

The Message Informativeness from the Standpoint of Communication Participants

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Abstract. The article raises the problem of forming the message informativeness which is the result of interaction between the subject and the object of communication. The author proves that this informativeness is not identical for the participants of information exchange.

In the course of research of this difference the factors influencing formation of informativeness specificity in consciousness of each communication participant are analyzed. Among them, the most significant are the features of the message generation and perception, which is confirmed by thorough scientific research of famous scientists in various anthropocentric areas.

In modern science the study of communication efficiency is becoming more and more actual. It requires attention to the specifics of all components of the information-cognitive canal, which are as follows: the subject of the communicative process (speaker, author), the object (recipient), the text and the processes of perception and awareness of speech message information.

The purpose of this article is to compare the processes of forming the message informativeness from the standpoint of participants in communicative interaction.

The nature of information transmitted in the communication process, the forms of its coding depend on human choice, therefore, the greatest attention in the study of information processes of different types should be paid to the study of communicators, i.e. the human factor, which is the important component of informativeness as a communicative category. This is the reason for the integration of various anthropological sciences, the object of which is man as the subject of the communicative process.

Predicted at the beginning of the twentieth century by Baudouin de Courtenay [4, 3-18] recognition of the thesis of "unconditional mentality (psychological) and sociality (sociological) of human speech" led to the emergence and development of psycholinguistics and sociolinguistics, which provided to take into account in linguistic research such communicative factors as: the speaker, the addressee, the message, the context, the specifics of the contact and the code (means) of the message, which is the object of research within communicative linguistics.

In the study of informativeness as one of the key categories of the information process, we consider it appropriate to rely on the communicative concept of G Kolshansky who emphasized that the semantic side of language units cannot be limited only by the analysis of any language models or

structures and stressed that the conditions of effective communication is the interaction of linguistic (intra- and extrafactors) and paralinguistic factors [10, 75 - 76].

The role of the human factor is observed throughout the two-way information process of text generation and perception: in the presence of communicators' brain as an organ where speech and mental activity is localized, in the use of cognitive space of both author and recipient, in human ability to form a communicative idea, in consideration of a person's cognitive properties in the involvement of a set of language units for the implementation of this idea, the ability to take into account the peculiarities of the situation in choosing the optimal language, their verbal design by means of national language and the reverse process of the recipients' awareness of information, in the ability to operate a certain language code as one of the most important features of the representatives of information exchange, characterized by certain levels of language competence.

Therefore, in the model "sender - text - addressee" special attention should be paid primarily to the subjective anthropocentric modules of the sender and the addressee. According to O Selivanova, the module of the sender (author) includes the mental-psychonetic continuum of his consciousness, which consists of mental functions of thinking (verbal and nonverbal), sensation, sensuality, intuition and transcendence. The module of the addressee is also considered by the researcher as the text recipient sphere of consciousness that provides perception, and on the basis of the interpreter (tendency to interpret the text by the interpreter, which follows from the direct perception of the message and the sphere of consciousness which correlates with semiotic universe and interiorized being) - understanding and interpretation [17, 144 -146].

Important for the perception and understanding of the text is the so-called mitigation, which means communicative-strategic harmonization of communicators, covering a wide range of meta-pragmatic stimulus communication strategies that allow the speaker to increase the effectiveness of their speech actions; one of the forms of discourse management [20, 5]. As means of such conscious or unconscious adaptation to the addressee by the sender O Tarasova considers: 1) speech convergence - similarity of speech of the sender and the addressee or their complementarity; 2) speech divergence - emphasizing the difference in communicative behavior; 3) observance of communicative balance - the speaker does not change his speech skills due to any reason [20, 6].

Perception of language competence as knowledge of language (lexicon, grammatical categories and paradigms, phonological components, rules of generation of syntactic constructions) [18, 367] allows to rely on appropriate types of information (conceptual, expressive, grammatical, etc.), which are components of text (message) informativeness which correlate with its properties such as formal (grammatical informativeness), semantic coherence (conceptual informativeness), emotionality (expressive and modal informativeness).

