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BILIMLENDIRIW MINISTRLOGI
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**«SHET TILLERDI ULIWMA EVROPA STANARTLARI TALAPLARI
TIYKARINDA OQITWDIN’ LINGVISTIKALIQ ASPEKTLERI»**

MODULÍ BOYÍNSHA

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I. ИШЧИ ДАСТУР

КИРИШ

Маълумки ҳозирги кунда чет тили ўқитувчиларига катта масъулият юкланган—халқаро стандартларга мос чет тили компетенциясига эга маънавий ва маданий баркамол авлодни табиёлаш. Бу эса, ўз навбатида, чет тилини ўқитишни мукамаллаштириш талабани келиб чиқаради.

“Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти” фани ўқитилиши жараёнида эгалланадиган билим, малака ва кўникмалар ихтисослик фанлар блокига кирадиган фанлар билан интеграллашуви натижасида тингловчиларнинг чет тили коммуникатив компетенцияларини (лингвистик, ижтимоий-лингвистик, дискурсив, стратегик, ижтимоий-маданий) ривожлантиришда муҳим аҳамият касб этади, чунки филологнинг касбий компетенцияси назарий фанлар ва асосий чет тили фани ўқитиш мажмуида шаклланади.

Ушбу дастур мазкур курснинг коммуникатив тилшунослик, лингвопрагматика, когнитив тилшунослик, коммуникатив тилшунослик лингвокультурология, назарий грамматика, назарий фонетика каби тилшуносликнинг фундаментал йўналишларини ҳисобга олган ҳолда тузилган. Ушбу замонавий йўналишлари нуқтаи назаридан, матн – кўп поғонали, мураккаб характерга эга тил бирлиги, мулоқотнинг асосий бирлиги ва ижтимоий таъсир этиш асбоби сифатида талқин этилади. Матн лингвистикасида тил ва маданият муносабатлари муҳим аҳамият касб этса, назарий грамматика эса тилнинг тузилиши ва универсалияларини когнитив, прагматик жиҳатдан талқин қилади. Бунда ижтимоий-маданий омил ва миллий дунё тасвири алоҳида ўрин эгаллайди, чунки маданий контекстни назарда тутмаган ҳолда матн моҳиятини мукамал тушуниб бўлмайди, баъзи ҳолларда эса бунинг иложи ҳам бўлмайди.

Ушбу мажмуа янги педагогик технологиялар ва тилшуносликнинг замонавий йўналишлари асосида тубдан янгиланишни илгари суради ҳамда тингловчиларнинг таълим бериш сифатини кўтариш мақсадида дастурда турли эффектив ва замонавий педагогик технологиялар ишлатилган.

Модулнинг мақсади ва вазифалари

Фанни ўқитишдан мақсад - тингловчиларда Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулининг методологик тамойиллари, асосий тушунча ва тамойиллари бўйича мутахассислик профилига мос билим, кўникма ва малакаларни шакллантириш ва такомиллаштириш, ҳамда тингловчиларда матн билан ишлаш малакаларини шакллантириш ва матнни таҳлил қилиш кўникмаларини ривожлантиришдир.

Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти курсининг **асосий вазифалари** қуйидагилар:

- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти асосий масалалари бўйича таянч назарий ва амалий билимларни шакллантириш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти соҳасида эришилган ютуқлардан унумли ва адекват фойдаланиш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти бўйича тингловчиларнинг кўникмаларини янада такомиллаштириш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти соҳасида илмий тадқиқот кўникмаларини ривожлантириш
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модули бўйича фойдаланиладиган анъанавий ва замонавий таҳлил методлари асосида лисоний ва маданий тузилмаларнинг ўзаро муносабатини аниқлаш ва таҳлил ўтказиш кўникмаларини шакллантириш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти бўйича турли билимлар тузилмалари ва ахборотнинг акс эттирилиши йўлларини ўрганишга қаратилган когнитив методларни амалда қўллай олишни ўргатиш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти таркибида ётган концептуал аҳамиятга эга ахборотни, муаллиф интенцияларини (мақсад) тадқиқот асосида очиқ бериш.

Хорижий тилларни умумевропа стандартлари талаблари асосида фонетик ва грамматик ходисалар, лингвистик атамалар, коммуникатив интенция (мақсад), коммуникация билан боғлиқ шарт-шароитлар, прагматик эффект ва коммуникация эффективлиги, прагматик, мақсадлар каби тушунчаларни ўрганиш.

Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулининг мазмунини ташкил этувчи фонетик, грамматик белгилар, сўз ва унинг семантикаси, тузилиши, маъно ўзгаришларига когнитив ёндашув, лисоний ва концептуал дунёқараш, фрейм, концепт, билимлар тузилмаси, когнитив модель, концептуаллаштириш ва категориялаштириш каби тушунчаларни ёритишни назарда тутади.

Модул бўйича тингловчиларнинг билим, кўникма, малака ва компетенциясига қўйиладиган талаблар

Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти фанини ўзлаштириш жараёнида амалга ошириладиган вазифалар доирасида:

Тингловчи:

- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модули ва бошқа фанлар ўртасидаги алоқалар;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти фанининг назарий ва амалий ютуқлари;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулида мавжуд назарий қарашлар ва етакчи концепциялар;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулининг объектив борлиқ ҳақидаги билимларни акс эттирувчи тил бирликлари;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспектининг маданий концептлар, лингвокультурема, маънонинг маданият билан боғлиқ бўлаги, маданий муҳим ахборот, лингвокультурологик майдон (поле), лингвокультурологик ҳолат, миллий дунё тасвири ҳақидаги *билимларга* эга бўлиши лозим.
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулининг асосий йўналишлари ва категорияларини;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулининг методологик принциплари тамойиллари ва ёндашувларини фарқлаш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модулининг терминологик аппарати, қонуниятлари ва асосий тушунчаларини амалий жиҳатдан қўллаш;
- Сўз ва унинг семантикаси, тузилиши, матн категориялари, фонетик ва фонологик назариялар: информативлик, модаллик категориялари, матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категорияларини ўзаро фарқлаш;
- Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти модули бўйича назарий мавзуларни

ва эгалланган ахборотни амалиётда қўллаш **малакаларини эгаллаши зарур**;

- Мавзуларни таҳлил методларини (лингвистик шарҳлаш, суперлинеар таҳлил методи, семантик, стилистик, концептуал таҳлил, сўз ва матн таҳлилининг статистик, инференция методи, матн таҳлилининг статистик методлари) билиш ва уларни ўқув жараёнида қўллаш;
- Модул бўйича эгалланган билим, кўникма ва малакаларни баҳолаш, хулосалар бериш, умумлаштириш ҳамда тадқиқотлар олиб бориш;
- Модул бўйича орттирилган малакаларни ўз илмий тадқиқот амалиётида қўллаш **компетенцияларига** эга бўлиши лозим.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспекти ўқув модули лексикология, назарий фонетика, назарий грамматика, стилистика, умумий ва коммуникатив тилшунослик, лингвопрагматика, когнитив семантика, лингвокультурология каби тилшуносликнинг йўналишлари билан ўзаро боғлиқ.

Мазкур фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади.

Хусусан, интерфаол методларнинг қуйидаги турларидан кенг фойдаланилади:

- гуруҳли музокаралар (group discussions);
- жамоа лойиҳалари (project work);
- жуфтликлар бўлиб топшириқларни бажариш (pair work);
- якка ҳолда маълум мавзу бўйича презентациялар қилиш (individual presentation);
- давра суҳбатлари ўтказиш (round-table discussion);
- инсерт техникаси (Insert technique);
- пинборд техникаси (Pinboard);
- кейс-стади (case-study);
- ақлий ҳужум методи (brainstorming).

Шунингдек, фанни ўқитишда замонавий ахборот технологияларидан ҳам кенг фойдаланилади, жумладан:

- мультимедиа ёрдамида машғулотлар ташкил этиш,
- Power Point дастури ёрдамида презентациялар ташкил қилиш, компьютерда тестлар ўтказиш.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар Хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспектлари ўқув модули яратишни ўрганиш, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

Модул бўйича соатлар тақсимооти

| № | Модул мавзулари | Тингловчининг ўқув юкلامаси, соат | | | | |
|----|--|-----------------------------------|-------------------------|----------|-----------------|-----------------|
| | | Ҳаммаси | Аудитория ўқув юкلامаси | | | Мустақил таълим |
| | | | Жами | Жумладан | | |
| | | | | Назарий | амалий машғулот | |
| 1. | Матн лингвистика фанининг тараққиёти | 6 | 6 | 2 | 4 | |
| 2. | Матн типологияси | 6 | 6 | 2 | 4 | |
| 3. | Матн лингвистикаси ва коммуникатив тилшунослик | 6 | 6 | 2 | 4 | |
| 4. | Матн лингвистикаси ва когнитив тилшунослик | 4 | 4 | | 4 | |

| | | | | | | |
|----|--|-----------|-----------|----------|-----------|----------|
| 5. | Матн лингвистикаси ва лингвокультурология | 4 | 4 | | 4 | |
| 6. | Матн таҳлили методлари | 6 | 4 | | 4 | 2 |
| | Жами: | 32 | 30 | 6 | 24 | 2 |

НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

Фаннинг долзарблиги, мақсади ва вазифалари

1-мавзу. Матн лингвистика фанининг тараққиёти.

Матн тушунчаси (Гальперин И.Р., Кубрякова Е.М., Бахтин М.М., Тураева З.Ю.). Матннинг асосий хусусиятлари (матн модаллиги, коммуникатив ва прагматик хусусиятлари, матн информативлиги, матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категориялари). Матнга турли ёндашувлар ва матн лингвистикасининг етакчи концепциялари. Матннинг умумий назарияси. Матн грамматикаси (матннинг структуравий ва семантик яхлитлиги, унинг сегментацияси, лексик ва грамматик когезия, матннинг тема ва рема аспектлари, композицион структураси, матнда гап тузилиши, матн тугаганлиги). Матн семантикаси (семантик структураси, матннинг лингвистик ва экстралингвистик хусусиятлари, матннинг мазмунан таҳлили).

Қўлланиладиган таълим технологиялари: *диалогик ёндошув, муаммоли таълим, ажурали арра, нилуфар гули, мунозара, ўз-ўзини назорат.*

2-мавзу. Матн типологияси. Матн типологиясига турли ёндашувлар.

Матн типологиясининг критериялари. Матнга функционал-стилистик ёндашув. Матн турлари ва жанрлари (газета, хўжжатлар, бадий, илмий, публицистика). Матн гетерогенлиги (реклама материалида).

Қўлланиладиган таълим технологиялари: *диалогик ёндошув, муаммоли таълим, ажурали арра, бумеранг, усули, мунозара, ўз-ўзини назорат.*

3-мавзу. Матн лингвистикаси ва коммуникатив тилшунослик.

Матннинг коммуникатив моҳияти (Гальперин И.Р., Колшанский Г.В., Москальская О.Г., Кубрякова Е.С., Enkvist N., Hartman R.). Матн мулоқотнинг асосий ва энг мураккаб бирлиги сифатида. Коммуникатив мақсад ва интенциялари. Коммуникатив мақсадлар ва уларнинг функционал услублар билан муносабатлари.

Қўлланиладиган таълим технологиялари: *диалогик ёндошув, муаммоли таълим. Ажурали арра, бумеранг, усули, мунозара, ўз-ўзини назорат.*

4-мавзу. Матн лингвистикаси ва когнитив тилшунослик. Таянч

тушунчалар: билимлар тузилмалари, концептуализация, концептуал тизимлар, когнитив модель, категориялаштириш, фрейм, концепт, концептуал ва лисоний дунё тасвири тушунчалари. Информацияни матнда тақсимлаш (principle of iconicity, principle of relevance and foregrounding, principles of distributing old and new information). Бадий вақт тушунчаси.

Қўлланиладиган таълим технологиялари: *диалогик ёндошув, муаммоли таълим, ажурали арра, нилуфар гули, мунозара, кейс, ўз-ўзини назорат*

5-мавзу. Матн лингвистикаси ва лингвокультурология. Тил ва маданият муносабатлари. Лингвокультурема (realia, symbols, stylistic devices, text), маданий концепт (privacy, establishment, nobleness), маданий коннотация, маданий семалар, миллий дунё тасвири тушунчалари (world picture, national world picture).

Қўлланиладиган таълим технологиялари *диалогик ёндошув, муаммоли таълим, кейс, мунозара, ўз-ўзини назорат.*

6-мавзу. Матн таҳлили методлари: лингвистик шарҳлаш, суперлинеар таҳлил, стилистик эксперимент методи, когнитив моделлаштириш, фрейм таҳлили, концептуал таҳлил, инференция методи

Қўлланиладиган таълим технологиялари *диалогик ёндошув, муаммоли таълим, кейс, мунозара, ўз-ўзини назорат.*

АМАЛИЙ МАШҒУЛОТЛАР МАВЗУЛАРИ

1 - амалий машғулот. Матн лингвистиканинг тарихи, тараққиёти ва ендашувлари

Матн муаммосига турли ендашувлар ва матн лингвистикатикасининг етакчи концепциялари. Матн тушунчаси, унинг турлари ва хусусиятлари (А.А. Потебня, З.В. Щерба, В.В. Виноградов, З. Харрис, Р. Якобсон, Р. Бегранд, И.Р. Гальперин)

2 - амалий машғулот. Матн типологияси

Матн типологиясининг критериялари. Матн турлари ва жанрлари (газета, хўжжатлар, бадиий, илмий, публицистика). Матн гетерогенлиги (реклама материалида). Матн типлари. Матн моделлари. В.В. Виноградов, М.М. Бахтин, М.Н. Кожина

3 - амалий машғулот. Матн лингвистикаси ва коммуникатив тилшунослик

Коммуникатив тилшунослигининг фани ва мақсадлари. Коммуникатив мақсад ва интенциялари. Матннинг коммуникатив моҳияти. Матнда коммуникатив мақсадлар ва уларнинг функционал услублар билан муносабатлари ҳамда ифодаланиш усуллари

4 - амалий машғулот. Матн лингвистикаси ва когнитив тилшунослик

Билимлар тузилмалари, концептуализация, концептуал тизимлар, когнитив модель, категориялаштириш, фрейм, концепт, концептуал ва лисоний дунё тасвири тушунчалари.

5 - амалий машғулот. Матн лингвистикаси ва лингвокультурология

Миллий дунё тасвири тушунчалари. Маданий коннотация, маданий семалар. Матнда миллий дунё тасвирининг ифодаланиши. Матнни лингвокультурологик таҳлил методи. Сарлавҳанинг матннинг концептуал дунё тасвирини намоён этишдаги аҳамияти.

6-мавзу. Матн таҳлили методлари

Когнитив моделлаштириш, фрейм таҳлили, концептуал таҳлил, инференция методи,

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларида фойдаланилади:

- маърузалар, амалий машғулотлар (маълумотларни англаб олиш, ақлий

- қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган саволларга ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);
 - баҳс ва мунозаралар (асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

БАҲОЛАШ МЕЗОНИ

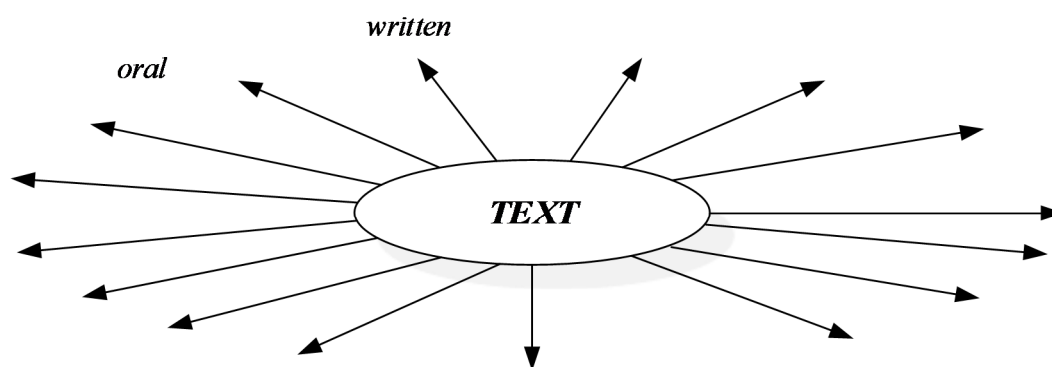
| № | Баҳолаш мезони | Максимал балл | Баллар тақсимоти |
|----------|-----------------------|----------------------|-------------------------|
| 1 | Ёзма иш | 2,5 балл | 2,5 балл |

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ.

“Кластер” методи: ушбу метод ўз моҳиятига кўра ўзлаштирилган билимларни таҳлил ва синтез қилиш асосида асосий ҳамда иккинчи даражали маълумотлар сифатида гуруҳларга ажратиш имконини беради. Методни қўллашда қуйидаги ҳаракатлар амалга оширилади:

Тингловчилар фаолиятининг самарадорлигини таъминлаш учун уларнинг эътиборларига қуйидаги жадвалларни тақдим этиш мақсадга мувофиқдир.

Намуна: *Brainstorm the notion of “Text”*



“Ассесмент” методи

Методнинг мақсади: мазкур метод таълим олувчиларнинг билим даражасини баҳолаш, назорат қилиш, ўзлаштириш кўрсаткичи ва амалий кўникмаларини текширишга йўналтирилган. Мазкур техника орқали таълим олувчиларнинг билиш фаолияти турли йўналишлар (тест, амалий кўникмалар, муаммоли вазиятлар машқи, қиёсий таҳлил, симптомларни аниқлаш) бўйича ташҳис қилинади ва баҳоланади.

Методни амалга ошириш тартиби:

“Ассесмент” лардан маъруза машғулотларида талабаларнинг ёки катнашчиларнинг мавжуд билим даражасини ўрганишда, янги маълумотларни баён қилишда, семинар, амалий машғулотларда эса мавзу ёки маълумотларни ўзлаштириш даражасини баҳолаш, шунингдек, ўз-ўзини

баҳолаш мақсадида индивидуал шаклда фойдаланиш тавсия этилади. Шунингдек, ўқитувчининг ижодий ёндашуви ҳамда ўқув мақсадларидан келиб чиқиб, ассесментга қўшимча топшириқларни киритиш мумкин. Намуна:

Identify text genres presented in the fragments below:

| | | |
|---|---|---|
| <p>A _____ (Polonius:) What do you read my lord? (Hamlet:) Words, words, words.</p> | <p>B _____ Once upon a time there was a noble knight, who lived in this castle, which is on the borders of fairyland...</p> | <p>C _____ Once upon a time there was a noble knight, who lived in this castle, which is on the borders of fairyland...</p> |
| <p>D _____ When the fox preaches, take care of your geese</p> | <p>E _____ All books are either dreams or swords, You can cut, or you can drug, ...</p> | <p>F _____ A witty woman is a treasure; a witty beauty is a power.</p> |

“Б Б Б” методи

Методнинг мақсади: Мазкур метод ўқувчиларда янги ахборотлар тизимини қабул қилиш ва билимларни ўзлаштирилишини енгиллаштириш мақсадида қўлланилади, шунингдек, бу метод ўқувчилар учун хотира машқи вазифасини ҳам ўтайди. Намуна:

| Билардим | Билишни хоҳлардим | Билиб олдим |
|----------|-------------------|-------------|
| | | |

“Тушунчалар таҳлили” методи

Методнинг мақсади: мазкур метод талабалар ёки қатнашчиларни мавзу бўйича таянч тушунчаларни ўзлаштириш даражасини аниқлаш, ўз билимларини мустақил равишда текшириш, баҳолаш, шунингдек, янги мавзу бўйича дастлабки билимлар даражасини ташхис қилиш мақсадида қўлланилади.

