



UNDERSTANDING THE CREOLE TEXT

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Abstract: science recognizes that the human mind perceives information coming through the visual channel from the sense organs (sight, hearing, smell, taste, sense organs) several times faster when perceiving and perceiving the reality of being. Therefore, in our rapidly changing time, the expression of everything in life-phenomena - is visualized. In recent years, in modern science, the term "visual information" (Lat. the significantly increased interest in the so-called non-verbal means (visualis - related to vision) dictates the need to study texts with heterogeneous (heterogeneous) content, that is, Creole (harmonic) texts from the point of view of their new directions. In particular, the study of visual Creole (harmonic) texts becomes relevant.

Keywords: visual information, visual Creole, communicative, perceptual, heterogeneous (heterogeneous).

As we know, for a long time the expression of visual Creole (harmonic) texts has been criticized by the public. When analyzing such a text, the role of the product that creates it, as well as the recipients who perceive this text, is recognized as significant.

As you know, the term "text" in the scientific literature is interpreted in different ways. The explanatory dictionary of the Uzbek language indicates that the word text is borrowed from Arabic, is an outdated book word and has the same meaning as the word text. On page 156 of the explanatory dictionary, the word text is defined as follows: 1. Creative, scientific work, speech, document, etc., written, copied or printed; text. The text of the article. 2. A poem, a word that forms the basis of a musical work, for example, a melody, opera, romance, and the like. 3. The name of one of the large fonts in the printing industry. In this definition, the main characteristics of the text are correctly indicated. Only as a result of the development of information and communication means can we see that the meaning of the word text (text) it has increased even more [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19].

The format of text typed on a computer, such as Word, RTF text, plain text, formatted text, hypertext, has also become active in consumption. In modern linguistics, text is interpreted as a separate large unit of language (a supersyntactic whole) and the main object of the branch, which is called textual linguistics. The study of the text says that it should be distinguished from vocabulary and sentences, that the text also has its own categories and laws. Linguist M. X. In his dissertation work devoted to the study of a scientific text, Khakimov writes about this: "one of the main problems of the direction of "textual linguistics" was the study of the presence in the lexical meaning of the word text of the concepts of connectivity, connectivity, and hence the connection of the content of the text with the help of certain bundles among themselves. A special place in the linguistics of the text is occupied by the functions in the text formation of repetition and its multiple manifestations, expressing the relationship of text units, some words belonging to the category of pronouns, the appearance peculiar to the interrogative form of the sentence."

In this paper, the author emphasizes that the term "text" should be distinguished from other linguistic terms, such as "speech", "context". Speech manifests itself in oral and written forms.

Thus, modern Linguistics is becoming more extensive and progressive. This is undoubtedly based on the connection between linguistics and other disciplines. Psycholinguistics is also a product of such a process.

The anthropocentric nature of the text is particularly evident in psycholinguistics, which arose as a result of the intersection of the fields of psychology and linguistics. The study of the text in psycholinguistic studies from the point of view of the triad of the text generator – the recipient text requires a deep study of the role of the personal factor in it. As you know, the field of psycholinguistics emerged in the 50s of the XX century as a result of the cooperation of psychology and linguistic disciplines. The main object of psycholinguistics research is a person who is a subject of speech activity, a native speaker. A. A. made a great contribution to the development of this field in Russian linguistics [20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38]. Speaking about the task of psycholinguistics, Zalevskaya emphasizes that “the description and explanation of the functioning of language as a mental phenomenon” should be the main goal of this field. Russian linguist and psychologist V. P. In the work “Fundamentals of psychological diagnostics (a model of the world in literature)” Belyanin created his own concept of a linguistic and psychological approach to the text. We consider it necessary to fully express the scientist's thoughts in 6 paragraphs included in this book, reflecting his views on the text. After all, they are very important for the principles of psycholinguistic text research, which have not yet been formed in our linguistics.

1. V. P. According to Belyanin, there is not only a language system behind speech, but also psychology. (Obviously, in this the scientist meant the process of creating speech).

2. There is a different psychology behind different texts. (In this V. P. Belyanin meant the subjective features of the text builder reflected in the text).

3. The structure of the literary text corresponds to the structure of the accentuated consciousness. (By this Belyanin means the influence of the mental structure of consciousness on the structure of the text. This point of view will become more obvious in the next paragraph).

4. Emotional-content dominant plays a major role in the manifestation of semantic, morphological, syntactic features of a literary text, as well as its methodology.

