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Psycholinguistic Analysis of Inversion as a Rhetorical Figure in Fiction

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ABSTRACT

The research deals with identifying the cognitive mechanisms used in cases of applying inversion and revealing its interaction with cognitive structures. The research employed methods of comparative, stylistic, and psycholinguistic analysis. The instruments were tested for reliability and validity using Cronbach's alpha. Standard methods of mathematical statistics were also used. Inversion is a powerful rhetorical tool that can be used to create a variety of stylistic effects. In his novel entitled 1984, George Orwell used inversion to create the effect of expression and emphasize the contradictions of the totalitarian system. Jane Austen used inversion in her novel Pride and Prejudice to create the effect of expression and emphasize the characters' personality and their internal conflicts. The use of inversion has the potential to add expressiveness and emotion to a phrase, evoking certain feelings or emotional responses in the reader. The academic novelty is an in-depth analysis aimed at identifying the interaction between the author's individual creative process and the mental structures that determine the use of inversion. The practical value of the research is the possibility of applying the obtained results in education and literary creativity. Further research may focus on establishing the effects of inversion on text comprehension, reader's emotional responses, and other important aspects.

Keywords: Pride and Prejudice; Linguistics; Comparative analysis; Literary analysis; Emotion transfer

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1. Introduction

The analysis of the creative manner of classical and modern authors is conducted from different perspectives using communicative, semantic, stylistic, structural, semiotic, linguo-pragmatic, linguo-conceptological, psycholinguistic, and cognitive approaches. This makes it possible to reveal various aspects of the artistic text, the features of the author's speech style, and understand the cognitive processes that occur in the author's brain during the creation of a literary work (Atamuratova, 2020).

The study of inversion as a rhetorical figure is of special importance as it affects the structure of the sentence, changes the reader's focus, and adds aesthetic variability to the text. The psycholinguistic approach is used not only to analyse the external appearance of inversion, but also to reveal the author's internal mental processes underlying its use (Yemelianova and Ashcheulova, 2020).

The relevance of research into the psycholinguistic analysis of inversion as a rhetorical figure in fiction is determined by the need to expand knowledge in the field of literary text theory, linguistic and cultural studies, and cognitive linguistics. The study of individually authored artistic systems remains one of the most relevant and attractive areas covered by these sciences.

The psycholinguistic approach is applied to study the influence of the author's intentions, emotions, and individual cognitive structures on the choice of specific means of speech, in particular, inversion. The analysis of this rhetorical figure reveals the peculiarities of the author's speech style, his/her perception of the world, and even reveal the reflection of mental structures in the created text itself (Rajah et al., 2023).

Psycholinguistic analysis of inversion is applied to reveal cognitive processes such as the transformation of speech information, working memory, and conceptual features. This approach helps to determine how inversion affects the structure and expressiveness of the text, revealing the depth of the speech process and the psychological aspect of the author's creativity (Druzhyina, 2019; Tilavova, 2021).

The main problem of the research is the role of inversion as a rhetorical figure in artistic texts and its study from a psycholinguistic perspective. The study is focused on revealing the cognitive mechanisms behind the use of inversion by authors in literary works. It is important to understand how this rhetorical figure affects the reader's perception of the text and how it is implemented in speech constructions at different levels of the text, starting from syntactic solutions and ending with the impact on content and emotional perception (Stern, 2019).

The research is also aimed at identifying the role of inversion in the structural organization of the text and its interaction with other linguistic and stylistic means. Emphasis on the interaction of inversion with the author's cognitive structures reveals and defines the psycholinguistic aspects of the creative process, such as speech creativity, individual cognitive strategies, and features of thinking.

The aim of the research is to study the role of inversion as a rhetorical figure in literary texts from a psycholinguistic perspective. The research is aimed at identifying the cognitive mechanisms underlying the use of inversion and revealing its interaction with cognitive structures.

