

## EXPLICIT INFORMATION: DEFINITION, ROLE, AND APPLICATIONS IN THE MODERN WORLD

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**Abstract:** Clear and understandable information is crucial to various aspects of modern society. This paper examines the concept of explicit information and its significance in education, business, research, science, health, culture, and the arts. This research focuses on the essential principles which are required to deliver effective communication to a diverse audience and aims to enhance the ability to interpret relevant information. We explore approaches for producing and displaying explicit information, comprising text, graphics, audio, and video, and methods for visualising and analysing data. We additionally explore the security and protection of explicit information, covering encryption, authentication, and measures to prevent data leakage. Ultimately, the article analyses the future of explicit information in the context of digital transformation, the use of big data, and artificial intelligence. Explicit information persists as a pivotal component in knowledge transfer, decision-making, and societal development, and its significance will persist in the future.

**Keywords:** explicit information; text; authentication; encryption; linguistics.

### 1 Introduction

The concept of explication, deriving from the Latin *explicato*, meaning "explanation", has been known by various names in the linguistic tradition, which convey similar meanings and contents. Examples include the reception of lexical additions, descriptive translation, explanatory translation, and paraphrase.

Explicit information refers to information that is expressed directly and obviously by a given linguistic unit or system of units, without any transformation. Explicit information is typically encoded in the dictionary definition of a word or morpheme. In a narrower sense, explicit components of meaning refer to those with a clear word-shaping (morpheme), form-shaping (morphological), or syntactic (lexico-semantic) expression [19].

The main goal of this research is to clarify, define, and examine the role of explicit information, as well as to explore its applications in the modern world.

### 2 Materials and Method

In order to achieve our objectives, we will investigate the presentation of explicit information in scientific literature. We will evaluate the influence of the latest trends in information visualization and analysis technologies to comprehend their effect on demonstrating explicit information. Additionally, we will compare the application of explicit information across various cultures, industries, or languages to identify differences and similarities. We will rely on specific linguistic facts as research materials to accomplish this.

### 3 Literature Review

Theoretical and empirical work has distinguished the comprehension of explicit and implicit information in both written and spoken texts, with predictors identified [3; 5; 8; 14]. However, several studies that have utilized more sophisticated data analysis approaches to examining of the dimensionality of reading comprehension have produced inconsistent findings [2; 16]. Basaraba's (2013) [2] research implies that reading comprehension encompasses multiple dimensions and supports the possibility of distinguishing between explicit and implicit comprehension. However, M. Muijselaar's (2017) [16] data challenges the concept that explicit and implicit comprehension can be considered as separate constructs.

Explicit comprehension involves utilizing language to describe characters, objects, and actions presented in a book, whereas implicit comprehension involves using language to deduce, analyze, hypothesize, or reflect upon and integrate ideas and information. A. Paris and S. Paris (2003) [17] created a task to

evaluate implicit and explicit comprehension proficiencies in young children's storytelling. According to D. Altun's (2018) [1] categorization, explicit comprehension of a story involves identifying its basic elements, such as characters, setting, initial event, problem, and solution. In contrast, implicit comprehension encompasses the ability to infer the main characters' emotions, causal relationships, predictions, and overarching themes. As such, implicit comprehension is a more advanced skill that requires a deeper understanding of the story than explicit comprehension.

### 4 Results and Discussion

The phenomenon of explanation can be understood in two ways. Firstly, it embodies the direct meaning of a statement, which is commonly found in the works of K. A. Dolinin. As he states, "*The meaning or explicit content of a statement (text) is the content that is directly expressed by the combination of linguistic signs from which this statement is composed*" [4, p. 7]. Thus, the meaning of explication is the direct result of the semantic combination of linguistic units, according to this definition. With this regard, the meaning of explication is the direct result of the semantic combination of linguistic units, according to this definition. However, explication has another meaning as well. For example, L. K. Latyshev viewed explication, on the one hand, as a "special" translation technique, which will be further discussed in this work, and on the other hand, he wrote about the linguistic phenomenon of transmitting content at the level of the interpreter. Let us quote the author: "*To compensate the reader for a lack of implicit information in translated texts, the most effective method of translation is to include it explicitly*" [13, p. 224]. We believe that the two interpretations cited share similarities in explicating actions, conveying juxtaposed and combined meanings while following the grammatical norms of linguistic units. However, their dissimilarity is rooted in the functional context, where the phenomenon can operate with both the direct and implied meaning of the statement. On this basis, we consider that explication can be seen as a means of rendering implicit meaning into linguistic form. It probably comprises not just lexical and grammatical elements of the source language, but also corresponding fragments of world knowledge.

V. Komissarov (2013) [11] contends that the meaning of non-equivalent words can be conveyed through explication. However, the author cautions that this technique can be cumbersome and should only be used in cases where a concise explanation is sufficient. It can be concluded that in this interpretation, the use of explication is limited to the zone of transformations, and serves as a descriptive technique, which eliminates its value as an interpretation method.

