VALERI LICHEV

PROBLEM ORIENTATED EDUCATION ON THE BASIS OF HYPER-CODED TEXTS (PLAY AND HEURISTIC)

This paper represents part of my experience, received during the seminar named *Practical Hermeneutics*, which I lead since 2006 to 2010 year at the Institute for Philosophical Research – Bulgarian Academy of Sciences. The participants are from different field of knowledge and with different scientific status – from PhD students to professors and doctors of sciences. The main topic of the seminar was particular kind of texts, named by me "hyper-coded" because of superimposing of codes from different fields of human culture, science, practice, technology etc. The aim of the seminar was to reveal the variety of codes, hidden by different authors in their texts. The multiformity of interweaved codes could be found even in small texts like surrealistic prose-poems.

The dialogic form of interpretation allowed testing and proving of different hypotheses (Lichev, 1991: 21-22). In my opinion this form could be used in educational workshops with students. Its goal is not only understanding of hidden sense or meanings of text, which are superimposed in its vertical structure (Todorov, 2004: 101), but to reveal the multiformity of some literary texts and to improve the ability to search new knowledge because of needs of interpretation and understanding. This kind of education is based not on didactical principles but on readiness for self-depending work with texts, lead in the beginning by a most experienced interpreter. It could be used in special courses for students in humanities (Lichev & Obreshkov, 1992: 200-201).

Realization of such kind of problem-orientated teaching could be accomplished in high schools also. The first step is organization of seminar with teachers of literature, philosophy, ethics, psychology, logic etc. for perfecting of their knowledge and skills. The literary examples could show how complicated the human world is arranged and how conditionally disciplinary distinctions, inherited from classical science, are. In this way the high school teachers would improve their interdisciplinary knowledge and could implement it in their work with students.

Such problem-orientated education could be successful if the painstaking work with hyper-coded text receives a playful form in the cognitive sense of word (Lichev, 1996: 149). According to D. Winnicott, one of the most distinguished representatives of theory of object relationships, the play creates *third space* besides the inner psychic space and the external world. This is the space of creativity and imagination. Internal experience receives an external form in the third space. D. Winnicott studied the play of small children but his conclusions are valid for a wider spectrum, in particular for understanding of artistic behavior (Winnicott, 1999: 54-55).

Play is an important concept not only for psychoanalysts. It is used in theory of culture and in philosophy of language also. J. Lacan defines the man as a "language being". According to J. Huizinga man is "a playing being" (homo ludens). If we integrate these two definitions we can say that the man is a language playing being.

U. Eco refers to L. Wittgenstein's theory of language games and family similarities (Eco, 1999: 31). The same theory can be applied for understanding of

ways of invention of new kind of metaphors or neologisms, used in hyper-coded texts. As Aristoteles pointed out, if the literary speech walks away from everyday speech, it begins to sound enigmatically (Aristoteles III, 2). The theory of family similarities creates the possibility to interpret the conundrums concealed by some authors deliberately in their texts. For that reason the accent has to be put on the *intention* of the *texts*, not of the *intentions* of the *author* or of the *reader*.[1]

Following these ideas we can say that interpretation of texts could turn from tedious learning of analyses into intellectual play if the interpreter could be motivated to use their intellectual potential and curiosity. That could be accomplished not in a didactical way. The interpretation could become more interesting by using of playful interactive approaches. In this case the students will be actively involved in the event of interpretation of text.

Language games allowed us not only to understand some strange or enigmatic places in texts but to invent also language innovations during the interpretation and by following of interpretative routes traced by the author. L. Wittgenstein's theory of family similarities explains the opportunity for throwing bridges between different semantic fields which are in the first glance not connected. We can depict these interpretative routes hidden by the author and in this way can elaborate new, analytic metaphors. That means improving and developing of creative potential on language basis. Human ability to play with words becomes in this way a basis of heuristics.

Hyper-coded texts appear at first sight meaningless at their surface. The first step of their interpretation is identification of problem situation caused by lack of knowledge and understanding (Lichev, 1994a: 84; Lichev, 1994b: 164). The seminar form creates in the participants a precondition for transfer of knowledge and for enrichment of their interpretative skills. From this point of view discussion has to lead to increasing of communicative skills of participants also (Lichev, 1995: 78-84).

Critique discussion is a decisive factor for problem orientated education (Lichev, 2001: 60-65). The latter has to be organized in the form of regular seminars. The main idea is that *language innovations* arise as results of *symbolic plays* not only with the *polysemantic* of words, but with different *codes* also. Revealing of these innovations needs thinking orientated towards discovering of semantic problems. That means building of abilities for overcoming the limitations of monodisciplinary approaches. Interpretative revealing of codes and meanings, involved by the author in his/her text, contributes to the transformation of the *reader* into a ***co-author***, who is able to finish writing through widening and enrichment of his/her knowledge and skills.