The aim involved the fulfilment of the following research objectives:

- a) Carrying out a comparative analysis of George Orwell's *One Thousand Nine Hundred and Eighty-Four* and Jane Austen's *Pride and Prejudice*.
- b) Conducting an analysis of the use of inversion in George Orwell's *1984* and Jane Austen's *Pride and Prejudice*.
- c) Stylistic analysis of selected works.
- d) Conducting a psycholinguistic analysis of selected works.

2. Literature review

Studies on the emotionality and its identification in fiction and memoirs are very popular in the modern academic discourse. Batcho (2023) examines the role of nostalgia in literature and memoirs, offering new approaches to understanding this psychological

phenomenon. The author emphasizes the importance of studying the influence of nostalgia on the reader and the author's style, which opens the way for further research in this area.

Christensen (2020) studies radical inversions in Gillian Flynn's *Gone Girl* based on the Gilbert and Gubar's concept of the Monstrous Angel. The author of the article offers a new perspective on the work, pointing out the catastrophic and romantic nature of inversions and their influence on the structure of the story. It opens up opportunities for further understanding and analysis of inversions in modern literature.

In modern scientific discourse, consideration of the use of rhetorical figures and psycholinguistic features in the tasks of determining authorship turns out to be an extremely relevant aspect of literary studies. In their article, Corbara et al. (2022) evaluate and analyse the use of rhetorical figures and psycholinguistic features to determine the authorship of texts in the Spanish Parliament. The research is carried out in the context of the international conference Cross-Language Evaluation Forum for European Languages and offers new approaches to the analysis of speech features in the determination of authorship.

Kasimova (2022) examines the linguistic and philosophical aspects of translation in the context of the psycholinguistic model. The author explores the interaction between the linguistic and philosophical essence of translation, offering an original approach to understanding the psycholinguistic aspects of translation. This approach makes it possible to expand the understanding of the interaction between the speech and philosophical dimensions of the translation process.

Study of the countertext's role in the psycholinguistic diagnosis of the understanding of foreign language expressiveness is becoming a relevant direction in the modern research of speech phenomena in literature. Formanova et al. (2022) focus on the analysis of the countertext as a tool for diagnosing foreign language comprehension. They consider how the use of countertext can influence psycholinguistic processes in the perception of language expression, revealing new opportunities for the development of

methods of teaching and learning foreign languages.

In turn, Gabrielsen et al. (2019) study the role of literary texts in the educational process at the level of senior grades of a comprehensive school. The authors consider the ways and purposes of using literary texts by teachers, which allows for a better understanding of the pedagogical potential of artistic works in education.

Goodman (2022) examines the impact of quarantine on the structure and authorial style of Jack London's *The Scarlet Plague*. The author of the article reveals how memory, inversions and authorial authority interact in the context of quarantine, using a literary work as a way of expressing the author's thoughts and impressions. This work makes an important contribution to expanding the understanding of psycholinguistic processes, methods of teaching and studying literary texts, and also reveals new aspects of using these texts in education.

Modern literary studies pay much attention to various aspects of the literary process and speech expression. Harlow and Carter (2023) examine the concept of narratives of resistance, which defines and analyses the characteristics of literary works aimed at expressing opposition or resistance to socio-cultural and political realities. This study covers different strategies and stylistics of literary resistance.

Igl (2023) presents an analysis of 72 stylistic elements of literary texts. The author examines various structural and stylistic features of literary works, focusing on their role in forming an impression of the text and expressing emotional content. The specifics of the use of stylistic elements in different literary traditions or eras are considered, as this can shed light on the evolution of speech means and their interaction with the cultural context.

Nasiba (2020) studies the concept of "parcellation" in speech, its importance in speech processes, features and stylistic units associated with this phenomenon. This research is aimed at understanding and studying the structural aspects of speech and their influence on literary style. The historical aspect of parcellation in speech and its evolution in the literature of different eras are covered.

