

Interdisciplinary Approach to Understanding Literary Texts

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ABSTRACT

The primary purpose is the implementation of the interdisciplinary approach to understanding and the construction of integrative models of understanding literary texts. The interdisciplinary methodological paradigm of studying text understanding, based on the principles of various sciences facilitating the identification of the text understanding essence (cognitive, anthropocentric, dialogue, interdisciplinary principles) is rationalized and described. Methods of various sciences are used in complex: the hermeneutic method (hermeneutic philosophy, hermeneutic psychology), the pragmatic understanding method (pragmatics), the cognitive analysis, the inference method (cognitive linguistics), the discourse analysis method (discourse linguistics) and the modelling method. A literary text understanding integrative model is offered which can be applied during the analysis of various types of texts and their interpretation. The research proves that the interdisciplinary approach facilitates the development of an integrative multilevel model of text understanding, on each level of which, knowledge required to ensure understanding is characterized and disciplines are indicated.

KEYWORDS

Interdisciplinary approach, literary text analysis, pre-knowledge, inter-linguistic and extra-linguistic presuppositions, in-depth text sense

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Introduction

At the present time the problem of understanding is becoming one of the most relevant ones, this being determined by that fact that our cognitive activity is connected with the understanding and interpretation of verbal texts, as well as with the understanding of the "Other one" in the process of communication within a situation and within a text. To determine the essence of understanding one should apply the interdisciplinary approach. While studying language units in terms of the cognitive aspect, E.S. Kubriakova (2012) drew attention to the need for use of the interdisciplinary approach during their description, because "it is impossible to ignore evidence on what memory is, what perception is, what principles is the cognitive and conceptual

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system in our consciousness based on when speaking of a language's essential characteristics".

The text understanding analysis in respect of the interdisciplinary aspect suggests its complex examination, based on the principles of sciences such as cognitive linguistics, cognitive psychology, social psychology, psycholinguistics, text linguistics, social linguistics and pragmatics. Within the text understanding interdisciplinary study paradigm, relevant is the finding of the understanding's role as a cognitive and interpreting activity in the establishment of the text's sense (cognitive linguistics), the description of the essence of pre-understanding (philosophical hermeneutics), the communicant's pre-knowledge (pragmatics), the communicant's presuppositions (cognitive linguistics, sociolinguistics, text linguistics), the description of the text as a discourse (discourse linguistics), the communicants' interaction conditions (social psychology).

The understanding of a text is a complex phenomenon, which is why the article examines the understanding concepts of different scientists who made a certain contribution to the understanding theory. The analysis of main clauses of the understanding theory in higher educational establishments by leading scientists has shown that researchers have developed such understanding problems as the provision of pre-knowledge and preconditions for text understanding. Scientists are examining various types of understanding: pragmatic understanding which actualizes the communicant's pre-knowledge in the speech situation, pre-understanding of the text, performed during its study from the discourse viewpoint. In this case, the text appears as an event, ensuring the existence and interaction of many senses (Gasparyan & Chernyavskaya, 2014), the actualization of new texts within the original and new texts as generators of new senses (Spitzmuller & Warnke, 2011). In this case, text understanding takes place in the process of its interpretation during the study of intertextual connections and the culture and situation context (Chernyavskaya, 2014), handling of available knowledge and creation of new knowledge, actualization of the interpreting cognitive activity within a discourse-text, identification and description of the language units' interpretative function within the discourse and a person's conceptual system (Boldyrev, 2012). Text pre-knowledge also includes different types of knowledge, which is why of interest are scientists' concepts wherein the sociocultural knowledge theory is developed (Kubriakova, 2012), sociocultural concepts are characterized, the principle of forming a subject's sociocultural knowledge within a context are studied, background knowledge is examined and classified, connotations facilitating the expression of the subjects' assessments are studied (Burukina, 2011), researches dedicated to the mentality of a specific people. All of this facilitated a social turn in cognitive linguistics (Harder, 2010).

