

## **Psychological Analysis of Different Types of Discourse**

### **Психологічний аналіз різних типів дискурсу**

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## ABSTRACT

*The purpose of this article is to define different approaches to the classification of discourse, to actualize the main criteria for the selection of types of discourse, to show concepts with the help of which we'll describe great differences between some types of discourse, to propose examples of such exercises-tasks that will help to more clearly and specifically present the practical use of this scientific discourse, to display discourse as one of the main concepts of contemporary Pragmatic Psychology.*

**Methods of the research.** *The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.*

**The results of the research.** *Scientists identify five types of discourse, which are implemented depending on the situation: discourse as a means of communicative action (for example, conversation for the purpose of information and education or a pre-arranged discussion); discourse as a means of ideological influence, that is the process of communicative action, which only takes the form of discourse (all forms of ideological justification); therapeutic discourse (psychoanalytic conversation between a doctor and a patient); a normal discourse, which has the aim to provide a scientific discussion; new forms of discourse (learning through discourse instead of discourse as a tool for information and instruction, a model of a free seminar discussion). According to these types in the article there were proposed examples of such exercises-tasks that will help pupils more clearly and specifically present the practical use of this scientific discourse.*

**Conclusions.** *We believe that Pragmatic Psychology can be shown as the independent interdisciplinary field of knowledge that closely interacts with Linguistic Pragmatics and Cognitive Psychology. Pragmatic Psychology in its scientific paradigm focuses on two basic, intertwined concepts – the meaning and the activity. Pragmatic Psychology is the core of a purely activity approach according to people's speech, a global analysis of purposeful human use of sound structures, such as segmental and prosodic, tokens, word forms, schemes, phrases and sentences, different types of elementary speech acts and their complexes, communicative moves as chains, discourses of different types, etc. Thus, having*

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*had such a wide field of scientific research, Pragmatic Psychology is actualized on two levels of its analysis – a superficial (symbolic) level and a deep (cognitive-semantic) one. Thus, Pragmatic Psychology implies the subjective-activity space of the addressee (his / her pragmatic attitudes, deixis, features of quasi-communication), performativity, the theory of speech acts, various explicit and implicit ways of organizing the language code by the subjects of communication (press position, implication, implicative scripts, maxims of cooperative interaction of partners of communication, indirect speech acts, conditions of productivity and success of the process of communication in general); theoretical and applied aspects of relevance; psycholinguistic principles and mechanisms of communication; some aspects of the theory of speech interaction and conversational speech.*

**Key words:** *discourse, discourse as a means of communicative action, discourse as a means of ideological influence, therapeutic discourse, a normal discourse, a scientific discourse, Pragmatic Psychology.*

## Introduction

The written form of speech has the aim to overcome the distance between the speaker and the addressee at the movement both spatial and temporal. This overcoming became possible only with the help of a special technological invention; it is a creation of a physical medium of information. The further development of technologies has led to the emergence of a more complex repertoire of forms of the language and lingual discourse in such kinds of printed discourse, as telephone conversation, radio broadcasting, communication through Viber and with the help of Scype, correspondence by e-mail. All these types of discourse are allocated on the basis of the type of information carrier and have their own peculiarities. Communication by e-mail has a special interest as a phenomenon that arose 10–15 years ago, which has received during that time a huge distribution.

Of course, there is a medium between oral and written discourse. Like a written discourse, electronic discourse has used a graphical way of fixing information, but like oral discourse

it differs with passivity and informality (Хупавцева, 2020). Even more pure example of connection of features of oral and written discourse is communication in the mode of Talk (or Chat), when two partners «speak» through a computer network: on one half of the screen the participant of the dialogue writes his / her own text, and on the other half he / she can see the initially displayed text of his / her partner of communication. The study of the features of electronic communication is one of the most actively developing areas of contemporary discourse analysis (Blagovechtchenski, Gnedykh, Kurmakaeva, Mrktychian, Kostromina & Shtyrov, 2019).

