

SECTION 3. LINGUISTICS

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3.1 Text as a representative of invariant structures of composition-linguistic communicative forms

The complexity, multidimensionality of the “text” phenomenon, the diversity of approaches to determine the diversity of definitions of this concept, because, giving a definition, the author not only determines the scope and content of the concept, but also indicates from what positions he analyzes this concept. To approach a text from sociolinguistic positions, the following definition can be taken as a basis: “A text as a complex sign and an integral unit of communication is a system of semantic elements that are functionally combined into a single closed hierarchical communicative-cognitive structure by a common concept or plan” [127], and add - characterized by a certain verbal formality and compositional construction.

Along with the general features inherent in any text, the educational text has a number of distinctive features that are due to the specifics of educational communication. The educational text: 1) is an organic component of the system of texts of a textbook in a certain discipline, designed in accordance with program requirements, for a certain stage of training; 2) focused on people of a certain group: social, national, age, etc.; 3) is intended not only for comprehension, but also, as a rule, for the integral development of the information contained in it, which is characterized by a high degree of novelty; 4) has content content, structural and linguistic organization, which are optimal for the implementation of the goals and objectives of a certain stage of learning.

If we briefly define the concept of educational text, then this is a text used for educational purposes. As a more detailed one, we can offer the following definition: this is a text organized for didactic purposes in semantic, linguistic and compositional relations into a single system, on the basis of which a system of knowledge is given in a certain discipline, certain skills and abilities are instilled in people of a certain group (age, nationality). etc.) at a certain stage of learning.

Let us highlight the important distinguishing features of the educational text in a foreign language. Assimilation in it is subject to both plans of the text - meaningful and formal. The content information of the message is expressed by means of the foreign language to be taught; it is framed in accordance with specific compositional norms characteristic of a certain style, genre, compositional-speech type in a given language, and the content of the message, as a rule, reflects the uniqueness of the worldview, the mental warehouse of representatives of a certain nationality, native speakers of a given language. The didactic tasks facing the authors of the educational text and teachers of a foreign language, on the one hand, and students, on the other hand, can be qualified in some cases as different in volume, content, purposefulness and other parameters, and some of the tasks that the compiler is called upon to implement text and teacher, can and should be hidden from the student.

We point out that the last moment does not at all contradict the modern principle of individualization of the learning process and is not “forgetting the active and central role of the student in mastering a foreign language”, which V.M. Vyatyutnev [128], arguing with I.L. Beam [129], since the student's attention cannot be evenly distributed within the complex of specific methodological tasks solved at this stage of learning, one of which will be in the center of attention, and the other will be on the periphery in the zone of the poorly conscious or completely unconscious.

Obviously, in order to define the concept of "educational text in a foreign language", the above definition of the concept of "educational text" should be added: this is a speech message in a foreign language to be studied, which is a typical educational text with a certain step of ready-made speech and compositional forms as a representative of invariant structures of a certain style, genre, compositional-speech type. It is intended for the formation of textual activity, the development of types of speech activity, the consolidation of aspect knowledge, differentiated by their feasibility for the corresponding stage in the general system of teaching a given foreign language, serving in its content basis both as educational goals and as a means of expanding general and special knowledge.

The analysis of any text in the semiosocial-psychological and psycholinguistic aspects allows us to explore it as a phenomenon represented by a categorical trinity, namely, the text as a product - an object - a means of communication of social subjects in the process of their material-practical and communicative-cognitive activity: this leads us to an approach to the text as a unit of specific textual activity, which forms the basis of sign communication as a way of exchanging “semantic information organized in a special, textual way” [130].

It is expedient to speak not about separate links of the communicative chain, but about a closed cycle in which the author is both the reader, the person who generates the text, is the person who perceives it, and the reader-author, the person who perceives the text, is the person who generates it. The link "text" in the process of textual activity splits into the text of the author and the text of the reader, because, although the material form of the text remains the same, the mental images of the generated and perceived text differ.

When considering text-forming features, another plane of analysis is also interesting: what part of the polyalphabetism reflected in the mind is actualized, highlighted in connection with the author's intentions, program or system of expectations of the recipient, as well as in connection with the denotative basis of the text. Therefore, text-forming features are combined in the work into two groups: 1) specific, actually text-forming, which, in turn, are divided into verbal and non-verbal - extralinguistic and paralinguistic; 2) general background, including the verbal beginning and extralinguistic parameters, encyclopedic knowledge.