Each of the components of the linguistic category of informativeness (category of conceptuality, category of expressiveness, category of grammar, category of modality and other semantic categories) can be represented as a subfield of the functional-semantic field of informativeness. Each of these subfields has its own means of formal representation in language, which have been actively studied in both domestic and foreign linguistics.

In the formation of informativeness of communicative acts we can distinguish a universal, common to all mankind component based on the psychophysiological basis of linguistic and mental organization of the human brain, and an individual, subjective component, based on the specifics of perception of information elements by a socially marked individual.

Considering the expediency of differentiation in the category of informativeness cognitive and communicative varieties, the basis for the formation of informativeness as a cognitive category of universal nature, it is advisable to put the psychophysiological aspect based on research by leading psychologists and physiologists of higher nervous activity (L Vygotsky M Leontiev, O Luria, V Petrenko, A Ivanitsky, etc.), which formed the basis of psycholinguistic principles of communication between people.

In addition to the universal cognitive component of information, for language communication important are subjective factors such as: cultural component, field component, level of knowledge, feelings, outlook, notions that depend on experience, age, scientific level [see: 13, 30].

The structure of linguistic personality, actively studied by linguists (V Vinogradov, O Leontiev, Y Karaulov, G Bogin, etc.), according to Y Karaulov, consists of three levels: verbal-semantic (zero), thesaurus (first), motivational-pragmatic (second) with appropriate for each of them units - words, concepts, activity-communicative needs.

In the structure of the communicator O Tarasova distinguishes: microcontext, which characterizes the speaker as a specific linguistic personality with the real communicative intention, inherent in a specific communication situation; macrocontext, which refers the speaker to a particular society and culture; a metacontext that characterizes the speaker's worldview and the conceptual system within which he thinks.

The problem of generation and perception of speech is most closely related to the peculiarities of the detection of pragmatic informativeness as a component of the communicative kind of informativeness of the text, which is primarily based on the peculiarities of the human factor.

Modern linguists' consideration of pragmatics as an interdisciplinary field of research, as well as a branch of language science that studies the functioning of language units in speech, the use of language by speakers in communicative situations with the close interaction of communicators [1, 389 - 390], allowed scholars to identify key areas:

1) areas related to the subject of speech (illocutionary forces, speech tactics and types of speech behavior, rules of dialogue, speaker attitudes and pragmatic meaning of speech conditioned by situation; speaker reference, pragmatic presuppositions, organization of speech according to the most important components of the message, empathy, etc.);

2) areas related to the addressee of the speech (interpretation of speech, rules for deriving indirect meanings, perlocutionary effects, types of speech response of the addressee to incoming information, etc.);

3) areas related to the relationship between the participants of speech (forms of speech communication, social and etiquette side of speech, the ratio of social roles between communicators, etc.);

4) areas related to the situation of communication (interpretation of deictic signs, the impact of the speech situation on the subject of communication, etc.) [15, 212 - 213; 3, 10].

Thus, it is linguistic pragmatics that is based on the category of subjectivity in its relations with units and categories of language (E Benvenist, Y Stepanov, F Batsevich), which requires consideration of the communicative functions performed by the participants of the communicative act, and psychological characteristics of speakers.

According to modern psychology, informativeness depends on the characteristics of the recipient, the degree of trust of the listener to the speaker, the interest of the speaker in the recipient as a listener [21, 141]. The nature of informativeness is influenced by the situational conditionality of the act of communication (conditions of the speech act; the presence / absence of objects which the speech is about at the moment of speech communication; the duration of the communication act; high / low frequency of speech situation; means of communication: straight contact, telephone, radio, TV) [15, 214].

Thus, it is important to take into account both the psychophysiological factor and the social factor that characterizes a person as a participant in the communicative process.