The pragmalinguistic model of discourse highlights the signs of a way or a channel of communication. We distinguish such means of communication, as informative and linguistic means, meaningful and actual ones, serious and not serious means, etc. (Mykhalchuk & Onufrieva, 2020). The channels of communication are *oral and written ones, contact and distance channels, virtual and real ones*.

It is worth mentioned another kind of discourse – *the imaginary one*. A person can use the language without making any acoustic or graphic traces of linguistic activity. In this case, the language is also used communicatively, but the same person is both the speaker and the addressee. Due to the absence of easily observable manifestations, the imagined discourse is much less studied than oral and written ones. It is one of the most famous studies of imaginary discourse, or, in traditional terminology, the inner language (Crookes, 1989; Mykhalchuk & Bihunova, 2019).

Therefore, **the purpose of this article** is to define different approaches to the classification of discourse, to actualize the main criteria for the selection of types of discourse, to show concepts with the help of which we'll describe great differences between some types of discourse, to propose examples of such exercises-tasks that will help to more clearly and specifically present the practical use of this scientific discourse, to

display discourse as one of the main concepts of contemporary Pragmatic Psychology.

### Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

### Results and their discussion

Under the conditions of various general means of teachings, communicative principles, *argumentative, conflict and harmonious types of discourse* are realized. Another approach to the classification of discourse is the classification of researches (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) which distinguish *TV and radio discourses, newspaper, theater, film discourses, literary discourse, discourse in the field of public relations (PR), advertising discourse, also political, religious (fideistic) discourses*.

According to other scientists (Brédart, 1991), the main criteria for the selection of types of discourse is *the degree of formalism of communication*, as well as the opposition of oral and written discourses. On the basis of the type of information, the following types of contemporary discourses are distinguished: radio broadcast, printed discourse, telephone conversation, correspondence by e-mail, communication on the Internet. All varieties of these types of discourse have their own peculiarities, and their research is actively engaged in the field of contemporary discursive analysis (Cilibrasi, Stojanovic, Riddell & Saddy, 2019).

Scientists identify *five types of discourse*, which are implemented depending on the situation:

– *discourse as a mean of communicative action* (for example, conversation for the purpose of information and education or a pre-arranged discussion);

– *discourse as a means of ideological influence*, that is the process communicative action, which only takes the form of discourse (all forms of ideological justification);

– *therapeutic discourse* (psychoanalytic conversation between a doctor and a patient);

– *a normal discourse*, which has the aim to provide a scientific discussion;

– *new forms of discourse* (learning through discourse instead of discourse as a tool for information and instruction, a model of a free seminar discussion) (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020).

Great differences between some types of discourse were described with the help of the concept of the genre. This concept was originally used in literary criticism to distinguish such types of literary pieces of art, such as, for example, short stories, essays, novels, poetry (Mykhalchuk & Kryshevych, 2019) and a number of other researchers have suggested in some case broader understanding of the term «genre», which extends not only to literary but also to other language achievements. Nowadays, the concept of the genre is used in the discursive analysis quite widely. Exhaustive classification of genres does not exist, but examples can be called a household dialogue (a conversation), a story (the narrative), the instruction on using the device, an interview, a report, a political statement, a poem, a novel.

Genres have some fairly stable characteristics. For example, the story, firstly, should have a standard composition (a beginning, a culmination, the interlace) and, secondly, has some linguistic features: the narrative contains some periodic of events organized in a timed manner, which are described by the same type of grammatical forms (for example, verbs in the past time) and between which there are some connecting elements (the type of union then). Problems of language specificity of genres are not developed enough well. It was shown that for many genres with the aim to emphasize stable formal charac-

teristics it was quite difficult to do it. Scientists proposed to consider genres as cultural concepts, lacking stable language characteristics, and further distinguish the types of discourse on the basis of empirically observed and quantitatively measurable parameters – such as the use of past forms of time, the use of adjectives, the use of personal pronouns (Mykhalchuk & Ivashkevych, 2019).

