

THE INTERACTION OF MODE PARAMETERS IN REFLEXIVE DISCOURSE

ВЗАИМОДЕЙСТВИЕ ПАРАМЕТРОВ РЕЖИМА В РЕФЛЕКСИВНОМ ДИСКУРСЕ

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Abstract

The article examines mental processes in the inner speech of a person, namely: formation of hidden intentions, true modal evaluative judgments, and recognition of motives. On lexical and grammatical levels the essence of an utterance is transmitted by deictic means and mental predictors in the inner communication. The correlation between the content of the utterance/sentence and the reality is examined on lexical and grammatical levels. On communicative and pragmatic levels reflective activity of a speaker is expressed in the external communication using different strategies and speech tactics.

Keywords: reflexive discourse, cognitive activity, mental state of the individual, subject-object relations, communicative-pragmatic space

Абстракт

В данной статье исследуются ментальные процессы во внутренней речи говорящего, а именно: формирование скрытых интенций, истинных модально-оценочных суждений, осознание мотивов. На лексико-грамматическом уровне смысл высказывания передается дейктическими средствами и ментальными предикатами во внутренней коммуникации; на логико-грамматическом уровне рассматривается отношение содержания высказывания/предложения говорящего к действительности; на коммуникативно-прагматическом уровне рефлексивная деятельность субъекта речи эксплицируется во внешней коммуникации с применением стратегий и речевых тактик.

Ключевые слова: рефлексивный дискурс, познавательная деятельность, психическое состояние личности, субъектные и объектные отношения, коммуникативно-прагматическое пространство

Introduction

The study of reflection from the perspective of the communicative behavior of the subject of speech is of current importance, as it allows to reveal the essence of the relations between inner and external speech from the cognitive- pragmatic approach to reflexive discourse (RD). Modern researches of communicant verbal and cogitative activities are largely predetermined by researches of Dan Slobin, George Miller, Alexei N. Leontiev, Georgiy I. Bogin, Henry Widdowson, H. Hörmann. The comparison of the verbal and cogitative activity of the subject of speech in two modes of communication is given by Lev S. Vygotsky in his Theory of Speech Production:

- Inner speech – “speech for oneself” – forms the reflexive discourse;
- External speech – “speech for others” – forms common discourse.

Generally, the reflexive process (RP) entails a change in the psychological state of the individual. It is the consequence of a reflective activity, the reaction of the subject’s speech to reality. Features of the behaviour of communicants, their implicit and explicit intentions, conditions of verbal interaction are directly related to the mode. According to Prof. Alexander

V. Zelenshchikov, the mode includes mental and psychic issues, constitutes the “evaluation” (in a general sense) of the propositional content of expression and, as one of the motivating factors, and forms the basis of the production of verbal expression (Zelenshchikov, 1997, p. 141).

Method

Given the cognitive-pragmatic approach to the study of RD, by means of the logical interpretation and cognitive and discourse analysis of a literary text, the following mode features may be distinguished:

- the intentional mode,
- the emotive mode,
- the modal and evaluative mode,
- the pragmatic mode.

It should be noted that the study of verbal and cogitative activity begins with the explanation of mental states of linguistic identity. This is the starting point, where the logical analysis of the text on a linguistic level begins. As John Searle has justly stated, a language is derive from intentionality (Searle, 1987, p. 101). This view is shared by Natalia K. Danilova: namely, she claims that intentionality, being the category of language and the category of consciousness, manifests the unity of verbal and cogitative activity (Danilova, 2001, p. 182).

Data

The data for the analysis come from the German and Russian literature. In the RD intentionality of the subject of speech mediates the relationship between the object of reflexion and the subject of reflexion (the behavior of the subject of speech towards the object of speech). During the process of reflexion, the complicated intentional characteristic of the subject of speech is forming; with the development of reflexion the mental state of the individual is changing. Let us examine the following example:

Seine Worte drängten alle Freude aus meinem Herzen. *Eine ungewisse, zehrende Furcht stieg in mir hoch.* Fieberhaft überlegte ich, um Fritz das Gegenteil beweisen zu können. Je intensiver ich aber nach Argumenten suchte, desto deutlicher erkannte ich, wie sehr seine Gedanken ins Schwarze trafen. Die Freude über meine Heimkehr verpuffte endgültig. Angespannt sann ich nach einem Ausweg, konnte aber nur sagen: „*Die Kripo ermittelt weiter und findet vielleicht den Mörder*“ (Schneider, 1965, S. 95).