Методни амалга ошириш тартиби:

- иштирокчилар машғулот қоидалари билан таништирилади;
- ўқувчиларга мавзуга ёки бобга тегишли бўлган сўзлар, тушунчалар номи туширилган тарқатмалар берилади (индивидуал ёки гуруҳли тартибда);
- ўқувчилар мазкур тушунчалар қандай маъно англатиши, қачон, қандай ҳолатларда қўлланилиши ҳақида ёзма маълумот берадилар;
- белгиланган вақт якунига етгач ўқитувчи берилган тушунчаларнинг тугри ва тулиқ изоҳини уқиб эшиттиради ёки слайд орқали намойиш этади;
- ҳар бир иштирокчи берилган тугри жавоблар билан узининг шахсий муносабатини таққослайди, фарқларини аниқлайди ва ўз билим даражасини текшириб, баҳолайди.

Намуна: “Модулдаги таянч тушунчалар таҳлили”

Match the following notions with their meanings

| | | |
|----------------|---|--|
| information | a | the recurrence of the same elements in the same positions |
| prospection | b | stimulation of certain parts of the brain in the process of speech activity under the influence of verbal signals aimed to represent certain knowledge structures |
| foregrounding | c | one of the main processes of the human cognitive activity connected with composing knowledge structures on the basis of text data and background information, mechanisms of inferences |
| categorization | d | is an accumulation of many stylistic devices and expressive means of the language within one fragment of the text |
| retrospection | e | marks out the most essential, relevant fragments of the |

| | | |
|----------------------------------|---|---|
| | | text, thus guiding its interpretation |
| frame | f | when events are given in a progressive order and the sequence of tenses is strictly observed. |
| convergence of stylistic devices | g | is knowledge represented and transferred by language forms in the process of communication |
| activization | h | a mental process of taxonomic activity in which various phenomena classified according to their essential, categorial characteristics |
| coupling | i | when the sequence of events is violated, and the reader first gets acquainted with the events which happened earlier (flash -back) or later (flash - forward) |
| Conceptualization | j | is a hierarchical structure of linguistic data representing a stereotyped situation. |

“Бўш жойларга сўзларни қўйиш” методи

Метод мақсади: сўз маъносини контекстан билиб олиш малакасини шакллантиради. Намуна:

Fill in the blanks with the appropriate words listed below

| | | | | |
|-------------------|-------------|------------|----------------------|-------|
| interlevel | information | conceptual | cultural concept | title |
| Linguoculturology | competence | language | linguocultural field | |

1. _____ is a complex scientific discipline of the anthropocentric paradigm which studies the correlations of culture and language
2. Cultural information encoded in the text is of a gradual character because different texts are characterized by different degrees of culture-relevant _____.
3. Interpretation of texts requires linguocultural _____, that is the knowledge of national cultural values and priorities.

4. The _____ world picture defined as a global image of the world, as a synopsis of knowledge structures is reflected in individuals' mind as a result of their intellectual activity
5. The _____ world picture is the verbal explication of the conceptual world picture, a means of transferring information about the world, people, relations.
6. _____ is a complex, interlevel language unit, a dialectical unit of both linguistic and extralinguistic factors, the correlation between the form of a verbal sign, its semantic content and cultural sense
7. _____ is a significant element of the semantic structure and aesthetic organization of the text, its compressive and concealed content, and an embodiment of its conceptual and cultural information.
8. _____ a culture specific and nationally oriented unit, a multifold mental structure consisting of notional image-bearing and evaluative layers and characterized by emotional, expressive components and associative links.
9. A concept has an _____ character, and it is verbalized in the text by means of language units of all levels
10. _____ a hierarchical system of language units used in the text and characterized by mutually correlated and interdependent meanings expressing a system of corresponding cultural notions

“Ақлий хужум” методи

Мазкур метод муайян мавзу юзасидан берилган муаммоларни ҳал этишда кенг қўлланиладиган метод саналиб, у машғулот иштирокчиларини муаммо хусусида кенг ва ҳар томонлама фикр юритиш ҳамда ўз тасаввурлари ва ғояларни ижобий фойдаланиш борасида маълум кўникма ҳамда малакаларни ҳосил қилишга рағбатлантирилади. Бу метод ёрдамида ташкил этилган машғулотлар жараёнида ихтиёрий муаммолар юзасидан бир неча оригинал ечимларни топиш имконияти туғилади. Ақлий хужум методи танлаб олиган мавзулар доирасида маълум қадриятлар аниқлаш ва уларга муқобил бўлган ғояларни танлаш учун шароит яратади.

Дарс жараёнида “Ақлий хужум” методидан фойдаланишда қуйидаги коидаларга амал қилиш талаб этилади:

1. Ўқувчиларни муаммо доирасида кенг фикр юритишга ундаш, уларнинг мантиқий фикрларни билдиришларига эришиш.

2. Ҳар бир ўқувчи томонидан билдирилаётган фикрлар рағбатлантирилиб борилади. Билдирилган фикрлар орасидан энг мақбуллари танлаб олинади. Фикрларнинг рағбатлантирилиши навбатдаги янги фикрларнинг туғилишига олиб келади.

3. Ҳар бир ўқувчи ўзининг шахсий фикрларига асосланиши ва уларни ўзгартириши мумкин. Аввал билдирилган фикрларни умумлаштириш, туркумлаштириш ёки уларни ўзгартириш илмий асосланган фикрларнинг шаклланишига замон ҳозирлайди.

4. Машғулот жараёнида ўқувчилар фаолиятини стандарт талаб асосда назорат қилиш, улар томонидан билдирилаётган фикрларни баҳолашга йўл қўйилмайди. Уларнинг фикрлари баҳоланиб борилса ўқувчилар диққатларини шахсий фикрларини ҳимоя қилишга қаратадилар, оқибатда янги фикрлар илгари сурилмайди. Методни қўллашдан кўзланган асосий мақсад ўқувчиларни муаммо бўйича кенг фикр юритишга ундаш эканлигини ёдда тутган ҳолда уларнинг фаолиятини баҳолаб боришдан воз кечиш мақсадга мувофиқдир.

Намуна:

Brainstorming. Form 4 groups and discuss the following problems. Share your ideas with other groups

| | |
|---------|---|
| Group 1 | Discuss the role of extralinguistic factors in the process of text interpretation |
| Group 2 | How can the communicative postulates be applied to textual communication |
| Group 3 | Characterize the communicative postulates formulated by G. Grice |
| Group 4 | Comment on communicative principles suggested by T.A. van Dijk and G. N. Leech |

“Портфолио” методи

“Портфолио” – (итал. portfolio-портфель, ингл.хужжатлар учун папка) таълимий ва касбий фаолият натижаларини аутентик баҳолашга хизмат қилувчи замонавий таълим технологияларидан ҳисобланади. Портфолио мутахассиснинг сараланган ўқув-методик ишлари, касбий ютуқлари йиғиндиси сифатида ақс этади. Жумладан, талаба ёки тингловчиларнинг модул юзасидан ўзлаштириш натижасини электрон портфолиолар орқали текшириш мумкин бўлади. Олий таълим муассасаларида портфолионинг қуйидаги турлари мавжуд:

| Фаолият тури | Иш шакли | |
|-------------------|---|--|
| | Индивидуал | Гуруҳий |
| Таълимий фаолият | Талабалар портфолиоси, битирувчи, докторант, тингловчи портфолиоси ва бошқ. | Талабалар гуруҳи, тингловчилар гуруҳи портфолиоси ва бошқ. |
| Педагогик фаолият | Ўқитувчи портфолиоси, раҳбар ходим портфолиоси | Кафедра, факультет, марказ, ОТМ портфолиоси ва бошқ. |

III. НАЗАРИЙ МАТЕРИАЛЛАР

LECTURE 1. Text linguistics – history, evolution and approaches

Problems to be discussed:

1.1. The notion of text, its main characteristics

1.2. The main trends of text linguistics. Text general theory

1.3. Text Grammar

1.4. Text Semantics

Key words: history, evolution and approaches, discourse analysis, text linguistics, spontaneous, inconsistent and unorganized,

A comprehensive, transparent and coherent frame of reference for language learning, teaching and assessment must relate to a very general view of language use and learning. The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. We speak of ‘tasks’ in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent.

Accordingly, any form of language use and learning could be described as follows:

- *Competences* are the sum of knowledge, skills and characteristics that allow a person to perform actions.
- *General competences* are those not specific to language, but which are called upon for actions of all kinds, including language activities.

• *Communicative language competences* are those which empower a person to act using specifically linguistic means.¹

• *Context* refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

Text Linguistics is an independent branch of linguistics which studies text, its structure and semantics, the principles of text formation and perception, methods of text analysis, etc. The ideas of this science are traced back to the fundamental works by famous Russian and foreign linguists – A.A. Potebnya, Z.V. Scherba, V.V. Vinogradov, M.M. Bakhtin, R. Jakobson, Z. Harris. As a separate branch Text Linguistics came into existence in 60-70th, and it is connected with the researches of such well-known scholars as G.V. Kolshanskiy, I.R. Galperin, Z.Y. Turaeva and O.I. Moskalskaya.

The first work to mark the beginning of text linguistics was Harris's "Discourse Analysis" written in 1952. The ideas expressed in this work remain significant for the present day linguistics, and the statement by Z. Harris that "language is presented not in the form of separate words or sentences but in the form of a text" has become the main conception of text linguistics.

Throughout many decades of text linguistics development there appeared a great many works (monographs, dissertations, articles) devoted to various aspects of this science. Being unable to embrace all of them we shall briefly dwell on the works which seem to be most significant.

Communication and learning involve the performance of **tasks** which are not solely language tasks even though they involve language activities and make demands upon the individual's communicative competence. To the extent that these tasks are neither routine nor

¹ *Common European Framework of Reference for Languages: learning, teaching, assessment*/Language Policy Unit, Strasbourg www.coe.int/lang-CEFR pp-9-10.

automatic, they require the use of *strategies* in communicating and learning. In so far as carrying out these tasks involves language activities, they necessitate the processing (through reception, production, interaction or mediation) of oral or written *texts*.

The overall approach outlined above is distinctly action-oriented. It is centred on the relationship between, on the one hand, the agents' use of strategies linked to their competences and how they perceive or imagine the situation to be and on the other, the task or tasks to be accomplished in a specific context under particular conditions.

Thus someone who has to move a wardrobe (task) may try to push it, take it to pieces so as to carry it more easily and then reassemble it, call on outside labour or give up and convince himself or herself that it can wait until tomorrow, etc. (all strategies).

Depending on the strategy adopted, the performance (or avoidance, postponement or redefinition) of the task may or may not involve a language activity and text processing (reading instructions for dismantling, making a telephone call, etc.). Similarly, a learner at school who has to translate a text from a foreign language (task) may look to see if a translation already exists, ask another learner to show what he or she has done, use a dictionary, try to work out some kind of meaning on the basis of the few words or structures he or she knows, think of a good excuse for not handing in this exercise, etc. (all possible strategies). For all the cases envisaged here there will necessarily be language activity and text processing (translation/mediation, verbal negotiation with a classmate, letter or verbal excuses to the teacher, etc.).

The relationship between strategies, task and text depends on the nature of the task. This may be primarily language-related, i.e. it may require largely language activities and the strategies applied relate primarily to these language activities (e.g. reading and commenting on a text, completing a 'fill in the gaps'-type exercise, giving a lecture, taking notes during a presentation). It may include a language component, i.e. where language activities form only part of what is required and where the strategies applied relate also or primarily to other activities (e.g. cooking by following a recipe). It is possible to carry out many tasks without recourse to a language activity. In these cases, the activities involved are not necessarily language-related at all and the strategies applied relate to other types of activity. For instance, erecting a tent can be carried out in silence by several people who know what they are doing.²

The well-known linguist, T. van Dijk made a valuable contribution to text linguistics. He states that text theory is an interdisciplinary science, which integrates separate independent scientific trends such as linguistics, history, theology, jurisprudence and others. The object of all these sciences is the text which is studied from different angles and with different aims. In Text Linguistics T. van Dijk differentiates three aspects: syntax, semantics and pragmatics. T. van Dijk was the first to introduce the notion of semantic macrostructure, specifying the semantic content of the text, its global integrity. Further on the Amsterdam

² **Common European Framework of Reference for Languages: learning, teaching, assessment**/Language Policy Unit, Strasbourg www.coe.int/lang-CEFR p-15.

scholar uses the term “discourse”, and studies its pragmatic and cognitive aspects. He argues that a text can be understood only within the framework of a certain situation, and introduces the notion of “situational models”, which is considered a basis of cognitive discourse processing. Much attention is directed to discourse analysis, knowledge structures, the ways of their presentation in the text and conceptual organization (van Dijk, 1989).

Another work which left noticeable traces in text linguistics is the monograph by I.R. Galperin “Текст как объект лингвистического исследования” (1981). The book covers a wide range of questions such as the text definition, text categories, text units, text parameters, etc. The author states that the notion of the text being very complicated and multifold should be analysed from different angles including static and dynamic aspects, paradigmatic and syntagmatic axes, language and speech levels, semantic and structural planes of the text. According to I.R. Galperin grammatical methods of analysis can be applied to the text. As is known, grammar tends to trace certain regularities out of multiple, and seemingly chaotic language usage. Similarly, any text despite its unique and individual character is subordinated to some rules, principles, models and regularities. For this reason so much attention is attached to text categories constituting the essence of any text. I.R. Galperin considers a great number of text categories such as informativity, segmentation, cohesion, continuum, prospection, and retrospection, modality, integration and completeness. Each category has been subjected to a scrupulous analysis providing a sufficient grounding for convincing conclusions.

A distinctive feature of Galperin’s conception lies in the argument that the notion of “text” is confined only to the written variety. A text is opposed to the oral speech inasmuch as the latter is spontaneous, inconsistent and unorganized. With regard to a text, there are quite opposite features: it is not spontaneous, it is consistent and well-organized. This viewpoint has got both supporters and opponents. For example, Z.Y. Turaeva adheres to Galperin’s conception stressing the fact ³that the text is multi-dimensional and reversible, whereas the oral speech is linear and irreversible.

However, G.V. Kolshanskiy strongly objects to this opinion. He argues that the text can be presented both in the written and oral forms, the latter, being primary, possesses all text characteristics.

Z.Y. Turaeva in her textbook “Лингвистика текста” (1986) is concerned with a number of issues peculiar to a literary text. She explores the structure of literary texts differentiating its models: deep and superficial, vertical and horizontal. Much attention is paid to text categories, particularly to those that remain uncultivated, for example, the category of space and time. One major advantage of this book is that it has formulated the tasks of text linguistics:

- to study the text as a system of a high rank, characterized by cohesion and integrity;

³ Чернявская В.Е. Лингвистика текста: поликодовость, интертекстуальность, интердискурсивность. –М.: ЛИБРОКОМ, 2009

- to build up text typology according to the communicative and linguistic characteristics;
- to explore text units constituting text;
- to examine text categories, their distinctive features, taxonomy and hierarchy;
- to analyze the peculiarities of language units functioning within the framework of the text;
- to specify interphrase links and relations, viz. structural, semantic and other means of cohesion between text components.

O.I. Moskalyskaya's text-book "Грамматика текста" (1981) focuses on the grammatical aspects of the text, its composition, sentence arrangement, modality, text forming functions and others. Theoretically important here is an attempt to combine grammatical notions with the basic notions of text theory, such as the notion of "text", its semantic, communicative and structural integrity. Many grammatical categories – segmentation, tense, modality, definiteness/indefiniteness, etc. have been presented and analysed in a new light as text categories. In the domain of syntax a new problem of text architectonics has been elucidated. Along with the problem of the semantic analysis of a sentence a more complicated problem of text semantics has been discussed.

Of great interest is the conception of text linguistics by T.M. Nickolaeva, who distinguishes between two trends: general theory dealing with the major universal principles of text construction and a more specific theory of a concrete text, the latter is close to text interpretation. General text theory is concentrated on text pragmatics, i.e. appropriateness, effectiveness of communication, and the use of language means ensuring them. The specific theory of text linguistics is oriented to the analysis of a concrete text of a concrete language. It should be stressed that general theoretical assumptions can be figured out only on the basis of a sufficient amount of linguistic data and facts provided by concrete text analyses.

The next book worthy of consideration is "Семантика текста и ее формализация" by A. I. Novikov (1983). The author develops semantic theory of text, treating a number of problems that have traditionally been recognized as very problematic areas: the semantic content of the text, its semantic structure and main semantic units, the correlations between text units and language units on the one hand, and the whole text structure – on the other. In A. I. Novikov's conception "text" is viewed as a means of not only interpersonal communication but also as an important component of man-machine communication. Therefore, according to A. I. Novikov, formal methods of analysis to disclose text semantics are required.

Another book worth mentioning is "Introduction to Text Linguistics" by R.A. de Beaugrande and W. Dressler. It brings up the problem of textuality which meets seven standards: cohesion, coherence, intentionality, acceptability, informativity, situationality, intersexuality. Besides, the authors devote some space to comparing the "paradigm" of text linguistics with other linguistic paradigms, viz., cognitive linguistics.

One of the latest textbooks devoted to the problems of text linguistics is "Лингвистика текста" by K.A. Philippov. It formulates the essential theoretical assumptions of text linguistics and its main trends, discusses different approaches

and views. The author provides a large body of information on the history, evolution and main stages of text linguistics from the antique times up till now. The value of this work lies in the fact that it also reflects the current knowledge in text linguistics and elucidates new approaches to the text with respect to the latest achievements of linguistic theory. The author notes that there are many terms used to designate this area of investigation: text grammar, text theory, discourse analysis, linguistic text analysis, and text linguistics. Out of all these terms the latter seems to be most general and appropriate.

The problems of text linguistics are still in the focus of attention. A great deal of research has been done in this field, and yet there are still significant gaps in the knowledge of both text theory and text analysis. Besides, at the present stage of development text linguistics undergoes some changes under the influence of new anthropocentric trends in linguistics, and the tendency to study “human factor” in language. The most important publications of recent years deal with the problems of a) text and discourse (Карасик, 2004); b) the cognitive paradigm of the text (Кубрякова, 2001); c) text and culture (Вежбицкая, 1996; Молчанова, 2007); d) text and intertextuality (Чернявская, 2008).

One of the main features of text linguistics is its interdisciplinary character. Interdisciplinarity is the main feature of modern linguistics. It means the correlation of two or more sciences on the basis of the common theoretical assumptions, notions and methods of analysis. All the modern trends of linguistics such as Cognitive Linguistics, Linguopragmatics, Ethnolinguistics, Intercultural Communication, Linguoculturology are characterized by interdisciplinarity. Along with these disciplines, Text Linguistics is one that requires an interdisciplinary approach. There differentiated two types of interdisciplinary links: internal and external. Internal links are quite evident because a text is a meeting ground of all aspects of language theory: semantics, grammar, syntax, stylistics, etc. Consequently, each of these aspects can be subjected to investigation in text linguistics. For example, there are close links between text linguistics and stylistics. Moreover, many problems under discussion in text linguistics had long been put forward in stylistics. Thus, the problems of text typology closely correlate with the theory of functional styles, because every text is built according to stylistic norms of a definite functional style. Literary texts (fiction), for example, are faced with all the properties of the belles-letters style such as emotiveness, expressiveness, imagery. In passing, it should be noted that stylistic problems of the text are of such importance that there appeared an independent trend – text stylistics. External links are conditioned by the fact that text as a complex unit is studied not only by Text Linguistics, but also linguopragmatics, cognitive linguistics, sociolinguistics, theory of literature, linguoculturology and so on. There are also definite links between text linguistics and psycholinguistics because the problems of impact and perception claim attention of the both sciences.

