



Text Comprehension Through Linguistic Approach Assessment Category

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Abstract: This scientific research has a main goal, which is to apply the basic principles of evaluation theory in linguistic text analysis. Research procedures and methods. In this article, we propose a methodology for analyzing texts in terms of evaluation categories and present concrete examples of linguistic analysis of literary text fragments. Observation, generalization and interpretation methods were used. The results of the study. In some text fragments, a way of expressing a subjective assessment of the lexical, morphological and syntactic level is defined, which leads to the optimal perception by the reader of the author's concept.

Key words: text, evaluation, approach, categories of assessment, means of expressing assessment category, linguistic analysis of text, intertextuality, derivative.

Introduction

Since the publication of I. R. Galperin's monograph "Text as an Object of Linguistic Research" [1], which traditionally marks the beginning of the existence of text theory (or text linguistics) as an independent scientific (and then educational) linguistic discipline in Russian studies, a significant amount of scientific, educational and educational literature has appeared devoted to the text, its categories and the principles of its (text) linguistic or philological (i.e. linguistic-literary) analysis (see, for example: Babenko; Bolotnova; Valgina; Vorozhbitova; Grinev; Dymarsky; Ippolitova; Moskalchuk; Nikolina; Novikov; Papina; Solganik; Solganik; Shchukin; Yarygina and many others. etc.).

The authors of these works offer a fairly comprehensive universal scheme for complex text analysis. It includes all the generally accepted basic characteristics (and / or categories) of the linguistic means and representation of the text, as well as schemes for the analysis of individual text categories. Traditionally, small literary and artistic texts or fragments of them are analyzed.

Categories such as consistency (local and global), informality, temporality (or text time), positivity (art space), evaluation (or modality, image of the author) are taken into account.

Main part

I would like to explain in detail the analysis of the text in terms of the evaluation category in the given research. On the one hand, because this category often attracts the attention of researchers (for example, a.F.In Papina's monograph, from time, artistic space, etc. Then "5. it is called the "global category". And K.A.In Rogova's wonderful book and her team of co-authors do not mention 11 categories of evaluation, but the categories of internationalism, integrity, coherence, information content, perceptiveness, situational and intertextual are comprehensively covered), on the one hand, the scope of our scientific interests is special evaluative opposition (normal-abnormal, critical-

trivial). This is their linguistic representation [3, p. 40-42]. In addition, in our deep belief lies in the assessment that the (linguistic) personality of the author manifests itself most clearly October, and the concept of the author's text becomes clearer.

The subject of evaluation can be an individual or a group. Therefore, in our example, I am an individual subject. Examples of phrases with a collective subject: no one cares about poems - after all, no one reads them. (The Weiner Brothers). The purpose of the evaluation is poetry, the attitude of evaluation (emotional negative evaluation) is conveyed by the verb "caring", the purpose of the evaluation is society, expressed in the first part of the statement (complex sentence) with the pronoun everyone and in the second part - with the pronoun everyone. the pronoun is nobody. You can evaluate objects explicitly or implicitly at the statement level. In the example above, a clear issue has been observed. In addition to the noun that names the subject or pronouns referring to it, I think, in your opinion, speak directly referring with the help of verbs to a person with introductory units, such as the opinion of the table NN October, look, evaluate, emphasize, believe, count, etc. In the absence of the indicated means turns out to be the only indication of a collective or individual subject of its form. Thus, we were taught from school: the most important thing is a person, and technology comes later (Picul) Plural forms of the past tense The form of the verb taught indicates an ambiguous person (an ambiguous personal phrase), that is, a part of society (a collective subject). Implicitly, that is, if not verbally expressed at the sentence level, the subject is usually established from the context or identified directly with the author of the evaluation sentence.

The basis of the assessment is indirectly derived from the reader's background knowledge about the general context, the author's worldview and the character of the text, social status, situational roles and other personal characteristics. The goal and forecast are always clear.

The options for classifying estimates have been included in the studies mentioned above. To distinguish the general rating of "good-bad" from the specific rating, Arutyunova's [4; 5] we propose to use the classification: sensory-taste - "pleasant-unpleasant", "tasty-unpleasant", "attractive-unattractive", etc. Psychological - "happy-sad", "cheerful-sad", "desirable-undesirable", etc. Aesthetic - "moral" - immoral", "good and bad", "virtuous -vicious", etc. Utilitarianism - "beneficial-harmful", "positive-negative", etc., normative - "true-false", "normal-abnormal", "benign-shoddy", etc., teleological - "effective-ineffective", "positive-inappropriate", etc. [5, p.178-180].

