

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА
МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

«ИНГЛИЗ ТИЛИ ЎҚИТИШ МЕТОДИКАСИ ВА АМАЛИЁТИ» кафедраси



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«МАТН ЛИНГВИСТИКАСИ»

ЎҚУВ ФАНИ БЎЙИЧА ЎҚУВ-УСЛУБИЙ МАЖМУА

САМАРҚАНД – 2016

М.У.Усманов. «Матн лингвистикаси» ўқув фани бўйича ўқув-услубий мажмуа, С.: Самарканд давлат чет тиллар институти, 2016 -

«Матн лингвистикаси» фанидан ўқув-услубий мажмуа Самарканд давлат чет тиллар институти «Инглиз тили ўқитиш методикаси ва амалиёти» кафедрасида тайёрланган. Ушбу мажмуа ўқув-услубий ва маълумотли ҳужжатлардан иборат бўлиб, талабаларни маъруза, семинар машғулотларни мустақил ўрганиш бўйича ўзлаштириш сифатини оширади. Мажмуа янги педагогик технологиялари асосида ёзилган. Ўқув-услубий мажмуа «Матн лингвистикаси» фанини ўрганувчи магистратура босқичи магистрантлари учун мўлжалланган.

Такризчилар:

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1. АННОТАЦИЯ

«Матн лингвистикаси» фанидан ўқув-услубий мажмуа Самарканд давлат чет тиллар институти «Инглиз тили ўқитиш методикаси ва амалиёти» кафедрасида тайёрланган. Ушбу мажмуа ўқув-услубий ва маълумотли хужжатлардан иборат бўлиб, талабаларни маъруза, семинар машғулотларни мустақил ўрганиш бўйича ўзлаштириш сифатини оширади. Мажмуа янги педагогик технологиялари асосида ёзилган. Ўқув-услубий мажмуа «Матн лингвистикаси» фанини ўрганувчи магистратура босқичи магистрантлари учун мўлжалланган.

Мажмуага курс бўйича ўтиладиган маъруза ва семинар машғулотлари ишланмалари, конспект маърузалар, тарқатма материаллар, билимларни мустаҳкамлаш учун тест топшириқлари, ўзлаштириш учун назорат саволлари ва амалий машғулот топшириқлари берилган.

2. К И Р И Ш

Маққур фан бўйича яратилган ўқув услубий мажмуа фан ишчи ўқув дастурига асосланган бўлиб, матн лингвистикаси фани бўйича магистратура йўналишида магистрантларни илмий тадқиқотга йўналтиришга, лингвистика соҳаси бўйича назарий билимларни олишга уларни бўлажак фаолиятларига асос бўла олади ЎУМ фан ўқув дастури бўйича ўқитиладиган фаннинг мақсади магистрантларни замонавий тадқиқот йўналишлари, илмий йўналишлар, илмий фикрлаш усул ва воситалари билан таништиришдан иборатдир.

Ўқув услубий мажмуада қўйилган мақсад:

Бўлажак магистрант мутахассислик-ўқитувчилик учун матн лингвистикаси фанидан кенг назарий билим бериш назарда тутилади.

Бўлажак магистрант мутахассис-ўқитувчиларда матн лингвистикаси фани бўйича назарий ва амалий кўникма, малакаларини шакллантириш ва ривожлантириш.

Ўқув фанининг вазифалари магистрантларни турли таълим соҳаларида матн билан назарий ва амалий ишлаш, матн орқали чет тилларни ўзлаштириш, мукаммаллаштириш усуллари билан таништириш.

Маъруза, семинар машғулотлари орқали чет тили ўқитувчиси учун зарур бўлган замонавий лингвистик назариялар бўйича кўникма ва малакаларни амалий шакллантириш ва ривожлантириш.

Матннинг турли шакллари амалда қўллашни ўргатиш.

Бўлажак чет тили (инглиз) ўқитувчиларини махсус илмий-методик адабиётлар билан ишлашга ўргатиш орқали ўз касби устида мустақил шуғулланишга, илмий ишларга тайёрлаш.

3. ФАН ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ МА-5А120102-2.02

201 4 йил "13" ноябр

Олий ва ўрта махсус таълим
вазирлигининг 201 4 йил "13"
ноябр даги "430"-сонли
буйруғи билан тасдиқланган



МАТН ЛИНГВИСТИКАСИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100 000	- Гуманитар соҳа
Таълим соҳаси:	120 000	- Гуманитар фанлар
Мутахассислик:	5А 120102	- Лингвистика (роман-герман тиллари)

ТОШКЕНТ – 201 4

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услугий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2014 йил 10 ноябрдаги 5- сонли баённомаси билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- Ашурова Д.У. – ЎзДЖТУ, “Лингвистика ва инглиз адабиёти”
кафедраси профессори, ф.ф.д.;
- Галиева М.Р. – ЎзДЖТУ, “Лингвистика ва инглиз адабиёти”
кафедраси доценти, ф.ф.н.;
- Таджибаева А.А. – ЎзДЖТУ, “Лингвистика ва инглиз адабиёти”
кафедраси доценти, ф.ф.н.

Такризчилар:

- Джумабаева Д.Ш. – ЎзМУ, “Таржима назарияси ва қиёсий тилшунослик”
кафедраси доценти, ф.ф.н.;
- Джусупов Н.М. – ЎзДЖТУ, “Инглиз тили стилистикаси” кафедраси
доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети
Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2014 йил 26 июндаги
11-сонли баённома).

КИРИШ

Ҳозирги замон дунё глобллашуви ва интеграцияси даврида Ўзбекистон Республикаси узлуксиз таълимининг барча босқичларида чет тилини ўқитишдан асосий мақсад – таълим олувчиларнинг кўп маданиятли дунёда илмий, ижтимоий ва касбий соҳаларда фаолият юритишлари учун чет тили коммуникатив компетенциясига эга бўлишларини таъминлашдир. “Матн лингвистикаси” фани мутахассислик фанлари блокига киради, бироқ ушбу фан ўқитилиши жараёнида эгалланадиган билим, малака ва кўникмалар ихтисослик фанлар блокига кирадиган фанлар билан интеграллашуви оқибатида магистрантларнинг чет тили бўйича коммуникатив компетенцияларини (лингвистик, ижтимоий-лингвистик, дискурсив, стратегик, ижтимоий-маданий) ривожлантиришда муҳим аҳамият касб этади, чунки бўлажак филологнинг касбий компетенцияси назарий фанлар ва асосий чет тили фани ўқитиш мажмуида шаклланади. Ушбу дастур матнни коммуникатив, когнитив, прагматик, лингвокультурологик жиҳатларини инобатга олган ҳолда комплекс, яъни ҳар тарафлама ўрганишга қаратилган. Дастур матн лингвистикасининг методологик принциплари, тамойиллари, асосий тушунчаларини, матн назарияси, матн турлари, функционал-стилистик хусусиятлари, матннинг асосий категориялари ҳақидаги маълумотларни ўз ичига қамраб олади. Матн лингвистикаси фани коммуникатив тилшунослик, лингвопрагматика, когнитив тилшунослик, лингвокультурология каби тилшуносликнинг замонавий йўналишлари билан боғлиқ олиб борилади. Ушбу замонавий йўналишлари нуктаи назаридан, матн – кўпоғонали, 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 этганлиги сабабли, матнда тил ва маданиятнинг ўзаро ақс эттирилиши масаласига катта эътибор қаратилади. 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.

Фаннинг мақсад ва вазифалари

Фаннинг мақсади – магистрантларда матн лингвистикаси методологик принциплари, тамойиллари, базавий муаммолари ва асосий тушунчалари бўйича мутахассислик профилига мос илмий билим, кўникма ва малакаларни шакллантириш ва такомиллаштириш, ҳамда матн лингвистикаи соҳасида илмий тадқиқот олиб бориш кўникмаларини ривожлантириш. Фаннинг вазифаси – магистрантларга мулоқотнинг турли жабҳаларида ва ҳолатларида тилдан услубий жиҳатдан адекват фойдаланиш, матн лингвистикаси асосий муаммолари бўйича таянч илмий билимларни шакллантириш, ҳамда матн лингвистикаси соҳасида илмий тадқиқот олиб боришга ўргатиш. Матн 4 лингвистикасида фойдаланиладиган анъанавий ва замонавий таҳлил методлар воситасида матнда лисоний ва маданий тузилмаларнинг ўзаро муносабатини, матнда турли хил билимлар тузилмалари ва ахборотнинг ақс эттирилиши йўлларини ўрганишга қаратилган когнитив методларни амалда қўллай олишни ўргатиш, ҳамда бадий матн асосида ётган концептуал аҳамиятга эга ахборотни, муаллиф интенцияларини (мақсад) тадқиқот асосида очиб бериш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Матн лингвистикаси” фанини ўзлаштириш жараёнида магистрант:

- матн лингвистикасининг ва бошқа фанлар ўртасидаги алоқалар;
- матн лингвистикаси фанининг назарий ва амалий ютуқлари;
- матн лингвистикасидаги турли назарий қарашлар ва етакчи концепциялар;
- лингвопрагматика тил белгилари ва улардан фойдаланувчилар ўртасидаги алоқалари;
- матн лингвистикасининг когнитив тилшунослик билан боғлиқлиги, матн

объектив борлиқ ҳақидаги билимларни акс эттирувчи тил бирлигини;

- матн маданиятни акс этувчи восита эканлиги; маданий концептлар, лингвокультурема, маънонинг маданият билан боғлиқ бўлаги, маданий муҳим ахборот, лингвокультурологик майдон (поле), лингвокультурологик ҳолат, миллий дунё тасвири;
- матннинг коммуникатив моҳияти;
- матн лингвистикаси соҳасида амалга ошириладиган илмий-тадқиқотларга қўйилган талаблар;
- тадқиқотларда илмийлик ва манбаларга асосланиб фикр юритиш талаблари ҳақида тасаввурга эга бўлиши;
- матн лингвистикасининг методологик принциплар ва тамойиллар, матн назариясига турли ёндашувларни;
- ўрганилаётган фанларнинг терминологик аппарати, қонуниятлари ва асосий тушунчаларини;
- матн лингвистикасининг асосий йўналишлари ва уларнинг хусусиятларини;
- матн категориялари: информативлик, модаллик категориялари, матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категорияларини;
- матн турлари ва уларнинг хусусиятларини;
- бадиий матн ва унинг асосий категориялари. Матн образлилиги, эмотивлиги, имплицитлиги, интертекстуаллиги категориялари;
- бадиий матнда прагматик вазифалар турлари: "диққатни жалб этиш" вазифаси, "қизиқишни уйғатиш" вазифаси, "эмоционал таъсир кўрсатиш" вазифаси, 5 "билимлар тузилмасини актуаллаштириш" вазифаси, "концептуал дунёқарашни акс эттириш" вазифаларини;
- ахборотни матнда тақсимлаш когнитив принциплари ва уларнинг турлари;
- матн лингвистикаси бўйича мавзуларни билиш ва эгаллаган ахборотни амалиётда қўллашни билиши ва улардан фойдалана олиши;
- муайян назарий масалаларга оид фикрларни баён этиши, айтиш фикрларга нисбатан танқидий муносабатини шакллантириш ва ифодалаш;
- матнни таҳлил қилиш методларини (лингвистик шарҳлаш, суперлинеар таҳлил методи, семантик, стилистик, концептуал таҳлил, инференция методи, матн таҳлилининг статистик методлари) билиш ва уларни матн таҳлили жараёнида қўллаш;
- матнни назарий-прагматик, лингвокультурологик, стилистик жиҳатларини таҳлил қилиш;
- матнда акс эттирилган миллий дунё тасвирини ифода этувчи маданий буёқдор лисоний бирликларни ажрата олиш; матнда вербаллашган маданий концептлар ва лингвокультуремаларни таҳлил этиш;
- матнда тақсимланган когнитив ахборотни излаб топиш ва уни таҳлил қилишни
- эгаллаган билимларни ўз илмий тадқиқот амалиётида қўллаш тажрибаларига эга бўлиши керак.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Матн лингвистикаси мутахассислик фани ҳисобланиб, 1-семестр давомида ўқитилади. Фан бакалавр босқичида олиб борилган “Стилистика ва матн таҳлили”, “Лексикология”, “Таржима назарияси” каби фанлар билан узвий боғлиқ бўлиб, бу фанларни ўрганиш жараёнида талабаларда шаклланган тасаввур, билим, малака ва кўникмаларга суянади ва уларни такомиллаштиради. Фан тилшуносликнинг “Маданиятлараро мулоқот”, “Когнитив тилшунослик”, “Лингвокультурология”, “Лингвоконцептология”, “Когнитив стилистика”,

“Лингвопрагматика”, “Коммуникатив тилшунослик” каби замонавий йўналишлари билан ҳам узвий боғлиқ. Матн лингвистикаси фани доирасида эгалланган билимлар, малакалар ва кўникмалар базасида бўлажак магистр-лингвистнинг чет тили коммуникатив компетенцияси ривожланади ва такомиллашади.

Фаннинг ишлаб чиқаришдаги ўрни

Матн лингвистикаси курси ишлаб чиқариш жараёни билан бевосита боғланмаган. Матн лингвистикаси фани тилшуносликнинг замонавий йўналишларидан биридир. Ушбу фан инсонлараро ва маданиятлараро мулоқотнинг оғзаки ва ёзма шаклларида зарур бўлган чет тили коммуникатив ва касбий компетенцияларни такомиллаштиришга хизмат қилади. Магистр-лингвистларнинг олий таълим муассасаларида, ҳамда умумий ўрта таълим мактаблари, академик лицейлар ва касб-хунар коллежларида чет тили мутахассиси сифатида фаолият кўрсатишига, ҳамда бўлажак ўқитувчиларга ўқувчиларга таълим бериш методларини ва кўникмаларини ривожлантиришга ёрдам беради. Бундан ташқари ушбу фанни ўрганиш жараёнида эгалланган билимлар филология соҳасида илмий тадқиқот олиб боришига кенг имкониятлар яратади, чунки ҳар бир лингвист илмий тадқиқот жараёнида матнни таҳлил қила олиши кўникмаларига эга бўлиши зарур. Шунингдек, ушбу курс турли хил матнларни фарқлаш ва мулоқотнинг турли жабҳаларида ва ҳолатларида тилдан услубий жиҳатдан адекват фойдаланиш кўникмаларини такомиллаштиради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Талабаларнинг матн лингвистикаси фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий методларидан, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади. Ушбу фанни ўқитиш жараёни таълимнинг интерфаол методлари, коммуникатив ёндашувларга таянган ҳолда талабаларни маълумотларни пассив ҳолда қабул қилишларини эмас, балки уларнинг таълим жараёнида фаоллашуви, мустақил фикрлаши, фикрини эркин баён эта олиш кўникмаларини ривожлантиришга қаратилган. Маъруза ва амалий машғулотларида мос равишдаги илғор педагогик технологинлардан фойдаланилади.

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

Интерфаол методларнинг қуйидаги турларидан кенг фойдаланилади:

- гуруҳли музокаралар (group discussions);
- жамоа лойиҳалари (project work);
- жуфтликлар бўлиб топшириқларни бажариш (pair work);
- яқка 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 хужум методи (brainstorming).

Шунингдек, фанни ўқитишда замонавий ахборот технологияларидан ҳам кенг фойдаланилади.

АСОСИЙ ҚИСМ

Матн лингвистикаси фанига кириш

Матн лингвистикаси тўғрисида умумий маълумотлар. Фаннинг шаклланиши ва ривожланиш тарихи. Матн лингвистикасининг бошқа фанлар билан узвий боғлиқлиги. Матн тушунчаси. Матннинг асосий хусусиятлари. Матнга турли ёндашувлар ва матн лингвистикасининг етакчи концепциялари. Матннинг умумий назарияси.

Матн лингвистикасининг турли йўналишлари

Матн грамматикаси ва унинг тадқиқот объектлари ва вазифалари. Матн семантикаси ва унинг тадқиқот муаммолари. Матн стилистикаси. Когнитив услуб. Композицион структура. Муаллифнинг идиостили тушунчаси.

Матн типологияси

Матн типологиясига турли ёндашувлар. Матн типологиясининг критериялари. Матнга функционал-стилистик ёндашув. Матн турлари ва жанрлари. Матн гетерогенлиги.

Матн ва унинг асосий категориялари

Матн категориялари ҳақида тушунча. Матн категорияларининг классификацияси. Матн категориялари: модаллик категориялари, матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категорияларини. Информативлик категорияси ва унинг турлари.

Бадий матн ва унинг асосий категориялари

Эмотивлик категорияси. Образлилик категорияси. Имплицитлик категорияси. Интертекстуаллик категорияси ва унинг матнда ифодаланиш йўллари.

Матн лингвистикаси ва коммуникатив тилшунослик

Матннинг коммуникатив моҳияти. Матн мулоқотнинг асосий ва энг мураккаб бирлиги сифатида. Коммуникатив мақсад ва интенциялари. Дискурс тушунчаси. Матнни қабул қилиш ва интерпретацияси. Текстуал коммуникацияси нигоҳида Г.Грайснинг коммуникатив қонунлари.

Матн лингвистикаси ва лингвопрагматика

Матн прагматикаси. Матнга прагматик ёндашув. Адресат ва адресант факторлари. Прагматик интенция тушунчаси. Прагматик интенция турлари. Бадий матнда прагматик вазифалар турлари: "диққатни жалб этиш" вазифаси, "қизиқишни уйғатиш" вазифаси, "эмоционал таъсир кўрсатиш" вазифаси, "билимлар тузилмасини актуаллаштириш" вазифаси, "концептуал дунёқарашни акс эттириш" вазифаси. Матн таъсир ва тушунишнинг прагматик эффективлиги.

Матн лингвистикаси ва когнитив тилшунослик

Таянч тушунчалар: билимлар тузилмалари, концептуализация, концептуал тизимлар, когнитив модель, категориялаштириш, фрейм, концепт, концептуал ва лисоний дунё тасвири тушунчалари. Матнда ахборотни тақсимлаш когнитив принциплари. "Ахборотни илгари суриш" когнитив принципи ва унинг турлари. Матннинг концептуал аҳамияти.

Матн лингвистикаси ва лингвокультурология

Лингвокультурема, маданий концепт, маданий коннотация, маданий семалар, миллий дунё тасвири тушунчалари. Концепт – концептуал ва тафаккур бирлиги сифатида. Маданий концепт тушунчаси ва унинг бадий матндаги концептуал аҳамияти. Сарлавҳанинг матннинг концептуал дунё тасвирини намоён этишдаги аҳамияти. Маданий концептларнинг матнда вербаллашуви.

Матн таҳлили методлари

- лингвистик шархлаш (контекстуал маънолар таҳлили, денотатив ва коннотатив маънолар бирикиши таҳлили, матн бирликларини, уларнинг луғатдаги маънолари билан солиштириш);
- суперлинеар таҳлил методи (матнда имплицит маълумот сигналларини аниқлаш);
- стилистик эксперимент методи (синонимлар танлаш, матнни торайтириш ва кенгайтириш, перифраз, гапда компрессиядан фойдаланиш, матнда аранжировканинг турли кўринишлари);
- матнни чуқур семантикасини моделлаштириш имконини берувчи когнитив моделлаштириш методи. Когнитив моделлаштириш сўзларнинг луғавий маънолари,

сўз бирикмалари, сўзларнинг ассоциатив алоқалари; контекстуал маънолар асосида тузилувчи когнитив карталар орқали амалга оширилади;

- концептуал таҳлил одам когнициясининг юзаки тил тузилмалари билан алоқасини ўрганишни назарда тутди. Концептуализация жараёнида олинган маълумотларни англаб етиш ва минимал концептуал маъноларни аниқлаш рўй беради.
- инференция методи (семантик ҳулоса) концептуализация жараёнида ҳулосавий маъноларни олиш. Олинган билим тузилмаларини солиштириш ва қиёслашга асосланган инференция жараёнида қўшимча концептуал маънолар аниқланади ва матннинг яхлит концептуал тизими ҳақида мантикий ҳулосалар қилинади;
- матн таҳлилининг статистик методлари сон жиҳатдан қонуниятларни ва фарқли томонларини аниқлаш, матннинг тил воситалари ўзига хос сифат хусусиятларини белгилаш имконини беради.
- фрейм таҳлили лисоний структуралар ва ментал моделларни боғлилигида амалга оширилади (матнда фреймни ифодалайдиган вербал сигналларни қидириб топиш, фреймнинг иерархик структурасини тиклаш, фреймда намоён бўлган билимларни концептуализацияси);
- кросс-маданий таҳлили тиллар ва маданиятларни қиёслаб ўрганишга асосланган (матнда миллий-маданий бўёқдор лисоний бирликларни, лингвокультуремаларни, маданий концептларни топиш ва уларни матнда вербаллашувини таҳлил қилиш).

Амалий машғулотларнинг тахминий рўйхати

- Матн лингвистикасининг турли йўналишлари
- Матн тушунчаси
- Матн типологияси
- Матн ва унинг асосий категориялари
- Бадиий матн ва унинг асосий категориялари
- Матн лингвистикаси ва коммуникатив тилшунослик
- Матн ва дискурс
- Матн лингвистикаси ва лингвопрагматика
- Матн лингвистикаси ва когнитив тилшунослик
- Матн лингвистикаси ва лингвокультурология
- Матн таҳлили методлари

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган.

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режасида режалаштирилмаган.

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабаларнинг мустақил иши дастурнинг асосий бўлимлари асосида режалаштирилади ва қуйидаги иш турларини назарда тутди:

- амалий тил материални йиғиш, карточкалар тузиш, бадиий матнлар танлаш, матн лингвистикасининг назарий ва амалий муаммолари бўйича тестлар тузиш;
- маълум бир бадиий матнни эгалланган билим ва қўникмаларга асосланиб таҳлил қилиш ва презентация қилиш;
- дарслик ва ўқув қўлланмалар, махсус адабиётлар бўйича фан бўлимлари ва мавзуларини ўрганиш ва устида ишлаш;
- лекцион курснинг маълум бир қисмлари бўйича презентациялар ва маъруза фрагментларини тайёрлаш;

- танланган мавзу бўйича рефератлар ёзиш;
- матн лингвистикаси бўйича семинар машғулотлари учун услубий ишланмалар тузиш;
- ўрганилаётган чет тили адабиёти материали асосида бадиий матн стилистик таҳлили ва талқини намуналарини йиғиш;
- матн лингвистикасининг асосий муаммолари бўйича илмий тадқиқот олиб бориш.

Тавсия этилаётган мустақил ишларнинг мавзулари

- Дискурс таҳлили: асосий ёндашувлар ва услублар
- Матнлар типологияси муаммолари
- Матн категориялари
- Матн информативлиги ва модаллиги
- Матн муаллифининг индивидуал дунё тасвири
- Матннинг бўлиниши, унинг композицион бўлаклари
- Бадиий матннинг асосий хусусиятлари.
- Тили ўрганилаётган мамлакат адабиёти материали асосида бадиий матннинг ҳар тарафлама стилистик таҳлили ва талқини
- Матнда тил воситаларининг стилистик ва прагматик функциялари
- Бадиий матнни қабул қилиш муаммолари
- Матнда ахборотни тақсимлаш когнитив принциплари
- Прагматик интенция тушунчаси. Прагматик интенция турлари

Дастурнинг информацион-методик таъминоти

Матн лингвистикаси фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган. Булар:

- замонавий аудио-видео воситалари ва компьютер технологиялари ёрдамида маърузаларни тайёрлаш ва ўқиш;
- мазкур фаннинг курси юзасидан машғулотларда компьютер технологиялари ёрдамида тақдимотлар ўтказиш;
- амалий машғулотлар дарсларида ақлий ҳужум, гуруҳли фикрлаш, диалог, полилог, коммуникатив мулоқот каби интерфаол усуллардан фойдаланиш;
- кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш каби усуллардир.

Фойдаланиладиган адабиётлар рўйхати

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Адабиётлар рўйхатида ОТМ ахборот-ресурс марказлари имкониятлари, соҳага оид замонавий манбалар ва ҳар бир тил хусусиятлари инобатга олинган ҳолда қўшимчалар киритилиши мумкин.____

4. ФАН ИШЧИ ЎҚУВ ДАСТУРИ

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

Рўйхатга олинди :
№ _____
2016 й. «__» август

«ТАСДИҚЛАЙМАН»
ўқув ишлари бўйича проректор
Рўзикулов Ф.Ш. _____
2016 й. «__» август

ИНГЛИЗ ТИЛИ ЎҚИТИШ МЕТОДИКАСИ ВА АМАЛИЁТИ
ка ф е д р а с и

Матн лингвистикаси

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ИШЧИ ЎҚУВ ДАСТУРИ

(1-курс, магистратура)

Билим соҳаси:	100000	Гуманитар соҳа
Таълим соҳаси:	120000	Гуманитар фанлар
Таълим йўналиши:	A120102	– Лингвистика (инглиз, немис, француз, корейс тиллари);
	5A120201	– Қиёсий тилшунослик, лингвистик таржимашунослик (тиллар бўйича)

Семестр – I

Умумий ўқув соати: 60
Шу жумладан:
Маъруза – 30
Семинар машғулотлари – 30
Мустақил таълим – 54

САМАРҚАНД -2016

Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига
(2012 й. 14.03) мувофиқ ишлаб чиқилди.

Тузувчи:

Усманов М.У. – СамДЧТИ “Инглиз тили ўқитиш методикаси ва
амалиёти” кафедраси доценти, ф.ф.н.

Такризчилар:

Рахимов А.С. – СамДЧТИ “Осиё тиллари ” кафедраси
мудири, ф.ф.н. доц

Шерматов А.А. – СамДЧТИ “Роман-герман филологияси факультети” декани

Фаннинг ишчи ўқув дастури СамДЧТИ “Инглиз тили ўқитиш методикаси ва
амалиёти” кафедрасининг 2016 йил “__” августдаги 1- сон йиғилишида муҳокамадан ўтган
ва факультет илмий Кенгашида муҳокама қилиш учун тавсия этилган.

Кафедра мудири:

Ш.Ж. Шомуродова

Фаннинг ишчи ўқув дастури Инглиз филологияси факультети кенгашида муҳокама этилган
ва фойдаланишга тавсия қилинган
(2016 йил “__” августдаги 1- сон баённома).

Факультет илмий Кенгаши раиси:

доц. Исмаилов А.Р.

Келишилди:

Ўқув-услубий бошқарма бошлиғи:

доц. М. Ҳолиқов

К И Р И Ш

Ушбу ишчи ўқув дастур мазкур фан бўйича ЎЗРОЎМТВ томонидан тасдиқланган намунавий ўқув дастурига асосланган бўлиб, матн лингвистикаси фани бўйича магистратура йўналишида магистрантларни илмий тадқиқотга йўналтиришга, лингвистика соҳаси бўйича назарий билимларни олишга уларни бўлажак фаолиятларига асос бўла олади ҳамда турли ўрта ўқув муассасалари (олий таълим, академик лицей ва касб-хунар коллежлари)да ўқитувчилик касбини ривожлантириш, илмий тадқиқотлар олиб боришга тайёрлашга хизмат қилади. Ишчи ўқув дастури бўйича ўқитиладиган фаннинг мақсади магистрантларни замонавий тадқиқот йўналишлари, илмий йўналишлар, илмий фикрлаш усул ва воситалари билан таништиришдан иборатдир.

Ўқув фанининг мақсад ва вазифалари

1. Ўқув фанининг мақсади чет тили (инглиз) ўқитишда жамият ва давлат манфаатларидан келиб чиққан ҳолда белгиланади, шунинг учун ҳам матн лингвистикаси фанидан тузилган ишчи ўқув дастури жамият ва давлат манфаатлари, талаблари ва мақсадлари асосида тузилган.

2. Бўлажак магистрант мутахассислик-ўқитувчилик учун матн лингвистикаси фанидан кенг назарий билим бериш назарда тутилади.

3. Бўлажак магистрант мутахассис-ўқитувчиларда матн лингвистикаси фани бўйича назарий ва амалий кўникма, малакаларини шакллантириш ва ривожлантириш.

Ўқув фанининг вазифалари магистрантларни турли таълим соҳаларида матн билан назарий ва амалий ишлаш, матн орқали чет тилларни ўзлаштириш, мукамаллаштириш усуллари билан таништириш.

Маъруза, семинар машғулотлари орқали чет тили ўқитувчиси учун зарур бўлган замонавий лингвистик назариялар бўйича кўникма ва малакаларни амалий шакллантириш ва ривожлантириш.

Матннинг турли шакллари амалда қўллашни ўргатиш.

Бўлажак чет тили (инглиз) ўқитувчиларини махсус илмий-методик адабиётлар билан ишлашга ўргатиш орқали ўз касби устида мустақил шуғулланишга, илмий ишларга тайёрлаш.

Фанни ўқитиш жараёнини ташкил этиш ва ўтказиш бўйича тавсиялар

Фанни ўқитиш жараёнида таълимнинг анъанавий ва интерфаол ўқитиш усуллардан фойдаланилади. Назарий машғулотларда ҳар бир мавзу тегишли маъруза матнларини оғзаки тушунтириш йўли билан баён этилади. Семинар машғулотлари оғзаки ва ёзма шаклда ташкил этилиши кўзда тутилади. Маъруза ва семинар машғулотларини ўқитиш жараёнида илғор педагогик технологиялардан, хусусан кўргазмали слайдларни кодоскоп орқали намойиш этиш, электрон материалларни проектор орқали тасвирга чиқариш воситаларидан фойдаланилади. Фаннинг тегишли назарий ва семинар машғулотларида таълимнинг инновацион, интерфаол методлари, жумладан экспресс-сўровлар, ақлий ҳужум, ажурли арра, мунозара, кичик гуруҳларда ишлаш, меню, дебат каби методларини қўллаш назарда тутилади.

Фан бўйича магистрантларнинг билими, кўникма ва малакаларига қўйиладиган талаблар

Матн лингвистикаси фанини ўрганиш, ўзлаштириш жараёнида таълимнинг магистир босқичи магистрантларидан қуйидаги назарий ва амалий билимларни эгаллаш талаб қилинади.

1. Назарий билимларни эгаллаш бўйича талаблар:

- матн лингвистикаси фанининг мақсади, вазифалари, предмети, илмий-тадқиқот методлари, назарий методлар, тамойиллар, усуллар, назарий йўналишлар тизимини билиш;

- магистрантларга матн лингвистикаси фанининг тил ўргатишнинг маълум материали эканлигини тушунтириш;
- матн турлари, уларнинг семантик, грамматик, стилистик нуктаи назардан таҳлил этишни билиш;
- матннинг дискурсив ва прагматик хусусиятларини ёритишни билиш;

2. Амалий билимларни эгаллаш бўйича талаблар:

- матн лингвистикаси фанининг мақсад ва вазифаларини амалий усулларини билиш;
- матн таҳлили усулларини аниқлашга оид билимга эга бўлиш;
- нутқ ва матн бўйича малакаларни шакллантиришга оид билимга эга бўлиш;
- ўқув жараёнида матнни грамматик, лексик, семантик, стилистик жиҳатдан таҳлил қилишга оид билимга эга бўлиш.

3. Тил материали (семанти, фонологик, стилистик, грамматик) бўйича кўникмаларга оид талаблар:

- матнни семантик хусусиятларини аниқлаш;
- матнни грамматик таҳлил остига олиш;
- матнни стилистик таҳлили ва стилистикадан фарқли, ўхшаш хусусиятларини аниқлаш;
- матнни фонетик, фонологик нуктаи назардан таҳлил қила олиш ва б.

4. Матн турлари таҳлиliga оид талаблар:

- бадий матнни лингвистик таҳлил этишга ўргатиш;
- публистик матнни лингвистик таҳлил қилишга ўргатиш;
- илмий матнни таҳлил қилишга ўргатиш;
- матнни ўқиб унинг умумий ва асосий мақсадини тушунишга ўргатиш;
- матн турларини қиёсий таҳлил қилишга ўргатиш ва бошқалар;

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги.

Биринчи курс магистрантларига ўрилатган матн лингвистикаси фани бошқа фанлар тилшунослик фанлари билан узвий алоқада. Матн лингвистикасига яқин бўлган фанлар сирасига назарий грамматика, назарий тилшунослик, нутқ лингвистикаси, стилистика, назарий фонетика, қиёсий типологика каби тилшуносликка таллуқли фанлар қиради. Матн лингвистикаси фани улар билан чамбарчас боғлиқ уларга таянади, улардан фойдаланади. Тилшуносликдаги мазкур назарий фанлар тадқиқи бевосита матн доирасида олиб борилиши, мазкур фаннинг алоҳида фан сифатида ажралиб чиқишига ва ўзининг ўрганиш объектига эга бўлишига олиб келди.

Назарий грамматика, назарий тилшунослик фанларидан матн доирасида грамматик таҳлилларни, матннинг грамматик қурулмаси, гапларнинг боғланганлиги каби маълумотларни олади ва уларни матн доирасида жорий қилади ва матн доирасида таҳлил қилишни ўрганади.

Нутқ лингвистикаси фанидан нутқ ва матн ўртасидаги фарқли ва ўхшаш жиҳатларини, нутқнинг матнда ифодаси таҳлилинини ўрганишга оид маълумотларни олади.

Стилистика фанидан матн усули, матннинг стилистик бўёқдорлигини таҳлил этишда стилистик воситаларни, таҳлил усулларини матн доирасида ишлаб чиқиб, уларни ктаҳлил этишни ўрганади.

Фаннинг амалиётдаги ўрни

Матн лингвистикаси фани филология ва тилларни ўқитиш таълим йўналиши бўйича магистрлар тайёрлашнинг бир қисми ҳисобланади. Матн лингвистикаси янги, тилшуносликнинг замонавий тадқиқот йўналишларидан бири ҳисобланади. Магистрлар учун илмий тадқиқот ишларини олиб боришда замонавий тилшунослик йўналишлари, тадқиқот методлари, тадқиқот ва таҳлил усуллари билан таништиришни кўзда тутди.

Матн лингвистикаси чет тил ўқитувчиси, тилшунослик соҳаси бўйича тадқиқотлар олиб боришда асосий йўналишлардан бири ҳисобланиб, у мутахассисликка асосланган барча тадқиқот йўналиши ва фанларга оид билим, малакаларни ўзида мужассам этади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Магистрантларни матн лингвистикаси фанини ўргатишни назарий ва амалий жиҳатдан ўзлаштириш, таълимнинг илғор ва замонавий тамойил, метод, усуллари билан таништиришда янги инфор­мацион педагогик технологияларни тадбиқ қилиш муҳим ўрин тут­ади. Матн лингвистикаси фанини назарий ва амалий эгаллашда маъруза, семинар, амалий машғулотлар, тарқатма ва электрон материаллардан фойдаланиш кўзда тутилади.

Матн лингвистикаси фанини ўрганиш, ўргатишда замонавий чет эл методларидан, интернет маълумотларидан, электрон ўқув адабиётларидан фойдаланиш чет тили ўргатиш кўникма ва малакаларини назарий ва амалий эгаллашда юқори самара беради.

“Матн лингвистикаси” фанидан машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши

<i>т/р</i>	<i>Мавзулар номи</i>	<i>Режа</i>	<i>Жам и соат</i>	<i>Маъруз а</i>	<i>Амал ий</i>	<i>Мустақ ил таълим</i>
1	Text linguistics as a scientific discipline	1. The aim of the course. 2. The history, evolution 3. Linguistic approaches. 4. Textuality	4	2	2	
2	The main trends of text linguistics	1. What is text linguistics ? 2. General theory to text linguistics 3. Text grammar. 1. Text semantics 2. Western consideration of text semantics 3. Russian consideration of text semantics 4. Text stylistics 2. General theory to text linguistics 3. Text grammar	8	4	4	
3	Text typology	1. Functional approach to text 2. Stylistic approach to text 3. The main criteria for text typology 4. Text types 5. Text heterogeneity	4	2	2	
4	Text categories	1. The notion of text categories 2. Classification of text categories 3. Category of informativity 4. The category of intertextuality	4	2	2	
5	Fictional text and its	1. Specific features of a	4	2	2	

	categories	fictional text 2. The category of emotiveness 3. The category of imagery 4. Implicitness				
6	Text as a unit of communication	1. The communicative nature of text 2. Types of communication 3. Aims and intentions in communication 1. The notion of discourse 2. The problem of text interpretation 3. Communicative postulates 4. Textual communication	8	4	4	
7	Text pragmatics	1. The pragmatic approach to the text 2. The factors of addresser and addressee 3. The notion of pragmatic intention 1. Types of pragmatic intention 2. The pragmatic intention 3. The pragmatic intention to interest the reader 4. The pragmatic intention of emotional impact	8	4	4	
8	Cognitive theory of text	1. The main principles of cognitive linguistics 2. Cognitive principles of information in the text 3. Foregrounding and its types 1. Theory of Frame 2. Frame analysis 3. The pragmatic intention of co-intention 4. Representing the conceptual world picture	8	4	4	
9	Text Analysis	1. Structure-Oriented Approaches 2. Text Mining 3. Data Mining 4. Association Mining	8	4	4	

10	Linguocultural aspect of text theory	1. Linguoculturology and its notions 2. Conceptual role in fictional text 3. The role of title in the conceptual world picture representation 4. Cultural concepts and their verbalization in the text.	4	2	2	
	Жами:					

Фаннинг услубий жиҳатдан узвий кетма кетлиги

Магистрантнинг тайёргарлиги, лингвистик, педагогик, психологик, методик, маънавий-маърифий, лингвокултурологик, илмий фикрлаш қисмлардан иборат. Магистр даражасини олиш учун университетнинг филология факультетларида «Матн лингвистикаси» курси ўқитилади. Олий ва ўрта умумтаълим мактаблари, академик лицейлар ва касб-хунар коллежларида чет тилларни ўқитиш: 1) бўлажак касбий фаолият учун магистрантларга методикадан чуқур назарий билим беради; 2) магистрантларга лингвистиканинг илгор, замонавий йўналишлари, технологияси, воситалари, шакллари ва усуллари ўргатишни назарда тутди; 3) магистрантларда илмий фикрлаш усуллари, воситаларни ижодий қўллаш ва илмий ишлар олиб бориш малакасини шакллантиради.

МАЪРУЗА МАШҒУЛОТЛАРИ МАЗМУНИ

I – мавзу: Матн лингвистикаси фани инглиз тили назария фани йўналиши сифатида ва унинг бошқа фанлар билан алоқаси.

Таълим мазмуни: Матн лингвистикаси фани назарияси сифатида. Матн лингвистикасининг предмети. Матн лингвистикаси курсининг вазифаси. Матн лингвистикаси назарий, илмий тадқиқотга йўналтирилган фан сифатида. Матн лингвистикасининг умумий ва назарий тушунчалари. Матн лингвистикасининг тилшунослик соҳасининг бир бўлаги сифатида. Бошқа лингвистик тадқиқотлар, семантика, прагматика, стилистика ва шу кабилар билан алоқаси. Психолингвистика билан алоқаси. Бошқа фанлар билан алоқаси.

Таълим технологиялари: Ақлий ҳужум, Резюме, Савол-жавоб.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

II – мавзу: Матн лингвистикаси фанинг мақсад ва мазмуни.

Таълим мазмуни: Матн лингвистикаси фанинг мақсад ва вазифалари. Мақсадларнинг бир-бирлари билан ўзаро боғлиқлиги. Магистрантларга бошқалар фикрини тинглаб тушуниш, назарий маълумот олиш ва лингвистик фикрлашни ўргатиш. Коммуникатив мақсад; умумтаълимий мақсад; тарбиявий мақсад; илмий тадқиқотга йўналтирувчи мақсад; ривожлантирувчи мақсад. Ўқитиш мазмуни тушунчаси. Малакани шакллантириш ва амалда қўллаш йуллари. Илмий қобилятини шакллантириш йуллари. Матн лингвистикаси мазмуни. “Илмий йўналишлар” тушунчаси. Матн лингвистикаси ҳақида турли фикрлар. Матн лингвистикаси фани мазмунининг таркибий қисмлари. Матн турлари, компонентлари, матн таҳлили усуллари.

Таълим технологиялари: Зинама-зина, Карточка, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

III – мавзу: Матн лингвистикаси фани тамойиллари.

Технология турлари, методлар ва интерактив методлар.

Таълим мазмуни: Матн лингвистикасининг тарихий ривожланиши. Матн лингвистикасининг мақсад, мазмун, тамойил, метод ва воситалари, фан мазмуни. Таълим тамойиллари. “Таълим тамойили тушунчаси”. Илмий-назарий, методик тамойиллар. Матн лингвистикаси ҳақида умумий тушунчалар). “Матн” атамаси умумий ва назарий қиёслаш. Таълим методи тушунчаси. 1. Замоनावий методлар. 2. Замоनावий илмий йўналишлар. 3. Назарий фанларни ўқитишда интерактив методлар. 4. Янги замоनावий лингвистик таҳлил методлари, усуллари.

Таълим технологиялари: **Хотира чархи**, Ақлий ҳужум, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

IV – мавзу: Матн лингвистикаси фанинг воситалари.

Таълим мазмуни: Матн лингвистикаси фанинг ўқитиш воситалари. “Матн лингвистикаси” ҳақида тушунча ва унинг замоनावий тилшуносликда тутган ўрни, аҳамияти. Маърузачи ва магистрант учун асосий воситалар: тил муҳити. Ўқитувчи учун воситалар: ўқитиш дастури ва ўқитувчи китоби. Ёрдамчи воситалар: Техникавий ёрдамчи воситалар – фонограмма, видеограмма, видеофонограмма. Техникавий бўлмаган воситалар – расм, предмет, жадвал, тарқатма материал, харита ва бошқалар. Тил кўргазмаси. Матн лингвистикаси замоनावий технологияларда “Ўқув-методик тўплам” тушунчаси. Ўқув юртларидаги жорий ўқув-методик тўплам. Мультимедиа дастури. “Мультимедиа” термини тушунчаси. Восита турлари ва уларни қўллаш, фойдаланиш.

Таълим технологиялари: Зинама-зина, Ақлий ҳужум, Тезкор-сўров саволлари.

МАЪРУЗА МАШҒУЛОТИНИНГ КАЛЕНДАР - ТЕМАТИК РЕЖАСИ

т/р	Маъруза машғулоти	Бажарилиш муддати	Соат
I мавзу: Text linguistics as a scientific discipline			
1.1.	The aim of the course. The history, evolution	Сентябрь 1-ҳафта	2
1.2.	Linguistic approaches.	Сентябрь 1-ҳафта	2
II мавзу The main trends of text linguistics			
2.1.	What is text linguistics ? . General theory to text linguistics Text grammar.	Сентябрь 2-ҳафта	4
2.2.	General theory to text linguistics Text semantics Text stylistics.	Сентябрь 2-ҳафта	4
III мавзу: Text typology			
3.1.	Functional approach to text Stylistic approach to text	Ноябрь 1-ҳафта	2
3.2.	The main criteria for text typology Text types	Ноябрь 1-ҳафта	2
IV мавзу: Text categories			
4.1.	The notion of text categories Classification of text categories	Ноябрь 2-ҳафта	2
4.2.	Category of informativity The category of intertextuality	Ноябрь 2-ҳафта	2
V – мавзу: Fictional text and its categories			
5.1.	Specific features of a fictional text The category of emotiveness	Ноябрь 2-ҳафта	2
5.2.	The category of imagery Implicitness	Ноябрь 3-ҳафта	2
VI мавзу: Text as a unit of communication			
6.1.	The pragmatic approach to the text The factors of addresser and addressee The notion of pragmatic intention	Ноябрь 4-ҳафта	4
6.2.	Types of pragmatic intention The pragmatic attention The pragmatic intention to interest the reader The pragmatic intention of emotional impact	Декабрь 1-2 ҳафта	4
VII – Cognitive theory of text			
7.1.	The main principals of cognitive linguistics	Декабрь 3-4 ҳафта	2

	Cognitive principles of information in the text Foregrounding and its types		
7.2.	Theory of Frame Frame analysis The pragmatic intention of co-intention Representing the conceptual world picture	Январь 3-ҳафта	2
VIII-Text Analysis			
8.1.	Мулоқот кўникма ва малакаларини шакллантиришнинг коммуникатив асослари.	Январь 3-ҳафта	4
8.2.	Гапириш малакаларини шакллантиришнинг анъанавий ва замонавий технологиялари.	Январь 4-ҳафта	4
IX мавзу: Linguocultural aspect of text theory			
9.1.	Linguoculturology and its notions Conceptual role in fictional text	Февраль 2-ҳафта	2
9.2.	The role of title in the conceptual world picture representation Cultural concepts and their verbalization in the	Февраль 3-ҳафта	2
		Жами:	30

АМАЛИЙ МАШҒУЛОТ МАВЗУЛАРИ

I – мавзу:

I – мавзу: Матн лингвистикаси фани инглиз тили назария фани йўналиши сифатида ва унинг бошқа фанлар билан алоқаси.