Scientists are also studying conditions of the communicants' mutual understanding, wherefore one should observe the conventionalized regulative actions of communication, emphasis is made on the overcoming obstacles for perception and positive perception actualization, the assurance of the required text communicants' communication tone, emphasis is also made on the inclusion of communication styles and the transformability of language units within a text (Jackendoff, 2011). The understanding process modelling allows to identify the essence of understanding, which is why scientists offer different

models thereof: a graphical model, a conceptual blending inter-subject model (Lixin, 2012), a discourse world-modelling model, a “pattern” model, regulated in accordance with the sociocultural practice of the society (Cowley, 2011).

The article uses the statements of foreign scientists on the necessity of developing sociocultural knowledge, on the necessity of forming a new department of knowledge – socio-cognitive linguistics, which heralds the appearance of a new branch of science, the development of the inference theory, its understanding as a process of extraction of implicit text senses based on the performance of output operations (Gunina, 2012), the statements of G. Antos (1997), on various types of knowledge, knowledge of text as a generator of new senses, the experience of studying the text as a discourse (Chernyavskaya, 2014), the experience of taking into account the adequacy of the communicants’ cognitive styles (Jackendoff, 2011), emphasizing the coincidence of the communicants’ conceptual systems (Boldyrev, 2012), the experience of the necessity to observe communication postulates, taking into account brainwork modelling experience during interpretation (Lixin, 2012), experience in the use of “patterns” (Cowley, 2011), hashtags describing communication situation models, frame construction experience. The described experience can be used in the development process of the understanding theory of various types of texts, during the study of the literary text, during the study of the “Communication psychology”, “Language teaching theory and methods” and “Text understanding and interpretation” disciplines.

Aim of the Study

Analysis of various concepts of understanding literary text

Research questions

What factors affect the understanding of the text?

Methods

The article applies various methods: the method of cognitive analysis of the text as a communicative situation. In the process of a text cognitive analysis, emphasis is made on the analysis of the communicants’ presupposition (communicant’s social history) and the following are applied: the hermeneutic method (to understand the whole requires knowledge of its parts, to understand the parts one should have a notion of the whole), the pragmatic understanding method, when the properties of the statement’s pragmatic structure, the speech characteristics, the perception of the communicative situation, its observation, the communicants’ knowledge (pre-knowledge, general character knowledge, knowledge of the world) are taken into account; the modelling method (understanding models introduction); the inference method (when using the

given method, emphasis is made on the extraction of additional sense from the statement); the discourse analysis method, aimed at the interpretation of the text, which is required for understanding; the method of constructing a frame expressing the main information on understanding in terminals and additional knowledge – in slots.

Data, Analysis, and Results

In the context of the interdisciplinary approach to the development of the text understanding problem, the provision on text as a discourse event is taken into consideration, which is why emphasis is made on the interaction within the text of the speaker (author) and reader (literary text), trainer and trainee (educational text). For the successful interaction of the communicants one should master the extra-linguistic and inter-linguistic presuppositions. Extra-linguistic presuppositions facilitate the actualization of the sociocultural context. The following relate to the knowledge of the sociocultural window, ensuring the communicant's pre-knowledge and pre-understanding: knowledge of the communicant's social status, background knowledge. The extra-linguistic presupposition includes both psycholinguistic and cognitive and communicative factors: knowledge of perception conditions adequacy, generality of communication styles, attitudes, tone, communication postulates. The inter-linguistic presuppositions include linguistic, cognitive ones (language competence, word semantics knowledge, ability to extract the text implication). Successful application of various types of knowledge facilitates text understanding by the recipient (listener), its comprehension and interpretation.

One of the insufficiently studied issues, which found no solution, is the problem of understating the text. In language teaching practice, during the analysis of text, in most cases, only after-text work is taken into account, which lies in emphasizing of the text prop words and the explanation of their sense. In pedagogical psychology the text is considered as the process of understanding the different sign-symbolic system which implies the execution of the following forms of activity by the students: 1) distinction of two aspects (significate and signifier), 2) determination of the type of connections between them; 3) mastery of the rules of work therewith; 4) mastery of the reality translation rules into a sign-symbolic language (ability to construct a substitute); 5) transformation and modification of the educational material representative's sign-symbolic forms. According to L.P. Dobraev (1982), in order to understand an educational text one should pay attention to the text subject and text predicate. The text subject specifies what is spoken about in the text. The text predicate is what is spoken in the text about the text predicate. In any text, the predicate is intended to reveal, explain and substantialize something related to the object.

