Semantic and Pragmatic Meaning of Discursive Units in the Process of Communication of a Psychotherapist with a Client*

Семантико-прагматичне наповнення дискурсивних одиниць у спілкуванні психотерапевта з клієнтом**

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ABSTRACT
The aim of our research is to study semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with teenagers with autonomic dysfunctions, using the methods of Positive Psychotherapy.

Methods. *The main method which has been used in our article was the method of providing psychological help to teenagers with autonomic dysfunction with a help of a five-step model of Positive Psychotherapy (Peseschkian, 2000). To analyze the empirical results of the study the psychodiagnostic technique "Balance Model of Mental Energy Distribution" was used (Peseschkian, 2000). We also used the author's 24-scale bipolar version of the semantic differential for understanding the semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client.*

Results. *In our research we determined the semantic and pragmatic meanings of discursive words, such as: (1) actualization of the previous context; (2) anthropocentricity of the statement; (3) synonymy of the context given by discursive words; (4) antonymy of the context given by discursive words; (5) hyponymic context given by discursive words; (6) amplification of the previous context; (7) amplification of conclusions using updated key statements; (8) expectedness/unexpectedness of the addresser's statement.*

Conclusions. *The specificity of paradigmatic connections of discursive words (first of all, synonymous, antonymic, hyponymic, anthropocentric, actualized, amplified, expected or unexpected) is determined by their contextual dependence. We call such semantic and pragmatic communicative meanings, which differentiate discursive words in the paradigm of communicative situations in the process of communication between a psychotherapist and a client, intentional scripts. They are distinguished by variable lexical and functional possibilities, depending on the context of the utterance, as well as different variations of lexical and semantic, pragmatic and functional constructions.*

Key words: *discursive units, semantic meaning, pragmatic meaning, anthropocentricity, synonymy of the context, antonymy of the context, hyponymic context, amplification of the previous context, amplification of conclusions.*

Introduction

Communication of people is the most important source of identifying subjectively explained factors in the language, forming pragmatic components of lexical and grammatical units and categories. Such pragmatic components can be based on both systemic potentials and non-systemic characteristics depending on the specific situation of communication using the means of the language. As a rule, communication combines all the factors of formation of subjective characteristics of the language code, depending on a certain person, as well as on the paradigms of interpersonal contacts. So, let's characterize the processes of formation and explanation of subjective factors at the lexical-semantic level of the language, using the potential of discursive words.

In modern functionally and communicatively oriented Linguistics, as well as in Psycholinguistics, there is a generally accepted thesis that the study of the essence, nature and the organization of the most important category of human verbal communication (a discourse) is impossible without addressing the semantic and pragmatic characteristics of words that form their structure. These processes determine the influence, and the nature of mainly communicative means. Similar elements belong to different parts of speech (conjunctions, prepositions, adverbs, some separate classes of pronouns, exclamations, various particles, interjections, etc.), and they are united by a common function of forming the discourse structure. These structures have not received a clear terminological designation in modern Psycholinguistics yet. However, from the standpoint of the traditional classification of parts of speech, discursive units are often called particles (Batel, 2020), modal words (Bucci, Maskit & Murphy, 2016), text scraps or scripts (taking into account a structural approach to the language as a complicated system) (Dijkgraaf, Hartsuiker & Duyck, 2017; Mykhalchuk et al., 2021), linguopragmatic scripts (Murphy, Melandri & Bucci, 2021; Muller, 2016). Scientists tell, that discursive units are insignificant, extraneous ones (Peel, Royals & Chouinard, 2022; Falé, Costa & Luegi, 2016); they are characterized by predicates (Alahmadi, Shank & Foltz, 2018), connectors or text connectors (Podobnik, Jerman & Selan, 2021), by discursive markers (Ferdowsi & Razmi, 2022; Hamedi & Pishghadam, 2021), by discursive connectors (Messer, Tishby & Spillman, 1992), discursive operators, pragmatic connectors (Knoblauch, 1997; Razmi, Jabbari & Fazilatfar, 2020), markers of speech (Dehaene et al., 2006), pragmatic markers (Greco et al., 2020), by linguopragmatic markers (Mykhalchuk & Bihunova, 2019), operators of discourse organization (Zuniga & Simard, 2019), by discursive particles (Bromberg, 1994).

According to articles of some psycholinguists (Ellis, 1987; Heidari, 2019), the term "discursive units" emphasizes the specificity of these discursive elements that match the content of the utterance of the person with the communicative situation, relegating their formal characteristics to the background and emphasizing their comparability with speech usage more, rather than their linguistic structure. We also agree with this point of view.

In addition, focusing our attention on the functional-semantic aspect of this type of language units, the term "discursive units" allows

us to bypass the pseudo-problem of belonging these units to some specific, traditional part of the language, which gives considerable freedom for people to identify the formal characteristics of discursive words, taking into account only their adequate division into lexical-grammatical categories (such as classes, types) (Bucci, 2021; Cui, Wang & Zhong, 2021).

Semantic and pragmatic (communicative by their nature) features of discursive words increasingly attract the attention of current researchers. In psycholinguistic literature (Gilabert, 2007; McCandliss, Cohen & Dehaene, 2003) we found that the most important characteristics of discursive words is that their semantic and pragmatic structure is relativized to a considerable extent in relation to specific communicative conditions. Therefore, this structure of discursive units is revealed through a constant set of functions, that is implied on use in the language. So, the pragmatic dimension of such lexical units is revealed in the processes of higher, than just the semantic level is (Drigas & Karyotaki, 2017). In this case, we are talking about the discursive level of expressions, in relation to the process of communication of native speakers. The semantic scope of such lexical units is not clearly defined, rather it is rather blurred, and the pragmatic potential of discursive words in the process of a real interaction is quite difficult to be described with the help of contemporary metalanguage, traditionally oriented on the denotative and referential relations of verbal elements of communication. Discursive words are a necessary component of various texts (discourses) of all functional styles and registers of speech. In such a way they can be described as metalinguistic elements and categorical components of discourse.

In contrast to full-meaning words, which in explanatory dictionaries (2021) are presented declaratively (with the help of propositions, the semantic and pragmatic content of discursive words, that is revealed procedurally and appears before the researcher does a set of operations (procedures) on the plan of the content of the statement (a text, a discourse) (Shiva Ram, Bhardwaj & Phani Krishna, 2017). So, discursive units, on the one hand, ensure the coherence of the text, and, on the other one, directly reflect the process of interaction between the addresser and the addressee. The last position is understood in such a way: he/she interprets the facts which he/she informs the addresser, how he/she evaluates some facts in terms of importance, truthfulness,

possibility of use in other contexts, etc. For example, in the current researches of scientists (Abrams, 2005; Cilibrasi et al., 2019), which are described regarding particles as a type of discursive words, it is noted that they express the attitude of the addresser to the addressee or to the situation being described. At the same time, the presumptions of the addressee, his/her intentions, emotions should also be taken into account. Therefore, the addresser chooses some particles, because they have the ability to represent the entire complex of pragmatic meanings with the help of minimal linguistic and pragmatic means. Thus, in this case, it is precisely the particles which appear as discursive means that determine a successful communicative process.

In current researches scientists (Dehaene & Cohen, 2011) talk about specific goal of Psycholinguistics. In this case they note, that discursive units will largely determine the interpretive activity of the addresser, directed at the perception by the addressee the content of the statement, imposing some significant pragmatic restrictions on the selection of interpretations of the message, actualizing the most relevant information in the foreground and carrying out the semantic filling of the information field in general. One of the most significant functions of discursive words is the facilitation of the addressee on the processes of inference, conclusions, admission to relevant process of perceiving information produced by the addresser.

Deixis is an indicative function of linguistic and paralingual code units in the process of communication (Armstrong & Dienes, 2013). Deixis is expressed by lexical, grammatical, prosodic, paralingual (gestures, facial expressions, body postures) means, and involves the identification and localization of communication units of participants, also objects, events, processes, facts, etc. in relation to spatial, temporal, social and other contexts that are created by the act of expression and actualized in subject-subject interaction (Bucci, Maskit & Murphy, 2016). It can be argued that the category of deixis appears as a purely pragmatic category in the process of interaction, and it is directly related to the participants of communication, according to their perception of space, time, each other, etc. (Batsevych, 2010).

Means of deixis perform the role of actualizing components of the situation of subject-subject interaction and components of the denotative content of the statement (speech act). Deixis as the means of the language code do not have a clearly fixed content (meaning, sense):

it is determined each time by the specific circumstances of the communicative act. These are, first of all, *pronouns* (I, you, he, she, we, they, this, that, someone, etc.), *adverbs* (here, there, now, then, tomorrow, yesterday, above, below, behind, from afar etc.), pronominalized words, primarily *adjectives* (present, past, next, future, etc.), *numerals* (one, two, first, second, etc.), *particles* (in, off, up, by, along, down, forward, under, etc.) (Batsevych, 2010: 118). Deixis can also be included into the lexical and grammatical meaning of words, word forms, thereby they significantly emphasize strengthening the subject-subject interaction (Dijkgraaf, Hartsuiker & Duyck, 2017).