Таълим мазмуни: Матн лингвистикаси фани назарияси сифатида. Матн лингвистикасининг предмети. Матн лингвистикаси курсининг вазифаси. Матн лингвистикаси назарий, илмий тадқиқотга йўналтирилган фан сифатида. Матн лингвистикасининг умумий ва назарий тушунчалари. Матн лингвистикасининг тилшунослик соҳасининг бир бўлаги сифатида. Бошқа лингвистик тадқиқотлар, семантика, прагматика, стилистика ва шу кабилар билан алоқаси. Психолингвистика билан алоқаси. Бошқа фанлар билан алоқаси.

Таълим технологиялари: Ақлий ҳужум, Резюме, Савол-жавоб.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

II – мавзу: Матн лингвистикаси фанининг мақсад ва мазмуни.

Таълим мазмуни: Матн лингвистикаси фанининг мақсад ва вазифалари. Мақсадларнинг бир-бирлари билан ўзаро боғлиқлиги. Магистрантларга бошқалар фикрини тинглаб тушуниш, назарий маълумот олиш ва лингвистик фикрлашни ўргатиш. Коммуникатив мақсад; умумтаълимий мақсад; тарбиявий мақсад; илмий тадқиқотга йўналтирувчи мақсад; ривожлантирувчи мақсад. Ўқитиш мазмуни тушунчаси. Малакани шакллантириш ва амалда қўллаш йуллари. Илмий қобилятини шакллантириш йуллари. Матн лингвистикаси мазмуни. “Илмий йўналишлар” тушунчаси. Матн лингвистикаси ҳақида турли фикрлар. Матн лингвистикаси фани мазмунининг таркибий қисмлари. Матн турлари, компонентлари, матн таҳлили усуллари.

Таълим технологиялари: Зинама-зина, Карточка, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

III – мавзу: Матн лингвистикаси фани тамойиллари.

Технология турлари, методлар ва интерактив методлар.

Таълим мазмуни: Матн лингвистикасининг тарихий ривожланиши. Матн лингвистикасининг мақсад, мазмун, тамойил, метод ва воситалари, фан мазмуни. Таълим тамойиллари. “Таълим тамойили тушунчаси”. Илмий-назарий, методик тамойиллар. Матн лингвистикаси ҳақида умумий тушунчалар). “Матн” атамаси умумий ва назарий қиёслаш. Таълим методи тушунчаси. 1. Замонавий методлар. 2. Замонавий илмий йўналишлар. 3. Назарий фанларни ўқитишда интерактив методлар. 4. Янги замонавий лингвистик таҳлил методлари, усуллари.

Таълим технологиялари: **Хотира чархи**, Аклий ҳужум, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6;Э2; Э5; Э6;

IV – мавзу: Матн лингвистикаси фанинг воситалари.

Таълим мазмуни: Матн лингвистикаси фанинг ўқитиш воситалари. “Матн лингвистикаси” ҳақида тушунча ва унинг замонавий тилшуносликда тутган ўрни, аҳамияти. Маърузачи ва магистрант учун асосий воситалар: тил муҳити. Ўқитувчи учун воситалар: ўқитиш дастури ва ўқитувчи китоби. Ёрдамчи воситалар: Техникавий ёрдамчи воситалар – фонограмма, видеограмма, видеофонограмма. Техникавий бўлмаган воситалар – расм, предмет, жадвал, тарқатма материал, харита ва бошқалар. Тил кўргазмаси. Матн лингвистикаси замонавий технологияларда “Ўқув-методик тўплам” тушунчаси. Ўқув юртларидаги жорий ўқув-методик тўплам. Мультимедиа дастури. “Мультимедиа” термини тушунчаси. Восита турлари ва уларни қўллаш, фойдаланиш.

Таълим технологиялари: Зинама-зина, Аклий ҳужум, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6;Э2; Э5; Э6;

АМАЛИЙ МАШҒУЛОТ МАВЗУЛАР ВА УЛАРНИНГ КАЛЕНДАР - ТЕМАТИК РЕЖАСИ

т/р	Семинар машғулоти	Бажарилиш муддати	Соат
I мавзу: Text linguistics as a scientific discipline			
1.1.	The aim of the course. The history, evolution	Сентябрь 1-ҳафта	2
1.2.	Linguistic approaches.	Сентябрь 1-ҳафта	2
II мавзу The main trends of text linguistics			
2.1.	What is text linguistics ? . General theory to text linguistics Text grammar.	Сентябрь 2-ҳафта	4
2.2.	General theory to text linguistics Text semantics Text stylistics.	Сентябрь 2-ҳафта	4
III мавзу: Text typology			
3.1.	Functional approach to text Stylistic approach to text	Ноябрь 1-ҳафта	2

3.2.	The main criteria for text typology Text types	Ноябрь 1-ҳафта	2
IV мавзу: Text categories			
4.1.	The notion of text categories Classification of text categories	Ноябрь 2-ҳафта	2
4.2.	Category of informativity The category of intertextuality	Ноябрь 2-ҳафта	2
V – мавзу: Fictional text and its categories			
5.1.	Specific features of a fictional text The category of emotiveness	Ноябрь 2-ҳафта	2
5.2.	The category of imagery Implicitness	Ноябрь 3-ҳафта	2
VI мавзу: Text as a unit of communication			
6.1.	The pragmatic approach to the text The factors of addresser and addressee The notion of pragmatic intention	Ноябрь 4-ҳафта	4
6.2.	Types of pragmatic intention The pragmatic attention The pragmatic intention to interest the reader The pragmatic intention of emotional impact	Декабрь 1-2 ҳафта	4
VII – Cognitive theory of text			
7.1.	The main principals of cognitive linguistics Cognitive principles of information in the text Foregrounding and its types	Декабрь 3-4 ҳафта	2
7.2.	Theory of Frame Frame analysis The pragmatic intention of co-intention Representing the conceptual world picture	Январь 3-ҳафта	2
VIII-Text Analysis			
8.1.	Мулоқот қўникма ва малакаларини шакллантиришнинг коммуникатив асослари.	Январь 3-ҳафта	4
8.2.	Гапириш малакаларини шакллантиришнинг анъанавий ва замонавий технологиялари.	Январь 4-ҳафта	4
IX мавзу: Linguocultural aspect of text theory			
9.1.	Linguoculturology and its notions Conceptual role in fictional text	Февраль 2-ҳафта	2
9.2.	The role of title in the conceptual world picture representation Cultural concepts and their verbalization in the	Февраль 3-ҳафта	2
		Жами:	30

Мустақил ишларни ташкил этишнинг шакли ва мазмуни

Чет тили ўқитиш методикасидан мустақил ишлар талабаларнинг мустақил ишлашларини шакллантиради, ривожлантиради. Талабалар мустақил ишлар орқали методик

адабиёт билан ишлаш, конспект қилиш, мавзуларни маъруза қилиш, ишланма, реферат ёзиш, режалар тузиш малакаларига эга бўлади. Мустақил ишлар семинар машғулотларидан кейин бажарилади, маъруза қилинади, реферат топширилади. Методик папка учун тегишли материаллар тўпланади.

1. Янги педагогик технологиялар бўйича материал йиғиш.
2. Интерактив методлар бўйича материал йиғиш.
3. Коммуникатив метод бўйича материал йиғиш.
4. Интенсив метод бўйича материал йиғиш.
5. Тил материал (талаффуз, лексика, грамматика)ларини ўргатиш бўйича материал йиғиш.
6. Тинглаб тушуниш, гапириш бўйича тил ўрганувчиларда кўникма ва малакаларни шакллантиришга оид материал ва машқлар тузиш.
7. Ўқиш, ёзувни ўргатиш бўйича машқлар тузиш.
8. 5-9 синф ўқувчилари учун тестлар тузиш.
9. 5-9 синф ўқувчилари учун мавзуй-тақвим режа тузиш. Маълум бир мавзуга бир соатлик дарс конспектини ёзиш.
10. Методик папка тайёрлаш (Кўргазмали куроллар тайёрлаш)

ТАЛАБАЛАР МУСТАҚИЛ ТАЪЛИМИНИНГ МАЗМУНИ ВА ҲАЖМИ

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажариш муддати	Ҳажми (соатда)	
				Барча йўналиш	Ингли йўналиши
V семестр					
1.	Янги педагогик технологиялар бўйича материал йиғиш.	Адабиётлардан конспект қилиш. Индивидуал топшириқларни бажариш	Сентябрь 1-2ҳафта	-	6
2.	Интерактив методлар бўйича материал йиғиш.	Адабиётларда келтириган маълумотларни таҳлил қилган ҳолда реферат шаклида ҳимоя қилиш.	Ноябр 1-2ҳафта	-	6
3.	Коммуникатив метод бўйича материал йиғиш.	Индивидуал тақдимот шаклида ҳимоя қилиш	Ноябр 3-4 ҳафта	-	4
4.	Интенсив метод бўйича материал йиғиш.	Адабиётлардан конспект қилиш. Индивидуал топшириқларни бажариш	Декабр 1-2 ҳафта	-	6
5.	Тил материал (талаффуз, лексика, грамматика)ларини ўргатиш бўйича материал йиғиш.	Индивидуал тақдимот шаклида ҳимоя қилиш	Декабр 3-4 ҳафта	-	6
6.	Тинглаб тушуниш, гапириш бўйича тил ўрганувчиларда кўникма ва малакаларни шакллантиришга оид материал ва машқлар тузиш.	Адабиётларда келтириган маълумотларни таҳлил қилган ҳолда реферат шаклида ҳимоя қилиш.	Январь 3-4 ҳафта		8
7.	Ўқиш, ёзувни ўргатиш бўйича машқлар тузиш.	Адабиётлардан конспект қилиш. Индивидуал топшириқларни бажариш	Февраль 1-2 ҳафта		6
8.	5-9 синф ўқувчилари учун тестлар тузиш. Методик папка тайёрлаш (Кўргазмали қуроллар тайёрлаш)	Индивидуал тақдимот шаклида ҳимоя қилиш	Февраль 3-4 ҳафта		12

Дастурнинг информацион услубий таъминоти

Мазкур фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот-коммуникация технологияларини қўллаш назарда тутилган: амалий машғулотларда замонавий компьютер технологиялари ёрдамида презентация ва электрон-дидактик технологиялар, Ақлий ҳужум, Резюме, Савол-жавоб, Зинама-зина, *Тезкор- блиц сўров* ва кичик гуруҳлар мусобақалари, гуруҳли фикрлаш педагогик технологияларини қўллаш назарда тутилади.

Магистрлар билимини рейтинг тизими асосида БАҲОЛАШ МЕЗОНИ

Фан бўйича рейтинг жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва якуний назоратларининг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга еълон қилинади.

Фан бўйича талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим стандартларига мувофиқлигини таъминлаш учун қуйидаги назорат турлари ўтказилади:

- **жорий назорат (ЖН)** - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Жорий назорат фаннинг хусусиятидан келиб чиққан ҳолда амалий машғулотларда оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллеквиум, уй вазифаларини текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Матн Лингвистикаси
(1курс, магистрлар) фани бўйича
КУНЛИК БАҲОЛАШ МЕЗОНИ

I- семестр: 1 - Ж О Р И Й								
Ажратилган амалий соат :	Дарслар сони:	Ажратилган балл : <i>Амалий 20</i> <i>Мустақил 20</i>	Кунлик белгиланган балл :	Дарсга келмаган талаба учун:	1-54% учун:	55-70 % учун:	71-85% учун:	86-100% учун:
16 соат	8 та дарс	20 балл	2,5 балл	0 балл	0,5-1,4 балл	1,5-1,9 балл	1,9-2,1 балл	2,1-2,5 балл
2 - Ж О Р И Й								
14 соат	7 та дарс	20 балл	2,8 балл	0 балл	0,5-1,6 балл	1,6-1,9 балл	2,0-2,4 балл	2,4-2,8 балл

**МАГИСТРЛАР ЖОРИЙ НАЗОРАТДАН ТЎПЛАЙДИГАН БАЛЛАРНИНГ
НАМУНАВИЙ МЕЗОНЛАРИ**

№	На з о р а т к ў р с а т к и ч л а р и	ЖН баллари		
		Макс.балл	ЖН-1	ЖН-2
1.	Дарсга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги. Амалий машғулот дафтарининг юритилиши ва ҳолати.	10	5	5
2.	Мустақил таълим топшириқларининг ўз вақтида ва сифатли бажариш, ўзлаштириш даражаси.	20	10	10
3.	Оғзаки савол-жавоблар, коллоквиум ва бошқа назорат турлари натижалари бўйича.	10	5	5
Жами ЖН баллари :		40	20	20

• **Оралик назорат** – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралик назоратнинг сони (бир семестрда икки мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо) ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

• **якуний назорат (ЯН)** - семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. Якуний назорат асосан таянч тушунча ва ибораларга асосланган “оғзаки” шаклида ўтказилади.

Олий таълим муассасаси раҳбарининг буйруғи билан ички назорат ва мониторинг бўлими раҳбарлигида тузилган комиссия иштирокида **ЯН** ни ўтказиш жараёни мунтазам равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, **ЯН** натижалари бекор қилиниши мумкин. Бундай ҳолларда **ЯН** қайта ўтказилади.

**МАГИСТРЛАР ОРАЛИҚ / ЯКУНИЙ НАЗОРАТДАН ТЎПЛАЙДИГАН БАЛЛАРНИНГ
НАМУНАВИЙ МЕЗОНЛАРИ**

№	Назорат кўрсаткичлари	ОН ва ЯН баллари	
		ОН бали	ЯН бали
1.	Талабанинг 1-тоширик бўйича билим савияси	10 балл	10 балл
2.	Талабанинг 2-тоширик бўйича билим савияси	10 балл	10 балл
3.	Талабанинг 3-тоширик бўйича билим савияси	10 балл	10 балл
4.	Жами ОН ва ЯН баллари :	30 балл	30 балл

ОРАЛИҚ / ЯКУНИЙ НАЗОРАТНИ БАҲОЛАШ ТЕХНОЛОГИЯСИ:

№	Баҳолаш шакли	Максимал балл	86-100% учун:	71-85% учун:	55-70 % учун:	1-54% учун:
1.	Талабанинг 1-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
2.	Талабанинг 2-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
3.	Талабанинг 3-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
	Жами:	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл

Магистрнинг билим савияси, кўникма ва малакаларини назорат қилишнинг рейтинг тизими асосида талабанинг фан бўйича ўзлаштириш даражаси баллар орқали ифодаланади.

Талабаларнинг семестр давомидаги ўзлаштириш кўрсаткичи 100 баллик тизимда баҳоланади.

Ушбу 100 балл баҳолаш турлари бўйича қуйидагича тақсимланади:

Я.Н.- 30 балл, қолган 70 балл эса - ЖНга 40 балл, ОНга 30 балл қилиб тақсимланади.

Балл	Баҳо	Магистрларнинг билим даражаси
86-100	Аъло	Хулоса ва қарор қабул қилиш, ижодий фикрлай олиш, мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, мустақил назарий фикр билдириш.
71-85	Яхши	мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, назарий фикрга эга бўлиш .
55-70	Қониқарли	моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш.
0-54	Қонқарсиз	Аниқ тасаввурга эга бўлмаслик, билмаслик.

(Изоҳ: Магистрантнинг ўқув фани бўйича мустақил ишига умумий баллнинг 20 баллини ажратиш тавсия этилади. Бу 20 балл ЖНга киритилади..)

Магистрнинг фан бўйича бир семестрдаги рейтинг қуйидагича аниқланади: $R = (V * O') / 100$

бу ерда:

V – семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);

O' – фан бўйича ўзлаштириш даражаси (балларда).

Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг 55 фоизи саралаш балл ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга киритилмайди.

Семестрда фан бўйича жорий ва оралиқ назоратларга ажратилган умумий 70 балнинг 55% (39 балл) саралаш бали ҳисобланиб, ушбу фоиздан кам (0-38) балл тўплаган талабалар якуний назоратга киритилмайди.

Изоҳ: Семестрда якуний назорат учун саралаш бали йўқ. Масалан, жорий ва оралиқ назоратларда талабанинг тўплаган бали 54 бўлса, у якуний назоратда 1 балл олган тақдирда ҳам талаба фанни ўзлаштирган ҳисобланади. Жорий ва оралиқ назоратларнинг ҳар бирига алоҳида саралаш бали белгиланмаган.

Жорий ва оралиқ назорат турлари бўйича 55 ва ундан юқори бални тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслиги мумкин яъни бу талабанинг ихтиёрида бўлади.

Талабанинг семестр давомида фан бўйича тўплаган умумий бали ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

- **ЯН** календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

- **ЖН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади.

- Магистрантнинг семестрда **ЖН** бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади.

- Магистрант назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат этиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил этилади.

- Баҳолашнинг ўрнатилган магистрантлар асосида белгиланган муддатларда ўтказилиши ҳамдарасмийлаштирилиши факултет декани, кафедра мудури, ўқув-услугий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

НАЗОРАТ ТУРЛАРИ БЎЙИЧА БАҲОЛАШНИНГ ТЕХНОЛОГИК ЖАДВАЛИ

Назорат турлари	Ажратилган максимал балл	86-100% учун:	71-85% учун:	55-70 % учун:	1-54% учун:
Жорий назорат -1	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 балл
Жорий назорат -2	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 балл
Оралиқ назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл
Якуний назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл

Асосий ўрганилаётган тил ўқитиш методикаси ва замонавий технологиялар фанидан
талабалар билимини баҳолашнинг
ТЕХНОЛОГИК ХАРИТАСИ

Ўқув шакли : **қундузги**
Курс : **1 (магистратура)**
Маъруза : **30 соат**
Амалий машғулот : **30 соат**
Мустақил таълим : **соат**

№	Машғулотлар -нинг тартиб рақами	Ўқув юкламалари				Баҳолаш тури	Баҳолаш шакли	Балл			Рейтинг назорат- ларининг муддати
		Маъруза	Назоратлар га ажратилган	Мустақил	Амал. + муст. жами			Юқори	Амалий	Мустақил	
1.	1-10	16	16		32	ЖБ1+М Б	Оғзаки	20	10	10	Декабрь(3 ҳафта)
2.	11-19	14	14		28	ЖБ2+М Б	Оғзаки	20	10	10	Февраль (2 ҳафта)
3.	1-19	-	-	-	-	ОБ	Ёзма	30	30		Февраль (3 ҳафта)
4.	1-19	-	-	-	60	ЯБ	Ёзма+ Тест	30	30		Февраль (4 ҳафта)

ТАВСИЯ ЭТИЛАДИГАН АДАБИЁТЛАР:

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САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ

Инглиз тили ўқитиш методикаси ва амалиёти кафедрасида 5120100 –

Филология ва тилларни ўқитиш (инглиз тили) йўналиши бўйича ўқитиладиган “Асосий ўрганилаётган тил ўқитиш методикаси ва замонавий технологиялар” фанидан 3 курс талабалари учун яратилган ишчи ўқув дастурига

ТАКРИЗ

Асосий ўрганилаётган тил ўқитиш методикаси ва замонавий технологиялар фани ўқув режада қайд қилинган бошқа назарий ва амалий курслар билан биргаликда ҳар томонлама инглиз тили бўйича етук мутахассис тайёрлашга йўналтирилган бўлиб, бунда талабаларда касб маҳоратига йўналтириш ҳамда методика бўйича назарий ва амалий билимларни шакллантириш кўзда тутилган.

Хусусан, ишчи ўқув дастури бўйича ўқитиладиган фаннинг мақсади талабаларни замонавий педагогик технологиялар, чет тили ўқитиш тамойиллари, метод, усул ва воситалари билан таништиришдан иборатдир.

Асосий ўрганилаётган тил ўқитиш методикаси ва замонавий технологиялар фани филология ва тилларни ўқитиш таълим йўналиши бўйича бакалавр тайёрлашнинг ажралмас қисмидир.

Ишчи ўқув дастурида фан бўйича ўқув ва мустақил таълим соатлари семестрлар бўйича тўғри тақсимланган бўлиб унда фан бўйича ажратилган соатлар миқдори ўқув режага мос келади. Ушбу фандан яратилган ишчи ўқув дастури 2012 йилда Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги томонидан тасдиқланган намунавий ўқув дастурига мувофиқ тарзда ишлаб чиқилган ва ундаги фан доирасида берилган мавзулар ўқув дастурида келтирилган мавзуларни қамраб олган.

Шунингдек, ушбу ишчи ўқув дастури вазирлик томонидан тақдим этилган ишчи дастурлар намунасига мос келади ва унда ҳар бир боб алоҳида ўзларининг таълим мазмуни, таълим технологиялари, адабиётлар ва таркибий компонентлардан ташкил топганлиги, баҳолаш мезонларининг мукамал тарзда кўрсатиб берилганлиги, уларнинг қабул қилиш шакллари ва уларга ажратилган баллар миқдорининг баҳолаш кесимидаги технологик жадвалларининг ишлаб чиқилганлиги, назоратларни қабул қилишнинг календар хариталарининг мавжудлиги, қолаверса, тавсия этиладиган адабиётларнинг уч турда, яъни асосий адабиётлар, қўшимча адабиётлар ва электрон манбаалар тарзида берилиши мақсадга мувофиқдир.

Асосий ўрганилаётган тил ўқитиш методикаси ва замонавий технологиялар фанидан яратилган ишчи ўқув дастури ҳар томонлама мукамал тарзда тузилган бўлиб, уларни амалиётда, яъни ўқув жараёнида қўллаш мумкинлигини алоҳида қайд этиш лозим.

Такризчи.

Handwritten signature: *N. Normurodova*

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ф.ф.н. Нормуродова Н.З.

5. ФАНИНГ ТАЯНЧ КОНСПЕКТИ

Lecture one.

TEXT LINGUISTICS AS A SCIENTIFIC DIACIPLINE

Plan:

1. The aim of the course.
2. The history, evaluation and approaches
3. The notion of text

The terms: Systemic Linguistics, textuality, intertextuality, discourse, written language

1. The aim of the course.

A continuous piece of spoken or written language, especially one with a recognizable beginning and ending. Linguists have long used the word text very informally to denote any stretch of language they happened to be interested in. Especially since the 1960s, however, the notion of a text has acquired a theoretical status in several quarters, and the analysis of texts is now seen as a major goal of linguistic investigation. However, the conception of what constitutes a text is not everywhere the same.

For some linguists, a text is no different from a discourse. For others, a text is a more or less physical product, the result of a discourse, which itself is then seen as a more abstract process leading to the construction of a text. For still others, a text is primarily defined by its possession of an identifiable purpose, an approach which leads quickly to the classification of texts into a number of kinds (text-types) differing in purpose – and, consequently, often also in their linguistic characteristics.

Yet others see a text as an abstraction, with a discourse being the physical realization of a text. Finally, some linguists merely consider that a text is written while a discourse is spoken.

The analysis of texts is a prominent feature of several types of functionalism, and above all of Systemic Linguistics, in which the analysis of texts is often seen as the primary goal of linguistic investigation, with the analysis of smaller units like sentences being interpreted largely in terms of their contribution to a text. Quite independently, the approach to teaching English called language in use focuses strongly upon the analysis of texts, particularly those which are familiar and meaningful to students. In Europe, a particular approach called text linguistics has become prominent in recent decades; this lays particular emphasis on textuality, the defining characteristics of different types of texts. Particularly associated with Systemic Linguistics, but also prominent in other approaches, are the two concepts of coherence and cohesion. Some linguistic approaches have recently incorporated the originally literary concept of intertextuality. Some philosophers of language take the widest possible view that anything you can represent to yourself (that is, any thoughts you can consciously have) is a text, and so in effect everything is a text.

2. The history, evaluation and approaches

A particular approach to the analysis of texts. Text linguistics is primarily a European creation, and it is especially prominent in Germany and the Netherlands. The approach focuses upon the varying purposes of different texts and upon the explicit identification of the formal linguistic properties which distinguish one type of text from another; these properties are taken to define the textuality of a text. In the 1970s, a pioneering project at the University of Konstanz in Germany attempted to construct an explicit text grammar; the project was not seen as a success, and more recent investigations have been characterized by greater elaboration and sophistication.

Text linguistics makes heavy use of familiar linguistic concepts and terminology, and much work in the field consists of attempts at extending familiar types of linguistic analysis to units larger than a single sentence. Consequently, it has a great deal in common with the approach called discourse analysis in the English-speaking world, and some outsiders see little difference between

the two. The functionalist approach called Systemic Linguistics shares important ideas with text linguistics, but is rather distinct in nature.

An approach to human discourse processing developed initially by the British linguist Paul Werth in the 1990s. Text world theory addresses the main problem for worlds theories which concerns how the knowledge frame is used to select only that textual and contextual information which is needed for the interpretation at hand and disregard the rest. Text world theory places text-drivenness at the heart of the process and provides a range of semantic processes (assertion, entailment, presupposition, inferencing, and so on) to explain which knowledge is nominated and brought to bear upon the discourse situation.

A key useful feature of the theory is its fractal structure. The top level of the discourse world corresponds with reality, and is built with objects and participants. The next level, the text world, has a different ontological status but is also built with objects, participants and a spatiotemporal signature. Further embedded levels (sub-worlds in the early theory) are the products of world switches that are effected by, for example, modalization, metaphor, negation or deictic shifts 'backwards' or 'forwards' – they too have the same organizational structure. Text world theory draws on other worlds theories in its use of counterparts of elements operating across worlds. The theory has proven most useful in relation to literary discourse in stylistics and cognitive poetics.

3. The notion of text

The characteristics of a text which make clear what sort of text it is intended to be. A newspaper story does not resemble a scholarly monograph, and a poem is quite dissimilar to a television commercial. Each particular type of text has its own typical characteristics; when we encounter a text, we expect to see the appropriate characteristics, and recognizing those characteristics allows us to recognize quickly what sort of text we are looking at.

The identifying properties of each type of text constitute its textuality, or texture (though the latter term is also used in cognitive poetics to refer to the aesthetic experience of reading). One of the principal goals of text linguistics is to identify, as explicitly as possible, the distinguishing features of each type of text.

Further reading: Halliday 2004; Halliday and Hasan 1976; Stockwell 2007; Thompson 2004.

Questions for discussion and tasks

1. What are the major researches in text linguistics?
2. What are the main properties of text?
3. What is textuality?
4. What does world text theory represent?

LECTURE 2

THE MAIN TRENDS OF TEXT LINGUISTICS

Plan:

1. Text general theory

2. Text grammar

KEY WORDS: *criteria of textuality, cohesion, communication, reference, text typology, text semantics, text grammar etc.*

1. Text general theory

Text linguistics is the study of text as a product (text grammar) or as a process (theory of text). The text-as-a-product approach is focused on the text cohesion, coherence, topical organization, illocutionary structure and communicative functions; the text-as-a-process perspective studies the text production, reception and interpretation (cf. Dolnik and Bajzikova 1998). Text can be understood as an instance of (spoken or written) language use (an act of parole), a relatively self-contained unit of communication. As a communicative occurrence, it meets seven criteria of textuality (the constitutive principles of textual communication): cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality, and three regulative principles of textual communication: efficiency, effectiveness and appropriateness (cf. de Beaugrande and Dressler 1981, Malmjaer 1991).

Text general theory

Text linguistics is distinguished in different trends and aspects. P Hartman outlines two directions: general theory and concrete text analysis. According to I. Galperin there is general theory and text grammar. O. Moskalskaya differentiates text semantics and text grammar. Z. 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 gives following outline and the directions:

- General text theory;
- Text grammar;
- Text semantics;
- Text stylistics and interpretations
- Text typology;

General theory of text covers a wide range of theoretical questions including;

- Outline of the linguistics as a branch of general linguistics, its history, evaluation, approaches, directions, object and subject, the main tasks;
- Definition of text, its main features, categories and boundaries, principals of text construction and text perception;
- Links between text construction and other sciences.

The object of the 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, stylistic, communicative, pragmatic, cognitive and other aspects of the text.

There have been 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 the text delimitation. What is text delimitation? It means establishing the borderlines of the text, its length. 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.

2. Text grammar

A grammar is a speaker's knowledge of all of these 5 kinds of properties of language. the patterns of morphology, syntax, and semantics in human languages are remarkably independent of the physical properties of speech, in all human languages, and so it is no surprise that the

morphology, syntax, and semantics of sign languages exhibit the same kinds of structure found in spoken languages.

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 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 language units, text delimitations and others.

Cohesion may be of four types: reference, ellipsis, conjunction and lexical organization. Reference (realized by nouns, determiners, personal and demonstrative pronouns or adverbs) either points out of the text to a real world item (i.e., to its denotate), hence exophoric reference (deixis: Can you see that?), or refers to an item within the text, hence endophoric reference. The two possible directions of endophoric reference are backward (anaphoric r.; direct anaphora: I met a man. He was wearing ..., indirect anaphora: It is a solid house. The walls are thick ...) or forward (cataphoric r.: ... the house whose walls are thick); in the case of a reference to an item of which there is (in the given situation) only one instance, we talk about homophora (e.g. Place the books on the table please). The relationship between two items in which both refer to the same person or thing and one stands as a linguistic antecedent of the other is called coreference (compare He saw himself in the mirror with He saw him in the mirror). Ellipsis, i.e., omission of something referred to earlier, is an instance of textual anaphora (e.g., Have some more). Conjunction, enhanced esp. by syntactic (adverbials – subjuncts, conjuncts, disjuncts; pronouns, metalingual connectors, etc.) and grammatical (concord, sequence of tenses) connectors, creates intricate systems of intratextual bonds. Lexical cohesion establishes semantic (through lexical devices, such as repetition, equivalence - synonymy, hyponymy, hyperonymy, paraphrase, collocation) and pragmatic (presupposition) connectedness; in contrast with the previous types of cohesion, it operates over larger stretches of text since it establishes chains of related references.

The study of the linguistic literature make it possible to distinguish 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 enumerations (firstly, secondly, on the one hand...on the other hand etc);
- deixis (pronouns, adverbs of time and place: soon, tomorrow, here, there, etc);
- parallel constructions;
- graphic means (a;b;c or 1;2;3;4);
- recurrence, i.e. repetition of words, word combinations, phrases etc.

1 The amount of women in London who flirt with their own husbands is perfectly scandalous. It looks so bad. It is

simply washing one's clean linen in public.

2 You don't seem to realise, that in married life, three is company and two is none.

3 I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate exotic fruit: touch it

and the bloom is gone.

4 If one plays good music people don't listen, and if one plays bad music people don't talk.

5 (*Describing a novel*) The good ended happily and the bad unhappily. That is what Fiction means.

6 To be born, or at any rate bred, in a handbag, whether it had handles or not, seems to me to display a contempt for the ordinary decencies of family life that reminds one of the worst excesses of the French Revolution.

7 In matters of grave importance, style, not sincerity, is the vital thing.

8 The two weak points of our age are its want of principle and its want of profile.

9 Relations are simply a tedious pack of people, who haven't got the remotest knowledge of how to live, nor the smallest instinct about when to die.

10 It is always painful to part from people whom one has known for a very brief space of time.

Chapter 2 Murdering the Innocents

...he seemed a kind of cannon loaded to the muzzle with facts, and prepared to blow them clean out of the regions of childhood at one discharge. He seemed a galvanising apparatus, too, charged with a grim, mechanical substitute for the tender young imaginations that were to be stormed away.

'Girl number twenty,' said Mr Gradgrind, squarely pointing with his square forefinger, 'I don't know that girl. Who is that girl?'

'Sissy Jupe, sir,' explained number twenty, blushing, standing up and curtsying.

'Sissy is not a name,' said Mr Gradgrind. 'Don't call yourself Sissy. Call yourself Cecilia.'

'It's father as calls me Sissy, sir,' returned the young girl, in a trembling voice, and with another curtsy.

'Then he has no business to do it,' said Mr Gradgrind. 'Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?'

'He belongs to the horse-riding, if you please, sir.'

Mr Gradgrind frowned, and waved off the objectionable calling with his hand...

... 'Very well, then. He is a veterinary surgeon, a farrier and horsebreaker.

Give me your definition of a horse.'

(Sissy Jupe thrown into the greatest alarm by this demand.)

'Girl number twenty unable to define a horse!' said Mr Gradgrind, for the general behoof of all the little pitchers. 'Girl number twenty possessed of no facts, in reference to one of the commonest of animals!

Some boy's definition of a horse. Bitzer, yours.'

... But, whereas the girl was so dark-eyed and dark-haired, that she seemed to receive a deeper and more lustrous colour from the sun when it shone upon her, the boy was so light-eyed and light-haired that the selfsame rays appeared to draw out of him what little colour he ever possessed. His cold eyes would hardly have been eyes...

'Bitzer,' said Thomas Gradgrind. 'Your definition of a horse.'

'Quadruped. Graminivorous. Forty teeth, namely twenty four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth.'

Questions for discussion and tasks

1. What does text grammar study?
2. What are the main trends in text linguistics?
3. What types and means of cohesion are distinguished?

LECTURE 3

THE MAIN TRENDS OF TEXT LINGUISTICS

Plan:

- 1. Text semantics**
- 2. Text stylistics**
- 3. The main trends of text linguistics**
- 4. Text analysis**

KEY WORDS: *semantics, cohesion, content, reference, deixis, conjunction etc.*

Text semantics covers the following 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.

Text semantics is a mental formation intrinsic of 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 the text production and text perception. It assumes qualitative changes and transformations generated by interaction of numerous linguistic and extra linguistic factors. So, the linguistic mechanism of text semantics and those of language units are quite different.

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.

According to M. A. K. Halliday, the semantic system is part of a triad of segments that makes up the linguistic system, the other two being the lexicogrammatical and the phonological. The semantic system itself consists of four elements: the experiential, the logical, the interpersonal, and the textual. Whatever gives rise to text is structured as the expression of all four elements. In his analysis of the nature of text, Halliday does not accept the idea that text is a variety of super-sentence, that is, an object that is greater than a sentence but of the same type. Rather, sentences

realize text instead of constituting it, thus establishing text as a semantic concept with a generic structure (Halliday, 1977: 194). Text is perceived as an ongoing process of semantic choice; it is meaning and meaning is choice, a continuous flux of selections (195). A text is realized lexicogrammatically and phonologically, that is, in the lower levels of the linguistic system.

Text stylistics

There are close links between text linguistics and stylistics. Many notions of text linguistics, be it repeated, had long been discussed in stylistics, and it is quite valid that stylistics is based on the study of texts, mainly literary texts. stylistic trend in text linguistics combines variety of problems:

- text types related to the problem of functional styles;
- compositional structure of the text;
- stylistic 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.

Text stylistics deals with the problem of 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 special succession. On the other 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-end.

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 request and its grounds; concluding phrases and signature.

Special significance in text stylistics is attached to the problems of individual style. Individual style is regarded as a complex structural unity of verbal expression peculiar to certain authors, reflecting their world vision. There rises theoretical questions for discussion:

- individual specificity of fictional texts;
- the author's image and viewpoint;
- types of the narrator;
- a polyphonic structure of the literary text;
- individual peculiarities of the language usage in the text.

The main trends of text linguistics

Within the framework of text linguistics there distinguished different trends and aspects. P. Hartman outlines two directions: general theory and concrete text analysis. I. Galperin distinguishes general theory and text grammar. O. Maskalskaya differentiates text semantics and text grammar. Z. 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.

D. Ashurova indicates following directions: -general text theory; -text grammar; - text semantics; - text stylistics and interpretation; -text typology.

- general text theory deals with following questions: - 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, principals of text construction and text perception;

- links between text linguistics and other sciences.

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.

Much attention is paid to the problem of text definition and the main characteristics. And there arises a problem of text delimitation. What is text delimitation? It means establishing the borderlines of the text, its length.

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 text have been revealed.

Text Analysis

Now that we have an idea of what a text is, we can define 'text analysis' as the systematic dissection of a textual unity in its constituent parts and the study of those parts in relation to each other. By consequence, text analysis focuses on the linguistic elements present in the text. Texts may be analyzed with different aims and from several perspectives.

A first text-analytic research goal is of a theoretical nature. It concerns the further development of linguistic theory at the discourse level: how are texts structured? There are now several well-established theories that propose mechanisms by which the meaning of individual sentences can be constructed, but the situation with entire texts is different. Text analysis is of crucial importance to the further development of text linguistics.

A second aim is to provide insight into the cognitive processes of reading and writing, or in the text representation that language users have of a text. In reading research, the role of text structure is an important research topic in which text analyses are used to model both the text structure and the representation that readers make of it (see previous paragraph). In writing research, the role of text analysis has received less attention for a long time, even though Bereiter and Scardamalia (1987) argued for the interaction between psychological models and text linguistic

research. They pointed to a deficiency in studies of writing and argued that text analysis had a large role to play in discovering the implicit rules of composition.

A third aim is of a computational linguistic nature: the development of computational models of automatic summarization, text generation, and interpretation. Here, the analysis of natural texts should provide the rule system to arrive at such computational models. Although some theories and models discussed in the sections to follow were explicitly developed in the context of such a computational enterprise (such as Rhetorical Structure Theory), computational text analyses are not discussed here (see Natural Language Processing: Overview).

A fourth aim is the evaluation of text quality in the context of written composition and document design. A text analysis can provide the basis for a comparison of similar texts, enabling researchers to compare the writing ability of the authors (Cooper, 1983).

In document design, text analysis can predict areas where readers may have difficulties and where revision is imperative. It is also used to investigate the relationship between text structure and the successful layout of various documents, even multimodal ones. From what perspectives do text analysts try to catch the 'meaning' in text? A first division is that between content-oriented and structure-oriented approaches. 'Content-oriented' approaches to text analysis uncover what an individual text is 'about,' either by starting from the smallest building blocks (propositions) or by characterizing texts on a more global level: the topics and subtopics that are covered. 'Structure-oriented' approaches uncover the meaning relations between the textual building blocks, such as causal, contrastive, and additive relations, but also referential relations.

Some approaches provide analytic models that allow for a hierarchical representation representing the whole text in such terms.

Questions and tasks

1. What are the main trends in text linguistics?
2. What problems does general text theory deal with?
3. What problems is text semantics concerned with?
4. What are the peculiar features of text semantics?
5. What are the means of stylistic cohesion?

Lecture 4 TEXT TYPOLOGY

Plan:

1. Functional approach to text
2. Stylistic approach to text
3. The main criteria for text typology
4. Text types
5. Text heterogeneity

KEY WORDS: *substyles, content, reference, conjunction A functional style, text type, criteria etc.*

Text typology is 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. 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 productivity model of text production and perception;
- it defines functional and structural peculiarities of concrete texts despite their different thematic contents;
- it is characterized by a system of invariant features compulsory for all the texts of definite text types.

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 acknowledge is a stylistic-functional approach which, being based on the principles of communicative functional stratification, may provide solid grounds for text typology. The conception rests on the assumption that there are direct correlations between a text-type and the functional style it belongs to.

According to the 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. Functional styles are appropriate to the norms of language codification.

The problem of functional styles turns 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. It means that functional styles can cross and penetrate into one another. This leads to style merging and creation of the so called "Hibrid" texts. For example, in the newspaper article many traits of the belles-letters style can be found.

The steepwalking 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 (I.Herald Tribune-2005, December 12).

In classifying texts according to the stylistic-functional criteria, it should be kept in mind that functional styles fall into several variants, substyles and genres which constitute either the main body or the periphery of a functional style. For example, the scientific style is subdivided into academic, informational, critical, popular, educational. Newspaper style can be editorial, essay, advertisement. Belles-letters may be emotive prose, poetry, drama etc. Official documents: juridical, diplomatic, medical etc.

The main criteria for text typology and text types

Text typology is based on the theory of speech acts, and each text type is defined in accordance with the addresser's intention. It can be order, request, promise, joke, interview, annotation, review etc.

Text typology can be grouped into following:

1. According to the character and degree of expansion; a) macro-text (speech production); micro-text (syntactical units, fables etc).
2. According to the speech form texts are divided into oral and written.
3. According to the functional style reference texts are differentiated: a) newspaper articles; b) official documents; c) publicistic (chronicle, essay); d) fictional (story, novel etc); e) scientific (article, monograph).
4. According to the sphere of communication such text types are distinguished: socio-political, military, academic, religious etc.
5. Another creation of functional-semantic forms: description, narration, monologue, dialogue, and the author's meditations, represented speech.

A text, on the other hand, is either 'acceptable' or 'non-acceptable' according to a complex gradation, not a binary opposition, and contextual motivations are always relevant. It follows that a sentence cannot survive outside its pertinent socio-cultural neighbourhood. Unless motivated by an ad-hoc linguistic situation to demonstrate and exemplify a specific grammatical rule, the sentence restrictively functions as a purely grammatical pattern definable at the level of syntax; the ultimate goal of the sentence being to instruct its recipients on how to construct syntactic relationships between its constituent elements. The text, by contrast, cannot exist or survive in a socio-cultural vacuum. It is motivated, and hence inextricably related to, a situation of occurrence, which is called its 'context'. Unlike the sentence, the text is not an abstract, decontextualized entity definable only at the level of syntax; on the contrary, its viability derives from its close affinity with its pertinent situational context wherein it is only interpretable. In addition, the text is conceived and actualised within a 'co-text', which Halliday (1985: 5) describes as "the non-verbal goings-on--The total environment in which the text unfolds." While the sentence is used to instruct its recipients about building syntactic relationships and hence has a limited role in human situations, the text motivates its consumers to control, manage, and eventually change human situations.

Text heterogeneity

When analyzing texts, we discover that boundaries between them become less discernible. In this reason text typology faces the problem of text interactions, mixed text types, text heterogeneity. Text heterogeneity is regarded as a special stylistic device which is humorous, ironical effect of what it's based.

Questions and tasks

6. What does text typology deal with?
7. What is the difference between oral and written texts?
8. What are the main criteria for text typology?
9. Speak on the problems of functional style
10. Discuss the role of text forms (narration, description, reasoning etc) in the semantic structure

Lecture 5.

TEXT CATEGORIES

Plan

1. The notion of text categories
2. Classification of text categories
3. Category of informativity
4. The category of intertextuality

Key words: *segmentation, informativity, category, decode, conceptual information*

Text category is a common property of the text inherent in all its types. Text category is considered a twofold entity formed on the basis of both semantic content and its formal means of expression.

Galperin I.R suggests the following text categories: informativity, segmentation, cohesion, continuum, prospection, retrospection, modality, integrity, completeness. Z.Y. Turaeva adds progression, stagnation, the author's image, artistic space and time, causality, subtext. W. Dressler differentiates seven text categories: cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality. Despite some discordance of opinions all scholars support the view that text categories are subdivided into two groups: semantic and structural. There are categories which deal with the semantic structure of the text, and those which include its formal structural organization. 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 a text status. Optional categories are relevant only to certain text types, they depend on the text type. Such categories as cohesion, integrity, informativity are obligatory, they constitute the essence of the text. As for subjective modality, the author's image may be referred to the optional type, because they are relevant to the belles-lettres texts.

Classification of text categories

There are different types of information. I.R Galperin differentiates the following types of information: content-factual, content-conceptual, content-subtextual. Factual information contains data about facts, events, actions, 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.

Conceptual information 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 subtextual 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. According to the degree of conceptual significance the following types of conceptual information can be singled out: microconcept, macroconcept, superconcept. Microconcept is a conceptual meaning of a separate language unit. Macroconcept is formed within a text fragment. Superconcept is the highest conceptual unit which, covering the whole text, appears to be its semantic focus.

It frequently occurs that stylistic devices become the bearers of conceptual information. For instance the story "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 and the dollar felt unclean in his hand.