As it is evident from the example, the communicant speech acts are regulated from within; they depend on his mental state. The result of reflexive activity of an individual manifests itself against his psycho-emotional background. The emotive aspect of discourse is related to intentional states. In this case, the emotion acts as a response to perlocutionary impact. L. M. Mikhailov believes, thinking as a special theoretical form of human activity is a derivative of practical activity, and intellectual feelings and emotions are included in all fields of human knowledge (Mikhailov, 1994, p. 40). Psychoemotional state of the subject of speech reacts to the reflexive effect and switches that impulse to individual cognitive sphere. On the basis of an emotional reaction, a reflexive act, or inner speech, is formed. Emotions, the inner state of a person and his will are expressed by special lexical means (words with the emotional component in the meaning and interjections) and intonation (Toroptsev, 1985, p. 21). The next example confirms the idea: Lorenz *spürte, wie sich seine Kopfhaut zusammenzog.* Nur ruhig bleiben, befahl er sich, nur ruhig bleiben. Er versucht zu bluffen. Lach doch, lach ihm ins Gesicht! Lorenz *lachte:* „Aber Herr Birnbaum!“... (Pfeiffer, 1961, S. 74).

In the context of the communicative behaviour of the subject of speech, the emotive mode provides not only the reflexive activity of an individual, but serves as the trigger point for verbal and cogitative activity. This is the first step to reflexion. Emotions are directly linked with the assessment. Statements in an internal communication are usually accompanied by

evaluation. The modal and evaluative mode manifested itself in the RD in the following aspects:

- a communicant evaluates his own communicative behavior,
- a communicant evaluates the communicative behaviour of his speech partner,
- evaluation of the speech interaction.

In the system of subject-object relations, the modal and evaluative mode is expressed on the lexical-grammatical level (mood, infinitive groups, modal words and particles, verbs with the lexical content, intonation), as well as on the logical-grammatical level (ratio of the utterance / speaker offers to reality). On the lexical-grammatical level the evaluation is expressed by the following means:

MODAL VERBS:

Ich *musste gestehen*, was ich nun hörte, machte mich noch unsicherer als zuvor (Gunske, 1976, S. 64).

VERBS - SYNONYMS TO MODAL VERBS (e. g. seem)

Kärner *überlegte*. Das Angebot war verlockend. Dass sie ihn hineinlegen wollten, war *unwahrscheinlich*. Das konnten sie einfacher haben, denn sie *schienen über ihn recht gut Bescheid zu wissen* (Spranger, 1976, S. 84).

VERBS OF THINKING + AN ADVERB

Gleichzeitig aber *wusste* Mangold *viel zu genau*, dass sich diese um Edith willen gehegte Hoffnung nicht erfüllen würde (Pfeiffer, 1961, S. 25).

MODAL WORDS (ADVERBS, PARTICLES, INTERJECTIONS)

Er begriff *plötzlich*, dass der Plan, einige hundert Stahlarbeiter mit brennendem Benzin zu ersticken, harte Wirklichkeit war (Dietrich, 1989, S. 192). Ich verstand *gar* nichts. Warum wollte er mich los werden? *Erst jetzt* wusste er ja, dass es nicht gestimmt hatte (Hahnfeld, 1988, S. 45).

INFINITIVE GROUPS + MODAL WORDS

Und gleich darauf *schien es ihm klar*: ...die Schutzhütte. Die Waffen. (Pfeiffer, 1961, S. 40).

MOOD

Es war ihm, *als liefen* seine Gedanken in grossen Kreisen, und manchmal *wünschte* er sich einen törichten Wunsch: die Zeit *möge* einen grossen Sprung tun, das Werk *sei getan* und *vollbracht* (Kruschel, 1975, S. 131).

