

THE THEME GENERALIZATION OF THE THEORETICAL ASPECTS OF INTERPRETATION

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ABSTRACT

The article analyzes modern scientific ideas about interpretation, in particular about the interpretation of a text message; different approaches to the interpretation and content of this concept are compared, a conclusion is made about the significance of interpretation for the process of teaching reading. Text, interpretation, perception, interpretation, interpretation, hermeneutics, psycholinguistics, significant, speech-thinking activity

Keywords: interpretation, perception, interpretation, interpretation, hermeneutics, psycholinguistics, significant, speech-thinking activity.

INTRODUCTION

Modern scientific ideas about interpretation, in particular about the interpretation of a text message; Different approaches to the interpretation and content of this concept are compared, and a conclusion is drawn about the importance of interpretation for the process of learning to read. Text, interpretation, perception, interpretation, interpretation, hermeneutics, psycholinguistics, significa, speech and mental activity. The word “interpretation” is quite multifaceted, and, trying to explain one or another facet of this process, one can interpret it in completely different styles, i.e. give it some special meaning in a particular vision, taking into account various aspects of its application, relationships with other objects, meanings, etc. The term “interpretation” means the most important explanation of a particular process or phenomenon. When considering the interpretation from this perspective, it is necessary to pay attention to the general understanding and explanation of this concept, which comes from Lat. Interpretation, which in translation means ‘clarification as “interpretation”, explanation, disclosure of the meaning of an action performed in the process of description, which must be explained more widely than it is presented’. If we touch on the side of science, the word “interpretation” takes on a special meaning. In the humanities, the general understanding of the term “interpretation” is explanation, interpretation, interpretation. They do not mean a strict representation of one or another form of translation or explanation of the content of images, visual representations, recommendations for personal experience, subjective opinion, but a general worldview of this. The problem of interpretation is currently very relevant and attracts the attention of many researchers in various fields of knowledge: philosophy, linguistics, psychology, psycholinguistics, speech therapy. In philosophy it is presented as philosophical hermeneutics. The use of the word “interpretation” can also be found in the field of art: music, theater, opera, media, newspapers, where you can find the main examples of the use of this concept. In information-cybernetic theories one can see (notice) that the concept of “interpretation” is very often found in explanations of the theories of mathematics, computer science, and cybernetics. Interpretation is also used in the literature devoted to psychoanalysis

and psychotherapy of various directions, but the conceptual apparatus is borrowed from psychoanalysis, psychotherapy, psychology and very rarely from philosophy. In social psychology, the concept of “interpretation” is used in conjunction with such sciences as philosophy, information theory and cybernetics. In linguistic and logical-linguistic studies, interpretation is used along with the categories of logic, linguistics, philosophy and some other psychological concepts. If we touch upon this topic in linguistics, then this concept can be used in accordance with (in connection with) the development of problems of reading and understanding the text as such, but in this case there is a need to use the conceptual apparatus of linguistics and only a small part of psychology and philosophy. In linguistics, interpretation can be considered along with such concepts as “meaning”, “meaning”, “text”, “knowledge”, as well as in connection with the understanding of a word, sentence, text in works of a practical nature. They are aimed at learning and improving certain skills in working with text, at understanding the interpretation itself, and also at using it to reveal the deeper meaning of the presented text. Thus, in the studies of V.A. Kukhareno interprets interpretation as a process of comprehending a work and the very result of this process, expressed in the ability to present one’s observations and one’s understanding of what has been read. A.B. Esin formulated the concept of “interpretation” as interpretation, comprehension of the holistic meaning of a work of art, its ideas, concepts. In the works of L.G. Vasilyeva, T.M. Rogozhnikova, V.A. Rodnyansky, L.V. Sakharny, G.V. Serikov, the term “interpretation” is considered as a synonym for the concept of “analysis”, i.e. implies the disclosure of meaning on the basis of a clearly structured structure and with the help of thoughts presented in a certain sequence. These researchers believe that interpretation is a disclosure of meaning that includes, first of all, an analysis of the linguistic side of the work, the peculiarities of the functioning of various linguistic units in the semantic structure of the text. Analyzing various scientific literature on this issue, one can note the vagueness of the concepts and categories that are key in the interpretation, in the reading of the term “interpretation”. This is due to the fact that such concepts as “understanding” and “text” do not have an unambiguous definition and each author interprets these concepts in his own way, and therefore it is difficult to give them an exact definition. Interpretation, from the point of view of modern psycholinguistics, is a speech-mental process of manifestation and reconstruction of new meanings. In addition, this is a complex process that is formed through the emergence of a certain situation that contributes to its implementation. The word “interpretation” itself can be represented as a tool for cognition of phenomena or processes, as a result of which cognition is considered in close connection with the problem of understanding the text. Recognition of the identified problem is significant and is a really existing problem that arose in the course of the diversified development of various branches of human knowledge and culture. Within the framework of the philosophical approach, the issue of the relationship between understanding and interpretation has not yet been resolved, but many researchers, nevertheless, are inclined to coincide with these two concepts, rather than to their differences. First of all, we are talking about such parameters of understanding as depth, clarity, completeness, validity, and correctness. . Pointing to the significant complexity and diversity of the perception of a speech message, the researcher notes that, on the one hand, this is a process of direct, sensory reflection of reality, on the other hand, the perception of a speech