Here antithesis is based on the opposition "clean-unclean".

Besides above mentioned types there are stylistic and pragmatic types of information. Stylistic types of information is mostly inherent in fictional texts. But to some extent it can be found in publicistic and scientific texts. This information, being expressive by its nature, is subdivided into emotive, evaluative and imaginary types.

Stylistic information closely related 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 treads not only to produce an emotional impact on the reader, but also to urge him to act.

It's important to note that pragmatic information is a very complex phenomenon which deals with many factors; the factor of addresser and addressee, the ways of the most adequate presentation and distribution of information in the text, relationships of stylistic and pragmatic functions.

Therefore, those issues which are familiar in discussions about the semantic structure of sentences, *eg* those pertaining to referential identity (determining pronominalization, article selection, etc), will be passed over here. The main focus will be upon the different aspects of INFORMATION DISTRIBUTION in discourse: introduction, continuity, expansion, topicalization, focusing, etc.

3. Category of informativity

A naturally occurring manifestation of language, i.e. as a communicative language event in a context. The SURFACE TEXT is the set of expressions actually used; these expressions make some knowledge EXPLICIT, while other knowledge remains IMPLICIT, though still applied during processing.

The context of situation, however, is only the immediate environment. There is also a broader background against which the text has to be interpreted: its context of culture. Any actual context of situation, the particular configuration of field, tenor, and mode that has brought a text into being, is not just a random jumble of features but a totality- a package, so to speak, of things that typically go together in the culture. People do these things on these occasions and attach these meanings and values to them; this is what culture is.

The complex [interrelationship](#) between a text and other texts taken as basic to the creation or [interpretation](#) of the text.

There are two approaches to the problem of intertextuality: from the position of theory of literature and that of linguistics. In literature intertextuality is understood in a broad sense, and any text is regarded as an intertext. It is related to our knowledge of the world, reflecting our cultural and historical experience.

From linguistic perspective intertextuality is limited to those texts which have explicit reference to other texts.

WHAT IS "INTERTEXTUALITY"?

In a broad sense, intertextuality is the reference to or application of a literary, media, or social "text" within another literary, media, or social "text." In literature, intertextuality is when a book refers to a second book by title, scene, character, or storyline, or when a book refers to a social "text" such as a media, social, or cultural story. This borrowing invites a *comparison* between your understanding of the text outside of the book, and its use inside of the book. Intertextuality asks us to think about *why* the author is choosing this particular literary or social text, *how* they are including the text in the book, and *to what effect* is the text re-imagined by the book, or the book shaped by the text.

Forms

1. Book in a Book

One form of intertextuality is a brief or prolonged reference to a literary text in a second literary text. For example, this reference might involve the author simply giving the title of another book, adopting a famous character name from another book, or revisiting a famous scene from another book. These brief references are meant to call attention to themselves as borrowing an outside text, and to how it is being applied and reworked in the primary book. Examples of longer intertextual references might include the adopting of an entire storyline from another book, or a lengthy scene from another book.

2. Other "Text" in a Book

A second form of intertextuality is a brief or prolonged reference to a media or social "text" in a literary text. For example, an author might reference a film, tv show, or song, or a well-known social "text" like the story of John F. Kennedy's assassination or Rosa Parks's bus ride. What makes intertextuality different from literature's common mention of things in the media and society

is that the “text” which the book references has a *narrative* quality. Therefore, we still have reference to a story within a book, even though the story is not a piece of literature.

Functions

1. Comparison

Intertextuality involves an implicit comparison by putting two “texts” together. When literature references another text, we are asked to draw from our knowledge of the text in its original form, and compare this to how it is being used, changed, or reframed by the primary book. Intertextuality functions on comparison and contrast of similarities and differences.

2. Dialogue

Intertextuality invites a conversational dialogue between two “texts.” Because both the primary book and its intertext are *narratives*, rather than static items or images, we can engage the full storyline that each contains to create a narrative conversation. Sometimes, the two narratives are very different and can therefore create competing dialogues about which is dominant, or most important.

3. Destabilization

Intertextuality can sometimes destabilize, or shake up our understanding of, the original text being referenced or a scene or idea in the primary book. The original text may be a “story” that most feel very familiar with, but its use or reframing by the primary book changes our feelings or reveals something new about this original story. Conversely, the book may be presenting a scene, character, or argument that we feel we are beginning to understand when it is disrupted and destabilized by entry of this intertext.

Effects

1. Transformation of the Primary Book

The first influence intertextuality can have is on a reader’s understanding of the primary book. This is a matter of evaluating effect on the book at hand. Why does the primary book choose this similar or dissimilar intertext, where is it used, how does it add to or change our understanding of the scene it is in, and how does it evoke important arguments the book is making overall?

2. Transformation of a Prior Text

Intertextuality can also influence our understanding of the original text, causing us to “reflexively” re-read, or reconsider, our understanding of the original text. Even if the outside text is not being reworded or rewritten in any way, by placing it in a new book, the outside text is reframed and therefore changed. Does the author explicitly or implicitly change the intertext from its original form and in what ways?

3. Reinterpretation of Both

Intertextuality can create a simultaneous re-reading of both the primary book and its intertext. This involves a back-and-forth re-reading of each text based on what their similarities and differences reveal about one another.

Any text is a new tissue of past citations. Bits of code, formulae, rhythmic models, fragments of social languages, etc., pass into the text and are redistributed within it, for there is always language before and around the text. Intertextuality, the condition of any text whatsoever, cannot, of course, be reduced to a problem of sources or influences; the intertext is a general field of anonymous formulae whose origin can scarcely ever be located; of unconscious or automatic quotations, given without quotation marks. (“Theory of the Text” 39).

Examples of Intertextuality in English Literature

The term “intertextuality” is a textual reference that is reflected in the text of another. The idea is similar to an allusion, but it is more extensive. Intertextuality has the power to influence the majority or the entire literature piece instead of in a small, insignificant passage. Here are several examples in literary pieces that have used intertextuality to help you discern its presence.

“Wide Sargasso Sea”

In “Wide Sargasso Sea,” author Jean Rhys extrapolates events occurring in Charlotte Bronte’s “Jane Eyre” in order to tell an alternative story of the latter piece. Rhys takes the character of Mr. Rochester’s wife, who had a secondary role in Bronte’s novel, and makes her the main character in her book. Additionally, she changes the setting from England to Jamaica, as well as

creates a back-story for her character. By putting her spin on "Jane Eyre," Rhys injects her commentary amid the story-telling, addressing issues such as racism, women roles, and colonization that Bronte's novel did not mention otherwise.

Intertextuality means the displacement of critical interest away from the author, which is what Umberto Eco does even more explicitly: It is not true that works are created by their authors. Works are created by works, texts are created by texts, all together they speak to each other independently of the intentions of their authors

There are perennially many critics who let themselves be attracted by centripetal tendencies of intertextuality and their attention is directed at examining sources and roots of discourse instead of accepting more interesting offer of intertextuality to focus, via imaginary bridge it creates, on the places where due to it the boundaries in between texts dissolve and thus transferring into other texts, other displays of culture, in order to reveal deeply rooted foundations whose component is an examined text itself. In other words, in present-day transtextual times it's not anymore that important to chase after discovering and detecting connecting links between texts (intertextual links which seem to be not only

a cement, uniting a text but also a significant element which determines its meaning); equally important is the realization how these texts fit into a wider cultural background and heritage, and from a reverse point of view it's necessary to take into account in what way do the manifestations of intertextuality influence reading and perception of texts themselves. And this is a sort of approach towards examination of texts which was typical for M. M. Bakhtin.

Bakhtin often works with – it's an utterance that we, on the basis of syntactic and compositional devices, ascribe to one speaker, but in fact there is a mixture of two utterances, double-style, double-language and the same pays for value and meaning horizon, while such utterances are often not isolated by formal grammatical means, by quotation marks – also comprises basics of a future theory of intertextuality. Thus no matter whether we speak – in a wider sense – about a presence of one text within another one in the form of quotation, plagiarism or allusion in terms of Genette's narrower sense of intertextuality, or other Genettian forms of mutual relations between texts like paratextuality, metatextuality or architextuality as individual aspects of transtextuality, or intertextuality in a wider sense as understood by Kristeva or Riffaterre

Intertextual frames and their features

There are three types of intertextual frames: semantic, topical, and stylistic. Semantic intertextual frames are prompted by the identification of specific lexical items, such as verbs and nouns, in literary works. The construction of topical intertextual frames, on the other hand, is based on the identification of multiple semantic frames. This type of frame is a more complex structure which may contain broader and more detailed information, such as the settings, events or characters involved in specific texts. Stylistic intertextual frames are triggered when a reader identifies instances of formulaic phrases or genre similarities between literary texts. In this paper, I will provide an account of how semantic intertextual frames are created and influence the reading experience.

Semantic intertextual frames can be triggered when a connection is established between a lexical concept and cognitive model via either a DIRECT or INDIRECT ACCESS ROUTE. In the first case, there is a direct connection between the lexical concept and the cognitive model. Conversely, when the cognitive model is not directly accessed via the lexical concepts, we talk about indirect access routes. The type of access route that is followed depends solely on the relationship that holds between the lexical concept in the literary text and the one evoked by the reader. More specifically, direct access routes are in operation when the intertextual frame is formed by the identification of the same lexical item in the source and the accessed texts. By 'source text', I mean the text which is currently read, and by 'accessed text', the text which is brought to mind and incorporated in the semantic intertextual frame. This broad category encompasses all open-class lexical items, although I believe that there is a particular set of items that are more likely to prompt the creation of intertextual links.

Questions and tasks

1. What is intertextuality?
2. What is textuality?
3. Explain M. Bakhtin's attitude
4. What does the text informativity represent?

Lecture 6.

FICTIONAL TEXT AND ITS CATEGORIES

Plan

1. Specific features of a fictional text

2. The category of emotiveness

3. The category of imagery

4. Implicitness

Key words: *fictional text, emotiveness, imagery, linguistic economy, Implicitness, functional theory of text, Descriptive text type*

A fictional text (belles-letters), being one of the forms of literary communication, has peculiar features which distinguish this text type from other forms of communication. I.R. Galperin suggests the following features of text types:

1. genuine, not trite imagery achieved by means of stylistic devices;
2. the use of words in contextual, and very often in more than one dictionary meaning;
3. the vocabulary which reflects to a greater or less degree the author's personal evaluation of things and phenomena;
4. a peculiar individual selection of vocabulary and syntax, a kind of lexical and syntactical idiosyncrasy;

T.A. van Dijk suggests the principle of "constructiveness" which is more adequate for literary communication.

Grice suggests two opposite tendencies; linguistic economy and linguistic redundancy. The principles of linguistic economy as one of the basic laws of language development. In fiction, besides traditional lexical (derivatives, compound words, all types of contracted forms) and syntactical (elliptical structures, one-member sentences, unfinished sentences) means, there are some stylistic means which also serve the aim of language economy. We refer antonomasia, allusion, metaphor etc.

However, a very important account has not been discussed so far: rhetorical structure theory.

Rhetorical Structure Theory In the 1980s and 1990s, Mann and Thompson (see especially Mann and Thompson, 1988) presented 'rhetorical structure theory' (RST), a functional theory of text organization developed in the context of linguistics and cognitive science (see Rhetorical Structure Theory). At the heart of RST are the so-called 'rhetorical relations,' similar to clause or coherence relations, and including relations like 'cause,' 'elaboration,' and 'evidence.' The relations are defined in terms of conditions on the nucleus (the most important segment in a relation), on the satellite (which depends on the nucleus), and their combination, and in terms of the effect on the reader. Relations are identified between adjacent text segments (e.g., clauses) up to the top level of the text. The top level of an RST tree organizes the text as a whole: a relationship that dominates the total text structure.

Rhetorical structure theory has proven to be a very useful analytic tool. One of its benefits is that it allows for a complete analysis of any text type: expository, argumentative, or narrative. The system has been applied to many real-life texts, among them newspaper articles, advertisements, and fundraising letters (Mann and Thompson, 1992). As a rule, an RST analysis starts with an inspection of the entire text. The analysis does not proceed in a fixed way; it proceeds bottom-up (from relations between clauses to the level of the text) or top-down (the other way around) or

follows both routes (Mann et al., 1992). The analysis results in a hierarchical structure that encompasses the entire text and has a label attached to each of its branches.

Although RST defines rhetorical relations in a fairly exact way, the assignment of a label is ultimately based on observed 'plausibility.' Four general constraints are the guidelines: 'completedness,' 'connectedness,' 'uniqueness,' and 'adjacency' (Mann and Thompson, 1988: 248–249). How the analysis actually proceeds is left to the intuitions of the analyst and is, in the end, a matter of text interpretation. Still, it has been shown that RST can be applied with a reasonable amount of consensus by expert text analysts (Den Ouden, 2004) and to a certain extent, RST analyses can even be produced automatically (Marcu, 2000).

Procedural Text Analysis Rhetorical structure theory requires a fair amount of text interpretation based on the analysts' overview of the text as a whole. This overview situation may not reflect the way in which writers produce texts. Spontaneously produced texts, especially, are the result of a more incremental process.

The category of emotiveness

Emotiveness due to the sensual character of human psychology is much more effective than any other logical argumentation.

Emotiveness as a component of lexical semantics has been rather well studied. A complete account of such problems as emotive meaning of the word, emotive derivation, classification of emotives in the English word-stock can be found in linguistic literature.

Very often emotiveness is embodied in fictional dialogues which, as known, reflect the peculiarities of colloquial speech.

The information theory based on semantic, stylistic and cognitive functions is called "redundancy". Redundancy is considered as indispensable property of fictional text. So, redundancy, based on the repetition of language means, may be regarded as a cognitive principle of text production.

Eco articulates the difference between the intentions of each of the author, reader, and text by indicating that given that the text is an instrument whose goal it is to invent the Model Reader, "This Reader is not the one who makes the 'only/right' conjecture. A text can foresee a Model Reader entitled to try infinite conjectures." The basis for establishing a conjecture about the text's intention is that "any interpretation given of a certain portion of a text can be accepted if it is confirmed and must be rejected if it is challenged by another portion of the same text. In this sense the internal textual coherence controls the otherwise uncontrollable drives of the reader" (Eco, 1997: 60). If the text is produced for a community of readers, the author will unquestionably be aware of the fact that he or she will not be read in congruency with his or her intentions, but rather in accordance with what Eco calls the "social treasury" of the community of readers. By 'social treasury,' Eco implies not solely a specific language as a series of grammatical rules "but also the whole encyclopedia that the performances of the language have implemented, namely, the cultural conventions that the language had produced and the very history of the previous interpretations of many texts, comprehending the text that the reader is in the course of reading" (Eco, 1997: 60).

For Eco the Model and the Empirical Reader are not one and the same: "The empirical reader is you and me, when we read a text. Empirical readers can read in many ways, and there is no law which tells them how to read, because they often use the text as a container for their own passions, which may come from outside the text, or which the text may arouse by chance" (Eco, 1997: 61). In *Six walks in the fictional woods* Eco suggests that the Model Author is a voice which reveals itself as a "narrative strategy, as a set of instructions which is given to us step by step and which we have to follow when we decide to act as the model reader" (Eco, 1994: 15).

The category of imagery

The deep structure of imagery consists of three components: 1. Image referent; 2. Image agent (reflected object); 3. Image basis (common features which arise from the principle of similarity).

A cognitive turn in the study of language and style has given rise to a new theoretical approach to the problem of metaphor. So metaphor is regarded not only as a stylistic device, but also as a cognitive mechanism which incorporates cognitive processes, empirical experience and language competence. Conceptual metaphor is attributed to the formation of a personal world model and emotive system. Conceptual metaphor is a cognitive model, a specific way of conceptualizing reality in a fictional text. The basic properties of cognitive metaphor can be designated as a) ability of modeling reality b) a broad extended system of associations.

The conceptual value of the cognitive metaphor rests on the fact that imagery created by the device extends over the whole text.

-imagery is an inherent category of a fictional text;

-imagery is based on the mechanism of analogy when at least two things appear to be conceptually parallel to one another;

-imagery plays a central role in the world picture conceptualization.

Implicitness

Implicitness, aimed to transfer indirect, hidden, not completely verbalized information, is another inherent category of a fictional text. An implicate is a twofold structure and semantic unit of the implicit layer; it reflects the problem situation in the text, its communicative and stylistic tension. Implicates serve as prompts for the readers to understand the essence of things being hidden, buried, not available to direct visual perception.

Implicitness is created by a multitude of language means; among them a special emphasis should be put on implicit titles, implicit poetic details.

Descriptive text type[edit]

Based on perception in space. *Impressionistic* of [landscapes](#) or persons are often to be found in narratives such as [novels](#) or [short stories](#). Example: *About fifteen miles below Monterey, on the wild coast, the Sido family had their farm, a few sloping acres above the cliff that dropped to the brown reefs and to the hissing white waters of the ocean...*

Purpose

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:

- describe a special place and explain why it is special
- describe the most important person in your life

[Descriptive writing](#) is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can [create vivid pictures](#) of characters, places, objects etc.

Features

Description is a style of writing which can be useful for a variety of purposes:

- to engage a reader's attention
- to create characters
- to set a [mood](#)

Language

- aims to show rather than tell the reader what something/someone is like
- relies on precisely chosen vocabulary with carefully chosen [adjectives](#) and [adverbs](#).
- is focused and concentrates only on the aspects that add something to the main purpose of the description.
- [sensory](#) description - what is heard, seen, smelt, felt, tasted. Precise use of adjectives, [similes](#), [metaphors](#) to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.
- strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise [nouns](#).

Textual types refer to the following four basic aspects of writing: [descriptive](#), [narrative](#), [expository](#), and [argumentative](#).

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Narrative text type[\[edit\]](#)

Based on perception in time. [Narration](#) is the telling of a [story](#); the succession of events is given in [chronological order](#).

Purpose

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. [soap operas](#) and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as the "story grammar". Although there are numerous variations of the story grammar, the typical elements are:

- [Setting](#) — when and where the story occurs.
- [Characters](#) — the most important people or characters in the story.
- Initiating event — an action or occurrence that establishes a problem and/or goal.
- [Conflict](#)/goal — the [focal point](#) around which the whole story is organized.
- Events — one or more attempts by the main character(s) to achieve the goal or solve the problem.
- [Resolution](#) — the outcome of the attempts to achieve the goal

The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

Types of Narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include [fairy stories](#), [mysteries](#), [science fiction](#), [romances](#), [horror stories](#), [adventure stories](#), [fables](#), [myths and legends](#), [historical narratives](#), [ballads](#), [slice of life](#), [personal experience](#). Features

- Characters with defined personalities/identities.
- Dialogue often included - [tense](#) may change to the present or the future.
- Descriptive language to create images in the reader's mind and enhance the story.

Structure

In a Traditional Narrative the focus of the text is on a series of actions:

Orientation

(Introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where? E.g. Mr. Wolf went out hunting in the forest one dark gloomy night.

Complication or problem

The complication usually involves the main character(s) (often mirroring the complications in real life).

Resolution

There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

Further more, when there is plan for writing narrative texts, the focus should be on the following characteristics:

- [Plot](#): What is going to happen?
- [Setting](#): Where will the story take place? When will the story take place?
- [Characterization](#): Who are the [main characters](#)? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- [Theme](#): What is the theme / message the writer is attempting to communicate?

Expository text type[[edit](#)]

It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex [facts](#).

Example: An essay on "Rhetoric: What is it and why do we study it?"

Argumentative text type[[edit](#)]

Based on the [evaluation](#) and the subsequent [subjective judgement](#) in answer to a problem. It refers to the reasons advanced for or against a matter.

According to Beaugrande (1980: 16), the virtual system is “the functional unities of elements whose potential is not yet to use [...] which a particular language offers its users; [whereas the actual system is] a functional unity created through the process of selection among options of virtual system”.

Beaugrande believes that the above-mentioned fundamental differences between the text and the sentence have important implications for the evaluation of linguistics of the text.

Beaugrande differentiates between the two notions- text and sentence- as follows: A sentence is either ‘grammatical’ or ‘ungrammatical’ in the sense that it conforms to the traditional forms of grammar or departs from them.

Questions

1. What is narrative ?
2. What is Implicitness?
3. What does the category of emotiveness represent to?
4. What does the imagery represent to?

Lecture 7
TEXT AS A UNIT OF COMMUNICATION
Plan:

- 1. The communicative nature of text**
- 2. Types of communication**
- 3. Aims and intentions in communication**

Key words: *intention, communication, addressee, addresser, types of styles*

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. It follows then that a set of structural units is transformed into the communicative integrity of the text on the basis of a thematic structure of the speech act, which in its turn is determined by a concrete situation and communicants' intention.

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 communications are realized by means of the text is regarded as a system of actions, as an activity aimed, on the other hand, at the production of texts (text formation), on the other-at understanding, interpretation (text perception).

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).

The communicative nature of text

There are different classifications of communicative intentions. O.G. Moskalskaya suggests the following ones:

- to inform –to state – to affirm;
- to pass – to describe- to tell – to depict – to review;
- to explain –to compare – to summarize – to generalize – to conclude;
- to substantiate – to prove – to deny – to expose;
- to urge – to ask for,- to call for – to appeal – to demand- to instruct – to order- to ask;

In a more generalized sense these communicative intentions 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 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. expressive- describing the communicants' inner emotional state;
5. declarations- information about some actions performed by the communicants.

The correlation between communicative aims and functional styles can be presented as follows:

Belles-letters 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 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.

QUESTIONS

What are the types of style?

Explain the role of addresser and addressee

Lecture 8 TEXT AS A UNIT OF COMMUNICATION

Plan:

1. The notion of discourse
2. The problem of text interpretation
3. Communicative postulates
4. Textual communication

KEY WORDS: discourse, communication, textuality.

Communication Through Text and Discourse

People use language to communicate. Language users communicate through discourse. Sometimes, utterances of one word ('John!' 'Okay.' 'Stop!') or one sentence ('I declare the games opened') suffice to get the message across, but usually language users communicate through a connected sequence of minimally two utterances, i.e., discourse. 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. The term 'discourse' is used as the more general term to refer to both spoken and written language.

The term 'text' is generally used to refer to written language. This article focuses on text. Although spoken and written discourse have crucial characteristics in common, the linguistic traditions of the study of written and spoken discourse are very different.

'Monological texts' are traditionally studied in areas such as stylistics, text linguistics, and psycholinguistics, often based on rather specific linguistic analyses and regularly using a quantitative methodology. By contrast, 'dialogical discourse' has long been the arena of conversation analysis and sociolinguistics, often focused on qualitative interpretations of individual conversations in context. Over the last 10 years, this situation has begun to change.

With the growing availability of spoken corpora and the growing insight that the study of spoken and written discourse should be related because they complement each other (Chafe, 1994), the linguistic study of discourse is becoming less and less restricted to one medium. See, for instance, the overview by Ford et al. (2001), who relate linguistic subdisciplines such as grammar and the study of conversation.

A text is more than a random set of utterances: it shows connectedness. A central objective of linguists working on the text level is to characterize this connectedness. Linguists have traditionally approached this problem by looking at overt linguistic elements and structures, thereby characterizing it in terms of cohesion (Halliday and Hasan, 1976; see Cohesion and Coherence: Linguistic Approaches). By this view, connectedness is localized in the text itself because of explicit linguistic clues, such as pronouns referring to earlier mentioned subjects (cohesion type: reference), e.g., he refers to bird-watcher in (1); or conjunctions, such as because in (2) (cohesion type: conjunction), which express a causal relation.

(1) *The bird-watcher had a great day. He observed a kingfisher and a group of 70 cranes.*

(2) *The bird-watcher had a great day because he observed a kingfisher and a group of 70 cranes.*

(3) *The bird-watcher had a great day. A kingfisher and a group of 70 cranes were in the area.*

Influential as the cohesion approach has been, the interdisciplinary field of text linguistics and discourse studies is nowadays dominated by the 'coherence' approach: the connectedness of text is considered a characteristic of the mental representation rather than of the text itself (see Cohesion and Coherence: Linguistic Approaches and Coherence: Psycholinguistic Approach). The main reason is probably that a sequence of sentences like (1) or (2) is still interpreted as a perfectly normal piece of text if the cohesive elements of reference and conjunction are absent, as in (3). Hence, the connectedness is not dependent on these overt markers. This does not imply, however, that the linguistic elements signaling text coherence are unimportant. Although coherence phenomena are of a cognitive nature, their reconstruction is often based on linguistic signals in the

text itself. These linguistic expressions are considered ‘processing instructions’ to language users. For instance, referential expressions, such as pronouns and demonstratives, are used in such a way that interpreters can systematically recover the referential coherence (see Accessibility Theory and Discourse Anaphora). Similarly, connectives (because, however) and (other) lexical markers of relations, such as cue phrases (On the one hand, on the other hand) and signaling phrases (The problem is . . . A solution might be . . .), make the meaning relations between text segments explicit (see Connectives in Text). In recent years, the relationship between the linguistic surface code, on the one hand, and aspects of the text representation, on the other hand, has become a crucial research issue in the interdisciplinary field of text linguistics and discourse studies (cf. Gernsbacher and Givo. n, 1995; Sanders and Spooren, 2001; Graesser et al., 2003).

Lecture 9
TEXT PRAGMATICS
Plan:

- 1. The pragmatic approach to the text**
- 2. The factors of addresser and addressee**
- 3. The notion of pragmatic intention**

Key Words: pragmatic, intention, communicative act

The study of 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.

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 human activity with an accent on psychological, social and cultural aspects of language functioning/ there is a variety of definitions concerning linguopragmatics. There some approaches:

- the relations between a sign and its users;
- contextual conditionality, language usage, language in the context;
- speech impact on the addressee, the factors influencing successful and effective communication;
- interpretative aspects of speech communication;
- language as a tool of a purposeful communicative activity;
- the problem of mutual understanding and appropriateness of language use.

It is necessary to note that all these aspects are by no means incompatible. They resent linguopragmatic researches in a variety of domains which are mutually complementary. The analysis of the linguistic literature has shown that linguo-pragmatic 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;
- appropriateness and effectiveness of textual communication.

Discourse pragmatics raises the question of situational interpretation which, in its turn, introduces the notion of a communicative-pragmatic situation. 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 communications;
- role and personal relations between the communicants.

The factors of addresser and addressee

The addresser (the author, sender, speaker) and the addressee (recipient, reader, listener) are the main constituents of discourse though explicitly they are not presented in the text. The addresser is a creator of the text, which reflects his views, attitudes, evaluation, world outlook. The addresser is realized in the text through the communicative aim, and strives to make it recognizable for the addressee. Besides, he has an intention to exert a certain influence on the addressee.

There are many ways of expressing the author's image, including the plot and composition. All the compositional forms of the author's speech (description, narration, reasoning) with different degrees of explicitness present the author's individual viewpoint. One of the powerful means of asserting author's position is a system of stylistically marked units employed in the text. Among them the role of imagery should be particularly emphasized. Indeed, image-bearing stylistic devices are used in the text to express evaluative, subjective attitude of the author towards the things described.

It should be noted that the factor of the addresser/addressee in literary discourse, unlike other types of discourse, is characterized by some peculiar features conditioned by the fact that there are two types of the addresser: addresser-writer, and addresser-personage and the two types of the addressee: addressee-reader and addressee-personage. All this is indicative of a complex system of

implicit relationships between the author and the reader, and a multifold communicative structure of literary discourse.

So far it has been established that semantic intertextual frames allow us to approach intertextuality and the creation of intertextual links by looking at word-level connections. An important contribution of this model is related to the activation of two levels of word meaning supporting the view expressed by a number of literary theorists. More specifically, Riffaterre (1980: 637-638) has used the term *syllipsis* to describe the process by which a word is ‘understood in two different ways at once, as meaning and as significance’ or else ‘as contextual meaning and intertextual meaning’. Moreover, Perri (1978) has made a similar remark suggesting that allusions specify properties of connotation, which are tacitly specified, despite the fact that they remain unexpressed. Alluding markers have at least a double referent, ‘which signifies un-allusively, within the possible world of the literary text’, and allusively, ‘to one or more texts outside its context’, or echo back a previous part of the text (Perri 1978: 295). Consequently, the existence of two levels of meaning is proposed alluding to Riffaterre’s contextual and intertextual meaning. Similarly, Lennon (2004) seems to presuppose the existence of two levels when he talks about ‘in praesentia’ and ‘in absentia’ units of language influencing the generation of phenomena of allusion. The two levels of meaning can be explained in the current model by the simultaneous activation of two cognitive models. For example, in Bogan’s poem, [CROW] can give rise to two cognitive models, BIRD and LITERARY ENTITY. This way a reader has access to two pools of knowledge which allow for a literal interpretation of the lexical item as an animal and also stretch outside the context to an intertextual interpretation.

Lecture 10
TEXT PRAGMATICS
Plan:

- 1. Types of pragmatic intention**
- 2. The pragmatic attention**
- 3. The pragmatic intention to interest the reader**
- 4. The pragmatic intention of emotional impact**

KEY WORDS: pragmatic intention, emotion, verbalize, reader.

Pragmatic intention is understood as verbalized in the text the addresser's deliberate intention to exert influence on the addressee with the aim to cause some reconstruction in his world picture.

The general pragmatic intention of literary discourse is an aesthetic influence on the reader. However, in concrete situations the types of pragmatic intentions vary, and so does their impact. The pragmatic intention is an organizing principle of the text. It predetermines the choice of language means, structural and semantic peculiarities of the text. Therefore pragmatic analysis aims to find language units which explicitly or implicitly make pragmatic intentions recognizable. According to the type of the pragmatic intentions the forms of its language utilization vary.

Accepting the assumption that pragmatic intentions are materialized in the language units, we define the type of pragmatic intention proceeding from: a) the analysis of all the parameters of a verbal sign, the ways of its introduction, organization and reorganization in the discourse; b) verbalized in the discourse direct or indirect indication to a pragmatic intention; c) indication to the addressee's verbal and non-verbal reaction. There defined the following types of pragmatic intentions:

- The pragmatic intention "to attract attention;
- To interest the reader;
- To exert an emotional impact;
- To activate knowledge structures;
- To stimulate the addressee's creativity;
- To represent the conceptual world picture.

The above mentioned pragmatic intentions are enumerated in accordance with an increasing degree of their complexity and aesthetic value. The pragmatic intentions aimed to represent the conceptual world picture is ranked as the most global one. It embraces all other types of pragmatic intentions and some extent coincides with the fiction of literary discourse to produce an aesthetic influence on the reader.

3. The pragmatic intention to interest the reader

The pragmatic intention is associated with the phenomenon of actualization, which has been discussed by many scholars. The actualization is understood as the usage of language means which is preserved as unusual, deautomatized, and therefore it attracts attention of the reader.

The idea of "deautomatization" refers to the notions of foregrounding, convergence of stylistic means, parallelisms as basic signals of conceptual information remain actual and significant.

The means of "deautomatization" are mainly found on the surface layer of the text and characterized by various kinds of structural transformations, which serve to realize the pragmatic intention "to attract the readers attention".

In the area of syntax – 'sentence analysis' – the principled discussion on the question of whether syntax is an autonomous and purely formal level of representation is still going on,

especially with the recent rise of cognitive linguistics (cf. Langacker, 1986; Jackendoff, 1996) (see also Cognitive Linguistics).

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

Several scholars have argued that the analogy with sentence grammar is not convincing, among them Brown and Yule (1983) and Wilensky (1983):

... while our intuition of 'sentencehood' is a clearly linguistic notion, our intuition of 'storiness' most certainly is not [...]. the notion of 'Story' refers to actions, events, goals, or other mental or conceptual objects. In other words, our intuitions about stories are closer to our intuitions about the meanings of sentences than they are about they are about sentences themselves
(Wilensky, 1983: 580).

And indeed, ever since Halliday and Hasan (1976), Hobbs (1979), and van Dijk (1977), it is widely accepted that purely formal or syntactic principles play a far smaller role at the discourse level. It is hard, for instance, to make much sense of the idea of a structurally 'well-formed' but semantically anomalous text. There is a consensus that the well-formedness of a discourse is primarily to do with its meaning –more specifically, with the question of whether the meanings of its component segments can be related together to form a coherent message.

What Makes a Text a Text?

What, then, are the crucial characteristics of text? At present, the dominant stance is that 'coherence' explains best the connectedness shown by texts. Coherence is considered a mental phenomenon; it is not an inherent property of a text under consideration. Language users establish coherence by relating the different information units in the text.

'Referential coherence': smaller linguistic units (often nominal groups) may relate to the same mental referent throughout the text (see also Discourse Anaphora); or . 'Relational coherence': text segments (most often conceived of as clauses) are connected by coherence relations, such as cause-consequence, between them (see also Clause Relations). Both coherence phenomena under consideration –referential and relational – have clear linguistic indicators that can be taken as processing instructions.

For referential coherence, these are anaphoric devices such as pronouns, and for relational coherence these are connectives and (other) lexical markers of relations. Ever since the seminal work of linguists such as Chafe (1976) and Prince (1981), both functional and cognitive linguists have argued that the grammar of referential coherence can be shown to play an important role in the mental operations of connecting incoming information to the existing mental representations. For instance, referent NPs are identified as either those that will be important and topical, or as those that will be unimportant and nontopical. Hence, topical referents are persistent in the mental representation of subsequent discourse, whereas the nontopical ones are nonpersistent. In several publications, Ariel (1988, 2001) argued that regularities in grammatical coding should indeed be understood to guide processing. She studied the distribution of anaphoric devices and suggested that zero anaphora and unstressed pronouns cooccur with high 'accessibility' of referents, whereas stressed pronouns and full lexical nouns signal low accessibility. This cooccurrence can easily be understood in terms of cognitive processes of activation: high-accessibility markers signal the default choice of continued activation of the current topical referent. Low-accessibility anaphoric devices, such as full NPs or indefinite articles, signal the terminated activation of the current topical referent and the activation of another topic (see Accessibility Theory).

'Centering theory' (see Walker et al., 1998 for an overview) makes explicit and precise predictions about the referent that is 'in focus' at a certain moment in a discourse. It even predicts that the degree of text coherence is determined by the extent to which it conforms to 'centering constraints.' Given a clause in which referential antecedents are presented, centering theory predicts the likelihood that an antecedent will be a central referent – which is 'in focus' – in the next clause. The salience of a discourse entity is determined by a combination of syntactic, semantic, and pragmatic factors, such as grammatical role (subject or not), expression type (zero, pronoun, or NP), and discourse topic-hood. Several processing studies have demonstrated the 'psychological reality'

of linguistic indicators of referential coherence (see Garrod and Sanford, 1994, and Sanford and Garrod, 1994, for an overview; see also Discourse Processing).

We now turn to (signals of) 'relational coherence.'

'Coherence relations' are often taken to account for the connectedness in readers' cognitive text representation (cf. Hobbs, 1979; Sanders et al., 1992). They are also termed 'rhetorical relations' (Mann and Thompson, 1988; see Rhetorical Structure Theory) or 'clause relations' (see Clause Relations).

'Coherence relations' are meaning relations connecting, at a minimum, two text segments. A defining characteristic for these relations is that the interpretation of the related segments needs to provide more information than is provided by the sum of the segments taken in isolation (Sanders et al., 1992).

Examples are relations like 'cause-consequence,' 'list,' and 'problem-solution.' These relations are conceptual and they can, but need not, be made explicit by linguistic markers, so-called connectives (because, so, however, although) and lexical cue phrases (for that reason, as a result, on the other hand)

In sum, it can be concluded that there is compelling evidence, from both linguistic and psycholinguistic studies, in favor of the view that referential and relational coherence are crucial principles, which make a set of sentences a text.

Lecture 11 COGNITIVE THEORY OF TEXT

Plan:

1. The main principals of cognitive linguistics
2. Cognitive principles of information in the text
3. Foregrounding and its types

KEY WORDS: cognitive, foregrounding, conceptualization, category.

Cognitive linguistics is concerned with the study of the relationship 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 layer. So the general principals 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;
- in cognitive linguistics attention is focused on relationships between language patterns and mental structures, the process of conceptualization and categorization of the world information and its language 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 the main source of representing information about the world.

Cognitive principles of information in the text

Information is understood as knowledge represented and transferred by language forms in the process of communication.

Cognitive information consists of knowledge, convictions, opinions, views, positions. Contextual information presents speech acts, situations, communication. So, the character of information, and its organization in the text play a significant role in text production and perception. There are several cognitive principles of distinguishing information in the text: the principles of iconicity, of distinguishing old and new information, relevance and foregrounding. The principle of iconicity requires some kind of conformity between the world perception and its language representation in the text. Iconicity and a cognitive principle requires the description of events in the text in the same order as that in reality. It concerns not only chronological, but also spatial, causative, socially-conditioned regularities of the text elements reflecting the development of events in reality. Iconicity concerns the category of time in fiction. Time in the fiction can be real-unreal, realistic-fantastic, ordinary-mystic, dynamic static, simultaneous-successive, short-long, fast-slow, ancient-modern.

There are various means of expressing time in literary text:

- a system of tenses;
- lexical means (once upon a time, in his youth etc.);
- stylistic means (allusion, reference to some events associated in the past);
- composition of the text.

Another cognitive principle of text construction is connected with the differentiation of old (given, known) and new (unknown) information. The incorporation of new information into that already known is a basis of text production and perception.

Old information can be given in the preceding fragment of the text, belong to the fund of common knowledge of the addresser and addressee; it can be enter into a persons thesaurus. For example a *moneyholic*.

3. Foregrounding and its types

Foregrounding stands out as a stimulus or a key in the language processing information. Foregrounding is associated with unexpectedness, surprise, and heightened attention. It marks out the most essential, relevant fragments of the text.

Besides, foregrounding directs text interpretation, and activates not only knowledge structures, but also intentions, attitudes, emotions. I.V. Arnold distinguishes the linguistic mechanism of foregrounding in a fictional text the following types; convergence, coupling, and defeated expectancy.

The convergence is created by a number of stylistically marked units; a) inversion, b) repetition, c) occasionalisms, d) simile, e) epithet etc. Coupling is created by all types of repetition, parallel structures, synonyms, antonyms, words belonging to one semantic field. The next type of foregrounding defeated expectancy which encodes a verbal chain. The pragmatic effect of defeated expectancy appears in many language units:

- lexical means; rare words, archaisms, borrowings, words in unusual syntactical function;
- stylistic means; zeugma, oxymoron, irony, periphrasis, enumeration, pun, paradox;
- phraseological means; various transformations and changes of both lexical constituents and compositional structures.

How they are read e.g., serially or non-serially, once or repeatedly, browsed or studied in depth, etc.

Why they are read e.g., for professional or personal reasons, to learn or not, out of interest or out of need, etc.

What type of information they contain e.g., technical or non-technical, about Human Factors or not, general or specific, textual or graphical, etc.

- Cohesion is linguistically explicit and signals underlying semantic relationships between text elements.
- Coherence: underlying organiser which makes the words and sentences into a unified discourse that conforms to a consistent world picture. A coherent text is meaningful, unified, and gives the impression of "hanging together".

The basic organisations of cognitive linguistics (CL) are semantic-phonological mappings and in this respect CL is like all semiotic approaches to communication. The significant difference is that CL is squarely focused on meaning and rejects any non-semantic component to the grammar (for example, empty categories).

The concept of the 'text' as the artifact generated by a signifying system and open to inquiry has been of singular importance for literary and cultural studies. In a more general sense, the idea of text is the most essential datum upon which a considerable amount of research dealing with signifying systems is based. M. Bakhtin claims that the notion of text is "the primary datum of the human sciences . . . the immediate reality (reality of thought and of experience) within which this thought and these disciplines can exclusively constitute themselves. Where there is no text, there is neither object of inquiry nor thought" (Bakhtin, 1986: 103ff.).

Daniel Chandler's reflections on the textual fabric of signification encourages us to observe that, in general, a text can be characterized as a network of signs constructed in adherence to codes and subcodes in which we find ingrained cultural practices, beliefs, and values. If anything, codes go beyond specific and separate texts connecting them in an interpretative network system to which both the creator and the consumer of the texts refer. One of the functions of codes is to simplify things with the view of facilitating the communication of ideas. The challenge is that of containing the multiplicity of meanings that a text could generate. This challenge is met by reading the signs of the text in accordance to what we deem as the more plausible codes. While textual codes do not ultimately establish the possible interpretations of texts, the prevailing codes limit them. Social practices function to curtail the meanings that an interpreter seeks to attribute to signs. Codes operate to ensure a 'preferred reading' as opposed to an 'aberrant decoding.'

They are not limited to being instruments of communication; if anything they constitute systems

of process belonging to related conventions that function in specific contexts. Under the rubric of textual codes we find scientific codes (including mathematics), aesthetic codes (including the many expressive arts), genre, rhetorical, and stylistic codes, and mass media codes. Under the heading of social codes we find language, corporeal codes, commodity codes, and behavioral codes. The

interpretative codes include perceptual codes and ideological codes. These three categories of codification are in their most important features linked to the triad of knowing that the interpreter of a text must possess; namely, (1) the world (social knowledge), (2) the medium and the genre (textual knowledge), and (3) the relationship between (1) and (2) (modality judgments).

An example of a textual code is the genre. The first observation to be made is that any taxonomy of genres could never fully represent the multiplicity of elements and structures that are contained in texts. Any understanding of what constitutes a genre is the result of a negotiated consensus about the general and specific features of the given cultural product (Chandler, 2002: 159–160).

Lecture 12

COGNITIVE THEORY OF TEXT

Plan:

1. Theory of Frame
2. Frame analysis
3. The pragmatic intention of co-intention. The Politeness
4. Representing the conceptual world picture

KEY WORDS: frame, conceptual, semantics, relation.

Text can be used for both written and spoken language. It usually refers to a stretch, an extract or complete piece of writing or speech. Texts generally adhere to broad conventions and rules which determine the language and structure used in particular text types. Discourse is a much wider term. It can also be used to refer to language in action, such as legal discourse, which has characteristic patterns of language. Discourse studies look at how writing, and speech, is patterned and linked across the text as a whole.

Frame is schematisation of experience (a knowledge structure), which is represented at the conceptual level and held in long-term memory and which relates elements and entities associated with a particular culturally embedded scene, situation or event from human experience. Frames include different sorts of knowledge including attributes, and relations between attributes.

Frame semantics is a theory of [linguistic meaning](#) developed by [Charles J. Fillmore](#) that extends his earlier [case grammar](#). It relates [linguistic semantics](#) to encyclopaedic knowledge. The basic idea is that one cannot understand the meaning of a single word without access to all the essential knowledge that relates to that word. For example, one would not be able to understand the word "sell" without knowing anything about the situation of commercial transfer, which also involves, among other things, a seller, a buyer, goods, money, the relation between the money and the goods, the relations between the seller and the goods and the money, the relation between the buyer and the goods and the money and so on.

Thus, a word activates, or evokes, a frame of semantic knowledge relating to the specific concept it refers to (or highlights, in frame semantic terminology).

A **semantic frame** is a collection of facts that specify "characteristic features, attributes, and functions of a denotatum, and its characteristic interactions with things necessarily or typically associated with it." ^[1] A semantic frame can also be defined as a [coherent structure](#) of related concepts that are related such that without knowledge of all of them, one does not have complete knowledge of any one; they are in that sense types of [gestalt](#). Frames are based on recurring experiences. So the commercial transaction frame is based on recurring experiences of commercial transactions.

Words not only highlight individual concepts, but also specify a certain perspective from which the frame is viewed. For example "sell" views the situation from the perspective of the seller and "buy" from the perspective of the buyer. This, according to Fillmore, explains the observed asymmetries in many [lexical relations](#).

While originally only being applied to [lexemes](#), frame semantics has now been expanded to [grammatical constructions](#) and other larger and more complex linguistic units and has more or less been integrated into [construction grammar](#) as the main semantic principle. Semantic frames are also becoming used in [information modeling](#), for example in [Gellish](#), especially in the form of 'definition models' and 'knowledge models'.

field-based reference frame A **reference frame** involving a **spatial relation** established between a **figure** and a **reference object** in which the **axial properties** associated with the reference object derive from an **encompassing secondary reference object**. For instance, in the following example: *John is in front of Mary in the queue*, the *queue* serves as an encompassing secondary reference object, providing the primary reference object with an orientational frame. That is, Mary can be turned with her back to John, and yet John is still 'in front' by virtue of the directionality provided

by the queue. In other words, the reference object, Mary, is provided with particular axial properties by virtue of being encompassed by the queue.