From the point of view of sociolinguistics, two main types of discourse can be distinguished: the personal (individually oriented) one and the institutional discourse. In the first case, the speaker acts as the person who enriches into his / her own inner world, and, in the second case, it is as a representative of certain social institutions. *Personal discourse* exists in two main varieties: in everyday and in existential process of communication.

Private communication takes place between well-known people, it is reduced to maintaining contact and solving everyday problems. Its peculiarity is that this communication is dialogical in its essence, proceeds dashed, the participants of the communication know each other rather well and therefore communicate at a shorter distance without talking in details about what has being discussed. This conversation is rather obvious and easy to understand. It is important for this type of discourse that rightly states as verbal communication, because complements are non-verbal and the main information is transmitted by mimicry, gestures, actions accompanying in the language system, etc. The specifics of everyday communication is reflected in details in conversational language studies. Household communication is a natural source of discourse, organically assimilated from our childhood. This type of discourse is characterized by spontaneity, strong situational dependence, pronounced subjectivity, logic violations and structural formality of expressions. Phonetically here it is a fuzzy, fast pronunciation. Communicating in a private way, people resort to lowered and slang vocabulary, although statis-

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tically speaking words make up no more than 10% of the lexical fund of expressions in colloquial speech. The most important characteristic of units of spoken language is their specific denotative orientation, these words are indicative because of their purpose (that is why they are easily replaced by non-verbal signs). In addition, when we tell about well-known people the limiting (restrictive, passive) function of communication is realized, communicants use those signs that emphasize their belonging to the respective team (a family, a group of people) and incomprehensible to other people. The fuzziness of the pronunciation correlates with the semantic peculiarities of the units: the meaning of words is rather mobile, the words are easily replaced by the approximate substitutions, the language with the used pronouns is emotive: «Well, what are you?» – «So I'm here, here...» – «Oh, well, well».

*Household discourse* differs in some a case that the addressee has to understand the speaker from the first word. The active role of the addressee in this type of discourse gives the speaker more opportunities for the quickest switching of topics, as well as for the easy translation of information into subtext (the irony, a language game, hints, etc.).

In contrast to the household it is the existential discourse, which is used with some attempts. They are made to reveal the speaker's inner world in general; communication is widespread, with a richly saturated character; all forms of the language are used on the basis of the literary language; eternal communication is mostly monolithic and it is represented by the help of fiction, also by philosophical and psychological introspective texts.

*Existential discourse* can be direct and indirect. Direct existential discourse is represented by two opposite views: a semantic transition and a semantic break-through. The compositional-linguistic form of the semantic transition is some kind of reasoning, that is a verbal expression of thoughts and feelings, the purpose of which is the definition of non-obvious



phenomena that are related to the external or inner world of a man. The significant breakthrough is insight, sudden understanding of the essence of the matter, a state of the person's mind and the state of things. The compositional-linguistic form of a semantic break-through is a text without a lot of images, a peculiar magma of content, a torn apart with its closest mental formations; this may be a coordinating enumeration of diverse non-interconnected entities or some phenomena or a combination of incompatible signs, intentional alogisms. The continuum of consciousness is rebuilt and restructured according to new landmarks, which are suggested by certain figurative supports. This restructuring is accompanied by a strong emotional shock, and, in this way, such texts require multiple repetition, and each repetition is realized by the person as the most important experience.

The indirect existential discourse is the analogous (a portable) and the allegorical (a symbolic) development of the idea through the narrative and description. The narrative is a statement of events in their sequence, the plot in its in-depth development and a superficial recount of events which are essential to the artistic narrative. The description is a static characteristic of the obvious fact, the observable phenomena. The narrative and the descriptive analogy is based on stable socially fixed immediate semantic connections, while the parable one requires a wider cultural context and relies on the active support of the recipient of a language.

