

COGNITIVE APPROACH TO THE ANALYSIS OF LITERARY TEXT

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Annotation. This article learns the specific point of cognitive approach of literary text. The cognitive approach to the analysis of literary text represents a paradigm shift in literary studies, moving beyond traditional methods that prioritize authorial intent, historical context, or formal elements. This approach focuses on the reader's mental processes, exploring how they engage with texts, construct meaning, and experience literary effects. It is a fascinating and complex field that offers a unique window into the human mind and the relationship between text and reader.

Keywords. Cognitive approach, scheme theory, Reader response, Metaphor and Conceptual Blending, Mental Simulation, Assimilation and Accommodation, Active reader, Interpretive Community, Affective response, Multiplicity of meanings

КОГНИТИВНЫЙ ПОДХОД К АНАЛИЗУ ХУДОЖЕСТВЕННОГО ТЕКСТА

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Аннотация. В этой статье изучается специфика когнитивного подхода к литературному тексту. Когнитивный подход к анализу литературного текста представляет собой сдвиг парадигмы в литературных исследованиях, выходя за рамки традиционных методов, которые отдают приоритет авторскому замыслу, историческому контексту или формальным элементам. Этот подход фокусируется на психических процессах читателя, исследуя, как он взаимодействует с текстами, строит смысл и испытывает литературные эффекты. Это увлекательная и сложная область, которая предлагает уникальное окно в человеческое сознание и отношения между текстом и читателем.

Ключевые слова. Когнитивный подход, теория схем, реакция читателя, смешение метафор и понятий, ментальное моделирование, ассимиляция и аккомодация, активный читатель, интерпретативное сообщество, аффективная реакция, множественность значений

Introduction:

The cognitive approach to the analysis of literary text represents a paradigm shift in literary studies, moving beyond traditional methods that prioritize authorial intent, historical context, or formal elements. This approach focuses on the reader's mental processes, exploring how they engage with texts, construct meaning, and experience literary effects. It is a fascinating and complex field that offers a unique window into the human mind and the relationship between text and reader.

One of the key tenets of the cognitive approach is the recognition of the reader as an active participant in the creation of meaning. Rather than viewing the reader as a passive receiver of information, this approach emphasizes the reader's active

engagement with the text, drawing upon their own knowledge, experiences, and cognitive abilities to make sense of the narrative.

The cognitive approach investigates specific mental processes at play during reading. These include:

- Memory: Readers draw upon their existing knowledge and memories to understand characters, events, and themes. A reader's understanding of a love story, for instance, is influenced by their own past experiences with love, heartbreak, or relationships.

- Attention: Readers selectively focus on specific elements of the text, guided by their interests, expectations, and prior knowledge. A mystery novel reader might pay close attention to clues and details that are easily overlooked by someone who prefers romance.

- Inference: Readers fill in gaps in the text by making inferences based on their own knowledge and experiences. A reader might infer the motivations of a character based on their own understanding of human behavior.

- Schema: Readers use pre-existing mental frameworks (schemas) to organize and interpret information. This might involve schemas for specific genres, character types, or situations. For example, a reader might use their "detective story" schema to understand a mystery novel.

This approach emphasizes the constructed nature of meaning. It acknowledges that meaning is not inherent in the text itself but rather emerges through the reader's interaction with the text. Different readers, bringing their unique experiences and cognitive frameworks to the reading experience, will arrive at different interpretations of the same text.

Furthermore, the cognitive approach focuses on the cognitive effects of the text on the reader. This involves exploring how literary devices, narrative structures, and stylistic choices influence the reader's mental processes. For example, a study might investigate how the use of metaphor affects a reader's understanding of a character's emotions or how the pacing of a narrative influences their attention and engagement.

While the cognitive approach is still a relatively young field, it has revolutionized literary studies by offering a fresh perspective on reading and interpretation. It has broadened our understanding of how texts function, revealing the intricate mental processes behind our literary experiences. Through the cognitive lens, we can delve deeper into the world of literature, gaining a more nuanced understanding of the complex interplay between text and reader.

Further research in this area holds significant potential for advancing our understanding of reading, interpretation, and the role of cognitive processes in shaping our literary experiences. As we continue to explore the human mind and its interaction with language and narrative, the cognitive approach promises to provide valuable insights into the nature of literature and its enduring power.

The cognitive approach in literature focuses on understanding how readers perceive, interpret, and engage with texts using their cognitive processes. It involves exploring how mental processes like memory, attention, problem-solving, and schema formation influence the way we read, understand, and interpret literary works.

Here are a few key aspects of the cognitive approach in literature:

1. **Schema Theory:** Schemas are mental structures that help us organize and interpret information. In literature, readers use schemas (background knowledge and experience) to make sense of narratives, characters, and themes.

2. **Reader-Response Theory:** This approach emphasizes the reader's role in creating meaning. It suggests that reading is an active process where readers bring their own experiences, emotions, and thoughts to interpret a text.

