# Available online at www.sserr.ro Social Sciences and Education Research Review

(7) 2 256 - 262 (2020)

ISSN 2393-1264 ISSN-L 2392-9863

# CLOTHING AND FOOTWEAR FOR JOURNALISTIC TEXT

Ştefan VLĂDUŢESCU¹ Dan-Valeriu VOINEA²

<sup>1</sup> Professor, PhD, CCSCMOP, University of Craiova, Romania; E-mail <u>vladutescu.stefan@ucv.ro</u>

<sup>2</sup> Lecturer, PhD, CCSCMOP, University of Craiova, Romania

#### **Abstract**

The present study is a meta-analytical analysis of the ideas about the construction and interpretation of reality, about the construction and interpretation of texts. The conclusion of the study is that the text allows multiple interpretations for at least two reasons: a) because it (the text) is the formulation of a reality and not the reality itself and b) for the reader has at least three reading positions: decoding, deciphering and decryption. Whenever a text is read / interpreted, one wears clothes that wear the three positions. The most versatile of the text producers is the journalist; this is a person who not only wears interested clothes (the 3 rows of clothes), he gives more and wears as much as possible without seeing the shoes of various political, social, media interests. Therefore, the journalistic text is the most populated by terminals and primers that distort reality. In other words, the producer of texts who has the deontological obligation to show reality is the one who builds / deconstructs reality in order to generate information. The journalist aims to gain information.

Keywords: text, interpretation, construction of reality, gain of information

#### 1. Introduction

We don't read the same text every time. Reading subsumes a collection: we read at sea, each time, a different text. As changing readers we are confronted with texts that implicitly change significantly by deepening the reading and modifying the reading self. The current reading is a perishable reading of a passing reader. Plural and multimodal reading is a reading that better covers the flow of significant fusion and fission. Each reading is a new and in new parameters significant fission. Each reading is a specific challenge of textual meaning (Frunză, 2011; Sandu, 2016; Frunză, 2020).

# 2. Production of texts / forms / information gain

People are producers of texts. Any text is the specific formulation of a cognitive, emotional, volitional content, etc. As such, it should be treated as an update of one of its potential formulations. An expression, an appearance from the multitude of possible formulations, was chosen for this content. Some formulations are journalistic, others literary, others scientific. Some aim to highlight an aspect of the amount of knowledge. Others focus on bringing another aspect to the fore. Some of the drafters focus on elements of one kind, others on elements of another kind. So, several people talking about one and the same event will write about these different texts (Stănescu, 2020). The different texts, without being false, will be only partially equivalent: in the area of objective, universal meanings. Even within the same register or style, the wording is different. Journalists taking part in an event will write different texts, will have different wording (Stan & Zaharia, 2020). In such cases, the theme, the subject, the key event elements, the entities, the realities are kept, but through accents, markings, highlights, highlights and nuances, ideas of different orientation are constructed. The theme remains, the idea changes. The theme is kept, the idea

changes. The formulations remain largely convergent in the area of objective meanings. They become divergent in the space of subjective, humoral meanings. It can, therefore, be written in several ways. The same amount of knowledge can be poured into several textual formulas. Reality admits several formulations (Motoi, 2020). The written text is a formulation, one of the potential insights. The text is a choice, a decision to formulate differently. The wording is a decision about an event and a decision about itself. In relation to the objective event, the decision has as object the amount of knowledge retained, the perspective of ideosocio-moral reporting and the coefficient of ignoring some of the elements of knowledge. The text is not only preserving meanings, but also ignoring meanings (Pirvu, 2006). Ignorance can be voluntary or involuntary. Ignoring also means eliminating objective meanings and replacing them with subjective ones.

In relation to itself, the formulation is the application of a rhetorical decision: the register of presentation (positive, negative, neutral), positioning (agreement, rejection, objectivity), assigned vocabulary, recourse to style figures and tropes, structuring, writing (telegraphic, analytical), in the form of editorial, article, phenomenon analysis, etc.). The wording therefore has two components: one related to ideas, knowledge provided and another related to rhetoric (thematic approach).

The interpreter who reads a text, has, by this, at his disposal not the reality, but the formulation given by a producer to this reality. As a form, the text first whispers. The feeling is that he speaks vaguely, equivocally, ambiguously. Therefore, in order to understand it properly, it is necessary to read it several times, in several keys and, as much as possible, to read it in a coordinated way several times. Being whispered, the text takes us where we allow it to take us. However, in its ambiguity, it has an orientation that only through an objective reading can we identify. Objectively, in the universe of textuality, it means a double articulated subjectivity: an authentic and honest subjectivity and a subjectivity tested in the game of subjectivities.

From a cogitative point of view, the text leads the reader to an idea; the text produces inferences and provides primers to generate inferences. The text makes different proposals, and the interpreter orders; he decides what primers he accepts and what inferences he generates. The formulation of informational and cogitative contents occurs within language and is largely based on the language property of "cognitive compression" (Damasio & Damasio, 1992). Interpretation achieves a cognitive decompression, a decompression of meanings in order to remake, to reconstruct reality. The decompressive interpretation results in a gain of knowledge. This information gain is based on several facts: a) event formulations are never completely neutral (neutral formulations are absolutely rare, they capture the truth, certainty, objectivity), b) any formulation wants so much to capture the truth of the event, of the state, of the situation that it does anything in this sense, that is, the formulation is able to construct the truth; c) all formulations work according to the principle of J. Searle (1969), of general expressibility: everything can be expressed in language.

