

Communication via Information technologies and Literal Text

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Communication via Information technologies and Literal Text: *We claim that presence is elicited most strongly when information is presented as an inhabitable, external world. Technical developments that permit this, such as the creation of interactive, immersive virtual environments, herald a profound change in how people relate to sources of information, and how they communicate. This change has psychological, social and cultural effects. It has been claimed that in many ways, our relationship to information becomes that of our ancestral, pre-literate relationship to the physical world. By this view, we are heading for a post-literate future of body-based communication. But this view is too simple, since information must serve a variety of purposes, and how much presence is desirable in a communicative situation depends on many factors, including the communication devices available, the intended use and the context of use. In addition, differences between individuals, such as personality, as well as physical and psychological state, are to affect how readily presence is invoked and also its impact on the individual concerned. In this article, I expand on the general information about new Information Technologies and its perspectives on communication, and how this perspective can inform an understanding of designed variations such as a function of use, context, and individual psychological factors.*

We are, in fact, in front of the convergence between two types of technology:

On one hand, Information Technologies' (IT) communication, allowing for computer-mediated Communication or CMC; on the other hand, Virtual Reality (VR) simulation and Artificial Intelligence (AI) technology, allowing for simulation and (re-)production of 3d environments and agents. The paper justifies the necessity to introduce the students from the 'Computer Systems and Technologies' degree course to computer science details, such as operation control units and in particular, microprogramming control units. A specific unit scheme has been chosen and its programming model, developed for training purposes, has been described. The work with the model will enable students to comprehend the principle of microprogramming control and it will be also used to check and assess their knowledge.

Key words: *New information technologies and communication*

INTRODUCTION

We live in an age of rapid technological change. In the popular press, such best sellers as Alvin Toffler's "Future Shock" and the "Third Wave" described a world dominated by electronic information exchange. [5]

Our theoretical stance suggests that presence originated as the feeling of something happening to an organism from outside rather than from within. In other words, it distinguishes self from other. In complex organisms, such as humans, presence has evolved into the ability to distinguish external, perceived events, from internal, imagined or otherwise internally-modelled events. This is still a vital distinction, because imagined events evoke the same emotional responses as external events; otherwise we would be unable to evaluate the desirability of planned actions and possible outcomes, or learn by contemplating past mistakes.

In our own profession, conferences and journals underscore the impact of technological change in communication. Language, as we have been examining it, is a complex of structures of various kinds. The analysis of a language must proceed by separating out the various parts, but a full understanding of language cannot be achieved if they are left as detached details unrelated to one another.

1. Literal text as a communicative speech unites: The structuralist revolution or more precisely the trend towards linguistic analysis of texts manifesting the so-called poetic function of language¹ has immeasurably increased our understanding of the types of relationship, paradigmatic and syntagmatic, which constitute the "literality" of the texts. Connected with development of the man consciousness and society expression methods and thought improving; some expressions and thoughts are substituted according to

¹ See Roman Jakobson 'Linguistics and Poetics,' "Style in Language" ed Thomas A, Sebeok (Cambridge Mass 1960) p.350-77

historical changes and substituted from primitive thoughts into abstract thoughts and, thus, there comes a new reflection quality in itself. For knowing these facts prominent linguist N. Skandovskii noted that "the labour activities of society must reflect themselves in the communication means. (Vinogradov 1959, p157).

The modern stage of theoretical linguistic language is divided into three groups: 1. traditional, 2. communicative, and 3 syntax of structure. In this division, the traditional and syntactical communicative one, there exist more language elements which are included in syntactical units and texts. In this case, we can say that a text is a smaller part of language which expresses thought in written and oral communication and it is implemented only on the basis of text.

One of the main problems of modern linguistics is commutability of language which is language plays on functional aspects of text linguistics. Literal text style is differing from – scientific, publicistic, and official and etc, for its aesthetic opportunities, colours of expression because it has semantic layers. In scientific articles, some literal texts have noted different features. Q. Bakiyeva noted that "we must realise literal text as an act of communication and cognition. Its main distinguishing features are symbolic. More specifically, in symbolism, lack of understanding plays a main role, but it also texts and expresses the communication. [1]

So, communicative analysis allows the literal text to differ from speech so as to define usage features in the level of integrative attitudes, syntactically unique from lexical grammatical and stylistic structures taking part in the expression of the categories. The categories of literal text serve to form the meaning and to functionalise the private style, and these categories perform as the main communication and they stem from different functional associations.

1.1 Communicative language teaching: Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "Communicative Approach". Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. The Audio-Lingual Method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of ALM felt that this emphasis on repetition necessitated a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation. A notional-functional syllabus is more a way of organizing a language learning curriculum than a method or an approach to teaching. In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the ALM, but in terms of "notions" and "functions." In this model, a "notion" is a particular context in which people communicate, and a "function" is a specific purpose for a speaker in a given context. As an example, the "notion" or context shopping requires numerous language functions including asking about prices or features of a product and bargaining. Similarly, the notion party would require numerous functions like introductions and greetings and discussing interests and hobbies. Proponents of the notional-functional syllabus claimed that it addressed the deficiencies they found in the ALM by helping students develop their ability to effectively communicate in a variety of real-life contexts.