So, a brief survey of the linguistic literature has shown a great variety of views, attitudes and opinions, concerning the notions of text and text linguistics. This is evidenced by the fact that there are many different approaches to Text Linguistics, each of them laying emphasis on different aspects of this science. For example, T.M. Nickolaeva focuses her attention on the rules and regularities of text construction and its cohesion (Лингвистический энциклопедический словарь 1990:267). I.R. Galperin concentrates on text categories (1981). G.V. Kolshanskiy draws attention to the communicative aspect of this discipline, O.I. Moskalskaya deals with the grammatical aspects. Summing up all the views, we can point out the main characteristics peculiar to text linguistics and acknowledged by many scholars:

- text linguistics is an independent scientific branch of linguistics;
- text linguistics studies “language in action”, i.e. in communication;
- the object of Text Linguistics is text and textual phenomena (parts, fragments, units, exceeding the limits of a sentence);
- text linguistics studies text types and their constituent categories;
- text linguistics is an interdisciplinary science related to other aspects of language theory (semantics, grammar, stylistics, phonetics, etc) on the one hand and other branches of linguistics (communicative linguistics, psycholinguistics, cognitive linguistics, linguoculturology) – on the other.

1.2.The notion of text, its main characteristics

The notion of “text” refers to one of the most complicated, ambiguous and polysemantic notions, and it is the object of study not only in text linguistics, but also in many other humanitarian sciences – theory of literature, textology, history, hermeneutics, aesthetics, culturology and others. As M.M. Bakhtin stated, text is an initial point of any humanitarian science (Бахтин, 1986:474). So, the definition of text seems to be a very difficult problem because it depends on the area of investigation, the chosen approach and aims. Different approaches to text can be evidenced by its various definitions in the lexicographical sources:

- any written material (CCELD)
- a book or other piece of writing (COD)
- a written or spoken passage (CCELD)
- original words of an author or orator (OSDCE)
- written or printed words forming a literary work (PED)
- quotation, proverb, saying (PED)
- passage of Scripture, subject of sermon (COD)
- theme, topic (WNDS)
- the words to a musical composition (CERD)
- an utterance or article given in the written or printed form (LDCE)

As is seen from these definitions, there is a difference of opinions concerning the length of the text (words, utterance, passage, quotation, proverb, saying, article, book) and its form (written or oral). In the linguistic literature there are also quite

different definitions of text. It will suffice to bring out some of them given in the most known researches:

- text is a sequence of verbal signs, its main characteristics are cohesion and coherence (Кубрякова, 2001);
- text is an organized multitude of sentences united by different types of lexical, logical and grammatical links, a complex structural and semantic unit conveying certain information (Тураева, 1986);
- text is an utterance both in written or oral form, characterized by semantic-structural completeness, the author's modality, a certain communicative aim and pragmatic intentions (Шевченко, 2003);
- text in its narrow sense (microtext) is a complex syntactical whole, in its wide sense it is a literary work (novel, story, essay, etc) (Москальская, 1981);
- text is a linear sequence of verbal signs, semantically and intentionally completed, a compositional unit expressed by either graphical (written) or oral means (Чернявская, 2009).

So, different scholars concentrate their attention on different sides and aspects of the text. According to some linguistic data there are more than 300 definitions of text (Белянин, 1999). It should be admitted that it is impossible to give a universal and generally accepted definition of text because of its complicated and multifold character. Though the notion of text in its practical sense, for instance, text as a story, article or advertisement is easily understood, however, from the scientific point of view it is difficult, if possible at all, to achieve the unanimity of opinions.

Imaginative and artistic uses of language are important both educationally and in their own right. Aesthetic activities may be productive, receptive, interactive or mediating (see 4.4.4 below), and may be oral or written. They include such activities as:

- singing (nursery rhymes, folk songs, pop songs, etc.)
- retelling and rewriting stories, etc.
- listening to, reading, writing and speaking imaginative texts (stories, rhymes, etc.)
including audio-visual texts, cartoons, picture stories, etc.
- performing scripted or unscripted plays, etc.
- the production, reception and performance of literary texts, e.g.: reading and writing texts (short stories, novels, poetry, etc.) and performing and watching/listening to recitals, drama, opera, etc.⁴

⁴ *Common European Framework of Reference for Languages: learning, teaching, assessment/Language Policy Unit, Strasbourg www.coe.int/lang/CEFR p-56.*

It would be reasonable to assume that each scientific trend presents the notion of “text” in its own way proceeding from the aims of investigation.

The most acknowledged definition is that given by I.R. Galperin: «Текст – это произведение речетворческого процесса, обладающего завершенностью, объективированное в виде письменного документа, произведение, состоящее из названия (заголовка) и ряда особых единиц (сверхфразовых единств), объединенных разными типами лексической, грамматической, логической, стилистической связи, имеющее определенную целенаправленность и прагматическую установку» (Гальперин, 1981:18). This definition has been accepted by many linguists because it embraces the most significant features of the text. Yet, some assumptions of this definition concerning the title of the text and its written presentation are arguable. E.M. Kubryakova, for example, asserts that the presence of a title is not a decisive criterion due to the fact that there are a lot of untitled texts. Besides, the written form is not the only way of presenting a text. It exists along with the oral type of the text (Кубрякова, 2001:72). G.V. Kolshanskiy also claims that both the written and oral varieties of the text are equally acknowledged (1984).

Another problem that causes confusion is the text delimitation. It raises some questions: what are the boundaries of the text? – a sentence? a complex syntactical unit? a passage or a book? As many scholars claim there are two approaches to this problem: wide and narrow. O. I. Moskalyskaya, for example, distinguishes macrotext (a literary work) and microtext (a complex syntactical whole). But she regards these text types as quite different units, one (microtext) is a syntactical phenomenon, the other – a product of speech activity and social communication. So, different criteria of text definitions presuppose different approaches to text analysis. When analyzing a microtext the focus is brought into its syntactical and compositional structure, whereas a macrotext entails the problems of communicative, cognitive and socio- cultural character.

In text definitions disagreement also arises as to whether the text is a unit of speech or language. It is acknowledged that text is a main unit of communication. The communicative nature of the text, its functional orientation and processual character make it possible to regard text as a speech unit. Indeed, text is imbued with such speech characteristics as: active and dynamic character, individual, concrete and unique content, linear sequence of sentences and intentional tendency. At the same time according to the conception of such scholars as I.R. Galperin and G.V. Kolshanskiy the text should be regarded as a language unit as well. This view is grounded by the fact that the text is characterized by the properties ascribed to language units. First of all the text is considered to be a verbal sign, a bilateral unit, consisting of the plane of expression and that of content. In other words it is a unity of the two levels: the content level reflecting a “piece of reality” and the textual verbal level. From this position, the text can be

presented as a model, and an abstract scheme, characterized by certain categorical properties, which constitute the notion of text.

So, one of the major tasks of text linguistics is to define a set of distinctive features that specify the notion of text as such. A survey of the linguistic literature has shown that there is certain variability in taxonomy of distinctive features inherent in the text and presented as distinctive text properties. Summing up the results of many researches, we can figure out the main features of the text, which appeared to be supported by almost all the linguists. So, the main features of the text as a speech product are as follows:

- cohesion, i.e. different types of formal connections (lexical, grammatical, syntactical, stylistic, etc.) between the components of the text at its surface level;
- coherence, i.e. different types of semantic integrity (thematic, temporal, referential, compositional, etc.);
- informativity, i.e. the ability to generate, store and convey different types of information;
 - communicative aim and pragmatic intentions (intentionality);
 - situationality (place, time, circumstances of communication);
 - textual modality, i.e. the author's evaluative attitude to the events described.

Certainly, there are many other very important text qualities, characteristics, categories which will be discussed further (3.1). But those mentioned above are of the most general character pertained to any text type.

It should be once more stressed that the definition of the text depends on the aims of text analysis, the chosen approach and text type. Different definitions focus on different sides of the text – semantic, grammatical, stylistic, cognitive, communicative, etc. In this respect, any definition can be considered appropriate if it serves the relevant target. In our further research we shall be guided by the definitions which are more appropriate to the accepted goal. Thus, from the point of view of text grammar the first and foremost role is assigned to cohesion and its various types (lexical, syntactical, morphological, etc). Cohesion is an inherent feature which constitutes the text as a single whole.

We shall discuss the problems of informativity, communicative and pragmatic aspects of the text in other sections (see 4.3. 6.1. 7.1.). Here it is worth saying a few words about textual modality as one of the inherent properties of the text. Textual modality can be defined as the attitude of the speaker or writer to the information conveyed by a text (Якубов, 2006).

The category of modality is presented in two forms: objective modal meaning and subjective modal meaning, the latter embraces the whole range of evaluations, attitudes, opinions and emotions. The both types of modality in different proportions can be observed in the text. However, it is the type of the text that determines the prevalence of either objective, or subjective modality. Fictional texts, for example, aimed to express the author's evaluation and comprehension of reality, are characterized by subjective modality. Subjective modality reveals the author's personality, his outlook and artistic credo. This type of modality is especially conspicuous in the belles-letters texts. As for scientific texts and official

documents characterized by objectivity, logic and argumentation, they are usually devoid of subjective modality.

The other types of texts: newspaper articles, essays, sketches, combine objective modality with some elements of subjective-evaluative modality. Modality, both objective and subjective, can be realized by various language means – grammatical, lexical, phraseological, stylistic, etc. Besides, as I. R. Galperin claims, textual subjective modality is realized in personages' characters, in a peculiar distribution of predicative and relative spans of the text, in epigrammatic statements, in foregrounding parts of the text, etc (1981).

One of the means to express subjective modality is a descriptive context. For instance, portrait descriptions are often charged with modal meanings:

Mrs. Knatchbole was ugly, she had a goitred neck and a sharp nose with an orb shining at its end, constant as grief (A. Coppard, *The Cherry Tree*).

The story, the utterance is extracted from, tells us of an eight year old boy from a poor family who constantly annoyed his neighbor Mrs. Knathchbole by making mischief, dog hunting and killing rats. Therefore Mrs. Knathchbole used to complain to the boy's mother. A detailed description of an angry woman with “*a goitred neck*”, “*a sharp nose*”, “*a shining nose*” creates an unfavourable image of an ugly woman. This insignificant at first sight descriptive detail assumes a very important function: to express subjective-evaluative modality, the author's antipathy to this personage, his aversion for her words and actions, and at the same time his kind feelings for a naughty boy.

So, modality proves to be one of the most essential characteristics of the text, its inherent category. It should be noted that the most complete theoretical account of this category is found in many researches (Гальперин, 1981; Якубов, 2006). In our further practical analysis of the language material much attention will be attached to the role of this category in text interpretation.

1.2. The main trends of text linguistics. Text general theory

Within the framework of text linguistics there distinguished different trends and aspects. But the linguists differently treat this issue. P. Hartman outlines two directions: general theory and concrete text analysis. According to I.R. Galperin there is general theory and text grammar. O.I. Moskalskaya differentiates text semantics and text grammar. Z.Y. Turaeva suggests six directions: 1) general theory; 2) text typology; 3) text units and their functions; 4) text categories; 5) text integrity; 6) cohesion of the text.

The survey of the linguistic literature and our own observations enable us to outline the following main directions:

- general text theory;
- text grammar;
- text semantics;
- text stylistics and interpretation;
- text typology.

General theory of the text covers a wide range of theoretical questions including:

- outline of text linguistics as a branch of general linguistics, its history, evolution, approaches, directions, its object and subject, the main tasks;
- definition of “text”, its main features, categories and boundaries, principles of text construction and text perception;
- links between text linguistics and other sciences.

Before turning to these problems it will be expedient to specify the object and the subject of text linguistics. The object of text linguistics is a text as a complex communicative unit, as a sequence of verbal signs, as “language-in- action”. The subject of text linguistics depends on the aim of investigation. It might be the semantic, structural, grammatical, stylistic, communicative, pragmatic, cognitive and other aspects of the text.

Previously we have discussed some tasks of text linguistics, its historical background, views of the scholars who contributed to the development of this science. Much attention has been paid to the problem of text definition and the main text characteristics. In this connection there arises another crucial problem – the problem of text delimitation. What is text delimitation? It means establishing the borderlines of the text, its length. Needless to say that it is impossible to study a text if we don’t know its boundaries. It should be noted that in a practical sense text boundaries are easy to establish by a visual observation of the material segmentation in the written form of the text (syntactical unit, paragraph, chapter) or an auditory observation (time, interval, pause) in the oral variety of the text (Колшанский, 1984).

From the theoretical viewpoint, however, the problems of text delimitation are rather debatable for the reason that not all the parameters for setting the boundaries of the text have been revealed. Many scholars maintain the idea that text delimitation is based on the thematic principle according to which micro - and macrottexts as monothematic and multithematic units are distinguished (Гальперин, 1981; Колшанский, 1984; Москальская, 1981). Thus, Moskalskaya considers that microtext is presented by a complex syntactical unit, and macrottext – by a work of literature. Complex syntactical units or supra-phrasal units are defined as a sequence of two or more sentences presenting a structural and semantic unity backed up by a rhythmic and melodic unity. In other words, it is a span of the text in which coherence, interdependence of the elements, and one definite idea are observed (Galperin, 1977:196). In some cases complex syntactical units can coincide with the whole text if the latter is of a small format (certificate, advertisement, cable). It is interesting to note that a complex syntactical unit can be embodied in a sentence due to its semantic extension and integrity. Most proverbs, sayings, epigrams, expressed by a sentence are regarded as complex syntactical units or texts of a small format:

The proof of the pudding is in the eating.

It’s no use crying over spilt milk.

...In the days of old men made manners;

Manners now make men (Byron).

Failure is the foundation of success and success is the lurking place of failure (S. Maugham).

These statements are expressed by one sentence. Nevertheless we consider them to be micro-texts due to their semantic properties. First, though they are brief, they suggest extended meanings accumulating life experience. Second, they can be regarded as patterns of thought offering a wide range of possible applications. Third, they possess a great degree of independence, and therefore, if taken out of the context will retain the wholeness of the idea they express (Galperin, 1977:184).

We have considered examples when a complex syntactical unit is presented as a micro-text. However, in most cases a complex syntactical unit stands out as a constituent part of the text, its minimal unit. It designates the lower borderline of the text. As for the upper one it remains to some extent obscure because a macro-text can be presented by a story, a verse, an instruction, a monograph or a novel consisting of several volumes.

Text, as has been stated, can be studied from different angles. At present the communicative-pragmatic and communicative-cognitive approaches are gaining ground. This is not accidental. It has been long acknowledged that text is the main communicative unit. The definition of the text in this line stresses the idea of its intentionality, the role of an addresser and addressee and sociocultural context. It is claimed that text embraces both language and non-language parameters, linguistic and extra-linguistic factors, and it should be examined in a complex system of relations: reality – text – addresser – addressee. The true nature of the text can be revealed only if the correlations of linguistic and extralinguistic factors of sociocultural, psychological, historical character are taken into consideration (Чернявская, 2009).

In the cognition oriented paradigm text analysis is aimed at studying and processing knowledge structures and world information. According to G.V. Kolshanskiy “text is a structurally organized unit assuming cognitive, informative, psychological and social functions of communication” (1984:89). The cognitive approach is based on the assumption that human knowledge is mainly presented by textual forms, it is stored by texts and generated by texts. In this respect text is acknowledged as language materialization of mental structures, processes, concepts.

One of the main features of text linguistics as has already been mentioned is its interdisciplinary character, which is accounted for by a complex, multifold nature of texts. Text as a complex unit is studied not only by text linguistics, but also by other sciences: communicative linguistics, linguopragmatics, cognitive linguistics, sociolinguistics, theory of literature and so on. However, it should be kept in mind that all the above-mentioned disciplines, being closely connected with text linguistics, study text from different angles according to their own aims, tendencies, approaches. At the same time under the influence of adjacent sciences the domain of text linguistics, enriched by new ideas, assumptions and approaches, has considerably expanded.

1.3. Text Grammar

Text grammar presupposes the study of models and rules of text production. The accent is made on text as an aggregate of sentences united to form complex syntactical units. Text grammar covers a wide range of questions: structural and semantic integrity of the text, its segmentation, lexical and grammatical cohesion, thematic and rhematic aspects of the text, compositional structure, sentence arrangement in the text, text forming functions of linguistic units, text delimitation and others. All these problems have been sufficiently discussed in the text book by O. I. Moskalskaya (1981).

Here we shall dwell on those which seem most pivotal. It should be stressed that many grammatical notions such as predication, modality, actualization, local and temporal reference in the light of text theory have acquired a new meaning. For example, the notion of reference. Applied to a sentence, it has only a potential character, and it can be actualized only within a text. Therefore reference to reality is an indispensable property of any text. Only in the text do sentences, complementing one another, form an utterance related to real facts and events (Москальская, 1981).

Differently is treated the category of modality viewed from the position of the whole text. Some linguists distinguish phrase (sentence) and textual modality (Гальперин, 1981). At the level of a sentence modality is usually realized with the help of lexical and grammatical means, whereas textual modality, besides these means, is realized, as it has already been mentioned, in a peculiar distribution of predicative and relative spans of the text, in personages' characters, in foregrounding some parts of the text, etc.

One of the major problems of Text Grammar is structural and semantic integrity of the text, therefore so much attention is attached to the notions of cohesion and coherence. It is acknowledged that cohesion, regarded as various (syntactical, lexical, stylistic, grammatical, etc) types of correlation between text components, is a basic category constituting text as such. However, there are several directions in the study of text cohesion. G.V. Kolshanskiy distinguishes syntactical, semantic and communicative cohesion (1984). T. van Dijk differentiates micro- and macro-cohesion. Micro-cohesion is a surface correlation between the sentences of the text; macro-cohesion is related to a deep text structure (1972). A.I. Novikov differs internal and external means of cohesion. Internal cohesion is based on the thematic unity of a text, external – deals with grammatical and lexical means (Новиков, 1983:26-27). O.I. Moskalskaya describes semantic, communicative and structural means of cohesion (Москальская, 1984:17). From all this it follows that cohesion is understood in two senses: as a surface cohesion confined to formal structural means explicated at the verbal layer of the text, and a deep semantic cohesion dealing with the semantic integrity of the text. In order to differentiate these two types some linguists introduce two different terms: “cohesion” pertaining to a formal verbal level, and “coherence” related to a semantic integrity of the text. The correlation of “cohesion – coherence” implies the opposition of the surface and deep structures of the text. It should be noted that text grammar focuses mainly on the formal connections of the sentences within the framework of the text. In other words it deals with text cohesion. Cohesion is

manifested at different levels of the text: words, sentences, fragments. Hence, there are various types of cohesion: lexical, morphological, syntactical, stylistic, compositional, etc. According to the character of sentence connections and intervals between them there distinguished contact and distant types of cohesion. Besides, there are anaphoric and cataphoric types of cohesion defined in accordance with a forward or backward direction of connections.

I.R. Galperin singles out four types of grammatical cohesion: chain, parallel, radial and attached. The following examples can illustrate these types:

1. *A smile would come into Mr. Pickwick's face: the smile extended into a laugh: the laugh into a roar, and the roar became general* (Dickens).

2. *The coach was waiting, the horses were fresh, the roads were good and driver was willing...*(Dickens).

3. *Those three words (Dombey and Son) conveyed the one idea of Mr. Dombey's life. The earth was made for Dombey and Son to trade in, and the sun and moon to give them light. Rivers and seas were formed to float their ships, rainbows gave them promise of fair weather, winds blew for or against their enterprises; stars and planets circled in their orbits to preserve inviolate a system of which they were the centre* (Dickens).

