

Understanding Creolized Text in the System “Author-Reader” on the Example of Texts with Graphic and Realistic Images

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Abstract—The article reveals the question of the influence of images on the understanding of the creolized text. The article provides theoretical and experimental substantiation of the position of images in "author-reader" communication, and draws an important conclusion that images are the predictors of understanding the creolized text. Process of understanding of the creolized text has a two-level system, wherein extraction of image concepts is faster than the decoding of text. In total participated the 60th student of philosophical and sociological faculty of the Perm State National Research University aged from 19 up to 24 years in a research of understanding of the creolized text. All selections were divided into three equal groups. Respondents got acquainted with the text of article then to everyone it was allowed to write retelling of the text and continuation of the offer. The conducted research showed that an image role in the creolized text can act as predictors to understanding of verbal information that confirms the theoretical bases.

Keywords—*creolized text, images, perception of the text, sense perception*

I. INTRODUCTION

The relevance of a research of impact of visual images on understanding of information messages in internet mass-media within psycholinguistics is caused by the fact that images can have an impact on perception and understanding of a verbal component of the creolized (polycode) text. We will understand the creolized text whose invoice consists of two components – verbal and nonverbal as the creolized text. In Internet journalism, the visual components and words that have been used for many years are related. In this case, the body of the text represents the object, most difficult for studying, which has a polycode structure, but at the same time it is allocated with integrity and connectivity.

II. THEORETICAL SUBSTANTIATION OF THE POSITION OF IMAGES IN "AUTHOR-READER" COMMUNICATION

Process of understanding of the creolized text has a two-level system. Each level of process represents decoding of information which is put in the image and the verbal text.

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Firstly, with the visual reading, the extraction of image concepts is faster than the decoding of text. The regularity is the cornerstone of this resonance that perception and fixing in memory of visual images demands less time, than the text message for "absorption" [2]. Perception of visual images does not depend on language abilities of the reader. Therefore the image can influence through visions the reader and focus attention on various verbal subjects of the narration [1].

The verbal text as semiotics more difficult education is exposed to more difficult processing. V.V. Krasnykh allocated several stages of perception and the process interfaced to it – understanding: (a) superficial (direct perception of the text where decoded the text is built in a subjective image), (b) deep (judgment of each semantic statement of the text) and (c) semantic understanding (understanding of the main idea of the text) [6].

At the stage “a”, there is a translation of the written text in the sounding speech. Spoke about communication of mechanisms of perception of the written and "sounding" text in the works to L.V. Shcherba: the said language has direct semantic associations whereas the written text is mediated by graphic signs by means of which it is reproduced. Therefore its transfer to the sounding form is necessary for perception of the text [8].

At the stage “b”, the image of the text which is result of judgment of each statement is formed. At this stage, according to N.K. Ukanakova, there is following cognitive operations which accompany process of formation of an image of the text and is based on cognitive abilities of the person:

1. Saving the semantic contents of the text when semantic blocks of the text do not undergo any change.
2. High-quality modeling which is meant as high-quality change of contents of the text.
3. Quantitative modeling – process of a compression of the text.
4. Transfiguration (full transformation of hierarchy of meanings of the text) [7].

At the level “c”, according to I. Novikov's approach,

there is a curtailment of information [9]. The main subject of the concrete text including a principal object of the description as a kernel becomes final material expression of this process. In structure of a subject the principal object is described by language units which are present at the text or are attracted from subjective experience of the reader [5].

Thus, perception of the linear text has complex three-level structure.

In our last researches we studied a role of images in understanding of a verbal component of the creolized text [3,4] at stages of deep and semantic understanding. In our research of 2017 where a controlled variable was existence or lack of the image, we compared understanding at the different levels of the organization of process of understanding of the verbal text (the experimental group got acquainted with the text where at the text there was a visual component, control – with the plain text). As a product of deep understanding we considered written retelling of the text (the created image of the text), and as semantic understanding – comparison of author's sense and sense which distinguished readers. According to the obtained data, interaction of positions in allocation of sense is reached when reading plain texts; the image of the text undergoes processes of quantitative modeling in experimental group more often and also there is a transfiguration of contents of the verbal text. A reverse situation when reading the linear text: the image of the text is much more often approximate to the author's. Therefore we can judge that existence of images in the text can lead to the distorted understanding of a verbal component in the creolized text [4].

Other question as people can manipulate understanding of a verbal component of the creolized text at the expense of different types of images. According to E.M. Kuznetsova (2014) the difference in estimates creolized with the same verbal component, but has a talk with various visual components influence of certain parameters of an illustration [10]. In an experiment of 2018 [4], we compared understanding of information depending on a type of the image. In the analysis of images it was revealed that the text compression is observed absolutely at all respondents in both groups. Transfiguration distortion meets at graphics more often – there is a transformation of hierarchy of meanings. Process high-quality modeling is, on the contrary, stronger expressed in group with realistic images – there is a high-quality change of an image of the text when semantic blocks unite on uniform semantic value. Thus, the text image in both groups undergoes changes. If to consider understanding as subjective reaction, the text with a graphic image causes more often substantial reactions in which the verbal content of sense operates with the original text. But at the same time, the marked-out meanings contradict the main idea of the author. A reverse situation at respondents who got acquainted with the text with the realistic image – emotional reactions which appeal to a value judgment about meaning of the text are more often shown. It is possible to assume that realistic images cause certain associations and images which at perception of the text are confirmed, and

allow judging meaning of the text from an intertextuality position when meaning of the text is relayed by means of the available images of other texts on the basis of associative communications [3].

