

Psycholinguistic Characteristics of Perceiving Specialized Texts

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Abstract: This article analyzes the psycholinguistic characteristics of specialized texts and the process of their perception. It first explores the concept of text, its types, and the specific features of specialized texts. Lexical, grammatical, and structural features that distinguish specialized texts from other types of texts are identified. Additionally, the cognitive and psychological mechanisms involved in perceiving specialized texts—such as attention, memory, interpretation, and conscious strategies—are described. The article also emphasizes the importance of an interdisciplinary approach and offers recommendations for studying specialized texts in the educational process. These analyses are considered relevant for the fields of linguistics, psychology, and education.

Keywords: Text, specialized text, perception, psycholinguistics, cognitive process, terminology, communication, interdisciplinary approach.

Introduction: In modern linguistics, the concept of text holds a significant place. Today, the growing flow of information and the need to ensure effective communication among specialists in various fields require accurate comprehension and analysis of texts, particularly specialized texts. This process involves not only linguistic knowledge but also the psychological and cognitive processes of the individual. Therefore, studying the perception of specialized texts from a psycholinguistic perspective has become a pressing issue.

Psycholinguistics is a scientific field that studies the relationship between language and thinking, analyzing how psychological mechanisms function in human speech activity. The process of understanding specialized texts relies precisely on these mechanisms. From this standpoint, the article sequentially explores the concept of text and its types, the nature of specialized texts, and the psycholinguistic features involved in their perception.

It is known that the term “text” refers to a complex linguistic unit that serves to convey thoughts, ideas,

and messages in a structured manner. Dictionaries define a text as “a connected unit of speech or writing that expresses a complete meaning.” Based on this, texts appear in different forms according to their function: artistic, scientific, official-administrative, journalistic, and others. Each has its own lexical-grammatical features and structure, varying depending on the target audience and purpose.

Specialized texts, in turn, are written linguistic units intended for specialists in specific fields. They contain specialized terminology, standard phrases, and technical information. Such texts are commonly found in areas like medicine, law, engineering, and economics. Understanding them requires advanced cognitive abilities, linguistic competence, experience, and subject-matter expertise. In this process, psychological factors—such as attention, memory, and mental activity—play a crucial role.

The Concept and Types of Text

Text is one of the multifaceted and broad concepts in linguistics. It is not limited to grammatical structure but is also associated with meaning, intent, and

communicative function. Dictionaries define text as “a written or spoken discourse that expresses a complete idea on a particular topic.” Linguists have also provided various definitions. For example, R.A. Budagov defines text as “a semantically complete and connected unit of speech.”

Texts are typically classified based on their structure, function, and style. According to the most common classification, texts can be grouped as follows:

Literary texts – Created in an artistic style and characterized by aesthetic expression, imagery, and the use of literary devices.

Scientific texts – These express scientific information in a structured and logical manner, where clarity, reasoning, and logic are prioritized (e.g., academic articles, theses, dissertations).

Official-administrative texts – Related to official interactions and documentation processes, including laws, decrees, applications, and contracts. These texts use standardized expressions, templates, and formal language.

Journalistic texts – Used in mass media to reflect on and influence public opinion regarding societal events (e.g., articles, essays, reports).

Despite differences in structure, style, and purpose, all types of texts serve the functions of conveying information, influencing the audience, and facilitating communication. This commonality is particularly evident in specialized texts.

A specialized text is a spoken or written unit designed to facilitate professional communication among experts in specific fields, characterized by domain-specific terminology and style. These texts are widely used in disciplines such as medicine, engineering, law, finance, pedagogy, and information technology. Their primary function is to convey information clearly, accurately, and in accordance with established norms and standards.

Linguist T. Yuldoshev defines a specialized text as “a means of professional communication among specialists,” emphasizing that it differs from other text types in terms of stylistic, structural, and lexical features. Other researchers have also noted that specialized texts are enriched with field-specific terms, formulaic expressions, standardized constructions, graphs, and formulas.