4. *The isolation he keeps me in. No newspaper. No radio. No TV* (Fowles).

It is necessary to stress that various means of cohesion usually function in different combinations with each other. In the above examples we observe the use of syntactical, lexical, stylistic and graphic means of cohesion.

The most complete account of the problem of text cohesion is found in the text- book by O.I. Moskalskaya "Грамматика текста" (1984). The author tries to apply grammatical notions and methods to text theory, at the same time pointing out that these notions should be reconsidered in a new light, from the position of text linguistics. As many scholars state, there is a great many means of cohesion referring to all the language levels. The study of the linguistic literature and our own observations make it possible to list the following means of cohesion:

- all types of conjunctions (therefore, however, that's why, because, on the ground that);
- participial constructions;
- the choice of articles;
- the use of tenses;
- forms of enumeration (firstly, secondly, on the one hand...on the other hand);
- deixis (pronouns, adverbs of time and place: soon, tomorrow, here, there, etc);
- parallel constructions;
- graphic means: a); b); c); 1); 2); 3);
- recurrence, i.e. repetition of words, word combinations, phrases, etc.

It should be noted that means of cohesion in the text assume not only grammatical functions, but also those of text formation. In other words, grammatical means of cohesion functioning within the text are transformed into textual means. It is worth mentioning here that text cohesion is not limited to

grammatical means. As mentioned above, along with grammatical there are semantic, stylistic, communicative, compositional means of cohesion, which will be discussed in the subsequent sections of the manual. Here it is necessary to stress that text cohesion is achieved by a multitude of language means which, being mutually complementary, provide real text integrity.

1.4. Text Semantics

Text semantics covers a wide range of problems:

- the notion of semantic integrity;
- the semantic structure of the text;
- the main units of the semantic structure of the text;
- the correlation of the surface layer of the text and its content, interaction of “surface” and “deep” structures;
- the correlation of the linguistic and extralinguistic factors of the text;
- content analysis of the text.

⁵Before we proceed any further, it is necessary to clarify the notion of “text semantics” and that of language units. The latter is the meaning embodied in the material form of a verbal sign. Lexical meaning, for instance, is inherent in the word and it is fixed in the dictionary. Text semantics is a mental formation intrinsic to the text as a whole. Text semantics studies the inner content structure of the text which, being a genuine speech production does not belong to the language system. It comes into existence only in the process of text production and text perception. It should be emphasized that the content of the text though based on the meanings of the language units, nevertheless, is not just a sum of these meanings. It assumes qualitative changes and transformations generated by interaction of numerous linguistic and extra linguistic factors. So, the linguistic mechanisms of text semantics and those of language units are quite different.

As explained in Chapter 2, ‘text’ is used to cover any piece of language, whether a spoken utterance or a piece of writing, which users/learners receive, produce or exchange. There can thus be no act of communication through language without a text; language activities and processes are all analysed and classified in terms of the relation of the user/learner and any interlocutor(s) to the text whether viewed as a finished product, an artefact, or as an objective or as a product in process of elaboration. These activities and processes are dealt with in some detail in section 4.4 and 4.5. Texts have many different functions in social life and result in corresponding differences in form and substance.

Different *media* are used for different purposes. Differences of medium and purpose and function lead to corresponding differences not only in the context of messages, but also in their organisation and presentation. Accordingly, texts may

be classified into different text types belonging to different *genres*. See also section 5.2.3.2 (macrofunctions).

Every text is carried by a particular medium, normally by sound waves or written artefacts. Subcategories can be established according to physical properties of the medium which affect the processes of production and reception, e.g. for speech, direct close-up speech as against public address or telephone, or for writing print as against cursive writing, or different scripts. To communicate using a particular medium, users/learners must have the necessary sensory/motor equipment. In the case of speech, they must be able to hear well under the given conditions and have fine control of the organs of phonation and articulation. In the case of normal writing, they must be able to see with the necessary visual acuity and have control of their hands. They must then have the knowledge and skills described elsewhere, on the one hand to identify, understand and interpret the text or on the other to organise, formulate and produce it.⁶

According to the definition given by A. I. Novikov, the inner text content is a mental formation produced by human intellect, and has no element-wise correlation with its formal structure, but corresponds to it as a whole (1983:5). Text integrity is certainly based on cohesion and arises from it. The cohesion leading to integrity is defined by I.R. Galperin as a process of integration. Integration is the unification of all the parts of the text into one integral unit. Integration can be achieved by means of cohesion, and also by associative and presupposition relations (1981:512). This definition indicates the difference between the terms: cohesion, integration and integrity. Cohesion is a means of connections (grammatical, semantic, lexical, etc). Integration is a process of combining all parts of the text, its “deep structure” which transforms the combination of sentences into a single whole.

Text integrity, as many scholars state, is achieved by the thematic unity of the text: it is regarded as a condensed and generalized content of the text, its semantic kernel. According to G.V. Kolshanskiy, integrity of the text is formed first of all by its denotative kernel and thematic structure (1984:100). The thematic unity is ensured by the referential identity of the language units functioning in the text. It means that any text belongs to a definite denotational sphere that provides basis for the semantic integrity and completeness of the text.

The semantic structure of the text is presented by a chain of complexly interwoven and mutually complementary themes subdivided into subthemes and microthemes reflecting events, actions, facts of reality. According to A.I. Novikov,

⁶ *Common European Framework of Reference for Languages: learning, teaching, assessment*/Language Policy Unit, Strasbourg www.coe.int/lang/CEFR p-93.

text content is a dynamic model of some fragments of reality (1983:73). Consequently, the main task of text semantics is to reveal correlations between verbal signs and mental content, between the verbal layer of the text and its mental representation. In this respect content analysis should include: searching for the “key” elements of the text, defining subthemes and microthemes and their hierarchical interrelations. A detailed analysis of the thematic chains in different functional styles is given by T. V. Matveeva who singles out primary and secondary thematic chains. The primary chains are those which directly name the subject of speech. The secondary chains, also called additional, are presented by substitutes, transforms, synonyms, pronouns, dexis, etc (1990).

The semantic integrity sustained by its thematic unity is the main property of the text, its compulsory, inherent category without which text doesn't exist as such. According to Turaeva Z.Y. text integrity is achieved a) by hierarchy of relationships of all language units (phonetic, morphological, syntactical, lexical); b) by interaction of surface and deep layers of the text; c) by additional senses, which language units acquire in the text. Let's analyze some examples which illustrate various ways to achieve text integrity. It is acknowledged that many phonetic means can be used in the text as a means of cohesion, thus ensuring text integrity. Particularly significant is the role of phonetic means in the oral text. Here all prosodic elements such as intonation, pitch, tempo, timbre, pause, melody serve to achieve semantic integration, and combine separate parts into a single unit. In the written type of the text phonetic means also fulfill the text forming functions, and at the same time secure the semantic integrity of the text. The role of phonetic means is most conspicuous in poetry. In this respect it will suffice to mention the phenomenon of sound symbolism. As is known, sound symbolism is based on the assumption that some sounds due to their acoustic properties make awake certain ideas, perceptions, images, feelings. It follows then that a particular phonetic arrangement of the text can lead to the semantic integration of its parts.

Thus in E.Poe poem “The raven” sounds are arranged in such a way that they along with lexical means convey the emotional atmosphere of sorrow, mysticism, gloom and distress. It is not by chance that such sounds as [d] correlating with the initial [d] in the word “death” and back vowels [o:] [a:] prevail here

.....- here I opened wide

the door: -

Darkness there and nothing more.

Deep into that darkness peering, long I stood dthere wonderd.

Doubting, dreaming dreams no mortal ever dared dto dream before

(E.Poe)

Semantic integrity can also be achieved by word-building means. Here is an example:

Of the various kinds of anti-word, such as *antibiotic*, *antinovel*, *antimatter* and so on, the kind that is to be understood here that represented by *antisociety*. An *antisociety* is a society that is set up within another society as a conscious

alternative to it. It is a mode of resistance, resistance which may take the form either of passive symbiosis or of active hostility and even destruction.

An antilanguage is not only parallel to an antisociety, it is in fact generated by it ... an antilanguage stands to antisociety in which the same relations as does a language to a society (M.A.K. Halliday. *Language and Social Semiotic*. L., 1978. p.164)

The integrity of this text is sustained by means of derivation used in the chain of words united by the prefix “**anti -**”: *anti-word, antibiotic, antinovel, antimatter, antisociety, antiknowledge*. In the process of analogical word-formation here all the parts of the text enter into close interaction and interdependence. The meaning of the occasional word “*antilanguage*”, which is a key word here, becomes clear only in this context.

So, the semantic integrity and thematic unity of the text are obtained by various means of cohesion. A special emphasis is laid on the linguistic units recurrence, including repetition of sounds, morphemes, words, word combinations, synonymous repetition, periphrasis, the words correlated by hypo-hyponimic relations and so on. The following example can serve as an illustration:

Is there a college in the whole country where there is a chair of good citizenship? There is a kind of bad citizenship which is taught in the schools, but no real good citizenship taught (Twain “*Education and Citizenship*”)

Here many types of cohesion are used: word repetition, parallel structures, synonyms (college - school), antonyms (good - bad).

In conclusion it should be stressed that text is a unity of form and content, external and internal factors, surface and deep structures. However, the internal form of the text, i.e. its content structure assumes a dominant role since the choice of words, sentence structures and their arrangement, segmentation and wholeness of the text are predetermined by its semantics, which in its turn depends on the author’s communicative aim.

Text Stylistics

There are close links observed between text linguistics and stylistics. Many notions of text linguistics, be it repeated, had long been discussed in stylistics, and it is quite valid since stylistics is based on the study of texts, mainly literary texts. Therefore it is expedient to single out a stylistic trend in text linguistics, which embraces a great variety of problems:

- text types related to the problem of functional styles;
- compositional structure of the text;
- stylistic text categories;
- stylistic means of cohesion and coherence;
- stylistic peculiarities of an individual style;
- the role of language units in transmitting conceptual information and representation of the conceptual world picture

Let us briefly elucidate some of the problems. Functional stylistics as is well-known, is concerned with the description of various types of texts. In text

linguistics the problem of text types is also in the focus of interest, and it is studied in text typology and text stylistics. One of the main tasks of text stylistics is to study language means functioning in typified standard situations. Therefore much attention is attached to the text types characterized by definite stylistic functions and traits. Besides, the stylistic theory of text linguistics is faced with the problem of compositional speech forms, to wit: narration, description, reasoning, dialogue (monologue, polylogue). All these forms will be extensively discussed further. Here it is worth mentioning that according to a text type either this or that compositional form prevails. Thus the dramatic text is presented in the form of a dialogue. The scientific text is based on reasoning. As for the publicistic text, it is mainly narration. A peculiar feature of the fictional text is the combination of all the above mentioned forms, each fulfilling its own communicative-aesthetic function.

Text stylistics also deals with the problem of the compositional structure of the text. Composition is a complex organization of the text, the elements of which are arranged according to a definite system and in a special succession. It implies not only certain correlations of stylistic layers within the text, but also definite schemes of text development (ОДИНЦОВ, 1980:263). On the one hand composition is closely connected with the semantic structure of the text, on the other – with the type of the text. In fact it serves as one of criteria in the definition of a text type. Thus, the compositional structure of a fable is: exposition – dialogue – action – moral. The compositional scheme of the story is: title – exposition – initial collision – development of action – culmination – denouement – end. As for a sonnet, its composition consists of 2 parts including 14 lines. The first part contains exposition and the main theme. The second part presents denouement. A concluding line of the sonnet is considered to be most significant from the point of view of both stylistic and conceptual information. The compositional structure of an application is quite different. It includes: heading, which contains the name of an applicant, his address, and the date; a brief essence of the application; the text itself which contains a request and its grounds; concluding phrases and signature.

QUESTIONS AND TASKS FOR DISCUSSION:

1. What are the major researches in text linguistics?
2. Speak on the conception of text linguistics formulated by T. van Dijk.
3. What ideas of text linguistics are contained in I.R. Galperin's monograph?
4. What recent publications in text linguistics do you know? What problems are being discussed now?
5. Point out the main characteristics of text linguistics as a scientific discipline.
6. How is the notion of text presented in the linguistic literature and lexicographical sources?
7. Comment on the text definition given by I.R. Galperin. What are the arguable points of this definition?
8. Discuss the wide and narrow approaches to the notion of text. What is the difference between them?

9. Characterize text as a unit of speech and language.
10. Why is it impossible to give an exhaustive, universal definition of text?
What does the definition of text depend on?
11. What are the main properties of text?
12. What can you say about the notions of cohesion and coherence?
13. What is textual modality? Comment on its role in text interpretation.

Recommended literature

1. Beaugrande R.A., Dressler W. Introduction to Text Linguistics, 2002
2. Гальперин И.Р. Текст как объект лингвистического исследования. – М.: Наука, 1981.
3. Тураева З.Я. Лингвистика текста. – М.: Просвещение, 1986.
4. Филиппов К.А. Лингвистика текста. Курс лекций. –Петербург, 2003

LECTURE 2. Text typology

Problems for discussion:

1.1. Functional-stylistic approach to text

1.2. The main criteria for text typology. Text types

1.3. The notion of text categories and their classification

1.4. Category of informatively and its types

Text typology is a branch of text linguistics which studies different types of texts, criteria for their differentiation, linguistic and extra linguistic peculiarities of text types, their taxonomy and classification. The aim of a scientific text classification is to present a great multitude of texts in a definite number of their types grouped on the basis of common traits. This is not an easy task. Much of confusion is caused by a great variety of texts, on the one hand, and the lack of consistent criteria for defining text types – on the other. So, there are incoherencies in defining text-types and their classification. Up to now these questions remain unresolved due to the fact that a unanimously supported approach has not been reached so far. Despite a diversity of opinions the following characteristics of a text type are supported by many linguists:

- It is a culture specific and historically stipulated productive model of text production and perception;

- It defines semantic functional and structural peculiarities of concrete texts despite their different thematic contents;
- It is characterized by a system of invariant features compulsory for all texts of a definite type;
- It is liable to one common communicative aim.

So, the type of the text can be defined as a culture specific productive model, which, being different in its content structure, is specified by a system of invariant semantic, structural and functional characteristics. It should be stressed that text classification depends on the chosen approach to text analysis. The most acknowledged is a stylistic-functional approach which, being based on the principles of communicative functional stratification, may provide solid grounds for text typology. This view finds support among many scientists (V.V. Vinogradov, M.M. Bakhtin, M.N. Kojina). Their conception rests on the assumption that there are direct correlations between a text-type and the functional style it belongs to. A functional style, in its turn, is defined “as a patterned variety of literary text characterized by a greater or lesser typification of its constituents, supra phrasal units, in which the choice and arrangement of interdependent and interwoven language media are calculated to secure the purport of the communication” (Galperin, 1977:249).

According to this conception there are texts belonging to different spheres: literature, mass media, science, religion and so on. A functional style in general outline can be regarded as a socially acknowledged and functionally conditioned form of language style variations. Functional styles are appropriate to the norms of language codification. Limited by the most general, socially significant spheres, functional styles are not numerous. I.R. Galperin, for instance, distinguishes five styles: the belles-lettres, publicistic, newspaper, scientific styles, the style of official documents. I.V. Naer thinks that this classification might be extended by adding technical, professional and religious styles (Haep, 2002). The problem of functional styles turns out to be very debatable. Some scholars single out the conversational functional style. Others do not support this opinion on the ground that this type of a functional style does not fulfill any specific function which, as is known, serves as the main parameter of any functional style.

Disagreements on this point are accounted by the fact that the boundaries of functional styles are not very distinct, they are somehow obliterated. It means that functional styles can cross and penetrate into one another. This leads to the style merging and creation of the so called “hybrid” texts. Hybridization of styles is

widely observed in the texts belonging to the sphere of mass media. For example, in the newspaper article many traits of the belles-lettres style can be found.

The sleepwalking president who slept through the early days of the agony in New Orleans is going through the never ending, thrilling, indefensible and reckless agony in Iraq (International Herald Tribune -2005, December 12, p.7)

This utterance taken from the newspaper article is characterized by the convergence of stylistic devices: metaphors (*slept, agony*), epithets and gradations (*never ending, thrilling, indefensible and reckless*), repetition. These stylistic devices serve as means of expressing the author's subjective modality creating imagery and producing emotional impact. These qualities are peculiar to the belles-lettres text. So, the analyzed utterance combines the features of a newspaper article and those of emotive prose. Consequently, it leads to the creation of a "hybrid" text.

In classifying texts according to the stylistic- functional criterion it should be kept in mind that functional styles are not homogeneous, they fall into several variants, sub styles and genres which constitute either the main body or the periphery of a functional style. For example, the scientific style is subdivided into academic, informative, critical, popular, educational sub styles (Чернявская, 2009). As for newspaper style, it consists of news, editorial, essay, advertisement. In the belles-letters style along with sub styles (emotive prose, poetry, drama) various genres are distinguished: tale, story, fable, ballad, novel, etc. The style of official documents is differentiated according to the spheres of activity – juridical, diplomatic, medical, banking texts, etc. So, there is a good reason to believe that text typology can be built on the principles of hierarchic correlations: functional style – sub style – genre – text type – text subtype.

In this system of relations a functional style is an invariant form compared to other levels of style variability, for instance, genre. The notion of genre originally employed in the theory of literature appears to be essential for text typology. This notion was elaborated by M.M. Bakhtin who regarded it as "a typical model of speech forms", and defined three factors providing basis for speech genres: 1) the semantic integrity and completeness; 2) a speaker's intention; 3) typical compositional forms (Бахтин, 1979: 241- 258). There are different classifications of speech genres. Interesting enough is division of all genres into primary (simple) and secondary (complex). The analysis of the linguistic literature and our own observations make it possible to present genre classification in conformity with the following parameters:

- according to the functional style: business genres, publicistic genres, scientific genres, belles-lettres genres;
- according to the context variable criterion: description, narration, reasoning;
- according to the sphere of communication: socio-political, military, academic, religious, juridical, etc;
- according to the pragmatic intention: talks, discussions, toasts, compliments, etc.

Every functional style is characterized by its own assemblage of genres. The belles-lettres, for instance, embraces the epic genres such as novel, story, poem; the lyric genres – ode, elegy, verse, song; the drama genres – tragedy, comedy. The scientific style includes the following genres: monography, scientific article, scientific essay, review, annotation, lecture, report, information.

It is necessary to stress that the language choice within the frames of functional styles as well as genres is rather conventional. And this can be explained by unsteady boundaries between genres, their interlacing and interpenetrating character that leads to the variability of the language means forming a definite genre. However, despite the fact that genre boundaries are not distinct, and genres have numerous, sometimes mixed forms, it is possible in every concrete text to outline its dominant features manifested in sets of language means.

1.2. The main criteria for text typology. Text types

Proceeding from the evident relationships between functional styles, genres and text types, we have every reason to claim that any text type should be defined in accordance with its genre characteristics, and stylistic-functional criteria should be made the basis for text typology. This assumption by no means denies other approaches and principles of text typology. G.I. Bogin, for instance, builds text typology on the principles of dichotomy distinguishing individual and collective, natural and artificial, written and oral types of texts (Богин, 1997:12 - 22).

Of particular interest is the approach accepted in foreign linguistics. It is based on the theory of speech acts, and each text type is defined in accordance with the addresser's intention. Thus the following text types are distinguished: order, request, requirement, promise, joke, interview, annotation, review, recipe, etc. From the stylistic point of view text types are based on the notion of "register". Register denotes varieties of texts reflecting different communicative situations

such as shopping, advertising, church services, medicine, football and so on. This conception, however, raises some objections. I.V. Naer argues that the “register” classification is not valid inasmuch as: a) it is not based on one common criterion; b) there is confusion of stylistic and thematic factors (Haep, 2001:29).