Investigating the typological functions of the sender and the addressee in the structure of hypertext, A Zagnitko notes that in the process of communication the speech behavior of the sender and the addressee is characterized by corresponding functions that differ significantly and qualify as communicative functions of the sender and addressee [8, 16]. The addressee is endowed with the main function of the message (nominative, denotative, reference) and accompanying functions - cognitive (cognitive, epistemological) and appellative. The addressee is characterized by expressive, emotional, phatic (contact-establishing / contact-reactive) functions [8, 16]. Taking into account the peculiarities

of the functions performed by the participants of the communicative act allows us to talk about the adequacy / inadequacy of the exchange of certain information. For example, the linguistic means of implementing the contact-establishing function are the carriers of conceptual (social) and psychological informativeness, which the sender invests in communication. The adequacy of the recipient's perception of the information embedded in the language means depends on the readiness of the addressee to perform a cognitive function.

T Radzievska, connecting the communicative and pragmatic specifics of the text with the roles performed by the author, identifies different roles for different types of texts. For example, for a diary, the researcher calls the following roles:

- 1) the role of the figure (with the priority of the idea of activity over the idea of communicativeness);
- 2) the role of the carrier of the psychological state;
- 3) the role of the chronicler (fixation of events of the past period with regular repetition of such a procedure);
- 4) the role of the writer [16, 165 - 171].

To identify certain language manifestations of a certain type of communicator, the style of communication is important (partner, non-partner; dominant, dramatic, aggressive, soothing, impressive, accurate, inspiring, attentive, friendly, open) [2, 190].

An important factor in the formation of motivational and pragmatic level of consciousness of the communicant is the consituation in which communication takes place. In this direction, it is interesting to study the problems of reference statements, their spatio-temporal, and other deixis, i.e. taking into account the time and place of the situation, cause, purpose, etc.; the influence of the communicative situation on the topics and forms of expression, contextual influence, etc. [17, 74].

The consituation is one of the most important tools influencing the actualization of certain types of information. A specific communicative situation is a variant of a social situation that has its own parameters: social time (discussion of current or past / future events), social space (place of communication - city / village; Ukraine / foreign countries, presence / absence of the object of discussion etc.), social roles of the communicator and the addressee, which are characterized by a certain social status, gender, age, professional affiliation, a certain level of development (status of knowledge of interlocutors, their apperceptive base), psychological features, a certain psychophysiological state during the communicative act etc.

Scholars' interest in the role of the consituation is caused by the expansion of the view of language as an element of human activity, a means of communication (both verbal and nonverbal).

The concept of consituation includes the concept of context. For example, V.Petrov considers that an expanded interpretation of the concept of context necessarily involves taking into account the individual cognitive state in which specific speakers are acting. In this case, it means that the language is used by people with different cognitive and life experiences on a completely different "motivational background", which reflects individual intentions and goals, needs and norms, knowledge and beliefs, etc. [14, 5 - 6].

In linguistic research the scientists pay attention to the role of consituation primarily in the analysis of dialogic speech. The question of the place of the situation in the creation of the monologue has not been studied. After all, a monologue is written or uttered by a specific person with certain psychological and social characteristics, certain experience and skills, under the influence of certain circumstances, being in a certain socio-political environment and so on. Much in this direction was done in literary studies, which analyzed the conditions for the emergence of works, especially artistic. However, the linguistic interpretation of the role of the situation in monologue speech, the connections that arise between the circumstances of the situation and the possible variants of texts, and not only artistic ones, have not yet received sufficient attention.

Linguists take into account the specific situation in which people communicate, based on the results of research on the problem of the situation, which is actively conducted by social psychologists (O Leontiev, M Kagan, E Bern, T Harris, D Jongeval, M James et al.) and concerned primarily the

classification of types of communication depending on the situation as a set of socio-psychological conditions that accompany verbal forms of communication.

The variety of approaches to identifying types of situations in socio-psychological terms indicates the multifaceted nature of this phenomenon, the need to study it, including in order to take into account when studying the information properties of speech units, i.e. the implementation of informativeness as a communicative category.

The consituation in combination with the personal characteristics of communicators is a determining factor in the use / non-use of different types of extralinguistic means of realization of pragmatic information.

The need to take into account in the communication process extralinguistic factors that accompany the process of information exchange and accordingly affect the communicative state of communication participants and the communicative and informational properties of the speech message (text), indicate that all these tools can be used to analyze the information process.

