

PSYCHOLOGICAL AND LINGUISTIC FACTORS OF LINGUISTIC EXAMINATION OF TEXTS WITH HIDDEN (IMPLICIT) CONTENT

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Abstract

Conscious concealment of the true meaning of speech by the speaker or the author of the text reduces the effectiveness of the use of traditional formal-grammatical methods of research. This article is aimed at examining the principles and methods of clarifying the hidden semantics of texts during linguistic examination.

Key words: text, speech, language units, linguistic expertise, linguo-pragmatics, semantics, motive (factor), motivation, expression, linguistic methods, hidden meaning, written behavior.

Conducting a linguistic examination requires, in a certain sense, to describe a certain state, situation, reality, thought, information, evidence, proof, etc., and to explain in what form and content they are reflected (used) in the text being studied (reviewed, investigated). In this context, such properties of the text as informational content, evaluation, integration, logical completion, normative-stylistic processing (a factor determining the strength of the speech effect) are of great importance, that is, pragmatic conditioning occurs as a result of striving for a certain content and pursuing a certain goal. It should be emphasized that the form, content, function of the text and the signs associated with it do not arise by themselves, they arise from the motives (reason, evidence, proof, support, and other factors that are brought to bear in the context) that are reflected in the communicative goals of the speaker or author of the text. The Russian scientist Alexander Romanovich Luria, who made a great contribution to the development of the science of neuropsychology, substantiated in his research that “every speech expression contains a certain motive or purpose (intention)”, and that no situation is said (written) by itself. The forms noted by the American psychologist Burrell Frederick Skinner, namely the forms of asking for something (- and=demand), communicating something (-tact=contact), can also be

included in these motives. In addition, one should not forget about such motives as understanding (explanation), clarifying or introducing something into the system of concepts (- cept=concept) by a specialist conducting a linguistic examination. Because “if such motives do not exist, neither thought nor the sequential stages used to express it broadly will appear in a person” (A.R. Luria).

Psychologists have proven that clarifying the reasons for a certain action is a difficult task and that motivation, along with determining a person’s activity, exists in all areas of his spiritual life. In a phenomenological sense, that is, in the sense of a separate, integral reality, motivation “appears as a layer of numerous mental (spiritual) images used by a person to express his opinion as a subject on all realities and concepts reflected by him within a certain time (period)” (Vitis Kazina Viliunas). Psychologists also point out various signs as indicators of motivation, such as a person’s assessment of the causes and aspects of a certain action in his imagination, the spontaneous formation of attention to the specific aspects of a certain situation, the corresponding motives, the emergence of these motives in various assumptions and fantasies, the free determination of directions of activity and aspirations when faced with a certain obstacle. The Russian philosopher and psychologist A.N. In his observations, Leontev proved that “even if the motives are not understood, they are reflected in the psyche in the form of giving an emotional tone (evaluation) to the actions.”

However, when conducting a linguistic examination, experts should not directly consider the communicative intentions of the speaker or the person who wrote the text, which have real psychophysiological motives, as one and the same. Because, firstly, their motives can be external (conditioned as a result of external influence on the individual) and internal (arising from the person’s own internal needs). After all, in order to turn an external incentive (a certain reward, gift, threat, etc.) into his personal motive, a person must make it significant for himself. Secondly, the existing motives can be distinguished by certain advantages, complement each other, compete with each other, contradict each other, and differ in time priority. Therefore, in the process of conducting a linguistic examination, motivation should be considered not as a single reason or a combination of aspirations (goodwill, intention), but as a