So, our survey presents evidence to the fact that there are different views on text typology and the criteria for text classification. The diversity of opinions can be accounted for by the complexity of text itself. It follows then that there are different criteria according to which texts can be classified. Consequently, each text may refer to different typological groups, the main of them are as follows:

1. According to the character and degree of expansion we distinguish between 1) macro-text (the whole speech production) and 2) micro-text (syntactical units, paroemia, fables and so on). For example in the system of the scientific style texts are differentiated according to their length: monography, on the one hand, thesis – on the other. In fictional narratives the most extended form is a novel which can consist of volumes, parts, chapters. To the texts of small forms we refer quotations, aphorisms, proverbs and sayings, parables and so on. The following examples can serve as an illustration:

Some books are to be tasted,

Others – to be swallowed,

And some few - to be chewed and digested (F.Bacon).

People nowadays know the price of everything but value of nothing.

Give every man thine ear, but few thy voice.

The devil is not so black as he is painted.

The semantic field of such texts is not large. However, they possess all the main properties of a text – cohesion, formal and semantic integrity, thematic completeness.

2. According to the speech form texts are divided into oral and written types which differ in many aspects. We have already touched upon this problem in connection with the problem of text definition. Here it should be stressed that this is the most disputable question. I.R. Galperin argues that texts originate, exist and develop only in the written variety. He states that text is not spontaneous, and therefore, all the qualities of the oral speech are opposed to the text (Гальперин, 1981:19).

E.S. Kubryakova objects to this viewpoint, claiming that texts can be presented both in the written and oral varieties, the latter include: reports,

information, speeches. We adhere to this opinion. However, it should be acknowledged that there are fundamental differences between the oral and written types of texts. The written type is preliminarily thought over, and aimed at visual perception. It has got clear-cut signs of segmentation, graphic means which separate parts, paragraphs, fragments. The oral type is intended at auditory perception, it is spontaneous and linear, it depends on interlocutors who can interrupt the conversation, make remarks, ask again, retort and so on. The differences between the oral and the written texts are observed at each language level.

3. According to the functional style reference texts are differentiated as:

- newspaper texts (brief news items, press reports articles, the editorial, etc);
- official documents (business letters, records of proceedings, applications, etc);
- publicistic texts (chronicle, sketches, essay);
- fictional texts (story, novel, play, etc);
- scientific texts (review, article, monograph, thesis).

The description of grammatical organization involves the specification of:

• *elements*, e.g.: morphs

morphemes-roots and affixes

words

• *categories*, e.g.: number, case, gender

concrete/abstract, countable/uncountable

(in)transitive, active/passive voice

past/present/future tense

progressive, (im)perfect aspect

• *classes*, e.g.: conjugations

declensions

open word classes: nouns, verbs, adjectives, adverbs, closed word classes
(grammatical elements – see section 5.2.1.1)

- *structures*, e.g.: compound and complex words

phrases: (noun phrase, verb phrase, etc.)

clauses: (main, subordinate, co-ordinate)

sentences: (simple, compound, complex)

- *processes* (descriptive), e.g.:

nominalisation

affixation

suppletion

gradation

transposition

transformation

- *relations*, e.g.: government

concord⁷

valency⁸

An illustrative scale is available for grammatical accuracy. This scale should be seen in relation to the scale for general linguistic range shown at the beginning of this section.

It is not considered possible to produce a scale for progression in respect of grammatical structure which would be applicable across all languages.

It is worth mentioning here that differentiation between fictional and non-fictional texts is of special relevance inasmuch as text analysis at the philological faculties is mainly done on the material of literary texts.

4. According to the sphere of communication such text types are distinguished: socio-political, military, academic, juridical, religious, etc.

5. Another criterion, which is called context-variable, differentiates such text forms as: description, narration, reasoning, monologue, dialogue, polylogue, and in

⁷ *Common European Framework of Reference for Languages: learning, teaching, assessment/Language Policy*⁷ Unit, Strasbourg www.coe.int/lang/CEFR p-93. Unit, Strasbourg www.coe.int/lang/CEFR p-93. Unit, Strasbourg www.coe.int/lang/CEFR p-93. Unit, Strasbourg www.coe.int/lang/CEFR p-93.

the literary texts – the author’s meditations, represented speech. Strictly speaking, these forms are considered to be text units. At the same time they serve as a basis for a text type. The scientific text, for example, is based on reasoning. The dramatic genre is represented by monologues, dialogues and polylogues. As for the fictional texts, they are characterized by the use of all these forms in different proportions. I.R.Galperin regards these forms as a context-variable segmentation of the text. He subdivided them into: 1) the author’s speech; 2) the character’s speech; 3) represented speech. The author’s speech includes: a) narration; b) description; c) the author’s meditations. Description in its turn consists of portrait, nature, setting depictions. The character’s speech consists of monologues, dialogues, and polylogues. Represented speech is a combination of the author’s speech and that of the character’s.

All these text units fulfill various communicative and aesthetic functions, and assume an important role in the literary text structure. Therefore it will be expedient to discuss them in detail. Narration is considered to be an inherent part of the literary text; it narrates some events in their development, conveys the plot of the text, and represents its factual information. Narration is usually connected with a certain locality and time. There are different types of narration: a) a direct author’s narration (the author himself relates the events) b) an indirect narration (the addresser relates the story he was told by somebody: “X told me that”) and c) a pseudo-author’s narration (the addresser identifies himself as a personage) (Haep, 2001: 35 - 36).

My father hada small estate in Nottinghamshire; I was the third of five sons. He sent me to Emanuel College in Cambridge (D.Defoe, “Robinson Crusoe).

Here the narration is given in the first name as if the main character (Robinson Crusoe) is the author of the novel. Usually narration refers to the events which took place in the past. Consequently, past tenses of verbs prevail in the narrative prose. However, there are cases, when narration employs present tenses:

She stands, now, and walks a little space to the mirrow, watching first the shoes as she walks and then, half turning, her legs reflection. It is a hot day of July in hot New –York. She looks next at the heel (Spark. “The hot house by the East River”).

Description is used for characterization of various objects of animate and inanimate nature, various artefacts, human beings and their appearances. Descriptive contexts in the literary text are characterized by the abundance of expressive means and stylistic devices:

Oh, especially in Italian Cecilia heard the poisonous charm of the voice, so caressive, so soft and flexible, yet so utterly egoistic (Lawrence, “The lovely lady, p. 247”).

In most cases description occurs in artistic portraits and nature depictions assuming very important functions of emotional impact and characterization of inner psychological state of personages. Suffice it to mention the description of a stormy night in W. Shakespeare’s tragedy “King Lear” depicting the violent torments of the overthrown king betrayed by his own daughters. The following text fragment displays his feelings: indignation, despair, damnation:

Lear: Blow, winds, and crack your cheeks! rage! blow!

You cataracts and hurricanes, spout

Till you have drenched our steeples, drown’d the cocks!

You sulphurous and thought-executing fires,

Vaunt-couriers to oak-cleaning thunderbolts,

Singe my white head! And thou, all-shaking thunder,

Smite flat the thick rotundity o’ the world!

Crack nature’s moulds, all germins spill at once

That make ingarteful man! (Shakespeare, “King Lear”, p.94)

Reasoning (the author’s meditations) also plays an important role in text perception. It usually contains the author’s conclusions, judgements, generalizations.

However, New York was not all America. There was the great clean west. So the Melvilles went West, with Peter, but without the things. They tried living the simple life in the mountains. But doing their own chores became almost a nightmare. “Things” are all very well to look at, but it’s awful, handling them, even when they’re beautiful. To be the slave of hideous things, to keep a stove going, to cook meals, wash dishes, carry water and clean floors: pure horror of sordid anti –life! (Lawrence, Things)

The author’s reasonings very clearly display his evaluation of depicted things, his social, political and aesthetic credo. It should be noted that reasoning occurs both in the author’s and the character’s speech, and it serves as a means of either direct or indirect expression of the author’s viewpoint. It is important to bear in

mind that the above mentioned forms do not shape themselves as separate and independent spans. They are usually interlinked and interlaced, transforming one form into another.

It was nearly dinner- time when he got back, and their meal was laid in the trader's parlour. It was a room designed not to live but for purposes of prestige, and it had a musty, melancholy air. A suit of stamped plush was arranged neatly round the walls and from the middle of ceiling, protected from the fliers by yellow tissue paper, hung a guilt chandelier. Davidson did not come (Maugham, Rain, p. 39)

From the standpoint of its form this extract may be called descriptive narration because it combines the properties of both narration and description.

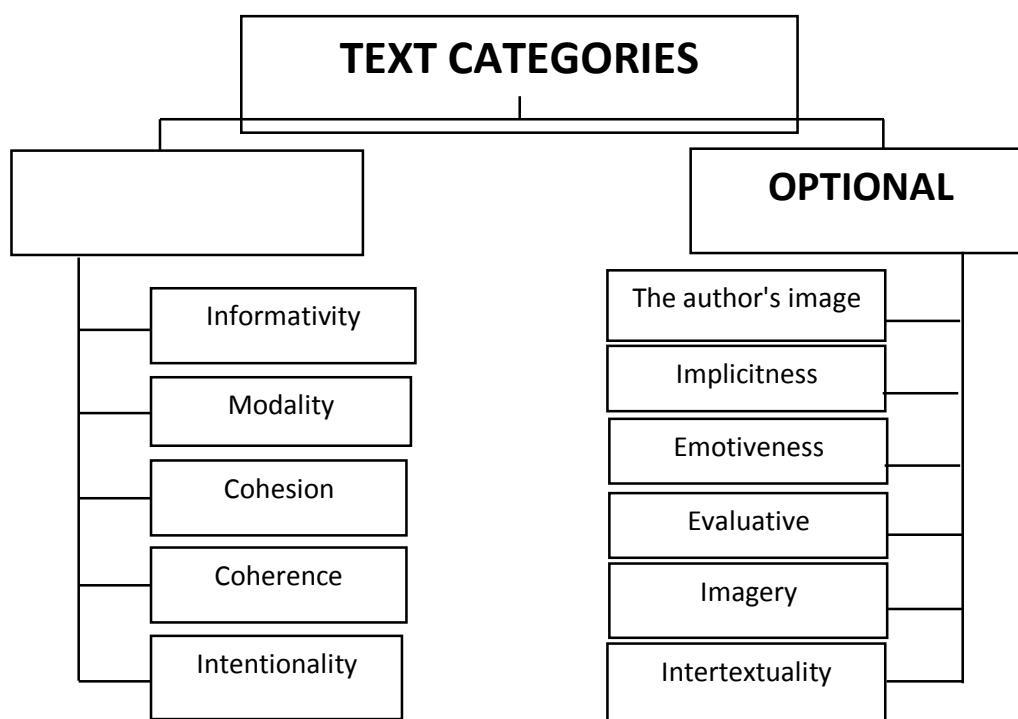
We have discussed the text units which constitute the author's plane in the literary text. As for character's speech, it is represented by dialogues, monologues and polylogues. The most general term here is dialogue, which in its broader sense includes both monologues and polylogues. Dialogues in the literary texts reflect the peculiarities of the oral intercourse, but they are in no way the exact reproduction of the colloquial language inasmuch as they maintain the norms of Standard English.

In conclusion it should be stressed that text typology is not a simple matter and any discussion of it is bound to reflect more than one angle of vision.

1.3. The notion of text categories and their classification

One of the basic notions in text linguistics is the notion of text categories. Text category is a common property of the text inherent in all its types. Text categories in their correlations constitute text as such. Text category is considered a twofold entity formed on the basis of both semantic content and its formal means of expression (Гальперин, 1981).

The problem of text categories raises the question of their taxonomy. It should be noted that there is a considerable diversity of opinions at this point. The most complete classification of text categories is suggested by I.R. Galperin. In his monograph (1981) a detailed analysis of the following categories is given: informativity, segmentation, cohesion, continuum, prospection/ retrospection, modality, integrity, completeness. In addition to that Z.Y. Turaeva (1986) introduces such categories as progression, stagnation, the author's image, artistic space and time, causality, subtext. A.I. Novikov distinguishes such categories as extension, cohesion, completeness, succession, statics and dynamics, deep perspective. S.G. Ilyenko (1989) outlines the categories of informativity, integrity, delimitation, modality, communicativity. R. Beaugrande, W. Dressler differentiate seven text categories (standards): cohesion, coherence, intentionality, acceptability, informativity, situationality, intrtextuality (Beaugrande, 2002). Despite some discordance of opinions all scholars support the view that text categories are subdivided into two groups: semantic and structural. In other words, there are categories which deal with the semantic structure of the text, and those which



secure its formal structural organization. For instance, cohesion is mainly regarded as different types of formal connections of text components, whereas coherence presupposes the semantic integrity of the text.

It is essential to note that text categories are also subdivided into obligatory and optional types. Obligatory categories being basic and fundamental are common for all text types, and they determine the text status. Optional categories are relevant only to certain text types, they depend on a text type. Such categories as cohesion, integrity, intentionality, situationality, textual modality, informativity are

undoubtedly obligatory inasmuch as they constitute the essence of the text. As for implicitness, intertextuality, imagery, emotiveness, the author's image, they may be referred to the optional type of categories because they are mostly relevant to the belles-lettres texts

In this chapter and the next one we shall discuss the categories which, on the one hand, have not been fully elucidated in the linguistic literature, on the other – present interest for the belles-lettres.

1.4. Category of informatively and its types

It is now common knowledge that any text is assigned to convey certain information. There are different types of information. I.R. Galperin differentiates the following types of information: content-factual, content-conceptual and content-subtextual. Factual information contains data about facts, events, actions, objects, ideas, etc. Factual information is explicit and therefore easily observed in the text. Subtextual information is implicit, and it is mostly characteristic of fictional texts. This information is embodied in some text fragments on the basis of the stylistic resources used in the text. It appears in the text due to various expressive means and stylistic devices, contextual meanings and additional senses, associative and intertextual links. So, subtext is a kind of additional hidden information that can be drawn from the text thanks to the ability of language units to engender associative and connotative meanings. Hence, the role of stylistic means in conveying subtextual information is difficult to overestimate. In this connection it is worth mentioning aphoristic statements charged with various implications.

*Oh Time, the Beautifier of the dead,
Adorner of the ruin – Comforter
And only Healer when the heart hath bled –
Time! The Corrector where our judgments err
The test of truth, love – sole Philosopher,
For all beside are sophists...
Time, the Avenger! Into thee I lift
My hands, and eyes, and heart, and crave of thee a gift.*

(Byron G., Childe Harold)

It is a convergence of stylistic devices (personification, metaphor, periphrasis, parallelism, gradation) that conveys sub textual information here. An abstract notion of “time” described with the help of the predicates – *Adorner, Beautifier, Comforter, Healer, Corrector, Avenger* which are personified since human abilities (*to console, to cure, to take revenge...*) are ascribed to them. This statement is characterized by a high degree of emotional impact achieved by a peculiar stylistic arrangement of the utterance and, subsequently, by sub textual information.

Conceptual information, being an essence of literary communication, reflects the author’s conceptual world picture, his understanding of people’s social, economic, political and cultural life. The decoding of conceptual information depends on factual and sub textual types of information. The final aim of fictional text analysis is to reveal conceptual information, to penetrate through the surface structure of the text into its deep-level meaning. Conceptual information is discrete and can be presented as a hierarchic system of conceptually different units. According to the degree of conceptual significance the following types of conceptual information can be singled out: micro concept, macro concept, and super concept. Micro concept is a conceptual meaning of a separate language unit. Macro concept is formed within a text fragment. Super concept is the highest conceptual unit which, covering the whole text appears to be its semantic focus. In the process of text production conceptual information is spread in the direction: from super concept to micro concepts, from the author’s intention to its realization in the text. In the process of text perception conceptual information has a reverse motion: from micro concepts to a super concept.

It frequently occurs that stylistic devices become the bearers of conceptual information. For instance in the story by Chiver “The Cheat Remorse”, conceptual meaning of antithesis is a key to the concept of the whole text.

But the clean shirt becomes an absurd and trivial thing and the dollar felt unclean in his hand (p.23)

Here the antithesis is based on the opposition “clean – unclean” created by means of word-formation. The stylistic effect of this antithesis rests on the interaction of different types of lexical meanings in the words connected by derivation. The initial word “**clean**” is used in its direct neutral meaning “*чистый*”, but its derivative acquires a transferred emotive meaning. It is due to this meaning that subtext is engendered. The decoding of this subtext throws light on the conceptual information of the whole text. An unemployed young man needed to take from the laundry his clean shirt because he had an appointment with his friend who had promised him a job. But he had no money to pay for the shirt.

In his ambition “*to make his way in the world*” he fraudulently takes possession of a dollar deceiving the girl, for whom this dollar might also be the last “*catch at a straw*”. Having got hold of the money, the young man suffers the pangs of remorse. The word “**unclean**” expresses his feelings, when he realized the meanness of his action. With the help of the antithesis the author opposes two notions: on the one hand, the notion of “*a clean shirt*” symbolizing material well-being, on the other – the notion of “**cleanness**” (honesty) of his feelings and action, and that finally turned out to be much more important for the hero. So, the above-given statement expressed by the antithesis reflects the particular conceptual structures that characterize the most essential moment of a spiritual regeneration of a man.

Besides the above mentioned types there are stylistic and pragmatic types of information (Haep, 2001). Stylistic information is mostly inherent in fictional texts. But to some extent it can be discovered in publicistic and even scientific texts. This information, being expressive by its nature, is subdivided into emotive, evaluative and image-bearing types. Stylistic information can be manifested in the text both explicitly and implicitly. This type of information carries a great weight of significance, especially in a work of fiction, for its purpose is to produce a certain impression and express the author’s world view. Stylistic information closely interlaces with pragmatic one because it presupposes emotional impact on the reader and the system of his aesthetic values. But pragmatic information is much wider as it tends not only to produce an emotional impact on the reader, but also to urge him to act. Besides, pragmatic information contains knowledge about the communicants, mostly about the addresser.

It is important to note that pragmatic information is a very complex phenomenon which deals with many factors: the factor of an addresser and addressee, the ways of the most adequate presentation and distribution of information in the text, relationships of stylistic and pragmatic functions and so on. A more detailed analysis of pragmatic information will be suggested further in chapter VI. Here it is worth mentioning that pragmatic information conveys knowledge about individuals’ social, professional status, role relations, cultural background, psychological characteristics, etc.

An example can be taken from the story by A. Coppard “The cherry tree” which narrates a story about a poor family, mother and two little children, who lived from hand to mouth. Eight year old Jonny left home for London in hope to find a job and support his family. Instead, he had to work in his uncle’s garden. Here is a letter he sent to his sister:

Dear Pomona,

Uncle Herry has got a alotment and grow vegetables. He says what makes the mold is worms. You know we pulled all the worms out off our garden and chukked them over Miss Natehbols wall. Well, you better get some more quick a lot ask George to help you and I bring some seeds home when I comes next week by the excursion on Moms birthday.

You sincerely brother John Flynn.

The information structure of this text is built on the correlation of factual and pragmatic information. Factual information tells us about worms' benefit to soil and the boy's wish to do gardening at home. More significant here is, however, pragmatic information that implicitly contains knowledge about the addresser. The abundance of grammar mistakes in this letter is indicative of a low educational level and social status of the boy. At the same time this letter characterizes the boy as a loving son striving to help his mother, and as a smart keen-witted boy of a practical turn of mind.