For example, *I* am a different person every time. It is a person who performs a certain function, some activity, the one individual who takes a great responsibility to be the initiator of speech at a certain specific moment of his/her existence. *He* is also a different person every time, depending on someone who the addressee points to. The lexical unit *"there"* can be any place, but it must be distant from the addressee (as opposed lexical unit to *"here"*). The lexical unit *"today"*, as a rule, is not fixed by a certain date, but every time, in each speech act, it refers to certain days (but refers to a specific time period). Thus, such indicative words, as deixis is, differ from lexical units that are directed to a purely objective method of description – with the aim of indicating the exact date, day, place, etc. Let's compare, for example, two statements (from the movie script "Forrest Gump" (Film "Forrest Gump" – video, 1994):

Forrest: *She* wanted *me* to have the finest education *here*, so *sh*e took *me* to the Greenbow Country Central School. I met the principal *and all*.

Principal: The state requires a minimum IQ of eighty to attend public school, Mrs. Gump. He's going to have to go to a special school.

Thus, in the first statement, all words, which denote deixis, can be understood only by taking into account the secret situation of communication. In the second statement all lexical units are presented, so to speak objectively, they can be accurately and adequately interpreted even outside the context of this film.

So, **the aim** of our research is to study semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with teenagers with autonomic dysfunctions, using the methods of Positive Psychotherapy.

Methods

In our opinion, one of the most possible methods for providing psychological help to teenagers with autonomic dysfunction may be a five-step model of Positive Psychotherapy (Peseschkian, 2000). The method of Positive Psychotherapy can be used as a direction of conflict-centered psychotherapy.

The combination of standard, drug therapy and a positive therapy is an interesting example for providing the empirical research in Integrative Medicine (combining the practice of use of alternative methods of rehabilitation with methods of evidence-based medicine). We used Positive Psychotherapy because it is a short-term therapeutic method, which is characterized by psychodynamic interpretation of conflicts, modeling a humanistic worldview of the person. Positive Psychotherapy emphasizes a holistic view of a human life (a Holistic Approach), determines the optimistic perception of its nature (a positive conception of resources, abilities and potentials of the individual) and emphasizes the unity and diversity of a body, a soul and a spirit (Bazan, 2018; Civitarese & Foresti, 2008). One of the most innovative techniques of Positive Psychotherapy and the core of the therapeutic effect is a five-step treatment strategy (Peseschkian, 2000).

We used the research methods of the analysis of macro- and micro-events, which had led to this disease, the method of narrative story (the description of the conflict situation), the activity with a metaphor ("What it is death for a caterpillar, it is a new life for a butterfly"), the method of positive reinterpretation.

In psychotherapy we studied positive experience of other people, searched the external resources, using a technique of drawing "My resource", "I'm in the land of dreams". We also used such techniques: techniques of explaining complicated things with simple words; working out macro- and micro-events (basing on situations: moving to another city, changing three schools, arguing with the best friend, mocking and ignoring classmates at school); the technique of emotional response; the technique to modeling a plan to balance the life energy (according to the model of Peseschkian (2000)). Also, we used a technique of decision-making (to decide what things a respondent likes best of all); a technique of expansion the concepts; learning to master the respondent's own emotions, use of breathing techniques.

At the process of our psychotherapeutic activity, we also used the parables "Carrot, Egg and Coffee", "Your Truth", "Poor Donkey", "The Abyss", "A Frog" (Peseschkian, 2000).

To analyze the empirical results of the study the psychodiagnostic technique "Balance Model of Mental Energy Distribution" by Peseschkian was used (2000). We also used the author's 24-scale bipolar version of the semantic differential for understanding the semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client (this version of the semantic differential was developed by us based on the standard 25-scale version of the text comprehension analysis by Zhuravlev (2021) (Mykhalchuk, Ivashkevych & Kharchenko, 2022). The 24-scale bipolar version of the semantic differential proposed by us allows to analyze maximum in-depth content of the semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client, as well as to correlate isolated values of discursive units with the features of the distribution of mental energy according to the scales of "Model of balance of the distribution of mental energy" by Peseschkian (2000): "body (well-being, sleep mode, meals, appearance, exercises)", "activity (training, hobbies)", "contacts (relationships)", "fantasies (future)".

Participants

In our research the participants were 149 children in age 12–15 years old, who had some problems with their health: hypotension (n = 52; group E1), hypertension (n = 51; group E2), paroxysmal autonomic insufficiency (PAI) (n = 46; group E3). The children were treated at Kyiv City Children's Clinical Hospital № 1 (Kyiv, Ukraine). These children had been received a complex of basic drug therapy.

We've to justify why teenagers with autonomic dysfunctions were chosen for our research. It is well known that a dominant script in the consciousness of teens with autonomic dysfunction is negativism, which is manifested through dissatisfaction, mistrust and insecurity. Teenagers feel themselves vulnerable. They often use discursive units (such as vulgarisms, jargonisms, slang, colloquial language), which directly affects their physical, social and mental health. Thus, we can state, that from a psycholinguistic point of view all these components of health are formulated, embodied in lexical units, expressions, narratives and even

in the content of the inner dialogue of a person. Therefore, in spite of the research paradigm speech is considered by scientists as a tool that in a great degree affects our health (Tabachnikov et al., 2021). According to current researches (Armstrong & Dienes, 2013), psychological factors of people's speech play the most important role in the etiopathogenesis of the disease, influence personal and semantic factors which are predictors of the destruction of our health. This dictates the need to study semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client. In such a way this research determines us to describe the main parameters of semantic and valuable orientation of the individual in the system of his/her own meanings according to real life situations complicated by person's somatogeny.

Empirical research continued from January till February, 2022. We've followed the ethical standards of the empirical research (we've obtained the informed consent of potential participants in the experiment to voluntarily participation in the research). Ethical principles were followed in the process of conducting the empirical research: the principle of voluntary consent; the principle of minimizing risks for participants; the principle of confidentiality; the principle of informing participants about the content of the research; the principle of mandatory documentation of the stages and the results of the research; the principle of reliability of methodical instruments of the research having been conducted; the principle of validity of research data processing.

Results

The empirical results of our research of use of discursive units in the paradigm of Positive Psychotherapy were presented in the repository "*Social Science Research Network (SSRN)*" (Ivashkevych, 2022).

With a purpose to analyze a psychoanalytical process according to semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client we'd like to present a fragment of such activity with respondent Serhii. This teenager is 14 years old; he is from a group of respondents with hypotension (Appendix).

Let us analyze this psychoanalytical process according to semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client.

In a psychotherapeutic dialogue discursive words are such implicators of a specific semantic and pragmatic comments on the speech of the addresser (in our case we mean a psychotherapist). At the same time discursive words do not coincide with traditional official words and they are combined not by the commonality of certain formal features (although, of course, they may have some common characteristics), but they are directly related to the functioning of discourse, in particular, to its components: the addresser, the addressee, a communicative situation, a content of communication, intentions of partners of communication, etc. For example, the discursive word "well" is fully directed at the addressee's inner world:

> **Psychotherapist:** *Well,* Serhii, now we will talk a little about life, about you're your school, home…
> The words "even", "like", "look", "listen carefully", "so" – to the content of the message:
> **Psychotherapist:** *...Look,* this is not a school program, I do not give grades, there are no right or wrong answers at all, no one will scold you. *So,* don't worry, don't be afraid, just answer as you think.

Lexical units "see", "hear", "know" – to the inner world of the addressee. Some discursive words have the aim to comment the course of mental processes in the mind of the addresser ("like this", "so aptly", "and", "so well", "how well", "glad", "to speak in such a way (manner)"):

> **Psychotherapist:** Serhii, *how well* do you sleep at night? *And* do you sleep in the daytime?

Other discursive words seem to be directed in order to control the addressee's mental processes ("you understand", "it should be like this", "you know", "just so"). From the standpoint of the linguistic structure of the message (a phrase, a sentence) discursive words connect their variable components with communicative utterances.

A communicative function of discursive words is directly related to the processes of formation, maintenance, change of discourse types, their cohesion, tonality and register characteristics. For example, scientific discourse is formed by the addresser, who directs its development, its "movement" in the communicative process, and it is "recognized" by the addressee not least due to the presence of appropriate discursive words (for example, "thus", "therefore", "summarizing what has

been said", "first of all", "secondly", "finally", "generally recognized it is", etc.). Performing a number of important pragmatic functions, the discursive word "well" is a typical signal of the explication of a conversational type of discourse (or its support), a change in the tone of speech expected by the addressee, which most often had been found in psychotherapeutic discourse. Here is an example from our psychotherapy practice with a teenager:

> **Psychotherapist:** *Thus,* Serhii, are you a sociable person?

In psychotherapeutic practice even vulgarisms, jargons or swearing words can perform the function of discursive words, while they, at the same time, are explicators of emotional meanings. In some contexts, and situations of communication between a psychotherapist and client discursive words are also important pragmatic signals that the addressee is a close person for the rest of the participants in the psychotherapy session, for example:

> **Respondent:** *Damn* it, she didn't tell *at all.*

In our own psychotherapeutic practice (Tabachnikov et al., 2021) there are well-known cases when the absence of slang or abusive words is perceived as such a pragmatic signal of the presence of "an alien", "alienated person", "not our" respondent, a participant in a psychotherapy session, or someone who consciously distances himself/herself from other partners in this process, who is withdrawn as a result of the unacceptable atmosphere in communication that has been taking place in this audience during psychotherapy.

