign psycholinguistics.

The model of the speech perception process proposed by C. Osgood (12) can be interpreted as follows. In the general scheme (situation) of the communication process, there is a certain "sender"; and some messages. The sender, in order to transmit the message, uses a transmitter that converts (encodes) the message into a speech (language) signal and transmits it over a communication channel. In order for communication to take place, encoding and decoding must be based on a single code (language). So, the conversion to a signal occurs using a specific code. After passing through the communication channel, the signal arrives at the receiver. Near the receiver is the "receiver". The receiver uses the code to convert (decode) the signal into a message. Interference (noise) may occur in the communication channel, which distort the message. Therefore, message-1 (from the sender) and message-2 (received by the recipient) differ from each other.

Despite the fact that this scheme-model was developed to understand the essence of the communication process mediated by technical means, and it also reflects the patterns of

"ordinary" speech communication. A fairly simple in form, compact, but at the same time meaningfully capacious model of the processes of perception and understanding of speech was proposed by L. S. Tsvetkova (15, 16). This model displays (taking into account their closest relationship) both sides of the single process of speech perception - the process of speech perception and the process of understanding it. At the same time, the process of speech perception itself is interpreted by the researcher as a process of recognition (selection and recognition) of language signs, allocation of structural components of speech. The process of speech understanding is interpreted by the author as follows. "According to the generally accepted view, the understanding of speech (statement), - notes L. S. Tsvetkova, - is provided by the understanding of words and their connections, connections of sentences and paragraphs. To understand a word, first of all, it is necessary to analyze and synthesize the sounds that make up its composition, which consists in comparing the phonemic basis of the perceived sound complexes and inhibiting non-essential sound features.

Understanding the meaning of a word in a phrase depends on the logical-grammatical connections entered into the phrase. This link in the structure of speech understanding ensures the recoding of logical-grammatical structures into units of meaning" (15, p. 67). L. S. Tsvetkova focuses on the presence of two sides of speech understanding. In addition to that side of understanding speech, which is expressed through the meanings of words and their combinations, as well as through the meaning of sentences that make up the whole statement, there is another, integral side of speech activity. This is a motivational sphere that determines a person's personal attitude to the subject of the statement (ibid., p. 68). A complete understanding of speech can only be achieved with the close interaction of these two components of speech. One of them decodes information about the actual subject content of the presented message, and the other provides a deeper insight into the meaning of the message. At the same time, L. S. Tsvetkova refers to the theoretical concept of "two plans of speech communication", put forward in her time by N. G. Morozova (17).

N. G. Morozova pointed out the presence of two plans in the process of speech. One plan is a verbal message about facts or phenomena that do not go beyond the actual content of an oral or written message ("message plan"). Another plan of speech reflects personal, one way or another motivated attitude towards "what is being said." This component of speech - the "plan of meaning" - is expressed through a special stylistic construction of language means and their international and mimic coloring. The latter is perceived by a person when listening or mentally reproduced while reading. Understanding the plane of meanings depends, first of all, on the level of language development of the subject, while understanding the plane of meaning depends on the level of personality development (16, p171). As the linguistics point out, understanding the plane of meanings may be sufficient when only understanding the reported fact (training text, simple information) is required; reading a literary text requires insight into the meaning of the work. In the work "On Understanding the Text", N. G. Morozova gives a number of examples that reveal the difference between the two planes of speech. Here is one example. Voronkova's book "A Girl from the City" tells how a strange mother sheltered a girl who was orphaned during the war, who for a long time could not warm herself in a new family, despite the affection, patience and care shown to her. And especially for a long time she could not call a strange woman mother. But then one day the girl "came up, handed her a handful of fresh blue flowers:" I brought you these ... mom. This is where the

story ends. It says nothing about the changed attitude of the child, about the new relations between people born in the fire of war. This is left to the reader. Reading a literary text requires penetration into the motivational sphere of human relations; the true understanding of a literary text is the penetration into the meaning of the work.