*Institutional discourse* is a communication within the specified limits of status-role relationships. According to contemporary society, it is obvious that the following types of institutional discourse can be singled out: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sport, scientific, stage and mass information types of discourse. This list can be changed or expanded, since public institutions are significantly different from each other and cannot be understood as homoge-

neous phenomena, in addition, they are historically variable, can merge with each other and be explicit by the help of all varieties within a particular type of discourse. For example, it's also very problematic to talk about the institutional discourse of numismatists or fishermen. Institutional discourse is fixed on the background of two system-based attributes: the goals and participants of communication. The purpose of political discourse is conquest and maintenance of power, the aim of pedagogical discourse is the socialization of a new member of the society, of medical discourse it is the provision of qualified assistance to the patient, etc. The main participants in the paradigm of the institutional discourse are the representatives of some institute (they are «agents») and the people who appeal to them («clients»). For example, it is a teacher and a student, a doctor and a patient, a politician and a voter, a priest and parishioner. Participants in the measures of institutional discourse are quite different according to their qualities and behavioral patterns: the relationships between a soldier and an officer have many fundamental differences, for example, as the relationships between the consumer and the sender of the advertising (Dam, 1990). There is a different degree of openness according to discourse, for example, when we tell about clients in the meaning of scientific, business and diplomatic discourse, who do not differ from agents, while clients of political, legal, medical, and religious discourse show a great difference from the agents of the relevant discourse.

*In the pedagogical discourse in the paradigm of providing a cognitive model of teaching pupils at schools* the importance of the personal component is quite large (it differs from the linguistic and cultural point of view, for example, because of different modes of communication between teachers and pupils, the modes of which are adopted at Ukrainian and American schools; in our country, relations between schoolchildren and teachers are traditionally closer than in the USA, but, on the other hand, there is less formal relationships between pu-

pils and university teachers than in Ukraine). In the paradigm of scientific and business discourse the personal component is much less pronounced, though, for example, recently traditional impersonal relationships are rarely used according to the genres of scientific articles. *Direct existential discourse* in the form of semantic transitions is represented in any kind of logical inferences. These forms of discourse are well described in scientific literature. Less studied there were types of semantic transformations. It should be noted that if a semantic transition with a high degree of probability leads the addressee to the result that was planned by the speaker, then a successful semantic breakthrough takes place much less often. In this case we have a deal with a communicative failure of a semantic transition, when one or the other one logical faults or deliberate sophistries can be detected, and a failed semantic breakthrough turns into a slight noise, which is incomprehensible by its verbal accumulation. Here, perhaps, it is a suitable analogy with the special quasi-holographic images on the plane circular at this time, the volume depth and the strange sharpness of the image which appears in a particular way of viewing, all other methods disperse the attention and do not lead to stereoscopic effect.

*Scientific discourse* traditionally attracts the attention of psychologists. Participants in the paradigm of scientific discourse are researchers as representatives of the scientific community, while the characteristic feature of this discourse is the fundamental equality of all participants in the sphere of scientific communication in the sense that none of the researchers has a monopoly on the truth, and the infinity of knowledge makes each scientist critically be treated as the «alien». In the scientific paradigm the «counterpart», which neutralizes all status features, is accepted. At the same time, scientists are differed in their desire to set different barriers for the degree of scientific qualification, academic rank and membership in prestigious scientific communities. The diada «the agent –

the client» is convenient for the description of participants of other types of institutional discourse, that's why the scientific discourse needs great modifications. The fact is that the task of the scientist is to not only acquire knowledge, evaluate it and report it to the public, but also to prepare new scientists for their professional activity. Therefore, scientists act in several hypostases, while showing various status-role characteristics: a scientist-researcher, the educator, a scientist-expert, a promoter. Clients of scientific discourse are clearly outlined only by its periphery, it is a general public that reads popular scientific magazines and watches the corresponding TV shows, on the one hand, and the people who begin their researchers and who are studying in laboratories, on the other hand.

Understanding the genre of scientific language we differentiate them by the basis of two criteria – on the level of macro-text and according to the primacy or secondary characteristics which identify in primary monographs, thesis, articles, abstracts (the last ones are secondary characteristics of scientific discourse). Scholarly colloquial subtext, in which the report and polemical statements are differentiated, does not differ fundamentally. The type of thinking (it was shown in another research) is the most stronger factor than a form of speech. Noteworthy special studies of the introduction in some monographs, for example, are special types of secondary academic text and a metatext (information about data), which provided various kinds of pragmatic plans – the introductive one, the descriptive plan and some others.