E. Volf believes, that subjective evaluation is important, i.e. who evaluates. As the subject of evaluation one means a person, a part of society or society as a whole; the subject's estimate is based on the information that corresponds with his ideology (Volf, 2002, p. 68). In our analysis, PC serves as the subject of evaluation towards the events of real life, his own statement and the statement of his speech partner.

The emotive and the modal evaluative modes of the RD germinate in the *communicative-pragmatic space* in the situation of communicative interaction, which establishes the system of relationships between communicants and considers a number of issues, namely:

- the study of the mechanism of speech influence as a means of awakening the reflexion of the recipient;

- the speech interaction levels of partners in the inner and external communication, considering their individuality and conditions of speech interaction;
- strategies and tactics of communicative behavior in the RD .

In our research, we emphasize two types of impact on the psycho-emotional state of the individual:

- conscious influence – effective verbal impact on a listener’s psychoemotional state (bringing to affect, awakening of fears, phobias, depressions; or bringing to the opposite effect – encouragement, hope, faith, etc.): *Obwohl ich diese Frage von Anfang an erwartet hatte, brachte sie mich aus dem Gleichgewicht, und es dauerte wieder ein paar Sekunden, ehe ich antworten konnte* (Mager, 1975, S. 25).
- unconscious influence - pauses, nonverbal actions, evasion in speech, supposed reflexion of the speech partner: *Kurt antwortete nicht. Hinter ihrem Rücken bleibt es unheimlich still, so angespannt sie auch wartet.* Die Stille hat etwas Lähmendes, dass sich kaum ertragen lässt (Neuhaus, 1969, S. 89).

In order to predict the communicant’s response to the reflexive impulse and the nature of the reflexive activity, in the course of the analysis one should consider the following communicative features of the speech subject: the cognitive foundation, speech experience, psychoemotional background, temperament, communication flexibility.

The communicative-pragmatic mode

Emotive and modal-evaluative modes of the SA originate in the communicative and pragmatic space during the interaction of the subjects of speech, where the system of relations of the communicants is established. Pragmatics of speech communication is the science. We will specify that during the research we touch only those questions that are directly related to the progress of the S, pragmatic organization of verbal interaction, namely:

- 1) the study of the mechanism of speech influence on the recipient as a means of awakening his reflexion;
- 2) levels of verbal interaction of partners in the internal and external communication, taking into account the individuality of partners and conditions of speech interaction;
- 3) strategies and tactics of communicative behavior of the subjects of speech in the RD.

The group of authors (Yu. Sorokin, E. Tarasov, A. Shahnarovich) believes that non-speech activity, that includes speech acts, inevitably means the social interaction of personalities ... however speech activity occupies a special place in the structure of a non-speech activity (in the network of components): on the one hand, it is only an element of a non-speech activity. On the other hand it functions as upper activity while planning nonverbal activities, i. e. it is a means of thinking, not to mention the central role of speech in the social interaction (Sorokin, 1979, p.49). Let us get back to our research and explain in the context of a specific example how speech activity implements its function of the “upper activity” while planning the process of nonverbal activities.

One should point out that in the process of the mental activity in a reflective position the subject of speech does not withdraw into a reflective "niche", he does not lose contact with their surroundings and especially with his speech partner. Being in a reflective position, the subject of speech continues to feel the impact of a communicant, even if it is not too active and not intentional. In this case it is appropriate to refer to the idea of the dual nature of verbal communication, established by Yu. Sorokin, which determines two factors:

- Internal (psychophysical);
- External (social).

The internal factors are the external factors that became internal during the process of the identity formation by means of internalization (Sorokin, 1979, p. 48). By external factors we understand the circumstances that come from the outside: the intensity of the impact of reflective pulse, communicative behavior of the communicant, other participants of speech communication, the communication conditions, the situation, time.

In the analyzed example the oppressive effect of the presence of the communicant functions as an external factor: Aber Blumenthal wusste ebenso, dass seine Stärke hinter seinem Schreibtisch lag. Er setzte seine Brille ab und ging mich jetzt erst richtig an. *Wir kämpften wie ein Tiger mit einer Pythonschlange. Blumenthal war der Python. Mir wurde angst und bange. Ich griff in die Tasche und nahm Gottfrieds Amulett fest in die Hand.* (E.M. Remarque. *Drei Kameraden.*, S.103).