Psycholinguists consider it necessary to talk about the unity of the processes of perception and understanding in a text wherein the verbal reasoning memory represents an etalon (sounds, word-group, word) system hierarchy. On the sensing level, the word is the etalon, while the sensing is executed based on the object-system code, formed in the process of understanding. The object-system code, on the one hand, gives meaning to work's material elements (separate words, facts, phenomena used by the author), while on the other hand, it itself constantly changes, clarified and specified, influenced by this material.

To comprehend a text one can use understanding techniques, actualized during the four stages of text understanding, namely: the forming of questions to the text due to the need to fulfil the trainer's demands. Trainees cannot bring up questions to the text independently; the emphasizing of questions – props to the parts of the text expressing a relatively complete thought; trainees' solving of semantic tasks required to comprehend the text; an attempt to critically comprehend the text, the expression of a critical attitude thereto (Barkhaev, 2009).

The given understanding pattern is general and does not explain the essence of understanding. Text understanding comes down to only operations with the text's verbal units.

Understanding and comprehension can be different, depending on the text genre, "the forms of the given information and the means by which the message is provided, the message's content also influences the degree of understanding" (Luria, 2004). In order to understand a scientific text one should define the complex linguistic connections constituting the main thought of the scientific text. The purpose of understanding a literary text is the discovery of the implication intrinsic meaning (Barkhaev, 2009).

While considering correct A.R. Luria's (2004) statement on the need to differentiate types of understanding in scientific and literary texts, we still state that the level of complexity of understanding in educational and literary texts can be at variance, but overall, the requirements to take into consideration the "text subject" and "object" in the educational text (Doblaev, 1982), "text communicants" and presuppositions required for pre-understanding, are justified. Differences in understanding of various text types consist, in our opinion, in taking into account different types of information (factual, pre-information in an educational text), conceptual-semantic, factual, implication, pre-information to understand a literary text. To identify understanding descriptions in literary texts one should base oneself upon the provisions of the interdisciplinary approach on a complex analysis of any fact. The interdisciplinary approach to the analysis of literary texts allows to indicate and describe conditions of pre-understanding and understanding, based on the knowledge from various sciences. First of all, one should note the text perception process. In terms of text perception, the issue is not only in the perception of separate words and semantic connections established between them in order to understand the statement, but also in the perception of text subjects (communicants) by trainees and readers. During the perception of an educational text, the text subject in the "trainee – educational text", "trainer – educational text – trainee" dialog follows the universal learning logic: from the perception of specific examples to the formation of concepts thereof. The perception of information contained in an text takes place during its

observation, perception of a significant signal by hearing or by visual analyzers by means of transforming them into a word. The comprehension of the word and the entire text is performed by means of identifying lexical and semantic connections of the work in the text. Communicative learning strategies are applied to master the content of the text. However, an text can be learned during interaction with a trainer. In this case, interpersonal perception is added to the sensory perception of the text, when the trainee can perceive the trainer (speech, communication gestures of the “Other one”) based on interpersonal relations and activities.

To overcome perception obstacles one should follow the strategy of ethnocentric preconception overcoming, the strategy of the inclusion of a different culture, the positive perception adaptive strategy.

Text perception efficiency is ensured by means of creating text understanding conditions (pre-understanding, pre-knowledge, preconditions). That is why many concepts, particularly, in the philosophical hermeneutics concept of pre-understanding as a universal hermeneutic law, according to which non-preconditioned understanding does not exist. According to N.S. Gadamer (1967) pre-understanding is deduced to the necessity of knowledge of certain historical and cultural facts and events from the life of human society, context of the creation of one or another work. The scientist believes that for the successful understanding of the speech acts it is necessary to take into account the following factors, namely: 1) properties of the grammatical structure of the statement; 2) such characteristics as the tempo of speech, emphasis, intonation, tone, gestures, mimicry, body movement etc.; 3) observation and perception of the communicative situation (presence and properties of objects, humans etc. which are within sight; 4) knowledge/opinions about the speaker and his properties stored in the memory; 5) knowledge/opinions in relation to the character of the interaction taking place and about the structure of the previous communicative situations; 6) knowledge/opinions, obtained from the previous speech acts, i.e. from the previous discourse; 7) knowledge of the general character (first of all, socially meaningful) about interaction, about rules, mainly pragmatic ones; 8) other varieties of general knowledge about the world.