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. There are also such terms as scheme, scripts, plans and others. Despite some differences, all these terms designate the idea that knowledge is not a sum of separate facts but a complex 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 include:

1. searching for the verbal signals representing conceptually important frames;
2. decoding their frame semantics, associative, figurative, contextual links;
3. activating knowledge structures, contextual and propositional functions;
4. conceptualizing textual information.

Through a systematic examination of texts, the methodology of frame analysis provides a content analysis of political documents that systematically analyzes their ideational contents and relational aspects. It aims to document features such as exchanges between political actors, their communication strategies, and changes over time. The use of the concepts of 'frame' and 'framing' clearly indicates a lineage with the work of Erving Goffman, who with this term referred to the textual conjunct function of concentrating attention on some aspects while excluding others. This emphasis on inclusion and exclusion mechanisms, on social controversies and the associated actors and processes, is widely utilized in political research – a scan of a database of political journal articles would for instance bring out well over a thousand references in recent years which use the framing metaphor.

In a society that is increasingly dependent on publicly mediated processes of formation, diffusion, and negotiation of cultural contents, the role of debating arenas becomes crucial. This refers to sectoral social and political arenas such as social movements, political parties, workplaces, and churches, but more importantly one has to emphasize the role of the general media as a debating space in which social issues are framed. Framing theorists concentrate on the operating mechanisms of these arenas and examine topics such as the formation of mobilizing ideas, the responses of opponents, and the processes of redefinition that mobilizing ideas undergo under the influence of movement allies and institutional environments. The concept of frame refers, then, to a central organizing idea that defines for an audience what is important in a debate. Frames also generally specify the causes of a problematic situation and indicate solutions, and movement frames stress the importance of active individual engagement.

The modification of frames that movements undergo, either intentionally or as a result of broader cultural processes, has been described in terms of the concept of 'frame alignment.' This refers to mechanisms that connect a social movement frame to another societal frame. This connection can take the form of 'frame bridging' when two previously unconnected frames come to be discursively connected. 'Frame amplification' takes place when existing but underspecified frames are articulated and the favorable implications for a movement are emphasized. 'Frame extension' takes place when movements attempt to modify a frame in a direction that is congruent with their views and 'frame transformation' when only a radical realignment of messages can connect a movement frame with public opinion. Through these categories it is possible to accomplish a set of theoretical objectives such as the integration of micro and macro variables and of cultural and structural variables.

The author of a fictional text presupposing the reader's ability for creative thinking, deliberately involves him in his creative activity. In other words, one of the main pragmatic intentions of a fictional text is the so called "co-authorship", indeed, the reader really "enjoys reading" when something is disclosed to him as a miracle, when he decodes senses that were encoded by the author.

The realization of the pragmatic intention in question is ensured by such features of the text as implicitness, ambiguity, associativeness.

Pragmatics deal with the interpretation and use of utterances/sentences with reference to the interaction between the speaker and the listener and the communicative function meaning, we need to move from the conceptual meaning to the pragmatic meaning.

The Politeness. In many languages pragmatic distinctions of formality, politeness, and intimacy are spread through the grammatical, lexical and phonological systems, ultimately reflecting matters of social class, status, and role. One of the best example is the pronoun system that denotes pragmatic force (Crystal 1989 :120).

Many of the meanings and understandings, at the level of ongoing process interpretation of speaker's intent, depend upon culturally specific conventions, so that much of the meaning in any encounter is indirect and implicit. The ability to expose enough of the implicit meaning to make for a satisfactory encounter between strangers or culturally different speakers requires communicative flexibility.

It characterised communication as essentially involving rationality and cooperation, displayed by the requirement that cooperative interlocutors must be guided by reasoning about mental states: speaker's meaning, whose recovery is elevated as the fundamental criterion for successful communication, involves the speaker at least (a) having the intention of producing a response (e.g. belief) in the addressee (i.e. having a thought about the addressee's thoughts) and (b) also having a second order intention regarding the addressee's belief about the speaker's second order thought (in order to capture the presumed fulfillment of the communicative intention by means of its recognition).

While we interpret and use utterances, depending on the shared knowledge of the real world, it is also necessary for us to use and understand the speech acts, i.e. utterances as functional units in communication. In speech act theory, utterances have three meanings:

(i) *Propositional (locutionary speech act)*: the literal/conceptual meaning conveyed by the particular words and structures which the utterance contains.

(ii) *Illocutionary meaning (illocutionary force)*: the effect the utterance has on the hearer. The act is performed as a result of the speaker's utterance, i.e. saying = doing (betting, promising, warning, etc.)

(iii) *Perlocutionary act*: the particular effect the speaker's utterance has on the hearer, who might feel amused, persuaded, warned, etc.

To understand our interlocutor's utterance *semantically*, and *pragmatically*, we must take into account such notions as

(i) the intentions of the speaker,

(ii) the effect of utterance on listeners,

(iii) the implications that follow from expressing something in a certain way, and

(iv) the knowledge, beliefs, and presuppositions about the world upon which speakers and listeners rely when they interact.

Conceptual world picture is understood as a global image of the world and its essential features reflected in individual's mind as a result of his spiritual activity. Language world picture is explicated with the help of language means, systematically organized and socially important model of the conceptual world picture. It is a means of transferring information about the world, people, relations.

The cognitive approach to the text reveals its complicated cognitive structure, and shows that the processes of text production and perception are based on the cognitive principles.

Lecture 13

TEXT ANALYSIS

Plan:

1. Genres, Registers, Domains, Styles, Text Types, & Other Confusions

2. Structure-Oriented Approaches

Now that we have an idea of what a text is, we can define 'text analysis' as the systematic dissection of a textual unity in its constituent parts and the study of those parts in relation to each other. By consequence, text analysis focuses on the linguistic elements present in the text. Texts may be analyzed with different aims and from several perspectives.

A first text-analytic research goal is of a theoretical nature. It concerns the further development of linguistic theory at the discourse level: how are texts structured? There are now several well-established theories that propose mechanisms by which the meaning of individual sentences can be constructed, but the situation with entire texts is different. Text analysis is of crucial importance to the further development of text linguistics.

A second aim is to provide insight into the cognitive processes of reading and writing, or in the text representation that language users have of a text. In reading research, the role of text structure is an important research topic in which text analyses are used to model both the text structure and the representation that readers make of it (see previous paragraph).

In writing research, the role of text analysis has received less attention for a long time, even though Bereiter and Scardamalia (1987) argued for the interaction between psychological models and text linguistic research. They pointed to a deficiency in studies of writing and argued that text analysis had a large role to play in discovering the implicit rules of composition.

A third aim is of a computational linguistic nature: the development of computational models of automatic summarization, text generation, and interpretation. Here, the analysis of natural texts should provide the rule system to arrive at such computational models. Although some theories and models discussed in the sections to follow were explicitly developed in the context of such a computational enterprise (such as Rhetorical Structure Theory), computational text analyses are not discussed here (see Natural Language Processing: Overview).

A fourth aim is the evaluation of text quality in the context of written composition and document design. A text analysis can provide the basis for a comparison of similar texts, enabling researchers to compare the writing ability of the authors (Cooper, 1983). In document design, text analysis can predict areas where readers may have difficulties and where

Why is it important to know what these different terms mean, and why should corpus texts be classified into *genres*? The short answer is that language teachers and researchers need to know exactly what kind of language they are examining or describing. Furthermore, most of the time we want to deal with a specific *genre* or a manageable set of genres, so that we can define the scope of any generalisations we make. My feeling is that *genre* is the level of text categorisation which is theoretically and pedagogically most useful and most practical to work with, although classification by *domain* is important as well. There is thus a real need for large-scale general corpora such as the BNC to clearly label and classify texts in a way that facilitates language description and research, beyond the very broad classifications currently in place. It is impossible to make many useful generalisations about "the English language" or "general English" since these are abstract constructions. Instead, it is far easier and theoretically more sound to talk about the language of different *genres* of text, or the language(s) used in different *domains*, or the different types of *register* available in a language, and so forth. Computational linguists working in areas of natural language processing/language engineering have long realised the need to target the scope of their projects to very specific areas, and hence they talk about *sublanguages* such as air traffic control talk, journal articles on lipoprotein kinetics, navy telegraphic messages, weather reports, and

aviation maintenance manuals. (see Grishman & Kittredge, 1986; Kittredge & Lehrberger, 1982, for detailed discussions of "sublanguages").

The terminological issue I grapple with here is a very vexing one. Although not all linguists will recognise or actively observe the distinctions I am about to make (in particular, the use of the term *text type*, which can be used in a very vague way to mean almost anything), I believe there is actually more consensus on these issues than users of these terms themselves realise, and I hope to show this below.

Internal Versus External Criteria: Text Type & Genre

One way of making a distinction between *genre* and *text type* is to say that the former is based on external, non-linguistic, "traditional" criteria while the latter is based on the internal, linguistic characteristics of texts themselves (Biber, 1988, pp. 70 & 170; EAGLES, 1996).¹ A *genre*, in this view, is defined as a category assigned on the basis of external criteria such as intended audience, purpose, and activity type, that is, it refers to a conventional, culturally recognised grouping of texts based on properties other than lexical or grammatical (co-)occurrence features, which are, instead, the internal (linguistic) criteria forming the basis of *text type* categories. Biber (1988) has this to say about external criteria:

Genre categories are determined on the basis of external criteria relating to the speaker's purpose and topic; they are assigned on the basis of use rather than on the basis of form. (p. 170)

In summary, with *text type* still being an elusive concept which cannot yet be established explicitly in terms of linguistic features, perhaps the looser use of the term by people such as Faigley and Meyer (1983) may be just as useful: they use *text type* in the sense of the traditional four-part rhetorical categories of *narrative*, *description*, *exposition* and *argumentation*. Steen (1999, p. 113) similarly calls these four classes "types of discourse."⁴ Stubbs (1996, p. 11), on the other hand, uses *text type* and *genre* interchangeably, in common, perhaps, with most other linguists. At present, such usages of *text type* (which do not observe the distinctions Biber and EAGLES try to make) are perhaps as consistent and sensible as any, as long as people make it clear how they are using the terms. It does seem redundant, however, to have two terms, each carrying its own historical baggage, both covering the same ground.

"Genre," "Register," and "Style"

Other terms often used in the literature on language variation are *register* and *style*. I will now walk into a well-known quagmire and try to distinguish between the terms *genre*, *register*, and *style*. In his *Dictionary of Linguistics and Phonetics*, Crystal (1991, p. 295) defines *register* as "a variety of language defined according to its use in social situations, e.g. a register of scientific, religious, formal English." (Presumably these are three different registers.) Interestingly, Crystal does not include *genre* in his dictionary, and therefore does not try to define it or distinguish it from other similar/competing terms. In Crystal & Davy (1969), however, the word *style* is used in the way most other people use *register*: to refer to particular ways of using language in particular contexts. The authors felt that the term *register* had become too loosely applied to almost any situational variety of language of any level of generality or abstraction, and distinguished by too many different situational parameters of variation. (Using *style* in the same loose fashion, however, hardly solves anything, and, as I argue below, goes against the usage of *style* by most people in relation to individual texts or individual authors/speakers.)

Structure-Oriented Approaches

Most linguistic methods of text analysis focus on the general properties of text structure, abstracting away from the specific content of individual texts. Accounts of text structure usually pay attention to 1. the meaning of the left-right relations between text segments, where the analysis is based on relational and referential coherence; and 2. the hierarchical structure of the text, which accounts for the intuition that the information that is ordered higher in a tree-like representation is more important than the lower information.

Superstructure van Dijk and Kintsch's (1983) model included micro- and macrostructures, which resulted in a representation of the text content, as was discussed above. The third element in their model is the 'superstructure,' which "provides a kind of overall functional syntax for the semantic macrostructures" (van Dijk and Kintsch, 1983: 242). It is the conventional, hierarchical form in

which the content of the macrostructure is presented. An example of such a superstructure is that of the type ‘news discourse,’ in which superstructural categories are distinguished, for example, headlines, lead, context, event. Superstructural categories are typically of a global nature in that they organize larger chunks of text rather than consecutive sentences. In addition, a superstructure analysis proceeds top-down: it starts from the highest text level. Superstructures for several other conventional text types were developed, among them the ‘Experimental article.’ There seems to be a clear parallel here with text type and genre: it would seem logical to expect that stereotypical text types can be characterized in terms of a superstructure (see Genre and Genre Analysis). Therefore, a text analysis in terms of superstructures is text type-specific by definition. Clause Relations, Coherence Relations, and Discourse Patterns By contrast, a text analysis based on clause or coherence relations would be generally applicable, independent of text types. It proceeds bottom-up, starting from consecutive clauses. One common relation is called ‘problem-solution’ or ‘solutionhood’ (see Problem-Solution Patterns). See examples (5) and (6).

Mann and Thompson (1986, 1988) treated solutionhood as simply one of the relations, where others have argued that solutionhood was more complex than that (Grimes, 1975; Hoey, 1983; Sanders et al., 1993): “Both of the plots of fairy tales and the writings of scientists are built on a response pattern. The first part gives a problem and the second the solution” (Grimes, 1975: 211). On the basis of clause relations, more complex structures can be built: a ‘discourse pattern’ (Hoey, 1983) or a ‘response pattern’ (Grimes, 1975). Hoey (1983) argued that a recurrent combination of clause relations can organize a substantial text fragment, or even a whole text. See the illustrating example from Hoey (1983: 35):

(7) (i) I was on sentry duty.

(ii) I saw the enemy approaching.

(iii) I opened fire.

(iv) I beat off the attack.

Hoey provided several paraphrase tests to recognize the clause relations on which the pattern is based:

‘instrument-achievement’ with ‘(iii) thereby (iv),’ ‘by (iii) . . . ing,’ and ‘(iii) by this means (iv)’ (Hoey, 1983:

39–41); and ‘cause-consequence’ ‘because (ii), (iii)’ and ‘(ii) therefore (iii)’ (Hoey, 1983: 41–42). Paraphrase

tests like these are often a great help for inexperienced text analysts, who find it hard to determine the exact relationship expressed between text segments.

This heuristic to identify discourse patterns is an outstanding example of a text-analytic method in the field of clause and coherence relations. The research in this field discussed earlier in this section has probably been more important for the identification of coherence relations and for the theoretical issues discussed earlier (the nature of coherence, taxonomies of relations, the linguistic expression and processing of relations).

Lecture 14

TEXT ANALYSIS

Plan:

- 2. Text Mining**
- 3. Data Mining**
- 4. Association Mining**

Text Mining

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Text mining is the discovery of knowledge ‘buried’ in large collections of textual documents aided by computational methods; it is related to information retrieval (IR) (see Document Retrieval, Automatic) and information extraction (IE) (see Information Extraction, Automatic).

A classic example of text mining is the discovery by Swanson (1991) that magnesium deficiency is associated with migraine headaches using the (semi-)automated analysis of the titles of papers in the biomedical literature. The titles of the papers contained separate associations between pairs of concepts including stress, magnesium loss, calcium channel blockers, spreading cortical depression, platelet aggregability, and migraine patients, but in none was a direct link made between magnesium deficiency and migraine. After the discovery made through text analysis, the link was subsequently demonstrated clinically.

Swanson described the mining scenario as “complementary research” and showed that the mining of associations between different literatures could yield more fruit in the biomedical sciences by publishing a succession of further similar discoveries. The term ‘text mining’ was coined on the basis of a metaphor, and there is much scope for disagreement about what is and is not text mining. Several survey articles have sought to define the field, and to provide indexes to activities and resources in the area. One of these is Hearst (1999a), which compared and contrasted ‘text mining’ with the related terms ‘data mining,’ ‘database query,’ ‘information retrieval,’ ‘computational corpus linguistics,’ and ‘information extraction.’ Hearst pointed out that text mining often includes IE as a filtering step and also that many techniques used so far in text mining are similar to those of computational corpus linguistics. Text mining is done to discover knowledge that is useful for an application, in contrast to the automated acquisition of linguistic knowledge from texts to provide resources for natural language processing (NLP) applications. Common applications are business intelligence (Sullivan, 2001) and knowledge extraction from the literature of the biomedical sciences (Shatkay and Feldman, 2003). Both Hearst (1999a) and Sullivan (2001) give more details about Swanson’s complementary literature research.

Text mining is commonly understood, like data mining, to be an activity that reveals previously unknown knowledge from a large body of text. The individual operations that constitute text mining are as varied as those of data mining. One approach is to preprocess the text, using methods from IR and IE, to turn the textual data into a normalized database form and then to apply standard data-mining algorithms to the database. However, there are also extractive and exploratory techniques that can be applied directly to the text.

Data Mining

The term ‘text mining’ has recently replaced the earlier ‘text data mining,’ which gives a clue to the origin of the term. Data mining, or knowledge discovery in databases (KDD), is the search for associations between types of occurrence recorded in databases and is usually associated with commercial applications, such as marketing. An example is the discovery from supermarket till data that those who buy diapers are disproportionately also likely to buy beer for home consumption. It turns out that these purchases are made by fathers, who now have fewer opportunities to socialize outside the home than they had when they were childless. Once this sort of association has been discovered, it can be used for various marketing purposes, for example,

store design and direct-mail purchase recommendations. In the fields of databases and management information systems, it is customary to refer to a pyramid in which data sit at the bottom, information lies above, and knowledge sits at the top. Data are the elementary facts recorded in the database, for example, that, in a given transaction, the customer purchased a six-pack of a particular brand of beer.

Information is the higher-order facts based on aggregates of the simple data items; for example, knowing that the total sales of beer were up 12% on the previous week might inform a management decision about future purchases or sales promotions, whereas the raw data are only relevant operationally. Data and information can be extracted using a query language, such as SQL, to ask for either individual facts or functions such as the computing of means and sums over the individual facts. Knowledge, on the other hand, can be thought of as information that informs strategic rather than tactical decisions or as new information whose existence was previously unknown. Data mining, the activity of deriving knowledge from data and information, has been described as turning “what you didn’t know you didn’t know” into “what you know you know.”

Association Mining

The association of two data values in a database is stronger the more frequently they occur together, but, if the two values occur separately as often as they do together, the association is less reliable. These aspects of the strength of association are captured in the two measures: support and confidence. If we label the values A and B, and write a putative association rule A)B, these measures can be defined, with respect to the transactions t in a data collection D. The support for the rule {diapers} beer is thus the proportion of transactions with {diapers, beer} as a subset in the data collection, and its confidence is the ratio of its support to that of just {diapers}.

Sequence Mining

A major application of data mining concerns the discovery of temporal patterns, called ‘sequence mining.’ Trends in values that change over time (time series) may be analyzed into components such as a long-term trend, cyclic and seasonal variations, and random movements. If these separate components can be estimated from a sample, the next movement in the series can be predicted.

Sequential pattern mining is the combination of time series analysis and association mining, in which we seek to discover relationships between different time series. An example is a fall of a given magnitude in one business sector’s share prices followed, after a given interval, by a corresponding increase in a different sector.

Typical features—All the typical, non-fluency features of spoken English discussed in Units 2 and 4 occur here: ellipsis, false starts, repetition, pausing, hesitation and fillers (‘you know’, ‘sort of thing’, ‘er’, ‘um’, ‘pronounce things’). The written text has all the typical features of sentence formation, spelling, punctuation and so on.

Sentence construction—The written text has longer sentences with complex structures involving relative clauses (‘19 people, who come from all over the world’, ‘the people with whom I live’). In the interview, shorter sentences are used with the repeated structure of the introductory ‘There’ (‘There’s 19 people’, ‘there’s one girl’, ‘there’s um a couple of’).

Word order—The spoken text has normal word order. In the written text, position of clauses has been carefully controlled, particularly placing linked clauses close together (‘I and other people’, ‘the teasing for all members’). Most noticeable is the ‘unusual’ positioning of the object before the subject (‘This I disagree with’) which doesn’t commonly feature in everyday spoken language.

Verbs—Most of the verbs in the interview are in the active voice (‘they teased me’, ‘they said you’ve got’). In the written text, the passive occurs (‘I...was teased’, ‘I was told’).

Deixis—In the spoken text, ‘from up north’ is in direct relation to the current location of being in London (‘down south’). The written text makes no such connection.

Time relationships—Various differences can be found. In the interview, the date is given more precisely than in the written text which might seem unusual—possibly Louise was ready for this first question (‘late September 99’ v. ‘approximately 8 months ago’). This second example, from the written text, is deictic in that its meaning is only clear in relation to the present time. In the

written text, the time relationship between events is stated explicitly ('Since then', 'After a while'). In the interview, time either isn't mentioned or it's implicit from the interviewer's question.

Formality—Far more monosyllabic words and simple words, often of Anglo-Saxon origin, feature in the interview responses ('lived', 'joked', 'started'). In the written text, longer words are used and words of other language origins, noticeably here French ('resembled', 'recommenced', 'home to').

Creativity—We have, in the spoken text, an example of individual creativity with some words. This time a noun, in fact a place name (and they tend to be fairly fixed in English), has been converted into an adjective by the addition of the common suffix—y, meaning 'having the quality of', as in *creamy*. The motivation for this is uncertain. Humour? Vagueness? But by comparison, no creative words appear in the written version.

Representation—It's extremely difficult to represent pronunciation in writing without resorting to a phonetic alphabet. Of course, in the original interview, the voice successfully conveys the intended sounds ('flabbay', 'ouse') so in the written text, a writer has to use spelling, and maybe punctuation, to represent the spoken sounds ('owse', 'happieeee!').

Contractions—In the spoken text, contractions are common ('there's', 'can't', 'don't') but the full forms are used in writing ('I have noticed', 'it is').

Prosody—Once again, it's difficult to represent in written form all the associated features of spoken language, related to intonation, pitch, stress and pace and this hasn't been attempted here. However,

they can reflect meaning and attitude. The pitch of the voice dropped considerably on 'didn't understand *what you were* saying' and on 'what's the word'. The voice tends to drop on unimportant asides, some grammar words or if we feel uncertain or need time to think. Pace was noticeable in the rapid response to the question 'did you make any conscious effort to change how you spoke?' The immediate reply 'no' conveyed strength of commitment, possibly also humour.

Function—The oral interview is, by its nature, a discussion, with the questions prompting facts and inviting the interviewee to reflect on a given topic. The purpose of opening prompts is to set the context and provide the background which is needed in order to make sense of later contributions. The responses answer questions or develop points further; they relate past events and gives reasons. The written text narrates past events, giving examples. It states an opinion and a justification.

Lecture 15 LINGUOCULTURAL ASPECT OF TEXT THEORY

Plan:

1. Theme in Text, Identifying Theme
2. Linguoculturology and its notions
3. Conceptual role in fictional text
4. The role of title in the conceptual world picture representation
5. Cultural concepts and their verbalization in the text.

KEY WORDS: linguoculture, concept, theme, computational model.

Culture is seen either as a humanistic or as a sociolinguistic concept, with the concept of the intercultural, that characterizes the contact between people from different cultures, being of concern to researchers in communication studies and in education.

As a humanistic concept, culture is the product of a canonical print literacy acquired in school; it is synonymous with a general knowledge of literature and the arts.

Within linguistics, the study of discourse is frequently distinguished from other structural inquiries simply by the size and scope of the units of analysis. When one looks at linguistic entities larger than sentences, takes into consideration the organization of textual fragments, or begins to encompass turns at talk across different speakers, tools that were useful in analyzing sounds, words and their parts, or clauses become insufficient. It is in the choice of larger bodies of language, too, that the communicative traditions of specific social and cultural communities become immediately and unavoidably relevant. For what warrants selecting some particular fragment of speech as a unit in the first place? What gives it coherence and separates it from other surrounding talk?

Cultural considerations are always at work in such judgments.

Spoken discourse routinely includes vocal sounds other than phonation, voice qualities, nonspeech vocalizations (e.g., sighs, laughs, grunts), and other noises, which may have local and partly conventionalized import (a finger snap, a clap, a stomp, a slap, even a slammed door, a tapping pencil, or a spoon on a glass). Moreover, gestures and in general motions and attitudes of the body – themselves subject to cultural shaping (think of a nod, a bow, a wink, or a shrug) and to ideological shading ('it's not polite to point') – may form a central part of interaction, coordinating the discourse itself or complementing other signaling modalities.

Language is a culturally transmitted system.

Language matches the sorts of general definition of culturally transmitted systems given by anthropologists or evolutionary theorists concerned with culture. Language, like other cultural systems, is transmitted from generation to generation via a process of learning from the behavior of others.

The cultural transmission of language, based on its repeated transformation from grammar to data to grammar and so on, leads to the possibility of cultural evolution. Cultural evolution, in the broadest possible terms, is change in a culturally transmitted system over time. The cultural evolution of language, then, is change in a linguistic system over time as a consequence of its cultural transmission. In other words, cultural transmission potentially offers a uniform mechanism that explains both the genesis of language (a qualitative shift from a nonlinguistic system to a linguistic system) and language change (subsequent quantitative shift), at whatever temporal granularity is required.

The cultural evolution of language are as follows: (1) cultural transmission itself; (2) language use; and (3) ultimate function for reproduction. the learnability of linguistic systems can vary: due to their generalizability from a finite set of data (bottlenecked transmission) and due to learnability considerations arising from the biases of language learners (biased transmission). Languages are capable of expressing an infinite range of concepts, and any member of this infinite array of expressions is interpretable in turn. Acquiring a language therefore entails the acquisition of a system for producing and understanding such an infinite set of meaningful utterances.

W. Croft proposes two primary mechanisms for cultural evolution. First, language users will introduce innovations into the linguistic system during the process of communication. Second, social factors determine the differential cultural transmission of the competing linguistic variants that these innovations introduce.

One of the major trends of linguocultural text studies is the consideration of cultural concepts and their role in text semantics. Cultural concept is looked upon as a thematic dominant of the text. The problem of concept is in the focus of attention of many disciplines: cognitive linguistics, linguoculturology, linguoconceptology.

Concept- is a complex mental entity, a component of the basic world picture conceptually relevant either for individual linguistic personality or the whole linguocultural community. The formulation of a concept is conditioned by individual's emotional, physical, historical, personal and social experience acquired in the process of the world perception. The following traits of concept are relevant for the fictional text:

- Concept presents knowledge structures about the surrounding world;
- Concept is a cultural and nationally specific unit;
- Concept is a multifold structure consisting of notional, image-bearing and evaluative constituents;
- Concept is characterized by a string of emotional, expressive components and associative links.

The linguocultural approach to the problem in the question requires a new apprehension of a stylistic device which is regarded as:

- An aesthetic sign of a complex structure which serves as a means of conveying aesthetic values to the mind of the reader;
- One of the main means of verbalizing cultural concepts including notional, emotive and evaluative components;
- A fragment of the conceptual world picture expressing certain knowledge structures;
- A cultural model manifesting elements of universal and national culture.

The necessity to study texts in the cultural paradigm is conditioned by the fact that reflect in the inner spiritual world of an individual and convey cultural information about the world and fundamental cultural values. From the position text analysis puts forward the following tasks:

- to define a system of linguocultural units forming the linguocultural field of the text;
- to consider text as the author's individual world picture embracing a wide spectrum of conceptual senses of all-human, national-specific and individual character;
- to explore cultural concepts as content-thematic dominants of the text and the embodiment of certain cultural values.

Cross-cultural analysis is based on comparing and contrasting languages and cultures. It consists in cognitive interpretation of a) culturally and conceptually relevant language units in the text (linguoculturemes); b) universal and nationally-specific properties of language units including texts; c) cultural concepts manifesting particular domains.

Text World Theory approaches this considerable task by splitting human communication into three manageable levels: the 'discourse world,' the 'text world,' and the 'subworld' (Werth, 1994, 1995a, 1995b, 1999). The first of these levels, the discourse world, deals with the immediate situation surrounding at least one speaker or writer and one or more listeners or readers. These sentient beings are referred to in Text World Theory as the 'participants,' the conscious presence of whom is essential for a discourse world to exist. This is because the discourse world includes not only the participants and the objects and entities that surround them, but all the personal and cultural knowledge that the participants bring with them to a language situation. This knowledge is of central importance to our understanding of human communication, since it has the potential to impact upon both the construction and comprehension of a given discourse. The majority of preceding approaches to discourse study have fought shy of dealing with context, mainly because of the fact that its unwieldy nature at first appears incompatible with rigorous

linguistic analysis. Text World Theory, on the other hand, introduces the principle of 'textdrivenness' to provide a manageable route into the systematic examination of context. This principle specifies that, from the vast store of personal knowledge and experience available to the participants, it is the text produced in the discourse world that determines which areas are needed to process and understand the discourse at hand.

ADDITIONAL NOTES

Text is defined as the verbal part of communication, excluding the paralinguistic and non-verbal part of the communication. The text as such or the linguistic elements only make sense if they are interpreted by readers/listeners using their cultural or world knowledge. This interpreted text is the reader's text representation, which goes far beyond what is said in the text but also contains the inferences the hearer makes. The object of text linguistics is precisely text representation, not texts.

Typical features—All the typical, non-fluency features of spoken English discussed in Units 2 and 4 occur here: ellipsis, false starts, repetition, pausing, hesitation and fillers ('you know', 'sort of thing', 'er', 'um', 'pronounce things'). The written text has all the typical features of sentence formation, spelling, punctuation and so on.

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6. СЕМИНАР МАШҒУЛОТЛАРИ УЧУН МАШҚ ТОПШИРИҚЛАРИ ТЎПЛАМИ

CARD 1

1. Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The captain took a drink of rum. "His wife. That's what the man wants, and that's what he's gonna get."

The mate thought about this. "And what if she's tellin' the truth and she ain't the one he wants to marry?"

"I figure there's two ways to look at it. If she ain't this Maleson woman and the other one is, then Armstrong is askin' to marry a bitch that's a liar and who'd betray her best friend. On the other hand, that pretty little dark-haired lady could be this Bianca and she's lyin' just to get out of marryin' Armstrong. Either way, I think there ought to be a weddin' in the mornin'."

"And what about Armstrong?" the mate asked. "If he finds himself married to the wrong woman, I don't think I'd like to be around."

"That's what I thought, too. I plan to collect my money before he sees her and then be out of Virginia immediately. I don't think I'll even wait to see whether she is or isn't who he wants."

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 2

1. Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The wife of a rich man fell sick, and as she felt that her end was drawing near, she called her only daughter to

her bedside and said, "Dear child, be good and pious, and then the good God will always protect you, and I will look down on you from heaven and be near you."

Thereupon she closed her eyes and departed. Every day the maiden went out to her mother's grave, and wept, and she remained pious and good. When winter came the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife.

The woman had brought with her into the house two daughters, who were beautiful and fair of face, but vile and black of heart. Now began a bad time for the poor step-child.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 3

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The brain keeps the body in order. It helps to control all of the body systems and organs, keeping them working like they should. The brain also allows us to think, feel, remember and imagine. In general, the brain is what makes us behave as human beings.

The brain communicates with the rest of the body through the spinal cord and the nerves. They tell the brain what is going on in the body at all times. This system also gives instructions to all parts of the body about what to do and when to do it.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 4

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Do You Hate Spiders? If so, you are definitely not alone... I hate spiders too! In fact, over 50% of the world's population suffer from arachnophobia. Yes, that's right, more than half of the people on this planet hate spiders! How can we stop them? Because of my own fear of spiders I have spent the last five years researching all the available methods out there to stop spiders in their tracks and prevent them from getting near us and ruining our daily lives. Some methods are common sense and others use all the current technology available to control spider occurrences and to deal with them if they dare show their ugly faces to us.

Thanks to my spider controlling methods, my life is practically spider free now and my house is a much calmer place to be - just ask my boyfriend!

What do we do now?

You will find a lot of information throughout this website that will help you become as skilled as myself at preventing beastly spiders from getting near you or your home. But if you want a lazier fast-track way to get all this knowledge quickly then just press the magic button below and change your life forever...

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 5

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Different areas of the brain are concerned with different functions. If I drilled a hole in your head with my Black & Decker, and then put a piece of copper wire in and wiggled it about, I could give your brain a little electric shock; not enough to kill you of course, but enough to make something happen. So if the electrode was put into your taste centre you might taste something even though there was nothing in your mouth. We know exactly where to put the wires to make different things happen. So an electric shock in another area might make you wiggle your toes. That explains why you "see stars" when you bang your head and stir up the visual centre which is at the back of your brain. There are areas of the brain which deal with speech, hearing, smell, sight, movements, salivating, and so on. Some of these centres are concerned with the information coming into the brain (sensory areas) and others are concerned with making something happen (motor centres).

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 6

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Believe it or not, things are indeed falling into place. And in June, although others may seem self-involved, you have a fair amount of support. Even if you feel tremors of change in the air, if you maintain your position and don't rock the boat, you will sail through this month like a seasoned mariner. And just for the record, you'd have a more amusing time of it if you stopped inspecting/ overanalyzing /dramatizing every word, offer or action and simply accepted the fact that life is flowing your way. Over the weekend passionate Mars is encouraging you to become more forward and open in expressing your feelings which is absolutely guaranteed to thrill the object of your affection.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 7

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Earth's most picturesque volcanoes are composite cones. Most active composite cones are in a narrow zone that encircles the Pacific Ocean, appropriately named the Ring of Fire. In this region are Fujiyama (Mt. Fuji) in Japan, Mount Mayon in the Philippines, and the picturesque volcanoes of the Cascade Range in the northwestern United States, including Mount St. Helens, Mount Rainier, and Mount Shasta.

A composite cone or stratovolcano is a large, nearly symmetrical structure composed of alternating lava flows and pyroclastic deposits, emitted mainly from a central vent. Just as shield volcanoes owe their shape to the highly fluid nature of the extruded lavas, so too do composite cones reflect the nature of the erupted material.

Composite cones are produced when relatively viscous lavas of andesitic composition are extruded. A composite cone may extrude viscous lava for long periods. Then, suddenly, the eruptive style changes and the volcano violently ejects pyroclastic material. Most of it falls near the summit, building a steep-sided mound of cinders. In time, this debris becomes covered by new lava. Occasionally, both activities occur simultaneously.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 8

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Lava dome growth at the Soufrière Hills Volcano has frequently been accompanied by repetitive cycles of earthquakes, ground deformation, degassing and explosions (Voight et al., 1999 B. Voight, R.S.J. Sparks and A.D. Miller, et al. Magma flow instability and cyclic activity at Soufriere Hills Volcano, Montserrat, British West Indies. Science, 283 (1999), pp.

1138–1142). The cyclic behaviour can occur on a wide range of timescale but here we are concerned with cycles of activity that repeat with periods of hours to days. That is, cycles which are not accompanied by Vulcanian explosions that occur on timescales of weeks to months. Deformation of the volcano flanks have been measured using tilt-metres but it has also been observed that large fractures and seismically triggered landslides periodically occur indicating that the volcano flanks occasionally come under severe stress (Voight et al., 1999). The origin of the tilt signal occurs in the shallow (less than 1000 m) top of the conduit and the mechanism for the tilt is thought to be pressurisation from gas exsolution. Pressure build-up in the conduit inflates the edifice of the volcano and upon the movement of magma and release of gas the edifice deflates (Voight et al., 1999). The cycles are therefore thought to reflect unsteady conduit flow of volatile-rich magma experiencing gas exsolution.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

1. Identify the type of the text; justify your answer.
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4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Modern wheat farming is nowadays essentially based on two species: *Common Wheat* (*Triticum aestivum*) and *Durum Wheat* (*Triticum turgidum durum*), used in the fabrication of pasta and semolina (couscous, bulgur rice etc.). Durum wheat is less resistant to cold than common wheat, but it is more tolerant of dry conditions. It is mostly cultivated in Italy, Australia, Russia, North Africa, Ethiopia and America. The main difference between both species can be found in their genomes [1]: namely, Durum wheat is a 'tetraploid', whereas common wheat is a 'hexaploid'.

What do these terms mean? In humans and most animals, the nucleus of each cell contains two copies of each chromosome (except for the sex chromosomes). All of these creatures are said to be 'diploid'. So for example, humans have 22 pairs of 'homologue' chromosomes plus one pair of sex chromosomes, making a total of 46 chromosomes. Durum wheat, on the other hand, has four copies of each chromosome. It is, like many plants, a polyploid (in fact a tetraploid, from the Greek for *tetra* – four, and *ploid* - folded.) This situation came about after the crossing, around 500,000 years ago, of two ancestral diploid species *Triticum monococcum* and *Aegilops speltoides*. After cultivation by humans, durum wheat underwent a new polyploidization event around 9-12,000 years ago, between Amenia and the Caspian Sea: this hybridization with another diploid (*Aegilops tauschii*) caused a further growth of the genome [1], to become a hexaploid. A new species was born, common or 'bread' wheat: *Triticum aestivum*. With its better resistance to cold climates, common wheat spread rapidly and led to profound changes in the habits and lifestyles of human societies. Durum wheat on the other hand appeared around 3000-4000 years ago.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 10

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

All western countries face a crisis in coping with the demands made on welfare provision by their growing elderly populations. The problem of resource scarcity is a real one. But perhaps not all countries have adopted so rigorously (as Britain) the view that care should be based on the family model.

Scandinavia, for example, provides residential facilities for elderly people not wishing to remain at home or to live with their families, and those facilities are often available for use by local pensioners on a daily basis.

During the discussion period that followed a lecture of mine at Oxford three and a half years ago I was stunned by a question put to me by a young woman, whom I later discovered to have been a Palestinian student working for her doctorate at the university. I had been speaking about the events of 1948, and how it seemed to me necessary not only to understand the connection between our history and Israel's Ø, but that as Arabs we needed to study that other history as one concerning us rather than avoiding or ignoring it totally as has been the case for such a long time.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 11

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

A married man goes to confessional and tells the priest, "I had an affair with a woman - almost." The priest says, "What do you mean, 'almost'?" The man says, "Well, we got undressed and rubbed together, but then I stopped." The priest replies, "Rubbing together is the same as putting it in. You're not to go near that woman again. Now, say five Hail Mary's and put \$ 50 in the poor box." The man leaves confessional, goes over and says his prayers, then walks over to the poor box. He pauses for a moment and then starts to leave. The priest, who was watching him, quickly runs over to him and says, "I saw that. You didn't put any money in the poor box!" The man replied, "Well, Father, I rubbed up against it and you said it was the same as putting it in!"

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 12

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

'Liberty of action, sir? there is no such thing a liberty of action. We are all slaves and puppets of a blind and unpathetic necessity.'

'Very true sir; but liberty of action, between individuals, consists in their being differently influenced, or modified, by the same universal necessity; so that the results are unconsentaneous, and their respective necessitated volitions clash and fly off in a tangent.'

'Your logic is good, sir: but you are aware, too, that one individual may be the medium of adhibiting to another a mode or form of necessity, which may have more or less influence in the production of consentaneity; and, therefore, sir, if you do not comply with my wishes in this instance (you have had your way in every thing else), I shall be under the necessity of disinheriting you, though I shall do it with tears in my eyes.' Having said these words, he vanished suddenly, in the dread of Scythrop's logic.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
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CARD 13

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Several of the ladies shrieked at the sight of the skull; and Miss Tenorina, starting up in great haste and terror, caused the subversion of a cup of chocolate, which a servant was handing to the Reverend Doctor Gaster, into the nape of the neck of Sir Patrick O'Prism. Sir Patrick, rising impetuously, *to clap an extinguisher*, as he expressed himself, *on the farthing rushlight of the rascal's life*, pushed over the chair of Marmaduke Milestone, Esquire, who, catching for support at the first thing that came in his way, which happened unluckily to be the corner of the table-cloth, drew it instantaneously with him to the floor, involving plates, cups and saucers, in one promiscuous ruin ... Mr. Escot was a little surprised at the scene of confusion which signalled his entrance.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
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CARD 14

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

She (Marionetta) disengaged herself suddenly from Scythrop, sprang through the door of the tower, and fled with precipitation along the corridors. Scythrop pursued her, crying, 'Stop, stop, Marionetta - my life, my love!' and was gaining rapidly on her flight, when, at an ill-domed corner, where two corridors ended in an angle, at the head of the staircase, he came into sudden and violent contact with Mr Toobad, and they both plunged together to the foot of the stairs, like two billiard-balls into one pocket.

Dogs are easy to educate. Well-educated dogs are sometimes used as watchdogs. ----. It is interesting, though, that these dogs, which can become terrifyingly wild in times of danger, pose no harm to their owners. In the face of a threat, they put their lives in danger to save their owners.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 15

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

One day, Cunegonde, taking a walk near the castle, in the little wood they called *parc*, saw among the bushes Doctor Pangloss giving a lesson in experimental physics to her mother's maid, a little brunette, very good looking and docile. As Miss Cunegonde had great dispositions for the sciences, she observed, without a breath, the repeated experiences she witnessed; she saw clearly the doctor's sufficient reason, the effects and the causes, and returned, agitated and thoughtful, filled with the desire of being knowledgeable, thinking that she might well be the sufficient condition for the young Candide, and he for her.

The Arab East is a region with an unsurpassed ability to export wars and recessions. Yet, it is one whose inner workings the outside world understands only dimly. Because ***their*** history is interwoven with the history of Islam, and therefore sharpened five times a day by prayer, Arabs have a keen sense of the past. They exult in the memory of the seventh and eighth centuries, when they carried the word and the sword of Islam out of the Arabian fastness and built an empire from Persia to the Pyrenees.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 16

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Debrett credits her with three marriages; but *as she had never changed her lover*, the world had long ago ceased to talk *scandal* about her. She was now forty years of age, childless, and with that inordinate passion for pleasure which is the secret of remaining young.

Suddenly she looked eagerly round the room, and said, in her clear contralto voice, 'Where is my cheiromantist?'

'Your what, Gladys?' exclaimed the Duchess, giving an involuntary start.

'My cheiromantist, Duchess; *I can't live without him at present.*'

'Dear Gladys! you are always so original,' murmured the Duchess, *trying to remember* what a cheiromantist really was, and hoping it was not the same as a *cheiropodist*.

'He comes to see my hand twice a week regularly,' continued Lady Windermere, 'and is most interesting about it.'

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 17

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

‘My dear Duchess, surely *Providence can resist temptation* by this time. I think every one should have their hands told once a month, so as to know what not to do. Of course, *one does it all the same*, but it is so pleasant to be warned. Now if some one doesn’t go and fetch Mr. Podgers at once, I shall have to go myself.’

‘Let me go, Lady Windermere,’ said a tall handsome young man, who was standing by, listening to the conversation with an amused smile. ‘Thanks so much, Lord Arthur; but I am afraid you wouldn’t recognise him.’

‘If he is as wonderful as you say, Lady Windermere, *I couldn’t well miss him*.

Tell me what he is like, and I’ll bring him to you at once.’ ‘Well, he is not a bit like a cheiromantist. I mean he is not mysterious, or esoteric, or romantic-looking. He is a little, stout man, with a funny, bald head, and great goldrimmed spectacles; something between a family doctor and a country attorney. I’m really very sorry, but it is not my fault. People are so *annoying*. *All my pianists look exactly like poets, and all my poets look exactly like pianists*; and I remember last season asking a *most dreadful conspirator* to dinner, a man who had blown up ever so many people, and always wore a coat of mail, and carried a dagger up his shirt-sleeve; and do you know that when he came he *looked just like a nice old clergyman*, and cracked jokes all the evening?

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 18

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

BAGHDAD (Reuters) - Iraqi leaders warned on Monday that an early U.S. troop withdrawal could tip Iraq into all-out civil war after the New York Times said debate was growing in the White House over a gradual scaling-down of forces. The stark comments followed a wave of bombings and shootings in Iraq at the weekend that killed 250 people. "This could produce a civil war, partition of the country and a regional war. We might see the country collapse," Foreign Minister Hoshiyar Zebari, a Kurd, told a news conference when asked about the New York Times report. Citing administration officials and consultants, the Times said these officials feared the last pillars of political support among Senate Republicans for U.S. President George W. Bush's Iraq strategy were "collapsing around them".

It said debate was intensifying over whether Bush should try to prevent more Republican defections by announcing intentions for a gradual pull-out of troops from high-casualty areas.