5. Text is a system element consisting of the projection reality – consciousness – picture of the Universe – language – text – developer-recipient-text. (V.P.Belyanin noted in this paragraph all linguistic and non-linguistic factors of the creation and perception of the text).6. The recipient may have his own interpretation of the artwork. This interpretation will depend on the psychology of the recipient, as well as on the text. (At this point, V. P. Belyanin argued that the perception of the text is a private phenomenon). In Our Opinion, V. P. These views expressed by Belyanin can serve as a basis for psycholinguistic analysis not only of a literary text, but also of texts of other styles. In particular, the ideas stated in paragraph 5 that the text is a complex and complex phenomenon associated with objective reality, consciousness, the picture of the universe, the creation of speech and its perception, clearly demonstrate the psycholinguistic nature of the text. In psycholinguistic analysis, the question of linguistic consciousness also occupies one of the central places. “Language consciousness is an internal process that consists in planning and managing external activities through language signs.” It plays an important role, in particular, in the creation of the text, which is the highest unit of communication. One of the most important objects in the psycholinguistic study of a text is the activity of a linguist – a text builder and a recipient. As you know, the text is created by a

person for a person. This indicates that the chain of activity, consisting of the creation of a text and its perception, is anthropocentric in nature [39,40,41,42,43,44,45,46,47,48,49].

Creolization (in Russian:creolization) is formed from the Creole word, which means a combination of verbal and nonverbal forms in order to influence the recipient. Russian linguist M. B. According to Voroshilova, this concept refers to psycholinguistics. A. Sorokin, E. F. Introduced by Tarasov. As a result of creolization, “verbal and nonverbal elements form a single visual, structural, meaningful and functional whole” . Among such texts, the researcher includes advertising texts and film materials.

We believe that the term "Russian creolized text" is preferable to denote by the term "harmonic text" in Uzbek, since in such texts a process is formed consisting of a combination of several nonlinear and linguistic facts. In our opinion, harmonic texts should be studied not only in psycholinguistics, but also in linguoculturology. The reason is that various cultural and semiotic fields interact in harmonious texts. For example, in books consisting of collections of Gazelles, CH is often used. Miniatures of Akhmerov are also issued. The content of the poetic text and the image in pictures are intertwined in it. This technique can be seen in the collection of fairy tales. Advertising texts are also a typical example of a coherent text. In the advertising shown on the television screen, one can observe the harmonization of three types of cultural and semiotic space: images, music and text. Even in films, the combination of spoken text, images and music are the main factors affecting the viewer's psyche. As mentioned above, such texts form a functional integrity. In psycholinguistics, the ability of recipients to perceive this integrity is investigated.

Formal interruption (in Russian:squaintly), noted in the literature on psycholinguistics, is also one of the interesting phenomena associated with the text. As you know, the sentences that go in the text sequentially will be interconnected in content. This connection may suddenly be interrupted. O. In the following excerpt from Khoshimov's story “the Uzbek affair”, you can see this event: no, Dzhumanov rushed to the window, not to Koryagin. The guard squatted down by the window several times before entering the door. In this flight, he looked at Koryagin for a second, just for a second. So deep in the place of the expression of anger that just flashed in his eyes, without him hatred, helplessness, longing. . . there was such a deep amazement that Koryagin's heart pulled back. - Dzhumanov! - Vasily Stepanovich rushed out of the window. - Dzhumanov . . . Before he could finish, the dim evening light looked out of the window again. The guard ran together.

In the courtyard at the back, in simegoche by the pond, a light bulb was burning, Dzhumanov lay swaying unnaturally under the dusty foliage of a fir tree: his head was lying on the cement edge of the pond, his body was on the shore. . . Koryagin saw him swing his leg three or four times when he gave up. This micro-match describes one of the tragic periods in the life of our people - the episode of the death of the director of the state farm Dzhumanov, who became a victim of the infamous “Uzbek affair” during the cotton malt house, throwing himself from the top floor of the building where the investigation is being conducted, unable to withstand the moral and physical torture of the investigator. If you approach the sentences in the text logically, you can see that certain sentences are omitted in two of its places: This is Dzhumanov! - Vasily Stepanovich rushed out of the window. - Dzhumanov. after the verdict, Dzhumanov shot himself from under the window, and the guard ran together.before the verdict, Koryagin and the guard descended from the upper floor and went out into the courtyard. Although information consistency dictates these proposals, the refusal to use them in the structure of the text did not affect the content integrity of the text: the recipient can restore the

propositions that the author had in mind independently, based on the situation expressed in the text. This method of implication is often found in literary texts. Thus, formal interruption can be said to be a phenomenon related to the relationship between the text and the recipient, that is, with a meaningful perception of the text, and serves to cause aborotic constraint.