The text is a functionally oriented mechanism. An idea can find several forms of expression (Negrea, 2018; Ghenea, 2015; Voinea). The informational analysis must start from the reality that for an idea can be found several formulations and that the perspective of the one who formulated, his interests, his biases, without him wanting this, leaves room for a better understanding (Ponea, f.a.).

The interpreter must try to understand the text better than his producer understood it. E. Schleirmacher (1959) fixed the axiom that the reader must understand better than the author understood.

Each formulation is a perspective, a point of view on an objective message idea. Another formulation can bring a better perspective, a gain of significance (Gioroceanu, 2018). Sometimes the text shows that either the producer of the text does not know what he is saying, or he is saying something and does not understand what he is saying, or that he is expressing a point of view and, implicitly, accepting a contrary point of view.

# 3. Two types of texts

Categorically, there are two types of texts: some express themselves, others express a reality. The first are imaginary texts and can possibly have an artistic, creative, aesthetic character. The others are informative texts. Any text is capable of generating meanings. Its semantic capital depends on two factors: the immanent textual potential to unfold (textual reserve) and the hermeneutic capacity of the reading interpreter (hermeneutic competence). The interpretive interaction between the interpreter and the text leads to informational fission. The amplitude and quality of the generated meanings is dependent on the two endogenous factors (text, interpreter), but also on exogenous, contextual, situational factors. Any reading, any analysis is not strictly dependent on the objective textual reserve. In relation to the way of understanding, the interpretation can appear as decoding, deciphering, decryption. Depending on the criterion of the explanation, the interpretation can be constituted in illustration, exemplification, description, prescription. In the text you can access several routes, several significant routes. There is a set of paths of evidence, of clear and distinct meanings brought into discourse through a concise language adapted to the object.

## 4. Conclusion

A text presents a set of paths that magnetize the confusing meanings. In essence, the confusion floats in suspension in the structured text. The suspensive confusion awaits its structuring. It can be said that no text escapes the impregnation of confusion; whether textualization means the meaningful formulation of reality or the imaginary. Detextualization is the unfolding, decompression of the text as reality. The fact that some textual information elements are confusing is a premise on gaining information.

## REFERENCES

Bengtsson, N., Jost Auf Der Stroth, A., & Victor, P. (2020). (Could you please) send me the report, now (?)!: The impact of managerial communication styles on employee engagement on ISM.

Berger, P. L., & Luckmann, T. (1991). The social construction of reality: A treatise in the sociology of knowledge (No. 10). Penguin Uk.

Buşu, O. V., & Buşu, A. D. (2020). The Potential Of Using Imitation As Learning In Enhancing The Social Behavior Of Children With Asd.

Capdevilla, D. A. G., De Parra, L. L., & Rojas, E. E. M. (2020). Contexto y condiciones del eco marketing para promocionar el turismo de naturaleza. Revista EIA, 18(35), 35003-pp.

Damasio, A., & Damasio, H. (1992). Le cerveau et le langage. Pour la science, 181, 80-87.

Frunză, S. (2011). Media communication and the politics of the symbolic construction of reality. Journal for the Study of Religions and Ideologies, 10(29), 182-202.

Frunză, S. (2020). Filosofie și comunicare cotidiană. Iași: Lumen.

Ghenea, Ş. V. (2015). Hilary Putnam's Pragmatic Realism and the Theory of Perception. Scientific Journal of Humanistic Studies, 7(12).

Gioroceanu, A. (2018). Texte juridice, perspective lingvistice. Craiova: Aius.

Jones, T. (2020). Strategies to Reduce Employee Turnover in Childcare Centers.

Motoi, G. (2020). Can we Empower Youth through Volunteerism? Results of an Empirical Study on Romanian Youth. Revista de Stiinte Politice, (66), 95-105.

Negrea, X. (2018). Narcissism and the new free market Segment. About the new narrative identities. Annals of the University of Craiova for Journalism, Communication and Management, 4(1), 122-128.

Pîrvu, E. (2006). Gramatica limbii italiene. Editura Didactică și Pedagogică.

Ponea, A. Access to information of public interest from the perspective of personal data protection. Identities in globalisation. Intercultural perspectives, 58.

Rosca, V. I. (2020). Social Inclusion around Newly Promoted Football Clubs. Revista de Cercetare și Intervenție Socială, (68), 310-322.

Sandu, A. (2016). Social construction of reality as communicative action. Cambridge Scholars Publishing.

Schleiermacher, F. (1959). Hermeneutik. Heidelberg.

Searle, J. R. (1969). Speech acts: An essay in the philosophy of language (Vol. 626). Cambridge University Press.

Stan, L., & Zaharia, R. (2020). Romania: Political Developments and Data in 2019. European Journal of Political Research Political Data Yearbook, 59(1), 310-322.

Stănescu, G. The importance and role of the journalist during covid-19. Lessons learnd from home journalism. Research terminals in the social sciences, 105.

Voinea, D. V. How media literacy can help filter information from disinformation attacks. Research terminals in the social sciences, 127.