

INTERPRETATION IN COGNITIVE ANALYSIS COURSE OF MISUNDERSTANDING CONCEPT

This article deals with the linguo-cognitive aspects of misunderstanding as interpretation type against the English language background. The research rests on the cognitive-discourse approach towards understanding problems in the discourse comprehension. This perspective provides the study of misunderstanding – in the flow of the English intercourse. The analysis is based on the corpus of dialogic entities taken from the modern English fiction.

Misunderstanding is a communicative cognitive phenomenon, which occurs with a message reception during dialogic interaction between two or more interlocutors. The analysis of the English language dialogical unity, manifesting misunderstanding, proves its existence in two aspects – the communicative and cognitive.

From the cognitive linguistics perspective, misunderstanding is connected with the concept of interpretation – the kind of cognitive activity aimed at finding the meaning of the message. The incorrect interpretative process forms pseudomental discourse representation, create the cognitive prerequisites of misunderstanding as a type of interpretation [4, p. 160].

The misunderstanding reason may be caused by differences in the standard linguistic competence of communication. For instance:

1) in particular, it is a proper perception of the phrase:

- *Do you
know what I 'm frightened of?*

- *Some man...*

- *Yes – but I didn't say whom – I said what ... I'm afraid of
being killed (5, p. 49).*

In this dialogue the speaker points to the wrong understanding of the question.

2) proper identification and interpretation of ambiguous lexical and structural units, which can be characterized in different ways:

-Yes, it's my first trip. I'm touring the country by train. The US countryside is beautiful.

- It certainly is, especially in my neck of woods. I'm from Alabama. Do you all plan to travel down that way?

- No, I'm travelling alone (7, p. 22).

In this example misunderstanding can be observed because of different interpretations and ambiguity of the word you. In English language there is no differentiation of the personal pronouns of the 2nd person singular and plural, so the misunderstanding appears.

3) the use of the knowledge of semantics, idioms and phraseology of the language:

- Excuse me... Will we arrive in Chicago at three-thirty?

- You got it.

- I got what?

-You've got the correct information. It's a short way of saying "you're correct" (7, p. 49).

4) understanding of professionalism, vulgarism, slang:

- I think we've got floater on our hands, Chief

- A floater? What in Christ's name is floater?

It was a word Hendricks had picked up from his night reading.

- A drowning, - he said embarrassed (4, p. 18).

In the last example, the misunderstanding reason is the semantic component. Idiomatic use of *to get* and non-traditional use of the word *floater* instead of the traditional *drowning* (in addition, these lexical units have significant semantic differences) produce peculiar barriers to the way of full understanding.

5) interpreting of the foreign origin words and etc.:

- I've asked you a question. Who is the boy?

- Un monsieur, said Bernadette.

Did she mean by that an older man, or was Bernadette, in using the word "monsieur" implying a social category? "Quel monsieur?", said Nora. Bernadette shrugged (6, p. 34).

Misunderstanding arises because of discrepancy in perception of the information. Adoption of the given information is singled out as a separate stage. It can be assumed, that misunderstanding, incomplete or improper disclosure of statements can cause the following factors:

1) problem determination of the propositional content of the speech act. The focus becomes a statement that is contained in the communicative message. Just this very constant represents the basis for a model world creation [1, p. 138].

- *I'm gonna need a man with me. I lost my mate, and I wouldn't feel comfortable taking on that big fish without an extra pair of hands.*

- *Lost your mate? What overboard?*

- *No, he quit. He got nerves...*(4, p. 205).

In this case the inadequacy of the recipient's mental representation arises as a consequence of an incorrect definition of a sentence *I lost*. An interpreter fixes incorrect sentence "he was killed" instead of the correct one "he quitted". This case also confirms the unity of linguistic and cognitive components in the speech interpretation process.

2) a statement as a complex entity contains both the sense and reference, as it correlates with the corresponding situation.

The success of communication depends on the availability of the mutual referents. A lack of a common referent leads to the recipient's misunderstanding. It causes the communicative failure or attempt to understand the content, using probing questions which require supplementary information:

.... *In Kensington Garden it was. A nurse there asked me the time.*

- *A nurse? A hospital nurse?*

No, no – a children's nurse. Such a pretty baby it was...(5, p. 10).

The first stages of interpretative process are the principal determinants that form the basis of the success or failure of the speech interaction implementation. The failures during the linguistic perception directly affect the formation of an interpreter's model world and the reflection of the utterance semantics in recipient's notions. Inadequate

model world formation becomes the main cause of misunderstanding, incomplete or improper content disclosure of communicative messages.

The interaction problem among the members of different cultures occurs during the interpersonal communication, the text translation. Here we can find misunderstanding. Communicative strategies of different cultures are inextricably linked to the internal properties of the cultural system and its main values. They are designed to overcome the cognitive nature of misunderstanding.

List of references

1. Кубрякова Е. С. Краткий словарь когнитивных терминов / Под общей ред. Е. С. Кубряковой. – М.: Филол. ф-т МГУ им. М. В. Ломоносова, 1997. – 245с.
2. Маковська Н. М. Непорозуміння як проблема когнітивної лінгвістики / Маковська Н.М.// Науковий вісник ВДУ. – 2002. – Вип. 5. – С. 159–165.
3. Швачко С.А. Статус лакун в языке и речи / Швачко С.А.// Сборник статей: Когнитивная лингвистика. новые парадигмы и новые решения / отв. ред. Пименова М.В. – Москва: ИЯ РАН . Серия Концептуальные исследования. – 2011. – вып. 15, С. 201-207.
4. Benchley P. Jaws. – London: Pan Books, 1985. – 285p.
5. Christie A. Murder in Mesopotamia. – London: Pan Books, 1991. – 190p.
6. Gallant M. My Heart is Broken. – Penguin Books, 1991. – 280p.
7. Murphy A. F. Cultural encounters in the USA // Cross-cultural dialogues and mini-dramas. – National Textbook Company, USA, 1996. – 120p.

Lytyuha Y.V. Interpretation in cognitive analysis course of misunderstanding concept [Текст] / Y.V. Lytyuha // XIII Международная конференция посвященная проблемам общественных и гуманитарных наук: Международная научно-практическая конференция, г. Москва, 26.10.2013г. – М.: Центр гуманитарных исследований «Социум». – С. 17-20