The addressee’s pre-knowledge includes two types of presuppositions as prior knowledge: extra-linguistic; intra-linguistic, taking part in the construction of the text linguistic corpus.

The development of teaching of the content of the extra-linguistic presupposition, including sociocultural knowledge of the communicant (speaker) in the text’s communicative situation (text author – reader, pedagogue – educational text addressee) is important for the understanding of both an educational and literary text. Extra-linguistic presuppositions ensuring the communicant’s pre-knowledge include sociocultural knowledge. The sociocultural knowledge theory is developed in the work of O.G. Dubrovskaya (2014), background knowledge is characterized and classified, connotations facilitating the development of the subject’s social intelligence and the expression of his assessments (Burukina, 2011), sociocultural concepts are researched, the connection between language units and a people’s mentality is studied. Interest towards the identification and description of sociocultural knowledge facilitated the formation of a new branch of cognitive linguistics –

socio-cognitive linguistics. All this facilitated a social turn within cognitive linguistics (Harder, 2010).

The inter-linguistic presupposition is connected with two of its types, such as: semantic and pragmatic. The semantic presupposition type is connected within a sentence with specific words and certain syntactic structure elements, which affords ground for distinguishing lexical and structural presuppositions.

The inter-linguistic presupposition can also represent an inferential phenomenon, a direction to the extraction of a new sense within the text. In cognitive linguistics, the inference is understood as a process of extraction of implicit text senses by means of the inference method (Gunina, 2012). Inference can also be viewed as any mental processes associated with the processing of information coming into a human brain, reasoning and characterized by the participation therein of the mental lexicon and memory, as well as cognitive knowledge storage structures. Inference is a process of performing three output operations: 1) output operation based on formal logic; 2) context determined output regulations; 3) operations associated with counterexamples interpretation.

In this case, the text is understood as a means to present various knowledge types. German linguist G. Antos (1997) calls the text a knowledge institutionalization form. On the one hand, reception, selection, structuring and formalization of knowledge is executed in the text, on the other hand, a text can be characterized as a critical comprehension, interpretation and transformation of knowledge (i.e. its increment), as well as a “rhetorically oriented” formalization of the incremented knowledge intended for the addressee’s perception (Antos, 1997).

The text arranges human knowledge scattered among numerous discourses within certain sociocultural and language forms. Our knowledge is not only recorded and presented in the form of texts, but is also created in a language type as a text, while every specific text becomes a generator of new texts, senses. That is why the text can be viewed as a process facilitating, in its turn, the creation of other texts. This allows to talk of the text’s discursiveness (Gasparyan & Chernyavskaya, 2014). In this case, discourse implies the communicative space wherein the interaction of certain texts is possible. The discourse analysis is aimed at ensuring the understanding of a text via its interpretation during the study of inter-text connections and its cultural and situational context, which assumes taking into account word semantics, background knowledge, cultural knowledge content (Spitzmuller & Warnke, 2011).

A discourse-text actualizes new knowledge and, by acting as a discourse, deals with knowledge transfer, handling of special knowledge and, most importantly, the creation of new knowledge (Chernyavskaya, 2014).

For a full understanding by the trainee, the reader of the “Other one” in a text, the “text knowledge subject sociocultural context” must be guaranteed. Therefore it is necessary to better present various extra-linguistic information: information on the literary text’s author (conceptual-semantic information, factual information), in a text (pre-information and factual, educational information containing information on an object, factual data, advance information (previous experience). In order to analyze a literary text, it is important to know full information regarding the author, the idea of the work, learn the information regarding his views, world view, for example, knowledge of the fact that A. Blok was an acmeist helps to understand the phrase “While I, the same and weary stranger On foreign soil, Stroll on like some late passenger, for beauty’s spoil”. In the early poems of A. Blok one can sense the urge to free oneself from earthen captivity, the comprehension of life as a dream, the desire for death as a serene dream. The author’s reframing of reality through his personal symbolic perception and world view attitudes facilitates his creation of an implicit text sense. The text’s implication expresses implication information. The author’s understanding and perception of reality is reflected in the conceptual-semantic information, consisting of the surface (factual) and in-depth (implication) information.