More than 330 American soldiers were killed in Iraq during the April-June quarter, making it the deadliest three months for U.S. troops since the March 2003 U.S.-led invasion. Overall, 3,606 U.S. soldiers and tens of thousands of Iraqis have died. Iraqi officials said the country's own

security forces were not ready and warned a premature withdrawal of some of the 157,000 American troops could produce a security vacuum.

"We in Iraq believe, not just the government, but all political parties, that the presence of these forces is necessary to prevent increasing violence and to stop the country sliding into civil war," Sadiq al-Rikabi, a senior adviser to Shi'ite Prime Minister Nuri al-Maliki, told Reuters. Sunni Arab Vice President Tareq al-Hashemi, speaking to Reuters by telephone, said: "I would be very happy to see the last American soldier leave today ... We understand their worry about not seeing much political progress in Iraq. But the problem is: who will fill the security vacuum if these forces withdraw?."

Hashemi repeated his comments from Sunday that Iraqis had the right to take up arms to defend themselves in the wake of unrelenting violence that threatens to tear the country apart.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 19

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

..

Our histories of six thousand moons make no mention of any other regions, than the two great Empires of Lilliput and Blefuscu. Which two mighty powers have, as I was going to tell you, been engaged in a most obstinate war for six and thirty moons past. It began upon the following occasion. It is allowed on all hands, that the primitive way of breaking eggs before we eat them, was upon the the larger end: but his present Majesty's grandfather, while he was a boy, going to eat an egg, and breaking it according to the ancient practice, happened to cut one of his fingers. Whereupon the Emperor his father published an edict, commanding all his subjects, upon great penalties, to break the smaller end of their eggs. The people so highly resented this law, that our Histories tell us there have been six rebellions raised on that account; wherein one Emperor lost his life, and another his crown.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 20

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The Chancellor is here given a very formal naming label, his surname only. The main clause in the headline is 'Brown goes for broke'; this is given most weight with a subject (Brown) who is actively doing something (goes for broke). The word 'broke' is a deliberate pun, because to 'go for

broke' means risking everything, and to be 'broke' is to be without money. The amount of money is quoted, but it is additionally described as a 'spending spree', carrying connotations of profligacy, or carelessness. What the money is to be spent on is not mentioned at all; most people would support spending on health and education, but as they are not mentioned it is the ideas of going broke and of over-spending which are most emphasised. This analysis suggests that the *Daily Telegraph* is not a supporter of the Labour Party.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 21

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Understanding this headline involves an awareness of the phrase 'hand of God'. This on one level might refer to the religious idea of the hand of God being generous, giving blessings, but it also strongly echoes the claim by the footballer Maradona that it was the 'hand of God' which intervened when he infamously punched the ball into the goal during a World Cup game between England and Argentina. The punning on God/Gord, which is at the heart of the headline, may possibly carry the implication that Gordon Brown is playing at being God, but overall this seems unlikely. Gord is a shortening of Gordon, so only one of the three possible ingredients is mentioned in this phrase, the main participant; there is no direct reference to money, certainly no amount, and no mention of the good causes.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 22

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Left alone, I drifted into the hall to find shadow health minister Chris Smith announcing that a Labour government would ban tobacco advertising. Good for him. 'If you are ill or injured,' said Smith, 'if your health is damaged or under threat, there will be a National Health Service with the resources and the will to help . . .

'We will restore it. / 'That's our promise.

'I repeat that: We will restore it. You will have a National Health Service again.

'Ask me why you should vote Labour. That reason will do alone.

You will have a National Health Service again.'

Cue applause. Me, I went to the press centre to get a copy of the speech and to check I was hearing right. Sure enough, large chunks of Smith's speech, and of every speech I had heard subsequently, seemed to have been written by an idiot.

An idiot who couldn't handle paragraphs longer than a sentence.

Who didn't like sentences with verbs in.

Who liked his sentences . . .

Really short.

Well – I'm sure Smith's no idiot. I also heard Brown, Cook and Blair, and I'm sure they're not idiots either; Cook, indeed, was universally deemed to have a brain not the size of one planet but of several. So I just wonder if it isn't enormously frustrating for intelligent people to have to reduce difficult and complex subjects into morse code.

So they can sound good on TV. / But that's politics now. / 'Reducing the world to the verbal equivalent of canapés.

List the seven standards of textuality.

i. Cohesion

ii. Coherence

iii. -----

iv. -----

v. -----

vi. -----

vii. -----

CARD 23

1. . Identify the type of the text; justify your answer.

2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)

3. Identify cohesion and coherence of the text

4. Grammatical content of the text (deixis)

5. Indicate the pragmatic information, if there any

During the discussion period that followed a lecture of mine at Oxford three and a half years ago I was stunned by a question put to me by a young woman, whom I later discovered to have been a Palestinian student working for her doctorate at the university. I had been speaking about the events of 1948, and how it seemed to me necessary not only to understand the connection between our history and Israel's, but that as Arabs we needed to study that other history as one concerning us rather than avoiding or ignoring it totally as has been the case for such a long time. The young woman's question was to raise doubt about my views on the necessity of studying and learning about Israel. "Wouldn't that kind of attention paid to Israel," she said, "be a form of concession to it?" She was asking me if ignorant "non-normalization" didn't constitute a better approach to a state that had for years made it a point of policy to stand in the way of and deny Palestinian self-determination, to say nothing of having caused Palestinian dispossession in the first place.

I must confess that the thought hadn't occurred to me, even during those long years when Israel was unthinkable in the Arab world and even when one had to use euphemisms like "the Zionist entity" to refer to it. After all, I found myself asking in return, two major Arab countries had made formal peace with Israel, the PLO had already recognized it and was pursuing a peace process with it, and several other Arab countries had trade and commercial relations with it. Arab intellectuals had made it a point of honour not to have any dealings with Israel, not to go there, not to meet with Israelis, and so on and so forth, but even they had been silent when, for instance, Egypt signed large deals selling natural gas to Israel and had maintained diplomatic relations with the Jewish state during frequent periods of Israeli repression against the Palestinians. How could one possibly oppose analyzing and learning everything possible about a country whose presence in our midst for over 50 years has so influenced and shaped the life of every man, woman and child in the Arab world?

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 24

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Turkey's highest court has ruled that a disputed constitutional reforms package passed by the government is valid. The move, a blow for the current president and the main opposition party, paves the way for Turkey to hold direct elections for the presidency. Both the president and main opposition party had applied to the court to annul the reforms. They had complained that the changes were adopted in haste and threatened the country's stability.

The ruling AKP moved to introduce a direct presidential ballot to end the standoff caused when it tried to get its own candidate, Abdullah Gul, elected president through parliament.

The opposition boycotted the vote, claiming the former Islamist Mr Gul was a threat to the secular regime. The decision to approve the reforms was a surprise ruling in favour of the government from Turkey's highest court, the latest move in an ongoing battle between the secular establishment and the former Islamist AKP over who controls the presidency.

In May, the same court annulled the presidential election on a technicality and stopped the government's candidate from taking office, so the ruling AKP moved to change the system and let the people, not parliament, choose the president. The staunchly secular opposition and the current president claimed that would disturb the balance of power but this time the judges ruled 6-5 against them.

A referendum is now likely in autumn when the Turkish people will vote on whether they want to choose their own president. The majority are expected to vote in favour, in which case an AKP candidate would have a strong chance of winning, but first there is the parliamentary election later this month.

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

7. МАЪРУЗА МАШҒУЛОТЛАРИДА ТАЪЛИМ ТЕХНОЛОГИЯЛАРИ

LECTURE I. TEXT LINGUISTICS AS A SCIENTIFIC DISCIPLINE

1. Маъруза машғулотининг таълим технологияси (1-машғулот)

Ўқув машғулотининг шакли:	1-кириш маъруза
Маъруза режаси:	1. The aim of the course 2. The history, evaluation and approaches 3. The notion of text
Ўқув машғулотининг мақсади: Магистрантларда “Матн лингвистикаси” фаннинг асосий масалари бўйича билим, кўникма ва малакаларни шакллантириш ва ривожлантириш	
Маърузанинг олдида қўйган вазифалари: Фаннинг мақсади ва вазифалари ҳақида маълумот бериш; Матн тушунчаси ҳақида маълумот бериш; Матнга турли ёндашувлар ҳақида тушунча бериш;	Ўқув натижалари: Фаннинг долзарблиги ва мақсади ҳақида фикр ва мулоҳазаларини билдиришади; Матн тушунчаси ҳақида билимга эга бўлишади; Матнга турли ёндашувлар ҳақида тушунчага эга бўлишади.
<u>Калит сўзлар ва иборалар:</u>	<i>Systemic linguistics, textuality, intertextuality, discourse, written language, functionalism.</i>
Таълим методлари:	тушунчалар таҳлили
Таълим воситалари:	маъруза матни, маркер, доска, слайдлар, кодоскоп
Таълим шакли:	фронтал, жамоавий
Мониторинг ва баҳолаш	оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш.
Ўқитиш шарт-шароитлари:	техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория

1.2. Маърузанинг технологик харитаси

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	1.1. Мавзу номи, мақсади ва моҳияти, матн лингвистикаси фанининг асосий вазифаси, долзарб эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	2.1. Тезкор – сўров техникасидан фойдаланиб, ўтилган мавзу эшитилади ва талабалар фаоллаштирилади: 1. Матн лингвистикасида тил ва маданиятнинг ўзаро узвийлиги нуктаи назаридан социо - маданий омил алоҳида ўрин тутиши. 2. Textuality, intertextuality тушунчалари. 3. Ўқув фанининг мақсади ва вазифалари, матн тушунчаси, матнга турли ёндашувлар; 4. Матн лингвистикаси фани, коммуникатив тилшунослик, лингвопрагматика, когнитив семантика, лингвокультуралогия каби тилшунослик замонавий йўналишлари билан ўзаро боғлиқлиги;	Савол-жавобда фаол қатнашадилар.
	2.2.Талабаларни фаоллаштириш мақсадида “Ақлий ҳужум” методини қўллаб умумий савол берилади. What is text linguistics?	Саволга жавоб берадилар.
	2.3. Машғулотда муҳокама этиладиган саволлар: 1. What are the major researches in text linguistics? 2. What are the main properties of text? 3. What does world text theory represent? 4. What is textuality?	Эшитадилар ва жавоб берадилар.
	2.4. Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади маслаҳатлар беради; гуруҳда ишлаш қоидаси, вазифани бажариш қоидаси тушунтирилади.	Эшитадилар, ёзиб олади.
	2.5. Фаоллаштириш мақсадида савол берилади: “Матн лингвистикаси” фани нимани ўргатади? Бу фаннинг бошқа фанлар билан алоқаси ҳақида нима дея оласиз? Савол муҳокамага ташланади.	Савол-жавобда фаол қатнашадилар.
III. Якуний босқич (10дақиқа)	3.1. Мавзу режаси асосида хулоса қилиб, энг муҳим маълумотларга талабалар диққатини жалб қилади.	Тинглашади ва муҳим маълумотларни ёзиб олади.
	3.2. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди, ёзиб олади.	

Text linguistics as a scientific discipline

Plan:

1. The aim of the course.
2. The history, evaluation and approaches
3. The notion of text

The terms: Systemic Linguistics, textuality, intertextuality, discourse, written language

1. The aim of the course.

A continuous piece of spoken or written language, especially one with a recognizable beginning and ending. Linguists have long used the word text very informally to denote any stretch of language they happened to be interested in. Especially since the 1960s, however, the notion of a text has acquired a theoretical status in several quarters, and the analysis of texts is now seen as a major goal of linguistic investigation. However, the conception of what constitutes a text is not everywhere the same.

For some linguists, a text is no different from a discourse. For others, a text is a more or less physical product, the result of a discourse, which itself is then seen as a more abstract process leading to the construction of a text. For still others, a text is primarily defined by its possession of an identifiable purpose, an approach which leads quickly to the classification of texts into a number of kinds (text-types) differing in purpose – and, consequently, often also in their linguistic characteristics.

Yet others see a text as an abstraction, with a discourse being the physical realization of a text. Finally, some linguists merely consider that a text is written while a discourse is spoken.

The analysis of texts is a prominent feature of several types of functionalism, and above all of Systemic Linguistics, in which the analysis of texts is often seen as the primary goal of linguistic investigation, with the analysis of smaller units like sentences being interpreted largely in terms of their contribution to a text. Quite independently, the approach to teaching English called language in use focuses strongly upon the analysis of texts, particularly those which are familiar and meaningful to students. In Europe, a particular approach called text linguistics has become prominent in recent decades; this lays particular emphasis on textuality, the defining characteristics of different types of texts. Particularly associated with Systemic Linguistics, but also prominent in other approaches, are the two concepts of coherence and cohesion. Some linguistic approaches have recently incorporated the originally literary concept of intertextuality. Some philosophers of language take the widest possible view that anything you can represent to yourself (that is, any thoughts you can consciously have) is a text, and so in effect everything is a text.

2. The history, evaluation and approaches

A particular approach to the analysis of texts. Text linguistics is primarily a European creation, and it is especially prominent in Germany and the Netherlands. The approach focuses upon the

varying purposes of different texts and upon the explicit identification of the formal linguistic properties which distinguish one type of text from another; these properties are taken to define the textuality of a text. In the 1970s, a pioneering project at the University of Konstanz in Germany attempted to construct an explicit text grammar; the project was not seen as a success, and more recent investigations have been characterized by greater elaboration and sophistication.

Text linguistics makes heavy use of familiar linguistic concepts and terminology, and much work in the field consists of attempts at extending familiar types of linguistic analysis to units larger than a single sentence. Consequently, it has a great deal in common with the approach called discourse analysis in the English-speaking world, and some outsiders see little difference between the two. The functionalist approach called Systemic Linguistics shares important ideas with text linguistics, but is rather distinct in nature.

An approach to human discourse processing developed initially by the British linguist Paul Werth in the 1990s. Text world theory addresses the main problem for worlds theories which concerns how the knowledge frame is used to select only that textual and contextual information which is needed for the interpretation at hand and disregard the rest. Text world theory places text-drivenness at the heart of the process and provides a range of semantic processes (assertion, entailment, presupposition, inferencing, and so on) to explain which knowledge is nominated and brought to bear upon the discourse situation.

A key useful feature of the theory is its fractal structure. The top level of the discourse world corresponds with reality, and is built with objects and participants. The next level, the text world, has a different ontological status but is also built with objects, participants and a spatiotemporal signature. Further embedded levels (sub-worlds in the early theory) are the products of world switches that are effected by, for example, modalization, metaphor, negation or deictic shifts 'backwards' or 'forwards' – they too have the same organizational structure. Text world theory draws on other worlds theories in its use of counterparts of elements operating across worlds. The theory has proven most useful in relation to literary discourse in stylistics and cognitive poetics.

3. The notion of text

The characteristics of a text which make clear what sort of text it is intended to be. A newspaper story does not resemble a scholarly monograph, and a poem is quite dissimilar to a television commercial. Each particular type of text has its own typical characteristics; when we encounter a text, we expect to see the appropriate characteristics, and recognizing those characteristics allows us to recognize quickly what sort of text we are looking at.

The identifying properties of each type of text constitute its textuality, or texture (though the latter term is also used in cognitive poetics to refer to the aesthetic experience of reading). One of the principal goals of text linguistics is to identify, as explicitly as possible, the distinguishing features of each type of text.

Further reading: Halliday 2004; Halliday and Hasan 1976; Stockwell 2007; Thompson 2004.

Questions for discussion and tasks

1. What are the major researches in text linguistics?
2. What are the main properties of text?
3. What is textuality?
4. What does world text theory represent?

2- МАВЗУ	The main trends of text linguistics
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**1. Маъруза машғулотининг таълим технологияси
(2-машғулот)**

Ўқув машғулотнинг шакли:	Маъруза
Маъруза режаси:	1. Text general theory 2. Text grammar
Ўқув машғулотининг мақсади: Талабаларда матн лингвистикасининг турли йўланишларини ўрганиш ва уларда бу йўналишлар ҳақида тушунчалар пайдо қилиш	
<u>Калит сўзлар ва иборалар:</u>	<i>Criteria of textuality cohesion, communication, reference, text typology, text semantics, text grammar</i>
Таълим методлари:	йўналишлар таҳлили
Таълим воситалари:	Маъруза матни, маркер, доска, скотч слайдлар, кодоскоп
Таълим шакли:	Фронтал, гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш
Маърузанинг олдида қўйган вазифалари: Матн лингвистикасининг турли йўналишлари ҳақида маълумот бериш; матн грамматикасининг моҳияти ҳақида тушунча бериш; матн семантикаси ҳақида маълумот бериш	Ўқув натижалари: Матн лингвистикасининг турли йўналишлари ҳақида фикр ва мулоҳазаларини билдиришади; Матн грамматикасининг моҳияти ҳақида тушунчага эга бўлишади; матн семантикаси ҳақида билимга эга бўлишади;

**Маърузанинг технологик харитаси
(2-машғулоти)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	1.1. Мавзу номи, мақсади, ўқув машғулотининг вазифалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Тезкор-сўров техникасидан фойдаланиб ўтилган мавзу эшитилади ва талабалар фаоллаштирилади. 1. Маърузанинг мақсади, матн тушунчаси 2. Матнни ҳар тарафлама ўрганиш 3. Матн таҳлилининг турли ёндашувлари	Савол-жавобда фаол қатнашадилар
	2.2. Талабаларни фаоллаштириш мақсадида “Ақлий хужум” методини қўллаб, умумий савол берилади. What is textuality?	Саволга жавоб берадилар
	2.3. Машғулотда муҳокама этиладиган саволлар: 1. What does text grammar study? 2. What are the main trends in text linguistics? 3. What types and means of cohesion are distinguished? 4. What is the object of text linguistics?	Эшитадилар, ёзиб оладилар ва жавоб берадилар.
	2.4. Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради; ишлаш йўли, вазифани бажариш қоидаси тушунтирилади;	Эшитадилар, ёзиб оладилар.
	2.5. Фаоллаштириш мақсадида савол берилади. 1. What questions does general theory of text cover? 2. What is text delimitation? Савол муҳокамага ташланади	Савол-жавобда фаол қатнашадилар
III. Якуний босқич (10 дақиқа)	3.1. Мавзу учта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади; Энг муҳим маълумотларга магистрантларни рағбатлантиради, баҳолайди. 3.2. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади ва муҳим маълумотларни ёзиб олишади.

The main trends of text linguistics

Plan:

1. Text general theory

2. Text grammar

KEY WORDS: *criteria of textuality, cohesion, communication, reference, text typology, text semantics, text grammar etc.*

1. Text general theory

Text linguistics is the study of text as a product (text grammar) or as a process (theory of text). The text-as-a-product approach is focused on the text cohesion, coherence, topical organization, illocutionary structure and communicative functions; the text-as-a-process perspective studies the text production, reception and interpretation (cf. Dolnik and Bajzikova 1998). Text can be understood as an instance of (spoken or written) language use (an act of parole), a relatively self-contained unit of communication. As a communicative occurrence, it meets seven criteria of textuality (the constitutive principles of textual communication): cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality, and three regulative principles of textual communication: efficiency, effectiveness and appropriateness (cf. de Beaugrande and Dressler 1981, Malmjaer 1991).

Text general theory

Text linguistics is distinguished in different trends and aspects. P Hartman outlines two directions: general theory and concrete text analysis. According to I. Galperin there is general theory and text grammar. O. Moskalskaya differentiates text semantics and text grammar. Z. 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 gives following outline and the directions:

- General text theory;
- Text grammar;
- Text semantics;
- Text stylistics and interpretations
- Text typology;

General theory of text covers a wide range of theoretical questions including;

- Outline of the linguistics as a branch of general linguistics, its history, evaluation, approaches, directions, object and subject, the main tasks;
- Definition of text, its main features, categories and boundaries, principals of text construction and text perception;
- Links between text construction and other sciences.

The object of the 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, stylistic, communicative, pragmatic, cognitive and other aspects of the text.

There have been 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 the text delimitation. What is text delimitation? It means establishing the borderlines of the text, its length. 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.

2. Text grammar

A grammar is a speaker's knowledge of all of these 5 kinds of properties of language. the patterns of morphology, syntax, and semantics in human languages are remarkably independent of the physical properties of speech, in all human languages, and so it is no surprise that the

morphology, syntax, and semantics of sign languages exhibit the same kinds of structure found in spoken languages.

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 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 language units, text delimitations and others.

Cohesion may be of four types: reference, ellipsis, conjunction and lexical organization. Reference (realized by nouns, determiners, personal and demonstrative pronouns or adverbs) either points out of the text to a real world item (i.e., to its denotate), hence exophoric reference (deixis: Can you see that?), or refers to an item within the text, hence endophoric reference. The two possible directions of endophoric reference are backward (anaphoric r.; direct anaphora: I met a man. He was wearing ..., indirect anaphora: It is a solid house. The walls are thick ...) or forward (cataphoric r.: ... the house whose walls are thick); in the case of a reference to an item of which there is (in the given situation) only one instance, we talk about homophora (e.g. Place the books on the table please). The relationship between two items in which both refer to the same person or thing and one stands as a linguistic antecedent of the other is called coreference (compare He saw himself in the mirror with He saw him in the mirror). Ellipsis, i.e., omission of something referred to earlier, is an instance of textual anaphora (e.g., Have some more). Conjunction, enhanced esp. by syntactic (adverbials – subjuncts, conjuncts, disjuncts; pronouns, metalingual connectors, etc.) and grammatical (concord, sequence of tenses) connectors, creates intricate systems of intratextual bonds. Lexical cohesion establishes semantic (through lexical devices, such as repetition, equivalence - synonymy, hyponymy, hyperonymy, paraphrase, collocation) and pragmatic (presupposition) connectedness; in contrast with the previous types of cohesion, it operates over larger stretches of text since it establishes chains of related references.

The study of the linguistic literature make it possible to distinguish 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 enumerations (firstly, secondly, on the one hand...on the other hand etc);
- deixis (pronouns, adverbs of time and place: soon, tomorrow, here, there, etc);
- parallel constructions;
- graphic means (a;b;c or 1;2;3;4);
- recurrence, i.e. repetition of words, word combinations, phrases etc.

1 The amount of women in London who flirt with their own husbands is perfectly scandalous. It looks so bad. It is

simply washing one's clean linen in public.

2 You don't seem to realise, that in married life, three is company and two is none.

3 I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate exotic fruit: touch it

and the bloom is gone.

4 If one plays good music people don't listen, and if one plays bad music people don't talk.

5 (*Describing a novel*) The good ended happily and the bad unhappily. That is what Fiction means.

6 To be born, or at any rate bred, in a handbag, whether it had handles or not, seems to me to display a contempt for the ordinary decencies of family life that reminds one of the worst excesses of the French Revolution.

7 In matters of grave importance, style, not sincerity, is the vital thing.

8 The two weak points of our age are its want of principle and its want of profile.

9 Relations are simply a tedious pack of people, who haven't got the remotest knowledge of how to live, nor the smallest instinct about when to die.

10 It is always painful to part from people whom one has known for a very brief space of time.

Chapter 2 Murdering the Innocents

...he seemed a kind of cannon loaded to the muzzle with facts, and prepared to blow them clean out of the regions of childhood at one discharge. He seemed a galvanising apparatus, too, charged with a grim, mechanical substitute for the tender young imaginations that were to be stormed away.

'Girl number twenty,' said Mr Gradgrind, squarely pointing with his square forefinger, 'I don't know that girl. Who is that girl?'

'Sissy Jupe, sir,' explained number twenty, blushing, standing up and curtsying.

'Sissy is not a name,' said Mr Gradgrind. 'Don't call yourself Sissy. Call yourself Cecilia.'

'It's father as calls me Sissy, sir,' returned the young girl, in a trembling voice, and with another curtsy.

'Then he has no business to do it,' said Mr Gradgrind. 'Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?'

'He belongs to the horse-riding, if you please, sir.'

Mr Gradgrind frowned, and waved off the objectionable calling with his hand...

... 'Very well, then. He is a veterinary surgeon, a farrier and horsebreaker.

Give me your definition of a horse.'

(Sissy Jupe thrown into the greatest alarm by this demand.)

'Girl number twenty unable to define a horse!' said Mr Gradgrind, for the general behoof of all the little pitchers. 'Girl number twenty possessed of no facts, in reference to one of the commonest of animals!

Some boy's definition of a horse. Bitzer, yours.'

... But, whereas the girl was so dark-eyed and dark-haired, that she seemed to receive a deeper and more lustrous colour from the sun when it shone upon her, the boy was so light-eyed and light-haired that the selfsame rays appeared to draw out of him what little colour he ever possessed. His cold eyes would hardly have been eyes...

'Bitzer,' said Thomas Gradgrind. 'Your definition of a horse.'

'Quadruped. Graminivorous. Forty teeth, namely twenty four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth.'

Questions for discussion and tasks

1. What does text grammar study?
2. What are the main trends in text linguistics?
3. What types and means of cohesion are distinguished?

3-МАВЗУ	The main trends of text linguistics
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**Маъруза машғулотининг таълим технологияси
(3-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Text semantics 2. Text stylistics 3. The main trends of text linguistics 4. Text analysis
Ўқув машғулотининг мақсади: Матн семантикаси ва матн стилистикасининг моҳияти, матн лингвистикасининг турли йўналишлари бўйича магистрантларда билим, кўникма ва малакаларни шакллантириш	
Маърузанинг олдида қўйган вазифалари: Матн семантикаси ҳақида маълумот бериш; Матн стилистикаси ҳақида тушунча бериш; Матн лингвистикасининг асосий йўналишлари ҳақида маълумот бериш; Матн таҳлили ҳақида тушунча бериш;	Ўқув натижалари: Матн семантикаси ҳақида фикр ва мулоҳазаларини билдиришади; Матн стилистикаси ҳақида тушунчага эга бўлишади; Матн лингвистикасининг турли йўналишлари ҳақида маълумотга эга бўлишади; Матн таҳлили ҳақида тушунчага эга бўлишади.
<u>Калит сўз ва иборалар:</u>	<i>semantics, cohesion, coherence, reference, deixis, conjunction, content, triad, segment</i>
Таълим методлари:	намойиш этиш, ақлий ҳужум, тезкор савол-жавоб
Таълим воситалари:	Маъруза матни, кодоскоп, слайдлар
Таълим шакли:	Фронтал, гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш

**Машғулотнинг технологик харитаси
(3-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	1.1. Мавзу номи, мақсади, ўқув машғулотининг натижалари эълон қилинади	Эшитадилар.
II. Асосий қисм (65 дақиқа)	1. Янги маъруза мавзусини “The main trends of text linguistics” доскага ёзиш ва бу ҳақида қисқача маълумот бериш орқали магистрантлар онгида мавзу объекти бўйича тушунча ҳосил қилиш	Савол-жавобда фаол қатнашадилар ёзади
	2. Биринчи бўлим “Text semantics” ҳақида маълумот бериш. Бу мавзунини слайддан фойдаланган ҳолда тушунтириш	Тинглайди ва керакли маълумотни ёзади.
	3. Бу бўлимни мустаҳкамлаш учун лаҳзалик топшириқ машқларни бажариш. 1. What does text semantics study? 2. What is cohesion?	Саволга магистрантлар жавоб беради.
	4. Иккинчи бўлим “Text stylistics” ҳақида маълумот бериш Бу мавзунини доскадан фойдаланган ҳолда тушунтириш	Улар тинглайди ва маълумот ёзиб олишади.
	5. Бу бўлимни мустаҳкамлаш учун лаҳзалик топшириқ машқларни бажариш What problems does stylistic trend in text linguistics combine? What problem does text stylistics deal with?	Блиц сўров шаклида саволлар берилади. Магистрант жавоб беради.
	6. Тўртинчи бўлим “Text analysis” ҳақида маълумот бериш ва ушбу қисмни слайд, кўргазмани кураш ва доскадан фойдаланган ҳолда тушунтириш	Ёзади.
	Бу мавзуга оид саволларга жавоб қайтарилади. 1. What is the definition of “text” analysis? 2. What is the first goal of text analytic research? 3. What is the 2 nd aim?	Савол сўралади.
III. Якуний босқич (10 дақиқа)	Мавзунини 4 режаси асосида хулоса қилиб, энг муҳим маълумотларга диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади.

The main trends of text linguistics

Plan:

1. Text semantics
2. Text stylistics
3. The main trends of text linguistics
4. Text analysis

KEY WORDS: *semantics, cohesion, content, reference, deixis, conjunction etc.*

Text semantics covers the following 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.

Text semantics is a mental formation intrinsic of 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 the text production and text perception. It assumes qualitative changes and transformations generated by interaction of numerous linguistic and extra linguistic factors. So, the linguistic mechanism of text semantics and those of language units are quite different.

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.

According to M. A. K. Halliday, the semantic system is part of a triad of segments that makes up the linguistic system, the other two being the lexicogrammatical and the phonological. The semantic system itself consists of four elements: the experiential, the logical, the interpersonal, and the textual. Whatever gives rise to text is structured as the expression of all four elements. In his analysis of the nature of text, Halliday does not accept the idea that text is a variety of super-sentence, that is, an object that is greater than a sentence but of the same type. Rather, sentences

realize text instead of constituting it, thus establishing text as a semantic concept with a generic structure (Halliday, 1977: 194). Text is perceived as an ongoing process of semantic choice; it is meaning and meaning is choice, a continuous flux of selections (195). A text is realized lexicogrammatically and phonologically, that is, in the lower levels of the linguistic system.

Text stylistics

There are close links between text linguistics and stylistics. Many notions of text linguistics, be it repeated, had long been discussed in stylistics, and it is quite valid that stylistics is based on the study of texts, mainly literary texts. stylistic trend in text linguistics combines variety of problems:

- text types related to the problem of functional styles;
- compositional structure of the text;
- stylistic 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.

Text stylistics deals with the problem of 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 special succession. On the other 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-end.

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 request and its grounds; concluding phrases and signature.

Special significance in text stylistics is attached to the problems of individual style. Individual style is regarded as a complex structural unity of verbal expression peculiar to certain authors, reflecting their world vision. There rises theoretical questions for discussion:

- individual specificity of fictional texts;
- the author's image and viewpoint;
- types of the narrator;
- a polyphonic structure of the literary text;
- individual peculiarities of the language usage in the text.

The main trends of text linguistics

Within the framework of text linguistics there distinguished different trends and aspects. P. Hartman outlines two directions: general theory and concrete text analysis. I. Galperin distinguishes general theory and text grammar. O. Maskalskaya differentiates text semantics and text grammar. Z. 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.

D. Ashurova indicates following directions: -general text theory; -text grammar; - text semantics; - text stylistics and interpretation; -text typology.

- general text theory deals with following questions: - 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, principals of text construction and text perception;

- links between text linguistics and other sciences.

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. Much attention is paid to the problem of text definition and the main characteristics. And there arises a problem of text delimitation. What is text delimitation? It means establishing the borderlines of the text, its length.

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 text have been revealed.

Text Analysis

Now that we have an idea of what a text is, we can define 'text analysis' as the systematic dissection of a textual unity in its constituent parts and the study of those parts in relation to each other. By consequence, text analysis focuses on the linguistic elements present in the text. Texts may be analyzed with different aims and from several perspectives.

A first text-analytic research goal is of a theoretical nature. It concerns the further development of linguistic theory at the discourse level: how are texts structured? There are now several well-established theories that propose mechanisms by which the meaning of individual sentences can be constructed, but the situation with entire texts is different. Text analysis is of crucial importance to the further development of text linguistics.

A second aim is to provide insight into the cognitive processes of reading and writing, or in the text representation that language users have of a text. In reading research, the role of text structure is an important research topic in which text analyses are used to model both the text structure and the representation that readers make of it (see previous paragraph). In writing research, the role of text analysis has received less attention for a long time, even though Bereiter and Scardamalia (1987) argued for the interaction between psychological models and text linguistic research. They pointed

to a deficiency in studies of writing and argued that text analysis had a large role to play in discovering the implicit rules of composition.

A third aim is of a computational linguistic nature: the development of computational models of automatic summarization, text generation, and interpretation. Here, the analysis of natural texts should provide the rule system to arrive at such computational models. Although some theories and models discussed in the sections to follow were explicitly developed in the context of such a computational enterprise (such as Rhetorical Structure Theory), computational text analyses are not discussed here (see Natural Language Processing: Overview).

A fourth aim is the evaluation of text quality in the context of written composition and document design. A text analysis can provide the basis for a comparison of similar texts, enabling researchers to compare the writing ability of the authors (Cooper, 1983).

In document design, text analysis can predict areas where readers may have difficulties and where revision is imperative. It is also used to investigate the relationship between text structure and the successful layout of various documents, even multimodal ones. From what perspectives do text analysts try to catch the 'meaning' in text? A first division is that between content-oriented and structure-oriented approaches. 'Content-oriented' approaches to text analysis uncover what an individual text is 'about,' either by starting from the smallest building blocks (propositions) or by characterizing texts on a more global level: the topics and subtopics that are covered. 'Structure-oriented' approaches uncover the meaning relations between the textual building blocks, such as causal, contrastive, and additive relations, but also referential relations.

Some approaches provide analytic models that allow for a hierarchical representation representing the whole text in such terms.

Questions and tasks

1. What are the main trends in text linguistics?
2. What problems does general text theory deal with?
3. What problems is text semantics concerned with?
4. What are the peculiar features of text semantics?
5. What are the means of stylistic cohesion?

4-МАНЗУ	Text typology
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**Маъруза машғулотининг таълим технологияси
(4-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Functional approach to text 2. Stylistic approach to text 3. The main criteria for text typology 4. Text types 5. Text heterogeneity
Ўқув машғулотининг мақсади: Талабаларда матн типологиясига турли ёндашувлар ва матн типологиясининг критериялари ҳақида тушунчалар пайдо қилиш	
<u>Калим сўзлар ва иборалар:</u>	<i>Substyles, content reference conjunction, a functional style, text type, criteria, diversity, stratification, correlation, hybrid, belles-lettres</i>
Маърузанинг олдида қўйилган вазифалари: Матн типологиясига турли ёндашувлар ҳақида маълумот бериш Матн типологиясининг критериялари, матн турлари ҳақида маълумот беришади	Ўқув натижалари: Матн типологиясига турли ёндашувлар ҳақида фикр ва мулоҳазаларни билдиришади. Матн типологиясининг критериялари, матн турлари ҳақида маълумот беришади
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп, тарқатма материаллар
Таълим шакли:	Фронтал, жамоавий, гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш

Маърузанинг технологик харитаси
4-машғул

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг кутилаётган натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва талабалар фаоллаштирилади: 1. Functional approach to text 2. Stylistic approach to text 3. The main criteria for text typology 4. Text types 5. Text heterogeneity	Савол-жавобда фаол қатнашдилар.
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб, саволлар берилади:	Топшириқни бажарадилар
	1. What does text typology deal with? 2. What is the difference between oral and written texts. 3. What are the main criteria for text typology? 4. What is text heterogeneity? 5. What is the definition of the type of the text?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варақ топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради; гуруҳда ишлаш услуби вазифани бажариш қонидаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What is the role of text forms in the semantic structure?	Савол-жавобда фаол қатнашадилар
III. Яқуний босқич (10 дақиқа)	Мавзуни бешта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади.

Text typology

Plan:

1. Functional approach to text
2. Stylistic approach to text
3. The main criteria for text typology
4. Text types
5. Text heterogeneity

KEY WORDS: *substyles, content, reference, conjunction A functional style, text type, criteria etc.*

Text typology is 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. 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 productivity model of text production and perception;
- it defines functional and structural peculiarities of concrete texts despite their different thematic contents;
- it is characterized by a system of invariant features compulsory for all the texts of definite text types.

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 acknowledge is a stylistic-functional approach which, being based on the principles of communicative functional stratification, may provide solid grounds for text typology. The conception rests on the assumption that there are direct correlations between a text-type and the functional style it belongs to.

According to the 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. Functional styles are appropriate to the norms of language codification.

The problem of functional styles turns 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. It means that functional styles can cross and penetrate into one another. This leads to style merging and creation of the so called "Hibrid" texts. For example, in the newspaper article many traits of the belles-letters style can be found.

The steepwalking 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 (I.Herald Tribune-2005, December 12).

In classifying texts according to the stylistic-functional criteria, it should be kept in mind that functional styles fall into several variants, substyles and genres which constitute either the main body or the periphery of a functional style. For example, the scientific style is subdivided into academic, informational, critical, popular, educational. Newspaper style can be editorial, essay, advertisement. Belles-letters may be emotive prose, poetry, drama etc. Official documents: juridical, diplomatic, medical etc.

The main criteria for text typology and text types

Text typology is based on the theory of speech acts, and each text type is defined in accordance with the addresser's intention. It can be order, request, promise, joke, interview, annotation, review etc.

Text typology can be grouped into following:

1. According to the character and degree of expansion; a) macro-text (speech production); micro-text (syntactical units, fables etc).
2. According to the speech form texts are divided into oral and written.
3. According to the functional style reference texts are differentiated: a) newspaper articles; b) official documents; c) publicistic (chronicle, essay); d) fictional (story, novel etc); e) scientific (article, monograph).
4. According to the sphere of communication such text types are distinguished: socio-political, military, academic, religious etc.
5. Another creation of functional-semantic forms: description, narration, monologue, dialogue, and the author's meditations, represented speech.

A text, on the other hand, is either 'acceptable' or 'non-acceptable' according to a complex gradation, not a binary opposition, and contextual motivations are always relevant. It follows that a sentence cannot survive outside its pertinent socio-cultural neighbourhood. Unless motivated by an ad-hoc linguistic situation to demonstrate and exemplify a specific grammatical rule, the sentence restrictively functions as a purely grammatical pattern definable at the level of syntax; the ultimate goal of the sentence being to instruct its recipients on how to construct syntactic relationships between its constituent elements. The text, by contrast, cannot exist or survive in a socio-cultural vacuum. It is motivated, and hence inextricably related to, a situation of occurrence, which is called its 'context'. Unlike the sentence, the text is not an abstract, decontextualized entity definable only at the level of syntax; on the contrary, its viability derives from its close affinity with its pertinent situational context wherein it is only interpretable. In addition, the text is conceived and actualised within a 'co-text', which Halliday (1985: 5) describes as "the non-verbal goings-on--The total environment in which the text unfolds." While the sentence is used to instruct its recipients about building syntactic relationships and hence has a limited role in human situations, the text motivates its consumers to control, manage, and eventually change human situations.

Text heterogeneity

When analyzing texts, we discover that boundaries between them become less discernible. In this reason text typology faces the problem of text interactions, mixed text types, text heterogeneity. Text heterogeneity is regarded as a special stylistic device which is humorous, ironical effect of what it's based.

Questions and tasks

1. What does text typology deal with?
2. What is the difference between oral and written texts?
3. What are the main criteria for text typology?
4. Speak on the problems of functional style
5. Discuss the role of text forms (narration, description, reasoning etc) in the semantic structure

5 - МАВЗУ	Text categories
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Маъруза машғулотининг таълим технологияси
5-машғулот

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. The notion of text categories 2. Classification of text categories 3. Category of informatively 4. Category of intertextuality
Ўқув машғулотининг мақсади: Талабаларда информативлик модаллик категориялари, матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категориялари ҳақида тушунча пайдо қилиш	
Маърузанинг олдида қўйган вазифалари: Информативлик, модаллик категориялари ҳақида маълумот бериш; Матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категориялари бўйича тушунча бериш;	Ўқув натижалари: Информативлик, модаллик категориялари ҳақида фикр ва мулоҳазаларини билдиришади; Матн яхлитлиги ва тугалланганлиги категориялари ҳақида тушунчага эга бўлишади.
<u>Калим сўзлар ва иборалар:</u>	<i>segmentation, decode, conceptual, entity, continuum, discordance, subtextual, impact, destabilization, prior, frame, intertextuality casuality, explicit.</i>
Таълим методлари:	намойиш этиш, ақлий ҳужум, кластер, тезкор савол-жавоб
Таълим воситалари:	маъруза матни, доска, кодоскоп, слайдлар
Таълим шакли:	фронтал, жамоавий, гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория

**Маърузанинг технологик харитаси
(5-машғулоти)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг кутаётган натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши эълон қилинади	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. The notion of text categories 2. Classification of text categories 3. Category of informatively 4. Category of intertextuality	Савол-жавоб фаол қатнашадилар.
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб савол берилади.	Топшириқни бажарадилар.
	Машғулотида муҳокама этиладиган саволлар: 1. What is intertextuality? 2. What is textuality? 3. What does the text informality represent? 4. What is text category? 5. What is factual information? 6. What does conceptual information imply?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради, гуруҳда ишлаш услуби, вазифани бажариш қоидаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What approaches to the problem of intertextuality do you know?	Савол-жавобда фаол қатнашадилар.
III. Якуний босқич (10 дақиқа)	Мавзунинг тўртта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади. Тинглашади.

Text categories

Plan

1. The notion of text categories
2. Classification of text categories
3. Category of informativity
4. The category of intertextuality

Key words: *segmentation, informativity, category, decode, conceptual information*

Text category is a common property of the text inherent in all its types. Text category is considered a twofold entity formed on the basis of both semantic content and its formal means of expression.

Galperin I.R. suggests the following text categories: informativity, segmentation, cohesion, continuum, prospection, retrospection, modality, integrity, completeness. Z.Y. Turaeva adds progression, stagnation, the author's image, artistic space and time, causality, subtext. W. Dressler differentiates seven text categories: cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality. Despite some discordance of opinions all scholars support the view that text categories are subdivided into two groups: semantic and structural. There are categories which deal with the semantic structure of the text, and those which include its formal structural organization. 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 a text status. Optional categories are relevant only to certain text types, they depend on the text type. Such categories as cohesion, integrity, informativity are obligatory, they constitute the essence of the text. As for subjective modality, the author's image may be referred to the optional type, because they are relevant to the belles-lettres texts.

Classification of text categories

There are different types of information. I.R. Galperin differentiates the following types of information: content-factual, content-conceptual, content-subtextual. Factual information contains data about facts, events, actions, 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.

Conceptual information 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 subtextual 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. According to the degree of conceptual significance the following types of conceptual information can be singled out: microconcept, macroconcept, superconcept. Microconcept is a conceptual meaning of a separate language unit. Macroconcept is formed within a text fragment. Superconcept is the highest conceptual unit which, covering the whole text, appears to be its semantic focus.

It frequently occurs that stylistic devices become the bearers of conceptual information. For instance the story "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 and the dollar felt unclean in his hand.

Here antithesis is based on the opposition "clean-unclean".

Besides above mentioned types there are stylistic and pragmatic types of information. Stylistic types of information is mostly inherent in fictional texts. But to some extent it can be found in publicistic and scientific texts. This information, being expressive by its nature, is subdivided into emotive, evaluative and imaginary types.

Stylistic information closely related 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 treads not only to produce an emotional impact on the reader, but also to urge him to act.

It's important to note that pragmatic information is a very complex phenomenon which deals with many factors; the factor of addresser and addressee, the ways of the most adequate presentation and distribution of information in the text, relationships of stylistic and pragmatic functions.

Therefore, those issues which are familiar in discussions about the semantic structure of sentences, *eg* those pertaining to referential identity (determining pronominalization, article selection, etc), will be passed over here. The main focus will be upon the different aspects of INFORMATION DISTRIBUTION in discourse: introduction, continuity, expansion, topicalization, focusing, etc.

3. Category of informativity

A naturally occurring manifestation of language, i.e. as a communicative language event in a context. The SURFACE TEXT is the set of expressions actually used; these expressions make some knowledge EXPLICIT, while other knowledge remains IMPLICIT, though still applied during processing.

The context of situation, however, is only the immediate environment. There is also a broader background against which the text has to be interpreted: its context of culture. Any actual context of situation, the particular configuration of field, tenor, and mode that has brought a text into being, is not just a random jumble of features but a totality- a package, so to speak, of things that typically go together in the culture. People do these things on these occasions and attach these meanings and values to them; this is what culture is.

The complex [interrelationship](#) between a text and other texts taken as basic to the creation or [interpretation](#) of the text.