One of the psycholinguistic characteristics of the text is interpretativeness. V. P. According to Belyanin, each recipient can have his own interpretation of a particular text. The nature of the interpretation resulting from the perception of the text will depend on the psychological nature of not only the text, but also the recipient. The psychologically closer the author and the recipient are, the more appropriate their interpretation of the text is. It's no secret that children receive basic information about the world around them through their eyes. Because the child perceives the image earlier than the text, and its meaning earlier than the form of the word. From birth, the thing-object was indicated, and then called by its name. This suggests that the meaning of the child was formed earlier than the perception of the word form. Therefore, it is quite natural that his aesthetic need is also more focused on fine art. Any creator (regardless of what era and what kind of art he belongs to) creates a work taking into account the requirements of his "consumer". Consequently, the transition of children's fiction into a mutual synthesis with other types of art is primarily due to a certain need. In fact, this need also serves as the main factor for the constant development of art forms. This is the specificity of children's fiction texts, that is, the reader visualizes a real object by observing a certain shape with his eyes. Then, while reading the text, he mixes the content of the poem with the image in his imagination.

One of the linguists E. E. While Anisimova investigated the relationship between the verbal and nonverbal parts of the Creole text, K. D. Sauerbir Creole studying the relationship between the verbal and nonverbal parts of the text:

- 1) parallel correlation based on full compatibility of text and image;
- 2) complementary correlation based on partial compatibility;
- 3) substitutive correlation, in which a nonverbal image can be used instead of text;
- 4) uses interpretive correlation when the text and the image do not match.

O. V. Poymanova considers the video verbal text, dividing the Creole text according to the degree of its visualization, and gives the following classification:

- 1) rehearsal-the image fully expresses the text;
- 2) additive-nonverbal image gives the text additional meaning;
- 3) highlighted-describes a specific reality in the text, highlighting it;
- 4) oppositional – a non-verbal tool, an image, is used to leave a humorous comment on the text;
- 5) integrative – image and text complement each other, etc.

We A. A. Using Bernatskaya's research, we found that the degree of creolization of children's written texts should be classified in the following order:

1. A high level of creolization, in which a higher image compared to the text, the volume of the book, the unusual format, the color of the pages, partial variability, the richness of the illustrative source provide the detail of the written text, sometimes containing 6-8 simple sentences, a coherent text;

2. Medium-level creolization. It is considered a children's text, rich in non-verbal illustrations, informative about the written text made on high-quality paper.

3. Low-level creolized text. It assumes creolization of the text by phonetic, kinesthetic, and paragraph means.

Children's written texts today are increasingly visualized and adapted to children's perception. In addition to bright, high and medium creolization, low creolization indicates the skill of children's writers. Creole text is also considered a type of text. Explaining the subject to students using Creole text also provides much more convenience for the teacher. There is progress in every area today. The subject is easy to understand from the images given in primary school textbooks. The colors in the textbook images are also unique. Creole text is formed from a combination of texts and images.

In conclusion, it should be said that teaching Creole texts in elementary grades improves students' thinking skills. As we know, for a long time the expression of visual Creole (harmonic) texts has been criticized by the public. When analyzing such a text, the role of the product that creates it, as well as the recipients who perceive this text, is recognized as significant. In science, it is recognized that the human mind, when perceiving and perceiving the reality of being, perceives information coming through the visual channel from the sense organs (sight, hearing, smell, taste, sense organs) several times faster. Therefore, in our rapidly changing time, the expression of everything in life-phenomena - is visualized. In recent years, in modern science, the term "visual information" (Lat. the significantly increased interest in the so-called non-verbal means (visualis - related to vision) dictates the need to study texts with heterogeneous (heterogeneous) content, that is, Creole (harmonic) texts from the point of view of their new directions. In particular, the study of visual Creole (harmonic) texts becomes relevant. The possibilities of Creole text in elementary schools are huge. Because the knowledge gained by a child at an early age serves as the basis for learning in high school. The images presented in primary school textbooks make the text interesting and understandable.

Nowadays, times have changed, new technologies have appeared. This has created much more comfort for the person. All conditions were created for students to gain knowledge. In all schools of the republic there is an opportunity to conduct classes using multimedia, computers, projectors.

We often encounter Creole texts in the lessons of "reading", "native language" in elementary school. We can also use advertising texts as an example of Creole text. With the help of advertising texts, you can also teach a child a lot.

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