Conversely, Latyshev associates explication with "specific" translational transformations, including implication, demetaphorisation, and metaphorisation. The author highlights that all these techniques have the common feature of providing a more distinct form to the expression [13, p. 291]. Moreover, explication plays a crucial role as a technique that aids in interpreting the original statement by rendering the implied meaning in verbal form.

Nevertheless, the text frequently comprises implicit details, which are not explicitly expressed but rather hidden. In such instances, we may refer to subtext as the occurrence of implicit linguistic content [20, p. 44]. According to Ye. Yermakova's definition, subtext comprises content that does not directly feature in the customary lexical and grammatical meanings of the linguistic units which make up the statement, but is derived from comprehension of the statement [20, p. 18]. Implicit content can arise either as an isolated statement or within a broader context. Therefore, it is essential to establish how to retain covert modal meanings and to what extent implicit messages can be conveyed during translation.

According to G. Khamzina (1998) [10], implicit information is not directly expressed in language but can be inferred through implication. This is achieved by extracting unspoken content from the spoken word. The components of semantics in the meaning of speech units or their elements represent the implicit content. In other words, the full range of grammatical and lexical-grammatical categories has substantial implicit potential. Lexical items, in particular, carry implicit meanings, which can be largely attributed to polysemy — the phenomenon where a single word has multiple interpretations. As a result, lexical polysemy acts as an infinite source of meaning.

When reading a translation, the reader anticipates the ability to fully delve into the text, relying on appropriate understanding resources. Implicit and explicit links do not pose any significant comprehension challenges. If language links, whether implicit or explicit, assume the existence of common or scientific knowledge that the recipient may not possess, problems can arise. The task of the translator is to convey the original content in a semantically equivalent manner, ensuring the meaning of the statement is preserved. The translator needs to make implicit connections explicit, which may require specific knowledge. However, the recipient of the translated text may not need this knowledge. Explicitization is frequently observed as a phenomenon that clarifies information more extensively in the translation than in the original.

Explanation is a phenomenon that frequently results in additional explicit information being expressed in the translated version compared to the original. The authors propose that the translator may add explanatory phrases, clarifications, and additional details to the source text to ensure logical coherence in the narrative. M. Larson (1984) presents an intriguing perspective, asserting that a recipient's comprehension of information shared is reliant upon the inferences they deduce from contextual cues. However, this can only be achieved when both the sender and recipient operate within the same cognitive framework and communicate effectively in the same language. In bilingual communication scenarios, misunderstandings can arise due to the complexity of decoding implicit information in the original text. Therefore, to avoid misunderstandings, translators often introduce implicit information into their translations [12, p. 37]. Dealing with explicitation is a complex phenomenon, and linguistics emphasises explicitation as a means of achieving adequate translation, i.e., as a translational transformation. At the same time, linguistics aims to conduct focused research on the aspect of conveying information openly and determining implied meanings.

In light of the preceding, our thesis regards explicitation as both a technique and a means to assist translators in clarifying and expanding the context of information, making it more easily accessible to readers. It is also deemed an independent process that transcends mere transformation, as the translator must adopt the role of an interpreter, ensuring an accurate understanding of the content derived from the grammatical and lexical aspects of the source language.

The semantics of a linguistic unit comprises its explicit and implicit parts. The explicit part is conveyed through lexical and grammatical means, whereas the implicit part lacks its own labels. *"In some instances, the implicit semantics are deduced from the explicit semantics and background knowledge by logical inference. In other instances, they are attributed to the linguistic unit by convention"* [9]. For example, when examining the English linguistic unit "earring", its denotational meaning solely encompasses the sememe "ring associated with the ear". When this explicit meaning is coupled with background information, it becomes clear that the term refers to an earring due to the lack of any other commonly established relationship between a ring and an ear in social conventions. The implicit meaning of the linguistic unit "earring" derives from the complex of sememes that characterize it, inferred from its explicit part and background knowledge.

To illustrate, let us consider the term "seaplane" in English. Its explicit meaning comprises the sememe "airplane related to the

sea", which may have varying relationships. Based on background knowledge, this term could have multiple meanings in theory: 1) Water search and rescue aircraft, 2) Seaplanes, 3) Fishing aircraft, 4) Oceanographic aircraft, 5) Carrier-based fighters, 6) Coastal patrol aircraft, 7) Anti-submarine warfare aircraft. The authentic meaning of this linguistic unit is second variant — seaplanes. However, the meaning of "airplane related to the sea" is not unambiguously derived from explicit information and background knowledge. Instead, it is attributed to this unit by linguistic convention. This additional meaning is known as augmented, and the phenomenon is referred to as semantic integrity.