It is also important to consider the influence of stylistic elements on the speech development of children and youth. Research can focus on the stylistic features of texts that contribute to building reading skills and the development of speaking competences among the younger generation. Furthermore, there is a lack of research on the issue of parcellation in speech. A detailed study of the role and meaning of parcellation in speech can reveal new aspects of the

formation of stylistic units and their influence on the perception of texts.

3. Methods

3.1 Research plan

The research was conducted in several stages. **Table 1** presents the stages, implementation period, and content.

Table 1. Stages of research.

Stage	Period	Content
Preparatory	2022	Determining the aim and objectives of the research. Formulation of key questions that determine the scope of the research. Analysis of previous studies in the field of psycholinguistic analysis of inversion. Identification of already known results and gaps in academic knowledge. Making assumptions on possible relationships between inversion and psycholinguistic aspects. Determination of key parameters for further analysis.
Summative	January–September 2023	Identifying specific literary works or authors for research. Selection of texts that best meet the research objectives. Thorough analysis of inversion in selected texts. Data collection on structural, stylistic and psycholinguistic aspects of inversion. Study of the influence of inversion on the reader’s mental and cognitive processes. Definition of psycholinguistic mechanisms of using inversion in fiction.
Final	October–December 2023	Drawing the main conclusions based on the obtained results. Discussion of the significance and possible prospects of further research. Preparation and publication of an academic article.

The proposed research stages give grounds to state that this is a complex study. This approach includes different methods and directions of research, such as literary studies, psycholinguistics and rhetoric, in order to reveal different aspects of the problem. It aims at a deep and comprehensive consideration of the problem of inversion in fiction, bringing together different subjects to gain a fuller understanding and drawing new conclusions.

3.2 Data source

The research uses data from the Oxford English Corpus (<https://www.sketchengine.eu/oxford-english-corpus/>), which includes both modern and ancient literary texts. This made it possible to single out the key features of inversion, based on the psycholinguistic analysis of literary works.

Oxford English Corpus is the largest corpora of the English language ever created, including over 2 billion word uses and reflecting the current state of

the English language around the world. The main part of the corpus consists of texts created after 2000, most of which are available on the Internet. Moreover, the corpus contains textual materials on paper, such as technical manuals, articles from newspapers and magazines, fiction, etc.

Two novels were chosen as objects of analysis: George Orwell’s *NINETEEN EIGHTY-FOUR* (Orwell, 1949) and Jane Austen’s *Pride and Prejudice* (Austen, 1813). The selected works belong to different literary genres and eras. *NINETEEN EIGHTY-FOUR* presents a dystopian narrative set in the middle of the 20th century and focuses on the political context. On the other hand, *Pride and Prejudice* is a romantic prose novel written in the early 19th century that describes social dynamics. Both works have distinct stylistics and linguistic form characteristics that can be a fruitful object for psycholinguistic analysis. *NINETEEN EIGHTY-FOUR* uses literary devices to create an atmosphere of control and fear, while *Pride*

and Prejudice has language features that convey social status and emotional content. Both authors use inversion as a rhetorical figure to achieve their literary goals. The study of inversion in different contexts can reveal the diversity of this rhetorical figure in fiction.

3.3 Instruments

Latent Dirichlet Allocation (LDA) — a tool for thematic analysis of textual information. This model belongs to the category of thematic models. It is used to identify the main topics in a data set and determine which words or terms are used together in texts related to a certain topic. It was applied to select texts for research work.

Word Frequency Counter — a tool designed to determine the frequency of use of words in a text. The purpose is to analyse the textual material in order to determine how often each word occurs in the data set. This tool was used to prepare texts for comparative analysis.

AntConc is specially developed software for the analysis of text corpora in linguistics and literary studies. This tool made it possible to conduct a comparative analysis of the selected text material.

Statistica software was used for carrying out an additional analysis of the frequency of word usage. These data were necessary to obtain the most accurate results of the psycholinguistic analysis.

3.4 Research methods

Comparative analysis

It involves the comparison of literary phenomena of different cultures, eras or genres. Analysing parallel elements in different works can reveal common trends and unique features (Smith and Monforte, 2020).

