

PROBLEMS OF COHERENCE IN TEXT

Bogun Maryna

Candidate of Sciences (Philology), teacher

Kharkiv National Medical University

***Abstract.** The article focuses on the problems of coherence as one of the main features to help understanding and interpretation of the text.*

***Key words:** coherence, text, interpretation.*

ПРОБЛЕМЫ КОГЕРЕНТНОСТИ ТЕКСТА

***Аннотация.** Статья посвящена проблематике когерентности текстов как одному из ключевых понятий в активации понимания и интерпретации текста.*

***Ключевые слова:** когерентность, текст, интерпретация.*

ПРОБЛЕМИ КОГЕРЕНТНОСТІ ТЕКСТУ

***Анотація.** Стаття присвячена проблематиці когерентності текстів як одному з ключових понять у активації розуміння та інтерпретації тексту.*

***Ключові слова:** когерентність, текст, інтерпретація.*

A good text always should have coherence as one of the features to facilitate the understanding and interpretation of it during the reading process. When creating the text a person spends time and efforts to make the text coherent. And in future the reader will approve the favorable features of this kind. Of course there are many texts which are not well-written so the interpretation process will be slowed.

A coherent text always makes sense, has solid world outlook based on someone's experience and culture. And it should show a feature connected with the following participants in the process of writing: the writer, the written text and the reader. So the idea of coherence includes means by which the main notions in a text are presented in a way of conception. As we know the conception is the capacity,

function, or process of forming or understanding ideas, abstractions or their symbols [1]. This is achieved by the writer's plan and relates to a discourse world of written texts, to pragmatics and to the content; also it accords to rhetorical organization of the text, sequence and structure. Some scientists consider that coherence is an illocutionary aspect and it should be perceived through the interpretation of an illocutionary act and via illocutionary development of a conversation or written text [2]. H.G.Widdowson thinks that text reading should become a dialogue between reader and writer where the reader understands the illocutionary intention of the writer. Among such intentions one may mention persuasion, suggestion, any statement and others. It should be understood that this kind of interaction differs much from the oral one, because the reader and the writer may have great distance in time and space between them. The same author describes reading activity as nonreciprocal one: "The writer is a participant in that he is enacting a discourse with an assumed and absent interlocutor but he is at the same time detached from immediate involvement..." [3:77], and consequently the reader cannot interpret the original text because he is a nonreciprocal participant.

For the scientists elaborating schema theory the coherence of text is crucial and cohesion comes from the coherence itself. Such scientists were criticized for taking cohesion a basis for coherence but a bit later some of them declared that coherence is a feature of the text that indicates "the property of hanging together" [4:183]. Some scientists really concentrate on language system description while others focus on human psychology and reading process. So we can see two different perspectives. R.Hasan later said that: "...cohesion is the foundation on which the edifice of coherence is built. Like all foundations, it is necessary but not sufficient by itself." [4:194].

There are such types of text as narrative fiction, numerous academic research reports, news articles in newspapers and others that are considered to be socially accepted and culturally established discourse text structures. Let's take one formal genre of written format – case history notes in medicine. The coherence level is rather high here and makes a frame of reference for a writer and a reader. Certainly the

format differs much from country to country depending on culture, but the function and aim of it stays the same and includes the following illocutionary acts: personal information, present complaints section, diagnosis, previous treatment, prescriptions and so on. Following his culture format the writer will represent the information in a conventionally coherent way. That depends on the national and cultural peculiarities.

Also the text needs to make sense for a reader to become coherent. This fits the interlocutionary perspective because the writer takes the responsibility of making his intentions clear in his text. If we take interactive approach into the account coherence is not based only on the text but also should be centered around the reader. Reader considers that the coherence results from interaction lying between “text-presented knowledge and text-user’s schemata” or text information and text structures. Schemata means frames of reference which the reader keeps, some structures of the world and reality which make the reader’s mind. All this creates strict scenario which will be projected on the future events foretold as a part of interpretation process. When the reader’s scenario matches the text, interpretation goes faster and easier than in case of some mismatches. Here we will need some of the mediation strategies to help. So, to process and understand the text you, as a reader, will need to match the schemata of the context presented by a writer with your own schemata and your own vision of the world or at least the subject area or content given in the text. And coherence is created by a reader in the process of reading . It is a part of the text and at the same time a part of outer world or extratextual thing.

Literature

1. Merriam-Webster's Dictionary and Thesaurus. Perfection Learning, 2007. – 940pp.
2. Widdowson, H.G. Teaching language as communication. Oxford: Oxford University Press, 1978. – 168 pp.
3. Widdowson, H.G. Explorations in applied linguistics. Oxford: Oxford University Press, 1984.
<http://onlinebooks.library.upenn.edu/webbin/metabook?id=appling>

4. Hasan R. Coherence and cohesive harmony. In J.Flood (Ed.), Understanding reading comprehension (pp. 181-219) Newark, DL: International Reading Association, 1985.