Meanings of scientific discourse are concentrated in its key concepts (truth, knowledge, research). They are some recognitions of knowable world, a need to multiply the knowledge and to prove their objectivity, to respect the facts of impartiality in search of the truth («Plato is my friend, but the truth is more expensive»), to a high degree of accuracy in the process of communication and if we tell about clarifying of thinking.

Such a variety of classifications is a very positive factor. Classification differences in the most cases which are not mutually exclusive, but they are rather complementary by virtue of the uncertainty of principles and typology of discourse were chosen by the investigator who needs specific analysis because real communication types and subtypes of discourse are largely overlap.

There are the following examples of such exercises-tasks that will help to more clearly and specifically present the practical use of this scientific discourse.

Task № 1. *Replace the distant location of the elements of the selected structures on the contact without changing the meaning of the utterance.*

Transformation theory developed out of, and partly in reaction against, the earlier structural linguistics of the phonemic-morphemic type.

A key: Transformation theory developed out of the earlier structural linguistics of the phonemic-morphemic type and partly in reaction against.

We cannot talk about language if we continue to treat the internal, formal patterns as subordinate to, and definable by, the external, contextual patterns.

A key: ...as subordinate to the external, contextual patterns and definable by them.

Task № 2. 1. *Set the syntactic-semantic link between the parts of the name attribute relationship.*

By substituting the perpendicular projection for the Sun-Mars distance Kepler believed he was on the way to the solution of two different problems.

A key: ... the distance between Sun and Mars...

The concluding part of the paper was devoted to a magnetic field configuration description.

A key: ...to a description of the configuration of the magnetic field.

There are a lot of computers engineers in our laboratory.

A key: ... of engineers designing computers ...  
of engineers operating computers ....

An original plasma confinement experiment was mentioned in the paper.

A key: ...an experiment dealing with confinement of plasma.

2. *Replace the underlined parts of the text with equivalent nominal attribute relationships.*

Is the motion of particles really due to the effects of the pressure of radiation?

A key: Is the particles motion really due to the radiation pressure effects?

The paper contained the description of the analysis the curve representing the trend of speed.

A key: The paper contained the speed trend curve analysis description.

Task № 3. *Give all possible structural variants of the selected part of the text without changing the deep meaning.*

Scientific research is sometimes thought of as dull plodding, simply a logical development. In fact, it depends greatly on individual inspiration and originality, in the same way that literature and the arts do.

A key: Scientific research is thought of to be dull...

We think scientific research to be dull ...

We think of scientific research as dull ....

We think of scientific research as being dull ...

We think of scientific research being dull ...

We think of scientific research is dull ....

Task № 4: a) *Find in the text elements that point to the author's relation to the statement and determine the nature of this relation;* b) *modify the modality of the text in the direction of greater confidence of the author in the content of the statement.*

It would therefore be absurd for anyone to pretend to be able to foresee advances that might be made in future even, I

would say, in the text ten years. One cannot predict scientific discoveries but one might hope that we may inquire in time the control of thermonuclear reactions as a real understanding of a brain functions.

A key: a) It would be absurd; that might be made; I would say; one cannot predict; we may acquire;

b) It would be absurd (it is absurd); that may be made (will be made); one may hope.

Task № 5. 1. *Find the part of the text that is under the logical emphasis, rebuild the text by removing the emphasis.*

Since science has been seemed to be so dominant it is natural to chose it as a scapegoat. This is more unfortunate, not just because it is not science but what we do with it that matters, but because most of our current problems will only be solved by the proper use of science and technology.

A key: a) ...because it is not science but what we do with it that matters ...;

b) because not science but what we do with it matters ...;

2. *Rebuild the next part of the text by changing its actual division, – place the name group that is entered in the fraction under the logical accent by to.*

The science of society and social behavior is now added to mathematics, physics, chemistry, biology and other physical and natural sciences.