Style analysis

A method of studying the peculiarities of the author's style, including the choice of vocabulary, syntactic solutions, rhythmic, and stylistic elements. The style analysis helps to distinguish the author's

individual features and reveal his/her unique contribution to literature.

Psycholinguistic analysis

Research aimed at understanding the psychological aspects of speech and their influence on the creation and perception of literary works (Koval, 2021).

3.5 Analysis of data

The Cronbach's alpha reliability coefficient indicates the internal consistency of the test items. The Cronbach's alpha is calculated using the formula:

$$\frac{N}{N-1} \left(\frac{\sigma_x^2 - \sum_{i=1}^N \sigma_{y_i}^2}{\sigma_x^2} \right), \quad (1)$$

where σ_x^2 – total test score variance;
 $\sigma_{y_i}^2$ – i element variance.

3.6 Ethical criteria

When analysing literary texts using a psycholinguistic approach, adherence to ethical principles is an important aspect to ensure adequate treatment of materials and research participants. Key ethical norms include the following principles. Research should be carried out with a specific academic purpose and dispassion. The results must be presented accurately without any distortions. The information collected during the research should be used only for the analysis and interpretation of the texts. Any use of the data in other contexts must be done only with the participants' consent. Objectivity should be observed during textual analysis, and any form of discrimination such as gender, race, nationality, etc. should be avoided. When using literary texts for research, it is important to respect copyright and obtain appropriate permissions for use.

4. Results

Before presenting the main results of the study, attention should be paid to the reliability of the selected instruments. **Figure 1** presents the results of testing using Cronbach's alpha.

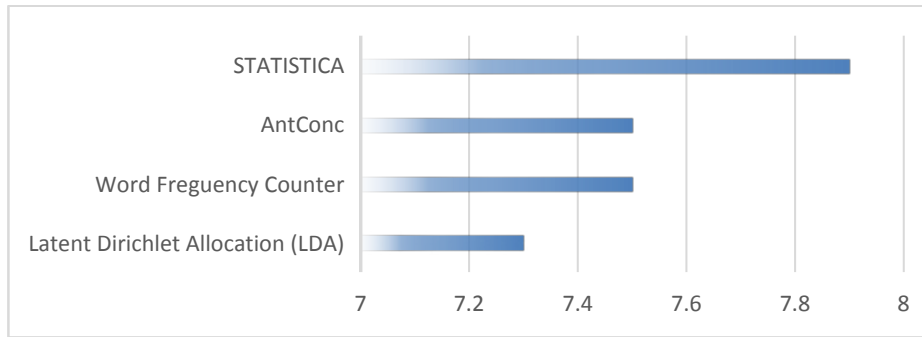


Figure 1. Results of testing using Cronbach's alpha.

The results of checking the instruments are presented in the range of 7.3 – 7.9. So, it can be argued that valid and reliable research instruments were chosen, and the results are reliable.

Inversion is a common rhetorical figure in fiction. It can be used for various purposes, in particular to emphasize the importance of certain information, to create the effect of contrast or surprise, as well as to give the text more expressiveness and emotionality. **Table 2** presents a comparative analysis of George Orwell's *NINETEEN EIGHTY-FOUR* and Jane Austen's *Pride and Prejudice*.

George Orwell used inversion in his novel *1984* to emphasize the contradictions of the totalitarian system. For example, the phrase "War is peace" emphasizes the absurdity of the Oceania's ideology,

which promotes war as peace. The phrase "Freedom is slavery" also emphasizes the contradiction of a totalitarian system that limits people's freedom, while calling it slavery.

Jane Austen used inversion in her novel *Pride and Prejudice* to emphasize the characters' personality and their internal conflicts. For example, the phrase "Not a word, I suppose, about the handsome Mr. Darcy?" emphasizes the importance of appearance for the heroine Elizabeth Bennet. The phrase "How could I ever be happy in the company of those who would think me to blame?" emphasizes Elizabeth's inner conflict, who does not want to be blamed for not conforming to social norms. **Table 3** presents the data of the statistical analysis of the use of inversion in the studied works.