2. The new media: Forty-nine years ago, sociologist Charles Wright defined mass communication by these three characteristics:

1. *It is directed towards relatively large, heterogeneous, and anonymous audiences;*
2. *Messages are transmitted publicly, often timed to reach most audience members simultaneously, and are transient in character;*
3. *The communicator tends to be, or to operate within, a complex organization that may involve great expense. (Wright, 1959, p. 15)*

This definition summed up a lot of what we knew about the mass media of the time—primarily newspapers, magazines, radio, television, motion pictures, photograph records, and books.

Changes in communication technology are coming quickly now that we frequently hear talk of a “communication revolution.” Among this new technology are cable television, home computers, satellite transmission, and electronic delivery of information, CD-ROMs and so on.

Home computers and lap-tops have made the power and utility of the electronic computer available in a unit that the average person can afford and can take anywhere. The computer has been called the: “first meta-medium” [4] because it can be used to simulate dynamically the details of any other medium. These computers offer many functions, including word processing, education, financial analysis (with spreadsheet programs), and entertainment.

These are just some of the new technologies that have a major effect on mass communication.

One result of new technology is that the distinctions among the media of communication are beginning to blur.

However, our profession has, especially in the last two decades, begun to investigate oral discourse, largely because of important psychological and neurological research about relationships between the cognitive processes of thinking, speaking, and writing, because of studies on improving writing through speaking.

The new technologies are introducing many changes to mass communication. One of the ways the new technology is affecting mass communication in general is by giving the user more control over the communication process.

2.1 Computer-mediated communication: Along the last 3040 years, through which we have now opportunities to: communicate with each other over distance (that is, with someone who is not physically present, like in CMC) and do this as if we were physically co-present; communicate and interact with autonomous agents who are not human but electronic and do this relating to them as we do to human people; try the experience of feeling present in a place which is different from the one where our body is (like in Virtual Environments or in tele-presence situations), and doing this having the sense that we are really there?. [8]: These most advanced forms combine impressiveness and multimodal input/ output typical of VR technology with possibilities of mediated social interaction (with human and/ or electronic autonomous agents), leading to a dramatic increase and modification of the possibility of experience of the physical and social world. We are in front of what might be defined experiential technology, a technology able to provide a more and more compelling, illusion of no mediation to the user who finds herself/ himself actively immersed and involved in a world of experience. This potential for changing and enhancing the very nature of the processes involved in interpersonal communication and in our sense of being-in-the-world with other people (be them real human beings or autonomous artificial agents) favoured the birth both theoretical (in terms of explaining emergent phenomena) and practical (in terms of providing a framework for design and evaluation of effective applications).

Applications of these technologies can be found in the most various domains, from health-care (telemedicine, e-therapy, VR therapy) to learning and training (VR training environments, collaborative e-learning), from entertainment (developing interpersonal relationships through meeting and social networking sites, multi-user online gaming) to business and commerce (computer-supported collaborative work, e-commerce), etc.

3. Presence Simulation Technologies to Enhance Interpersonal Communication

Technological applications allowing for virtual co-presence and sense of social presence have the potential to empower interpersonal communication processes, by offering tools to simulate a number of professional and interpersonal contexts and situations. Within this section, we will focus on the use of 3D interactive simulations to train communication skills

and of VR worlds to enhance therapeutic communication process. As a first example, we consider the development of interactive simulations for the training of communication and emotional skills for different professional contexts e. g. *health-care, commercial*, etc. In these simulations, trainees find themselves immersed in a virtual world populated by 3D characters that engage them in communicative exchanges, modelled after pro-typical complex situations found in their actual context (e. g. a physician breaking bad news to a patient, a bank-teller dealing with an angry and polemic customer).

This allows trainees to practise communication and relational skills, experiencing the effects of different communication strategies in an experiential, realistic (though safe) setting. A careful crafting of the simulation to ensure that the situations and communicative interactions with virtual agents elicit a sense of physical and social presence in the trainee can turn the fact of playing the simulation into an involving life experience, fostering the transfer of learning to her/ his actual professional contexts.

On the clinical side, a similar rationale underlies the use of VR environments for the treatment of social phobia and fear of public speaking [8] in these applications, used in psychotherapeutic settings. Through these, the patient faces a number of difficult situations, from meeting new people to speaking in front of a large audience, and gradually learns how to manage related emotions, beliefs and behaviours.

Apart from VR environments specifically devoted to these disorders, we might say more generally that the use of VR-based applications in the therapy of most various disorders, such as eating disorders, phobias and anxiety disorders might represent a powerful device to enhance communication processes in patient-psychotherapist interaction. Communication is a key feature of therapy, while participation and shared re-attribution of meaning to the experience of the patient play an important role in it. Technologies, able to elicit sense of presence, might be functional to this process. Within psychotherapeutic process, in fact, exchange and communication between patient and therapist are used to re-evolve worlds, to build new meanings, new mental representations of the situations and of the opportunities for action of the patient: the use of virtual presence technologies might support this process by providing a reification of a common context towards which the attention of both patient and therapist is directed.

CONCLUSION

Much is said and written these days about the “information explosion” and “communication revolution.” Undoubtedly, a tremendous amount of information is available today through a variety of media, leaving the audience feeling “bombarded.” In addition a rapid influx of new technological innovations has caused the media to begin to overlap in their functions and their forms. The distinctions between mass communication and interpersonal communication and between interpersonal communication and intrapersonal communication are not as sharp as they used to be. Much of this communication technology is bringing more control to the user, or, to put it another way, making communication more “two-way” or more interactive.

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Докладът е рецензиран.