combination of several reasons and aspirations (goodwill, intention) and a certain sequence. Thirdly, the initial reaction of a person (attention and the resulting action, attitude) is organic and involuntary, but it can be stopped by socio-cultural laws and regulations. And “the fact that an individual has no reaction to a certain object does not mean that there are no instincts directed at him, but rather that they have become too numerous and have clashed and eliminated each other” (Vitis Kazina Viliunas). In order to escape “social sanctions”, people do not think and act as they would like, they are forced to hide some of their impulses and direct them through other channels. However, since language is part of the psychophysiological system of a person, psychological, linguistic and speech factors are reflected in the text or speech. A person connects the basis of the speech he speaks (speaks) and the expression in the text he composes with the communicative connections of the words he speaks or writes, and puts forward his motive in them and places a subjective (affective) thought that is completely clear in the expression. Even in people who do not have strong control over their speech, the set of language units used is factored, that is, their combination, the organization of the subject of expression, the use of repetitions, the increase or decrease of the expressed factors, and in oral speech, there are changes in tone, pauses, logical stress, speech rhythm, etc. When speech production (structure) is strongly controlled and consciously organized, all levels of the text are factorized to a certain extent, and a relatively synchronous-diachronic conditioning of formal, semantic, significant, and functional language and speech units occurs, that is, a person's subjective and objective perceptions of reality, his vital (divine), social needs, and psychological capabilities are also conditioned.

Thus, a text or speech that has become the object of linguistic expertise becomes a complex speech work organized by motives (factors) that are reflected in the communicative intentions of its creator. This fact requires the use of a logogrammatic - “anti-scholastic” approach to the study of the text, which, according to this approach, means that “assessment of the whole becomes the beginning of the assessment of its parts”, and communicative intention is attributed to “self-serving intention”. In particular, when the speaker or writer of the text consciously tries to hide the true meaning of the speech, the effectiveness of the speech decreases due to

traditional formal-grammatical methods and techniques that rely only on lexical content in interpreting the text. Russian linguist T.G. Vinokur emphasized that “the preference of a certain means of language over another, as well as its superiority over the level of its intelligibility, is an image of this person himself, the author of this expression.” Not only artistic, but also any other speech, functionally and stylistically oriented, is distinguished by a complex semantic structure. Any text, based on the transformation of its systemic language units into speech and contextual content, forms a fundamentally idiomatic tone. Although the basis for the analysis of the text by an expert is “materially expressed units”, the implicit (hidden) meaning contained in it, that is, the meaning that can be very simple or complex, complementing and even displacing the explicit (open, obvious) meaning, should be studied. Linguists call this situation “the transformation of the semasiology of language into the semasiology of speech”. After all, the expression “strike the iron while it is hot” is rarely used to express a meaning taken from the life of a blacksmith. Thus, it is easy to distinguish that decoding an isolated utterance is used to describe its external meaning and is also related to examining its internal meaning.

When performing expert tasks on the material of texts with implicit (hidden) meaning, it is advisable to use the following complementary and mutually reinforcing methods and types of analysis:

- ✧ lexical-semantic (including componential and definitional), formal-grammatical types of analysis. They are: a) used to establish the various meanings of the units implemented in the text that exist in the given language; b) used to clarify the most relevant meaning of speech;
- ✧ semantic-syntactic analysis, used to determine the content and communicative functions of expressions;
- ✧ logical-grammatical analysis, which helps to establish the types of background information, propositions and presuppositions of the text;
- ✧ linguo-stylistic analysis, which is carried out to clarify the means of speech and language units used, which require the perception and understanding of the text in the sense necessary for the author, in order to determine the style, genre,

composition of the text, as well as the stylistic coloring and stylistic functions of the text;

- ✧ linguopragmatic analysis, carried out in order to clarify the author's main idea, communicative intentions used in the text in an explicit and implicit form and aimed at influencing the addressee of the speech;
- ✧ component analysis methods of semantic, thematic fields, concept spheres, describing variable units of meaning that reflect the speaker's linguistic and verbal interactions;
- ✧ content analysis, which helps to establish the semantic significance of unknown quantitative descriptions of the text;
- ✧ linguosemiotic analysis, which is aimed at studying the possibility of the coexistence of verbal and non-verbal signs in the text, their functions in conveying explicit and implicit meaning;
- ✧ discourse analysis, which takes into account the functioning of speech communication units in a socio-cultural context;
- ✧ contextual analysis method, which is used to describe the regularities and features of the functioning of language units in the text.

In conclusion, we emphasize that linguistic expertise should rely on fundamental linguistics and the resources developed by its various branches to solve a wide variety of problems. Because the standard of competence of one scientist taken separately does not mean the standard of linguistic competence.

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