Table 2. The results of the comparative analysis of the novels George Orwell's *NINETEEN EIGHTY-FOUR* and Jane Austen's *Pride and Prejudice*.

Novel	Examples of an inversion	Inversion function
1984, George Orwell	"War is peace. Freedom is slavery. Ignorance is strength."	Expression, emphasis of contradiction, creation of shock effect
	"The Ministry of Peace concerns itself with war, the Ministry of Truth with lies, the Ministry of Love with torture, and the Ministry of Plenty with starvation."	Expression, emphasis of the absurdity of the totalitarian system
	"He loved Big Brother."	Expression, emphasis of totalitarian propaganda
Jane Austen's <i>Pride and Prejudice</i>	"Not a word, I suppose, about the handsome Mr. Darcy?"	Expression, emphasis of the importance of appearance for the heroine
	"How could I ever be happy in the company of those who would think me to blame?"	Expression, emphasis of the heroine's internal conflict
	"I have been walking about the whole morning, and I am quite tired."	Expression, emphasis of the heroine's active character

Table 3. Statistical analysis of the use of inversion in George Orwell's *1984* and Jane Austen's *Pride and Prejudice*.

Novel	Number of inversions	Average sentence length with inversion	Inversion functions
1984	283	13.4 words	Emphasis on contradictions, absurdity, importance, contrast, surprise, emotionality
<i>Pride and Prejudice</i>	145	11.9 words	Emphasis of importance, contrast, unexpectedness, emotionality

The results of the statistical analysis show that inversion is used quite often in both novels. In the G. Orwell’s novel 1984, inversion is used more often than in Jane Austen’s *Pride and Prejudice*. The inversion functions in both novels have a similar purpose. It is used to emphasize contradictions, absurdity, im-

portance, contrast, unexpectedness, emotionality.

The stylistic analysis is aimed at revealing subtleties and variations of the use of inversion, taking into account the contextual and genre features of each work. **Table 4** presents a stylistic analysis of George Orwell’s *NINETEEN EIGHTY-FOUR* and Jane Austen’s *Pride and Prejudice*.

Table 4. Stylistic analysis of George Orwell’s *NINETEEN EIGHTY-FOUR* *Pride and Prejudice*.

Novel	Examples of inversion	Stylistic function
1984, George Orwell	“War is peace. Freedom is slavery. Ignorance is strength.”	Expression, emphasis of contradiction, creation of shock effect
	“The Ministry of Peace concerns itself with war, the Ministry of Truth with lies, the Ministry of Love with torture, and the Ministry of Plenty with starvation.”	Expression, emphasis of the absurdity of the totalitarian system
	“He loved Big Brother.”	Expression, emphasis of totalitarian propaganda
<i>Pride and Prejudice</i> , Jane Austen	“Not a word, I suppose, about the handsome Mr. Darcy?”	Expression, emphasis of the importance of appearance for the heroine
	“How could I ever be happy in the company of those who would think me to blame?”	Expression, emphasis of the heroine’s internal conflict
	“I have been walking about the whole morning, and I am quite tired.”	Expression, emphasis of the heroine’s active character

Analysis of stylistic techniques in the use of inversion in selected texts from George Orwell’s 1984 and Jane Austen’s *Pride and Prejudice* reveals interesting stylistic functions that help create a special literary effect.

George Orwell used inversion in his novel 1984 to expressively emphasize the contradictions of totalitarian reality. Phrases “War is peace. Freedom is slavery. Ignorance is strength” and “The Ministry of Peace concerns itself with war...” express the absurdity and inversion of values in a world where contradiction becomes the basis of truth. In the phrase “He loved Big Brother”, the inversion emphasizes the paradoxical nature and control of the authorities over the individual.