3. **Metaphor and Conceptual Blending:** Cognitive approaches explore how metaphors shape our understanding of literature. Conceptual blending is the idea that readers blend different cognitive structures to understand complex metaphors and symbolism in a text.

4. **Mental Simulation:** This concept examines how readers mentally simulate the events in a narrative. While reading, we often "visualize" scenes, "hear" dialogues, and "experience" characters' emotions as if they were real.

Schema Theory is a cognitive theory about how the human mind organizes and processes information. In the context of literature and reading, schema theory suggests that readers use their prior knowledge, experiences, and mental frameworks (called schemas) to understand and interpret new information in a text. Schema theory, rooted in cognitive psychology, offers a powerful framework for understanding how readers engage with and interpret literary texts. It suggests that readers rely on mental structures called schemas—organized sets of knowledge and expectations—to process and make sense of new information. When applied to literary studies, schema theory provides valuable insights into the cognitive processes involved in reading and interpreting texts, emphasizing the active role of the reader in constructing meaning.

In cognitive psychology, a schema is a cognitive structure that represents a set of expectations based on prior knowledge and experience. These schemas help individuals to efficiently process information by providing a framework for organizing and interpreting new data. When encountering a new situation or piece of information, such as a literary text, readers activate relevant schemas to guide their comprehension and interpretation. Schema theory in literary studies thus focuses on how readers' pre-existing knowledge, experiences, and cultural background influence their understanding of a text.

Schemas are developed through personal experience and cultural context, and they encompass a wide range of knowledge types, including textual schemas (knowledge about literary genres and narrative structures), content schemas (knowledge about specific themes, settings, and topics), cultural schemas (shared cultural and social norms), and character schemas (expectations about character types and their behaviors). When readers approach a literary text, they activate these schemas to help them interpret narrative elements, understand characters, and anticipate plot developments.

Reader -Response Theory is a literary theory that emphasizes the reader's role in creating the meaning of a text. Unlike traditional approaches that focus on the author's intent or the text itself, reader-response theory argues that a text's meaning is

not fixed but is created through the interaction between the reader and the text. This theory highlights that each reader brings their own experiences, emotions, and interpretations, which shape how they understand and engage with a text.

Metaphor and Conceptual Blending are key concepts in cognitive linguistics and psychology that explain how our minds use mental models to understand complex ideas by relating them to simpler, more familiar ones. These concepts are especially significant in literature, where metaphors and blends allow readers to create rich, imaginative meanings and experiences from texts.

Both metaphor and conceptual blending play crucial roles in literature by enabling readers to understand complex ideas and emotions through familiar and creative associations. These cognitive processes help us see the world in new ways, making literary works rich, imaginative, and meaningful.

Mental Simulation is a cognitive process in which individuals imagine or "simulate" scenarios in their minds. In literature, mental simulation refers to the reader's ability to create vivid mental images, sensations, emotions, and experiences while reading a text. This process allows readers to immerse themselves in the narrative world and experience it as if they were present within it.

Key Concepts of Mental Simulation:

1. **Imagining Sensory Experiences:** Mental simulation involves creating sensory experiences, such as visualizing scenes, hearing sounds, or feeling emotions described in the text. For example, when reading a description of a cold, windy night, readers might mentally simulate the sensation of the wind and the feeling of coldness.

2. **Embodied Cognition:** This idea suggests that cognitive processes, including reading and understanding literature, are grounded in our bodily experiences. When we read about a character running, our brains activate motor regions associated with the action of running, even though we are physically still.

3. **Perspective-Taking and Empathy:** Readers often simulate the experiences and emotions of characters, which helps them understand the characters' thoughts, motivations, and feelings. This ability to "step into someone else's shoes" enhances empathy and emotional engagement with the narrative.

4. **Predictive Processing:** Mental simulation allows readers to predict possible future events in a narrative. For instance, if a character is described as rushing out of the house without an umbrella on a stormy day, readers might simulate a scenario where the character gets drenched, anticipating potential consequences.

5. **Situation Models:** When reading, readers build "situation models"—mental representations of the narrative's setting, characters, events, and actions. These models help readers keep track of the story, infer missing details, and understand relationships between elements in the text.

Conclusion

The cognitive approach is bridge between reader and literature with the help of this readers understand and image the literary text.Cognative approach is connected with the human psychology because understanding of the situation which is given in literary text belong to the person's background knowledge,cultura and feelings.

There are some key points of cognitive approach :Scheme Theory is reader's background knowledge and experience about the given literary text. Schema theory offers a valuable framework for understanding the cognitive processes involved in reading and interpreting literary texts. By highlighting the dynamic interaction between a reader's pre-existing knowledge, experiences, and the textual features, schema theory reveals the complexity of literary interpretation and the active role of the reader in constructing meaning.

Reader-Response theory its the proces of creating meaning of the given information during reading

Metaphor and Conceptual blending is using all knowledge and experiences according to the text to get the exact meaning of the text

Mental Simulation is the imagination of words ,in this proces our brain creates imaginary performanse of the literay text.To sum up cognitive approach leads the reader to the deep meaning of the literature.

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