Another type of information correlates text and the functional style it belongs to. As is known, each functional style is characterized by a peculiar set of linguistic means. For example, such features as abundance of terms, logical sequence of sentences, direct referential meanings of the employed vocabulary, the use of sentence patterns of postulatory, argumentative and formulative character are typical of scientific texts. As for fictional texts, they are characterized by imagery, emotiveness and expressiveness created by stylistic devices, by the use of words in contextual meaning, a peculiar selection of vocabulary and syntax reflecting the author's evaluation. The genre differentiation is also relevant to the information embodied in the text. Besides, text contains information about the peculiarities of an individual style. For this very reason texts by famous authors are recognizable.

QUESTIONS AND TASKS FOR DISCUSSION:

1. What does text typology deal with?
2. Formulate the notion of a text type.
3. Characterize the functional-stylistic approach to text typological classification.
4. Speak on the problems of functional styles and genres.
5. What are the main criteria for text typology?

6. What can you say about texts of “small formats”?
7. What is the difference between the oral and the written types of texts?
8. Discuss the role of text forms (narration, description, reasoning, dialogue, etc) in the semantic structure of the text.
9. How do you understand text heterogeneity?

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Lecture 3. Text as a unit of communication

Problems to be discussed:

1.1. The communicative nature of text

1.2. The notion of discourse

1.3. The notion of discourse

1.4. The pragmatic approach to the text

The present stage of linguistics is characterized by a heightened interest of scholars to the problems of the communicative theory of text. It has been proved that the structural model is not sufficient for defining the notion of text since the multitude of language signs assumes meaning only in the process of communication. It is essential for text linguistics to understand text as a process that presupposes the necessity to take into account all the conditions of communication and communicants' characteristics.

1. ⁹ Кожина М.Н. Дискурсивный анализ и функциональная стилистика с речеведческих позиций// Текст – Дискурс – Стиль – Спб., 2004.

In this field of research considerable results both in Russian and foreign linguistics have been achieved (И.Р. Гальперин, Г.В. Колшанский, О.Г. Москальская, Е.С. Кубрякова, Р.Якобсон, Т.А. van Dijk, N.E. Enkvist, P. Hartman). Many modern text theories were originated by the ideas raised in the works by M. M. Bakhtin, who was the first to point out that “language lives in the dialogic communication of language users” (1979). M. M. Bakhtin regarded text as an element of the communicative process, beyond which it cannot be understood to a full extent. M. M. Bakhtin’s ideas about the dialogic character of text, the author’s intention as the most important factor of communication, an active role of a reader (listener) have become of special topicality for the communicative theory of language in general, and Text Linguistics in particular.

The communicative theory of language has been in detail developed in the works by G.V. Kolshanskiy, who stated that text is a main unit of communication since only text can present a real communicative act (1980:62). It follows then that a set of structural units is transformed into the communicative integrity of the text on the basis of the thematic structure of a speech act, which in its turn is determined by a concrete situation and the communicants’ intention.

So, the assumption that text is a communicative unit has been generally acknowledged. Indeed, text reflects the main parameters of the communication process: speaker (sender, addresser) – listener (recipient, addressee) – referent (world fragment of objects, images). According to some scholars (Dridze, 1980; Bolotnova, 1988) communication realized by means of the text is regarded as a system of actions, as an activity aimed, on the one hand, at the production of texts (text formation), on the other – at understanding, interpretation (text perception). Consequently, there appears the necessity to look at the text as a twofold communicative act, and analyze it from the stand points of both the addresser and addressee.

The factor of the addresser related to text production puts forward the problem of pragmatic category of intention (communicative aim). The factor of the addressee raises the problem of text perception (understanding, interpretation).

1.2.Types of communicative aims and intentions

There is no doubt that text is created to realize some definite communicative aims. O. G. Moskalskaya states that the communicative intention, conditioned by a communicative situation and the tasks put by the addresser, lies in the basis of any text (1984).

The choice of adequate language means depends on the author's intention. Besides, speech forms, genres and text types are also chosen in conformity with the author's intention. But, the problem of the communicative intention, its types has not been well elaborated. There are different classifications of communicative intentions. Here is the one suggested by O.G. Moskalskaya:

1. to inform – to state – to affirm;
2. to pass – to describe – to tell – to evaluate – to depict – to review;
3. to explain – to compare – to summarize – to generalize – to conclude;
4. to substantiate – to prove – to deny – to expose;
5. to comment – to argue;
6. to urge – to ask for – to call for – to appeal – to demand – to instruct – to order
7. to ask.

In a more generalized sense these communicative intentions according to O.G. Moskalskaya can be combined and classified into three types: narration – motive (inducement) – question.

The notion of communicative intention is employed in the theory of speech acts. In accordance with the type of a communicative intention the following types of speech acts are distinguished:

1. Representatives – information about the situation;
2. Directives – urging the addressee to act;
3. commissives – the addresser aims to perform the action himself;
4. expressives – describing the communicants' inner emotional state;
5. declarations – information about some actions performed by the communicants (Searle,1976).

The communicative aim is closely interrelated with the notions of functional styles, text genres and text types. The problem of text genres and text types has been discussed in section 3.1. Here we shall concentrate attention on interdependence of a communicative aim and the functional style which becomes evident from the definition of a functional style: “a functional style of language is a system of interrelated language means which serves a definite aim in

communication. In other words, a functional style is regarded as a product of a certain concrete communicative task set by the sender of the message” (Galperin, 1977:33). The correlation between communicative aims and functional styles can be presented as follows:

Belles-lettres style → to produce an aesthetic influence on the reader (listener);

Publicistic style → to exert a constant and deep influence on the public opinion and to cause the reader (listener) to accept the point of view expressed in the text;

Newspaper style → to inform and influence the public opinion on political and other matters;

Scientific style → to prove a hypothesis, to create new concepts;

The style of official documents → to reach agreement between two contracting parties.

So, there is every reason to believe that intentionality is the main communicative category of the text as a communicative unit. It predetermines all the language peculiarities of the text: the choice of words most appropriate for the described communicative situation, the syntactical arrangement of the text and its compositional structure.

1.3.The notion of discourse

The study of the text as a component of the communicative activity with regard to all extra linguistic factors of communication causes the necessity to introduce a new term – “discourse”. The term “discourse” has been originated from Latin – movement, succession. The notions of “text” and “discourse” are correlative, but not equivalent. Text is a part of discourse; it is created in the process of discourse (Кубрякова, 2001).

At present a lot of researches are concerned with the problem of discourse analysis (Арутюнова,1990; Кубрякова, 2001; Макаров, 2003; Карасик, 2004; Stubbs,1983; Harris,1952; Prince, 1988). There is a variety of views, trends, approaches to this problem. M. Stubbs outlines three main characteristics of discourse:

- Formally, discourse is a unit exceeding a sentence;
- from the point of view of the semantic content discourse analysis focuses on the socio-cultural context;
- Discourse is characterized by an interactive dialogic structure.

N. D. Arutyunova distinguishes the notions of text and discourse stating that the latter represents culturally conditioned and socially oriented communicative activity. Discourse is a text in dynamics. It is a purposeful social activity based on interaction of language and cognition (ЛЭД,1990).

V. Karasik understands discourse as a text in the situation of real communication. He states that discourse can be viewed from different angles: linguistic, sociolinguistic, pragmatic. The linguistic approach presupposes the analysis of discourse in the aspects of its completeness, correctness, logicity. In its sociolinguistic perspective discourse deals with the participants of communication, their social and cultural status and roles. From the position of linguopragmatics the mode of discourse including the channel (if it is spoken or written or a combination of the two), register, style and genre of communication, are taken into consideration.

So, discourse analysis is based on interaction of both linguistic and extra linguistic factors including participants of communication, communicative aims and pragmatic intentions, communicative situation (place, time, circumstances), sociocultural context, background encyclopedic knowledge, the mode of discourse (oral, written style, genre, register).

1.4.The pragmatic approach to the text

The study of the text as a means of communicative interaction in the sociocultural context puts forward the problem of text pragmatics as one of the main text parameters. Before we proceed with the discussion of this problem, it is necessary to ascertain some assumptions of linguopragmatics.

Linguopragmatics is one of the trends of communicative linguistics, which in its general sense can be defined as a science studying language factors within the sphere of the human activity with an accent on psychological, social and cultural aspects of language functioning. There is a variety of definitions concerning linguopragmatics. Summing up all the views, we can point out the following aspects and approaches:

- the relations between a sign and its users (Morris, 1978:8);

- contextual conditionality, language usage, language in the context (Сусов, 1985:4);
- speech impact on the addressee, the factors influencing successful and effective communication (Кисилева, 1978:8);
- interpretative aspects of speech communication (Арутюнова, 1989);
- language as a tool of a purposeful communicative activity (Грайс, 1985);
- the problem of mutual understanding and appropriateness of language use (Dijk T.A. van, 1977)

It is necessary to note that all these aspects are by no means incompatible. They present linguopragmatic researches in a variety of domains which are mutually complementary. The analysis of the linguistic literature has shown that linguo– pragmatics embraces a wide range of problems, but for text linguistics the most relevant of them are:

- speech strategies and speech impact;
- pragmatic intentions and their types;
- linguistic personality;
- appropriateness and effectiveness of textual communication.

Before proceeding with the analysis of these problems, it should be stressed that the pragmatic approach to the text requires the term “discourse”. The notion of discourse has been already discussed (see 6.3). It should be stressed here that this term is rather ambiguous, and is still under discussion. There are many views, approaches, trends. Despite the multitude of discourse definitions the idea of its situational interpretation receives strong scientific support. It means that discourse should be analyzed in a complex combination of social, psychological, cultural conditions of communication. In other words, as Karasik V. has put it, within the framework of linguopragmatics (2004).

So, discourse pragmatics raises the question of situational interpretation which, in its turn, introduces the notion of a communicative-pragmatic situation. The communicative-pragmatic situation is understood as a complex of external conditions and circumstances of communication. According to E.S. Aznaurova the communicative- pragmatic situation can be presented by a chain questions: who – what – where – when – how – why – to whom (1988:38).

The most relevant parameters of the communicative- pragmatic situation in the literary discourse are:

- circumstances and place of the communicative act;
- the subject and aim of communication;
- social, ethnic, individual, characteristics of the communicants;

- role and personal relations between the communicants.

In the process of discourse analysis the role of intentional factors as well as those of linguistic personality should be particularly emphasized.

Questions and tasks for discussion

1. Why is text considered a main communicative unit?
2. What types of communicative intentions are distinguished?
3. Draw conclusions about the correlation between communicative aims and functional styles.
4. Formulate the notion of discourse. How are the notions of text and discourse correlated?
5. What is the linguistic basis of text perception and interpretation?
6. What modules of understanding does text interpretation consist of?
7. Discuss the role of extralinguistic factors in the process of text interpretation?
8. Characterize the communicative postulates formulated by G. Grice.
9. How can the communicative postulates be applied to textual communication?
10. Comment on other communicative principles suggested by T.A. van Dijk and G. N. Leech.

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LECTURE 4. Cognitive aspects of text theory

Problems to be discussed:

1.1. The main principles of cognitive linguistics

1.2. Foregrounding and its types

1.3. Frame analysis

It is acknowledged now that a satisfactory account of text can only be arrived at by means of both the communicative and cognitive approaches. The communicative approach to the text without its cognitive ground is not adequate. This is conditioned by the transition of linguistics to an anthropocentric paradigm which associates language utilization with a cognitive activity of the man. We adhere to the conception by E.S. Kubryakova who claims that in describing any language phenomenon, its two functions – cognitive and communicative – should be taken into consideration. Consequently, an adequate explanation of language phenomena including text can be achieved only at the crossroad of cognition and communication (Кубрякова, 2004:11).

As is known cognitive linguistics is concerned with the study of the relationships between linguistic choices and mental processes, human experience and its results – knowledge. Cognitive linguistics regards language as a cognitive mechanism of representing, storing and transferring knowledge layers. Summing up some results in cognitive linguistics, we can outline a number of general principles which cognitive researches rest on:

- language is regarded as a mental phenomenon, as a cognitive mechanism;
- language is characterized by creative, imaginative capabilities;
- language is not only an external system of language forms, but also an internal system of knowledge representations;

1. ¹⁰ Кубрякова Е.С. О тексте и критериях его определения// Текст. Структура и семантика. Т. 1. – М.: 2001.

- in cognitive linguistics attention is focused on the relationships between language patterns and mental structures, the processes of conceptualization and categorization of the world information and its linguistic manifestation, knowledge structures and their verbal representation;

These principles account for obvious links between cognitive linguistics and text linguistics due to the fact that text is a main source of representing information about the world. As some scholars point out, there are no texts which do not reflect and fix some fragments of human experience and its understanding (Кубрякова, 2001). Indeed, the main aim of textual communication is an exchange of information which in terms of the theory of information is understood as receiving new data about objects, phenomena, relations and events of objective reality. Text as a communicative unit fulfills, as G.V. Kolshanskiy claims, cognitive, psychological and social functions of communication (1984).

Cognitive factors

Task familiarity: cognitive load may be lessened and successful task completion facilitated

according to the extent of the learner's familiarity with:

- the type of task and operations involved;

- the theme(s);

- type of text (genre);

- interactional schemata (scripts and frames) involved as the availability to the learner of unconscious or 'routinised' schemata can free the learner to deal with other aspects of performance, or assists in anticipating text content and organisation;

- necessary background knowledge (assumed by the speaker or writer);

- relevant sociocultural knowledge, e.g. knowledge of social norms and variations, social conventions and rules, language forms appropriate to the context, references connected with national or cultural identity, and distinctive differences between the learner's culture and the target culture (see section 5.1.1.2) and intercultural awareness (see 5.1.1.3).

Skills: task completion depends on the learner's ability to exercise, *inter alia*:

- the organisational and interpersonal skills necessary to carry out the different steps of the task;¹¹

1.2. Foregrounding and its types

The notion of foregrounding was first described in the works by Russian Formal School (Б.А. Ларин, Р. Якобсон) and Prague linguistic circle (Б. Гавранек, Я. Мукаржовский) as a special device of constructing poetic texts. Now this notion is widely used in cognitive linguistics and text linguistics. Foregrounding, attracting attention to certain parts of the text and activating certain frames, makes the search for information much easier. Foregrounding stands out as a stimulus or a “key” in the language processing of information. At present cognitive researches focus attention on the psychological aspects of foregrounding. From this point of view foregrounding is associated with unexpectedness, surprise, and heightened attention. It marks out the most essential, relevant fragments of the text, thus guiding its interpretation.

In fictional texts the principle of foregrounding is assigned a predominant role. Foregrounding here is charged with many functions. Putting forward some fragments of the text, foregrounding, on the one hand, segmentates the text into more or less important parts, on the other – establishes hierarchy of these parts, thus promoting coherence and integrity of the text. Besides, foregrounding directs text interpretation, and activates not only knowledge structures but also intentions, attitudes, emotions.

I.V. Arnold discussing the linguistic mechanism of foregrounding in a fictional text, outlines the following types of foregrounding: convergence, coupling, defeated expectancy and “strong” positions of the text. Let us briefly consider each of them.

Convergence as was noted is an accumulation of many stylistic devices and expressive means of the language within one fragment of the text. Stylistic means brought together enforce both logical and emotive emphasis of one another, thus intensifying the importance of the whole utterance. It leads to concentration of the reader’s attention on this part of the text, and this is the effect sought. The notion of convergence was introduced by M. Riffaterre who considered convergence to be an important criterion of the stylistic relevance of language units in fictional texts. The following example, which has become classical, may serve as an illustration:

¹¹ *Common European Framework of Reference for Languages: learning, teaching, assessment/Language Policy*¹¹ Unit, Strasbourg www.coe.int/lang/CEFR p-93. Unit, Strasbourg www.coe.int/lang/CEFR p-93. Unit, Strasbourg

And heaved and heaved, still unrestingly heaved the black sea, as if its tides were a conscience (Melville, Moby Dick)

The convergence is created here by a great number of stylistically marked units: a) inversion (the predicate is put in the first place); b) repetition including polysyndeton (and...and); c) occasionalisms (unrestingly); d) simile which contains unusual interaction of the concrete (tides) and the abstract (conscience); e) epithet (vast); f) rhythmical arrangement of the utterance strengthened by the use of alliteration.

Another type of foregrounding is coupling, by which the recurrence of the same elements in the same positions is understood. This notion was introduced by S. Levin, and applied to poetry. Coupling is created by all types of repetition, parallel structures, synonyms, antonyms, words belonging to one and the same semantic field. Coupling can be expressed in different in length fragments of the text by means of linguistic units of all the language levels. An interesting example of coupling is the use of word-family containing a great number of derivatives. This type of foregrounding is one of the effective means of expressing the main topic of the text. A typical specimen is presented in "The book of snobs" by Thackeray. Here the writer by means of satirical generalization reveals, specifies and intensifies the notion expressed by the word **snob**. Suffice it to say that more than fifteen words belonging to one word-family, are used here: *snob – snobbish – snobbishness – snobbery – snobbocracy, snob-department, snobland, snobographer – snob ore, snobley, snobely, snobky, army- snobs, snobling, snobbington*. In this long chain of correlated words we can observe various types of relations: inclusion, crossing, generalization and specification. Nominating the key points of the semantic content, these words stand out as the markers of the main idea which can be formulated as a satirical life panorama of the British bourgeois society (Ашурова, 1991).

The next type of foregrounding is the so called "defeated expectancy". Many scholars explain the effect of defeated expectancy by a low predictability of the elements encoded in a verbal chain (Риффатер, 1959, Якобсон, 1960, Арнольд, 1990). An unpredictable element violates usual stereotypes and norms creating some difficulties of perception. The pragmatic effect of defeated expectancy is materialized by means of many language units, among them:

- lexical means: rare words, archaisms, borrowings, occasionalisms, words in an unusual syntactical function;
- stylistic means: zeugma, oxymoron, irony, periphrasis, enumeration, pun, parody, paradox;

phraseological means: various transformations and changes of both lexical constituents and compositional structures.

1.3. Frame analysis

In the process of perception a significant role is assigned to special language forms with the help of which knowledge structures are presented, and which are called frames (Минский, 1979). There are also such terms as scheme, scenarios, scripts, plans and others (Виноград, 1983). Despite some differences, all these terms designate the idea that knowledge is not a sum of separate facts but a complex hierarchical system, a cognitive model of presenting information. The study of the relationships between language structures and their mental models is called frame analysis.

Frame analysis applied to the text can be presented as a step-by-step procedure including:

1. Searching for the verbal signals representing conceptually important frames;
2. Decoding their frame semantics, associative, figurative, contextual links;
3. Activating knowledge structures (world knowledge), contextual and propositional functions (language knowledge);
4. Conceptualizing textual information (generalizing, making conclusions, and inferring knowledge on the basis of verbal signals and their frames).

All the stages of analysis contribute to the cognitive text interpretation. In the process of frame analysis the missing implicit components and their links can be restored; implications and inferences can be drawn. Most interesting is the fact that frame structures can be deliberately used in the work of fiction. The story from L. Huges book "I, too, am American" is illustrative in this respect. Before we proceed with text interpretation it is worth reminding that the analyzed text has a dialogic structure, and relates imaginary talks between the author and one of the personages by name "I". Simple, a young American Negro. The focus of attention in this story is race discrimination. This problem is viewed via the analysis of the meaning of the word "**black**". In fact this analysis might be called frame interpretation. Discussing the word "*black*" and its negative connotations, the addresser, whose part is by turns taken either by the author or Simple reveals the language structures and encyclopedic knowledge which give a clue to understanding.

