

THE PROCESS OF PERCEPTION- COMPREHENSION AND PRODUCTION

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ABSTRACT

This article learns the clinical and linguistic aspects of the process of perceiving, that includes comprehension and production. The perception is a need to re-examine the technical aspects of the programme design, develop more relevant materials, change the alphabet or find a different teacher who speaks a better reliable dialect or whose blood quantum is more politically correct. A perception, sensorimotor learning (habit, etc.), is an act of insight, a judgement that amount in one way or another, for structuring of the relations between the environment and the organism. The perceptual or intellectual elements are in all manifestations of emotion involving cognition in the same way as any other perceptual or intelligent reactions will happen. Intelligence is the equilibrium of cognitive structuring. It is the most plastic and at the same times the most durable structural equilibrium of behaviour. It is a system about living and acting operations. Intelligence is actually highly developed form of mental adaptation, i.e. the indispensable instrument for interaction between the subject and the universe, when there is scope of this interaction goes beyond immediate and momentary contacts to target and achieve far-reaching and stable relations.

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INTRODUCTION

The present communication discusses the clinical and linguistic aspects of the processes of perception in detail. How these processes are directly related with brain. Further it discusses the different steps in comprehension.

There is frontal cortex of brain which plays a major role for controlling voluntary action. It is involved in committing to a particular action once enough incoming information which has arrived. It is the part of the brain which will tell you the piece of bread smells so good that it is worth all of the intake of calories. To understand how the different areas of brain typically coordinate together to make decisions could help with understanding what happens in diseases of brains. Patients having disorders like schizophrenia (a multifaceted disorder where etiology and specific characteristics for symptomology has not yet fully established) and Parkinson's disease often use sensory information in an unusual way, especially if it is complex and uncertain.

Schizophrenia is characterised by detachment of the patient from reality and it is basically involved in

malfunctioning of the perceptual processes which includes inaccurate perception, impaired judgement, comprehension deficiency and primarily self perception, and are characterized by indefinite ego tantrums, distorted body imagery, implying vague, fluid concepts and undifferentiated confused sexuality and physical omissions. The language related to schizophrenia has more reflections of basic thought. Deviations in language behaviour are found which are invariable features of schizophrenic behaviour. There is disturbance in the uses of language. Schizophrenic languages have a greater tendency for repeat of words, phrases or other verbal units within small intervals than normal individuals. The responses of schizophrenic patients differ individually from those of normal individuals. Schizophrenics are more prone to auditory misperception of stimulus words than normals.

According to Benjamin and Watt (1968) there are two important kinds of confusion in the language of schizophrenics.

- (i) Between the concrete and abstract meanings
- (ii) Dominant and weak meanings

Language Processing

The process of perception: Comprehension and Production

Perception is the process of receiving and decoding of speech input. The bilinguals have a broad, unitary system for perception of sounds. The process requires that the listener take into account not the acoustic cues present in the speech signal, but also about own knowledge of the sound patterns of their language, in order to interpret what they hear.

It is in contrast with production that refers to the planning and executing the act of speech. Speech production includes the neuroanatomical and neurophysiological activities involved in the act of speaking, but also the construction and testing of models of the neural control system in the brain's organization of speech.

Production is usually contrasted with speech perception and comprehension. Comprehension refers to the ability to understand and interpret spoken and written language.

Perceptual development has at least four aspects:

1. Growth
2. Stimulation
3. Habituation
4. Organisation

Development of growth refers to the development of individual nerve cells as well as the development of entire system with increased number of cells.

Stimulation is environmental input.

Habituation is to attend stimuli that enable the child to attend to novel stimuli without competition from frequent or less stimuli.

Organisation enables the child to store information for later retrieval.

The act of perception is a complex one where the listener's task is very difficult.

Comprehension means understanding as well. It is a speaker's knowledge of the phonological, syntactic and semantic characteristics of the sentence and his ability to integrate the lexical and syntactic information into a representation of the sentence's meaning.

Perceptual Units and Strategies

The development of perception involves five sub processes:

- (i) Sensory information
- (ii) Analysis of space
- (iii) Analysis of variability

(iv) Pattern and form construction

(v) Pattern and form attention

Perception models

Categorical perception has been the subject of much research and theorising in speech perception. Lane (1965) showed that categorical perception occurs in auditory perceptions of vowels as well as in visual perception of non-linguistic stimuli like colours.

