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## **LINGUISTIC AND METHODOLOGICAL PRINCIPLES OF TEXT COMMUNICATIVENESS ANALYSIS**

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Linguistic and Methodological Principles of Text Communicativeness Analysis

The publication provides theoretical justification of linguistic and methodological principles of the analysis of educational text communicativeness, the point of text communicativeness analysis is found out, the main text features that form the basis of text communicativeness analysis are distinguished, the principles of analysis of text communicativeness are defined. It was mentioned that text communicativeness is an ability of text to unite an addresser and an addressee, it can be revealed with the help of linguistic means, which express a speaker's communicative intention, aiming to perceive the information in an adequate way. The analysis of an educational text's communicativeness is directed towards discovering communicative features of language units and involves following certain principles, determined by essential text characteristics.

We analyzed the principles of text communicativeness analysis, learning notions of Speech Studies in particular; taking into consideration communicative intentions and aim of the utterance; text procedurality; unity of explicit and implicit means; paralinguistic principle; principle of considering communicative speech registers; principle of theme-rheme unity; principle of considering communicative-rhetoric qualities of speech. All principles of the analysis of the text communicativeness are interrelated and interdependent, following these principles enables finding in the text the features of communicativeness, which promote the efficiency of educational communication – achieving a lesson's goal, fulfilling certain tasks of communication at the lessons of the Ukrainian language.

*Key words:* analysis of text, communicativeness, linguistic and methodological principles.

The methodology of text analysis in Ukrainian Linguistic Didactics is determined by the specific features of communicative processes in the society in general and in pedagogical discourse in particular. A cognitive and communicative technique of teaching languages, which is considered important in contemporary education, involves the analysis of not only subjective, conceptual and structural text

integrity, but also cognitive, informational and communicative one. Implementation of communication and activity, personal and competence approaches to teaching languages directs the analysis of educational text as the main tool of students' cognition and formation of communicative competence towards discovering in it the characteristics of communicativeness.

Communicative aspect of text analysis was investigated by a number of scientists, including L. Babenko, F. Batsevych, O. Hoikhman, Yu. Kazarin, O. Kamenska, O. Kubriakova, M. Makarov, T. Nadieina, O. Selivanova, H. Pocheptsov. The issues of developing the methodology of text analysis are related to development of contemporary pedagogical discourse, primarily to studying speech behavior of pedagogical communication participants, the ways they achieve their communicative goals in various communicative situations (N. Ippolitova, O. Kazartseva, V. Kan-Kalik, I. Kolesnykova, T. Ladyzhenska, A. Mykhalska, O. Murashov, H. Sahach, Z. Smielkova, and others). The scientists proved that the efficiency of pedagogical communication depends on the abilities to combine analysis and synthesis, use accurately linguistic means which correspond to the intentions of the author of text (utterance), as well as on the abilities to perceive adequately corresponding linguistic means, which is to communicate.

*The aim of the publication* is to provide theoretical justification for linguistic and methodological principles of the analysis of educational text communicativeness, in particular, to find out the point of text communicativeness analysis, distinguish text features that form the basis of text communicativeness analysis, define the main terms of Speech Studies that determine specification of the principles of text communicativeness analysis.

From the point of Linguistic Didactics text analysis is attractive, primarily, as a method, technique and tool of teaching Ukrainian. On the contemporary stage of Linguistic Methodology development there is a heightened attention to text as an efficient tool of teaching languages, as it offers an opportunity to show functioning of speech units [4, p. 241] in various communicative situations. Text analysis is an “activity, which involves discovering the features of text structure and semantics, its

style and stylistic peculiarities, characteristics of speech means regarding efficiency of their usage for the purpose of achieving a communicative goal” [4, p. 15].

The determinant attribute, mandatory conceptual feature (category) of an educational text is its communicativeness, which is orientation to uniting an addresser and an addressee while sending and receiving information. The category of text communicativeness is an ability of text to unite an addresser and an addressee, it can be revealed with the help of linguistic means which convey a speaker’s communicative intention and can be perceived adequately by a recipient, which promotes communication. Communicativeness is considered a feature of text integrity and unity – communicative unity together with thematic and structural ones. There is an idea that communicative unity is determined by a communicative orientation of text [2, p. 149].