The following example from the translation of M.O. Auezov’s (1965) “The Path of Abai” gives a notion of sacrificing an “аккасқа” (akkaska) – a sheep with a yellow mark on the forehead, and “көкқасқа” (kokkaska) – a horse of a bluish coat color. In the translated text, specific names of sacrificed animals are omitted, being replaced by hyperonyms, general names: “Zete slaughtered the best sheep, whom she offered long ago as a sacrifice for the safe return of her son. Kunanbai also slaughtered in the aul of Kunke the sacrificial horse, whom he himself offered for the successful outcome of the trip” (Auezov, 1965). In this case, the translator made a mistake due to his or her lack of knowledge regarding the religious faiths of the Kazakh people, who sacrificed specifically a “white sheep with a yellow mark on the forehead” and a “көкқасқа” – a horse of a bluish coat color, as a sign of gratefulness to God. The white and bluish colors are the colors of God. Tengri lives in the blue sky – “көк” (kok). The sky is personified by Tengri. Animals of white and blue coat colors specifically have to be sacrificed to feed God. The translator, lacking extralinguistic knowledge of another people’s value system, made a linguoculturological mistake in the translation.

Lack of extralinguistic knowledge of a people’s value system leads to an incomprehension of communicants, facilitates the second communicant’s culture shock and anxiety, which show discomfort and misunderstanding – a natural reaction to the first communicant’s trait – straightforwardness in expressing personal judgments regarding a young girl. Such a character trait is inappropriate in a different culture (situation No. 1). In the following situation the communicant expresses fear mixed with anxiety when the first communicant disrespects the taboos of another people and violates them: “Do I know this man? – she asked. – This our administration chairman – Umirzhan Orazov, - said Adilbek. – What a handsome and stately young man. He has got to have some flaws if he is still single. We need to get him acquainted with Aizada, they are a great match. – Stop that! – Adilbek was embarrassed” (Sergaliev, 1987). Representatives of different nationalities take part in this dialog: Communicant 1 – a Russian woman, shepherd’s wife. With typical

Russian straightforwardness she frankly talks about a young man with whom she just got acquainted. Communicant 2 – Adilbek, is nervous and embarrassed, since Kazakhs find it inappropriate to have such frank discussions during a first encounter and to offhandedly intervene into another person's fate.

In the following example, a passage from a novel, a communicant's lack of knowledge of taboos and religious faiths of a different people causes another communicant's anxiety: "He has got to be a true courser, - laughed Dolinin, still coughing. – I have heard a lot about him. – You have not heard enough! – Recently, it has been hard for me to understand you... - You see, we do not call bad things their names. – Sandi hesitated and started obliquely explaining it to Dolinin, - For example, we call a wolf "grey fierce" or "bird-dog", we try not to use the word "died", saying "the last day has come". – All right, but what does Karakuin have to do with this? – Karakuin is said to have been stolen when he was still a colt and hidden in Adilbek's herds. The horse-stealer was shot. His name was Eraly. Adaybek was next. Then Makhambet fell, - said Sandi quietly. – And, once again, Karakuin was nearby. How can one not think ill of the horse? In our parts they used to say: he who saddles the Black Whirlwind makes haste to a black day" (Sanbaev, 2009).

Implicit literary text information is evident during the extraction of implied sense from the text by means of inference:

– Where is your baibishe (wife)? – Ulpan asked. – I live in Oreli, she lives in Soreli – Yeseney answered. Ulpan understood everything (Musrepov, 1982).

In this context, the first text communicant gives information with an implied sense. "Soreli" means a place where warriors were buried during long campaigns before their final burial. "Oreli" is a horse, hobbled by his front and back legs. Such a horse is both free and bound.

Extralinguistic and implicit knowledge are required to understand an educational text. For example, the following educational text includes the terms "realia" and "lacuna". These words are associated with a culture of any given people. In order to differentiate between these two terms, it is necessary to know not only their definitions, but also how lacunas function in different cultures, what conceptual and meaning shades they acquire.