These Decencies are represented by opposite end poles, but in addition to the "good-bad" end values, there are intermediate values of "neither good nor bad" and "not so bad-bad-can't be too bad -bad" October, etc. You need to understand that there are intermediate values. Dec. Therefore, they talk about the rating scale, in which the overall rating value and the specific rating value are between the "minus-plus" poles. Dec. The means of expressing estimates are very diverse.

At the syntactic level, these are, first of all, evaluation statements (or evaluative predicate units), the structure of which contains an explicit evaluation object and an explicit evaluation meaning (the basis and object of evaluation by the evaluative predicate are explicit or implicit).

Predicate-free forms that carry different evaluative meanings are primarily related to the lexical morphological layer (or level). These are qualitative adjectives, adverbs, from the composition of opposite pairs (good / good -bad / bad, cheerful / cheerful- sad / sad, etc.) Are words in the status category.), names consisting of them (joy- sadness / sadness, good-evil, etc.), verb (to rejoice - To be sad, to love - not to love other expressive, emotional and evaluative vocabulary, especially derivative vocabulary created on the basis of subjective evaluative word formation models.

At the stylistic level, these are expressive means of speech - metaphors and figures, the most frequent use of which helps to convey subjective assessment.

Based on the presence in the text of the linguistic tools representing the listed assessment, it is possible to determine the content of the text on this or that topic (for this or that purpose).

Conclusion

Before giving an example of the linguistic analysis of a text, I would like to draw attention to the fact that linguistic (non-functional) analysis is most often performed in literary and journalistic texts. Everything we mentioned earlier also applies to artistic and journalistic texts, since their evaluation is usually subjective (that is, the author clearly expresses his subjective attitude towards the described object). As an example of the linguistic analysis of the text in terms of the evaluation category, A.Prokhanov's novel "Mister" provides an analysis of the fragments of "Hexogen" .:

1. Moscow shone through the glass, blinded, lit up by the golden scattering of churches, striped chimneys, steel lace of bridges and towers. The Cathedral of Christ the Saviour looked like a huge golden melon, and it had ripened in the middle of the city under the falling blue rain. Looking at Moscow, Belosertsev admired the beauty of its women, did not forget for a moment that the enemy ruled in the city. He took over the Kremlin and settled in ministries and military centers. An invisible insect pierced the golden diamond of the capital, placed his corpse between the square and the road, Decker his forehead in the Spasskaya Tower and surrounded the suburbs with its tight tail. Read the text. Determine the target (object) for evaluation.

The text has 2 main topics of evaluation: Moscow and the enemy.

2. We are doing object-by-object language analysis.
3. The subject of evaluating Moscow is the hero of the Belosertsev novel. This is an individual matter, but his attitude towards the object under consideration coincides with that of the author, and at least one of the patriotic Russians, like Belosertsev, loves capital.
4. Guess. In this case, a positive complex of emotional and aesthetic values is presented, located on a rating scale above zero and expressed at various levels: a) Syntax: the first, second and third sentence-sentence; Belosertsev's clearest attitude of evaluation towards Moscow (praise, praise) is evident from the third sentence: semi-predicate expression as part of the adverbial expression (praise), the meaning of the first two sentences is "Moscow beauty is blue rain); b) lexical means of expressing the specified evaluation meaning: glitter, speckled, flashing, gold, scattered, giant, gold, blue, praise, woman, beauty, gold; c) stylistic means: adjectives (golden, giant, female); comparisons and metaphors (steel of bridges and towers); b) lexical means of expressing the specified evaluation meaning: glitter, speckled, flashing, gold, messy, giant, gold, blue, praise, woman, beauty, gold; c) stylistic means: adjectives (golden, giant, female);

The linguistic analysis of the text in terms of the evaluation category seems to contribute to the correct recognition and understanding of the text. And, as we know, understanding is the basis of communication, which is the life activity of human society in general and the life activity of individuals in particular.

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