According to N. G. Morozova, in order to penetrate the meaning of speech, it is necessary not only to master the language, as a system of meanings that have developed in the process of people's activities and communication. It is also necessary to master the system of expressive means that are components of live speech (171). According to L. S. Tsvetkova, the process of speech perception has three interacting levels of its structural organization. This is (1) the sensorimotor level, which provides the actual perception (reception) of speech, (2) the linguistic level (at which a comprehensive linguistic analysis of the speech utterance and a "semantic" analysis of its constituent components are carried out with access to the establishment of the "actual" meaning of the speech utterance), and (3) the psychological level, which determines the actual understanding of the perceived speech message, based on a deeper analysis of its content.

The process of speech perception begins with the acoustic perception of sounding speech, i.e., sensory-motor processing of sounds and words. It includes the perception and analysis of acoustic and articulatory features of sounds, differentiation of sounds according to the main features, the establishment of the phonemic composition of the perceived sound stream ("the link of sound discrimination based on the differentiated perception of phonemes"), the isolation and analysis of intraverbal (interconditional) pauses, the perception and primary analysis of rhythmic syllabic and melodic organization of speech. Differentiation of sounds on the basis of their comparison with "motor" images-standards is carried out on the basis of the use of speech kinesthesia, created by micro-movements of the listener's organs of articulation in the process of speech perception (15).

Thus, this level includes links of both acoustic and kinesthetic analysis of sounds, words and its kinetic organization. The "outcome" of the normatively flowing process of perception at this level is the selection by the listener from the perceived sound stream of individual stable sound complexes - words (less often - whole phrases).

Linguistic (in other words - lexica-grammatical) level provides an understanding of the subject content at the level of meaning. This level includes: 1) a link of phonemic analysis of words extracted from the sound stream, 2) a link of operational auditory-speech memory, 3) a link that provides recoding of the logical-grammatical organization of speech, i.e. grammar, into meaning. This level of speech perception is realized on the basis of a complex of interrelated "linguistic" and "semantic" operations. On the basis of a multi-channel (albeit very short in time) phonemic analysis of each selected word, it is identified; the selected sound complex is correlated with the standard stored in the memory and its value is set. At the same time, in addition to the sound composition of the word, its rhythmic-syllabic structure is also analyzed, and morphemic analysis is carried out.

When identifying a word as a sign of a language, operations are used to differentiate words by their meaning, to update all the basic meanings of the word. All selected words (retained in the mind by means of the operative memory mechanism) are compared with each other, and on this basis, stable phrases are distinguished and analyzed (according to grammatical and

semantic parameters). The operations of morphemic analysis (in the form of identification and comparison of grammatical forms of words) are also important here. During this process, the operations of choosing the desired meaning of each word are implemented (based on the analysis of their compatibility in the "context" of the sentence), the general meaning of whole phrases is determined (and, above all, forming "predicative pairs": S - P; S - Ob); these meanings correlate with each other, on the basis of which the listener (reader) "leaves" to establish the general "actual" (objective) meaning of the sentence.

Based on the comparison of the meanings of words and phrases, the perceived phrase is understood as a message about some fact, a phenomenon of the surrounding reality, which is a "positive" result of the activity of perception at the linguistic level. Understanding logical-grammatical structures includes "the operations of comparing words in a phrase, highlighting the meanings of words and their combinations within a phrase, inhibiting an insignificant impression and highlighting a system of relations hidden behind certain grammatical constructions ... The practical implementation of this process does not take place at the level of individual words, but at the level of sentences and text" (15, p. 67).This is possible only if short-term and long-term memory is included into the process of understanding. The psychological level (on the basis of a "secondary" semantic analysis of a statement fully reproduced in the language plan) provides an understanding of its "deep" meaning, hidden semantic subtext, establishing the motive of the speaker's (or writer's) speech, etc. The psychological level includes: perception and analysis of international and stylistic construction of the statement, its comparison (in the process of live speech communication) with the gestures and facial reactions of the speaker, analysis of the semantic meaning of the statement in the "context" of the previous speech. Equally important for understanding the true meaning of perceived speech is the assessment (taking into account the features) of the personality of the speaker or writer, as well as the analysis of the specifics of the situation of verbal communication. Only on the basis of such a complex, multifactorial analysis of the internal content of the perceived speech does it to become possible to establish the motives and goals of the speech activity of its other subject.