Lacunas are a type of culture-specific words. The difference between lacunas and realia is that, firstly, realia closely correlate with the referent and imply a notion – an idea of an object present in one country and absent in another. Lacunas express the idea of an object present in two countries, but denote it during the expression of the notion's meaning shades. Secondly, realia are associated with the meaning via their expressed notions, while lacunas are meaning gaps. They denote meaning shades that are absent in the ideas of a country's residents'. Thirdly, realia are not connected with associations that are inadequate in relation to the object, while lacunas evoke different associations

for the native speakers of this or that language, which is associated with value systems and ideas of this or that language's native speakers.

In order to explain the essence of lacunas, it should be shown what conceptual meaning shades, cultural senses emerge in association with an object in different countries. For example, the word "home" is present in all cultures, but its meaning shades are different: for a Russian, "home" is a refuge, a shelter; for a Kazakhstani it is the parents' home, a big house – *kara shanyrak*; for an Englishman it is a castle.

One should also take into account the adequacy of the communication cognitive styles, its tone, communication postulates. During communication, the addressees attitudes can disagree with the communication format established by the addresser and the addressee will refuse to perceive the message on the offered tone. Difference in cognitive styles causes communication failures. R. Jackendoff (2011) states that language meanings and senses are interpreted within a human's entire conceptual system. This means that the efficiency of communication between communicants depends on the concurrence or non-concurrence of the partners' cognitive systems. According to N.N. Boldyrev (2012), communication successes or failures, mutual understanding and correct interpretation of statements are largely defined by the adequacy degree of the "adjustment of the communicants' conceptual systems in relation to each other".

All of this – community of cognitive styles, communication tone, partners' cognitive system adequacy – creates a similarity of their world view and allows them to identify with each other on the basis of knowledge community and information adequacy.

When working with a text, similarity of the general world view is achieved by the communication partners' mastery of the general conceptual information regarding the text author (knowledge of the internal presupposition, knowledge of the communicant, knowledge of the factual and implication information, knowledge of language signs (inter-linguistic presuppositions) and their rules of use in a certain situation.

Text understanding process modelling allows authors to construct its various models. A.A. Brudnyi's (1998) coupling model, in which three types (first type understanding, requiring a number of interconnected statements); second type understanding, requiring thesaurus knowledge; third type understanding (during this type of understanding, comprehension of a number of semantic guides is required) are characterized, is of interest. E. S. Kubriakova (1994) offers a level model of understanding. Three levels are emphasized therein: the level of perception of surface lexicogrammatical structures; the level of a more in-depth understanding, presuming the mastery of those sense aspects which do not have a sign representation, but arise in context juxtaposition; the understanding level associated with the explication and interpretation of the text. The linear model of understanding attracts attention. Therein, a graphical interpretation of brainwork during translation is offered, a conceptual blending and humorous statements inter-subject model is examined for understanding purposes, a "pattern" model, regulating the statement in accordance with social practice (Lixin, 2012), is used during text understanding, a hashtag model describing the communication situation and message topic models (Cowley, 2011). Discourse world-modelling by E.L.

Kushneruk and non-linear probability models by McClelland (Zappuvigna, 2012) are applied during the discourse-text analysis.

In our work we offer an understanding integrative model covering both levels of understanding of literary text and knowledge ensuring pre-understanding, pre-knowledge of communicants, as well as their interpretation of the text's in-depth sense, extraction of the statement's meaning. The model indicates the disciplines, basic provisions of which are included in the understanding process (Fig. 1).