In *Pride and Prejudice*, Jane Austen uses inversion to express the heroine’s emotions and create a special stylistic accent. The phrases “Not a word, I suppose, about the handsome Mr. Darcy?” and “How could I ever be happy in the company of those who would think me to blame?” are marked by the inner

emotionality and active language, adding dynamics and expressiveness to the text.

Psycholinguistic analysis reveals internal mental processes that accompany the author’s creative process when using inversion. The study of cognitive mechanisms and mental structures helps to reveal how the author chooses and forms inversions, taking into account his cognitive structures, beliefs and individual approach to creativity (**Table 5**).

In the George Orwell’ novel *One Thousand Nine Hundred and Eighty-Four*, inversion is used to emphasize the contradictions of the totalitarian system. The expressions ‘War is peace’, ‘Freedom is slavery’, ‘Ignorance is strength’ break the usual ties of language, creating the effect of shock and surprise, which makes the reader to think about the meaning of the words ‘war’, ‘will’ and ‘ignorance’ in in the context of a totalitarian system. The inversion in the phrase “He loved Big Brother” is used to emphasize emotionality and expressiveness, which emphasizes the subjection of the character to totalitarian propaganda.

Table 5. Psycholinguistic analysis of George Orwell’s NINETEEN EIGHTY-FOUR and Jane Austen’s *Pride and Prejudice*.

Novel	Examples of inversion	Psycholinguistic explanation
1984, George Orwell	“War is peace. Freedom is slavery. Ignorance is strength.”	Emphasizing the contradictions of the totalitarian system. Inversion disrupts the usual language connections, creating an effect of shock and unexpectedness. This makes the reader think about the meaning of the words “war”, “freedom” and “ignorance” in the context of a totalitarian system.
	“The Ministry of Peace concerns itself with war, the Ministry of Truth with lies, the Ministry of Love with torture, and the Ministry of Plenty with starvation.”	Emphasis of the absurdity of the totalitarian system. The inversion creates a contrast between the names of ministries and their true functions. This emphasizes the absurdity of totalitarian propaganda, which tries to present war as peace, lies as truth, torture as love, and famine as abundance.
	“He loved Big Brother.”	Emphasis on totalitarian propaganda. Inversion makes the phrase more expressive and emotional. This emphasizes that the character has completely submitted to totalitarian propaganda and is ready to love even such a cruel tyrant as Big Brother.
<i>Pride and Prejudice</i> , Jane Austen	“Not a word, I suppose, about the handsome Mr. Darcy?”	Emphasis of the importance of appearance for the heroine. Inversion makes the phrase more expressive and emotional. This emphasizes that the character Elizabeth Bennet is very interested in Mr. Darcy’s appearance.
	“How could I ever be happy in the company of those who would think me to blame?”	Emphasis of the heroine’s internal conflict. Inversion makes the phrase more expressive and emotional. This emphasizes that the character Elizabeth Bennet feels internally conflicted because she does not want to be blamed for not conforming to social norms.
	“I have been walking about the whole morning, and I am quite tired.”	Emphasis of the heroine’s active nature. Inversion makes the phrase more expressive and emotional. This emphasizes that the character Elizabeth Bennet is an energetic and active person.

In Jane Austen’s *Pride and Prejudice*, inversion is used to emphasize the importance of appearance to the heroine. The phrase “Not a word, I suppose, about the handsome Mr. Darcy?” uses inversion to emphasize the emotionality and importance of this issue for the heroine. The inversion in the phrase “How could I ever be happy in the company of those who would think me to blame?” is used to emphasize the internal conflict of the heroine, and in the phrase “I have been walking about the whole morning, and I am quite tired” — to emphasize the active nature of the heroine.

Inversion can have different psycholinguistic effects on the reader. It can emphasize contradictions, absurdity, importance or other important characteristic of a certain object or phenomenon. Inversion can also make a phrase more expressive and emotional, which can evoke certain feelings or emotions in the reader.