In the psychotherapeutic process the pragmatic communicative functions of discursive words are in no way limited to the psychotherapist's comment for the addressee. These functions play a leading role in the change of communicative pragmatic steps, transitions from one topic to another one, appear as a kind of some lacunae for hesitation pauses, correction markers, explicators of indecision, affirmation of statements, emotions, signals of perfectionism, role limitation, search for confirmation by the person's own statements. Another important pragmatic role of discursive words in the psychotherapeutic process is to be markers of social states, attitudes of one person to others. From the point of view of such functional positions these discursive words can be used as some markers of explication of agreement or disagreement, trust or distrust, refusal, confidence, doubt.

Under such conditions, discursive words will signal certain information as new or old, known or unknown, expected or unexpected, etc.

In the psychotherapeutic process all discursive words with their pragmatic comments bring personal, subjectively meaningful meaning to the flow of discourse, make the course of communication and interaction in general. This personal, subjectively significant meaning appears in the paradigm of vaguely defined, "blurred" boundaries of communicative meanings, such a complex with their cognitive and emotional, axiological nature. Compared to "non-discursive" words, distinguished by denotative and/or significant relation, discursive words appear as explicators of "blurred" pragmatic information. For example, a dominant pragmatic function of the participle "well", as we noted, can be considered to be the introduction of a significant personal and subjective attitude of the psychotherapist to the personality of the addressee, to his/her statements, conative reactions, etc. The particle "here" testifies to the coincidence of cognitive, axiological, emotional and other spheres of a psychotherapist and a client. For example:

> **Psychotherapist:** *Well,* what were your memories from nursery school?

The discursive word "even" is used by a client in order to separate something or someone into some semantic category, which is opposed to other statements. For example:

> **Respondent:** I didn't *even* want to, I don't *even* have any good memories, I was insulted in the kindergarten, I didn't want *even* to go there every day.

Our observations indicate that the groups, types and classes of personal pragmatic meanings, which bring discursive words to the process of communication between a psychotherapist and a client, have a field, "blurred" nature of the organization without clearly separated core components, but with a rather wide dynamic periphery, depending on considerable number of pragmatic communicative factors that determine the limits of semantic and pragmatic variation of these words.

The personal subjective content, which gives rise to the commentary and interpretation of discursive words in the psychotherapeutic narrative or a dialogue, can be distinguished by different semantic paradigms. The latter can be both objectified (such statements, as: "as my observations show", "in this way", "I can confidently state", "from that

context a conclusion can be drawn", etc.), which actualize the exact well known to a person knowledge, belief, conviction in various types of discourse (for example, scientific ones, etc.). The next paradigm is a formal, non-institutionalized one, which is distinguished by its conversational nature, the absence of the need or even the ultimate goal of logically convincing the partner of communication. In this paradigm, as a rule, equal communicative positions prevail, and sometimes it appears facilitative. At the same time, the personal meanings, that are important for a person, become subjectivized to a large extent. They perform the function of forming empathic connections between the addresser and the addressee (in our case – between a psychotherapist and a client), create the atmosphere of intimacy, sincerity, acceptance of the Other Personality as some significant subject. However, often a formal, non-institutionalized paradigm has the aim to create prerequisites for the personal engagement of the personality of a partner of communication ("you know that...", "hear...", "see...", "look...", "Focus!", "well...", "here...", "in general...", etc.). For example:

> **Psychotherapist:** *Hear,* did you want to go to the kindergarten?

We've to emphasize that "blurring" or uncertainty of the semantic and pragmatic structure of discursive words is revealed even in the paradigm of lexical colloquial elements. We are talking about vulgarisms, jargonisms, slang, abusive words, which also play the role of discursive words. These words are far from such lexical units, which are clearly connected in the mind of a psychotherapist and a client with certain concrete denotations. Such vocabulary mostly performs the function of actualizing the emotional content of a phrase or a sentence. At the same time, quite often discursive words completely "merge" with the context, duplicating the semantics of its individual elements. The latter makes it possible to assert those lexical elements, which are delineated by the denotative and significant content, which are connected in a holistic paradigm "The World which Surrounds Us – Discursive Fields". It is this paradigm that allows us to correlate the interactive reactions of the partners of communication with the surrounding reality, and discursive words become such actualizers of personal meanings which amplify the discourse in the process of natural communication, and also connect the participants of the communication with the immediate psychotherapeutic context in which this communication takes place.

Thus, in the psychotherapeutic process the "blurring" and often the indeterminacy of the content of discursive words are manifested in the complexity of the unambiguous, but often contradictory definition of the pragmatic meanings of statements which are implied outside the psycholinguistic analysis of the presuppositions of the participants of communication. In the same context there is a situation when the client expresses his/her point of view, which is not confirmed by any facts which preceded some moment of communication. For example:

> **Psychotherapist:** How were your relationships with the grandmother on the father's side?
> **Respondent:** *Well,* my mother taught me how to crochet, *and* I liked it, *even* though I'm a boy.
> **Psychotherapist:** *But* I asked you about your grandmother on the father's side.

In such examples, depending on the context, we highlighted the pragmatic meanings of surprise, embarrassment, admiration, condemnation, etc., emphasizing on these meanings is the functional aspect of the actualization of discursive words.

In current psycholinguistic literature (Batsevych, 2010; Berkovitch & Dehaene, 2019; El-Zawawy, 2021; Phani Krishna et al., 2020) the following types of variation in the semantic and pragmatic structures of discursive words are distinguished:

(1) discursive words will determine the ratio of elements of the context and a certain concrete situation of communication, which affects the unfolding of the discourse;

(2) discursive words will determine the peculiarities of the semantics and pragmatics of the statements themselves;

(3) discursive words will determine the action and the influence of discursive units in the paradigm of specific discourses, some speech acts and even entire genres.

As the result of the analysis of specified psycholinguistic literature we were able to identify different subtypes of communicative meanings of discursive words. Let's describe them. All discursive words, that were chosen by us for the analysis, are characterized by a distinct expressive and emotional discursive nature, bring significant actualized meaning to the contexts of their use, and they are quite anthropocentric. Also, all discursive words at the functional level of the language existence

performed a retrospective function, because their purpose was to compare the content of the psychotherapist's statement with the content of his/her own judgment, as well as with the previous context. We also took into account the fact that all discursive words are combined due to their common semantic and pragmatic feature, such as the presence of a comment from the side of a psychotherapist (less often – a client), because in any case the partner of communication allows exactly that context, to which he/she is directed by the previous statement. At the same time this dominant communicative meaning is often specified within two or three utterances: the addressee will appeal to the previous context, explained by some propositional meaning which have already been actualized, or the addressee will record the presence of the situation of cognitive dissonance in the implementation of subsequent utterances. Thus, one of the dominant psycholinguistic characteristics of discursive words is that, regardless of the fact that they belong to different parts of speech, in certain contexts their semantic and pragmatic characteristics can be similar, supposedly allowing or even amplifying different, often – opposite or contrasted meaning.

For example, in psychotherapeutic discourse we diagnosed the synonymous relationships of the lexical unit "after all" with the words "for now", "however", "even" and "but":

> **Respondent:** *After all* everything seems to be fine, *but* if I have dinner late, *for now* I sleep badly.

Thus, the semantic and pragmatic features of particles in psychotherapeutic discourse are their synonymy and ambiguity. Thus, the communicative meaning of lexical units is often much broader than it is presented in explanatory dictionaries. Often, the meanings defined by dictionaries even confuse the reader's perception of the textual material, because the semantic and pragmatic meanings of the statement does not coincide with real meanings of the words. For example, in the expression "**Respondent:** *However,* I don't think, *but, in spite of* I'm very different from others" to the word "however" it is appropriate to choose the synonymous words "but" and "in spite of", while in another expression – "**Respondent:** At school I communicate with other boys, I have rather good relations. *In spite of* it's true, *but, however*, I can't always participate in games with the guys, I get tired quickly and try to follow a certain regimen having been prescribed by my doctor" –

the lexical unit "however" cannot be considered contextually synonymous with the words "but" and "in spite of", because in the last example "however" has semantic and pragmatic meanings "forced acceptance by the addressee for himself/herself of the previous circumstances".

According to the analogy in the statement: "**Respondent:** *After all I don't know, however* she has never told me about it" – the lexemes "after all" and "however" cannot be considered interchangeable, if only because the first of them (as well as "but") seems to summarize what it was said in the previous context, and the second word (as "how well") negates some (or even all) elements (clichés) of statements, which have been used in the previous context. In the sentence: "**Psychotherapist:** *After all*, did you go to a kindergarten?" the word combination "after all" can be replaced by the lexical unit "however", while in the following example: "**Respondent:** Good feelings remained, *after all* I loved my mother, we had good relationships" the word combination "after all" cannot be replaced by lexemes "but", "however").