"Human activity, as well as the motivating sphere of consciousness, including needs, interests and emotions, is necessary condition for the complete understanding of speech. According to the means of understanding speech intonational and mimic components of speech play a significant role" (ibid., p 70). The problem of the formation of the impressive side of speech (i.e., the perception and understanding of speech utterances) is one of the urgent problems of modern speech therapy. Among the areas of correctional work that have been studied quite deeply and worked out methodically in terms of method are: special pedagogical work on the formation of phonemic hearing and phonemic perception in children with systemic speech disorders, as well as a method for developing speech and auditory perception in people suffering from dysgraphia and dyslexia. (T. B. Filicheva, 2000, 2003; R. I. Lalaeva, 1999, 2001, 2003; L. N. Efimenkova, 2001; L. G. Paramonova, 1998; T. V. Tumanova, 2002, etc.) .

In addition, practical speech therapy uses the author's methods of speech therapy work on the formation of the impressive side of speech in allelic children (primarily, children suffering from sensory alexia) [33, 108, etc.]. At the same time, a comprehensive program of "speech work" for the formation of "listening" speech activity in children with speech

disorders (including the processes of perception and understanding of speech) is still under development. Meanwhile, as L. S. Tsvetkova rightly pointed out, phonemic hearing, although it is one of the main characteristics of the speech process that ensures the differentiation of speech sounds, however, "is only one of the links in the process of sound discrimination" (253, p. 37).

Knowledge of the main provisions of the psycholinguistic theory of perception and understanding of speech, reflecting the features of the formation and functioning of the processes of speech perception, is of great importance for a correctional teacher who works with children with speech pathology. In our opinion, the main methodological principles arising from the analysis of these patterns are: an integrated approach to the study of the state and to the formation of the impressive side of speech in children with severe speech disorders, as well as a "system analysis" of the state of speech and auditory perception, including components" and analysis of "operational structure".

The first of them provides for the determination (during a speech therapy examination) of the presence and level of formation of the main components of the process of verbal perception, the second is the degree of formation of linguistic and "semantic" operations that ensure adequate perception and understanding of speech. This approach to conducting an examination of the state of impressive speech makes it possible to effectively implement in practice a differentiated and individual approach to each child or adult suffering from speech disorders in the process of corrective speech therapy work aimed at the formation of this component of speech ability.

2. Conclusion

In accordance with the goals and objectives of the conducted research, in this part we have considered the interpretations of the concept of "text"; some approaches to the study of fiction and educational text; the problem of understanding the text was studied; the meaning was considered as an important aspect of the text and its understanding; features of the processes of understanding and perception. In the theoretical part of our study, a working definition of the text is given as a three-dimensional unity of linguistic design, semantic structure and subject content, reproducing a certain fragment of reality. Within the framework of the psycholinguistic approach, we present the process of understanding the text as the formation of a projection of the text (a mental perceptual-cognitive-affective formation that is only partially amenable to verbalization) in native speakers of the language and culture based on the image of the situation. For us, to understand the text means to comprehend and comprehend its meaning.

the article was devoted to a general analysis of approaches to the problem of understanding text in the Native Language, where the features of the studies conducted by the authors, methods of studying the problem and ways of solving the tasks in the mainstream of philological hermeneutics, semiotic, psycholinguistic, pragmalinguistic, interpretive and cognitive approaches were identified. A common feature of all approaches can be noted as the desire of researchers to find out how individuals act, what is the mechanism of understanding, what types of support they resort to, how the process of understanding is structured in each

individual case.

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