The analysis of educational text communicativeness is focused on finding communicative features of linguistic units in their interconnection and interdependence and involves the certain *principles*, determined by the following essential text characteristics: text is an ideal, highest communicative unit, where the units of all linguistic levels are functioning and revealing their possibilities to influence a speech addressee; text is primarily a communicative concept, focused on revealing the peculiarities of a certain type of activity; text is a main unit of communication, a way of keeping and sending information, a form of national culture existence, a product of a certain historical period, a reflection of a person’s psychological activity; text is a speech creation, conceptually determined (i.e. possessing a concept, an idea) and communication oriented in the frame of a certain field of communication.

The principle of understanding the notions of Speech Studies means taking into consideration students’ competence in Speech Studies. The aim of learning the notions of Speech Studies is to use them as a baseline for creating knowledge and skills of coherent speech (while perceiving, reproducing and creating texts), forming communicative competence. Speech Studies theory must be learnt by students not only as a set of notions, definitions and rules, but it must be realized as a necessity to

use these definitions and rules while performing educational activity, especially while making communicative analysis. The basic Speech Studies notions, learnt by students while acquiring skills of speech activity at the lessons of the Ukrainian language, can be divided into the following groups: information about speech and communication, information about text, speech styles, speech types, kinds, genres. Learning these notions by students provides efficient analysis of text communicativeness.

The principle of considering communicative intentions and the aim of a speaker's (author of the text) uttering encourages defining a certain aim of an educational text, understanding of which by an addresser and an addressee contributes to their approaching and efficiency of their communication in general. That is why in the outline of the educational text analysis, regarding its communicativeness, there must be questions, oriented to characterizing linguistic and extralinguistic means of expressing a communicative intention.

The principle of text procedurality is based on psycholinguistic understanding of text production as a process of the following model: motivation and intention – performance (plan execution) – comparison of execution and intention. Questions, offered for the analysis of an educational text communicativeness, must direct a student's thinking towards discovering, decoding the components of these model in texts.

The principle of unity of explicit and implicit means suggests that text analysis should not be limited by discovering only linguistic means, conveying an obvious, expressed text meaning (explicit). Implicit meaning is a hidden one, understood under the influence of certain conditions of communication. The characteristics of obvious and hidden text meanings promotes developing the students' skills of perceiving the opinion of a certain text, coming from the author's words, but not from an idea, having been learnt before, and which the text is adjusted to. It is important to teach students to see the text details, which means not to see what has not been told by the author [3, p. 4 ].

Paralinguistic principle means taking into consideration the tools that form communicative and pragmatic aspects of a text: for instance, placing the text on

paper, demarcation (special graphic signs, which show text border, or separate one part of the text from another one: specific words, symbols, letters, stereotype expressions; paragraph, capital letter, gaps, main heads, article, etc.).

The principle of considering communicative speech registers, which reflect the type of the information, presented in the text. Descriptive register, which is typical, first of all, for descriptions, represents communicative function of reconstruction, reproduction by the means of language events, facts of reality, which are perceived by speakers directly by organs of senses. This register is used for transferring own knowledge of typical, repeated phenomena, it is a principle one of narrative and descriptive contexts, which represent the sequence of events or create the images of characters. Generative register expresses generalization, consideration of information in comparison with life experience, conditions of speech, sociocultural, local peculiarities of communication, personal attitude to the object of communication. Voluntative register performs a function of expressing a speaker's will, encouraging an addressee to acting. Reactive register expresses a speaker's reaction, mostly with emotional coloring, showing positive or negative attitude to events [1, p. 419 – 420].

The principle of theme-rheme unity means taking into consideration topic-comment (communicative) articulation – dividing the text into theme and rheme, which promotes gradual progress of the information from the known to the new.