So, discursive words are distinguished by the degree of synonymy – antinomy, that is by the degree of admissibility of semantic and pragmatic meanings, perception or non-perception by the addressee of this or that situation, with the help of which previous statements were recorded. On the one hand, the lexical units "after all" and "however" actualize a non-categorical denial of the previous communicative situation, leaving a wide space for the addressee to change his/her position, point of view and the process of decision-making (which is quite important for psychotherapeutic practice). On the other hand, the lexemes "however" and "but" categorically deny the previous, already stated communicative context, finally insisting on the psychotherapist's point of view. The same can be said about the lexical units "however" and "in spite of", "after all" and "however".

The example of antinomic discursive words can be considered the presence of a semantic connection between the lexical unit of the noun "in the end" and the adverb "finally", thanks to the mediating role of a phrase "the rest of things (details, frames, etc.)":

> **Respondent:** *In the end* we rarely visited my grandmother in Belarus, *the rest* she is my grandmother on my mother's side, and *finally* we had good relationships.

Thus, in our research we determined the semantic and pragmatic meanings of discursive words, such as:

1. Actualization of the previous context:

    Respondent: *Well,* also a strawberry field is.

2. Anthropocentricity of the statement:

    Respondent: *Yes,* I feel the smell of strawberries.

3. Synonymy of the context given by discursive words:

    Respondent: *Well,* I'm the same *in general* as others, *however* I'm not *particularly* different.

4. Antonymy of the context given by discursive words:

    Respondent: Sometimes, *if* I get tired (*well,* there are a lot of lessons, *however* I go to bed late) – *then* I have a headache.

5. Hyponymic context given by discursive words:

    Respondent: *Now* I feel *well, rather fine, even good.* The mood is *also good.*

6. Amplification of the previous context:

    Psychotherapist: What do you see in front of you?
    Respondent: A white goat is.
    Psychotherapist: What do you see behind you?
    Respondent: Sleeping Forest is; *thus,* a white goat I see in front of me.

7. Amplification of conclusions using updated key statements:

    Respondent: *But probably* I'm less active than other children, *because* I'm physically weaker, *thus* I can't do many physical activities.

8. Expectedness/unexpectedness of the addresser's statement:

    Respondent: *Thus,* I feel myself convenient (expectedness).
    Respondent: *Whoops,* I'd like to feed the goat (unexpectedness).

According to our research, states of anxiety of all teenagers often were caused by life imbalance (overexertion – 61.8%, fatigue – 47.3%, anxiety – 86.1%), unfriendly relationships with parents – 63.9%, with classmates – 82.2%, fears – 44.2%. These states are reflected in the emotional, behavioral and cognitive spheres of the personality and they have to be perceived as a provocative and supportive factor of autonomic dysfunction of teens.

The empirical results of the distribution of mental energy according to the model of balance by Peseschkian (2000) are shown in Table 1. In our experiment the values of the indicators were sufficiently homogeneous. So, we analyzed the values having been obtained by the procedure of factor analyses, for three nosological groups of respondents according to each of four areas of mental energy distribution.

Table 1
The Empirical Results of the Distribution of Mental Energy According to the Model of Balance by Peseschkian (2000) (in Points, According to the Procedure of Factor Analyses)

The distribution of mental energy	Group E1		Group E2		Group E3	
	Before treatment	After treatment	Before treatment	After treatment	Before treatment	After treatment
Body (well-being, sleep mode, meals, appearance, exercises)	0.4314	0.5611	0.4425	0.6212*	0.4207	0.6508*
Activity (training, hobbies)	0.3712	0.5925*	0.3618	0.6817**	0.3542	0.6970**
Contacts (relationships)	0.3407	0.6397**	0.4108	0.7216**	0.4964	0.7008**
Fantasies (future)	0.4116	0.5104	0.4268	0.5806*	0.3817	0.5711*

Legends:
* – the difference in results is significant at the confidence level $\rho<0.05$;
** – the difference in results is significant at the confidence level $\rho<0.01$.

At the beginning of our experiment, before the activity with a psychotherapist, we observed a model of imbalance of teenagers of all groups. The largest deviations from the balance model were diagnosed in the sphere of contacts (relationships) of teens with hypotension (0.3407); also, in the field of the activity/training of teenagers of all groups. According to the body (well-being, sleep mode, meals, appearance, exercises) the lowest results we had in Group 3 (teens with paroxysmal autonomic insufficiency (PAI) – 0.4207).

After the basic medical care in the complex with psychological assistance we have made a final cut of the empirical results. A repeated study was conducted. The results showed a redistribution of mental energy in the direction of increasing indicators in the body (the difference in results is significant at the confidence level $\rho<0.05$ in Group E2 (0.6212) and Group E3 (0.6508) – they are teenagers with hypertension and PAI).

According to the "activity (training, hobbies)" indicator, a statistically significant change in the results of the respondents of all groups was diagnosed (in Group E1 the indicator is 0.5925, $\rho<0.05$; in Groups E2 and E3 a significant change in the results was diagnosed at the level of reliability $\rho<0.01$). According to the indicator "contacts (relationships)", all respondents of all groups also have a statistically significant increase in results at the $\rho<0.01$ confidence level. According to the "fantasies (future)" indicator, a statistically significant increase in results at the $\rho<0.05$ level of confidence was diagnosed in groups of respondents E2, E3 (teenagers with hypertension and PAI).

During the feedback the teenagers noted how much energy (mostly negative) they spent on overcoming the conflict situation. After realizing this fact, they had two options: the first one was to expand the sphere of the influence on the conflict situation, so, to solve it not through one of the areas having been pointed by us (body, activities, contacts, fantasies), but optimally to use each of them (to resolve the conflict not spontaneously, but according to some planned steps, having been created by teens by themselves, not together with the psychotherapist). The second way out was built similar to Freud's sublimation of libido energy, when a client abandons his/her main frustrating goal and directs his/her conflict resolution, so called released energy to achieve more important life goals.

During psychotherapeutic activity we asked teens such questions, that would be almost clear to them and internally had been accepted by them; also these questions had to find feedback and support of them in their experiences. Here is the example of a case study from our psychotherapeutic practice. A 15-year-old girl T., with a diagnosis of autonomic dysfunction and hypertension (Group E2), was referred to a psychotherapist for consultation. She was admitted to the hospital with complaints of fatigue, sleep disturbances, frequent headaches, irritability, palpitations. These symptoms have been bothered her periodically for three years.

The meetings with this patient lasted daily for 20 days. During the consultation at the first meeting, it became clear for us that she felt sick at home while preparing for the test. The girl is brought up in a full family, her heredity is burdened with hypertension. She has a lot of prohibitions from her parents in her life (for example, it is impossible for her to invite girlfriends' home, because they can spoil something,

litter, or it is simply a waste of time). In the system of family values high results (marks) in education are given the most important role (the main task of the child, according to her parents, is to study well, be worthy of their dynasty of mathematicians). Education of this respondent is carried out by devaluation and contempt of a daughter (because she has bad handwriting, she doesn't wash the dishes properly, she doesn't dress properly, does not listen to proper music and so on). The girl is in the 8th form, she is obedient, responsible, diligent, but very often she is insecure, suffers from feelings of helplessness, loneliness, guilt, inability to defend "her borders". The girl is worried if she gets a bad mark; she has a great feeling of fear and guilt, self-loathing, because her parents scolded her for "lack of diligence", and all the attempts to explain to them that she was tired or did not understand the task had finished with a quarrel and her tears. The girl was often upset and needed great emotional support.

At the level of observation/distancing we gave this girl the opportunity to speak, while observing her reactions during a talk with a psychotherapist. Also, we offered her to look at the situation from a different point of view, to "move" into the position of the researcher. At the same time, we tried to analyze how and to what extent a girl was affected by relationships with parents, classmates, and because of her own personal individual psychological characteristics.

At this stage of the experiment, we used the research methods of the analysis of macro- and micro-events, which had led to this disease, the method of narrative story (the description of the conflict situation), the activity with a metaphor ("What it is death for a caterpillar, it is a new life for a butterfly"), the method of positive reinterpretation.

At the inventory level a broad context of the respondent's life was analyzed. Analyzing the information, we searched for relevant ("I have to study only with excellent marks, if it does not work, I'm insignificant person") and basic life concepts ("In our family everyone is smart, and who is not smart, he/she is a great shame to the family"). Also, during our experiment we've studied deficient (confidence, love/acceptance, contacts) and resource abilities (imitation, patience, determination, diligence).

At the level of situational encouragement, we set ourselves the goal of finding out the strengths, activating the teen's resources, and then directing them to self-help, forming a positive motivation for

self-acceptance, strengthening confidence in her own abilities. To reach such purposes we used techniques of support, approval of the strengths of the girl. We also studied positive experience of other people, searched the external resources, using a technique of drawing "My resource", "I'm in the land of dreams". As a result of analyzing the activity at this level the girl became convinced that she was able to cope with the situation herself, she wanted to change her personal qualities and characteristics, she wished to change her relationships with her parents and classmates.