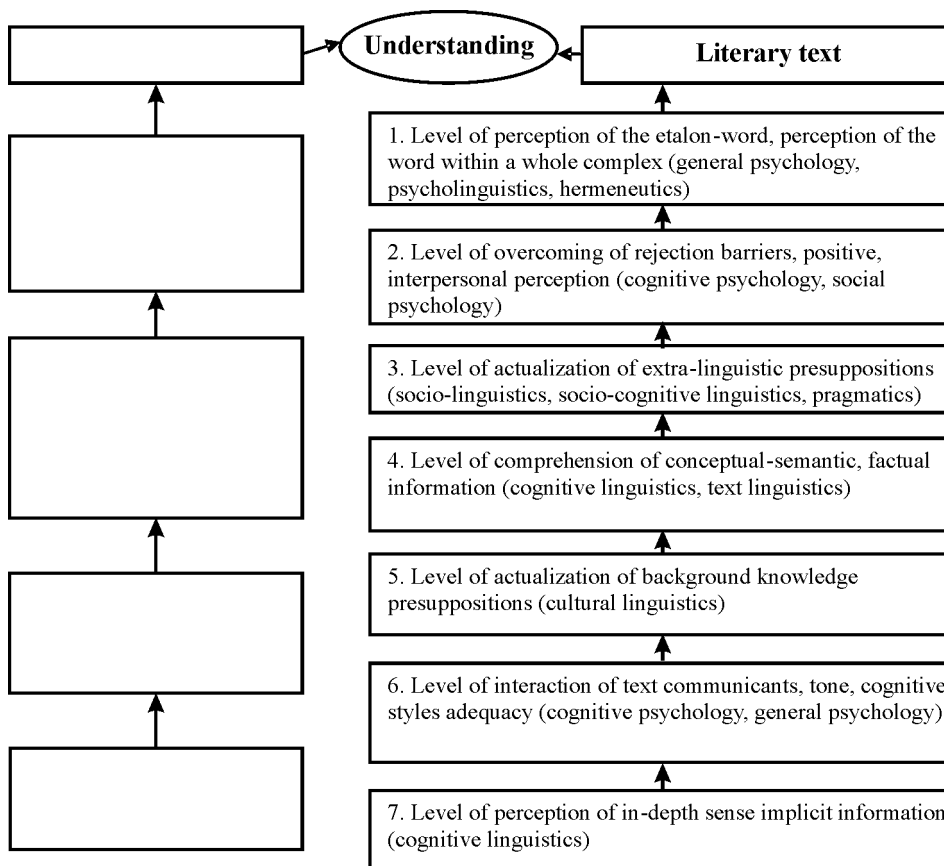


Figure 1. Integrative model of various text types understanding

One of the possible approaches, which shows the essence of the process and text understanding, is the frame approach. The frame in this case serves as the

unit of knowledge, organized around some notion. The frame contains data regarding substantial typical signs of the process and phenomenon. The “frame” is determined by M. Minskiy (1979) as a thought image of the stereotype situation.

The frame analysis of understanding facilitates the distinguishing of knowledge and conditions required to comprehend a text. In this case, the discourse-text appears as a structure of data, reflecting the knowledge regarding the situation wherein text subjects (author – speaker and listener) interact. This is the main terminal wherein the essential information regarding text understanding is provided. The rest of the information is presented in slots. Therein, notions of the types of presuppositions required to understand the text are provided (Fig. 2).

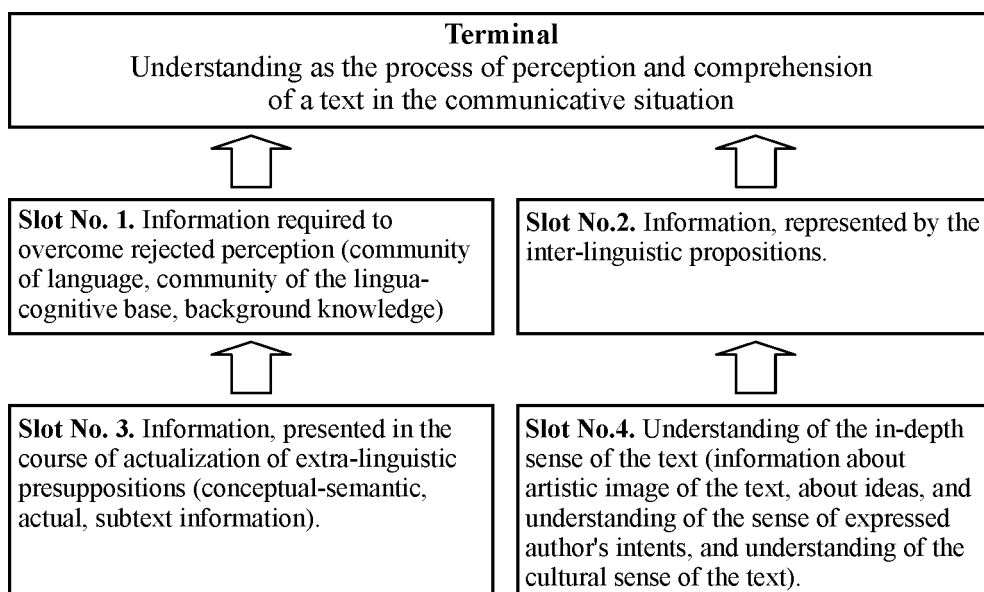


Figure 2.