The principle of considering communicative-rhetoric qualities of speech (ideas, connected with a speaker's personality): content-richness, appropriateness, accuracy, consistence, certainty, validity, purity, richness, variety, expressiveness, figurativeness. The analysis of communicative-rhetoric qualities of speech proves the fact that they are connected to all components of a communicative act: participants, principles and rules of communication, language code, circumstances, promoting efficient communication.

Therefore, theoretical justification of linguistic and methodological principles of the analysis of the educational text communicativeness at the lessons of the Ukrainian language is oriented to developing the methods and techniques of teaching on the basis of texts in order to form students' communicative competence. The

principles of the analysis of the educational text communicativeness are interrelated and interdependent, following these principles enables finding in the text the features of communicativeness, which promote the efficiency of educational communication – achieving a lesson's goal, fulfilling certain tasks of communication at the lessons of the Ukrainian language.

The prospects of the follow-up study involves developing linguistic techniques and technologies of the analysis of communicativeness of texts, belonging to different speech genres, taking into consideration the principles, mentioned above.

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Нікітіна А. В.

Лінгвометодичні принципи аналізу комунікативності тексту

У статті теоретично обґрунтовано лінгвометодичні принципи аналізу категорії комунікативності навчального тексту, з'ясовано суть аналізу категорії комунікативності, схарактеризовано основні ознаки тексту, що лежать в основі аналізу категорії комунікативності, визначено принципи аналізу комунікативності тексту. Зазначено, що категорія комунікативності тексту – це здатність тексту поєднувати адресанта й адресата, вона може бути виявлена за допомогою мовних засобів, що передають комунікативну інтенцію мовця, спрямовану на адекватне сприймання інформації. Аналіз категорії комунікативності навчального тексту спрямований на виявлення комунікативних ознак мовних одиниць та передбачає дотримання певних принципів, зумовлених невід'ємними текстовими ознаками.

Проаналізовано принципи аналізу комунікативності тексту, зокрема засвоєння мовленєвознавчих понять; урахування комунікативних інтенцій та

мети висловлювання; процесуальності тексту; єдності експліцитних та імпліцитних засобі; паралінгвістичний принцип; принцип урахування комунікативних реєстрів мовлення; принцип тема-рематичної єдності; принцип урахування комунікативно-риторичних якостей мовлення. Усі принципи аналізу комунікативності тексту взаємопов'язані і взаємозумовлені, їх дотримання уможливорює виявлення в текстах ознак комунікативності, які забезпечують ефективність навчальної комунікації – реалізування мети уроку, розв'язання конкретних завдань спілкування й комунікації на уроках української мови.

*Ключові слова:* аналіз тексту, категорія комунікативності, лінгвометодичні принципи.

Никитина А. В.

Лингвометодические принципы анализа коммуникативности текста

В статье теоретически обоснованы лингвометодические принципы анализа категории коммуникативности учебного текста, определен смысл анализа категории коммуникативности, основные признаки текста, лежащие в основе анализа категории коммуникативности, охарактеризованы принципы анализа коммуникативности текста. Отмечено, что категория коммуникативности текста – это способность текста объединять адресанта и адресата. Она может быть выявлена с помощью языковых средств, передающих коммуникативную интенцию говорящего, направленную на адекватное восприятие информации. Анализ категории коммуникативности учебного текста направлен на выявление коммуникативных признаков языковых единиц и предполагает соблюдение определенных принципов, обусловленных неотъемлемыми текстовыми признаками.

Проанализированы принципы анализа коммуникативности текста, в частности усвоение речеведческих понятий; учета коммуникативной интенции и цели высказывания; процессуальности текста; единства эксплицитных и имплицитных средств; паралингвистический принцип; принцип учета коммуникативных регистров речи; принцип тема-рематического единства; принцип учета коммуникативно-риторических качеств речи. Все принципы анализа коммуникативности текста взаимосвязаны и взаимообусловлены, их соблюдение позволяет выявлять в текстах признаки коммуникативности, которые обеспечивают эффективность учебной коммуникации – реализацию цели урока, решение конкретных задач общения и коммуникации на уроках украинского языка.

*Ключевые слова:* анализ текста, категория коммуникативности, лингвометодические принципы,

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