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PSYCHOLOGICAL CHARACTERISTICS OF WRITTEN TEXTS

Abstract: This Article is about analyzing psychological features of written speech, main aspects of different texts, distinguishing different semantic categories of texts, prominent features of the text and the linguistic application of semantic relationships in the context of the work.

Key words: logical semantic structure, psychological feature, communicative qualities, semantic categories, specificity of the phrases.

ПСИХОЛОГИЧЕСКИЕ ХАРАКТЕРИСТИКИ ПИСЬМЕННЫХ ТЕКСТОВ

Аннотация: Эта статья посвящена анализу психологических особенностей письменной речи, основных аспектов различных текстов, различению различных семантических категорий текстов, характерных особенностей текста и лингвистического применения семантических отношений в контексте работы.

Ключевые слова и выражения: логическая семантическая структура, психологические особенности, коммуникативные качества, семантические категории, специфика фраз.

ЎЗМА НУТҚДАГИ МАТНЛАРНИНГ ПСИХОЛОГИК ХУСУСИЯТЛАРИ

Аннотация: Ушбу мақола ўзма нутқнинг психологик хусусиятларини, турли матнларнинг асосий жиҳатларини таҳлил қилиш, матнларнинг турли семантик тоифаларини ажратиб кўрсатиш, матннинг кўзга кўринган хусусиятлари ва иш контекстида семантик луғавий муносабатларни қўллаш ҳақида.

Калит сўзлар: мантикий семантик тузилиш, психологик хусусият, алоқа сифатлари, семантик тоифалар, ибораларнинг ўзига хослиги.

It is known that Higher Educational Institutions are called upon to provide training for specialists combining professional competence and high culture. There is no doubt that the most important component of the culture of all mankind is its written culture, i.e. ability to express your thoughts in writing. Indeed, the importance of writing for the development of human society is difficult to overestimate. Many researchers attach crucial importance to it in the development of civilization, believing that with the invention of writing, mankind has reached a new level of informational maturity, directly related to the mental maturity of man. The written form of communication led to new patterns of thinking, the possibilities of which were limited in preliterate culture. Oral speech began to be transmitted in time and space from one generation to another. Thanks to the letter, science arose, since the possibility of a long sequential presentation on the letter appeared. With the development of society, writing has become an essential integrative part of culture, an integral component of Education.¹

It is quite obvious that today, despite the emergence of new recording systems and methods for encoding and storing information, the letter has not lost its significance, since initially information, as a rule, is presented in the form of text. The above definitions illustrate the diversity of approaches to text definition. We therefore do not attempt to justify the acceptability of this definition, but consider in detail the main aspects of the text and their interrelationships.

As a product of the letter, the text must have the following features:

- * composite-structural completeness and logical-semantic structure;
- * unit of the beginning, the Central communicative block and the final part;
- * Ratio with title content;
- * a form of inductive or deductive presentation that facilitates the possible prediction of the writer and the recipient;
- * topic content;
- * communicative qualities;
- * monoobectic or polyobectic relationships.

Thus, the content of the text primarily reflects a certain continuity, i.e., a temporary sequence of various facts, events, thoughts. The order in which they are described in the text is called composition. The specifics of depicting a speech topic depend on the purpose of its author. The purpose of the message stems from a problematic situation that is reflected in the text in one or more forms. When looking for a way out of a situation problem, the knower is faced with a number of alternatives (called Gestalt).

¹ Griбанова K.I. Learning Written Language at the initial stage // Foreign languages at school. 1999. No. 2.

An alternative choice is to create a hypothesis about how to get out of a problematic situation. This choice is usually related to the author's approach to the topic of the speech. In addition, the author can and in certain cases should express a certain attitude towards the speaker and even himself. The expression of an authorial relationship is called the style of the text. The intentions of the authors of different texts may be different, but in any simple case (i.e., with the sincerity of the author's intentions), they are intended to convince the reader to clearly consider the causes and consequences of the problematic situation being pursued by the author. This sign of the text is called pragmatism. Due to the general purpose of the author, the text has integrity, which is manifested primarily in the semantic integration of the parts associated with a single program. This program has a number of tasks, special intentions, consistent solution leads to the achievement of the main goal of the author. Communicative intention can be very complex, long-term, or designed to solve a specific problem (the immediate content of this part of the text). Moreover, the integrity of the text is reflected in the overall completeness achieved in achieving the author's main goal. The completeness of the text is of a relative nature, because even the published text can continue as new tasks arise, changing the author's main purpose. This sign of the text is called openness. The integrity of the text is also manifested by the fact that it has a certain logical-semantic structure in which its main components are the subject, problems, and work ideas.

* A set of symptoms of a situation that has become the topic of conversation discussed by the author.

* The problem is a question that talks about the features discussed by the author.