At the level of verbalization, we analyzed the girl's feelings and potentials of personnel protection, which have been arisen in the process of adaptation of this person to living conditions, but which were prompted an adequate response to conflict situations. At this stage of the experiment we used such techniques: techniques of explaining complicated things with simple words; working out macro- and micro-events (basing on situations: moving to another city, changing three schools, arguing with the best friend, mocking and ignoring classmates at school); the technique of emotional response; the technique to modeling a plan to balance the life energy (according to the model (Peseschkian, 2000) the energy distribution for each sphere should be within the limits of 25%). Also, we used a technique of decision-making (to decide what she likes best of all, for example, swimming and dancing); a technique of expansion the concepts ("I'm smart and good enough". "I mustn't prove that I'm smart because I have exceptionally high results in my studying"); learning to master her own emotions, use of breathing techniques; analyzing her own diary. At this level this girl studied how to respond properly to her negative emotions, how to distinguish destructive criticism from constructive one.

At the process of our psychotherapeutic activity, we also used the parables "Carrot, Egg and Coffee", "Your Truth", "Poor Donkey", "The Abyss", "A Frog" (Peseschkian, 2000). Our task was also to help to establish an open, friendly space of relationships between the girl and her parents that would meet the emotional needs of the teenager. Taking into account, that the requirements of parents were not in all cases adequate in relation to their child, and their words, not always pragmatic constructions, lexical units' program certain external patterns of the teen's behavior, and also the internal picture of the girl's lifestyle in a great degree affects her health, we invited the girl's parents to the interview and asked them if their daughter could do something against

their will. The parents were explained that it was impossible to teach a child independence, it was only possible to provide great opportunities for her being independent. According to this we invited parents to create their own affirmations that would help them to increase their child's self-confidence.

The parents concluded that after psychotherapy sessions with their daughter they began to understand her better. The parents told, that they had been fascinated by their daughter's upbringing in the direction of organizing the most successful learning. The parents understood that they had missed the moment when their daughter had been grown up and she had had some other values and positive characteristics besides learning. They agreed that perfectionism in everything (in the process of studying at school, at different types of the activities, in household work) influenced the increase of tension in family relations and interferes the establishment of warm and trusting relationships with the child.

The participation of this girl in psychotherapeutic activity helped the teenager to solve one of her own, the most painful problems – the inability to communicate with classmates. As a result of psychological help, the girl learned to react to uncomfortable situations, to forgive her parents, to clarify her children's fears, to believe in her own abilities, to learn to accept herself, her personality, even when things do not turn out perfectly (from her own or her parents' point of view), to develop her communicative skills. As a result, the indicators of the distribution of the girl's mental energy have changed almost twice in the direction of increasing interpersonal contacts.

Positive Psychotherapy allows both a psychotherapist and a client to understand a real reason of the client's problems, to change the client's attitude to different traumatic events and to provide mechanisms of Self-help. There is a valuable experience in the compliance of therapeutic hygiene, which facilitates the harmonization of the person's mental states. So, the use of a Model of Positive Psychotherapy is the important component in providing psychological assistance to teenagers with autonomic dysfunction. Also, using Positive Psychotherapy in the combination with other psychotherapeutic methods, which help us to provide psychological assistance to teens with autonomic dysfunction, we relied on both immediate and long-term results, as psychological stability and personal responsibility, which are the most important qualities for maintaining and improving the person's health.

In order to study the place of semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client in the paradigm of distribution of mental energy according to the model of balance by Pezeshkian (2000), we've analyzed the peculiarities of understanding by teenagers the parables offered to them ("Carrot, Egg and Coffee", "Your Truth", "Poor Donkey", "The Abyss", "A Frog" (Peseschkian, 2000)) by the method of semantic differential. Semantic differential uses the mathematical procedure of factor analysis. We chose this method because it was characterized by a broad paradigm of possibilities. On the one hand, highlighting discursive words in the texts teenagers can independently master the individual structures of evaluation of this or that text. On the other hand, by placing discursive words in the space of fairly clear generalized criteria, we built a multidimensional psychosemantic model of teens' understanding of parables which included a lot of discursive words, taking into account the spheres having been actualized in the psychotherapeutic process (spheres of mental energy according to the model of balance by Pezeshkian (2000)).

We developed 24 special bipolar seven-point scales (from -3 to +3), which were related to the understanding of discursive words, word combinations, their content, style, expressiveness, emotionality, paradigmaticity (Mykhalchuk, Ivashkevych & Kharchenko, 2022). Summarizing the semantic differential data, we obtained 24 matrices of evaluations by recipients of parables by scales that were factorized by us using the rotation method V-varimax. Using the assessment of the weight of the factor scales of the Humphrey criterion (Klimchuk, 2009) the most reliable factors were selected. In order to interpret factor structures, we used the concept of "bipolar factor" by H. Harman (Klimchuk, 2009).

The list of emotional scales and scales of assessment is given below.

The method of presentation of the results was group method. For each text specific scales were singled out, equally evaluated by at least of 90% of the respondents. The evaluations of the teenagers that we took into account were consistent (equally evaluated) at the level of at least 90% of the quantiles; we called them "significant", "substantial". Also, we called the list of significant scales universals one.

Table 2

Emotional Scales and Scales of Assessment of the Author's 24-scale Semantic Differential (Mykhalchuk, Ivashkevych & Kharchenko, 2022)

No	The name of a scale	No	The name of a scale
1	Contextual – Being out of context	13	Logical – Illogical
2	Discursive – Non-discursive	14	Amplified – Non-amplified
3	Updated – Not updated	15	Strong – Weak
4	Anthropocentric – Non-anthropocentric	16	Expected – Unexpected
5	Synonymous – Antinomic	17	Concise – Expanded
6	Dialogical – Monological	18	Complex – Simple
7	Hyponymic – Non-Hyponymic	19	Pleasant – Unpleasant
8	Real – Unreal	20	Psychological – Non-psychological
9	Multi-planar – Single-planar	21	A composition-meditation – A composition-activity
10	Interesting – Uninteresting	22	Predicative – Non-predicative
11	Pleasant – Unpleasant	23	Fantastic – Real
12	Active – Inactive	24	Comfortable – Uncomfortable

Of special interest there are those characteristics that, under the conditions of scaling of these texts, were evaluated differently by the respondents. We introduced a series of experiments in order to find out whether these scales are uncertain for each respondent, or if a teenager makes a decision unambiguously, or whether different respondents had recorded different solutions.

As a result of the factor analysis of the evaluation of the content of discursive words in the texts on different scales of semantic differential, 8 blocks of factors were distinguished, which acted as the main criteria for evaluating the parables offered to teens. These factors are: "Anthropocentric", "Condensation", "Complexity", "Synonymous", "Antinomic", "Hyponymic", "Amplified", "Expected". As a result of grouping of these scales by selected factors and the average ratings of the scales included into one factor, a Table of connotative ratings of the texts by all selected factors was constructed. Connotative evaluations reflected the attitude of teens to the texts with a lot of discursive words.

The first factor "Content" (29.6% of the total variance) includes the inclusions of the following scales, listed in order of decreasing weight of the factor loading (Table 3). The factor load reflects the correlation of the vector of the isolated factor (corresponding to one

or another scale) and indicates how pronounced the content is that the factor describes.

Table 3
Inclusions of the First Factor "Content"

No	The name of the factor	Factor load	No	The name of the factor	Factor load
1	Synonymous	0.98	13	Realistic	0.75
2	Multi-planar	0.96	14	Emotional	0.74
3	Hyponymic	0.94	15	Pleasant	0.71
4	Psychological	0.91	16	Warm	0.69
5	Contextual	0.87	17	Active	0.68
6	Anthropocentric	0.86	18	Efficient	0.65
7	Condensation	0.84	19	Educational	0.64
8	Interesting	0.83	20	Planned	0.61
9	Balanced	0.82	21	Actual	0.58
10	Updated	0.80	22	Real	0.57
11	Antinomic	0.78	23	Mysterious	0.55
12	Expected	0.77	24	Friendly	0.51

*The second factor was "Meaning".* It explains 29.1% of the total variance (Table 4).

Table 4
Inclusions of the Second Factor "Meaning"

No	The name of the factor	Factor load	No	The name of the factor	Factor load
1	Natural	0.90	13	Approximate	0.65
2	Successful	0.87	14	Specific	0.64
3	Hyponymic	0.84	15	Updated	0.63
4	Intense	0.82	16	Semantic	0.62
5	Synonymous	0.80	17	Lexical	0.61
6	Psychological	0.76	18	Pragmatic	0.60
7	Dialogical	0.74	19	Communicative	0.58
8	Colloquial	0.73	20	Multicultural	0.51
9	Multi-planar	0.72	21	Multifaceted	0.49
10	Logical	0.71	22	Modal	0.48
11	Real	0.70	23	Marked	0.47
12	Actual	0.67	24	Linguo-pragmatic	0.45

The factor "Content" (F_1) and the factor "Meaning" (F_2) reflect the basic factor "Assessment" by Osgood (Klimchuk, 2009; Semanticheskij metod (Osgud, 2016). Let's place the components of the mental energy of teenagers in the semantic space $F_1 - F_2$ (Fig. 1).