A key: To mathematics, physics, chemistry, biology and other physical and natural sciences is now added the science of society and social behavior.

## Conclusions

Consequently, the concept of discourse is one of the main concepts of contemporary Pragmatic Psychology and linguistics of the text. Despite the fact that the theory of discourse and its typology have been long developed by psychologists, there is still no universal definition of this concept, which

would include all its aspects; and the unified system of the main criteria for the classification of its varieties has not been developed.

We believe that Pragmatic Psychology can be shown as the independent interdisciplinary field of knowledge that closely interacts with Linguistic Pragmatics and Cognitive Psychology. Pragmatic Psychology in its scientific paradigm focuses on two basic, intertwined concepts – the meaning and the activity. Pragmatic Psychology is the core of a purely activity approach according to people's speech, a global analysis of purposeful human use of sound structures, such as segmental and prosodic, tokens, word forms, schemes, phrases and sentences, different types of elementary speech acts and their complexes, communicative moves as chains, discourses of different types, etc. Thus, having had such a wide field of scientific research, Pragmatic Psychology is actualized on two levels of its analysis – a superficial (symbolic) level and a deep (cognitive-semantic) one. Thus, Pragmatic Psychology implies the subjective-activity space of the addressee (his / her pragmatic attitudes, deixis, features of quasi-communication), performativity, the theory of speech acts, various explicit and implicit ways of organizing the language code by the subjects of communication (press position, implication, implicative scripts, maxims of cooperative interaction of partners of communication, indirect speech acts, conditions of productivity and success of the process of communication in general); theoretical and applied aspects of relevance; psycholinguistic principles and mechanisms of communication; some aspects of the theory of speech interaction and conversational speech. All these aspects will be analyzed in further our articles.

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## **Михальчук Наталія, Онуфрієва Ліана. Психологічний аналіз різних типів дискурсу**

### **АНОТАЦІЯ**

**Метою статті** є визначення різних підходів до класифікації дискурсу, актуалізація основних критеріїв вибору типів дискурсу, експлікація концепцій, за допомогою яких будуть описані відмінності між деякими видами дискурсу, з метою запропонувати приклади таких вправ-завдань, які допоможуть учням середніх закладів освіти більш чітко та конкретно представити практичне використання наукового дискурсу, відобразити дискурс як одну з основних концепцій сучасної Прагматичної психології.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

**Результати дослідження.** Учені виокремлюють п'ять типів дискурсу, які реалізуються залежно від певної ситуації: дискурс як засіб комунікативної дії (наприклад, бесіда з метою отримання інформації та навчання або заздалегідь спланована дискусія); дискурс як засіб ідеологічного впливу, тобто процес комунікативної дії, який набуває лише певної форми дискурсу (форми ідеологічного обґрунтування); терапевтичний дискурс (психоаналітична бесіда між лікарем і пацієнтом); загально-вживаний дискурс, який має за мету забезпечити наукову дискусію; нові форми дискурсу (навчання через дискурс замість дискурсу як інструменту інформації й опанування знаннями, модель практичного обговорення). Відповідно до виокремлених типів у статті запропоновано приклади таких вправ-завдань, які допоможуть учням чіткіше опанувати навички практичного використання наукового дискурсу.

**Висновки.** Ми вважаємо, що Прагматична психологія постає як самостійна міждисциплінарна сфера знань, яка тісно взаємодіє з Лінгвістичною прагматикою та Когнітивною психологією. Прагматична психологія у своїй науковій парадигмі орієнтується на два базових, взаємопереплетених поняття – значення і діяльність. Прагматична психологія є стрижнем сучасного діяльнісного підходу до мовлення, глобального аналізу