5. Discussion

The role of rhetorical figures is extremely important, as these linguistic devices help the writer to create expressiveness, emotionality and effectiveness of speech. Rhetorical figures such as metaphors, epithets, alliteration, antitheses, inversions and others enrich the text and make it more attractive to the reader. It should be noted that rhetorical figures are used to create imagery and expressiveness. For example, a writer can describe scenes or characters so vividly that the reader senses their realism and liveliness through the use of metaphors and epithets.

Rhetorical figures also help to create the effect of plot tension and drama. For example, the writer can use antithesis or inversion to emphasize the conflict of the situation or the reflection of internal contradictions in the characters’ thinking. The obtained results indicate that the inversion affects the perception of the text, creating effective artistic means of expression and various emotional reactions of the reader.

This opens up new prospects for understanding and analysing literary works, expands opportunities for teaching and studying literature using a psycholinguistic approach. The analysis of inversion not only revealed its formal features, but also established how this rhetorical figure adapts during the creative process and interacts with the author's mental structures.

As Kaur and Singh (2022) and Kosimov (2023) indicated in their studies of the role of rhetorical figures in the feature text, inversion in this case, is an important component of the aesthetic dimension of the work, which determines its individuality and impresses the reader on different levels. Inversion, as a rhetorical figure, turns out to be a powerful tool for conveying emotions and expressively conveying the author's idea.

The use of inversion in scientific texts is an effective stylistic technique that helps to increase the clarity of the expressiveness of the text. This technique is used to focus attention on certain concepts or ideas, creating a special emphasis and rhythm in the sentence. Moreover, inversion can serve as a means of emphasizing important details or changing the standard order of presentation of information for better understanding by the reader. According to Kim (2022) and Prado-Alonso (2019), inversion helps to create an atmosphere of unexpectedness and paradox by emphasizing key points in the text and giving them emotional richness. This rhetorical figure creates tension in the language, making the reader more sensitive to the content and mood of the work. Instead, Szekely (2020) and Paul (2020) are sceptical about the prominent role of inversion in conveying the author's emotions.

As Kosenko and Marushchak (2021) and Vazhenina (2023) noted, in the transfer of emotions in an artistic text, inversion plays the role of not only a syntactic element, but also an important aesthetic tool that affects the reader's feelings and emotional reaction. It allows the author to effectively perceive and express the inner world of the characters, enhancing the emotional shades and depth of artistic expression.

The use of means of expression in artistic works has significant psychological aspects that affect the reader's perception and emotional response. One of the key aspects is the ability of these tools to convey the intensity of emotions. For example, metaphors, epithets, and alliteration can enhance feelings of inspiration, anxiety, or joy in a text, depending on how they are used and in what context. According to Kitzinger (2023), the role of inversion in conveying the author's emotions to the reader in the literary text indicates that this rhetorical figure is a powerful tool for creating an emotional connection between the author and the reader. Inversion adds expressiveness to the language, emphasizing certain moments and enhancing the emotional richness of the literary work.

Attention should be paid to the ability of means of expression to create imagery and visuality. When the reader can imagine scenes, characters and events through the use of figurative language, it creates a more vivid and visual impression. The use of means of expression can affect the emotional state of the reader and his perception of the work. For example, by using syntactic devices such as inversion or repetition, a writer can create tension, uncertainty, or rhythm that can change the reader's mood and impression.

According to Knobloch-Westerwick et al. (2021), the use of inversion can emphasize the author's attitude to events, characters or the general mood of the work. This is a means of expression that allows the author to give a special shade to his/her emotional experiences and impressions. Inversion can create unexpected or contrasting turns of phrases that attract attention and leave a deep mark in the emotional sphere of the reader.

The theoretical and practical consequences of the conducted research on the psycholinguistic analysis of inversion as a rhetorical figure in fiction manifest themselves at different levels. In the theoretical aspect, the study of inversion contributes to the expansion of the understanding of the role of this rhetorical figure in a work of art. Analysing its interaction with the author's cognitive structures, the study solves the task of revealing the creative process and identifying

its influence on the aesthetic aspects of the literary text.