There are two approaches to the problem of intertextuality: from the position of theory of literature and that of linguistics. In literature intertextuality is understood in a broad sense, and any text is regarded as an intertext. It is related to our knowledge of the world, reflecting our cultural and historical experience.

From a linguistic perspective intertextuality is limited to those texts which have explicit reference to other texts.

WHAT IS "INTERTEXTUALITY"?

In a broad sense, intertextuality is the reference to or application of a literary, media, or social "text" within another literary, media, or social "text." In literature, intertextuality is when a book refers to a second book by title, scene, character, or storyline, or when a book refers to a social "text" such as a media, social, or cultural story. This borrowing invites a *comparison* between your understanding of the text outside of the book, and its use inside of the book. Intertextuality asks us to think about *why* the author is choosing this particular literary or social text, *how* they are including the text in the book, and *to what effect* is the text re-imagined by the book, or the book shaped by the text.

Forms

1. Book in a Book

One form of intertextuality is a brief or prolonged reference to a literary text in a second literary text. For example, this reference might involve the author simply giving the title of another book, adopting a famous character name from another book, or revisiting a famous scene from another book. These brief references are meant to call attention to themselves as borrowing an outside text, and to how it is being applied and reworked in the primary book. Examples of longer intertextual references might include the adopting of an entire storyline from another book, or a lengthy scene from another book.

2. Other "Text" in a Book

A second form of intertextuality is a brief or prolonged reference to a media or social "text" in a literary text. For example, an author might reference a film, tv show, or song, or a well-known social "text" like the story of John F. Kennedy's assassination or Rosa Parks's bus ride. What makes intertextuality different from literature's common mention of things in the media and society is that the "text" which the book references has a *narrative* quality. Therefore, we still have reference to a story within a book, even though the story is not a piece of literature.

Functions

1. Comparison

Intertextuality involves an implicit comparison by putting two “texts” together. When literature references another text, we are asked to draw from our knowledge of the text in its original form, and compare this to how it is being used, changed, or reframed by the primary book. Intertextuality functions on comparison and contrast of similarities and differences.

2. Dialogue

Intertextuality invites a conversational dialogue between two “texts.” Because both the primary book and its intertext are *narratives*, rather than static items or images, we can engage the full storyline that each contains to create a narrative conversation. Sometimes, the two narratives are very different and can therefore create competing dialogues about which is dominant, or most important.

3. Destabilization

Intertextuality can sometimes destabilize, or shake up our understanding of, the original text being referenced or a scene or idea in the primary book. The original text may be a “story” that most feel very familiar with, but its use or reframing by the primary book changes our feelings or reveals something new about this original story. Conversely, the book may be presenting a scene, character, or argument that we feel we are beginning to understand when it is disrupted and destabilized by entry of this intertext.

Effects

1. Transformation of the Primary Book

The first influence intertextuality can have is on a reader’s understanding of the primary book. This is a matter of evaluating effect on the book at hand. Why does the primary book choose this similar or dissimilar intertext, where is it used, how does it add to or change our understanding of the scene it is in, and how does it evoke important arguments the book is making overall?

2. Transformation of a Prior Text

Intertextuality can also influence our understanding of the original text, causing us to “reflexively” re-read, or reconsider, our understanding of the original text. Even if the outside text is not being reworded or rewritten in any way, by placing it in a new book, the outside text is reframed and therefore changed. Does the author explicitly or implicitly change the intertext from its original form and in what ways?

3. Reinterpretation of Both

Intertextuality can create a simultaneous re-reading of both the primary book and its intertext. This involves a back-and-forth re-reading of each text based on what their similarities and differences reveal about one another.

Any text is a new tissue of past citations. Bits of code, formulae, rhythmic models, fragments of social languages, etc., pass into the text and are redistributed within it, for there is always language before and around the text. Intertextuality, the condition of any text whatsoever, cannot, of course, be reduced to a problem of sources or influences; the intertext is a general field of anonymous formulae whose origin can scarcely ever be located; of unconscious or automatic quotations, given without quotation marks. (“Theory of the Text” 39).

Examples of Intertextuality in English Literature

The term “intertextuality” is a textual reference that is reflected in the text of another. The idea is similar to an allusion, but it is more extensive. Intertextuality has the power to influence the majority or the entire literature piece instead of in a small, insignificant passage. Here are several examples in literary pieces that have used intertextuality to help you discern its presence.

“Wide Sargasso Sea”

In “Wide Sargasso Sea,” author Jean Rhys extrapolates events occurring in Charlotte Bronte’s “Jane Eyre” in order to tell an alternative story of the latter piece. Rhys takes the character of Mr. Rochester’s wife, who had a secondary role in Bronte’s novel, and makes her the main character in her book. Additionally, she changes the setting from England to Jamaica, as well as creates a back-story for her character. By putting her spin on “Jane Eyre,” Rhys injects her commentary amid the story-telling, addressing issues such as racism, women roles, and colonization that Bronte’s novel did not mention otherwise.

Intertextuality means the displacement of critical interest away from the author, which is what Umberto Eco does even more explicitly: It is not true that works are created by their authors. Works are created by works, texts are created by texts, all together they speak to each other independently of the intentions of their authors

There are perennially many critics who let themselves be attracted by centripetal tendencies of intertextuality and their attention is directed at examining sources and roots of discourse instead of accepting more interesting offer of intertextuality to focus, via imaginary bridge it creates, on the places where due to it the boundaries in between texts dissolve and thus transferring into other texts, other displays of culture, in order to reveal deeply rooted foundations whose component is an examined text itself. In other words, in present-day .transtextual. times it's not anymore that important to chase after discovering and detecting connecting links between texts (intertextual links which seem to be not only

a .cement. uniting a text but also a significant element which determines its meaning); equally important is the realization how these texts fit into a wider cultural background and heritage, and from a reverse point of view it's necessary to take into account in what way do the manifestations of intertextuality influence reading and perception of texts themselves. And this is a sort of approach towards examination of texts which was typical for M. M. Bakhtin.

Bakhtin often works with – it's an utterance that we, on the basis of syntactic and compositional devices, ascribe to one speaker, but in fact there is a mixture of two utterances, double-style, double-language and the same pays for value and meaning horizon, while such utterances are often not isolated by formal grammatical means, by quotation marks – also comprises basics of a future theory of intertextuality. Thus no matter whether we speak – in a wider sense – about a presence of one text within another one in the form of quotation, plagiarism or allusion in terms of Genette's narrower sense of intertextuality, or other Genettian forms of mutual relations between texts like paratextuality, metatextuality or architextuality as individual aspects of transtextuality, or intertextuality in a wider sense as understood by Kristeva or Riffaterre

Intertextual frames and their features

There are three types of intertextual frames: semantic, topical, and stylistic. Semantic intertextual frames are prompted by the identification of specific lexical items, such as verbs and nouns, in literary works. The construction of topical intertextual frames, on the other hand, is based on the identification of multiple semantic frames. This type of frame is a more complex structure which may contain broader and more detailed information, such as the settings, events or characters involved in specific texts. Stylistic intertextual frames are triggered when a reader identifies instances of formulaic phrases or genre similarities between literary texts. In this paper, I will provide an account of how semantic intertextual frames are created and influence the reading experience.

Semantic intertextual frames can be triggered when a connection is established between a lexical concept and cognitive model via either a DIRECT or INDIRECT ACCESS ROUTE. In the first case, there is a direct connection between the lexical concept and the cognitive model. Conversely, when the cognitive model is not directly accessed via the lexical concepts, we talk about indirect access routes. The type of access route that is followed depends solely on the relationship that holds between the lexical concept in the literary text and the one evoked by the reader. More specifically, direct access routes are in operation when the intertextual frame is formed by the identification of the same lexical item in the source and the accessed texts. By 'source text', I mean the text which is currently read, and by 'accessed text', the text which is brought to mind and incorporated in the semantic intertextual frame. This broad category encompasses all open-class lexical items, although I believe that there is a particular set of items that are more likely to prompt the creation of intertextual links.

Questions and tasks

1. What is intertextuality?
2. What is textuality?
3. Explain M. Bakhtin's attitude
4. What does the text informativity represent?

6-МАВЗУ	Fictional text and its categories
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**Маъруза машғулотининг таълим технологияси
(6-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Specific features of a fictional text 2. The category of emotiveness 3. The category of imagery 4. Implicitness
Ўқув машғулотининг мақсади: Магистрантларда бадий матн хусусиятлари ва категориялари ҳақида тушунчалар пайдо қилиш	
Маърузанинг олдида қўйган вазифалар: Бадий матн хусусиятлари ҳақида маълумот бериш; эмотивлик категорияси ҳақида маълумот бериш; Imagery категорияси ҳақида тушунча бериш	Ўқув қўтилаётган натижалари: Бадий матн хусусиятлари ҳақида фикр ва мулоҳазаларини билдиришади; Эмотивлик категорияси ҳақида билимга эга бўлишади; Imagery категорияси ҳақида тушунчага эга бўлишади;
<u>Калит сўзлар ва иборалар:</u>	<i>fictional text, emotiveness, imagery, linguistic economy, implicitness, functional theory of text, trite, dundancy, expository, in cconcurrence with, implicitness</i>
Таълим методлари:	Тушунчалар таҳлили
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп
Таълим шакли:	Фронтал, жамоавий гуруҳларда ишлаш
Ўқув шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш

**Маърузанинг технологик харитаси
(6-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, кутилаётган ўқув машғулотининг натижалари эълон қилинади. Ўтирилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. Special features of a fictional text; 2. The category of emotiveness; 3. The category of imagery; 4. Implicitness.	
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб умумий савол берилади: What do the categories of emotiveness and imagery imply?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What is narrative? 2. What is implicitness? 3. What does the category of emotiveness represent to? 4. What does the imagery represent to? 5. What distinctive features of a fictional text do you know?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради, гуруҳда ишлаш усули, вазифани бажариш қоидаси тушунтирилади	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What is the narrative text type based on?	Савол-жавобда фаол қатнашадилар.
III. Якуний босқич	Мавзуни режаси асосида хулоса қилиб, энг муҳим маълумотларга талабани диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади. Тинглашади.

Fictional text and its categories

Plan:

1. Specific features of a fictional text
2. The category of emotiveness
3. The category of imagery
4. Implicitness

Key words: *fictional text, emotiveness, imagery, linguistic economy, Implicitness, functional theory of text, Descriptive text type*

A fictional text (belles-letters), being one of the forms of literary communication, has peculiar features which distinguish this text type from other forms of communication. I.R. Galperin suggests the following features of text types:

1. genuine, not trite imagery achieved by means of stylistic devices;
2. the use of words in contextual, and very often in more than one dictionary meaning;
3. the vocabulary which reflects to a greater or less degree the author's personal evaluation of things and phenomena;
4. a peculiar individual selection of vocabulary and syntax, a kind of lexical and syntactical idiosyncrasy;

T.A. van Dijk suggests the principle of "constructiveness" which is more adequate for literary communication.

Grice suggests two opposite tendencies; linguistic economy and linguistic redundancy. The principles of linguistic economy as one of the basic laws of language development. In fiction, besides traditional lexical (derivatives, compound words, all types of contracted forms) and syntactical (elliptical structures, one-member sentences, unfinished sentences) means, there are some stylistic means which also serve the aim of language economy. We refer antonomasia, allusion, metaphor etc.

However, a very important account has not been discussed so far: rhetorical structure theory. Rhetorical Structure Theory In the 1980s and 1990s, Mann and Thompson (see especially Mann and Thompson, 1988) presented 'rhetorical structure theory' (RST), a functional theory of text organization developed in the context of linguistics and cognitive science (see Rhetorical Structure Theory). At the heart of RST are the so-called 'rhetorical relations,' similar to clause or coherence relations, and including relations like 'cause,' 'elaboration,' and 'evidence.' The relations are defined in terms of conditions on the nucleus (the most important segment in a relation), on the satellite (which depends on the nucleus), and their combination, and in terms of the effect on the reader. Relations are identified between adjacent text segments (e.g., clauses) up to the top level of the text. The top level of an RST tree organizes the text as a whole: a relationship that dominates the total text structure.

Rhetorical structure theory has proven to be a very useful analytic tool. One of its benefits is that it allows for a complete analysis of any text type: expository, argumentative, or narrative. The system has been applied to many real-life texts, among them newspaper articles, advertisements, and fundraising letters (Mann and Thompson, 1992). As a rule, an RST analysis starts with an inspection of the entire text. The analysis does not proceed in a fixed way; it proceeds bottom-up (from relations between clauses to the level of the text) or top-down (the other way around) or follows both routes (Mann et al., 1992). The analysis results in a hierarchical structure that encompasses the entire text and has a label attached to each of its branches.

Although RST defines rhetorical relations in a fairly exact way, the assignment of a label is ultimately based on observed 'plausibility.' Four general constraints are the guidelines: 'completedness,' 'connectedness,' 'uniqueness,' and 'adjacency' (Mann and Thompson, 1988: 248–249). How the analysis actually proceeds is left to the intuitions of the analyst and is, in the end, a matter of text interpretation. Still, it has been shown that RST can be applied with a reasonable amount of consensus by expert text analysts (Den Ouden, 2004) and to a certain extent, RST analyses can even be produced automatically (Marcu, 2000).

Procedural Text Analysis Rhetorical structure theory requires a fair amount of text interpretation based on the analysts' overview of the text as a whole. This overview situation may not reflect the way in which writers produce texts. Spontaneously produced texts, especially, are the result of a more incremental process.

The category of emotiveness

Emotiveness due to the sensual character of human psychology is much more effective than any other logical argumentation.

Emotiveness as a component of lexical semantics has been rather well studied. A complete account of such problems as emotive meaning of the word, emotive derivation, classification of emotives in the English word-stock can be found in linguistic literature.

Very often emotiveness is embodied in fictional dialogues which, as known, reflect the peculiarities of colloquial speech.

The information theory based on semantic, stylistic and cognitive functions is called "redundancy". Redundancy is considered as indispensable property of fictional text. So, redundancy, based on the repetition of language means, may be regarded as a cognitive principle of text production.

Eco articulates the difference between the intentions of each of the author, reader, and text by indicating that given that the text is an instrument whose goal it is to invent the Model Reader, "This Reader is not the one who makes the 'only/right' conjecture. A text can foresee a Model Reader entitled to try infinite conjectures." The basis for establishing a conjecture about the text's intention is that "any interpretation given of a certain portion of a text can be accepted if it is confirmed and must be rejected if it is challenged by another portion of the same text. In this sense the internal textual coherence controls the otherwise uncontrollable drives of the reader" (Eco, 1997: 60). If the text is produced for a community of readers, the author will unquestionably be aware of the fact that he or she will not be read in congruency with his or her intentions, but rather in accordance with what Eco calls the "social treasury" of the community of readers. By 'social treasury,' Eco implies not solely a specific language as a series of grammatical rules "but also the whole encyclopedia that the performances of the language have implemented, namely, the cultural conventions that the language had produced and the very history of the previous interpretations of many texts, comprehending the text that the reader is in the course of reading" (Eco, 1997: 60).

For Eco the Model and the Empirical Reader are not one and the same: "The empirical reader is you and me, when we read a text. Empirical readers can read in many ways, and there is no law which tells them how to read, because they often use the text as a container for their own passions, which may come from outside the text, or which the text may arouse by chance" (Eco, 1997: 61). In *Six walks in the fictional woods* Eco suggests that the Model Author is a voice which reveals itself as a "narrative strategy, as a set of instructions which is given to us step by step and which we have to follow when we decide to act as the model reader" (Eco, 1994: 15).

The category of imagery

The deep structure of imagery consists of three components: 1. Image referent; 2. Image agent (reflected object); 3. Image basis (common features which arise from the principle of similarity).

A cognitive turn in the study of language and style has given rise to a new theoretical approach to the problem of metaphor. So metaphor is regarded not only as a stylistic device, but also as a cognitive mechanism which incorporates cognitive processes, empirical experience and language competence. Conceptual metaphor is attributed to the formation of a personal world model and emotive system. Conceptual metaphor is a cognitive model, a specific way of conceptualizing reality in a fictional text. The basic properties of cognitive metaphor can be designated as a) ability of modeling reality b) a broad extended system of associations.

The conceptual value of the cognitive metaphor rests on the fact that imagery created by the device extends over the whole text.

-imagery is an inherent category of a fictional text;

- imagery is based on the mechanism of analogy when at least two things appear to be conceptually parallel to one another;
- imagery plays a central role in the world picture conceptualization.

Implicitness

Implicitness, aimed to transfer indirect, hidden, not completely verbalized information, is another inherent category of a fictional text. An implicate is a twofold structure and semantic unit of the implicit layer; it reflects the problem situation in the text, its communicative and stylistic tension. Implicates serve as prompts for the readers to understand the essence of things being hidden, buried, not available to direct visual perception.

Implicitness is created by a multitude of language means; among them a special emphasis should be put on implicit titles, implicit poetic details.

Descriptive text type^[edit]

Based on perception in space. *Impressionistic* of [landscapes](#) or persons are often to be found in narratives such as [novels](#) or [short stories](#). Example: *About fifteen miles below Monterey, on the wild coast, the Sido family had their farm, a few sloping acres above the cliff that dropped to the brown reefs and to the hissing white waters of the ocean...*

Purpose

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:

- describe a special place and explain why it is special
- describe the most important person in your life

[Descriptive writing](#) is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can [create vivid pictures](#) of characters, places, objects etc.

Features

Description is a style of writing which can be useful for a variety of purposes:

- to engage a reader's attention
- to create characters
- to set a [mood](#)

Language

- aims to show rather than tell the reader what something/someone is like
- relies on precisely chosen vocabulary with carefully chosen [adjectives](#) and [adverbs](#).
- is focused and concentrates only on the aspects that add something to the main purpose of the description.
- [sensory](#) description - what is heard, seen, smelt, felt, tasted. Precise use of adjectives, [similes](#), [metaphors](#) to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.
- strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise [nouns](#).

Textual types refer to the following four basic aspects of writing: [descriptive](#), [narrative](#), [expository](#), and [argumentative](#).

Contents

^[hide]

- [1 Descriptive text type](#)
- [2 Narrative text type](#)
- [3 Expository text type](#)
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Narrative text type[edit]

Based on perception in time. [Narration](#) is the telling of a [story](#); the succession of events is given in [chronological order](#).

Purpose

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. [soap operas](#) and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as the "story grammar". Although there are numerous variations of the story grammar, the typical elements are:

- [Setting](#) — when and where the story occurs.
- [Characters](#) — the most important people or characters in the story.
- Initiating event — an action or occurrence that establishes a problem and/or goal.
- [Conflict](#)/goal — the [focal point](#) around which the whole story is organized.
- Events — one or more attempts by the main character(s) to achieve the goal or solve the problem.
- [Resolution](#) — the outcome of the attempts to achieve the goal

The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

Types of Narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include [fairy stories](#), [mysteries](#), [science fiction](#), [romances](#), [horror stories](#), [adventure stories](#), [fables](#), [myths and legends](#), [historical narratives](#), [ballads](#), [slice of life](#), [personal experience](#). Features

- Characters with defined personalities/identities.
- Dialogue often included - [tense](#) may change to the present or the future.
- Descriptive language to create images in the reader's mind and enhance the story.

Structure

In a Traditional Narrative the focus of the text is on a series of actions:

Orientation

(Introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where? E.g. Mr. Wolf went out hunting in the forest one dark gloomy night.

Complication or problem

The complication usually involves the main character(s) (often mirroring the complications in real life).

Resolution

There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

Further more, when there is plan for writing narrative texts, the focus should be on the following characteristics:

- [Plot](#): What is going to happen?
- [Setting](#): Where will the story take place? When will the story take place?
- [Characterization](#): Who are the [main characters](#)? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- [Theme](#): What is the theme / message the writer is attempting to communicate?

Expository text type[edit]

It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex [facts](#).

Example: An essay on "Rhetoric: What is it and why do we study it?"

Argumentative text type[edit]

Based on the [evaluation](#) and the subsequent [subjective judgement](#) in answer to a problem. It refers to the reasons advanced for or against a matter.

According to Beaugrande (1980: 16), the virtual system is “the functional unities of elements whose potential is not yet to use [...] which a particular language offers its users; [whereas the actual system is] a functional unity created through the process of selection among options of virtual system”.

Beaugrande believes that the above-mentioned fundamental differences between the text and the sentence have important implications for the evaluation of linguistics of the text.

Beaugrande differentiates between the two notions- text and sentence- as follows: A sentence is either ‘grammatical’ or ‘ungrammatical’ in the sense that it conforms to the traditional forms of grammar or departs from them.

Questions

1. What is narrative ?
2. What is Implicitness?
3. What does the category of emotiveness represent to?
4. What does the imagery represent to?

7-МАВЗУ	Text as a unit of communication
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**Маъруза машғулотининг таълим технологияси
(7-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. The communicative nature of text 2. Types of communication 3. Aims and intentions in communication
Ўқув машғулотининг мақсади: Талабаларда матннинг коммуникатив моҳияти, матн мулоқотнинг асосий ва энг мураккаб бирлиги ҳақида тушунчалар пайдо қилиш;	
Маърузанинг олдида қўйган вазифалари: Матннинг коммуникатив хусусияти ҳақида маълумот бериш; Коммуникатив турлари ҳақида тушунча бериш; Коммуникатив мақсад ва интенциялари ҳақида маълумот бериш;	Қўйилган ўқув натижалари: матннинг коммуникатив хусусияти ҳақида фикр ва мулоҳазаларини билдиришади; коммуникатив турлари ҳақида билимга эга бўлишади; Коммуникатив мақсад ва интенциялари ҳақида тушунчага эга бўлишади.
<u>Калит сўзлар ва иборалар:</u>	<i>intention, communication, addressee, addresser, types of styles, recipient, referent;</i>
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп
Таълим шакли:	Жамоавий, фронтал
Ўқув шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш;

**Маърузанинг технологик харитаси
(7-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг кутилаётган натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. The communicative nature of text; 2. Types of communication; 3. Aims and intentions in communication	Савол-жавобда фаол қатнашадилар.
	Магистрантларни фаоллаштириш мақсадида зинама-зина методини қўллаб, умумий савол берилади. Who developed the communicative theory of language?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What functional styles do you know? 2. Explain the role of addresser and addressee? 3. What classification of communicative intentions by O.G. Moskalskaya do you know? 4. What does text reflect?	Эшитадилар, ёзиб оладилар.
	Магистрантлар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради, гуруҳда ишлаш усулини, вазифани бажариш қоидасини тушунтиради.	
	Фаоллаштириш мақсадида савол берилади: In what way is communication realized?	Саволга жавоб берадилар.
III. Якуний босқич (10 дақиқа)	1. Мавзуни ўқитиш режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. 2. Муҳокамада фаол қатнашган магистрантлар рағбатлантиради, баҳолайди.	Тинглашади.

Text as a unit of communication

- 1. The communicative nature of text**
- 2. Types of communication**
- 3. Aims and intentions in communication**

Key words: intention, communication, addressee, addresser, types of styles

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. It follows then that a set of structural units is transformed into the communicative integrity of the text on the basis of a thematic structure of the speech act, which in its turn is determined by a concrete situation and communicants' intention.

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 communications are realized by means of the text is regarded as a system of actions, as an activity aimed, on the other hand, at the production of texts (text formation), on the other-at understanding, interpretation (text perception).

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).

The communicative nature of text

There are different classifications of communicative intentions. O.G. Moskalskaya suggests the following ones:

- to inform –to state – to affirm;
- to pass – to describe- to tell – to depict – to review;
- to explain –to compare – to summarize – to generalize – to conclude;
- to substantiate – to prove – to deny – to expose;
- to urge – to ask for,- to call for – to appeal – to demand- to instruct – to order- to ask;

In a more generalized sense these communicative intentions 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 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. expressive- describing the communicants' inner emotional state;
5. declarations- information about some actions performed by the communicants.

The correlation between communicative aims and functional styles can be presented as follows:

Belles-letters 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 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.

QUESTIONS

1. What are the types of style?
2. Explain the role of addresser and addressee

8-MAВЗУ	Text as a unit of communication
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**Маъруза машғулотининг таълим технологияси
(8-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. The notion of discourse 2. The problem of text interpretation 3. Communicative postulates 4. Textual communication
Ўқув машғулотининг мақсади: Талабаларда дискурс тушунчаси, матнни қабул қилиш ва интерпретацияси, текстуал коммуникацияси нигоҳида Г.Грайснинг коммуникатив қонунлари ҳақида тушунчалар пайдо қилиш	
Маърузанинг олдида қўйган вазифалари: Дискурс тушунчаси ҳақида маълумот бериш; матнни қабул қилиш ва интерпретацияси ҳақида тушунча бериш; текстуал коммуникацияси нигоҳида Г.Грайснинг коммуникатив қонунлари ҳақида маълумот бериш;	Қўйлаётган ўқув натижалари: Дискурс тушунчаси ҳақида фикр ва мулоҳазаларини билдиришади; Матнни қабул қилиш ва интерпретацияси ҳақида билимга эга бўлишади; Текстуал коммуникацияси нигоҳида Г.Грайснинг коммуникатив қонунлари ҳақида тушунчага эга бўлишади;
<u>Калит сўзлар ва иборалар:</u>	<i>communicative postulates, textual communication, to suffice to, quantitative methodology, arena, subdiscipline, connectedness, clues, lexical markers</i>
Таълим методлари:	Тушунчалар таҳлили
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп
Таълим шакли:	Жамоавий гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими

**Маърузанинг технологик харитаси
(8-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, кутилаётган ўқув машғулотининг натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва талабалар фаоллаштирилади: 1. The notion of discourse; 2. The problem of text interpretation; 3. Communicative postulates; 4. Textual communication;	Савол-жавобда фаол қатнашадилар.
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: 1. What does the term “text” imply?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What does the term “discourse” stand for? 2. What is dialogical discourse often focused on? 3. Where is connectedness localized? 4. How do language users usually communicate? 5. When has the study of text become crucial?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, гуруҳда ишлаш усули, вазифани бажариш қондаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What is textual communication?	Савол-жавобда фаол қатнашадилар.
III. Якуний босқич	Мавзунинг тўртта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади. Тинглашади.

Text as a unit of communication

Plan:

1. The communicative nature of text
2. Types of communication
3. Aims and intentions in communication

Key words: *intention, communication, addressee, addresser, types of styles*

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. It follows then that a set of structural units is transformed into the communicative integrity of the text on the basis of a thematic structure of the speech act, which in its turn is determined by a concrete situation and communicants' intention.

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- to explain –to compare – to summarize – to generalize – to conclude;
- to substantiate – to prove – to deny – to expose;
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In a more generalized sense these communicative intentions 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 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;
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Scientific style – to prove a hypothesis, to create new concepts;

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

QUESTIONS

1. What are the types of style?
2. Explain the role of addresser and addressee

9-МАВЗУ	Text pragmatics
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**Маъруза машғулотининг таълим технологияси
(9-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	The pragmatic approach to the text The factors of addresser and addressee The notion of pragmatic intention
Ўқув машғулотининг мақсади: Талабаларда лингвопрагматика, матн прагматикаси, матнга прагматик ёндашув, адресат ва адресант факторлари ҳақида тушунчалар пайдо қилиш	
Маърузанинг олдида қўйган вазифалари: Лингвопрагматика ҳақида маълумот бериш; Матн прагматикаси бўйича тушунча бериш; Матнга прагматик ёндашув ҳақида маълумот бериш; адресат ва адресант факторлари ҳақида маълумот бериш;	Ўқув натижалари: Лингвопрагматика ҳақида фикр ва мулоҳазаларини билдиришади; Матн прагматикаси ҳақида тушунчага эга бўлишади; Матнга прагматик ёндашув ҳақида билимга эга бўлишади;
<u>Калим сўзлар ва иборалар:</u>	<i>Sociocultural context, contextual conditionality, tool, incompatible, domains, speech impact, plot, composition, image-bearing, intertextual frames, syllepsis, allusions, presuppose.</i>
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп
Таълим шакли:	Жамоавий, гуруҳларда ишлаш.
Ўқув шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория.
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш.

**Маърузанинг технологик харитаси
(9-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг кутилаётган натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. The pragmatic approach to the text. 2. The factors of addresser and addressee. 3. The notion of pragmatic intention	
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: What is linguopragmatics?	
	Машғулотда муҳокама этиладиган саволлар: 1. What definitions of linguopragmatics do you know? 2. What approaches to the text are there? 3. What problems does linguopragmatics embrace? 4. What constituents of discourse do you know? 5. What means of asserting author's position do you know? 6. What do semantic frames enable us to do?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради, гуруҳда ишлаш усулини, вазифани бажариш қондасини тушунтиради.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What has the analysis of the linguistic literature shorn?	Жавобда қатнашадилар.
III. Якуний босқич (10 дақиқа)	Мавзуни учта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрант диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади.

Text pragmatics

Plan:

- 1. The pragmatic approach to the text**
- 2. The factors of addresser and addressee**
- 3. The notion of pragmatic intention**

KEY WORDS: pragmatic, intention, communicative act

The study of 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.

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 human activity with an accent on psychological, social and cultural aspects of language functioning/ there is a variety of definitions concerning linguopragmatics. There some approaches:

- the relations between a sign and its users;
- contextual conditionality, language usage, language in the context;
- speech impact on the addressee, the factors influencing successful and effective communication;
- interpretative aspects of speech communication;
- language as a tool of a purposeful communicative activity;
- the problem of mutual understanding and appropriateness of language use.

It is necessary to note that all these aspects are by no means incompatible. They resent linguopragmatic researches in a variety of domains which are mutually complementary. The analysis of the linguistic literature has shown that linguo-pragmatic 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;
- appropriateness and effectiveness of textual communication.

Discourse pragmatics raises the question of situational interpretation which, in its turn, introduces the notion of a communicative-pragmatic situation. 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 communications;
- role and personal relations between the communicants.

The factors of addresser and addressee

The addresser (the author, sender, speaker) and the addressee (recipient, reader, listener) are the main constituents of discourse though explicitly they are not presented in the text. The addresser is a creator of the text, which reflects his views, attitudes, evaluation, world outlook. The addresser is realized in the text through the communicative aim, and strives to make it recognizable for the addressee. Besides, he has an intention to exert a certain influence on the addressee.

There are many ways of expressing the author's image, including the plot and composition. All the compositional forms of the author's speech (description, narration, reasoning) with different degrees of explicitness present the author's individual viewpoint. One of the powerful means of asserting author's position is a system of stylistically marked units employed in the text. Among them the role of imagery should be particularly emphasized. Indeed, image-bearing stylistic devices are used in the text to express evaluative, subjective attitude of the author towards the things described.

It should be noted that the factor of the addresser/addressee in literary discourse, unlike other types of discourse, is characterized by some peculiar features conditioned by the fact that there are two types of the addresser: addresser-writer, and addresser-personage and the two types of the addressee: addressee-reader and addressee-personage. All this is indicative of a complex system of implicit relationships between the author and the reader, and a multifold communicative structure of literary discourse.

So far it has been established that semantic intertextual frames allow us to approach intertextuality and the creation of intertextual links by looking at word-level connections. An important contribution of this model is related to the activation of two levels of word meaning supporting the view expressed by a number of literary theorists. More specifically, Riffaterre (1980: 637-638) has used the term *syllipsis* to describe the process by which a word is ‘understood in two different ways at once, as meaning and as significance’ or else ‘as contextual meaning and intertextual meaning’. Moreover, Perri (1978) has made a similar remark suggesting that allusions specify properties of connotation, which are tacitly specified, despite the fact that they remain unexpressed. Alluding markers have at least a double referent, ‘which signifies un-allusively, within the possible world of the literary text’, and allusively, ‘to one or more texts outside its context’, or echo back a previous part of the text (Perri 1978: 295). Consequently, the existence of two levels of meaning is proposed alluding to Riffaterre’s contextual and intertextual meaning. Similarly, Lennon (2004) seems to presuppose the existence of two levels when he talks about ‘in praesentia’ and ‘in absentia’ units of language influencing the generation of phenomena of allusion. The two levels of meaning can be explained in the current model by the simultaneous activation of two cognitive models. For example, in Bogan’s poem, [CROW] can give rise to two cognitive models, BIRD and LITERARY ENTITY. This way a reader has access to two pools of knowledge which allow for a literal interpretation of the lexical item as an animal and also stretch outside the context to an intertextual interpretation.

10-MAВЗУ	Text pragmatics
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**Маъруза машғулотининг таълим технологияси
(10-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. The pragmatic intention. 2. Types of pragmatic intention. 3. The pragmatic intention to interest the reader. 4. The pragmatic intention of emotional impact
Ўқув машғулотининг мақсади: Талабаларда прагматик интенция тушунчаси, унинг турлари, бадиий матнда прагматик вазифалар турлари, матн таъсир ва тушунишнинг прагматик эффективлиги ҳақида тасаввур пайдо қилиш.	
Маърузанинг олдида қўйган вазифалари: Прагматик интенция тушунчаси ҳақида маълумот бериш; прагматик интенция турлари ҳақида тушунча бериш; бадиий матнда прагматик вазифалар ҳақида маълумот бериш; матн таъсир ва тушунишнинг прагматик эффективлиги ҳақида маълумот бериш;	Қўйилган ўқув натижалари: Прагматик интенция ҳақида фикр ва мулоҳазаларини билдириши; прагматик интенция турлари ҳақида билимга эга бўлиши; бадиий матнда прагматик вазифалар ҳақида маълумотга эга бўлиши; матн таъсир ва тушунишнинг прагматик эффективлиги ҳақида маълумотга эга бўлиши;
Қўлланма сўзлар ва иборалар:	<i>Verbalized, to exert influence, plot, composition, reasoning, marked, syllepsis, connotation, referent, to vary, impact, deautomatic, foregrounding, to converge, referential.</i>
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп, тарқатма материаллар.
Таълим шакли:	Фронтал, жамоавий, гуруҳларда ишлаш.
Ўқув шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория.
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш; рейтинг тизими асосида баҳолаш;

**Маърузанинг технологик харитаси
(10-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. The pragmatic intention; 2. Types of pragmatic intention; 3. The pragmatic intention to interest the reader; 4. The pragmatic intention of emotional impact;	Савол-жавобда қатнашадилар.
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб савол берилади: What does pragmatic analysis aim to?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1.What is pragmatic intention? 2. What types of pragmatic intention do you know? 3. What is pragmatic intention associated with? 4. What does the idea of deautimazation refer to? 5. What is the purpose of centering theory? 6. What do coherence relations imply?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради маслаҳатлар беради, гуруҳда ишлаш усули, вазифани бажариш қоидаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What is actualization?	Жавоб берадилар.
III. Якуний босқич (10 дақиқа)	Мавзуни тўртта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади. Тинглашади.

Text pragmatics

Plan:

1. Types of pragmatic intention
2. The pragmatic attention
3. The pragmatic intention to interest the reader
4. The pragmatic intention of emotional impact

KEY WORDS: pragmatic intention, emotion, verbalize, reader.

Pragmatic intention is understood as verbalized in the text the addresser's deliberate intention to exert influence on the addressee with the aim to cause some reconstruction in his world picture.

The general pragmatic intention of literary discourse is an aesthetic influence on the reader. However, in concrete situations the types of pragmatic intentions vary, and so does their impact. The pragmatic intention is an organizing principle of the text. It predetermines the choice of language means, structural and semantic peculiarities of the text. Therefore pragmatic analysis aims to find language units which explicitly or implicitly make pragmatic intentions recognizable. According to the type of the pragmatic intentions the forms of its language utilization vary.

Accepting the assumption that pragmatic intentions are materialized in the language units, we define the type of pragmatic intention proceeding from: a) the analysis of all the parameters of a verbal sign, the ways of its introduction, organization and reorganization in the discourse; b) verbalized in the discourse direct or indirect indication to a pragmatic intention; c) indication to the addressee's verbal and non-verbal reaction. There defined the following types of pragmatic intentions:

- The pragmatic intention "to attract attention;
- To interest the reader;
- To exert an emotional impact;
- To activate knowledge structures;
- To stimulate the addressee's creativity;
- To represent the conceptual world picture.

The above mentioned pragmatic intentions are enumerated in accordance with an increasing degree of their complexity and aesthetic value. The pragmatic intentions aimed to represent the conceptual world picture is ranked as the most global one. It embraces all other types of pragmatic intentions and some extent coincides with the fiction of literary discourse to produce an aesthetic influence on the reader.

3. The pragmatic intention to interest the reader

The pragmatic intention is associated with the phenomenon of actualization, which has been discussed by many scholars. The actualization is understood as the usage of language means which is preserved as unusual, deautomatized, and therefore it attracts attention of the reader.

The idea of "deautomatization" refers to the notions of foregrounding, convergence of stylistic means, parallelisms as basic signals of conceptual information remain actual and significant.

The means of "deautomatization" are mainly found on the surface layer of the text and characterized by various kinds of structural transformations, which serve to realize the pragmatic intention "to attract the readers attention".

In the area of syntax – 'sentence analysis' – the principled discussion on the question of whether syntax is an autonomous and purely formal level of representation is still going on, especially with the recent rise of cognitive linguistics (cf. Langacker, 1986; Jackendoff, 1996) (see also Cognitive Linguistics).

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

Several scholars have argued that the analogy with sentence grammar is not convincing, among them Brown and Yule (1983) and Wilensky (1983):

... while our intuition of 'sentencehood' is a clearly linguistic notion, our intuition of 'storiness' most certainly is not [...]. the notion of 'Story' refers to actions, events, goals, or other mental or conceptual objects. In other words, our intuitions about stories are closer to our intuitions about the meanings of sentences than they are about they are about sentences themselves
(Wilensky, 1983: 580).

And indeed, ever since Halliday and Hasan (1976), Hobbs (1979), and van Dijk (1977), it is widely accepted that purely formal or syntactic principles play a far smaller role at the discourse level. It is hard, for instance, to make much sense of the idea of a structurally 'well-formed' but semantically anomalous text. There is a consensus that the well-formedness of a discourse is primarily to do with its meaning –more specifically, with the question of whether the meanings of its component segments can be related together to form a coherent message.

What Makes a Text a Text?

What, then, are the crucial characteristics of text? At present, the dominant stance is that 'coherence' explains best the connectedness shown by texts. Coherence is considered a mental phenomenon; it is not an inherent property of a text under consideration. Language users establish coherence by relating the different information units in the text.

'Referential coherence': smaller linguistic units (often nominal groups) may relate to the same mental referent throughout the text (see also Discourse Anaphora); or . 'Relational coherence': text segments (most often conceived of as clauses) are connected by coherence relations, such as cause-consequence, between them (see also Clause Relations). Both coherence phenomena under consideration –referential and relational – have clear linguistic indicators that can be taken as processing instructions.

For referential coherence, these are anaphoric devices such as pronouns, and for relational coherence these are connectives and (other) lexical markers of relations. Ever since the seminal work of linguists such as Chafe (1976) and Prince (1981), both functional and cognitive linguists have argued that the grammar of referential coherence can be shown to play an important role in the mental operations of connecting incoming information to the existing mental representations. For instance, referent NPs are identified as either those that will be important and topical, or as those that will be unimportant and nontopical. Hence, topical referents are persistent in the mental representation of subsequent discourse, whereas the nontopical ones are nonpersistent. In several publications, Ariel (1988, 2001) argued that regularities in grammatical coding should indeed be understood to guide processing. She studied the distribution of anaphoric devices and suggested that zero anaphora and unstressed pronouns cooccur with high 'accessibility' of referents, whereas stressed pronouns and full lexical nouns signal low accessibility. This cooccurrence can easily be understood in terms of cognitive processes of activation: high-accessibility markers signal the default choice of continued activation of the current topical referent. Low-accessibility anaphoric devices, such as full NPs or indefinite articles, signal the terminated activation of the current topical referent and the activation of another topic (see Accessibility Theory).

'Centering theory' (see Walker et al., 1998 for an overview) makes explicit and precise predictions about the referent that is 'in focus' at a certain moment in a discourse. It even predicts that the degree of text coherence is determined by the extent to which it conforms to 'centering constraints.' Given a clause in which referential antecedents are presented, centering theory predicts the likelihood that an antecedent will be a central referent – which is 'in focus' – in the next clause. The salience of a discourse entity is determined by a combination of syntactic, semantic, and pragmatic factors, such as grammatical role (subject or not), expression type (zero, pronoun, or NP), and discourse topic-hood. Several processing studies have demonstrated the 'psychological reality' of linguistic indicators of referential coherence (see Garrod and Sanford, 1994, and Sanford and Garrod, 1994, for an overview; see also Discourse Processing).

We now turn to (signals of) 'relational coherence.'

'Coherence relations' are often taken to account for the connectedness in readers' cognitive text representation (cf. Hobbs, 1979; Sanders et al., 1992). They are also termed 'rhetorical

relations' (Mann and Thompson, 1988; see Rhetorical Structure Theory) or 'clause relations' (see Clause Relations).

'Coherence relations' are meaning relations connecting, at a minimum, two text segments. A defining characteristic for these relations is that the interpretation of the related segments needs to provide more information than is provided by the sum of the segments taken in isolation (Sanders et al., 1992).

Examples are relations like 'cause-consequence,' 'list,' and 'problem-solution.' These relations are conceptual and they can, but need not, be made explicit by linguistic markers, so-called connectives (because, so, however, although) and lexical cue phrases (for that reason, as a result, on the other hand)

In sum, it can be concluded that there is compelling evidence, from both linguistic and psycholinguistic studies, in favor of the view that referential and relational coherence are crucial principles, which make a set of sentences a text.

11-МABЗУ	Cognitive theory of text
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**Маъруза машғулотининг таълим технологияси
(11-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. The main principles of cognitive linguistics. 2. Cognitive principles of information in the text 3. Foregrounding and its types
Ўқув машғулотининг мақсади: Талабаларда когнитив тилшуносликнинг моҳияти, матнда ахборотни тақсимлаш когнитив тамоиллари, билимлар тузилмалари ҳақида тушунчалар пайдо қилиш;	
Маърузанинг олдига қўйган вазифалар: Когнитив тилшуносликнинг асосий тамоиллари ҳақида маълумот бериш; матнда ахборотни тақсимлаш когнитив тамоиллари ҳақида тушунча бериш; “Ахборотни илгари суриш” когнитив тамоили ва унинг турлари ҳақида маълумот бериш;	Қўйилган ўқув натижалари: Когнитив тилшуносликнинг асосий тамоиллари ҳақида фикр ва мулоҳазаларини билдиришади. Матнда ахборотни тақсимлаш когнитив тамоиллари ҳақида тушунчага эга бўлишади. “Ахборотни илгари суриш” когнитив тамоили ва унинг турлари ҳақида маълумотга эга бўлишади;
<u>Калит сўзлар ва иборалар:</u>	<i>Segment, to taxonomize, conceptualization, to categorize, relevance, foregrounding, spatal, to encode, to browse, mapping, semiotic, inquiry, adherence to, ingrained, corporeal.</i>
Таълим методлари:	Тушунчалар таҳлили
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп, тарқатма материаллар.
Таълим шакли:	Фронтал, жамоавий, гуруҳларда ишлаш.
Ўқув шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория.
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш.

**Маърузанинг технологик харитаси
(11-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	1. Мавзу номи, мақсади, ўқув машғулотининг натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	1.Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. The main principles of cognitive linguistics. 2. Cognitive principles of information in the text. 3. Foregrounding and its types.	Савол-жавобда фаол қатнашадилар
	2.Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: What is cognitive theory?	Топширикни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What are the principles of cognitive, linguistics? 2. What does cognitive information consist of? 3. What means of expressing time in literary text are there? 4. What is foregrounding associated with? 5. What types of the linguistic mechanism of foregrounding in a fictional text are distinguished by I.V.Arnold?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади; Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради, гуруҳда ишлаш усули, вазифани бажариш қоидаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: How is the convergence created?	Саволга жавоб берадилар.
III.Якуний босқич (10 дақиқа)	Мавзуни ўқитиш режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади. Тинглашади.

Cognitive theory of text

1. The main principals of cognitive linguistics

2. Cognitive principles of information in the text

3. Foregrounding and its types

KEY WORDS: cognitive, foregrounding, conceptualization, category.