Speech perception is not simply a passive process of analysing the phonological content of the acoustic signal. Instead it is an active process that involves the analysis and synthesis.

Steps in comprehension

If we draw inferences about children's competence, it will be different when it is based on comprehension. A child basically acquires the local form of the linguistic universals during the study of competence-comprehension cycle. Correctness of pointing should be used as a test of comprehension. The most difficult part of the study of comprehension will arise in the development of useful non linguistic responses. There is one single advantage in the study of comprehension that is totally lacking in all studies of comprehension.

We always know in a comprehension task what the input is - it is the sentence being understood. In production, the input is completely obscure. The analysis of the processes of speech comprehension includes topic such as the major strategies used by children in language acquisition, the strategies adults used in interpreting the different types of sentence (e.g. ambiguity, negation, questions), the role of extralinguistic situation, and the role of cognitive factors (such as memory, attention and perception) in arriving to the interpretation of sentences and discourses.

Sentence comprehension and discourse comprehension

Sentences seem to be stored in terms of their concept structures or propositions in order to extract their semantic content they are processed to match them with these concept structures. An utterance's comprehension is accomplished at two levels:

- (a) **Structural level:** where we get the propositional content, i.e. the literal meaning.
- (b) **Intentional level:** the listener captures the desire or intention of the speaker (intended meaning)

Memory has an important role in the comprehension process. We do not comprehend utterances as single units instead the comprehension occurs piecemeal, i.e. the process of comprehension continues while the speaker speaks.

A transformational proposed that comprehension involves a set of 'reverse transformations' which operate under the surface structure of a sentence to detransform it. Complex sentences with more transformations take longer time to comprehend than less complex sentences with fewer transformations. In comprehension, speed and accuracy are partly related to the degree of matches between the incoming information (speaker's utterance) and the stored information. It is a very dynamic process, active and complex, and it carries a rich and conscious activity, an unfailing and constant attention and even an effort to collect the data needed in order to understand a sentence.

Relationship between comprehension and production

Comprehension of features of every language (passive control) occurs earlier in development than does production of the same features (active control). Some features are comprehended before any features are produced. Production and comprehension of speech are both categories of linguistic performance; both involve the expression of the competence, the one in producing or encoding speech, the other in receiving or decoding speech related to comprehension and production. Comprehending speech usual involves fewer distorting and obstructing factors in the passage from competence to performance than producing speech does.

Comprehension and production are parts of a theory of performance. There is one grammar that feeds into both kinds of performance. Passive control appears earlier in development than active control. Production and comprehension both operate under various constraints. It is the need to remain within the limits of memory span. There are atleast three memory spans of different capacities involved in linguistic performance: one for phonological production which appears to be the largest; and one for grammatical production which appears to be the smallest. There are four different relations among imitation, comprehension and production. These relations depend on the length of the required sentence.

1. If sentences are short in relation to the grammatical production span, imitation, production and comprehension should be equivalent because underlying competence-phonological or grammatical – can be expressed in every task.
2. If sentences are long in relation to the grammatical production span, comprehension and imitation should be equivalent, and both should be superior to production.
3. If sentences are long in relation to both the grammatical comprehension and production span but

short in relation to the phonological production span, imitation should be superior to both comprehension and production, which in turn should be equivalent. Such sentences can be imitated, but they are not understood or spontaneously produced.

4. Finally, if sentences are long in relation to the phonological production span, all the three types of performance – imitation, comprehension and production- should again be equivalent because underlying competence is not likely to be expressed in any task.

CONCLUSION

Further research is open and can be carried out practically by considering some other aspects of language processing. For instance, considering Intelligence, Intelligence is an ultimate goal; its origins are indistinguishable from that related to sensori-motor adaptation in general and biological adaptation. Intelligence is adaptation, i.e. equilibrium between the action of the organism on the environment and the vice-versa. Feelings appoint a goal for behaviour, while intelligence merely provides the means (the technique). Feelings direct behaviour by attributing a value to its ends, it supplies the energy necessary for action, while knowledge impresses a structure on it.

It is an amalgamation of Neurolinguistics, Psycholinguistics and language learning. The scope of further research is very rich. This observation invites the researchers to discuss further the concepts and applications related to the production and comprehension processes.

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