Figure 1
The Components of the Mental Energy of Teenagers "Contacts" and "Activity" in the Semantic Space $F_1 - F_2$ (According to the Results of Semantic Differential)
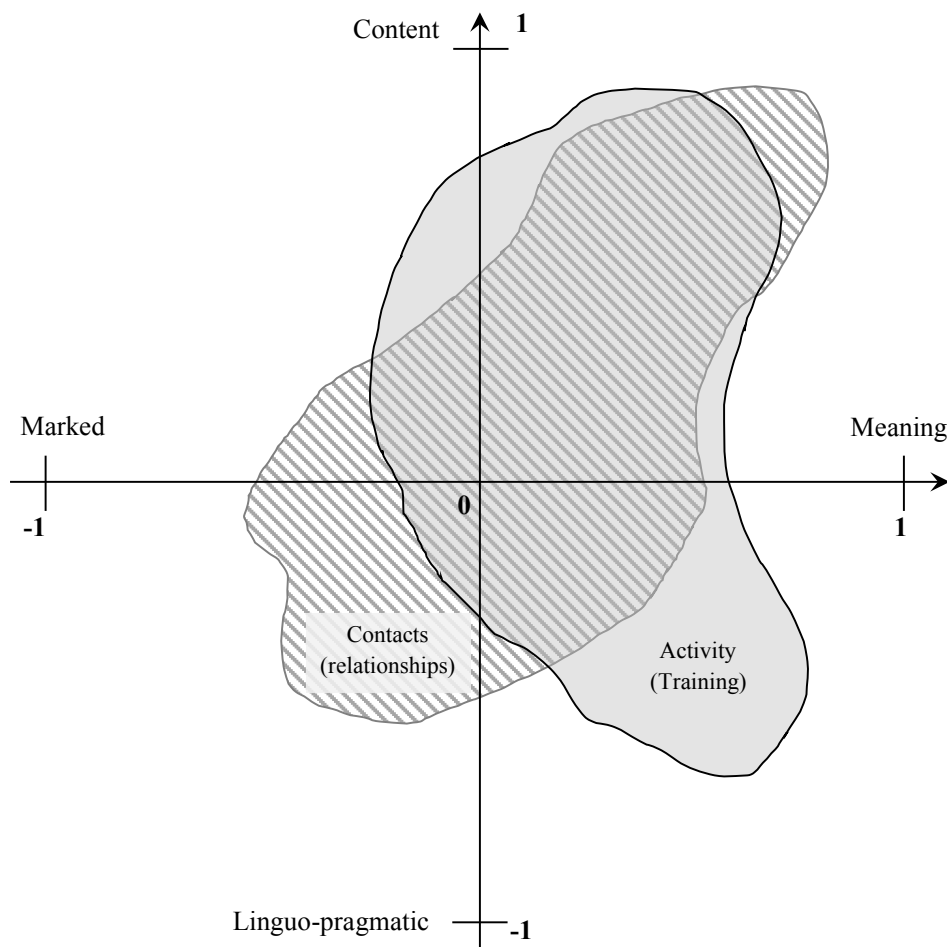
The third factor "Expected" (24.8%) is represented by scales. as we can see from Table 5.

Table 5

Inclusions of the Third Factor "Expected"

No	The name of the factor	Factor load	No	The name of the factor	Factor load
1	Convenient	0.83	13	Discursive	0.60
2	Clever	0.81	14	Categorical	0.59
3	Synonymous	0.80	15	Functional	0.57
4	Hyponymic	0.77	16	Connected	0.55
5	Expected	0.76	17	Remote	0.54
6	Actualized	0.74	18	Antinomic	0.50
7	Amplified	0.73	19	Communicative	0.48
8	Structural	0.70	20	Interactive	0.46
9	Nonsensical	0.69	21	Random	0.45
10	Paradigmatic	0.67	22	Semantic	0.42
11	Predicative	0.66	23	Formal	0.39
12	Pragmatic	0.62	24	Intentional	0.37

The fourth factor (16.5%) was named by us *"Amplified one"* (Table 6).

Table 6

Inclusions of the Fourth Factor "Amplified"

No	The name of the factor	Factor load	No	The name of the factor	Factor load
1	Marked	0.78	13	Pragmatic	0.58
2	Dialogical	0.75	14	Psychological	0.56
3	Explicit	0.74	15	Colloquial	0.50
4	Narrative	0.72	16	Emotional	0.48
5	Generalized	0.71	17	Included	0.45
6	Discursive	0.70	18	Paradigmatic	0.43
7	Serious	0.67	19	Notional	0.40
8	Commented	0.66	20	Dominant	0.37
9	Connected	0.65	21	Communicative	0.35
10	Tonal	0.64	22	Significant	0.34
11	Implicit	0.63	23	Axiological	0.33
12	Register	0.62	24	Cognitive	0.31

The components of the mental energy of teenagers "Body" and "Fantasies (future)" are shown in the semantic space $F_3 - F_4$ (Fig. 2).

Figure 2

The Components of the Mental Energy of Teenagers "Body" and "Fantasies (Future)" in the Semantic Space $F_3 - F_4$ (According to the Results of Semantic Differential)
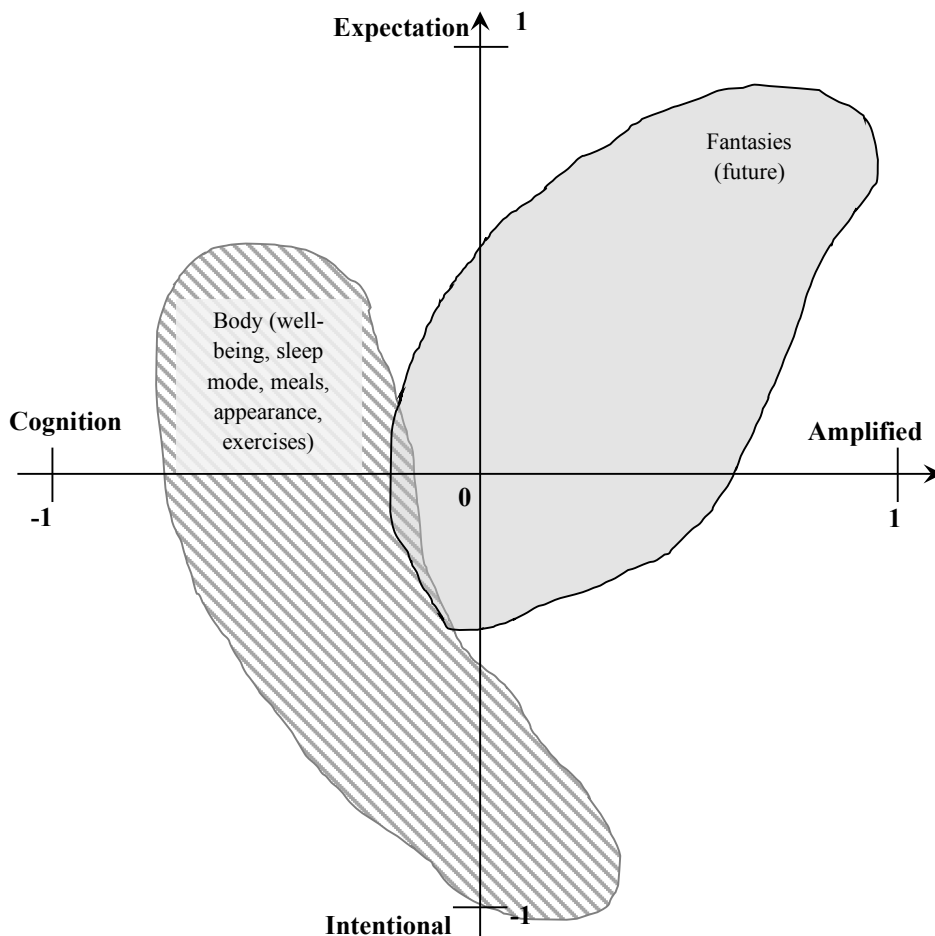
Discussions

If we proceed from the understanding of the semantic and pragmatic aspects of lexical units according to the subjective use of the language. then the purpose of discursive words can be described not only to achieve a specific. clearly defined purpose of communication.

but also to actualize a social context which the addresser needs. It is common that a society requires the partners of communication to observe certain conditions of the language use (Alahmadi & Foltz, 2020; Malivskyi, 2019; Valis et al., 2019). According to the researches of scientists (Aleksandrov, Memetova & Stankevich, 2020) the study of the semantic and pragmatic content of discursive units in the process of communication facilitates the study of the language use and will determine the mechanisms of their influence and their role in the process of optimizing speech interaction.

According to the ideas of scientists (Chen, 2022; Lu et al., 2019) the semantic and pragmatic functions of discursive units should be studied in a real process of communication. Scientists (Alyami & Mohsen, 2019; Brysbaert & Stevens, 2018; Rezaei & Mousanezhad Jeddi, 2020) offer two possible approaches to do such analysis. The first one consists in observing the actual material. in the description of all options for the choice by partners of communication the means of speech in order to design the statements properly. which allows to make the communicative process as effective as it is possible. It is a dialogical communication that will create the most positive opportunities for carrying out such analysis in a functional plan. The second approach emphasizes a need to invent opportunities to go beyond a dialogue. while establishing at least minimal prerequisites for successful communication at both the linguistic and sociocultural (and also at intercultural) levels. It is the approach that emphasizes a psycholinguistic content of the reflection of semantic and pragmatic content of discursive units in the communication of subjects of interaction.