The level of correspondence of communicative characteristics of participants of information exchange (author and recipient), first of all, their language competence and apperceptive base underlies the level of correspondence of informativeness of the text laid down by the author and informativeness of the same text in perception of the recipient. Perfect, one hundred percent correspondence is a rather illusory concept, because even the text perceived by the author after a certain period of time will differ in its informativeness from the informativeness that the author invested in it when writing. Here is such a variant of informativeness as auto-informativeness, which is formed in a situation where the recipient of information is its author. This happens, first of all, when the author repeatedly refers to the text created by him. Typically, in this case, the writing and re-perception of such a text by the same person are separated by a period of time, accompanied by certain changes in the nature of the situation and the language personality of the sender, who acts as the addressee.

This type of informativeness is formed from the informativeness of the sender and those factors that are introduced into the situation by changes caused by the formation of the addressee as a linguistic personality.

In studies of psychophysiological processes that occur in the human brain during the perception of information [9], there are three stages of getting information into the human brain: 1st - analysis of the physical characteristics of the stimulus; 2nd - synthesis of sensory and non-sensory information on the stimulus; 3rd - identification of the stimulus, i.e. its assignment to a certain class by categorization, in the process of which "a complex conceptual apparatus which also contains a language function is used" [see: 22, 60].

Perception of speech, which is studied within many scientific areas, is interpreted differently in each of them: in psychophysiology and physiology of speech - as a process of speech signal processing, which consists of primary auditory analysis, selection of acoustic features, phonetic interpretation; in experimental and general phonetics - as a set of mechanisms that ensure the transition from the primary phonetic description of sound or sound sequence to its interpretation as a certain unit of the language system; in psycholinguistics and psychology of speech - as a system of processes of text processing that precede its understanding [12, 86 - 87].

At the level of information perception the process of informativeness unfolds in the following order: from perceptual perception of verbalized language sign through its semasiological interpretation to the identification of key information, the set of which underlies the formation of informativeness of the text, complemented by nonverbal factors forming the pragmatic segment of informativeness.

It is considered that the minimum unit of meaningful perception of speech is a word, but when perceiving a graphic text, such an operational unit may be larger than a word (phrases, expressions, paragraphs, etc.) [12, 86 - 87]. In the perception of speech, as well as in its generation, it is necessary to divide the text into its discrete information units - informems, which may be different in structure and, indeed, have certain specifics in detection and verbal design depending on the form, style, genre

and other features of the text, and depending on the socio-psychological characteristics of the recipient.

At the level of perceptual reception of information, a special role is played by the senses (perceptual structures of the human body: sight, hearing, tactile sensations, etc.). Even at this level the peculiarities of perception are characterized by the individual properties of the recipient. Thus, audibles are able to receive more information through the auditory canal, while visuals do it through the visual and so on. Such individual characteristics of recipients are not national in nature, so they are close to the universal, inherent in non-national psychological types of people.

The primary processing of information is considered to be carried out in the sensory organs of man and animal. It leads to the selection of certain features which images are formed by in the future. In the process of information processing, it is possible to operate with combinations of such features or other more complex structures that describe images [11]. Using the terminology of cognitive linguistics, we can assume that we are talking about the formation of concepts that can be expressed in the form of frames consisting of certain combinations of features-slots. The field structure of such concepts is characterized by the fact that its core includes slots that correlate with the elements of conceptual informativeness, and the periphery consists of slots that correlate with the elements of communicative informativeness. This structure fully corresponds to the structure of associative neural fields, which are actively studied in neurolinguistics [see, for example: 11, etc.].

Classifying cognitive means (actually language as knowledge, enshrined in the semantics of language, and pragmatic) B Gorodetsky specified the pragmatic factors of the text perception in such main types of goal setting: defining the theme of the text; acquaintance with new facts; linking facts; awareness of the author's opinion about what is being reported; making decisions about practical actions; obtaining aesthetic pleasure; determining the semantic similarity of this message and some other text; determination of the required class of information; formulation of certain inferences; message folding; paraphrasing the text; formulation of questions on it; answers to questions on a particular text; anticipation of its continuation, its translation into another language [6, 13 - 14].