In connection with the processes of speech and thought activity, speaking about a person's knowledge system, researchers usually distinguish primarily two types of knowledge, contrasting linguistic (linguistic) and encyclopedic knowledge (knowledge about the world).

When raising the question of text-forming invariants, it is important to take into account that they, like any other standards, are conditioned by a fundamental feature of the surrounding world - the essential properties of objects and the laws of phenomena, which are determined by constant, stable connections and relationships between them;

these standards are deposited in long-term memory as a "trace" of the past impact, in which these essential and stable properties and patterns of the object are captured in reality.

The basic concept of "text image" is introduced along with some other new concepts in connection with the presented triune interpretation of the "text" phenomenon, which prompts a new interpretation of a number of traditional concepts.

When analyzing the image of a text, we should talk, on the one hand, about the formation of both mental and material images of the text; on the other hand, the image of the form, material and mental, is represented by two types of images - verbal and compositional. Both moments, as a rule, escape from the field of view of researchers.

The image of a text is a complex multidimensional phenomenon, a product, a means and an object of text communication, text activity, a carrier of invariant (models and variable features presented in the text), which manifests itself in the form of a material image of a particular text and its ideal mental image that arises as a result of the process of reflection in the mind. communicants of reality replaced by signs and the text itself as a product of a sign system.

This system performs three instrumental functions: cognition, communication and regulation, it replaces the objects of reality.

Analysis of the image of the text in the communicative-activity aspect allows us to outline a multi-link model of the image of the text with a different number of links, accompanying the open elementary cycle of text communication.

We can talk about several organically linked and interdependent types of text image, representing a three-, four-, five-link model (depending on the attitude facing the recipient), the individual links of which, in turn, are multi-link models of sublevels.

Firstly, it is the ideal mental image of the text, which is formed in the mind of the author in the process of materializing this image when a specific text is generated.

The psychic author's image of the text is a dynamic image; the process of its formation as a concomitant phenomenon takes place in parallel and inextricably linked with the main process - the generation of a material text.

The process of formation of the mental image of the recipient's text is outwardly in general terms similar to the process of formation of the author's mental image of the text,

where there is an unfolding of the folded one. There is an essential difference between them: the mental image of the recipient's text is a secondary formation and, consequently, the free creativity of generation is absent here; creativity is manifested in the individuality, originality of the very act of comprehension, and in this case there is a new secondary product, in contrast to the new primary product described above, and the degree of its correspondence to the latter is determined by the degree of adequacy of the recipient's understanding of the thoughts of the author's text, as well as the degree of significance and novelty for the recipient text information.

So, the described three-link model combines the types of images that arise during a unidirectional act of text communication, which is closed on the internal processing of speech production by the recipient.

When set on a verbal act, on the recipient's output into external speech in two possible situations: when implementing feedback by generating a response statement, a four-link or five-link model can take place. This is due to the time interval between the recipient's perception of the author's text and the setting for the generation of his own response message and is explained by the diverse connection to mental activity of two departments of memory: operational and long-term.

When set to a continuous connection in the "stimulus-response" chain, that is, when a secondary text is generated immediately after the perceiver of the primary one, a four-link model takes place. The first two links are represented by images of the text - mental and material author's, described above. In turn, the mental image of the recipient's text is formed differently than the described image of the third link, and is a more complex, complex formation. This is a dynamic image, the formation of which goes through several stages, divided into two groups in accordance with the thought processes that accompany a certain type of image; this is a group representing a partial collapse of an expanded one, and a group showing a partial or full expansion of a collapsed one.

In other words, this image carries some of the features of the images described above - the mental image of the recipient's text and the author's mental image of the text. The types of images of different stages depend on the attitude towards the genre and the type of secondary text being generated. When set to create a secondary text based on

compressive reproduction, we can talk about the following types of images: an image of a reflection; an image of a generalized compression, accompanied by a background image of the internal code and then replaced by an image of the generated secondary text and, finally, a captured image of the secondary text.