message is by its nature an indirect semantic perception. The study of understanding as a result of the process of interaction of equivalent semantic substitutions is considered in the works of N.I. Zhinkin and finds its application in many domestic studies. Thus, in the scientific works of A.A. Zalewski semantic replacements are correlated with the process of deep predication, which makes it possible to explain a number of facts of subjective equivalence not only of what is perceived, but also of what was stored in the individual's memory. In this case, it is necessary to take into account individual signs or signs of a sign, features of a person's emotional and evaluative experience, which are based on the fundamental principle "for me - here and now." These same ideas were reflected in the work of I.L. Medvedeva, associated with the study of subjectively experienced similarities and differences in the meanings of words in the native language, in correlating the meanings of foreign words, in building their internal structure. In the studies of I.O. Zolotova considered issues related to the role of units of the core of a person's internal lexicon in the processes of recognition (identification of meanings) of a perceived word. S.V. Lebedev considered the problem of semantic substitutions in the course of studying and interpreting the events of the subjective experience of the proximity of the meanings of the structural components of the synonymous series and the differences between this phenomenon and the linguistic justification of synonymy in the field of various scientific paradigms. In his numerous works, including those of recent years, A.A. Leontyev correlates the concept of text with the image of content and confirms the presence of dynamics of processuality, the objectivity of the process of understanding. He considers understanding a text as a process of decoding (transforming) the meaning of the text into any other form of its consolidation, which is not presented as a result of the process of understanding; states that a text is a way of understanding reality, understanding the world of this text or a system of texts that are united by a common meaning. According to A.A. Leontiev, depending on the nature of the activity and the place of perception in it, depending on the type of text, the strategy for perceiving and deciphering the meaning can be different. Referring to the thought of M.M. Bakhtin on the dialogical nature of any understanding, A.A. Leontyev points out that reading a text and understanding it always occurs for something and depending on this attitude, the perception of the text occurs. To consolidate the meaning of the text, the author proposes to use the following forms of work: retelling a thought in other words, transformation, translation into another language, semantic compression of the text, building an image of an object or situation, building personal semantic formations, emotional experience and assessment of an event, developing an algorithm of actions intended text. A.A. Leontyev notes the relationship between the image of the content of the text and a special kind of objectivity, saying that the reader operates from the very beginning with what stands behind the text. N.I. also adhered to this point of view in his studies. Zhinkin, who wrote that in the process of reading a text, an individual thinks not about words or their number, but about the content of what is read, i.e. about the reality inherent in the essence of the work by the author. It should be noted that in modern works, the image of the world is presented as an obligatory basis, without which neither understanding nor mutual understanding is possible (one should remember the emotional and evaluative experience of what is read). Hypothetically, the process of text perception in this case may look like this: a step-by-step synthesis of the semantic content of the text takes place on the basis of perceptual analysis and a parallel

content analysis, including semantic forecasting in this activity as its most important component. As a result of such analysis, which is heuristic in nature, images of certain linguistic units, primarily words, are retained in short-term RAM. In particular, there are practically no studies devoted to the problem of text interpretation by children with systemic speech impairments and the influence of the interpretation process on the formation of reading strategies in the conditions of directed learning.

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