The meaning of this word correlates with life situations kept in the addresser's memory, and verbalized in the text by means of many language units: *black-ball*, *black-list*, *black-mail*, *black-heart*, *black-market*, *black mark*, *black cat*, *black magic*, *black sheep*. These words clearly demonstrate negative connotations of the word **“black”** caused by certain propositions and frames. For example, the set expression *“black cat”* is associated with the notion of “bad luck” because a black cat crossing your road is considered a bad sign in many cultures. The compound *“black-mail”* presupposes the idea of enforcement and threat. The number of expressions with the component *«black»* might be easily increased. Though they are not used in this text, they are fixed in the language system in their negative meanings: *black-browed*, *to blacken*, *black-guard*, *black-leg*, *black shirt*, *black wash*, *black market*. Guided by his linguistic knowledge and life experience, Simple convincingly explains the sources of negative connotations of the word **“black”** which in his opinion have been unjustly transferred to the field of human relations. To prove his view he brings forward other examples which give rise to quite opposite – positive connotations:

The earth is black and all kinds of things come out of earth;

Coal is black and it warms your house and cooks food;

The night is black, which has a moon, and a million stars, and is beautiful;

Sleep is black which gives you rest, so you wake up feeling good.

This text is interesting in many respects. Firstly, it explains the mechanisms of production and perception, and shows the dependence of the word perception on its frame representation. The word **“black”** here is the basis for various cognitive operations, and according to its frame interpretation it can change its meaning from negative into positive. Secondly, it illustrates the mechanisms of relating linguistic forms to cognitive structures and processes. Finally, this text provides evidence to the role of frame analysis in conveying conceptual information.

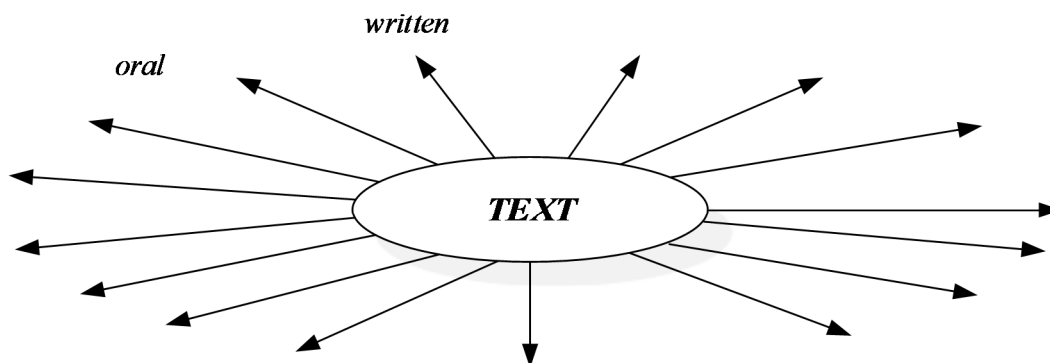
From all this it follows that the processes of understanding and interpretation are not confined to the surface textual structures; they require cognitive processing based on interaction of textual features and their mental representations. Understanding, as some scholars claim, presupposes not only interpretation of the fact, but also “activation” of knowledge structures and inference of cognitive information (Дейк, Кинч, 1988:158).

IV. АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

Seminar 1.

Activity A.

Brainstorm the notion of “Text”



Activity B.

Form 5 groups. Discuss the following definitions given to the notion of “Text” and reveal their peculiarities. Each group shares its ideas with other groups

| | |
|---------|--|
| Group 1 | text is a sequence of verbal signs, its main characteristics are cohesion and coherence (Кубрякова, 2001) |
| Group 2 | text is an organized multitude of sentences united by different types of lexical, logical and grammatical links, a complex structural and semantic unit conveying certain information (Тураева, 1986) |
| Group 3 | text is an utterance both in written or oral form, characterized by semantic and structural completeness, the author's modality, a certain communicative aim and pragmatic intentions (Шевченко, 2003) |
| Group 4 | text is a linear sequence of verbal signs, semantically and intentionally completed, a compositional unit expressed by either graphical (written) or oral means (Чернявская, 2009) |

| | |
|---------|--|
| Group 5 | text in its narrow sense (microtext) is a complex syntactical whole, in its wide sense it is a literary work (novel, story, essay, etc) (Москальская,1981) |
|---------|--|

Activity C.

Discuss the wide and narrow approaches to the notion of text. Give specific reasons for your choice

- What is the difference between wide and narrow approaches to the notion of “text”?
- What approach do you think is more appropriate? Explain your choice and give arguments.
- What are the challenges of each approach?

Activity D. Complete the sentences by filling in the blanks with the appropriate

cohesion oral text categories communicative grammar
written modality interdisciplinary textuality

words listed below

1. “ Introduction to Text linguistics” by R.A. Beaugrande and W. Dressler brings to the problem of _____ which meets seven standards: cohesion, coherence, intentionality, informativity, intertextuality.
2. Text Linguistics is an _____ science related to other aspects of language theory (semantics, grammar, syntax, stylistics), on the one hand, and other branches of linguistics (Communicative Linguistics, Literary Studies, Linguoculturology, Cognitive Linguistics, etc.), on the other.
3. Text is a sequence of verbal signs, its main characteristics are _____ and coherence.

4. In Text Linguistics disagreement arises as to whether the text is a unit of speech or _____
5. Text _____ is the evaluative attitude to the events described.
6. G.V. Kolshanskiy claims that both the written and _____ varieties of the text are equally acknowledged.
7. A distinctive feature of I.R. Galperin's conception lies in the argument that the notion of "text" is confined only to the _____ variety.
8. There are different approaches to Text Linguistics each of them laying emphasis on different aspects of this science. O. I. Moskalskaya deals with the _____ aspects, G.V. Kolshanskiy draws attention to _____ aspect of this discipline, I.R. Galperin concentrates on _____.

Activity E. Complete the table below by matching the author his conception and the title of the book.

| | | |
|---------------------------------------|--|---|
| <p>_____</p> <p>Грамматика текста</p> | <p>_____</p> <p>Лингвистика текста</p> | <p>_____</p> <p>_____</p> |
| | | <p>text is viewed as a means of not only interpersonal communication, but also as an important component of man-machine communication</p> |

Activity A. Complete the sentences by filling in the blanks with the appropriate words listed

Style macrotexts communication model written advertisements
dialogues text heterogeneity text types the belles-lettres style

below

1 Text typology is a branch of Text Linguistics which studies different _____, criteria for their differentiation, linguistic and extralinguistic peculiarities of text types, their taxonomy and classification.

2 A text type is a culture specific productive _____, which, being different in its content structure, is specified by a system of invariant semantic, structural and functional characteristics.

3 There are direct correlations between a text type and the functional _____ it belongs to.

4 I.R. Galperin distinguishes five functional styles: _____, the newspaper style, the publicistic style, the scientific style, the style of official documents.

5 According to the character and degree of expansion microtext and _____ are distinguished.

6 According to the speech form text are divided into oral and _____ varieties.

7 Sociopolitical, military, academic, juridical, religious texts are distinguished according to the sphere of _____.

8 The character's speech consists of monologues, _____ and polilogues.

9 The mixture of text types observed in one text is called _____.

10 Text heterogeneity often occurs in the belles-lettres texts, newspaper and publicistic text, _____.

Activity B.

Match the following text types and genres with functional styles. There can be more than one answer

| | |
|---|--|
| | <i>a. chronicle, sketches, essays</i> |
| | <i>b. story, novel, play</i> |
| 1. The belles-lettres style | <i>c. review, article, monograph</i> |
| 2. The newspaper style | <i>d. brief news items, press reports, the editorial</i> |
| 3. The publicistic style | <i>e. business letters, applications, records of proceedings</i> |
| 4. The style of official documents | <i>f. drama, comedy, tragedy</i> |
| 5. The scientific style | <i>g. monograph, lecture, review</i> |
| | <i>h. reference, complaint letter</i> |
| | <i>i. contract, agreement, pact</i> |
| | <i>j. proclamation, pamphlet, feuilleton</i> |

Activity C.

Identify the text types presented in the following extracts

*So, if the result of the visit is the **burying of the cold war**, the only **mourners** will be people like Adenauer and the arms manufactures who profit from it. The ordinary people will **dance on the grave**.*

Miss McDonald, a former girlfriend of Chancellor Gordon Brown, was taken to the Astley Ainslie Hospital.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

And after all the weather was ideal. They could not have had a more perfect day for a garden-party if they had ordered it. Windless, warm, the sky without a cloud. Only the blue was veiled with a haze of light gold, as it is sometimes in early summer. The gardener had been up since dawn, mowing the lawns and sweeping them, until the grass and the dark flat rosettes where the daisy plants had been seemed to shine.

Borrowed words or loanwords are words taken from another language and modified according to the patterns of the receiving language. In other words, by the borrowing or loanword we mean a word, which came into the vocabulary of one language from another and was assimilated by the new language.

Should the selection of goods by the Buyer is not possible due to the lack of necessary assortment of goods within the total contractual value, the contract can be closed as per actually delivered volume of goods without mutual claims of the Parties.

Activity D.

Identify text genres presented in the fragments below

| | | |
|--|---|---|
| <p>G _____</p> <p>Blessed are the merciful Blessed are the peacemakers</p> | <p>H _____</p> <p>It shall be unlawful for an employment agency to fail or refuse to refer for employment, or otherwise to discriminate against, any individual because of such individual's age, or to classify or refer for employment any individual on the basis of such individual's</p> | |
| <p>I _____</p> <p>- Listen, and tell me the truth: why you are married me? - Well... Did not like to eat in dining rooms... - And now?</p> | <p>K _____</p> <p>10 days prior to shipment month, the Buyer shall inform to the Seller the delivery terms for the portion of goods to be shipped from UK, indicating: a) quality (grade, class, type); b) volume; c) destination</p> | <p>J _____</p> <p>Your hair can look thicker in seconds. If you have thinning hair then Mane is for you. A simple to use spray. Mane gives your hair a thicker, fuller, natural appearance... Find out more by asking for</p> |

Activity E.

Read the following text fragments and identify their type according to functional-semantic approach

It is a dangerous thing to order the lives of others and I have often wondered at the self-confidence of politicians, reformers and suchlike who are prepared to force, upon their fellows measures that must alter their manners, habits, and points of view. I have always hesitated to give advice, for how can one advise another how to act unless one knows that other as well as one knows oneself?

The mockingbird that had perched on the roof top all night, filling the clear cool air with its music, had flown away when the sun rose. There was silence as deep and mysterious as the flat sandy country that extended mile after mile in every direction. Yesterday's shadows on the white sand began to reassemble under the trees and around the fence posts, spreading on the ground the lacy foliage of the branches and the fuzzy slabs of the wooden fence.

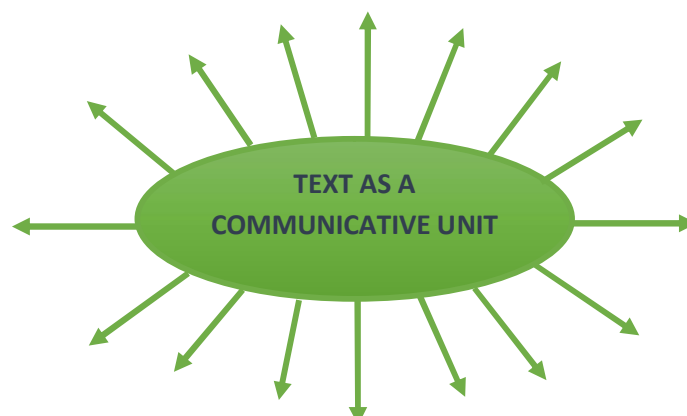
He bent down, pinched a sprig of lavender, put his thumb and forefinger to his nose and snuffed up the smell. When Laura saw that gesture she forgot all about the karakas in her wonder at him caring for things like that—caring for the smell of lavender.

Seminar 3: Text as a unit of communication

Activities

Activity A.

Brainstorm the ideas why the text is regarded as a communicative unit



Activity B.

Complete the table below. Read the following theoretical assumptions and match them to their authors

| | Assumptions | | Author |
|----------|---|----------|--------------------|
| 1 | text is a main unit of communication since only text can present a real communicative act | a | Halliday and Hasan |
| 2 | on the basis of any text there is the communicative intention, conditioned by a communicative situation and the tasks put by the addresser | b | T.M. Dridze |
| 3 | text is a part of discourse, it is created in the process of discourse | c | M. Stubbs |
| 4 | discourse is a text in dynamics. It is a purposeful social activity based on interaction of language and cognition | d | G. Grice |
| 5 | there are three situational parameters of discourse: field, tenor and mode. | e | G.N. Leech |
| 6 | discourse is a text in the situation of real communication. It can be viewed from different angles: linguistic, sociolinguistic, pragmatic. | f | N. D. Arutyunova |
| 7 | language lives in the dialogic communication of language users | g | E.S. Kubryakova |
| 8 | text is a system of actions, an activity aimed, on the one hand, at the production of texts (text formation), on the other – at understanding, interpretation (text | h | G.V. Kolshanskiy |

| | | | |
|----|---|---|-------------------|
| | perception). | | |
| 9 | the process of communication is a twofold activity consisting, on the one hand, of speaking and, on the other – of understanding | i | V.I. Karasik |
| 10 | The main principle of communication is the principle of cooperation, which means that any speech act should be appropriate to the communicative aim | j | O. G. Moskalskaya |
| 11 | discourse is a unit exceeding a sentence and is characterized by an interactive dialogic structure | K | Z.V. Scherba |
| 12 | textual communication is based on the principles of clarity, language economy and expressiveness | I | M.M. Bakhtin |

Activity D.

Group discussion. Form 4 groups and discuss the following problems. Share your ideas with other groups

| | |
|---------|---|
| Group 1 | Discuss the role of extralinguistic factors in the process of text interpretation |
| Group 2 | How can the communicative postulates be applied to textual communication |
| Group 3 | Characterize the communicative postulates formulated by G. Grice |
| Group 4 | Comment on communicative principles suggested by T.A. van Dijk and G. N. Leech |

Activity E.

discourse category postulates understanding extralinguistic
equivalent addressee's cooperation cognitive communication

Complete the sentences with appropriate words from the box below

1. Text is a main unit of _____ since only text can present a real communicative act.
2. Text analysis should be concerned with both the process of text production and text perception, and, consequently, with the addresser's and _____ factors.
3. Intentionality is the main communicative _____ of the text as a communicative unit.
4. The notions of "text" and "discourse" are correlative, but not _____.
5. _____ is a text in dynamics.
6. The process of communication is a twofold activity consisting, on the one hand, of speaking and, on the other – of _____
7. The process of interpretation is a purposeful _____ activity aimed to disclose deep conceptual contents
8. Text perception and interpretation depend on both linguistic and _____ factors of communication.
9. The communicative _____ formulated by G. Grice are aimed to achieve understanding in communication.
10. The main principle of communication is the principle of _____, which means that any speech act should be appropriate to the communicative aim.

Seminar 4. Cognitive aspects of text theory

Activities

Activity A.

Match the following notions with their meanings

| | | |
|----------------------------------|---|--|
| information | a | the recurrence of the same elements in the same positions |
| prospection | b | stimulation of certain parts of the brain in the process of speech activity under the influence of verbal signals aimed to represent certain knowledge structures |
| foregrounding | c | one of the main processes of the human cognitive activity connected with composing knowledge structures on the basis of text data and background information, mechanisms of inferences |
| categorization | d | is an accumulation of many stylistic devices and expressive means of the language within one fragment of the text |
| retrospection | e | marks out the most essential, relevant fragments of the text, thus guiding its interpretation |
| frame | f | when events are given in a progressive order and the sequence of tenses is strictly observed. |
| convergence of stylistic devices | g | is knowledge represented and transferred by language forms in the process of communication |
| activization | h | a mental process of taxonomic activity in which various phenomena classified according to their essential, categorial characteristics |
| coupling | i | when the sequence of events is violated, and the reader first gets acquainted with the events which happened earlier (flash -back) or later (flash - forward) |
| Conceptualization | j | is a hierarchical structure of linguistic data representing a stereotyped situation. |

Activity B.

Complete the sentences with the appropriate words from the box below

| | | | | |
|---------------------|-----------------|-------------------|----------------------|----------------------|
| distributing | violated | cognition | foregrounding | lower |
| information | new | perception | mechanism | retrospection |

1. Cognitive linguistics regards language as a cognitive _____ of representing, storing and transferring knowledge layers.
2. An adequate explanation of language phenomena including text can be achieved only at the crossroad of _____ and communication
3. Cognitive linguistics and text linguistics correlate due to the fact that text is a main source of representing _____ about the world.
4. There are several cognitive principles of _____ information in the text: the principles of iconicity, of distributing old and new information, relevance and foregrounding.
5. Frame consists of two levels: the upper level and the _____ level.
6. The character of information and its organization in the text play a significant role in text production and _____.
7. In the work of fiction the principle of iconicity is often _____.
8. The category of time is closely connected with the categories of prospection and _____.
9. From the cognitive approach information can be subdivided into old (given, known) and _____ (unknown).
10. _____ attracting attention to certain parts of the text and activating certain frames makes the search for information much easier.

Activity C.

Analyze the following text fragments and identify the convergence of stylistic means. Discuss the stylistic functions of the convergence and comment on the category of the text this fragment represents.

Oh! You do not know how weary I am of it – money, money, money! And of the men who surround me, dancing like little marionettes all cut by the same pattern. I am sick of pleasure, of jewels, of travel, of society, of luxuries of all kinds. (O’Henry, While The Auto Waits)

Sara was a menace and a tonic, my best enemy; Rozzie was a disease, my worst friend (Cary, The Horse's Mouth)

Presently one of these became prominent. He was a middle aged child that had never shed its baby fat, though some gifted tailor had almost succeeded in camouflaging his plump and spankable bottom. There wasn't a suspicion of bone in his body; his face, a zero filled in with pretty miniature features, had an unused, a virginal quality: it was as if he'd been born, then expanded, his skin remaining unlined as a blown-up balloon, and his mouth, though ready for squalls and tantrums, a spoiled sweet puckering. But it was not appearance that singled him out; preserved infants aren't all that rare. It was, rather, his conduct; for he was behaving as though the party were his: like an energetic octopus, he was shaking martinis, making introductions, manipulating the phonograph (Capote, Breakfast at Tiffany)

Activity D.

Analyze the following text fragments and identify the linguistic means verbalizing“coupling”. Discuss the stylistic functions of coupling and comment on the category of the text this fragment represents.

Mr. Warburton was a snob. He was not a timid snob, a little ashamed of being impressed by his betters, nor a snob who sought the intimacy of persons who

had acquired celebrity in politics or notoriety in the arts, nor the snob who was dazzled by riches; he was the naked, unadulterated common snob who dearly loved a lord (Maugham, The Outstation)

...I was awakened by a series of awful screams from Bill. They weren't yells, or howls, or shouts, or whoops, or yawps, such as you'd expect from a manly set of vocal organs – they were simply indecent, terrifying, humiliating screams, such as women emit when they see ghosts or caterpillars. It's an awful thing to hear a strong, desperate, fat man scream incontinently in a cave at daybreak (O'Henry, The ransom of Red Chief).

Perhaps he suffered, perhaps he hated, perhaps he loved by cruelty alone (J. Galsworthy).

Dark girls, fair girls were patting their hair, tying ribbons again, tucking handkerchiefs down the fronts of their bodices, smoothing marble-white gloves...

Strange faces smiled at Leila—sweetly, vaguely. Strange voices answered. There they stood, smoothing their gloves, patting their glossy hair and smiling among themselves... A tall, fair man flew up to Meg... There came a dark man wearing an eyeglass, then Cousin Laurie with a friend, and Laura... Then quite an old man – fat, with a big bald patch on his head... Someone's hand pressed her waist, and she floated away like a flower that is tossed into a pool (Mansfield, Her First Ball).