Cognitive linguistics is concerned with the study of the relationship 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 layer. So the general principals 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;
- in cognitive linguistics attention is focused on relationships between language patterns and mental structures, the process of conceptualization and categorization of the world information and its language 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 the main source of representing information about the world.

Cognitive principles of information in the text

Information is understood as knowledge represented and transferred by language forms in the process of communication.

Cognitive information consists of knowledge, convictions, opinions, views, positions. Contextual information presents speech acts, situations, communication. So, the character of information, and its organization in the text play a significant role in text production and perception. There are several cognitive principles of distinguishing information in the text: the principles of iconicity, of distinguishing old and new information, relevance and foregrounding. The principle of iconicity requires some kind of conformity between the world perception and its language representation in the text. Iconicity and a cognitive principle requires the description of events in the text in the same order as that in reality. It concerns not only chronological, but also spatial, causative, socially-conditioned regularities of the text elements reflecting the development of events in reality. Iconicity concerns the category of time in fiction. Time in the fiction can be real-unreal, realistic-fantastic, ordinary-mystic, dynamic static, simultaneous-successive, short-long, fast-slow, ancient-modern.

There are various means of expressing time in literary text:

- a system of tenses;
- lexical means (once upon a time, in his youth etc.);
- stylistic means (allusion, reference to some events associated in the past);
- composition of the text.

Another cognitive principle of text construction is connected with the differentiation of old (given, known) and new (unknown) information. The incorporation of new information into that already known is a basis of text production and perception.

Old information can be given in the preceding fragment of the text, belong to the fund of common knowledge of the addresser and addressee; it can be enter into a persons thesaurus. For example a *moneyholic*.

3. Foregrounding and its types

Foregrounding stands out as a stimulus or a key in the language processing information. Foregrounding is associated with unexpectedness, surprise, and heightened attention. It marks out the most essential, relevant fragments of the text.

Besides, foregrounding directs text interpretation, and activates not only knowledge structures, but also intentions, attitudes, emotions. I.V. Arnold distinguishes the linguistic mechanism of

foregrounding in a fictional text the following types; convergence, coupling, and defeated expectancy.

The convergence is created by a number of stylistically marked units; a) inversion, b) repetition, c) occasionalisms, d) simile, e) epithet etc. Coupling is created by all types of repetition, parallel structures, synonyms, antonyms, words belonging to one semantic field. The next type of foregrounding defeated expectancy which encodes a verbal chain. The pragmatic effect of defeated expectancy appears in many language units:

- lexical means; rare words, archaisms, borrowings, words in unusual syntactical function;
- stylistic means; zeugma, oxymoron, irony, periphrasis, enumeration, pun, paradox;
- phraseological means; various transformations and changes of both lexical constituents and compositional structures.

How they are read e.g., serially or non-serially, once or repeatedly, browsed or studied in depth, etc.

Why they are read e.g., for professional or personal reasons, to learn or not, out of interest or out of need, etc.

What type of information they contain e.g., technical or non-technical, about Human Factors or not, general or specific, textual or graphical, etc.

- Cohesion is linguistically explicit and signals underlying semantic relationships between text elements.
- Coherence: underlying organiser which makes the words and sentences into a unified discourse that conforms to a consistent world picture. A coherent text is meaningful, unified, and gives the impression of "hanging together".

The basic organisations of cognitive linguistics (CL) are semantic-phonological mappings and in this respect CL is like all semiotic approaches to communication. The significant difference is that CL is squarely focused on meaning and rejects any non-semantic component to the grammar (for example, empty categories).

The concept of the 'text' as the artifact generated by a signifying system and open to inquiry has been of singular importance for literary and cultural studies. In a more general sense, the idea of text is the most essential datum upon which a considerable amount of research dealing with signifying systems is based. M. Bakhtin claims that the notion of text is "the primary datum of the human sciences . . . the immediate reality (reality of thought and of experience) within which this thought and these disciplines can exclusively constitute themselves. Where there is no text, there is neither object of inquiry nor thought" (Bakhtin, 1986: 103ff.).

Daniel Chandler's reflections on the textual fabric of signification encourages us to observe that, in general, a text can be characterized as a network of signs constructed in adherence to codes and subcodes in which we find ingrained cultural practices, beliefs, and values. If anything, codes go beyond specific and separate texts connecting them in an interpretative network system to which both the creator and the consumer of the texts refer. One of the functions of codes is to simplify things with the view of facilitating the communication of ideas. The challenge is that of containing the multiplicity of meanings that a text could generate. This challenge is met by reading the signs of the text in accordance to what we deem as the more plausible codes. While textual codes do not ultimately establish the possible interpretations of texts, the prevailing codes limit them. Social practices function to curtail the meanings that an interpreter seeks to attribute to signs. Codes operate to ensure a 'preferred reading' as opposed to an 'aberrant decoding.'

They are not limited to being instruments of communication; if anything they constitute systems

of process belonging to related conventions that function in specific contexts. Under the rubric of textual codes we find scientific codes (including mathematics), aesthetic codes (including the many expressive arts), genre, rhetorical, and stylistic codes, and mass media codes. Under the heading of social codes we find language, corporeal codes, commodity codes, and behavioral codes. The interpretative codes include perceptual codes and ideological codes. These three categories of codification are in their most important features linked to the triad of knowing that the interpreter of

a text must possess; namely, (1) the world (social knowledge), (2) the medium and the genre (textual knowledge), and (3) the relationship between (1) and (2) (modality judgments).

An example of a textual code is the genre. The first observation to be made is that any taxonomy of genres could never fully represent the multiplicity of elements and structures that are contained in texts. Any understanding of what constitutes a genre is the result of a negotiated consensus about the general and specific features of the given cultural product (Chandler, 2002: 159–160).

12-МABЗУ	Cognitive theory of text
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**Маъруза машғулотининг таълим технологияси
(12-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Theory of frame. 2. Frame analysis. 3. The pragmatic intention of cointention. The politeness. 4. Representing the conception of world picture.
Ўқув машғулотининг мақсади: Талабаларда фрейм назарияси, фрейм таҳлили, концепт, концептуал ва лисоний дунё тасвири ҳақида тушунчалар пайдо қилиш	
Маърузанинг олдида қўйган вазифалар: Фрейм назарияси ҳақида маълумот бериш; Фрейм таҳлили ҳақида тушунча бериш прагматик интенция ҳақида тушунча бериш концептуал дунё тасвири ҳақида маълумот бериш.	Қўйилган ўқув натижалари: Фрейм назарияси ҳақида фикр ва мулоҳазаларини билдиришади; фрейм таҳлили ҳақида билимга эга бўлишади; прагматик интенция ҳақида тушунчага эга бўлишади; концептуал дунё тасвири ҳақида маълумотга эга бўлишади.
<u>Калим сўзлар ва иборалар:</u>	<i>Frame, co intention, to relate, to specify, recurring, field-based, reference frame, axial properties, scan, crucial, congruous, ongoing, interlocutor, literal, to decode.</i>
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп, тарқатма материаллар
Таълим шакли:	Фронтал, жамоавий, гуруҳларда ишлаш.
Ўқув шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиб, рейтинг тизими асосида баҳолаш.

**Маърузанинг технологик харитаси
(12-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1.Theory of frame; 2. Frame analysis; 3. The pragmatic intention of co intention. The politeness; 4. Representing the conceptual world picture.	Савол-жавобда фаол қатнашадилар.
	Магистрантларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: What is frame?	Топширикни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What is frame semantics? 2. What does frame analysis include? 3. What does the methodology of frame provide? 4. What notions must we take into account to understand our interlocutor's utterance semantically? 5. What is conceptual world picture?	Эшитадилар, ёзиб оладилар.
	Магистрантлар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради, гуруҳда ишлаш усули, вазифани бажариш қоидаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What is a semantic frame?	Саволга жавоб берадилар.
III.Якуний назорат	Мавзунинг тўртта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантларни рағбатлантиради, баҳолайди.	Тинглашади.

Cognitive theory of text

Plan:

1. Theory of Frame
2. Frame analysis
3. The pragmatic intention of co-intention. The Politeness
4. Representing the conceptual world picture

KEY WORDS: frame, conceptual, semantics, relation.

Text can be used for both written and spoken language. It usually refers to a stretch, an extract or complete piece of writing or speech. Texts generally adhere to broad conventions and rules which determine the language and structure used in particular text types. Discourse is a much wider term. It can also be used to refer to language in action, such as legal discourse, which has characteristic patterns of language. Discourse studies look at how writing, and speech, is patterned and linked across the text as a whole.

Frame is schematisation of experience (a knowledge structure), which is represented at the conceptual level and held in long-term memory and which relates elements and entities associated with a particular culturally embedded scene, situation or event from human experience. Frames include different sorts of knowledge including attributes, and relations between attributes.

Frame semantics is a theory of [linguistic meaning](#) developed by [Charles J. Fillmore](#) that extends his earlier [case grammar](#). It relates [linguistic semantics](#) to encyclopaedic knowledge. The basic idea is that one cannot understand the meaning of a single word without access to all the essential knowledge that relates to that word. For example, one would not be able to understand the word "sell" without knowing anything about the situation of commercial transfer, which also involves, among other things, a seller, a buyer, goods, money, the relation between the money and the goods, the relations between the seller and the goods and the money, the relation between the buyer and the goods and the money and so on.

Thus, a word activates, or evokes, a frame of semantic knowledge relating to the specific concept it refers to (or highlights, in frame semantic terminology).

A **semantic frame** is a collection of facts that specify "characteristic features, attributes, and functions of a denotatum, and its characteristic interactions with things necessarily or typically associated with it." ^[1] A semantic frame can also be defined as a [coherent structure](#) of related concepts that are related such that without knowledge of all of them, one does not have complete knowledge of any one; they are in that sense types of [gestalt](#). Frames are based on recurring experiences. So the commercial transaction frame is based on recurring experiences of commercial transactions.

Words not only highlight individual concepts, but also specify a certain perspective from which the frame is viewed. For example "sell" views the situation from the perspective of the seller and "buy" from the perspective of the buyer. This, according to Fillmore, explains the observed asymmetries in many [lexical relations](#).

While originally only being applied to [lexemes](#), frame semantics has now been expanded to [grammatical constructions](#) and other larger and more complex linguistic units and has more or less been integrated into [construction grammar](#) as the main semantic principle. Semantic frames are also becoming used in [information modeling](#), for example in [Gellish](#), especially in the form of 'definition models' and 'knowledge models'.

field-based reference frame A **reference frame** involving a **spatial relation** established between a **figure** and a **reference object** in which the **axial properties** associated with the reference object derive from an **encompassing secondary reference object**. For instance, in the following example:

John is in front of Mary in the queue, the queue serves as an encompassing secondary reference object, providing the primary reference object with an orientational frame. That is, Mary can be turned with her back to John, and yet John is still ‘in front’ by virtue of the directionality provided by the queue. In other words, the reference object, Mary, is provided with particular axial properties by virtue of being encompassed by the queue.

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. There are also such terms as scheme, scripts, plans and others. Despite some differences, all these terms designate the idea that knowledge is not a sum of separate facts but a complex 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 include:

1. searching for the verbal signals representing conceptually important frames;
2. decoding their frame semantics, associative, figurative, contextual links;
3. activating knowledge structures, contextual and propositional functions;
4. conceptualizing textual information.

Through a systematic examination of texts, the methodology of frame analysis provides a content analysis of political documents that systematically analyzes their ideational contents and relational aspects. It aims to document features such as exchanges between political actors, their communication strategies, and changes over time. The use of the concepts of ‘frame’ and ‘framing’ clearly indicates a lineage with the work of Erving Goffman, who with this term referred to the textual conjunct function of concentrating attention on some aspects while excluding others. This emphasis on inclusion and exclusion mechanisms, on social controversies and the associated actors and processes, is widely utilized in political research – a scan of a database of political journal articles would for instance bring out well over a thousand references in recent years which use the framing metaphor.

In a society that is increasingly dependent on publicly mediated processes of formation, diffusion, and negotiation of cultural contents, the role of debating arenas becomes crucial. This refers to sectoral social and political arenas such as social movements, political parties, workplaces, and churches, but more importantly one has to emphasize the role of the general media as a debating space in which social issues are framed. Framing theorists concentrate on the operating mechanisms of these arenas and examine topics such as the formation of mobilizing ideas, the responses of opponents, and the processes of redefinition that mobilizing ideas undergo under the influence of movement allies and institutional environments. The concept of frame refers, then, to a central organizing idea that defines for an audience what is important in a debate. Frames also generally specify the causes of a problematic situation and indicate solutions, and movement frames stress the importance of active individual engagement.

The modification of frames that movements undergo, either intentionally or as a result of broader cultural processes, has been described in terms of the concept of ‘frame alignment.’ This refers to mechanisms that connect a social movement frame to another societal frame. This connection can take the form of ‘frame bridging’ when two previously unconnected frames come to be discursively connected. ‘Frame amplification’ takes place when existing but underspecified frames are articulated and the favorable implications for a movement are emphasized. ‘Frame extension’ takes place when movements attempt to modify a frame in a direction that is congruent with their views and ‘frame transformation’ when only a radical realignment of messages can connect a movement frame with public opinion. Through these categories it is possible to accomplish a set of theoretical objectives such as the integration of micro and macro variables and of cultural and structural variables.

The author of a fictional text presupposing the reader’s ability for creative thinking, deliberately involves him in his creative activity. In other words, one of the main pragmatic intentions of a fictional text is the so called “co-authorship”, indeed, the reader really “enjoys reading” when something is disclosed to him as a miracle, when he decodes senses that were encoded by the author.

The realization of the pragmatic intention in question is ensured by such features of the text as implicitness, ambiguity, associativeness.

Pragmatics deal with the interpretation and use of utterances/sentences with reference to the interaction between the speaker and the listener and the communicative function meaning, we need to move from the conceptual meaning to the pragmatic meaning.

The Politeness. In many languages pragmatic distinctions of formality, politeness, and intimacy are spread through the grammatical, lexical and phonological systems, ultimately reflecting matters of social class, status, and role. One of the best example is the pronoun system that denotes pragmatic force (Crystal 1989 :120).

Many of the meanings and understandings, at the level of ongoing process interpretation of speaker's intent, depend upon culturally specific conventions, so that much of the meaning in any encounter is indirect and implicit. The ability to expose enough of the implicit meaning to make for a satisfactory encounter between strangers or culturally different speakers requires communicative flexibility.

It characterised communication as essentially involving rationality and cooperation, displayed by the requirement that cooperative interlocutors must be guided by reasoning about mental states: speaker's meaning, whose recovery is elevated as the fundamental criterion for successful communication, involves the speaker at least (a) having the intention of producing a response (e.g. belief) in the addressee (i.e. having a thought about the addressee's thoughts) and (b) also having a second order intention regarding the addressee's belief about the speaker's second order thought (in order to capture the presumed fulfillment of the communicative intention by means of its recognition).

While we interpret and use utterances, depending on the shared knowledge of the real world, it is also necessary for us to use and understand the speech acts, i.e. utterances as functional units in communication. In speech act theory, utterances have three meanings:

(i) *Propositional (locutionary speech act)*: the literal/conceptual meaning conveyed by the particular words and structures which the utterance contains.

(ii) *Illocutionary meaning (illocutionary force)*: the effect the utterance has on the hearer. The act is performed as a result of the speaker's utterance, i.e. saying = doing (betting, promising, warning, etc.)

(iii) *Perlocutionary act*: the particular effect the speaker's utterance has on the hearer, who might feel amused, persuaded, warned, etc.

To understand our interlocutor's utterance semantically, and pragmatically, we must take into account such notions as

(i) the intentions of the speaker,

(ii) the effect of utterance on listeners,

(iii) the implications that follow from expressing something in a certain way, and

(iv) the knowledge, beliefs, and presuppositions about the world upon which speakers and listeners rely when they interact.

Conceptual world picture is understood as a global image of the world and its essential features reflected in individual's mind as a result of his spiritual activity. Language world picture is explicated with the help of language means, systematically organized and socially important model of the conceptual world picture. It is a means of transferring information about the world, people, relations.

The cognitive approach to the text reveals its complicated cognitive structure, and shows that the processes of text production and perception are based on the cognitive principles.

13-MAВЗУ	Text analysis
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Маъруза машғулотининг таълим технологияси

(13-машғулот)

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Genres, registers, domains, styles, text types and other confusions. 2. Structure – Oriented. Approaches
Ўқув машғулотининг мақсади: Магистрантларда жанр, стиль, матн тури, тизимга йўналтирилган ёндашув (structure oriented approaches) ҳақида тушунчалар пайдо қилиш	
Маърузанинг олдига қўйган вазифалари: жанр, стиль, матн тури ҳақида маълумот бериш; тизимга йўналтирилган ёндашув, матн қисмлари орасида семантик муносабат ҳақида тушунча бериш;	Қўйилган ўқув натижалари: жанр, стиль, матн тури ҳақида фикр ва мулоҳазаларини билдиришади; тизимга йўналтирилган билимга эга бўлишади.
Қилинган сўзлар ва иборалар:	<i>Genre, register, domain, insight, narrative, external, redundant, confusions.</i>
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп, тарқатма материаллар.
Таълим шакли:	Фронтал, жамоавий, гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш;

**Маърузанинг технологик харитаси
(13-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Тезкор-сўров техникасидан фойдаланиб, мавзу тушунтирилади ва магистрантлар фаоллаш-тирилади: 1. Genres, Registers, Domains, Styles, Text types and other confusions. 2. Structure – oriented approaches.	Савол-жавобда қатнашадилар.
	Магистрантларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: How do you differentiate genres, registers, domains, styles, text types?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What is the definition of text analysis? 2. What aims may texts be analyzed with? 3. What is genre? What is a distinction between genre and text type? 4. What is register? 5. What is the definition of style? 6. What do most linguistic methods of text focus on?	Эшитадилар, ёзиб оладилар.
	Магистрантлар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар берилади, гуруҳда ишлаш услуби, вазифани бажариш қоида-си тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What do accounts of text structure usually pay attention to?	Савол-жавобда фаол қатнашадилар.
III. Якуний босқич	Мавзуни 2 та режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантлар рағбатлантирилади, баҳоланади.	Тинглашади. Тинглашади.

Text Analysis

Plan:

1. Genres, Registers, Domains, Styles, Text Types, & Other Confusions

2. Structure-Oriented Approaches

Now that we have an idea of what a text is, we can define ‘text analysis’ as the systematic dissection of a textual unity in its constituent parts and the study of those parts in relation to each other. By consequence, text analysis focuses on the linguistic elements present in the text. Texts may be analyzed with different aims and from several perspectives.

A first text-analytic research goal is of a theoretical nature. It concerns the further development of linguistic theory at the discourse level: how are texts structured? There are now several well-established theories that propose mechanisms by which the meaning of individual sentences can be constructed, but the situation with entire texts is different. Text analysis is of crucial importance to the further development of text linguistics.

A second aim is to provide insight into the cognitive processes of reading and writing, or in the text representation that language users have of a text. In reading research, the role of text structure is an important research topic in which text analyses are used to model both the text structure and the representation that readers make of it (see previous paragraph).

In writing research, the role of text analysis has received less attention for a long time, even though Bereiter and Scardamalia (1987) argued for the interaction between psychological models and text linguistic research. They pointed to a deficiency in studies of writing and argued that text analysis had a large role to play in discovering the implicit rules of composition.

A third aim is of a computational linguistic nature: the development of computational models of automatic summarization, text generation, and interpretation. Here, the analysis of natural texts should provide the rule system to arrive at such computational models. Although some theories and models discussed in the sections to follow were explicitly developed in the context of such a computational enterprise (such as Rhetorical Structure Theory), computational text analyses are not discussed here (see Natural Language Processing: Overview).

A fourth aim is the evaluation of text quality in the context of written composition and document design. A text analysis can provide the basis for a comparison of similar texts, enabling researchers to compare the writing ability of the authors (Cooper, 1983). In document design, text analysis can predict areas where readers may have difficulties and where

Genre

Why is it important to know what these different terms mean, and why should corpus texts be classified into *genres*? The short answer is that language teachers and researchers need to know exactly what kind of language they are examining or describing. Furthermore, most of the time we want to deal with a specific *genre* or a manageable set of genres, so that we can define the scope of any generalisations we make. My feeling is that *genre* is the level of text categorisation which is theoretically and pedagogically most useful and most practical to work with, although classification by *domain* is important as well. There is thus a real need for large-scale general corpora such as the BNC to clearly label and classify texts in a way that facilitates language description and research, beyond the very broad classifications currently in place. It is impossible to make many useful generalisations about "the English language" or "general English" since these are abstract constructions. Instead, it is far easier and theoretically more sound to talk about the language of different *genres* of text, or the language(s) used in different *domains*, or the different types of *register* available in a language, and so forth. Computational linguists working in areas of natural language processing/language engineering have long realised the need to target the scope of their projects to very specific areas, and hence they talk about *sublanguages* such as air traffic control talk, journal articles on lipoprotein kinetics, navy telegraphic messages, weather reports, and

aviation maintenance manuals. (see Grishman & Kittredge, 1986; Kittredge & Lehrberger, 1982, for detailed discussions of "sublanguages").

The terminological issue I grapple with here is a very vexing one. Although not all linguists will recognise or actively observe the distinctions I am about to make (in particular, the use of the term *text type*, which can be used in a very vague way to mean almost anything), I believe there is actually more consensus on these issues than users of these terms themselves realise, and I hope to show this below.

Internal Versus External Criteria: Text Type & Genre

One way of making a distinction between *genre* and *text type* is to say that the former is based on external, non-linguistic, "traditional" criteria while the latter is based on the internal, linguistic characteristics of texts themselves (Biber, 1988, pp. 70 & 170; EAGLES, 1996).¹ A *genre*, in this view, is defined as a category assigned on the basis of external criteria such as intended audience, purpose, and activity type, that is, it refers to a conventional, culturally recognised grouping of texts based on properties other than lexical or grammatical (co-)occurrence features, which are, instead, the internal (linguistic) criteria forming the basis of *text type* categories. Biber (1988) has this to say about external criteria:

Genre categories are determined on the basis of external criteria relating to the speaker's purpose and topic; they are assigned on the basis of use rather than on the basis of form. (p. 170)

In summary, with *text type* still being an elusive concept which cannot yet be established explicitly in terms of linguistic features, perhaps the looser use of the term by people such as Faigley and Meyer (1983) may be just as useful: they use *text type* in the sense of the traditional four-part rhetorical categories of *narrative*, *description*, *exposition* and *argumentation*. Steen (1999, p. 113) similarly calls these four classes "types of discourse."⁴ Stubbs (1996, p. 11), on the other hand, uses *text type* and *genre* interchangeably, in common, perhaps, with most other linguists. At present, such usages of *text type* (which do not observe the distinctions Biber and EAGLES try to make) are perhaps as consistent and sensible as any, as long as people make it clear how they are using the terms. It does seem redundant, however, to have two terms, each carrying its own historical baggage, both covering the same ground.

"Genre," "Register," and "Style"

Other terms often used in the literature on language variation are *register* and *style*. I will now walk into a well-known quagmire and try to distinguish between the terms *genre*, *register*, and *style*. In his *Dictionary of Linguistics and Phonetics*, Crystal (1991, p. 295) defines *register* as "a variety of language defined according to its use in social situations, e.g. a register of scientific, religious, formal English." (Presumably these are three different registers.) Interestingly, Crystal does not include *genre* in his dictionary, and therefore does not try to define it or distinguish it from other similar/competing terms. In Crystal & Davy (1969), however, the word *style* is used in the way most other people use *register*: to refer to particular ways of using language in particular contexts. The authors felt that the term *register* had become too loosely applied to almost any situational variety of language of any level of generality or abstraction, and distinguished by too many different situational parameters of variation. (Using *style* in the same loose fashion, however, hardly solves anything, and, as I argue below, goes against the usage of *style* by most people in relation to individual texts or individual authors/speakers.)

Structure-Oriented Approaches

Most linguistic methods of text analysis focus on the general properties of text structure, abstracting away from the specific content of individual texts. Accounts of text structure usually pay attention

to 1. the meaning of the left-right relations between text segments, where the analysis is based on relational and referential coherence; and 2. the hierarchical structure of the text, which accounts for the intuition that the information that is ordered higher in a tree-like representation is more important than the lower information.

Superstructure van Dijk and Kintsch's (1983) model included micro- and macrostructures, which resulted in a representation of the text content, as was discussed above. The third element in their model is the 'superstructure,' which "provides a kind of overall functional syntax for the semantic macrostructures" (van Dijk and Kintsch, 1983: 242). It is the conventional, hierarchical form in which the content of the macrostructure is presented. An example of such a superstructure is that of the type 'news discourse,' in which superstructural categories are distinguished, for example, headlines, lead, context, event. Superstructural categories are typically of a global nature in that they organize larger chunks of text rather than consecutive sentences. In addition, a superstructure analysis proceeds top-down: it starts from the highest text level. Superstructures for several other conventional text types were developed, among them the 'Experimental article.' There seems to be a clear parallel here with text type and genre: it would seem logical to expect that stereotypical text types can be characterized in terms of a superstructure (see Genre and Genre Analysis). Therefore, a text analysis in terms of superstructures is text type-specific by definition. Clause Relations, Coherence Relations, and Discourse Patterns By contrast, a text analysis based on clause or coherence relations would be generally applicable, independent of text types. It proceeds bottom-up, starting from consecutive clauses. One common relation is called 'problem-solution' or 'solutionhood' (see Problem-Solution Patterns). See examples (5) and (6).

(5) I'm hungry. Let's go to the Fuji Gardens.

(6) What if you're having to clean floppy drive heads too often? Ask for Syncom diskettes, with burnished Ectype coating and dust absorbing jacket liners.

Mann and Thompson (1986, 1988) treated solutionhood as simply one of the relations, where others have argued that solutionhood was more complex than that (Grimes, 1975; Hoey, 1983; Sanders et al., 1993): "Both of the plots of fairy tales and the writings of scientists are built on a response pattern. The first part gives a problem and the second the solution" (Grimes, 1975: 211). On the basis of clause relations, more complex structures can be built: a 'discourse pattern' (Hoey, 1983) or a 'response pattern' (Grimes, 1975). Hoey (1983) argued that a recurrent combination of clause relations can organize a substantial text fragment, or even a whole text. See the illustrating example from Hoey (1983: 35):

(7) (i) I was on sentry duty.

(ii) I saw the enemy approaching.

(iii) I opened fire.

(iv) I beat off the attack.

Hoey provided several paraphrase tests to recognize the clause relations on which the pattern is based:

'instrument-achievement' with '(iii) thereby (iv),' 'by (iii) . . . ing,' and '(iii) by this means (iv)' (Hoey, 1983:

39–41); and 'cause-consequence' 'because (ii), (iii)' and '(ii) therefore (iii)' (Hoey, 1983: 41–42). Paraphrase

tests like these are often a great help for inexperienced text analysts, who find it hard to determine the exact relationship expressed between text segments.

This heuristic to identify discourse patterns is an outstanding example of a text-analytic method in the field of clause and coherence relations. The research in this field discussed earlier in this section has probably been more important for the identification of coherence relations and for the theoretical issues discussed earlier (the nature of coherence, taxonomies of relations, the linguistic expression and processing of relations).

14-МАВ3У	Text analysis
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**Маъруза машғулотининг таълим технологияси
(14-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Text mining 2. Data mining 3. Association mining
Ўқув машғулотининг мақсади: Магистрантларда text mining, (information extraction), data mining, (deriving knowledge from data information), association mining ҳақида тушунчалар пайдо қилиш	
Маърузанинг олдида қўйган вазифалари: “text mining” ҳақида маълумот бериш; “data mining” ҳақида тушунча бериш; “association mining” ҳақида маълумот бериш;	Қўйилган ўқув натижалари: “text mining” ҳақида фикр ва мулоҳазаларини билдиришади; “data mining” ҳақида билимга эга бўлишади; “association mining” ҳақида маълумотга эга бўлишади.
<u>Калим сўзлар ва иборалар:</u>	<i>Information retrieval, information extraction, to coin, complimentary, to preprocess, database, putative, occurrence, transaction.</i>
Таълим методлари:	Бумеранг технологияси
Таълим воситалари:	Маъруза матни, маркер, доска, кодоскоп, таркатма материаллар.
Таълим шакли:	Фронтал, жамоавий, гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	Техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория.
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш.

**Маърузанинг технологик харитаси
(14-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	1. Мавзу номи, мақсади, ўқув машғулотининг мақсади эълон қилинади. Ўтилатган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилинади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. Text mining; 2. Data mining; 3. Association mining;	Савол-жавобда фаол қатнашадилар.
	Талабаларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: What types of mining do you know?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What does text analysis imply? 2. Why are texts classified into genres? 3. What is domain? 4. What is text mining related to? 5. What does text mining reveal? 6. What is data mining? 7. When is the association of two data values in database stronger?	Эшитадилар, ёзиб оладилар.
	Талабалар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, йўналтиради, маслаҳатлар беради; гуруҳда ишлаш усули, вазифани бажариш қондаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What perspectives may texts be analyzed from?	Савол-жавобда фаол қатнашадилар.
III. Якуний босқич	Мавзу учта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантлар рағбатлантиради, баҳолайди.	Тинглашади. Тинглашади.

Text Analysis

Plan:

1. Text Mining
2. Data Mining
3. Association Mining

Text Mining

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Text mining is the discovery of knowledge ‘buried’ in large collections of textual documents aided by computational methods; it is related to information retrieval (IR) (see Document Retrieval, Automatic) and information extraction (IE) (see Information Extraction, Automatic).

A classic example of text mining is the discovery by Swanson (1991) that magnesium deficiency is associated with migraine headaches using the (semi-)automated analysis of the titles of papers in the biomedical literature. The titles of the papers contained separate associations between pairs of concepts including stress, magnesium loss, calcium channel blockers, spreading cortical depression, platelet aggregability, and migraine patients, but in none was a direct link made between magnesium deficiency and migraine. After the discovery made through text analysis, the link was subsequently demonstrated clinically.

Swanson described the mining scenario as ‘‘complementary research’’ and showed that the mining of associations between different literatures could yield more fruit in the biomedical sciences by publishing a succession of further similar discoveries. The term ‘text mining’ was coined on the basis of a metaphor, and there is much scope for disagreement about what is and is not text mining. Several survey articles have sought to define the field, and to provide indexes to activities and resources in the area. One of these is Hearst (1999a), which compared and contrasted ‘text mining’ with the related terms ‘data mining,’ ‘database query,’ ‘information retrieval,’ ‘computational corpus linguistics,’ and ‘information extraction.’ Hearst pointed out that text mining often includes IE as a filtering step and also that many techniques used so far in text mining are similar to those of computational corpus linguistics. Text mining is done to discover knowledge that is useful for an application, in contrast to the automated acquisition of linguistic knowledge from texts to provide resources for natural language processing (NLP) applications. Common applications are business intelligence (Sullivan, 2001) and knowledge extraction from the literature of the biomedical sciences (Shatkay and Feldman, 2003). Both Hearst (1999a) and Sullivan (2001) give more details about Swanson’s complementary literature research.

Text mining is commonly understood, like data mining, to be an activity that reveals previously unknown

knowledge from a large body of text. The individual operations that constitute text mining are as varied as those of data mining. One approach is to preprocess the text, using methods from IR and IE, to turn the textual data into a normalized database form and then to apply standard data-mining algorithms to the database. However, there are also extractive and exploratory techniques that can be applied directly to the text.

Data Mining

The term ‘text mining’ has recently replaced the earlier ‘text data mining,’ which gives a clue to the origin of the term. Data mining, or knowledge discovery in databases (KDD), is the search for associations between types of occurrence recorded in databases and is usually associated with commercial applications, such as marketing. An example is the discovery from supermarket till data that those who buy diapers are disproportionately also likely to buy beer for home consumption. It turns out that these purchases are made by fathers, who now have fewer opportunities to socialize outside the home than they had when they were childless. Once this sort of association has been discovered, it can be used for various marketing purposes, for example, store design and direct-mail purchase recommendations. In the fields of databases and management

information systems, it is customary to refer to a pyramid in which data sit at the bottom, information lies above, and knowledge sits at the top. Data are the elementary facts recorded in the database, for example, that, in a given transaction, the customer purchased a six-pack of a particular brand of beer.

Information is the higher-order facts based on aggregates of the simple data items; for example, knowing that the total sales of beer were up 12% on the previous week might inform a management decision about future purchases or sales promotions, whereas the raw data are only relevant operationally. Data and information can be extracted using a query language, such as SQL, to ask for either individual facts or functions such as the computing of means and sums over the individual facts. Knowledge, on the other hand, can be thought of as information that informs strategic rather than tactical decisions or as new information whose existence was previously unknown. Data mining, the activity of deriving knowledge from data and information, has been described as turning “what you didn’t know you didn’t know” into “what you know you know.”

Association Mining

The association of two data values in a database is stronger the more frequently they occur together, but, if the two values occur separately as often as they do together, the association is less reliable. These aspects of the strength of association are captured in the two measures: support and confidence. If we label the values A and B, and write a putative association rule A)B, these measures can be defined, with respect to the transactions t in a data collection D. The support for the rule *diapers*)*beer* is thus the proportion of transactions with {*diapers*, *beer*} as a subset in the data collection, and its confidence is the ratio of its support to that of just {*diapers*}.

Sequence Mining

A major application of data mining concerns the discovery of temporal patterns, called ‘sequence mining.’ Trends in values that change over time (time series) may be analyzed into components such as a long-term trend, cyclic and seasonal variations, and random movements. If these separate components can be estimated from a sample, the next movement in the series can be predicted.

Sequential pattern mining is the combination of time series analysis and association mining, in which we seek to discover relationships between different time series. An example is a fall of a given magnitude in one business sector’s share prices followed, after a given interval, by a corresponding increase in a different sector.

Typical features—All the typical, non-fluency features of spoken English discussed in Units 2 and 4 occur here: ellipsis, false starts, repetition, pausing, hesitation and fillers (‘you know’, ‘sort of thing’, ‘er’, ‘um’, ‘pronounce things’). The written text has all the typical features of sentence formation, spelling, punctuation and so on.

Sentence construction—The written text has longer sentences with complex structures involving relative clauses (‘19 people, who come from all over the world’, ‘the people with whom I live’). In the interview, shorter sentences are used with the repeated structure of the introductory ‘There’ (‘There’s 19 people’, ‘there’s one girl’, ‘there’s um a couple of’).

Word order—The spoken text has normal word order. In the written text, position of clauses has been carefully controlled, particularly placing linked clauses close together (‘I and other people’, ‘the teasing for all members’). Most noticeable is the ‘unusual’ positioning of the object before the subject (‘This I disagree with’) which doesn’t commonly feature in everyday spoken language.

Verbs—Most of the verbs in the interview are in the active voice (‘they teased me’, ‘they said you’ve got’). In the written text, the passive occurs (‘I...was teased’, ‘I was told’).

Deixis—In the spoken text, ‘from up north’ is in direct relation to the current location of being in London (‘down south’). The written text makes no such connection.

Time relationships—Various differences can be found. In the interview, the date is given more precisely than in the written text which might seem unusual—possibly Louise was ready for this first question (‘late September 99’ v. ‘approximately 8 months ago’). This second example, from the written text, is deictic in that its meaning is only clear in relation to the present time. In the

written text, the time relationship between events is stated explicitly ('Since then', 'After a while'). In the interview, time either isn't mentioned or it's implicit from the interviewer's question.

Formality—Far more monosyllabic words and simple words, often of Anglo-Saxon origin, feature in the interview responses ('lived', 'joked', 'started'). In the written text, longer words are used and words of other language origins, noticeably here French ('resembled', 'recommenced', 'home to').

Creativity—We have, in the spoken text, an example of individual creativity with some words. This time a noun, in fact a place name (and they tend to be fairly fixed in English), has been converted into an adjective by the addition of the common suffix—y, meaning 'having the quality of', as in *creamy*. The motivation for this is uncertain. Humour? Vagueness? But by comparison, no creative words appear in the written version.

Representation—It's extremely difficult to represent pronunciation in writing without resorting to a phonetic alphabet. Of course, in the original interview, the voice successfully conveys the intended sounds ('flabbay', 'ouse') so in the written text, a writer has to use spelling, and maybe punctuation, to represent the spoken sounds ('owse', 'happieeee!').

Contractions—In the spoken text, contractions are common ('there's', 'can't', 'don't') but the full forms are used in writing ('I have noticed', 'it is').

Prosody—Once again, it's difficult to represent in written form all the associated features of spoken language, related to intonation, pitch, stress and pace and this hasn't been attempted here. However, they can reflect meaning and attitude. The pitch of the voice dropped considerably on 'didn't understand *what you were* saying' and on 'what's the word'. The voice tends to drop on unimportant asides, some grammar words or if we feel uncertain or need time to think. Pace was noticeable in the rapid response to the question 'did you make any conscious effort to change how you spoke?' The immediate reply 'no' conveyed strength of commitment, possibly also humour.

Function—The oral interview is, by its nature, a discussion, with the questions prompting facts and inviting the interviewee to reflect on a given topic. The purpose of opening prompts is to set the context and provide the background which is needed in order to make sense of later contributions. The responses answer questions or develop points further; they relate past events and gives reasons. The written text narrates past events, giving examples. It states an opinion and a justification.

15-MAВЗУ	Linguocultural aspect of text theory
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**Маъруза машғулотининг таълим технологияси
(15-машғулот)**

Ўқув машғулотининг шакли:	Маъруза
Маъруза режаси:	1. Linguoculturalogy and its notions; 2. Conceptual role in fictional text; 3. The role of title in the conceptual world picture representation; 4. Cultural concepts and their verbalization in the text.
Ўқув машғулотининг мақсади: Магистрантларда лингвокультурология, концепт-концептуал ва тафаккур бирлиги, маданий концепт тушунчаси ва унинг бадиий матндаги концептуал аҳамияти, сарлавҳанинг матннинг концептуал дунё тасвирини намоён этишдаги аҳамияти ҳақида тасаввур пайдо қилиш.	
Маърузанинг олдига қўйган вазифалари: Лингвокультурология, лингвокультурема ҳақида маълумот бериш; Маданий концепт ва унинг бадиий матндаги концептуал аҳамияти бўйича тушунча бериш; Маданий концептларнинг матнда вербаллашуви ҳақида маълумот бериш;	Қўйилган ўқув натижалари: Лингвокультурология, лингвокультурема ҳақида фикр ва мулоҳазаларини билдиришади; Маданий концепт ва унинг бадиий матндаги концептуал аҳамияти бўйича билимга эга бўлишади; Маданий концептларнинг матнда вербаллашуви ҳақида тушунчага эга бўлишади.
Қилинган сўз ва иборалар:	<i>Intercultural, inquiries, warrants, phonation, subsequent, generalizability, biases of language, dominant, concept, image-bearing, verbalize, spiritual world, content-thematic, linguocultureme;</i>
Таълим методлари:	Намоиш этиш, тезкор савол-жавоб
Таълим воситалари:	Маъруза матни, маркер, доска, скотч, слайдлар, таркатма материаллар
Таълим шакли:	Фронтал, жамоавий гуруҳларда ишлаш
Ўқитиш шарт-шароитлари:	техник воситалардан фойдаланишга ва гуруҳларда ишлашга мўлжалланган аудитория
Мониторинг ва баҳолаш:	Оғзаки назорат, савол-жавоб, ўзини-ўзи назорат қилиш, рейтинг тизими асосида баҳолаш;

**Маърузанинг технологик харитаси
(15-машғулот)**

Фаолият босқичлари	Фаолият мазмуни	
	Таълим берувчи	Магистрант
I. Кириш (5 дақиқа)	Мавзу номи, мақсади, ўқув машғулотининг натижалари эълон қилинади. Ўтилаётган мавзу кўргазмали маъруза тарзда ташкил этилиши ҳақида эълон қилади.	Эшитадилар.
II. Асосий босқич (65 дақиқа)	Мавзу тушунтирилади ва магистрантлар фаоллаштирилади: 1. Linguoculturology and its notions; 2. Conceptual role in fictional text; 3. The role of title in the conceptual world picture representation; 4. Cultural concepts and their verbalization in the text.	Савол-жавобда фаол қатнашадилар.
	Магистрантларни фаоллаштириш мақсадида зинама-зина методини қўллаб, савол берилади: What is the definition of culture?	Топшириқни бажарадилар.
	Машғулотда муҳокама этиладиган саволлар: 1. What does the cultural evolution of language cover? 2. What does cultural concept stand for? 3. What does the linguocultural approach to the problem in the question require? 4. What fact is the necessity to study texts in the cultural paradigm conditioned by?	Эшитадилар, ёзиб оладилар.
	Магистрантлар гуруҳларга бўлинади ва эксперт варағи топшириқлари берилади. Гуруҳлар ишини кузатади, маслаҳатлар беради, гуруҳда ишлаш усули, вазифани бажариш қоидаси тушунтирилади.	Эшитадилар, ёзиб оладилар.
	Фаоллаштириш мақсадида савол берилади: What is cross-cultural analysis based on?	Саволга жавоб берадилар.
III. Якуний босқич (10 дақиқа)	Мавзуни тўртта режаси асосида хулоса қилиб, энг муҳим маълумотларга магистрантлар диққатини жалб қилади. Муҳокамада фаол қатнашган магистрантлар рағбатлантирилади, баҳоланади.	Тинглашади. Тинглашади.

Linguocultural aspect of text theory

Plan:

- 1. Theme in Text, Identifying Theme**
- 2. Linguoculturology and its notions**
- 3. Conceptual role in fictional text**
- 4. The role of title in the conceptual world picture representation**
- 5. Cultural concepts and their verbalization in the text.**

KEY WORDS: linguoculture, concept, theme, computational model.

Culture is seen either as a humanistic or as a sociolinguistic concept, with the concept of the intercultural, that characterizes the contact between people from different cultures, being of concern to researchers in communication studies and in education.

As a humanistic concept, culture is the product of a canonical print literacy acquired in school; it is synonymous with a general knowledge of literature and the arts.

Within linguistics, the study of discourse is frequently distinguished from other structural inquiries simply by the size and scope of the units of analysis. When one looks at linguistic entities larger than sentences, takes into consideration the organization of textual fragments, or begins to encompass turns at talk across different speakers, tools that were useful in analyzing sounds, words and their parts, or clauses become insufficient. It is in the choice of larger bodies of language, too, that the communicative traditions of specific social and cultural communities become immediately and unavoidably relevant. For what warrants selecting some particular fragment of speech as a unit in the first place? What gives it coherence and separates it from other surrounding talk?

Cultural considerations are always at work in such judgments.

Spoken discourse routinely includes vocal sounds other than phonation, voice qualities, nonspeech vocalizations (e.g., sighs, laughs, grunts), and other noises, which may have local and partly conventionalized import (a finger snap, a clap, a stomp, a slap, even a slammed door, a tapping pencil, or a spoon on a glass). Moreover, gestures and in general motions and attitudes of the body – themselves subject to cultural shaping (think of a nod, a bow, a wink, or a shrug) and to ideological shading ('it's not polite to point') – may form a central part of interaction, coordinating the discourse itself or complementing other signaling modalities.

Language is a culturally transmitted system.

Language matches the sorts of general definition of culturally transmitted systems given by anthropologists or evolutionary theorists concerned with culture. Language, like other cultural systems, is transmitted from generation to generation via a process of learning from the behavior of others.

The cultural transmission of language, based on its repeated transformation from grammar to data to grammar and so on, leads to the possibility of cultural evolution. Cultural evolution, in the broadest possible terms, is change in a culturally transmitted system over time. The cultural evolution of language, then, is change in a linguistic system over time as a consequence of its cultural transmission. In other words, cultural transmission potentially offers a uniform mechanism that explains both the genesis of language (a qualitative shift from a nonlinguistic system to a linguistic system) and language change (subsequent quantitative shift), at whatever temporal granularity is required.

The cultural evolution of language are as follows: (1) cultural transmission itself; (2) language use; and (3) ultimate function for reproduction. the learnability of linguistic systems can vary: due to their generalizability from a finite set of data (bottlenecked transmission) and due to learnability considerations arising from the biases of language learners (biased transmission). Languages are capable of expressing an infinite range of concepts, and any member of this infinite array of expressions is interpretable in turn. Acquiring a language therefore entails the acquisition of a system for producing and understanding such an infinite set of meaningful utterances.