The key characteristics of specialized texts include:

Narrow thematic focus and goal orientation – The text addresses a specific topic and is directed at a defined audience (e.g., legal documents are intended for legal professionals).

Terminological richness – Specialized texts are saturated with technical and scientific terms relevant to their field. Correct comprehension of these texts depends on a conscious familiarity with such terminology.

Structural rigidity – These texts are constructed according to fixed rules and standards (e.g., the format of a patent or medical chart is legally regulated).

Objectivity and minimal emotionality – Unlike literary texts, specialized texts avoid emotional expressions, figurative language, or artistic devices.

Functional-communicative orientation – They serve practical purposes such as delivering information, giving instructions, or providing explanations. Therefore, clarity, precision, and conciseness are crucial elements.

Thus, specialized texts should be studied not only from a linguistic standpoint but also in terms of their psychological perception, cognitive processing, and role in comprehension. This provides the foundation for analyzing the psycholinguistic features discussed in the next section.

The process of perceiving specialized texts is a complex activity that depends on a person's cognitive abilities, psychological state, and prior knowledge. This process involves not only grammatical and lexical knowledge but also attention, memory, reasoning, professional experience, and mental focus.

From a psycholinguistic perspective, text perception refers to the decoding process carried out by the listener or reader—that is, transforming heard or seen words into meaning. This process occurs in three stages:

Perception – receiving the phonetic or graphical signs of the text,

Interpretation – understanding and processing the meaning,

Integration – connecting the content with the broader context and grasping the overall meaning.

In the case of specialized texts, this process becomes even more complex because:

Specialized terms are often unfamiliar or have layered meanings;

Technical tables, graphs, and formulas require processing large amounts of information;

The structure of such texts can be unusual and differ from commonly known grammatical forms.

In these circumstances, the individual's experience, expertise, and domain-specific knowledge play a critical role. For example, a medical document may be quickly

and accurately understood by a doctor, while it may be difficult for someone outside the medical profession. Thus, perception relies heavily on one's individual cognitive base.

The following psycholinguistic factors play a key role in understanding specialized texts:

Memory – retaining and retrieving terminology and standard expressions;

Attention – quickly locating relevant information in the text;

Conscious cognitive strategies – analyzing the text in sections, using context to infer the meaning of unknown words;

Motivation and mental state – which either enhance or inhibit cognitive performance.

As a result, individuals who frequently engage with specialized texts tend to develop certain traits: practical experience, linguistic proficiency, psychological stability, and analytical thinking. Therefore, the perception of specialized texts depends not only on linguistic knowledge but also on personal cognitive and psychological mechanisms.

CONCLUSION

The above analysis shows that specialized texts are linguistic units closely tied to human thinking, speech activity, and professional experience. They serve a specific function, have field-specific language structures, and are intended for a clearly defined audience. The structure, style, terminology, and logical framework of specialized texts distinguish them from other types of texts.

The perception of such texts involves language competence, subject-matter knowledge, psychological condition, and cognitive ability, functioning through specific mechanisms. Effective perception requires focused attention, conscious analysis, memory, and interpretation strategies. Therefore, from a psycholinguistic standpoint, the study of specialized texts holds importance not only for linguistics but also for pedagogy, cognitive psychology, and professional education.

Recommendations

When teaching how to work with specialized texts, it is essential to develop an interdisciplinary approach in students (combining linguistics, psychology, and professional education).

To facilitate comprehension, the terminology, structure, and stylistic features of the text should be analyzed separately.

In the learning process, methods that enhance cognitive activity—such as clustering, mind maps, and

the use of terminological dictionaries—are recommended.

To increase students' experience with scientific and specialized texts, it is advisable to engage them in practical analysis and processing activities.

Based on psycholinguistic analysis, it is recommended to develop methodological aids specifically designed to improve the perception of specialized texts.

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