The aim of the seminar form of interpretation is to reveal the main semantic techniques, used in vertical encoding. Integration of concepts from different scientific branches has to unfold the way in which combining of codes creates not only language innovations, but idiosyncrasies of meanings also. Questions which have to be answered are:

[1] "Between the unattainable intention of the author and the arguable intention of the reader there is transparent intention of the text, which disproves an untenable interpretation" (Eco, 1992: 78).

1) which are the most frequently used codes in hypercoded texts;
2) which theoretic concepts allow recognition and decoding of code's variety;
3) how is integration of these concepts in an interdisciplinary, interpretative approach possible.

This kind of education needs organizing of a collective of investigators capable of creating interdisciplinary bridges between different theoretical approaches. On the second hand, they have to be able to apply the new approach towards the complex texture of texts. This can be done by achieving of interdisciplinary knowledge, which demands overcoming of some problems.

Interdisciplinary communication between different specialists demands translation (interpretation) of concepts of one scientific discourse to another. That means the concepts should be defined on a lower level of specification. In communicative process a non-specialist in some particular scientific field understands new concepts in a more naïve way and later enriches them with more complex theoretical content.

The main idea is that the scientific communication could become a factor stimulating the contacts:

1) between investigators from different scientific fields;
2) between professors and students;
3) between investigators and teachers in schools;
4) between teachers and pupils.

Such dialogue-orientated education could become a particular form of realisation of the J. Delor's idea of knowledge-based society. The analysis of texts, containing diversity of codes, can lead not only to a new theory and methodology of interpretation. It would become a basis for understanding of contemporary culture with its diversity and multiformity.

The idea of overcoming of "conflict of interpretation" (P. Ricoeur) has not still received systematic methodological elaboration. Contemporary approaches towards the text are still connected with disciplinary differentiation, inherited from classical science. That is why it is difficult for them to discover and study the complex phenomena of signifying, which are inherent to the vertical structure of text. R. Bartes distinguished five narrative codes: proairetical, semiotic, hermeneutic, social and cultural (Bartes: www.slideshare.net/alexdabriel/barthes-codes-theory).

Together with them also many codes act on micro level. Decoding of meaning of one sign may bring to another one, which interpretation demand a new code, which can be unfamiliar to the literary critic, philosopher, psychoanalytic or another specialized investigator.

The main form of interpretation – psychoanalysis, philosophical hermeneutics and eschatology are not able to exhaust the symbolic wealth of texts, which contain combining of codes from different fields of human culture, science and practice. Bringing out of meanings and senses, hidden in the vertical structure of text, demands identifying of codes used by the author and interpretative work in the discovered semantic fields. Additional difficulties spring up in cases of intertextual references.

The paradox of interpreting of hyper-coded texts is that solving of non-standard cases requires using non-standard approaches which however can not be described in standard terms because every author uses idiosyncratic form of coding of

meanings and senses. That explains impossibility of elaboration of universal algorithm for interpreting of hyper-coded texts.

The main question which arises here is the following: How the interpretation of idiosyncratic meanings, encoded in a textual entity, could become independent of interpreter's subjectivity and be accepted as "objective"? The solution of this problem is connected with the fact that meanings, encoded in "vertical" dimension of text find their verification on the horizontal dimension of narration. In addition the decoding of hidden meanings is subordinate not to imagination of interpreter but to laws and rules of codes belonging to various spheres of human culture, knowledge and practice.

In this way, initial interpretation of hyper-coded texts needs eliminating of semantic and logical ambiguity by asking questions in a certain conceptual horizon. It is extremely important from methodological point of view to establish an interdisciplinary connection between philosophical logics of interrogatives (logic of questions and answers) and psychology of creative thinking, which reveals ways of dealing with non-standard problems that require using unconventional perspectives and original approaches.

Heuristic aspects of problem orientated education based on interpretation of hyper-coded texts from that point of view are related to development of capabilities of participants for asking questions to themselves and to the others and for independent searching for new information. This would become possible if the beginners in interpretation develop skills for recognizing of details like logical and grammatical declination, contradictions, absurdities etc. These seeming oddities have to direct their attention towards necessity of vertical interpretation. Following this logic the interpreters have to search for keys which allow them to understand hidden or encoded meanings of these *oddities*. For that reason they have to search for additional information. The direction of their interpretative investigations could be given by their supervisor.

The last step is applying of acquired new knowledge to concrete cases. That means building up abilities for using of scientific concepts in new fields – different from these one where they were initially created. From philosophical point of view this procedure is related to Kant's view on the schematism of imagination.