In the underlying structure of language, there exists a solitary negation operator that communicates its directive: negation, correction, or cancellation of the action plan for either the full sentence or its individual constituents. Nonetheless, the homogenous nature of the explicit and implicit negation does not necessarily equate to absolute equivalence of these types of negation on the surface structure of language. Explicit methods of expressing negation in contemporary British English consist of pronouns and adverbs with negative semantics. These indicate the absence of an object either wholly or partly based on qualitative or quantitative indicators. Common examples include "no", "no one", "none", "nobody", "nothing", "neither", "never", and "nowhere". Additionally, conjunctions such as "nor", "neither... nor", "not... but", "lest", and "unless" express dissimilarity or opposition between elements: *The man ceased to rotate. He strolled down the lane until he reached its end, finding nothing and no one there.* In English, negation can be explicitly expressed by a range of word-forming elements, including non-, un-, il-, dis-, de-, mis-, and -less. The addition of these negative affixes communicates the meaning of absence, deprivation, or opposition: *"In an attempt to trace her origin, he scanned the bare and uninterrupted wall, but found it empty and bricked up"*.

Implicature is a linguistic phenomenon defined by the omission of meaning through formal means. It occurs across language levels. Implicit negation is a significant category of linguistics. What makes implicit negation unique, as with all implicit language components, is its asymmetry, whereby the content and expressive levels do not match, and the failure to express meaning through formal-grammatical indicators is observed. Negation in language can be implicit in both exclamatory and interrogative sentence forms. Expressive negation can be indicated by all structural patterns of interrogative sentences, whether with or without an interrogative word. Interrogative expressive intonation, grammatical structure, lexical content, and linguistic function distinguish interrogative sentences with implicit negation from purely interrogative sentences. Moreover, the negativity of interrogative sentences may be contextualized. Questions can imply negations, even in the absence of formal-grammatical negation indicators in sentence structures. In other words, these types of sentences contain an implied negative meaning: *"Are you too young to understand this?"* A question is consistently more emotionally charged than a statement or negation. Thus, an affirmative statement with an interrogative form becomes more emotionally charged, more emphatic, and hence more indicative of the speaker's stance towards the topic under consideration.

*"Explicit statements convey information obtained directly from the dictionary meanings of the words used in the sentence. These do not require further decoding. Implicit statements, on the other hand, require identification of the content based on additional understanding of the meanings of words and expressions within the context and situation in which the statement is used"* [18, p. 271].

Traditional concepts are limited to the single subject of human consciousness, while there are many other sources that reflect and transform such concepts. In another aspect, information can be understood as the transmission and reflection of diversity in any objects and processes, both inanimate and living nature, which is its broadest interpretation, including both qualitative

and quantitative aspects. This definition is taken from the reference provided. The term “information” holds an explicit advantage over related terms like “content”, “meaning”, and “sense” in the study of textual issues. According to I. Galperin (1981), “*information is a measure of the realization of content*” and “*removes uncertainty in a specific message*” [7, p.15] The overall message conveyed in the text, referred to as the “*content of the text as a complete whole*” [7, p. 40], pertains to the potential nature of content or concept as a category of thought. In linguistic terms, meaning relates to a sign. Unlike content, meaning is typically viewed as the realized meaning, which is a semantic-pragmatic phenomenon determined by the subjective component, dialogism, and context. The processing of someone else’s text into meaning involves storing it in memory, putting it into action, and reproducing it when necessary.

The communication of information should be conveyed in a way that relates to its expression and the depth of language structures. This involves explicitness, which ensures clarity, and implicitness, which minimizes ambiguity. Additionally, objective measures of novelty and valences realization are important, along with qualitative assessments. It is imperative to avoid convoluted language and subjective evaluations when producing academic writing. It is also essential to adhere to customary academic structure, sustain a formal register, and utilize precise, technical vocabulary. The informative potential of text units depends on the interplay between these features. The actual ability of a syntactic unit of text to convey semantic information can be measured by the ratio of the total number of expressed information, both explicit and implicit (predicative centres), to the number of explicit information (predicative units). “*Unlike language’s semantic capacity, which only refers to its conveyance of meaning in texts of a specific length*” [7, p. 28], this measurable characteristic provides valuable insight into a text’s implementation of semantic information.

It is important to note that Galperin previously expressed concern regarding the widespread adoption of statistical methods from information theory in linguistic research. Galperin believed that this approach posed a risk of replacing established linguistic methods with those from another discipline. His work emphasises the need for caution when integrating methods from different fields. The presentation of semantic capacity as a ratio is apt only when adhering to the universally acknowledged principle that “*much of the information conveyed by the speaker to the audience in everyday life is suggested rather than asserted*” [15, p. 288].

## 5 Conclusion

Explicit information is information that is clearly expressed and readily understandable. It can be presented in textual, graphical, audio, and video formats, as well as in other formats.

In today’s society, explicit information has become an integral component in numerous fields such as education, business, scientific research, healthcare, culture, and the arts. The utilization of explicit information is prevalent in knowledge transfer, decision-making, data analysis, and ideation.

Numerous methods exist for the creation and presentation of such information, which include text, graphics, audio, video, presentations, applications, and documentation.

Visualization and analysis techniques facilitate working with data and yield valuable insights. Safeguarding and preserving sensitive information is imperative in thwarting data leaks and security breaches. This entails implementing data encryption, authentication, physical security measures, and other precautions.

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