Given that one of the requirements for effective information exchange is the adequacy and reversibility of encoding and decoding processes, we can assume that these processes occur primarily on the periphery of the emerging concept, precisely where the human component is connected to the permanent nuclear component of the concept. This human factor is based on a purely human property of human intellect - the ability to associative thinking. In other words, the processes of encoding and decoding information by both the author and the recipient (their interpretation of textual information) take place on the periphery of the concept structure within the subset of neurons that encode any information element, creating a neural ensemble. A neural ensemble refers to a subset of neurons in which there are a large number of mutually excited connections between neurons. In such an ensemble, it is sufficient to activate only part of the neurons, and due to the propagation of excitation through the ligaments, it is activated all. Since each of the neurons can be part of many different ensembles, the activation process will cover the entire network, unless special measures are taken to regulate the level of overall activity of network neurons [11, etc.]. The difference in the interpretation of the peripheral zone of the concept by the author and the recipient is explained, first, by the structure of associative networks, which is physiologically based on neural ensembles and depends on educational, age, psychological, etc. properties of the communicator; and secondly, the direction of movement of associations within the formed associative networks, due primarily to the peculiarities of the consituation.

Taking into account the functional asymmetry of the human brain hemispheres, in which the left hemisphere mainly localizes linguistic generalizations of thinking, and the right (subdominant) hemisphere localizes concrete-image thinking, and the differentiation of conceptual and expressive information, we can think that the right hemisphere at least for "right-handers") is actually the "receiver" of information of both types, however, if the expressive information in the right hemisphere remains for processing, the conceptual information is sent for processing, analysis, generalization to the left hemisphere, where it is in contact with apperceptive base components, human, enriched,

transformed and transformed into new, perceived information. In fact, in the left hemisphere there is a process of awareness and storage of perceived information. In case such information is not sufficiently understood (incomprehensible, for example, due to insufficient level of apperceptive base of the recipient) for perception of informativeness of the text, it is again sent to the right hemisphere, where due to additional information received by the person during additional questions, reference sources, etc. this enriched information is again transported to the left hemisphere for new contacts with the human apperceptive base. It is there that the formation of qualitatively new, newly perceived information takes place, which becomes an element of the conceptual space of the recipient. Such functioning of a brain in the course of information activity is perceived by us as one of important segments of cognitive activity of the person.

Conclusions. So, the message informativeness of the author and the recipient (even if this recipient is the author himself) can not be considered identical. However, it should not be assumed that the informativeness of the perceived text is always reduced: some recipients due to their apperceptive base are able to perceive larger amounts of information than those provided by the author (for example, information about psychological qualities or condition of the child when perceiving a student work by an experienced teacher).

The difference between the informativeness of the author's text and the informativeness of the text perceived by the addressee can be both negative (in case of loss of certain types of information segments laid down by the author) and positive (acquisition by the addressee in the process of perceiving additional information not consciously embedded in the text): $I-1 - I-2 = I-3$, where $I-1$ - informativeness laid down by the author, $I-2$ - informativeness perceived by the addressee, $I-3$ - delta, the difference between the informativeness of the same message in the assessment of different communicators.

The adequacy of information exchange is influenced by the level of perception of the informativeness of the message by the recipient, as close as possible to the informativeness of the message formed by the speaker.

Conditions for such an approximation, understanding of perceived and perceived information can be considered: correlation of information with knowledge in language (language genres or schemes of superstructures, metatext, clichéd structures of neurolinguistic level, through the prism of which texts and events are perceived) [5, 172]; correlation of the perceived addressee with his own experience, his typical program of the situation and the language code of this situation, background knowledge, i.e. general for the author and the addressee knowledge about the subject of discussion [19, 197; 7, 55].

Thus, the quality of communication, which depends on the level of proximity of informativeness of the generated and perceived message, is influenced by psycho-physiological processes of generation and perception of information, characteristics of information exchange participants, features of nonverbal factors and so on.

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