To create a new secondary text on the basis of the primary text, the above stages are supplemented with the image of the intention and the image of the concretizing expansion, superimposed on the group of images of the level of reception.

As can be seen, in this case, a large proportion falls on the share of RAM, long-term memory is used mainly to update the existing images of invariant structures, and then to add new recoded information - code images - to your data bank.

In the case of delayed production of a secondary text based on the primary one, the images of the level of reception and the level of production are stratified into two independent links, the first of which completely coincides in its characteristics with the initially described mental image of the recipient's text; the second part, with the author's mental image of the text described above, the difference here is due to the fact that the mental image of the secondary text unfolds not only from the intent, but also based on the already formed folded mental image of the recipient's text (code image) and, accordingly, on the original material image of the author's text (primary).

In this case, long-term memory works both in the direction of updating the existing images of invariant structures, and in the direction of updating the image of the internal code of the perceived specific text, as well as in the direction of adding new recoded information - code images - to its data bank.

Finally, the image of the text of the fourth or fifth link (in accordance with the gradation outlined above) is the material image of the secondary text. This is an outwardly static image, which is a product of the analytical and synthetic mental activity of its author-recipient of the primary text, the result of the reflection of images of previous stages and stages - images of the reception level superimposed on the level of images of the production of the primary text and causing the formation of images of the level of generation of the secondary text.

The dynamic beginning is also embedded in this image and is represented by the characteristics of movement, the development of thoughts, united by the ideological and thematic basis of the secondary text and its logical and compositional framework. At the same time, depending on the genre of the secondary text, these parameters in the secondary text may correspond to the parameters of the primary message, or be different, which is due to the evaluative beginning, which expresses different types of attitude of the text creator to the components of the communication act.

Since textual activity, for all its specifics, is based on speech activity, it is natural that the proposed classification of the types of text image and the models in which these types are combined is organically related to speech production models. These models were already developed by well-known psycholinguistics at the end of the 20th century (Vygotsky L.S., Leontiev A.A., Zimnyaya I.A., Akhutina T.V. and etc.) [131].

When considering text-forming features, another plane of analysis is also interesting: what part of the polyalphabetism reflected in the mind is actualized, highlighted in connection with the author's intentions, program or system of expectations of the recipient, as well as in connection with the denotative basis of the text. Therefore, text-forming features are combined in the work into two groups: 1) specific, actually text-forming, which, in turn, are divided into verbal and non-verbal - extralinguistic and paralinguistic; 2) general background, including the verbal beginning and extralinguistic parameters, encyclopedic knowledge.

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Considering textual activity as complex, specific, having its own goals, objectives, means of implementation, we believe that the programming of the speech (“big program”) [133] includes the entire quantitative complex of “small programs”, pouring them into a qualitatively new education. This is the solution of specific tasks of textual activity, in particular, those related to the implementation of communicative-targeted programs for the generation and reception of text, involving the use of verbal and extralinguistic factors, verbal and non-linguistic signs.

The actualization of knowledge is a complex, hidden, intimate process that depends on many components and demonstrates a different ratio of the conscious and the unconscious. Thus, taking A. A. Zalevskaya’s conclusion that the storage of knowledge and its actualization are two independent problems as a very productive conclusion, we must not forget that these processes are organically connected. Moreover, the dependence of the actualization process on the process of storing knowledge should be emphasized: the clarity of its actualization directly depends on the clear recording of information in the memory block, because the signs of objects reflected by consciousness as background, in relation to the conditions of the situation when the recording was made, under changed conditions and the need for them direct reading in normal (not extreme) cases, “highlighted” is not so bright [132].

The foregoing confirms the fundamental importance of the orientation of the modern school towards the development of the student's creative activity in the process of mastering new knowledge, directs the methodological thought towards finding ways to maximize the individualization of the educational process. The student must acquire two main types of knowledge: “knowledge of facts” and “knowledge of operations” because, according to A. Cleland, “no knowledge is the result of pure perception, since perception is always directed and structured by action schemes” [135]. It is the “knowledge of operations” that the student lacks, in particular, in the process of developing textual activity when learning to work with text, which is especially noticeable when reading a foreign language text and when it is produced. This often escapes the sight of both methodologists and practical teachers, and without this it is impossible to carry out the planned intensification of the educational process.