The communicative activity is determined by the presence of Mr. Blumenthal: "... I felt his presence back, and it weighed on me." Internal factors make the basis of the subject's intrapersonal speech, which structures its internal plan and determines the motive of speech acts:

- The communicant's cognitive background;
- The former speech experience;
- The emotional and psychological background;
- The type of temperament.

Let us refer to the statement of the subject of speech in the reflective position in the form of interior monologue, which reveals the motive of his actions. Many Russian and foreign researchers of the pragmatics of verbal interaction (J. Ostin, 1988; J. Serl, 1988; J. Lakoff, 1988; G. Klark, 1985; T. Karlson, 1985; Z. Vendler, 1985; R. Stolneyker 1985; I. Susov 1986; A. Romanov 1999; A. Fefilova, 1998, 2000; O. Pocheptsov 1987; R. Blakar 1987; T. Vinokur, 1993; S. Suhih, 1986, 1999; N. Arutyunova, 1999; I. Bobyr, 2001; O. Issers, 2003 and others) give an eye to the linguistic persuasion of the recipient, as the reaction of the communicant, expectations of the speaker, i.e. the entire course of the speech interaction depends on this impact.

In the context of our research the impact of the reflective pulse on the consciousness of the recipient has a different etymology, is differs somehow from traditional theory of the linguistic persuasion, described in the pragmatics of speech communication. It often takes place spontaneously, without clear goal to have an effect on the recipient. In most cases, the effect depends on the abilities of the listener, his speech experience and his language intuition. The communicant picks up this impulse from the outside; "tunes" in to it. This stimulates individual's activity and development of reflexion.

Results

In the RD our research aims at defining of speech strategies from the motive, which explains the logical transition from thought to speech, and most importantly - the purpose of such a transition. We agree with the Prof. O. Issers, that communication strategies as a variety of human activities are deeply connected with the motives, that control the individual verbal behaviour, as well as with the needs and desires (Issers, 2003, p. 57). Dan Slobin pointed to the interconnection and interdependence of the motive and the communicative act (Slobin, 1971, p. 37).

According to the purpose and forms of speech influence (a motive is a goal in the reflective act, a goal is an action in the speech act) in the pragmatically oriented analysis of the RD we define the following types of strategies: cognitive, dialogical and communicative-pragmatic.

Among the cognitive strategies may be distinguished the following types:

- Interpretation (the interpretation of the communicative behavior both the speaker and his partner, the assessment of speech in order to undertake an appropriate conversational turn).
- Identification of the speech partner's intentions.

Among the dialogical strategies may be distinguished the following types:

- Control (inner speech control).

Among the pragmatic strategies may be distinguished the following types:

- Disclosure: Wie ein Zwang überfiel ihn plötzlich der Gedanke, Kowalski zur Rede zu stellen (Heiden-Berndt, 1987, S. 261).
- Provocation: Sie blickte auf das Telefon. Improvisation ist alles. Was man aus einer falschen Verbindung doch machen kann, wenn der Anrufer wieder aufgelegt hat. So ein kleiner Test ist ganz interessant, vor allem dann, wenn man Bescheid weiss (Spranger, 1976, S. 60).
- The adjustment to the partner in the communicative interaction: Der Chef legte eine Pause ein und zündete eine Zigarette an, um Flemmig Gelegenheit zu geben nachzudenken, seine Chancen abzuwägen. (Schneider, S. 209).
- Self-defense: Mich hatte der Vorfall mehr erstaunt als aufgeregt. Ein furchtbarer Verdacht trieb mir kalten Schweiß auf die Stirn ... Meine Gedanken wollten sich aneinanderreihen, verkettet. Aber jetzt war keine Zeit für vage Kombinationen. Ich musste den Einsatz nennen, alles, was ich besass, auf eine Karte setzen, sie im Spiel halten, die nächste aufdecken (Schneider, 1965, S. 177).

Conclusion

In conclusion of the pragmatically oriented analysis, we note that communicative-pragmatic mode reflects the motives of forming speech strategies and tactics in complex conversational turns of reflexive activities that are used in the communication in favour of the speaker. In addition, these modes represent the plot sequence and show the relationship and interdependence of the communicative interaction between the partne.

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