The practical implications of the research are manifested in the possibility of using the obtained results for the analysis and interpretation of literary works from the perspective of the psycholinguistic approach. The research provides analytical tools for studying the creative manner of the authors, revealing their cognitive processes and interaction with the linguistic form of the work. It can serve as a basis for further research in the field of literary studies, linguistics and psycholinguistics, contributing to the development and deepening of knowledge in these areas.

Research into the psycholinguistic analysis of inversion as a rhetorical figure in fiction has its limitations, which determine the limits of its applicability and the generalization of the obtained results. One of the main instrumental limitations is the limited availability and representativeness of text corpora for analysis. Access to a large volume of literary works may be limited, which affects the completeness and diversity of the studied material.

In turn, methodological limitations arise from the choice of a psycholinguistic approach, which may not cover all aspects of the linguistic implementation of inversion in literary texts. The chosen methodol-

ogy may also not take into account the influence of context and other linguistic aspects, which may also be significant for understanding the role use of inversion in literary works.

Recommendations for using the research results are as follows. In the study of literary aspects, this research can serve as a basis for expanding the methodology of text analysis, helping to identify and understand the psycholinguistic features of the author's style. These findings can be useful for teachers of higher education institutions, in the preparation of educational courses on literature, providing students with new tools for analysing and perceiving literary texts. For those whose work is related to writing, this study can be a source of inspiration and understanding of how the use of inversion can improve the expressiveness and emotionality of their works. In combination with the acquired knowledge about psycholinguistic mechanisms, writers will also have the opportunity to consciously experiment with this rhetorical figure to achieve the desired effect in their works.

Table 6 contains summarizing conclusions for understanding the practical and theoretical significance of the obtained data. They can help students better understand how inversion is used in fiction and how it affects the reader.

Table 6. Summarizing conclusions.

Aspect	Supplement
Relevance	<ul style="list-style-type: none"> - Enrichment of understanding of literary texts. - Development of analysis methods. - Further development of fields related to the study of language and literature.
Theoretical significance	<ul style="list-style-type: none"> - Expansion of methodological approaches to text analysis. - Assistance to literary critics in understanding and revealing the psycholinguistic aspects of works. - Demonstration that inversion is not only a stylistic technique, but also an effective rhetorical figure that can deeply influence the text perception and the reader's emotional response. - Identifying important nuances of the authors' creative process in the context of inversion.
Practical significance	<ul style="list-style-type: none"> - Using the results in the educational process, literary criticism, as well as in the writers' work. - Development of educational materials on literature and rhetoric. - Helping students better understand how inversion is used in fiction and how it affects the reader.
Research prospects	<ul style="list-style-type: none"> - Determining the effect of inversion on the understanding of the text, the reader's emotional response and other factors.

6. Conclusions

The relevance of the obtained results is manifested in their potential to enrich the understanding of literary texts, develop methods of analysis and contribute to the further development of fields related to the study of language and literature. First of all, the conducted research expands methodological approaches to the analysis of texts, helping literary scholars to understand and reveal the psycholinguistic aspects of literary works of different authors. The study demonstrated that inversion is not only a stylistic device, but also an effective rhetorical figure that can deeply influence the perception of the text and the readers' emotional response. Analysis of the authors' individual creative strategies in the context of inversion revealed important nuances of their creative process. The practical value of the obtained results is manifested in the possibility of their use in the educational process, literary criticism, as well as in the work of writers. Research results can be used to develop educational materials on literature and rhetoric. For example, pedagogical materials can be developed on the basis of the conducted research that will help to better understand these figures and their impact on the reader's perception and emotional reaction. Pedagogical methods and tasks for studying literature can also be developed on the basis of the research, which will contribute to the development of analytical thinking, critical thinking and a creative approach to the analysis of artistic works. Further research may aim to determine how inversion affects text comprehension, the reader's emotional response, and other factors.

Author Contributions

All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

The authors declare no conflict of interest.

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