III. EXPERIMENTAL SUBSTANTIATION OF THE POSITION OF IMAGES IN "AUTHOR-READER" COMMUNICATION

The submitted scheme gives understanding how we perceive and we understand information as images on each of levels can have an impact on understanding. However, researches in the field of understanding of information and how it is possible to influence process remain very relevant. Therefore we decided to repeat our experiment of 2018 on new selection having entered in addition one more group of examinees who worked with the text deprived of the image.

In our research "Understanding of the Creolized Text in the Author-reader System on the example of Texts with Graphic and Realistic Images", we considered influence of graphic and realistic images on understanding misunderstanding of the author. As the text article published on the news portal "The New York Times" was used. Both images corresponded to the main idea of the text that "the person does harm to sea inhabitants". The realistic image was present at article; graphic was picked up taking into account expert assessment. In total participated the 60th student of philosophical and sociological faculty of the Perm State National Research University aged from 19 up to 24 years in a research of understanding of the creolized text. All selections were divided into three equal groups: group 1 (G1) worked with the text deprived of the image, group 2 (G2) worked with the graphic representation, group 3 (G3) – with realistic. Respondents got acquainted with the text of article then to everyone it was allowed to write retelling of the text and continuation of the offer "I think that the main meaning of the text ...". As a product of deep understanding we considered written retelling of the text (the created image of the text), and as semantic understanding – comparison of author's sense and sense which distinguished readers. As criterion of understanding of the text comparison of results of allocation of sense of respondents with expert assessment was used. Also, for studying of strategy to determination of meaning of the text approach of A.I. Novikov in which understanding is considered as reaction to a verbal incentive was chosen. Results of a research are given in table 1.

TABLE I. RESULTS OF THE RESEARCH

Factor	G1	G2	G3
<i>Deep understanding</i>			
Saving semantic contents of the text	0	0	0
High-quality modeling	0	40	25
Quantitative modeling	100	60	75
Transfiguration	0	20	0
<i>Semantic understanding</i>			
Right allocation of sense	80	40	65
Substantial reactions	85	60	25
Emotional reactions	15	40	75

*All results are presented as a percentage (%)

In the analysis of images of texts it was revealed that high-quality modeling meets in G2 more often, is more rare in G3, is absent in G1. The received results demonstrate that at acquaintance to the creolized text to the graphic representation there is a cognitive distortion of verbal information, it is possible that for the reader the graphic representation acts as semiotics separate unit of the creolized text at which there is a high-quality change of contents of the text. Process of high-quality modeling meets less often in group where readers got acquainted with the creolized text with the realistic image. This statement partly is confirmed by the fact that the accompanying process to high-quality modeling is process of a transfiguration as a result of which the hierarchy of meanings of the text changes. The obtained data do not correspond to those which were received in our last research [4] where realistic images caused processes of high-quality modeling more often. Perhaps, such situation is connected with less selection in the real research, than last time.

Quantitative modeling meets in G1 more often, is rarer in G3 and G2. Process of curtailment of information on the basis of the general idea is more brightly shown in group with the text without image. There is a high-quality change of an image of the text when semantic blocks unite on the next semantic value. It is possible to assume that images in the text act as clamps of the main contents of the text. However it should be taken into account the fact that this process meets in all three groups that can demonstrate also curtailment of information in consciousness of the person regardless of existence of images. The obtained data contradict data, received in our previous by a research of 2017 where the text without image was exposed to quantitative modeling less often. However, it should be taken into account that it can be connected with different subject of texts.

We can conclude that the verbal component of the creolized text undergoes changes at perception and understanding by her reader. Other question as these changes influence understanding of meaning of the text. So in G1, the occurrence frequency of the allocated subject (sense) allocated in the text is much more often than in other groups. It is possible that images are semiotics difficult components of the creolized text and the created meanings at acquaintance to the image at the level of perception of the text have a strong impact on understanding of a verbal component. At the same time, realistic images are most likely to be considered as simpler and more important components of the creolized text – the negative impact is that the understanding of texts is lower than in graphics. The received results correspond to those that were received earlier [3,4].

Proceeding from A.I. Novikov's approach to the description of understanding of information as subjective reaction to a verbal incentive, text without images causes substantial reactions more often than creolized texts. In these cases, we can speak about that, the marked-out sense

at its verbalization is generated from verbal contents of the text. More rarely, this reaction meets when reading the creolized text graphics. Emotional reactions meet when reading the creolized text realistic more often. It is meant that realistic images cause certain associations and images which are imposed on an image of the text, and it is allowed to judge meaning of the text from an intertextuality position when meaning of the text is relayed by means of the available images of other texts on the basis of associative communications. In group with the graphic representation the marked-out sense had character of a value judgment.

IV. CONCLUSION

Thus, the conducted new research showed that an image role in the creolized text can act as predictors to understanding of verbal information that confirms the theoretical bases according to which images participate in emphasis of attention on verbal objects in the text. For more adequate semantic understanding by the most suitable images are realistic which allow attracting when determining meaning of the text to estimation internal phenomenology of the reader, causes big criticality in estimation of information. When graphics generate new meanings, this can contradict the main contents of the text – to promote change of an image and sense of a verbal part of the creolized text. The text deprived of images leads to more adequate understanding of a position of the author due to attraction to understanding not of an intertextuality, and the direct text.

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