Collective form of interpretation has to lead to enrichment of team member's theoretical knowledge and on this basis development of skills and capability for argumentation and verification of interpretative hypothesis. Each interpretation inevitably deals with hypotheses which have to be proved, rejected or modified according to the overall composition of text. Misinterpretations are related to pseudo problems. Their sequel leads to nonsense and contradictions. Another form of misinterpretation is elaboration of new interpretative *ad hoc* hypotheses regarding possible hidden meanings which could give sense to some vague fragment of text. The principle "regresio ad absurdum" could be used for eliminating of these misinterpretations.

Hyper-coded texts suggest the possibility of very strong verification of interpretative hypothesis. Vertically superimposed meanings have their projections on different places of narrative, horizontal axis. The connection of first, the latent and encoded meanings, with the second, which could be found on the surface of text as their verifications, can outline the variety of interpretative routes (F. Rastier).

This connection between vertical and horizontal axes can be described by following analogy: a picture can be drawn by connecting of consecutively numbered dots. In hyper-coded texts these numbers are encoded. The picture could be additionally colored through following of specific instructions.

In conclusion I would say that problem orientated education on the basis of hyper-coded texts needs solving of following problems:

1) Is it possible to determine a repeated coding in hyper-coded texts?
2) Which are the most often used codes?
3) Whose disciplines do these concepts, most often used for decoding of meanings in hyper-coded texts, belong to?
4) What kind of connections can be traced between the key concepts from different theories which are used in interdisciplinary interpretation?
5) Is there a need for elaboration of new terminology which is able to describe these connections?
6) If the vertical structure of the text is multilayered, does an interference of senses, which are transmitted on different levels and on different canals, exist?

Problem orientated education as an interdisciplinary interpretative approach could improve the reflection upon the Bulgarian literature. It will improve reflection on most frequently used codes and this will stimulate discovering of symbolic resource of Bulgarian language. Reflection upon the national literature could create the premises for creation of new type of publicity on the basis of communicative rationality (J. Habermas) which is not widely presented in our native culture.

References

Aristoteles (1986): *Ρητορικής*. Аристотел. *Реторика*. София: Наука и изкуство.

Bartes, R.: www.slideshare.net/alexdabriel/barthes-codes-theory: last visited 19.10.2012.

Eco, U. (1997): *Cinque scritti morali*. Bompiani, University of California. Еко, У. (1999): *Пет морални есета*. София: Лик.

Eco, U. (1992): *Interpretation and Overinterpretation.* Cambridge University Press.

Lichev, V. & N. Obreshkov (1992): A Possible Approach to Modeling of Social Interactions. *Methodology of Mathematical Modeling*, Vol. 3, Sofia: Evrika.

Lichev, V. (1991): About the Role of Problem and Question in the Logic of Scientific Knowledge. *Philosophical Thought*, № 7. За мястото на проблема и въпроса в логиката на научното познание. *Философска мисъл*, № 7.

Lichev, V. (1994a): Premises of "If"-Questions and the Process of Knowledge in Problem Situations. *Philosophical Alternatives*, № 1. Предпоставки на "ли"-въпросите и процесът на познание в проблемни ситуации. *Философски алтернативи*, № 1.

Lichev, V. (1994b): Premises of Yes / No-Questions and the Logic of Action. *Methodology of Mathematical Modeling*, Vol. 5, Sofia: Evrika, Личев, В. Предпосылки несобственых да-нет-вопросов" и логика действия. *Methodology of Mathematical Modelling*, Vol. 5.

Lichev, V. (1995): Interdisciplinary Research and Informal Scientific Communication. *Philosophical Alternatives*, № 5. Личев, В. Междудисциплинни изследвания и неформална научна комуникация. *Философски алтернативи*, № 5.

Lichev, V. (1996): Play Theories. *Dictionary of Sociology*. Sofia: M-8-M. Личев, В. Игрови теории. *Речник по социология*, София: М-8-М.

Lichev, V. (2001): The Logic of Questions and Answers and the Logic of Action: some Pragmatic Aspects. *Philosophical Alternatives*, № 1, 60-65. Личев, В. Еротетична логика и логика на действието: някои праксеологични аспекти *Философски алтернативи*, № 1, 60-65.

Todorov, T. (1971): *Poétique de la prose*. Paris: Seuil. Тодоров, Ц. (2004): *Поетика на прозата*. София: Лик.

Winnicott, D. (1971): *Playing and Reality*. London: Tavistock. Уиникът, Д. (1999): *Игра и реалност*. София: Лик.

Assoc. Prof. Dr. Valeri Lichev
Institute for the Study of Societies and Knowledge
Bulgarian Academy of Sciences
Sofia, Bulgaria