

## Informative-Target Analysis

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### ABSTRACT

*The article provides an informative-targeted analysis of the content-semantic structure of the text and correlates it with the intent of communication, which makes it possible to detect possible deviations in the interpretation of the text by other participants in communication, i.e. to assess the success of communication.*

**KEYWORDS:** *communicative-cognitive units, informative, interpretations, ability, detect, source, target, descriptions, deviations, text elements.*

If we consider the text as a unit of communication, then we can define it as an ordered set of communicative-cognitive units aimed at achieving some goal of communication. The communicative intention of the author (author's intention) organizes the elements of the text into a coherent content-semantic structure. Every text is intrinsically motivated. In an effort to achieve the goal, the author subordinates to his communicative intention both the object of description (what is being discussed), and a whole series of techniques implemented by means of the language [74, p. 86-87].

Informative-target analysis reveals the content-semantic structure of the text and correlates it with the intent of communication, which makes it possible to detect possible deviations in the interpretation of the text by other participants in communication, that is, to assess the success of communication. Analyzing this or that text as the embodiment of the author's intention, the researcher tries to answer the following questions:

- ✓ Why and why is this text needed at all? Why is it published?
- ✓ What is the text talking about (what is the object of description)?
- ✓ What is being said (what information is presented)?
- ✓ How is it said (using what language means)?

The concept of "in formativeness" is the key to understanding the informative-targeted analysis of documents.

The in formativeness of the text can be considered from two positions.

- Information content is understood as the ability of the text to convey the intention, the main communicative intentions of the author to the recipient of information. The absence of a common idea means that the author has not coped with the task of creating a text as a unit of communication, has not defined the goals of communication.
- Information content is understood as the ability of the text to be a source of any information, ie the text is considered as a set of units of information.

Allocate in formativeness of the first kind, or primary, which speaks of the ability of a certain text to convey the author's intention; as well as information content of the second kind, or secondary,

characterizing the potential ability of a given text to serve as a source of some information. In the process of communication, the secondary informatively does not always coincide with the primary one, and being separated from it, leads to a distortion of the meaning inherent in the text [74, p. 86].

When the interpretation of the intention by the recipient of the information corresponds to the intention of the author, the interpretation of the text can be considered adequate. The elements of the text that contribute to an adequate interpretation determine one or another measure of informativeness. Thus, informativeness can be measured, but not by the absolute amount of information in the text, but by its share, which is used to interpret the author's intention.

This conclusion is very important for constructing a methodology for informative-targeted analysis, since it sets the initial rule for the objective measurement of this property, although the criteria for classifying certain words as symbols that reveal the communicative intention of the author remain subjective.

From the standpoint of the embodiment of the intention, the text can be represented as a hierarchical structure of semantic blocks involved and playing various roles in the transfer of communicative intention. Such blocks consist of the following main text elements:

- main theses-arguments - proposals that are basic to reinforce the purpose of the message; theses can state any provisions of the situation under consideration, derive postulates or describe attitudes;
- explanations (deployment) of the thesis - proposals containing comments (for example, an assessment of the advantages and disadvantages) to the proposed thesis;
- Description or analysis of the problem situation from which the main thesis follows.

The content elements of the text may be of secondary importance to achieving the purpose of the message. The secondary elements of the text include illustrations for the theses, explanations of the thesis or assessment of the situation, as well as background elements (descriptions of events that are the background for the development of the situation under consideration).

Summarizing the above, we can define the capabilities of the method as follows (Table 16.5):

- assessment of the implementation of the goal of communication, embedded in the text;
- definition of the text structure;
- establishing the possibility of different interpretations of the content of the text;
- clarification of the adequacy of the perception of the text;
- "Compression" of the text for the convenience of analysis or work with it.

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