Discussion and Conclusions

All of the above allows to come to the following conclusions: the research of the text understanding process based on the interdisciplinary approach is promising, as it allows to connect different knowledge of understanding into an integral unit, prove that terms of “pre-understanding”, “pragmatic understanding”, “pre-knowledge”, “presuppositions” include various types of sociolinguistic knowledge. All these terms have been examined in different sciences.

The research applies the interdisciplinary approach to the identification of the essence of text understanding, at that, indicates the provisions of different sciences facilitating the development of the text understanding integrative model: a) the concept of understanding (philosophical hermeneutics, psychological hermeneutics, pragmatics); b) the text sensing clause (psycholinguistics); c) social perception and its mechanisms (social psychology); d) perception types (direct, interpersonal and representative); e) “rejection” perception and ways to use positive perception (cognitive psychology and

general psychology); f) pre-understanding (philosophical hermeneutics); g) pre-knowledge, extra-linguistic presuppositions, conceptual-semantic, factual, implication information, sociocultural knowledge, background knowledge, the communicant's social history (social linguistics, socio-cognitive linguistics, text linguistics, cultural linguistics); h) inter-linguistic presupposition, inference, inference method, implicit knowledge, interpretation, frame (cognitive linguistics); i) discourse-text, the speaker's discourse, discourse method (discourse linguistics);

– defines and describes the knowledge types of the trainee (educational text) and the reader of a literary text, required for its understanding: a) sociocultural; b) linguistic (semantics), knowledge in cognitive linguistics (inference, interpretation); c) knowledge of the communicants' perception inadequacy reasons, knowledge of the forming of a positive, adaptive perception of partners, observance of communication postulates, controllability of the communicants' cognitive systems, tone, communication attitudes;

– uses methods of various sciences in complex;

– constructs an integrative and frame model of understanding.

One can widely use the interdisciplinary approach method to the analysis of language facts, units of any science, offered by E. S. Kubriakova (2012) and applied by us to the complex analysis of the process of understanding of various text types, use the clause of the article on the types of sociocultural, lingua-cognitive and cognitive and psychological knowledge ensuring the communicant's pre-understanding.

The interdisciplinary approach allows to view understanding as a multilevel term, including both different stages of understanding: (perception, comprehension of the word – the etalon, comprehension of statements based on the establishment of connections of words in a text), and levels of understanding and comprehension amid the sociocultural context (the whole), based on the application of both sociocultural (communicant's social history, its social roles, status, knowledge of sociocultural concepts) and background (lingua-culturemes with a cultural background) knowledge, linguistic, cognitive, meaning and in-depth sense actualizing, as well as knowledge of cognitive psychological conditions and communication factors.

Implications and Recommendations

The interdisciplinary approach to text understanding allows to characterize the text as a discourse event, wherein emphasis is put on understanding the speaker's discourse as the author's form of activity transformed by the understanding person (reader, trainee) in the process of interaction in a communicative situation. To ensure the understanding of the author's discourse, the trainer's educational discourse, one should master the

conceptual-semantic information, factual information regarding the author as pre-information, master the in-depth sense of the text, statement, based on the identification of implication information and based on the ability to perform operations of statement sense extraction.

The interdisciplinary approach facilitates the development of an integrative multilevel model of text understanding, on each level of which, knowledge required to ensure understanding is characterized and disciplines are indicated.

Thus, the analysis of understanding processes of various types of texts shows the need to involve provisions of different sciences facilitating the actualization of presupposition knowledge (extra-linguistic and intra-linguistic), brought in from various sciences (sociolinguistics, cognitive linguistics, socio-cognitive linguistics, cultural linguistics, pragmatics), ensuring pre-understanding (hermeneutics, psychological hermeneutics), pre-knowledge of interaction conditions, positive perception (general psychology, cognitive psychology, social psychology).

The future of the matter stated herein can be predicted as positive, because the development of the integrative theory of text understanding, communicants' mutual understanding, striving to eliminate communication barriers facilitates the activation of the intercultural dialog, communicants' mutual understanding.

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