Activity D.

Analyze the following text fragments and identify the stylistic means that realize the effect of defeated expectancy.

Shimmery stockings stretched over shapely thighs—a perfect backdrop for a body-skimming cocktail dress. Glamour radiated from the ends of the diamond earrings to the tips of the spike-heeled shoes. As a shadowed eye surveyed the mirror's reflection, painted lips pursed with pleasure.

“Suddenly, a voice cried out from behind, “Dad?!”(Clay, Evening Surprise)

She could almost hear the door of her prison slam.

Freedom is gone, now its fate is in the hands of others, and never be brought to see will. In her head flashed crazy thoughts about how well would now like to fly far away. But she knew that to escape impossible.

With a smile she turned to her husband and said, «Yes, I agree» (Milburn, Crucial Moment)

“Finally, in this dull, secluded village to find him done. In the ramshackle hut by the fire sat truth.

He had never seen a more old and ugly woman.

- You – Really?

Old, wrinkled lady nodded solemnly.

- Tell me what I should tell the world? What kind of message to convey?

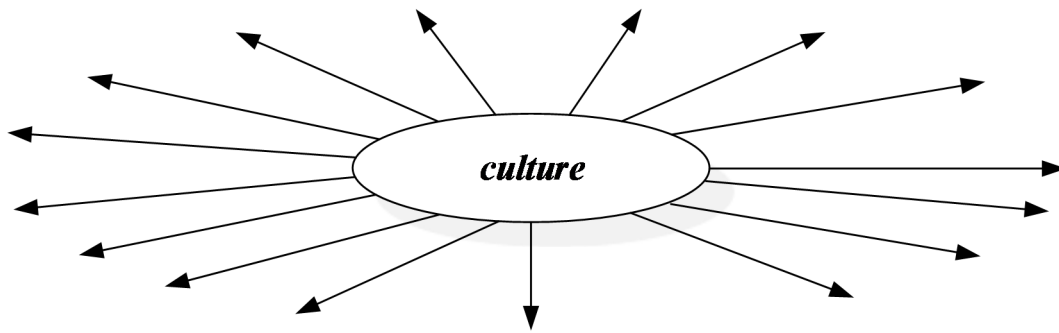
The old woman spat into the fire, and said:

-Tell them that I am young and beautiful!” (Tompkins, In Search of Truth)

Seminar 5. Linguocultural aspect of text theory

Activity A.

Brainstorm the notion of “Culture”



Activity B.

Discuss the following problems. Each group shares its ideas with other groups

| | |
|---------|--|
| Group 1 | the relationships between Linguoculturology and Text Linguistics |
| Group 2 | the importance of culture knowledge in language acquisition |
| Group 3 | culture specific units of the text |
| Group 4 | cultural aspects of the official documents style |
| Group 5 | cultural aspects of the belles-lettres style |
| Group 6 | cultural aspects of the newspaper and mass media style |

Activity C.

Fill in the blanks with the appropriate words listed below

| | | | | |
|-------------------|-------------|------------|----------------------|-------|
| interlevel | information | conceptual | cultural concept | title |
| Linguoculturology | competence | language | linguocultural field | |

11. _____ is a complex scientific discipline of the anthropocentric paradigm which studies the correlations of culture and language
12. Cultural information encoded in the text is of a gradual character because different texts are characterized by different degrees of culture-relevant _____.

13. Interpretation of texts requires linguocultural _____ that is the knowledge of national cultural values and priorities.
14. The _____ world picture defined as a global image of the world, as a synopsis of knowledge structures is reflected in individuals' mind as a result of their intellectual activity
15. The _____ **world** picture is the verbal explication of the conceptual world picture, a means of transferring information about the world, people, and relations.
16. _____ is a complex, interlevel language unit, a dialectical unit of both linguistic and extralinguistic factors, the correlation between the form of a verbal sign, its semantic content and cultural sense
17. _____ is a significant element of the semantic structure and aesthetic organization of the text, its compressive and concealed content, and an embodiment of its conceptual and cultural information.
18. _____ a culture specific and nationally oriented unit, a multifold mental structure consisting of notional image-bearing and evaluative layers and characterized by emotional, expressive components and associative links.
19. A concept has an _____ character, and it is verbalized in the text by means of language units of all levels
20. _____ a hierarchical system of language units used in the text and characterized by mutually correlated and interdependent meanings expressing a system of corresponding cultural notions

Activity D.

Identify the type of linguoculturemes used in the following fragments of the text and the knowledge structures they present

There was to be fried chicken and ham, English peas, sweet potatoes, rolls, banana pudding, two kinds of cake and tutti-fruitti ice cream from the drugstore (Capote, The Grass Harp)

We modeled her along the Margaret Sullivan type (Capote, Breakfast at Tiffany)

But on the whole the establishment is composed of right-wing Republicans of the Presbyterian and Episcopalian faiths (Capote, In Cold Blood)

Look at the chaps in politics and business whose lives were passed in skating on thin ice, and getting knighted for it (Galsworthy, The White Monkey)

His second impulse therefore was to let sleeping dogs lie. But she would surely question him (Galsworthy, To Let)

You must not forget that there is still the possibility that the girl Catalina Perez was deceived. The proof of the pudding is in the eating (Maugham)

"Let me get you another drink. . . . I know one ought to know people seven years to poke their fires, but I believe it's less for cocktails" (Thirkell, Marling Hall).

One of the ladies I worked for was a Mrs. Rutherford-Smith. One day she said to me:

"Margaret, you're a very good worker, and I like you, but you've got one failing and I hope you won't be offended when I tell you what that failing is. You never call me "Madam". And then she added, "You know, Margaret, if I was talking to the Queen I should say "Madam" to her."

I wanted to reply, "Well, there's only one Queen but there's thousands of Mrs. Smiths" (Powell, Below Stairs).

"I understand, sir."

"Stop that! Don't mind "sir" from an older man. Can't stand it from you youngsters. Always sounds patronizing even if you don't intend it to.

I'm "Rollie" to my intimates, "Thorny" to my friends, "Mr. Thornton" to others and "sir" to the help" (Jordan, Thanksgiving).

Activity E.

Describe linguistic and extralinguistic factors (historical background, traditions), creating the national world picture in the given extracts

The Queen was dead, and the air of the greatest city upon earth grey with unshed tears. And to witness the passing of this Age, London--its pet and fancy--was pouring forth her citizens through every gate into Hyde Park, hub of Victorianism, happy hunting-ground of Forsytes. Under the grey heavens, whose drizzle just kept off, the dark concourse gathered to see the show. The 'good old' Queen, full of years and virtue, had emerged from her seclusion for the last time to make a London holiday. From Houndsditch, Acton, Ealing, Hampstead, Islington, and Bethnal Green; from Hackney, Hornsey, Leytonstone, Battersea, and Fulham; and from those green pastures where Forsytes flourish--Mayfair and Kensington, St. James' and Belgravia, Bayswater and Chelsea and the Regent's Park, the people swarmed down on to the roads where death would presently pass with dusky pomp and pageantry. Never again would a Queen reign so long, or people have a chance to see so much history buried for their money. A pity the war dragged on, and that the Wreath of Victory could not be laid upon her coffin! All else would be there to follow and commemorate--soldiers, sailors, foreign princes, half-masted bunting, tolling bells, and above all the surging, great, dark-coated crowd, with perhaps a simple sadness here and there deep in hearts beneath black clothes put on by regulation. After all, more than a Queen was going to her rest, a woman who had braved sorrow, lived well and wisely according to her lights (Galsworthy, Forsyte Saga)

No doubt her beau was tall, muscular, and Nordic and probably named Lars or Olaf. What need for an Eastern Adonis if you have a West coast Thorn" (Segal Doctors, 178).

He knew that he had become a monster, animal-headed, bull-headed, a captive minotaur (Murdoch, Bruno's Dream)

But yesterday the Iron Lady confirmed she will be campaigning for a Tory victory-although they trail Labour by 25 points (The Sun, Tuesday, March 18, 1997, p.2).

I hope that David Beckham realizes that the people who are throwing personal insults at him are really wishing that they had a Beckham in their team (The Mirror, January 19, 1998, p.20).

V. КЕЙСЛАР БАНКИ

- **Define the links between Text Linguistics and other linguistic disciplines. Give specific reasons and provide examples of their relationship.**
- **Choose the most appropriate definitions to the text. Give specific reasons for your choice.**
- **Find your own examples and provide examples of analysis of different types of cohesion and coherence**
- **Define the structure of the following types of texts: a) story, b) novel, c) poem, d) fable, e) advertisement, f) business letter, g) complaint letter**
- **Analyze the following fragment of the text. Identify its type, stylistic devices used, words with emotive meaning. Comment on the peculiarities of text heterogeneity.**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived and so dedicated in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this

But, in a larger sense, we cannot dedicate – we cannot consecrate – we cannot allow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated to the great task remaining before us – that from these honored dead

we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that the government of the people, by the people, for the people, shall not perish from the earth (A. Lincoln, The Gettysburg Address).

➤ **Write a summary formulating your own scientific views on the following problems:**

1. Comment on the problems of functional styles and genres.
2. The main criteria for text typology
3. The role of text forms (narration, description, reasoning, dialogue, etc) in the semantic structure of the text.
4. The difference between the oral and the written types of texts?
5. Text heterogeneity and its reasons

Analyze the following fragments of the text and reveal the functions of intertextual markers, their types and cognitive significance

Madame Chalon, at forty, fitted no category of murderers; she was neither Cleopatra nor beldame. A Minerva of a woman, he told himself instantly, whose large, liquid eyes were but a shade lighter than the cobalt blue of the Mediterranean twinkling outside the tall windows of the salon where they sat (Donnel, Recipe for Murder)

The front door of the cottage opened, and Eileen Evans stood there. There were still vague traces of beauty left, like clues to what once was, but bitterness had overlaid the past with a harsh brush. It was a Dorian Gray situation (Her beauty had gone into Dana) (Sheldon, The Sky is Falling).

➤ **Compare intertextual markers used in the fictional and scientific texts and comment on their peculiar features**

The importance of the discourse level for the study of language and linguistics can hardly be overestimated: "Discourse is what makes us human" (Graesser *et al.*, 1997). It is not surprising, therefore, that the study of text and discourse has become an increasingly important area over the last decades, both in linguistics and psychology (T. Sanders, J. Sanders, *Text and Text Analysis*)

At the discourse level such a discussion is nowadays absent. In the pioneering years of text linguistics, scholars like van Dijk (1972) and Petofi and Rieser (1973) attempted to describe texts as a string of sentences within the framework of generative grammar (Sanders, *Text and Text Analysis*)

"Oh, my!" Ma said wearily. "Oh! My dear sweet Lord Jesus asleep in a manger! What we are goin' to do now?" she put her forehead in her hand and rubbed her eyes (Steinbeck, *The Grapes of Wrath*).

With devilish cunning I encouraged her to talk. Unsuspecting, she laid her heart bare. Upon the cold, conspicuous common, printed page I offered it to the public gaze. A literary Judas, I kissed her and betrayed her. For pieces of silver I dressed her sweet confidences in the pantalettes and frills of folly and made them dance in the market place (O'Henry, *Selected Stories*, P.74).

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

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| 1 | Матнда тил воситаларининг стилистик ва прагматик функциялари |
| 2 | Дискурс таҳлили: асосий ёндашувлар ва услублар |
| 3 | Матн категориялари: информативлик, модаллик, имплицитлик, эмотивлик, интертекстуаллик |
| 4 | Матннинг концептуал аҳамияти |
| 5. | Матн муаллифининг индивидуал дунё тасвири |
| 6 | Матнда миллий маданиятнинг акс этиши |
| 7 | Матн информативлиги ва модаллиги |
| 8 | Дискурс таҳлили: асосий ёндашувлар ва услублар |
| 9 | Матн муаллифининг индивидуал дунё тасвири |
| 10 | Матннинг бўлиниши, унинг композицион бўлаклари |
| 11 | Бадий матннинг асосий хусусиятлари |
| 12 | Инглиз ва америка адабиёти материали асосида бадий матннинг ҳар тарафлама стилистик таҳлили ва талқини |
| 13 | Матнда тил воситаларининг стилистик ва прагматик функциялари |
| 14 | Бадий матнни қабул қилиш муаммолари |
| 15 | Матнда ахборотни тақсимлаш когнитив принциплари |
| 16 | Прагматик интенция тушунчаси. Прагматик интенция турлари |
| 17 | Матнлар типологияси муаммолари |
| 18 | Матн категориялари |
| 19 | Матнда ўрин-пайт категориялари |
| 20 | Диалог оғзаки нутқ воситаси сифатида |

VII. ГЛОССАРИЙ

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| Activization, activation | stimulation of certain parts of the brain in the process of speech activity under the influence of verbal signals aimed to represent certain knowledge structures. |
| Ambiguity | an essential quality of stylistically marked units conveying blurred meanings, uncertainty, duality, caused by alternative conceptualizations, and leading to multiple inferences |
| Categorization | a mental process of taxonomic activity, regulated presentation of various phenomena classified according to their essential, categorial characteristics. |
| Cognitive metaphor | one of the fundamental processes of human cognition, a specific way of conceptualizing reality based on the mental process of analogy and knowledge transfer from one conceptual field into another |
| Coherence of the text | the semantic integrity of the text, its wholeness ensured by the referential affinity, thematic unity of the linguistic |

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| | units functioning in the text |
| Cohesion of the text | the correlation of the text components, forms of connections between separate parts of the text. Different types of cohesion are distinguished: syntactical, lexical, morphological, stylistic, etc |
| Composition | a complex organization of the text, the elements of which are arranged according to a definite system and in a special succession |
| Conceptualization | a mental process of concept formation in the individual's mind, one of the main processes of the human cognitive activity connected with composing knowledge structures on the basis of text data and background information, mechanisms of inferences, making conclusions, decoding implicit information |
| Conceptual world picture | a global image of the world and its essential features reflected in the individual's mind as a result of his spiritual activity |
| Convergence of stylistic devices | an accumulation of stylistic devices and expressive means within one fragment of the text. Stylistic means brought together reinforce both logical and |

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| | emotive emphasis of each other, thus attracting attention to certain parts of the text |
| Conceptual blending/integration | a cognitive operation of meaning construction that involves integration of two or more conceptual domains into one “blended” mental space |
| Coupling | the recurrence of the same elements in the same positions. It is created by all types of repetition, parallel structures, synonyms, antonyms, words belonging to the same semantic field, etc |
| Cultural concept | a culture specific and nationally oriented unit, a multifold mental structure consisting of notional image-bearing and evaluative layers and characterized by emotional, expressive components and associative links |
| Discourse | culturally conditioned and socially oriented communicative activity. Discourse is a text in dynamics. It is a purposeful social activity based on interaction of language and cognition, linguistic and extralinguistic factors |
| Frame | a hierarchical structure of linguistic data representing a stereotyped situation. It consists of two levels: the upper level is |

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| | <p>the name of the frame; the lower level consisting of subframes, terminals, slots and subslots, contains concrete information about the situation in question</p> |
| Fictional portrait | <p>a text fragment of a descriptive character in the author's or character's speech consisting of one or more sentences which describe personages' appearance and serve a communicative aim of expressing inner psychological state of a personage</p> |
| Foregrounding | <p>a cognitive principle of distributing information in the text; it marks out the most essential, relevant fragments of the text, thus guiding its interpretation. The following types of foregrounding are distinguished: convergence of stylistic devices, coupling, defeated expectancy, "strong" positions of the text</p> |
| Functional style | <p>is a system of interrelated language means which serves a definite aim in communication. Traditionally, the following functional styles are distinguished: newspaper style, publicistic style, scientific style, belles-lettres style, the style of official documents</p> |

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| Implicate | a text component, a twofold structural-semantic unit of the implicit level of the text that causes a problem situation in the text, and consequently, some communicative and stylistic tension |
| Implicitness | an essential property of a fictional text aimed to transfer indirect, hidden information which has to be inferred in the process of text interpretation. |
| Individual style | a unique combination of language units, expressive means and stylistic devices peculiar to a given writer. It makes the writer's works easily recognizable |
| Intertextuality | a peculiar quality of certain texts to correlate with others both semantically and structurally. Intertext contains explicit intertextual markers: epigraph, repetition of text forms (structures, rhythm, lexical units), antonomasia, allusion, quotation, etc |
| Linguistic world picture | the verbal explication of the conceptual world picture, a means of transferring information about the world, people, relations |
| Linguistic personality | a manifold, multi-component and structurally organized set of language competences, a certain linguistic |

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| | correlate of spiritual world of a personality in the integrity of his social, ethnic, psychological, aesthetic characteristics |
| Linguoculturology | a rapidly expanding field at the interface between linguistics and culturology. It deals with the “deep level” of semantics, and brings into correlation linguistic meanings and the concepts of universal and national cultures |
| Linguocultural field | a hierarchical system of language units used in the text and characterized by mutually correlated and interdependent meanings expressing a system of corresponding cultural notions |
| Linguocultereme | a complex interlevel language unit, a dialectical unit of both linguistic and extralinguistic factors, the correlation between the form of a verbal sign, its semantic content and cultural sense. The sources of cultural information in a linguocultereme are specific for each cultural phenomenon: realia, myths, images, believes, outstanding people, customs and traditions |
| Perception | a cognitive activity dealing with the cognitive processing of textual information, its conceptualization and |

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| | categorization |
| Pragmatic intention | verbalized in the text the addresser's deliberate intention to exert influence on the addressee. It leads to a conscious or unconscious reconstruction of the world picture in the addressee's mind |
| Prospection | a text category reflecting events in a progressive order hence the sequence of events is strictly observed |
| Retrospection | a text category denoting some violation of the sequence of events, and the reader first gets acquainted with the events which happened earlier (flash-back) or later (flash-forward). |
| Text | a complex communicative unit, a sequence of verbal signs, a bilateral unit, consisting of the plane of expression, and that of the content, a complex structural and semantic unit conveying certain information and characterized by certain categorical properties – informativity, cohesion, coherence, communicative aim and pragmatic intentions, modality, etc. According to the aim of communication the text can be studied from different angles: semantic, structural, communicative, sociocultural, cognitive, |

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| | etc |
| Textual integrity | a condensed and generalized content of the text, its semantic kernel |
| Textual modality | the attitude of the speaker or writer to the information conveyed by a text. Modality exists in two varieties: objective and subjective; the latter embraces the whole range of evaluations, attitudes, opinions and emotions |
| Text linguistics | a branch of linguistics that deals with texts as communicative systems, as “language in action”. It studies text or textual phenomenon (parts, fragments, units exceeding the limits of a sentence), its boundaries, its main features and categories, text-types, principles of text production and perception |
| Text category | a property which is inherent in all texts or in a text type. It is a twofold entity formed on the basis of both semantic content and its formal means of expression |
| Text interpretation | a purposeful cognitive activity aimed to disclose a deep-lying conceptual content of the text. The |

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| | <p>procedure of interpretation consists in constructing and verifying hypotheses about conceptual information of the literary text, the inner substance of things and phenomena</p> |
| Text type | <p>a productive model of text formation characterized by a peculiar system of structural, semantic and functional traits inherent in thematically different texts</p> |
| Text typology | <p>a branch of text linguistics which studies different types of texts, criteria for their differentiation, linguistic and extralinguistic peculiarities of text types, their taxonomy and classification</p> |
| Title | <p>a significant element of the semantic structure and aesthetic organization of the text, its compressive and concealed content, and an embodiment of its conceptual and cultural information</p> |

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