цілеспрямованого вживання людиною звукових структур – сегментних і просодичних, лексем, словоформ, схем, словосполучень і речень, різних типів елементарних мовленнєвих актів та їх комплексів, комунікативних ходів як ланцюжків міжсуб'єктних інтеракцій, дискурсів різного типу тощо. Отже, маючи таке широке поле наукових досліджень, Прагматична психологія актуалізується на двох рівнях аналізу – поверхневому (знаковому) і глибинному (когнітивно-семантичному). Відтак, Прагматична психологія охоплює суб'єктивно-діяльнісний простір адресата (його прагматичні настановлення, дейкис, особливості квазіспілкування), перформативність, теорію мовленнєвих актів, різноманітні експліцитні й імпліцитні способи організації мовного коду суб'єктами спілкування (позиції тиску, імплікації, імплікатури, максими кооперативної взаємодії партнерів по комунікації, непрямі мовленнєві акти, умови продуктивності й успішності комунікації), теоретико-прикладні аспекти релевантності, психолінгвістичні принципи і механізми спілкування, окремі аспекти теорії мовленнєвої взаємодії та розмовного мовлення.

**Ключові слова:** дискурс, дискурс як засіб комунікативної дії, дискурс як засіб ідеологічного впливу, терапевтичний дискурс, загальноновживаний дискурс, науковий дискурс, Прагматична психологія.

**Михальчук Наталія, Онуфрієва Ліана. Психологічний аналіз різних типів дискурса**

## АННОТАЦІЯ

**Целью статьи** являются определение различных подходов к классификации дискурса, актуализация основных критериев выбора типов дискурса, экспликация концепций, с помощью которых будут описаны различия между некоторыми видами дискурса, с целью предложить примеры таких упражнений-заданий, которые помогут ученикам средних учебных заведений более четко и конкретно практически использовать научный дискурс, эксплицировать сущность дискурса как одной из основных концепций современной Прагматической психологии.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

**Результаты исследования.** Ученые выделяют пять типов дискурса, которые реализуются в зависимости от определенной ситуации: дис-

курс как средство коммуникативного действия (например, беседа с целью получения информации и обучения или заранее спланированная дискуссия); дискурс как средство идеологического воздействия, то есть процесс коммуникативного действия, который приобретает определенную форму дискурса (форму идеологического обоснования); терапевтический дискурс (психоаналитическая беседа между врачом и пациентом); общепринятый дискурс, который имеет целью обеспечить протекание научной дискуссии; новые формы дискурса (обучение через дискурс вместо дискурса как инструмента информации и овладения знаниями, модель практического обсуждения). Согласно выделенным типам, в статье были предложены примеры таких упражнений-заданий, которые помогут ученикам более четко овладеть навыками практического использования механизмов научного дискурса.

**Выводы.** Мы считаем, что Прагматическая психология выступает как самостоятельная междисциплинарная область знаний, которая тесно взаимодействует с Лингвистической прагматикой и Когнитивной психологией. Прагматическая психология в своей научной парадигме ориентируется на два базовых, взаимопереплетенных понятия – значение и деятельность. Прагматическая психология является основой чисто деятельностного подхода к речи, глобального анализа целенаправленного употребления человеком звуковых структур – сегментных и просодических, лексем, словоформ, схем, словосочетаний и предложений, различных типов элементарных речевых актов и их комплексов, коммуникативных ходов как цепочек межсубъектных интеракций, дискурсов различного типа. Имея такое широкое поле научных исследований, Прагматическая психология актуализируется на двух уровнях анализа – поверхностном (знаковом) и глубинном (когнитивно-семантическом). Таким образом, Прагматическая психология охватывает субъективно-деятельностное пространство адресата (его прагматические установки, дейксис, особенности квазиобщения), перформативность, теорию речевых актов, разнообразные эксплицитные и имплицитные способы организации языкового кода субъектами общения (позиции давления, импликация, импликатуры, максимы кооперативного взаимодействия партнеров по коммуникации, косвенные речевые акты, условия производительности и успешности коммуникации), теоретико-прикладные аспекты релевантности, психолингвистические принципы и механизмы общения, отдельные аспекты теории речевого взаимодействия и разговорной речи.

**Ключевые слова:** *дискурс, дискурс как средство коммуникативного действия, дискурс как средство идеологического воздействия, терапевтический дискурс, общепринятый дискурс, научный дискурс, Прагматическая психология.*

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