In the scientific literature (Baranger & Baranger. 2008; Tohidian, 2021; Wong, 2017) micro-, macro- and mega-pragmatics are distinguished, which allowed us to analyze such a complex problem as the semantic and pragmatic filling of discursive units in the psychotherapist's communication with a client. After all, we assumed that a pragmatic act is a broader concept than a speech act. This is a series of specific conative actions and behavioral strategies that have a common goal. but they are often provided by quite different means of achieving this goal. We also took into account that a pragmatic act implies a mandatory correlation with a certain psychotherapeutic situation. At the level of micropragmatics it is appropriate to study the implementation of speech acts in a psychotherapeutic dialogue. At the macro-level the functional

aspect of discursive units in the psychotherapist's communication with a client was analyzed. The megapragmatic level allows us to build some generalized models of pragmatic acts (so called kind of pragmas), that correspond to a specific psychotherapeutic situation.

A retrospective look at the development of the ideas of the semantic and pragmatic filling of discursive units in the process of communication of a psychotherapist with a client shows that this sphere of humanitarian knowledge within the paradigm of Psycholinguistics has common philosophical, logical, semiotic and linguistic origins and in its development a significant path of initial has passed (in some instance this path is anthropological and person-centric by its content). Starting from the understanding of the language as a sign-symbolic form of the person's dialogue with the world and other people as a spiritual value in its closest connections with speakers of other languages, researchers gradually came to the understanding of the semantic and pragmatic content of discursive units in the psychotherapist's communication with the client as the most important tool not only according to the perception and understanding of the world (semantic aspect), but also in accordance with the practical impact of discursive units in the psychotherapist's communication with a client (pragmatics itself). Moreover, this influence occurs in both directions, both from the psychotherapist to the client, and also it takes a place in the opposite direction.

In current scientific issues there were formulated ideas (Astle & Scerif, 2011; Dubovyk et al., 2020), based on the most important semantic valuable category – the subjective factor in the language (it refers to speech units, scripts, frames, modes of communication). Also we tell about the empirical category, which has communicative and quasi-communicative meaning. The last one is based on pragmatic elements. In such a way Psycholinguistics, due to its actualization paradigm of the meaning of discursive words, builds a rather broad research field. which will include the problems of subjective use of the language in all spheres of the person's life.

Conclusions

So, the specificity of paradigmatic connections of discursive words (first of all, synonymous. Antonymic, hyponymic, anthropocentric,

actualized, amplified, expected or unexpected) is determined by their contextual dependence. We call such semantic and pragmatic communicative meanings, which differentiate discursive words in the paradigm of communicative situations in the process of communication between a psychotherapist and a client, *intentional scripts*. They are distinguished by variable lexical and functional possibilities, depending on the context of the utterance, as well as different variations of lexical and semantic, pragmatic and functional constructions.

In such a way the antonymy of discursive words is determined by contrasting their semantic and pragmatic components; synonymy is a variation of pragmatic features within components that are similar in their meaning. In contrast to lexical hyponymy, which implies the presence of a hyperonym, actualized and anthropocentric connections of discursive words appear in the paradigm of dominant communicative meaning. At the same time, those discursive units that directly influence the construction of meaning, appear as co-hyponyms and do not have a common hyperonym. Amplified connections of discursive words are distinguished by complex meta-constructions. They may include both synonymous and antonymic, also hyponymic connections. At the same time. any connections of discursive units can be categorized as expected or unexpected ones.

In our research we talk only about psychotherapeutic discourse. In general, the study of discursive words in other types of discourse, the establishment of their systematic organization is a matter of the future, because the understanding of their content and nature significantly depends on what theoretical paradigm of contemporary Psycholinguistics the researcher deals with. It is also important that the language of Psycholinguistics is still not formed, and the description of discursive words is based only on the developed metalanguage of semantics and pragmatics. Nowadays this metalanguage is not completely formed. These outlined questions will be the subject of our study and empirical research in our further articles.

Adherence to Ethical Standards

Ethic declarations. Prior to the start of the study. informed consent was obtained from all participants for voluntary participation. The study was conducted in compliance with domestic (Ethical code, 2009) and international ethical standards

(American Psychological Association, 2002). The study was approved by the Scientific Ethics Committee of the Scientific Researches of the Public Organization "National Academy of Sciences of Higher Education of Ukraine".

Data Availability. The empirical results of our research of use of discursive units in the paradigm of Positive Psychotherapy were presented in the repository "*Social Science Research Network (SSRN)*" (Ivashkevych, 2022).

Conflicts of Interest. The author declares no conflict of interest.

Author contributions. Maksymenko S.: the idea, modeling of the theoretical concept and general design of the research, formulation of goals and objectives of the research, general organization of the empirical research, describing and detailed the Methodology of Positive Psychotherapy of organizing psychotherapeutic process, which contributes to the problem of semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client, Reviewing and editing the article. **Ivashkevych E.:** Proposing psycholinguistic theoretical conception of the research. Proposing and describing the whole paradigm of organizing psycholinguistic researches, deal with the problem of analyzing semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client. Offering for the first time the semantic and pragmatic meanings of discursive words, described them according to the psychotheurapic process. Showing the specificity of paradigmatic connections of discursive words (such as synonymous. Antonymic, hyponymic, anthropocentric, actualized, amplified, expected or unexpected). Submission of data of the research to the international repository. Preparation of the final version of the manuscript. Developing the author's 24-scale bipolar version of the semantic differential for understanding the semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client. **Kharchenko Ye.:** preparation of the initial version of a manuscript, planning and managing the implementation of experimental activity, selection of stimulus material, organizing the experiment. Empirical collection and analysis of the results of the research, interpretation of the results of the research in a psycholinguistic paradigm. Developing and describing the use of the author's 24-scale bipolar version of the semantic differential for understanding the semantic and pragmatic meaning of discursive units in the process of communication of a psychotherapist with a client. **Tarnavska O.:** preparation of tables and figures in their original form, summarizing the semantic differential data, obtaining 24 matrices of evaluations by recipients of parables by scales which were factorized using the rotation method V-varimax. use the assessment of the weight of the factor scales of the Humphrey criterion. interpretation factor structures. using the concept of "bipolar factor" by H. Harman, writing abstracts to the article, drawing up a list of sources used in the APA style. **Sinjavska N.:** preparation of documents and collection of informed consent from potential participant of the experiment. getting the respondent's agreement for compliance with ethical standards of the experiment, collection and analysis. psychoanalytical and psycholinguistic interpretation of data of the research.

All authors commented on previous versions of the manuscript. All authors have read and approved the final version of the manuscript.

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Appendix

A Fragment of Verbatim Report of Psychoanalytical Activity with Respondent Serhii (he is 14 years old, group E1, January, 2022)

Psychotherapist: Well, Serhii, now we will talk a little about life, about your school, home. You are already big; you are in the 7th form. It seems that I, as a psychiatrist, I am interested in talking with you. The questions that we will discuss with you are quite simple. Look, this is not a school program, I do not give grades, there are no right or wrong answers at all, no one will scold you. So, don't worry, don't be afraid, just answer as you think. If you wish you can explain your answers in detail. The more you talk, the better is. By the way, you can use the vocabulary you'd like. So, let's begin. Tell me, please, how exactly can you evaluate yourself? Assess your general condition (I mean, first of all, your health), well-being, mood.

Respondent: Now I feel well, rather fine, even good. The mood is also good. Sometimes, if I get tired (well, there are a lot of lessons, however I go to bed late) – then I have a headache. When the sun is shining, it is the same situation too, if I'm sitting by the sun for a long time. It's hot and makes me sick. When it's very hot or stuffy. At Physical Training lessons, during physical overload, everything "flies"

and appears before my eyes, it gets dark in the eyes. The school doctor canceled Physical Training classes for me, told me about great physical limitations. I am constantly observed by the doctor, I have a low blood pressure.

Psychotherapist: Serhii, how well do you sleep at night? And do you sleep in the daytime?

Respondent: In the evening I try not to go to bed late, somewhere around 10 o'clock. Sometimes I walk around at night, if there is some kind of unpleasant dream. I sometimes sleep during the day, but not for a long time if I'm tired at school.

Psychotherapist: To speak in such a way, how are you doing with meals, if there are any specifics?

Respondent: After all everything seems to be fine, but if I have dinner late, for now I sleep badly.

Psychotherapist: How would you characterize yourself as a whole as a person (taking into account self-esteem, health, physical data, appearance, character, learning abilities, a level of knowledge, for example, compared to your classmates?

Respondent: However, I don't think, but, in spite of I'm very different from others. In general, I study averagely, like the majority in the class, if I do more and try, it turns out much better. It seems to me ordinary, like everyone else. It's true, I'm a little worried that physically not everything is fine, but I really hope for the best. Everything will be fine, as my doctor assures me.

Psychotherapist: Thus, Serhii, are you a sociable person? Do you have friends, how your relationships with your parents are characterized?

Respondent: At school I communicate with other boys, I have rather good relations. In spite of it's true, but, however, I can't always participate in games with the guys, I get tired quickly and try to follow a certain regimen having been prescribed by my doctor. Relations with parents are also good.

Psychotherapist: What are your earliest childhood memories?

Respondent: The most vivid memory that I remember it is how my grandmother bought me a nice jacket, I was circling in it in front of the mirror, this jacket is blue with cars.

Psychotherapist: Did your mother tell you how her pregnancy had gone?