* The answer to this question is called the opinion of the author.

A text topic can contain multiple topics, and problems are multiple issues. The main theme, problem, and idea of the text are sometimes reflected under the title. Often the topic and problem can be formed at the beginning of the text. The formula for the problem is not in all the texts.

There are three situations:

- 1) the problem is formed and its solution is given;
- 2) the problem is formed, but its solution is not given;
- 3) The problem is not formed, but its solution is given.²

The main idea (main idea) of the text can be defined by the subsequent content or have the character of the above conclusion, or it can be a situation that

² . Dolgina O.A. Teaching the basics of foreign language writing in the first year of a language pedagogical university (based on English): Dis. ... cand. ped sciences. - L., 1982. - 207 p.

reflects the first and second combinations. If the main idea is not formed, special cases are observed, but this does not mean that it is not. Such special cases are not uncommon for scientific discourse. The next important feature of the text is the saturation of information, which is defined as representation in the text of its semantic information plans: logical, emotional-evaluative, and stimulus-governance. If you divide the logical plan into two groups of semantic categories, like Z. I. Klychnikov, it is possible to distinguish four different semantic categories:

- 1) well-informed semantic categories that express the identification of this object, revealing the relation of this thing and event to the world of things and events in general;
- 2) situational-cognitive semantic categories that reflect the relationship between known objects that occur in the described situation;
- 3) the writer's attitude to topics, events, and the people he writes, the writer's attitude toward his own thoughts, as well as the emotional and evaluative categories that affect other people's thoughts and actions;
- 4) Will representing motivation and will: order, demand, advice, request, etc.³

Each sentence has relative independence. This is a sign of the division (segmentation) of the text and the relative autosemantism of its parts, that is, the simultaneous interdependence and relative independence of the segments of the text.

Text is not just a linear sequence of sentences, but a hierarchical prediction system that goes into specific semantic-semantic relationships that are important in terms of implementing the main plan of the message. The hierarchy of predicative units of a text is related to the hierarchy of speech tasks and the ways in which they are implemented and achieved accordingly. At the heart of the hierarchy of communicative programs implemented directly in the text (message) is the distinction between primary and secondary communicative intentions. The hierarchy of predicative units of the text allows to distinguish predicates of different significance for the realization of the main purpose of the author (T. M. Dridze):

- 1) primary predictions represent the main theme, problem, and main idea rather than directly realizing the main purpose of the message;
- 2) secondary predictions reflect the main idea of the author, the general direction of events, the main features of the situation;
- 3) tertiary predictions describe the subjects of the first order;
- 4) the subjects of the fourth order reflect the subjects of the second order.

³ Grigorov V.B. How to work with a scientific article. - M.: Higher School, 1991. - S. 146-147.

All the aims of the author and the semantic categories in the text cannot find a linguistic expression in it. Some of them remain unexpressed. This character is called the depth of the text. In this context, three levels of textual information are highlighted:

- 1) linguistic relations between language units consisting of context-text and semantic relations directly expressed by these units;
- 2) *zatekst* (the terms "em Vereshchagin" and "Vg Kostomarova") are pre-structured facts of knowledge required by the recipient to understand the text correctly;
- 3) subtext - implicated information that must be removed independently of the text, taking into account the context and flow of the recipient.

In the process of creating the text, the author's plan takes on definite forms, crystallizes, and its content becomes clear. In order to achieve its goal, a specific communicative goal, the author is subject to a series of techniques that are done through the topic of discussion, the topic (about it), and language. One of the most prominent features of the text is the linguistic application of semantic relationships in the context of the work. There are three levels of such relationships:

- 1) semantic relations between words in the text;
- 2) semantic relationships between parts of complex sentences;
- 3) semantic relations between whole sentences of the text.

T. M. Dridze analyzed the differences of texts in the ways in which semantic relations are implemented in language and found the following main differences:

1. The same lexical-semantic groups are not the same in the texts, but they are different:
 - a) diversity (richness) / monotony of the words used.
 - b) with the stereotypical / specificity of the phrases used;
 - C) the number of repetitive thematic words relative to the number of repetitions of words;
 - D) uniformity / inequality in the distribution of repetitive words in the text.
2. Simple / complex / complex sentences in texts and their types are not the same.
3. Texts vary in sentence length.
4. Texts differ in the depth of sentences, i.e., in the ratio of subordination relations (greater depth) / compositional relations (less depth).
5. Texts differ in the soldering of sentences, i.e., the presence / absence of interactive means of communication and their types.⁴

Each text is individual in terms of its content and the methods of expression chosen by the author. However, depending on the topic, purpose, and style of speech, different texts can be the same, based on which they can be added to classes called text genres.

⁴ Georgian I.A. Methods of teaching English in high school. - M, 1947

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