Respondent: Damn it, she didn't tell at all.

Psychotherapist: How long did your mother have parental leave after your birth?

Respondent: After all I don't know, however she has never told me about it.

Psychotherapist: Did you go to a nursery school?

Respondent: Yes, I did.

Psychotherapist: Well, what were your memories from nursery school?

Respondent: I remember very little from that period of my life, but I had no desire to go to the nursery school.

Psychotherapist: After all, did you go to a kindergarten?

Respondent: Yes, I did.

Psychotherapist: Hear, did you want to go to the kindergarten?

Respondent: I didn't even want to, I don't even have any good memories, I was insulted in the kindergarten, I didn't want even to go there every day.

Psychotherapist: In the period from your birth to school time, what were your relationships with your mother? How did your mother treat you? How did you treat your mother? What feelings remained in your soul?

Respondent: Good feelings remained, after all I loved my mother, we had good relationships.

Psychotherapist: See, what were your relationships with your father like from your birth to the period to go to school? Focus! How did your dad treat you and how you treated dad?

Respondent: My dad and I were the best friends, he always took me fishing, mushroom picking, hunting and I rode a motorcycle with him, I was not to part him everywhere.

Psychotherapist: How were your relationships with your grandmother during your childhood?

Respondent: In the end we rarely visited my grandmother in Belarus, the rest she is my grandmother on my mother's side, and finally we had good relationships.

Psychotherapist: How were your relationships with the grandmother on the father's side?

Respondent: Well, my mother taught me how to crochet, and I liked it, even though I'm a boy.

Psychotherapist: But I asked you about your grandmother on the father's side.

Respondent: I have had good memories of my two grandmothers.

Psychotherapist: OK, now you and I will have the activity within the image. Feel the support under your feet. Feel the floor with your feet, the connection with the earth through the floor. Feel your stomach. Pay attention to how you are breathing. Breathing should be free and calm... You are breathing pleasantly. Try to relax, relieve tension in such a way as if you wanted to take a nap for a while.

"Begin to relax from the shoulders. Shoulders become heavy and warm... Shoulders are heavy and warm. The hands are relaxing... The upper part of the hands is relaxing. Elbows are relaxing... Wrists are relaxing... Hands are relaxing... Hands are relaxing... Each finger on the hands... Palms become heavy and warm... Palms are heavy and warm. Breathing is free and even... Warmth in the stomach... Warmth spreads to the lower extremities. The upper parts of the legs are relaxing. Knees are relaxing... Legs and feet are relaxing... Feet become heavy and warm... Feet are heavy and warm. Feel the heels… Feel the toes…".

Legs are relaxed. Now pay attention to the back. Feel how the sacrum is relaxing... Feel the spine... The middle of the back is relaxing... The neck is relaxing, the back of the head... The whole head is relaxing. Crown, temples are relaxing... Forehead and face are relaxing... Feel the cheeks... Feel the cheekbones of the chin... The lower jaw becomes heavy... The tongue becomes warm... The nose and eyes are relaxing... The eyelids are heavy, the eyelashes stick together, the eyes are relaxed. Watch your breathing: inhale-exhale, inhale-exhale.

Tell yourself: I am having a rest. Imagine a meadow or any other similar image, whatever you imagine is good. How big is your meadow or glade?

Respondent: It's great.

Psychotherapist: What is its form?

Respondent: It's round.

Psychotherapist: What is on your right?

Respondent: Strawberry meadow.

Psychotherapist: What is on your left?

Respondent: Well, also a strawberry field is.

Psychotherapist: What do you see in front of you?

Respondent: A white goat is.

Psychotherapist: What do you see behind you?

Respondent: Sleeping Forest is; thus, a white goat I see in front of me.

Psychotherapist: What time of year is it now?

Respondent: It's summer.

Psychotherapist: What time of day is it now?

Respondent: It's lunch.

Psychotherapist: What's the weather like now?

Respondent: It's sunny.

Psychotherapist: What is the air temperature now?

Respondent: Approximately +25.

Psychotherapist: Pay attention, what color is the grass on the glade?

Respondent: It's bright green.

Psychotherapist: How long is the grass?

Respondent: How the lawn is cut.

Psychotherapist: What does it feel like if you touch it?

Respondent: It's quite soft.

Psychotherapist: If you unfold the grass, what color will the soil be under it?

Respondent: It's yellow.

Psychotherapist: What is the degree of moisture of the grass?

Respondent: It's dry grass.

Psychotherapist: What does the earth feel like?

Respondent: It's warm.

Psychotherapist: Are there any insects or animals around you?

Respondent: There is a goat.

Psychotherapist: Do you hear any sounds?

Respondent: No, I don't.

Psychotherapist: Do you smell anything?

Respondent: Yes, I feel the smell of strawberries.

Psychotherapist: Now imagine yourself in this image. What clothes are you wearing?

Respondent: I'm wearing pants and a T-shirt.

Psychotherapist: What are on your feet?

Respondent: Sneakers are.

Psychotherapist: Do you have something on your head?

Respondent: Nothing is.

Psychotherapist: What color are your clothes?

Respondent: The bottom is black, the top is white.

Psychotherapist: What color are your shoes?

Respondent: They are black.

Psychotherapist: Do you feel convenient in this image?

Respondent: Thus, I feel myself convenient.

Psychotherapist: How old do you feel yourself in this image?

Respondent: I'm 23 years old.

Psychotherapist: What is your mood?

Respondent: It's good.

Psychotherapist: What do you want to do now being in this image?

Respondent: Whoops, I'd like to feed the goat.

Psychotherapist: Do everything you would like. Feel how the earth, air, grass fill you with peace and energy, takes away all bad and unnecessary. Stay here as long as you need.

When you feel that you are ready, let the image dissolve slowly, say goodbye to it, say thank you for the experiences it gave you today, you can always return to it in your imagination whenever you want.

When you're ready say goodbye to the image. On the score from 5 to 1 you will open your eyes, but the feelings will remain. 5, 4, 3, 2, 1 – clench your hands into fists, stretch them strongly – forward and up – and slowly open your eyes... Based on the image.

How do you feel yourself?

Respondent: Everything is well.

Psychotherapist: Then I have a few more questions. Serhii, what hobbies do you have, maybe the characteristics of requests, desires? Do you feel yourself active or passive in everyday life compared to other children?

Respondent: Well, I'm the same in general as others, however I'm not particularly different. But probably I'm less active than other children, because I'm physically weaker, thus I can't do many physical activities. Now about hobbies. I like to read interesting books, especially on medicine. My father is a doctor, and I also want to be a doctor.

Psychotherapist: How can you characterize your position in life during this period as a whole, as "good", "bad", "mediocre", taking into account the present, prospects for the future, opportunities to achieve goals?

Respondent: I think that in general everything is in order in my life, it's "good", both at home and at school. In the future I want to become a doctor like my father. I like medicine, I think that this is the best profession – to help people, to keep them healthy and alive.

Psychotherapist: Okay, you and I had a great activity today. Meet you the next week!

АНОТАЦІЯ

Метою *нашого дослідження було проаналізувати семантико-прагматичне наповнення дискурсивних одиниць у спілкуванні психотерапевта з підлітками з вегетативними дисфункціями з використанням методів позитивної психотерапії.*

Методи. *Основним методом, використаним у нашій статті, був метод надання психологічної допомоги підліткам з вегетативними дисфункціями за допомогою п'ятирівневої моделі позитивної психотерапії (Peseschkian, 2000). Для аналізу емпіричних результатів дослідження було використано психодіагностичну методику "Модель балансу розподілу психічної енергії" (Peseschkian, 2000). Для розуміння семантичного та прагматичного значення дискурсивних одиниць у процесі спілкування психотерапевта з клієнтом ми також використали авторську 24-шкальну біполярну версію семантичного диференціалу.*

Результати. *В дослідженні було визначено семантико-прагматичні смисли дискурсивних слів, а саме: (1) актуалізованість попереднього контексту; (2) антропоцентричність висловлювання; (3) синонімічність контексту, задана дискурсивними словами; (4) антонімічність контексту, задана дискурсивними словами; (5) гіпонімічність контексту, задана дискурсивними словами; (6) ампліфікація попереднього контексту; (7) ампліфікація висновків за допомогою актуалізованих ключових висловлювань; (8) очікуваність/ неочікуваність висловлювання співрозмовника.*

Висновки. *Специфіка парадигматичних (перш за все, синонімічних, антонімічних, гіпонімічних, антропоцентричних, актуалізованих, ампліфікованих, очікуваних або неочікуваних) зв'язків дискурсивних слів визначається їхньою контекстуальною залежністю. Саме такі семантико-прагматичні комунікативні смисли, які диференціюють дискурсивні слова у парадигмі комунікативних ситуацій в процесі спілкування психотерапевта і клієнта, ми називаємо інтенційними скриптами. Останні вирізняються варіативними лексичними та функціональними можливостями, залежними від контексту висловлювання, а також варіаціями лексико-семантичних і прагматико-функціональних конструкцій.*

Ключові слова: *дискурсивні одиниці, семантичне значення, прагматичне значення, антропоцентричність, синонімія контексту, антонімія контексту, гіпонімічний контекст, ампліфікація попереднього контексту, ампліфікація висновків.*