W. Croft proposes two primary mechanisms for cultural evolution. First, language users will introduce innovations into the linguistic system during the process of communication. Second, social factors determine the differential cultural transmission of the competing linguistic variants that these innovations introduce.

One of the major trends of linguocultural text studies is the consideration of cultural concepts and their role in text semantics. Cultural concept is looked upon as a thematic dominant of the text. The problem of concept is in the focus of attention of many disciplines: cognitive linguistics, linguoculturology, linguoconceptology.

Concept- is a complex mental entity, a component of the basic world picture conceptually relevant either for individual linguistic personality or the whole linguocultural community. The formulation of a concept is conditioned by individual's emotional, physical, historical, personal and social experience acquired in the process of the world perception. The following traits of concept are relevant for the fictional text:

- Concept presents knowledge structures about the surrounding world;
- Concept is a cultural and nationally specific unit;
- Concept is a multifold structure consisting of notional, image-bearing and evaluative constituents;
- Concept is characterized by a string of emotional, expressive components and associative links.

The linguocultural approach to the problem in the question requires a new apprehension of a stylistic device which is regarded as:

- An aesthetic sign of a complex structure which serves as a means of conveying aesthetic values to the mind of the reader;
- One of the main means of verbalizing cultural concepts including notional, emotive and evaluative components;
- A fragment of the conceptual world picture expressing certain knowledge structures;
- A cultural model manifesting elements of universal and national culture.

The necessity to study texts in the cultural paradigm is conditioned by the fact that reflect in the inner spiritual world of an individual and convey cultural information about the world and fundamental cultural values. From the position text analysis puts forward the following tasks:

- to define a system of linguocultural units forming the linguocultural field of the text;
- to consider text as the author's individual world picture embracing a wide spectrum of conceptual senses of all-human, national-specific and individual character;
- to explore cultural concepts as content-thematic dominants of the text and the embodiment of certain cultural values.

Cross-cultural analysis is based on comparing and contrasting languages and cultures. It consists in cognitive interpretation of a) culturally and conceptually relevant language units in the text (linguoculturemes); b) universal and nationally-specific properties of language units including texts; c) cultural concepts manifesting particular domains.

Text World Theory approaches this considerable task by splitting human communication into three manageable levels: the 'discourse world,' the 'text world,' and the 'subworld' (Werth, 1994, 1995a, 1995b, 1999). The first of these levels, the discourse world, deals with the immediate situation surrounding at least one speaker or writer and one or more listeners or readers. These sentient beings are referred to in Text World Theory as the 'participants,' the conscious presence of whom is essential for a discourse world to exist. This is because the discourse world includes not only the participants and the objects and entities that surround them, but all the personal and cultural knowledge that the participants bring with them to a language situation. This knowledge is of central importance to our understanding of human communication, since it has the potential to impact upon both the construction and comprehension of a given discourse. The majority of preceding approaches to discourse study have fought shy of dealing with context, mainly because of the fact that its unwieldy nature at first appears incompatible with rigorous

linguistic analysis. Text World Theory, on the other hand, introduces the principle of ‘textdrivenness’ to provide a manageable route into the systematic examination of context. This principle specifies that, from the vast store of personal knowledge and experience available to the participants, it is the text produced in the discourse world that determines which areas are needed to process and understand the discourse at hand.

ADDITIONAL NOTES

Text is defined as the verbal part of communication, excluding the paralinguistic and non-verbal part of the communication. The text as such or the linguistic elements only make sense if they are interpreted by readers/listeners using their cultural or world knowledge. This interpreted text is the reader’s text representation, which goes far beyond what is said in the text but also contains the inferences the hearer makes. The object of text linguistics is precisely text representation, not texts.

Typical features—All the typical, non-fluency features of spoken English discussed in Units 2 and 4 occur here: ellipsis, false starts, repetition, pausing, hesitation and fillers (‘you know’, ‘sort of thing’, ‘er’, ‘um’, ‘pronounce things’). The written text has all the typical features of sentence formation, spelling, punctuation and so on.

Sentence construction—The written text has longer sentences with complex structures involving relative clauses (‘19 people, who come from all over the world’, ‘the people with whom I live’). In the interview, shorter sentences are used with the repeated structure of the introductory ‘There’ (‘There’s 19 people’, ‘there’s one girl’, ‘there’s um a couple of’).

Word order—The spoken text has normal word order. In the written text, position of clauses has been carefully controlled, particularly placing linked clauses close together (‘I and other people’, ‘the teasing

for all members’). Most noticeable is the ‘unusual’ positioning of the object before the subject (‘This I disagree with’) which doesn’t commonly feature in everyday spoken language.

Verbs—Most of the verbs in the interview are in the active voice (‘they teased me’, ‘they said you’ve got’). In the written text, the passive occurs (‘I...was teased’, ‘I was told’).

Deixis—In the spoken text, ‘from up north’ is in direct relation to the current location of being in London (‘down south’). The written text makes no such connection.

Time relationships—Various differences can be found. In the interview, the date is given more precisely than in the written text which might seem unusual—possibly Louise was ready for this first question (‘late September 99’ v. ‘approximately 8 months ago’). This second example, from the written text, is deictic in that its meaning is only clear in relation to the present time. In the written text, the time relationship between events is stated explicitly (‘Since then’, ‘After a while’). In the interview, time either isn’t mentioned or it’s implicit from the interviewer’s question.

Formality—Far more monosyllabic words and simple words, often of Anglo-Saxon origin, feature in the interview responses (‘lived’, ‘joked’, ‘started’). In the written text, longer words are used and words of

other language origins, noticeably here French (‘resembled’, ‘recommenced’, ‘home to’).

Creativity—We have, in the spoken text, an example of individual creativity with some words. This time a noun, in fact a place name (and they tend to be fairly fixed in English), has been converted into an adjective by the addition of the common suffix—y, meaning ‘having the quality of’, as in *creamy*. The motivation for this is uncertain. Humour? Vagueness? But by comparison, no creative words appear in the written version.

Representation—It’s extremely difficult to represent pronunciation in writing without resorting to a phonetic alphabet. Of course, in the original interview, the voice successfully conveys the intended sounds (‘flabbay’, ‘ouse’) so in the written text, a writer has to use spelling, and maybe punctuation, to represent the spoken sounds (‘owse’, ‘happieeee!’).

Contractions—In the spoken text, contractions are common (‘there’s’, ‘can’t’, ‘don’t’) but the full forms are used in writing (‘I have noticed’, ‘it is’).

Prosody—Once again, it's difficult to represent in written form all the associated features of spoken language, related to intonation, pitch, stress and pace and this hasn't been attempted here. However, they can reflect meaning and attitude. The pitch of the voice dropped considerably on 'didn't understand *what you were* saying' and on 'what's the word'. The voice tends to drop on unimportant asides, some grammar words or if we feel uncertain or need time to think. Pace was noticeable in the rapid response to the question 'did you make any conscious effort to change how you spoke?' The immediate reply 'no' conveyed strength of commitment, possibly also humour.

Function—The oral interview is, by its nature, a discussion, with the questions prompting facts and inviting the interviewee to reflect on a given topic. The purpose of opening prompts is to set the context and provide the background which is needed in order to make sense of later contributions. The responses answer questions or develop points further; they relate past events and gives reasons. The written text narrates past events, giving examples. It states an opinion and a justification.

8. АМАЛИЙ МАШҒУЛОТЛАРДА ТАЪЛИМ ТЕХНОЛОГИЯЛАРИ

Семинар дарслари бўйича ишланмалар

1-семинар машғулотининг таълим технологияси

1-семинар	Text linguistics as a scientific discipline
<i>Ўқув соати: 2 соат</i>	<i>Магистрантлар сони -15 та</i>
Ўқув машғулотининг шакли:	1-семинар
Семинар режаси:	1.The aim of the course; 2. The history, evaluation and approaches; 3. The notion of text
Ўқув машғулотининг мақсади: магистрантларда “матн лингвистикаси” фанининг асосий масалалари бўйича билим, кўникма ва малакаларини шакллантириш ва ривожлантириш	
Машғулотнинг олдида қўйган вазифалари: Фаннинг мақсади ва вазифалари ҳақида маълумот бериш, матн тушунчаси ҳақида маълумот бериш; матнга турли ёндашувлар ҳақида тушунча бериш;	Ўқув натижалари: фаннинг долзарблиги ва мақсади ҳақида гапириб беришади; матн тушунчаси ҳақида сўзлаб беришади; матнга турли ёндашувлар ҳақида билимларга эга бўлишади.

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; Мавзу бўйича оғзаки, ёзма тарзда машқ бажариш; Тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш;

Дарсга яқун ясаш

Талабаларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уйга вазифа бўлимларини бажариш шартларини тушунтириш.

2-семинар машғулотининг таълим технологияси

2-семинар	The main trends of text linguistics
<i>Ўқув соати: 2 соат</i> <i>Магистрантлар сони -15 та</i>	
Ўқув машғулотининг шакли:	2-семинар
Семинар режаси:	1.Text general theory 2. Text grammar
Ўқув машғулотининг мақсади: Магистрантларга матн лингвистикасининг турли йўналишлари бўйича билим, кўникма ва малакаларини шакллантириш ва ривожлантириш	
Машғулотнинг олдида қўйган вазифалари: Матн лингвистикасининг турли йўналишлари ҳақида маълумот бериш; Матн грамматикасининг моҳияти ҳақида тушунча бериш матн семантикаси ҳақида маълумот бериш;	Ўқув натижалари: матн лингвистикасининг турли йўналишлари ҳақида гапириб беришади. Матн грамматикасининг моҳияти ҳақида сўзлашади; матн семантикаси ҳақида билимларга эга бўлишади;

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки мунозарали тусдаги индивидуал тарзда жавоб беришади; Мавзу бўйича оғзаки, ёзма тарзда машқ бажаришади. Тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлашади.

Дарсга яқун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уйга вазифа бўлимларини бажариш шартларини тушунтириш;

3-семинар	The main trends of text linguistics
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3-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -15 та

Ўқув машғулотининг шакли:	3-семинар
Семинар режаси:	1. Text semantics 2. Text stylistics 3. Text analysis
Ўқув машғулотининг мақсади: Магистрантларда матн семантикаси, матн стилистикаси, матн таҳлил ҳақида билимлар пайдо қилиш;	
Машғулотнинг олдига қўйган вазифалари: Матн семантикаси ҳақида маълумот бериш; матн стилистикаси ҳақида тушунча бермоқ; матн таҳлили ҳақида маълумот бермоқ;	Ўқув натижалари: матн семантикаси ҳақида гапириб беришади; матн стилистикаси ҳақида маълумотга эга бўлишади; матн таҳлили ҳақида билимларга эга бўлишади;

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш; тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш;

Дарсга яқун ясаш

Талабаларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини бажариш шартларини тушунтириш.

4-семинар	Text typology
4-семинар машғулотининг таълим технологияси (4-машғулот)	
<i>Ўқув соати: 2 соат</i>	<i>Магистрантлар сони -15 та</i>
Ўқув машғулотининг шакли:	4-семинар
Семинар режаси:	1. Functional approach I to text; 2. Stylistic approach to text; 3. The main criteria for text typology; 4. Text types; 5. Text heterogeneity.
Ўқув машғулотининг мақсади: Магистрантларда матн типологиясига турли ёндашувлар ва матн типологиясининг критериялари ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдида қўйган вазифалари: Матн типологиясига турли ёндашувлар ҳақида билимлар пайдо бўлиши; матн типологиясининг критериялари, матн турлари ҳақида маълумот бериш;	Ўқув натижалари: Матн типологиясига турли ёндашувлар ҳақида гапириб беришади; матн типологиясининг критериялари ва матн турлари ҳақида билимларга эга бўлишади;

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

5-семинар	Text categories
5-семинар машғулотининг таълим технологияси	
<i>Ўқув соати: 2 соат</i>	<i>Магистрантлар сони -15 та</i>
Ўқув машғулотининг шакли:	5-семинар
Семинар режаси:	1. The notion of text categories 2. Classification of text categories 3. Category of informatively 4. Category of intertextuality
Ўқув машғулотининг мақсади: Магистрантларда матн категориялари, матн категорияларининг таснифи, информативлик, модаллик категориялари ҳақида билимлар пайдо қилиш	
Машғулотнинг олдида қўйган вазифалари: Матн категориялари ҳақида маълумот бериш; матн категорияларининг таснифи ҳақида тушунча пайдо қилиш; информативлик, модаллик категориялари ҳақида маълумот бериш.	Ўқув натижалари: Матн категориялари ҳақида гапириб беришади; матн категорияларининг таснифи ҳақида сўзлаб беришади, информативлик модаллик категориялари ҳақида билимларга эга бўлиш;

Мавзунини мустахкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқин яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

6-семинар	Fictional text and its categories
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6-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -15 та

Ўқув машғулотининг шакли:	6-семинар
Семинар режаси:	1. Specific features of a fictional text; 2. The category of emotiveness; 3. The category of imagery; 4. Implicitness.
Ўқув машғулотининг мақсади: Магистрантларда бадий матн хусусиятлари ва категориялари ҳақида тушунчалар пайдо қилиш.	
Машғулотнинг олдида қўйган вазифалари: Бадий матн хусусиятлари ҳақида маълумот бериш; эмотивлик категорияси ҳақида тушунча пайдо қилиш; “Imagery” категорияси ҳақида маълумот бериш;	Ўқув натижалари: Бадий матн хусусиятлари ҳақида гапириб беришади; эмотивлик категорияси ҳақида сўзлаб беришади; “Imagery” категорияси ҳақида билимларга эга бўлишади.

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш, мавзу бўйича машқ бажариш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, уй вазифасини, уй вазифа шартларини тушунтириш, магистрантлар билан хайрлашиш.

7-семинар	Text as a unit of communication
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7-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -15 та

Ўқув машғулотининг шакли:	7-семинар
Семинар режаси:	1. The communicative nature of text. 2. Types of communication 3. Aims and intention in communication
Ўқув машғулотининг мақсади: Магистрантларда матннинг коммуникатив моҳияти, матн мулоқотининг энг мураккаб ва асосий бирлиги ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдида қўйган вазифалари: Матннинг коммуникатив моҳияти ҳақида маълумот бериш; коммуникатив турлари ҳақида тушунча бериш; коммуникатив мақсад ва интенциялари ҳақида маълумот бериш;	Ўқув натижалари: матннинг коммуникатив табиати ҳақида фикр ва мулоҳазаларини билдиришади, коммуникатив турлари ҳақида билимга эга бўлишади. Коммуникатив мақсад ва интенциялари ҳақида тушунчага эга бўлишади.

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича оғзаки, ёзма тарзда машқ бажариш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, уйга вазифа бўлимларини бажариш шартларини тушунтириш.

8-семинар	Text as a unit of communication
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8-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -15 та

Ўқув машғулотининг шакли:	8-семинар
Семинар режаси:	1. The notion of discourse; 2. The problem of text interpretation; 3. Communicative postulates; 4. Textual communication.
Ўқув машғулотининг мақсади: Талабаларда дискурс тушунчаси, текстуал коммуникацияси нигоҳида Г.Гайснинг коммуникатив қонунлари ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдида қўйган вазифалар: дискурс тушунчаси ҳақида маълумот бериш; матни қабул қилиш ва интерпретацияси ҳақида тушунча бериш; Текстуал коммуникацияси нигоҳида Г.Грайснинг коммуникатив қонунлари ҳақида маълумот бериш;	Ўқув натижалари: дискурс тушунчаси ҳақида фикр ва мулоҳазаларини билдиришади; матнни қабул қилиш ва интерпретацияси ҳақида билимга эга бўлишади. Текстуал коммуникацияси нигоҳида Г.Грайснинг коммуникатив қонунлари ҳақида тушунчага эга бўлишади.

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш, мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ бўлиб ишлаш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уйга вазифа бўлимларини бажариш шартларини тушунтириш.

9-семинар	Text pragmatics
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9-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -15 та

Ўқув машғулотининг шакли:	9-семинар
Семинар режаси:	1. The pragmatic approach to the text; 2. The factors of addresser and addressee; 3. The notion of pragmatic intention;
Ўқув машғулотининг мақсади: Талабаларда лингвопрогматика, матн прагматикаси, матнга прагматик ёндашув, адресат ва адресант факторлари ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдига қўйган вазифалари: лингвопрагматика ҳақида маълумот бериш; матн прагматикаси ҳақида тушунча бериш; матнга прагматик ёндашув ҳақида маълумот бериш; адресат ва адресант факторлари ҳақида тушунча бериш;	Ўқув натижалари: лингвопрагматика ҳақида фикр ва мулоҳазаларини билдиришади; матн прагматикаси ҳақида тушунчага эга бўлишади; матнга прагматик ёндашув ҳақида билимга эга бўлишади.

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқин яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

10-семинар	Text pragmatics
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10-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -15 та

Ўқув машғулотининг шакли:	10-семинар
Семинар режаси:	1. The pragmatic intention 2. Types of pragmatic intention 3. The pragmatic intention to interest the reader 4. The pragmatic intention of emotional impact
Машғулотнинг олдига қўйган вазифалари: прагматик интенция тушунчаси ҳақида маълумот бериш; прагматик интенция турлари ҳақида тушунча бериш; бадиий матнда прагматик вазифалар ҳақида маълумот бериш; матн таъсир ва тушунишнинг прагматик эффективлиги ҳақида маълумот бериш;	Ўқув натижалари: прагматив интенция ҳақида фикр ва мулоҳазаларини билдиришади; прагматик интенция турлари ҳақида билимга эга бўлишади; бадиий матнда прагматик вазифалар ҳақида маълумотга эга бўлишади; матн таъсир ва тушунишнинг прагматик эффектлиги ҳақида маълумотга эга бўлишади.

Мавзуни мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

11-семинар	Cognitive theory of text
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11-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -10 та

Ўқув машғулотининг шакли:	11-семинар
Семинар режаси:	1. The main principles of cognitive linguistics; 2. Cognitive principles of information in the text; 3. Foregrounding and its types;
Ўқув машғулотининг мақсади: Магистрантларда когнитив тилшуносликнинг моҳияти, матнда ахборотни тақсимлаш когнитив тамоиллари, билимлар тузилмалари ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдига қўйган вазифалари: когнитив тилшуносликнинг асосий тамоиллари ҳақида маълумот бериш; матнда ахборотни тақсимлаш когнитив тамоиллари ҳақида тушунча бериш; Ахборотни илгари суриш когнитив тамоилли ҳақида маълумот бериш.	Ўқув натижалари: когнитив тилшуносликнинг асосий тамоиллари ҳақида маълумотга эга бўлишади. Матнда ахборотни тақсимлаш когнитив тамоили ҳақида тушунчага эга бўлишади; Ахборотни илгари суриш когнитив тамоили ҳақида мулоҳазаларини билдиришади.

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма трзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқун ясаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

12-семинар	Cognitive theory of text
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12-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -10 та

Ўқув машғулотининг шакли	12-семинар
Семинар режаси:	1. Theory of frame 2. Frame analysis 3. The pragmatic intention of co-intention. The politeness. Representing the conceptual world picture
Ўқув машғулотининг мақсади: Магистрантларда фрейм назарияси, фрейм таҳлили, концепт, концептуал ва лисоний дунё тасвири ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдида қўйган вазифалари: фрейм назарияси ҳақида маълумот бериш, фрейм таҳлили ҳақида тушунча бериш; Прагматик интенция ҳақида маълумот бериш; Концептуал дунё тасвири ҳақида тушунча бериш;	Ўқув натижалари: фрейм назарияси ҳақида фикр ва мулоҳазаларини билдиришади. Фрейм таҳлили ҳақида билимга эга бўлишади; прагматик интенция ҳақида тушунчага эга бўлишади; концептуал дунё тасвири ҳақида маълумотга эга бўлишади;

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга якун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

13-семинар	Text analysis
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13-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -10 та

Ўқув машғулотининг шакли:	13-семинар
Семинар режаси:	1. Genres, registers, domains, styles, text types and other confusions. 2. Structure – oriented approaches.
Ўқув машғулотининг мақсади: Магистрантларда жанр, стил, матн турлари, тизимга йўналтирилган ёндашув, матн қисмлари орасидаги семантик муносабат ҳақида тушунчалар пайдо қилиш	
Машғулотнинг олдида қўйган вазифалари: жанр, стил, матн турлари ҳақида маълумот бериш; тизимга йўналтирилган ёндашув, матн қисмлари орасидаги семантик муносабат ҳақида тушунча бериш;	Ўқув натижалари: жанр, стил, матн турлари ҳақида маълумотга эга бўлишади; тизимга йўналтирилган ёндашув матн қисмлари орасидаги муносабат ҳақида тушунчага эга бўлишади;

Мавзунини мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, тарқатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

14-семинар	Text analysis
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14-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -10 та

Ўқув машғулотининг шакли:	14-семинар
Семинар режаси:	1. Text mining 2. Data mining 3. Association mining
Ўқув машғулотининг мақсади: Магистрантларда “text mining” (ахтариб маълумот олмоқ), “data mining” (излаб билимга эга бўлмоқ), “Association mining” (маълумотларни жамлаб улар орасидаги ўхшашлигини топмоқ) ҳақида тушунчалар пайдо қилмоқ;	
Маърузанинг олдида қўйган вазифалари: “text mining” ҳақида маълумот бериш; “data mining” ҳақида тушунча бериш; “association mining” ҳақида маълумот бериш	Ўқув натижалари: “text mining” ҳақида фикр ва мулоҳазаларини билдиришади; “data mining” ҳақида тушунчага эга бўлишади; “association mining” ҳақида билимга эга бўлишади.

Мавзуни мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, таркатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга якун ясаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

15-семинар	Linguocultural aspect of text theory
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15-семинар машғулотининг таълим технологияси

Ўқув соати: 2 соат

Магистрантлар сони -10 та

Ўқув машғулотининг шакли:	15-семинар
Семинар режаси:	1. Linguoculturology and its notions; 2. Conceptual role in fictional text; 3. The role of title in the conceptual world picture representation. 4. Cultural concepts and their verbalization in the text.
Ўқув машғулотининг мақсади: Магистрантларда лингвокультурология, концепт, концептуал ва тафаккур бирлиги, маданий концепт тушунчаси ва унинг бадиий матндаги концептуал аҳамияти, сарлавҳанинг матннинг концептуал дунё тасвирини намоён этишдаги аҳамияти ҳақида тасаввур пайдо қилиш	
Маърузанинг олдида қўйган вазифалари: лингвокультурология ва лингвокультурема ҳақида маълумот бериш; маданий концепт ва унинг бадиий матндаги концептуал аҳамияти ҳақида тушунча бериш; Маданий концептларнинг матнда вербаллашуви ҳақида маълумот бериш;	Лингвокультурология ва лингвокультурема ҳақида фикр билдиришади; маданий концепт ва унинг бадиий матндаги концептуал аҳамияти бўйича билимга эга бўлишади; маданий концептларнинг матнда вербаллашуви ҳақида тушунчага эга бўлишади;

Мавзуни мустаҳкамлаш

Мавзу бўйича саволларга оғзаки, мунозарали тарзда жавоб бериш; мавзу бўйича ёзма тарзда машқ бажариш, таркатма материаллар асосида гуруҳ-гуруҳ бўлиб ишлаш.

Дарсга яқун яшаш

Магистрантларни баҳолаш, келгуси семинар мавзусини эълон қилиш, уй вазифасини шартларини тушунтириш, магистрантлар билан хайрлашиш.

9. ТАРКАТМА МАТЕРИАЛЛАР

CARD 1

1. Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The captain took a drink of rum. "His wife. That's what the man wants, and that's what he's gonna get."

The mate thought about this. "And what if she's tellin' the truth and she ain't the one he wants to marry?"

"I figure there's two ways to look at it. If she ain't this Maleson woman and the other one is, then Armstrong is askin' to marry a bitch that's a liar and who'd betray her best friend. On the other hand, that pretty little dark-haired lady could be this Bianca and she's lyin' just to get out of marryin' Armstrong. Either way, I think there ought to be a weddin' in the mornin'."

"And what about Armstrong?" the mate asked. "If he finds himself married to the wrong woman, I don't think I'd like to be around."

"That's what I thought, too. I plan to collect my money before he sees her and then be out of Virginia immediately. I don't think I'll even wait to see whether she is or isn't who he wants."

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 2

1. Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The wife of a rich man fell sick, and as she felt that her end was drawing near, she called her only daughter to

her bedside and said, "Dear child, be good and pious, and then the good God will always protect you, and I will look down on you from heaven and be near you."

Thereupon she closed her eyes and departed. Every day the maiden went out to her mother's grave, and wept, and she remained pious and good. When winter came the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife.

The woman had brought with her into the house two daughters, who were beautiful and fair of face, but vile and black of heart. Now began a bad time for the poor step-child.

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 3

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

The brain keeps the body in order. It helps to control all of the body systems and organs, keeping them working like they should. The brain also allows us to think, feel, remember and imagine. In general, the brain is what makes us behave as human beings.

The brain communicates with the rest of the body through the spinal cord and the nerves. They tell the brain what is going on in the body at all times. This system also gives instructions to all parts of the body about what to do and when to do it.

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 4

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Do You Hate Spiders? If so, you are definitely not alone... I hate spiders too! In fact, over 50% of the world's population suffer from arachnophobia. Yes, that's right, more than half of the people on this planet hate spiders! How can we stop them? Because of my own fear of spiders I have spent the last five years researching all the available methods out there to stop spiders in their tracks and prevent them from getting near us and ruining our daily lives. Some methods are common sense and others use all the current technology available to control spider occurrences and to deal with them if they dare show their ugly faces to us.

Thanks to my spider controlling methods, my life is practically spider free now and my house is a much calmer place to be - just ask my boyfriend!

What do we do now?

You will find a lot of information throughout this website that will help you become as skilled as myself at preventing beastly spiders from getting near you or your home. But if you want a lazier fast-track way to get all this knowledge quickly then just press the magic button below and change your life forever...

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 5

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Different areas of the brain are concerned with different functions. If I drilled a hole in your head with my Black & Decker, and then put a piece of copper wire in and wiggled it about, I could give your brain a little electric shock; not enough to kill you of course, but enough to make something happen. So if the electrode was put into your taste centre you might taste something even though there was nothing in your mouth. We know exactly where to put the wires to make different things happen. So an electric shock in another area might make you wiggle your toes. That explains why you "see stars" when you bang your head and stir up the visual centre which is at the back of your brain. There are areas of the brain which deal with speech, hearing, smell, sight, movements, salivating, and so on. Some of these centres are concerned with the information coming into the brain (sensory areas) and others are concerned with making something happen (motor centres).

List the seven standards of textuality.

- | | |
|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 6

1. . Identify the type of the text; justify your answer.
2. Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Believe it or not, things are indeed falling into place. And in June, although others may seem self-involved, you have a fair amount of support. Even if you feel tremors of change in the air, if you maintain your position and don't rock the boat, you will sail through this month like a seasoned mariner. And just for the record, you'd have a more amusing time of it if you stopped inspecting/ overanalyzing /dramatizing every word, offer or action and simply accepted the fact that life is flowing your way. Over the weekend passionate Mars is encouraging you to become more forward and open in expressing your feelings which is absolutely guaranteed to thrill the object of your affection.

List the seven standards of textuality.

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|-------------|---------------|
| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| | vii. ----- |

CARD 7

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5. Indicate the pragmatic information, if there any

Earth's most picturesque volcanoes are composite cones. Most active composite cones are in a narrow zone that encircles the Pacific Ocean, appropriately named the Ring of Fire. In this region are Fujiyama (Mt. Fuji) in Japan, Mount Mayon in the Philippines, and the picturesque volcanoes of the Cascade Range in the northwestern United States, including Mount St. Helens, Mount Rainier, and Mount Shasta.

A composite cone or stratovolcano is a large, nearly symmetrical structure composed of alternating lava flows and pyroclastic deposits, emitted mainly from a central vent. Just as shield volcanoes owe their shape to the highly fluid nature of the extruded lavas, so too do composite cones reflect the nature of the erupted material.

Composite cones are produced when relatively viscous lavas of andesitic composition are extruded. A composite cone may extrude viscous lava for long periods. Then, suddenly, the eruptive style changes and the volcano violently ejects pyroclastic material. Most of it falls near the summit, building a steep-sided mound of cinders. In time, this debris becomes covered by new lava. Occasionally, both activities occur simultaneously.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
| iii. ----- | iv. ----- |
| v. ----- | vi. ----- |
| vii. ----- | |

CARD 8

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4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Lava dome growth at the Soufrière Hills Volcano has frequently been accompanied by repetitive cycles of earthquakes, ground deformation, degassing and explosions (Voight et al., 1999 B. Voight, R.S.J. Sparks and A.D. Miller, et al. Magma flow instability and cyclic activity at Soufriere Hills Volcano, Montserrat, British West Indies. Science, 283 (1999), pp.

1138–1142). The cyclic behaviour can occur on a wide range of timescale but here we are concerned with cycles of activity that repeat with periods of hours to days. That is, cycles which are not accompanied by Vulcanian explosions that occur on timescales of weeks to months. Deformation of the volcano flanks have been measured using tilt-metres but it has also been observed that large fractures and seismically triggered landslides periodically occur indicating that the volcano flanks occasionally come under severe stress (Voight et al., 1999). The origin of the tilt signal occurs in the shallow (less than 1000 m) top of the conduit and the mechanism for the tilt is thought to be pressurisation from gas exsolution. Pressure build-up in the conduit inflates the edifice of the volcano and upon the movement of magma and release of gas the edifice deflates (Voight et al., 1999). The cycles are therefore thought to reflect unsteady conduit flow of volatile-rich magma experiencing gas exsolution.

List the seven standards of textuality.

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CARD 9

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4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Modern wheat farming is nowadays essentially based on two species: *Common Wheat* (*Triticum aestivum*) and *Durum Wheat* (*Triticum turgidum durum*), used in the fabrication of pasta and semolina (couscous, bulgur rice etc.). Durum wheat is less resistant to cold than common wheat, but it is more tolerant of dry conditions. It is mostly cultivated in Italy, Australia, Russia, North Africa, Ethiopia and America. The main difference between both species can be found in their genomes [1]: namely, Durum wheat is a 'tetraploid', whereas common wheat is a 'hexaploid'.

What do these terms mean? In humans and most animals, the nucleus of each cell contains two copies of each chromosome (except for the sex chromosomes). All of these creatures are said to be 'diploid'. So for example, humans have 22 pairs of 'homologue' chromosomes plus one pair of sex chromosomes, making a total of 46 chromosomes. Durum wheat, on the other hand, has four copies of each chromosome. It is, like many plants, a polyploid (in fact a tetraploid, from the Greek for *tetra* – four, and *ploid* - folded.) This situation came about after the crossing, around 500,000 years ago, of two ancestral diploid species *Triticum monococcum* and *Aegilops speltoides*. After cultivation by humans, durum wheat underwent a new polyploidization event around 9-12,000 years ago, between Amenia and the Caspian Sea: this hybridization with another diploid (*Aegilops tauschii*) caused a further growth of the genome [1], to become a hexaploid. A new species was born, common or 'bread' wheat: *Triticum aestivum*. With its better resistance to cold climates, common wheat spread rapidly and led to profound changes in the habits and lifestyles of human societies. Durum wheat on the other hand appeared around 3000-4000 years ago.

List the seven standards of textuality.

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| i. Cohesion | ii. Coherence |
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| vii. ----- | |

CARD 10

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3. Identify cohesion and coherence of the text
4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

All western countries face a crisis in coping with the demands made on welfare provision by their growing elderly populations. The problem of resource scarcity is a real one. But perhaps not all countries have adopted so rigorously (as Britain) the view that care should be based on the family model.

Scandinavia, for example, provides residential facilities for elderly people not wishing to remain at home or to live with their families, and those facilities are often available for use by local pensioners on a daily basis.

During the discussion period that followed a lecture of mine at Oxford three and a half years ago I was stunned by a question put to me by a young woman, whom I later discovered to have been a Palestinian student working for her doctorate at the university. I had been speaking about the events of 1948, and how it seemed to me necessary not only to understand the connection between our history and Israel's Ø, but that as Arabs we needed to study that other history as one concerning us rather than avoiding or ignoring it totally as has been the case for such a long time.

List the seven standards of textuality.

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CARD 11

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4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

A married man goes to confessional and tells the priest, "I had an affair with a woman - almost." The priest says, "What do you mean, 'almost'?" The man says, "Well, we got undressed and rubbed together, but then I stopped." The priest replies, "Rubbing together is the same as putting it in. You're not to go near that woman again. Now, say five Hail Mary's and put \$ 50 in the poor box." The man leaves confessional, goes over and says his prayers, then walks over to the poor box. He pauses for a moment and then starts to leave. The priest, who was watching him, quickly runs over to him and says, "I saw that. You didn't put any money in the poor box!" The man replied, "Well, Father, I rubbed up against it and you said it was the same as putting it in!"

List the seven standards of textuality.

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CARD 12

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5. Indicate the pragmatic information, if there any

'Liberty of action, sir? there is no such thing a liberty of action. We are all slaves and puppets of a blind and unpathetic necessity.'

'Very true sir; but liberty of action, between individuals, consists in their being differently influenced, or modified, by the same universal necessity; so that the results are unconsentaneous, and their respective necessitated volitions clash and fly off in a tangent.'

'Your logic is good, sir: but you are aware, too, that one individual may be the medium of adhibiting to another a mode or form of necessity, which may have more or less influence in the production of consentaneity; and, therefore, sir, if you do not comply with my wishes in this instance (you have had your way in every thing else), I shall be under the necessity of disinheriting you, though I shall do it with tears in my eyes.' Having said these words, he vanished suddenly, in the dread of Scythrop's logic.

List the seven standards of textuality.

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|-------------|---------------|
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CARD 13

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4. Grammatical content of the text (deixis)
5. Indicate the pragmatic information, if there any

Several of the ladies shrieked at the sight of the skull; and Miss Tenorina, starting up in great haste and terror, caused the subversion of a cup of chocolate, which a servant was handing to the Reverend Doctor Gaster, into the nape of the neck of Sir Patrick O'Prism. Sir Patrick, rising impetuously, *to clap an extinguisher*, as he expressed himself, *on the farthing rushlight of the rascal's life*, pushed over the chair of Marmaduke Milestone, Esquire, who, catching for support at the first thing that came in his way, which happened unluckily to be the corner of the table-cloth, drew it instantaneously with him to the floor, involving plates, cups and saucers, in one promiscuous ruin ... Mr. Escot was a little surprised at the scene of confusion which signalised his entrance.

List the seven standards of textuality.

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CARD 14

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She (Marionetta) disengaged herself suddenly from Scythrop, sprang through the door of the tower, and fled with precipitation along the corridors. Scythrop pursued her, crying, 'Stop, stop, Marionetta - my life, my love!' and was gaining rapidly on her flight, when, at an ill-domed corner, where two corridors ended in an angle, at the head of the staircase, he came into sudden and violent contact with Mr Toobad, and they both plunged together to the foot of the stairs, like two billiard-balls into one pocket.

Dogs are easy to educate. Well-educated dogs are sometimes used as watchdogs. ----. It is interesting, though, that these dogs, which can become terrifyingly wild in times of danger, pose no harm to their owners. In the face of a threat, they put their lives in danger to save their owners.

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CARD 15

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One day, Cunegonde, taking a walk near the castle, in the little wood they called *parc*, saw among the bushes Doctor Pangloss giving a lesson in experimental physics to her mother's maid, a little brunette, very good looking and docile. As Miss Cunegonde had great dispositions for the sciences, she observed, without a breath, the repeated experiences she witnessed; she saw clearly the doctor's sufficient reason, the effects and the causes, and returned, agitated and thoughtful, filled with the desire of being knowledgeable, thinking that she might well be the sufficient condition for the young Candide, and he for her.

The Arab East is a region with an unsurpassed ability to export wars and recessions. Yet, it is one whose inner workings the outside world understands only dimly. Because ***their*** history is interwoven with the history of Islam, and therefore sharpened five times a day by prayer, Arabs have a keen sense of the past. They exult in the memory of the seventh and eighth centuries, when they carried the word and the sword of Islam out of the Arabian fastness and built an empire from Persia to the Pyrenees.

List the seven standards of textuality.

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CARD 16

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Debrett credits her with three marriages; but *as she had never changed her lover*, the world had long ago ceased to talk *scandal* about her. She was now forty years of age, childless, and with that inordinate passion for pleasure which is the secret of remaining young.

Suddenly she looked eagerly round the room, and said, in her clear contralto voice, 'Where is my cheiromantist?'

'Your what, Gladys?' exclaimed the Duchess, giving an involuntary start.

'My cheiromantist, Duchess; *I can't live without him at present.*'

'Dear Gladys! you are always so original,' murmured the Duchess, *trying to remember* what a cheiromantist really was, and hoping it was not the same as a *cheiropodist*.

'He comes to see my hand twice a week regularly,' continued Lady Windermere, 'and is most interesting about it.'

List the seven standards of textuality.

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CARD 17

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‘My dear Duchess, surely *Providence can resist temptation* by this time. I think every one should have their hands told once a month, so as to know what not to do. Of course, *one does it all the same*, but it is so pleasant to be warned. Now if some one doesn’t go and fetch Mr. Podgers at once, I shall have to go myself.’

‘Let me go, Lady Windermere,’ said a tall handsome young man, who was standing by, listening to the conversation with an amused smile. ‘Thanks so much, Lord Arthur; but I am afraid you wouldn’t recognise him.’

‘If he is as wonderful as you say, Lady Windermere, *I couldn’t well miss him*.

Tell me what he is like, and I’ll bring him to you at once.’ ‘Well, he is not a bit like a cheiromantist. I mean he is not mysterious, or esoteric, or romantic-looking. He is a little, stout man, with a funny, bald head, and great goldrimmed spectacles; something between a family doctor and a country attorney. I’m really very sorry, but it is not my fault. People are so *annoying*. *All my pianists look exactly like poets, and all my poets look exactly like pianists*; and I remember last season asking a *most dreadful conspirator* to dinner, a man who had blown up ever so many people, and always wore a coat of mail, and carried a dagger up his shirt-sleeve; and do you know that when he came he *looked just like a nice old clergyman*, and cracked jokes all the evening?

List the seven standards of textuality.

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BAGHDAD (Reuters) - Iraqi leaders warned on Monday that an early U.S. troop withdrawal could tip Iraq into all-out civil war after the New York Times said debate was growing in the White House over a gradual scaling-down of forces. The stark comments followed a wave of bombings and shootings in Iraq at the weekend that killed 250 people. "This could produce a civil war, partition of the country and a regional war. We might see the country collapse," Foreign Minister Hoshiyar Zebari, a Kurd, told a news conference when asked about the New York Times report. Citing administration officials and consultants, the Times said these officials feared the last pillars of political support among Senate Republicans for U.S. President George W. Bush's Iraq strategy were "collapsing around them".

It said debate was intensifying over whether Bush should try to prevent more Republican defections by announcing intentions for a gradual pull-out of troops from high-casualty areas.

More than 330 American soldiers were killed in Iraq during the April-June quarter, making it the deadliest three months for U.S. troops since the March 2003 U.S.-led invasion. Overall, 3,606

U.S. soldiers and tens of thousands of Iraqis have died. Iraqi officials said the country's own security forces were not ready and warned a premature withdrawal of some of the 157,000 American troops could produce a security vacuum.

"We in Iraq believe, not just the government, but all political parties, that the presence of these forces is necessary to prevent increasing violence and to stop the country sliding into civil war," Sadiq al-Rikabi, a senior adviser to Shi'ite Prime Minister Nuri al-Maliki, told Reuters. Sunni Arab Vice President Tareq al-Hashemi, speaking to Reuters by telephone, said: "I would be very happy to see the last American soldier leave today ... We understand their worry about not seeing much political progress in Iraq. But the problem is: who will fill the security vacuum if these forces withdraw?."

Hashemi repeated his comments from Sunday that Iraqis had the right to take up arms to defend themselves in the wake of unrelenting violence that threatens to tear the country apart.

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CARD 19

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..

Our histories of six thousand moons make no mention of any other regions, than the two great Empires of Lilliput and Blefuscu. Which two mighty powers have, as I was going to tell you, been engaged in a most obstinate war for six and thirty moons past. It began upon the following occasion. It is allowed on all hands, that the primitive way of breaking eggs before we eat them, was upon the the larger end: but his present Majesty's grandfather, while he was a boy, going to eat an egg, and breaking it according to the ancient practice, happened to cut one of his fingers. Whereupon the Emperor his father published an edict, commanding all his subjects, upon great penalties, to break the smaller end of their eggs. The people so highly resented this law, that our Histories tell us there have been six rebellions raised on that account; wherein one Emperor lost his life, and another his crown.

List the seven standards of textuality.

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CARD 20

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The Chancellor is here given a very formal naming label, his surname only. The main clause in the headline is 'Brown goes for broke'; this is given most weight with a subject (Brown) who is

actively doing something (goes for broke). The word 'broke' is a deliberate pun, because to 'go for broke' means risking everything, and to be 'broke' is to be without money. The amount of money is quoted, but it is additionally described as a 'spending spree', carrying connotations of profligacy, or carelessness. What the money is to be spent on is not mentioned at all; most people would support spending on health and education, but as they are not mentioned it is the ideas of going broke and of over-spending which are most emphasised. This analysis suggests that the *Daily Telegraph* is not a supporter of the Labour Party.

List the seven standards of textuality.

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CARD 21

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Understanding this headline involves an awareness of the phrase 'hand of God'.

This on one level might refer to the religious idea of the hand of God being generous, giving blessings, but it also strongly echoes the claim by the footballer Maradona that it was the 'hand of God' which intervened when he infamously punched the ball into the goal during a World Cup game between England and Argentina. The punning on God/Gord, which is at the heart of the headline, may possibly carry the implication that Gordon Brown is playing at being God, but overall this seems unlikely. Gord is a shortening of Gordon, so only one of the three possible ingredients is mentioned in this phrase, the main participant; there is no direct reference to money, certainly no amount, and no mention of the good causes.

List the seven standards of textuality.

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CARD 22

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Left alone, I drifted into the hall to find shadow health minister Chris Smith announcing that a Labour government would ban tobacco advertising. Good for him. 'If you are ill or injured,' said Smith, 'if your health is damaged or under threat, there will be a National Health Service with the resources and the will to help . . .

'We will restore it. / 'That's our promise.

'I repeat that: We will restore it. You will have a National Health Service again.

'Ask me why you should vote Labour. That reason will do alone.

You will have a National Health Service again.'

Cue applause. Me, I went to the press centre to get a copy of the speech and to check I was hearing right. Sure enough, large chunks of Smith's speech, and of every speech I had heard subsequently, seemed to have been written by an idiot.

An idiot who couldn't handle paragraphs longer than a sentence.

Who didn't like sentences with verbs in.

Who liked his sentences . . .

Really short.

Well – I'm sure Smith's no idiot. I also heard Brown, Cook and Blair, and I'm sure they're not idiots either; Cook, indeed, was universally deemed to have a brain not the size of one planet but of several. So I just wonder if it isn't enormously frustrating for intelligent people to have to reduce difficult and complex subjects into morse code.

So they can sound good on TV. / But that's politics now. / 'Reducing the world to the verbal equivalent of canapés.

List the seven standards of textuality.

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During the discussion period that followed a lecture of mine at Oxford three and a half years ago I was stunned by a question put to me by a young woman, whom I later discovered to have been a Palestinian student working for her doctorate at the university. I had been speaking about the events of 1948, and how it seemed to me necessary not only to understand the connection between our history and Israel's, but that as Arabs we needed to study that other history as one concerning us rather than avoiding or ignoring it totally as has been the case for such a long time. The young woman's question was to raise doubt about my views on the necessity of studying and learning about Israel. "Wouldn't that kind of attention paid to Israel," she said, "be a form of concession to it?" She was asking me if ignorant "non-normalization" didn't constitute a better approach to a state that had for years made it a point of policy to stand in the way of and deny Palestinian self-determination, to say nothing of having caused Palestinian dispossession in the first place.

I must confess that the thought hadn't occurred to me, even during those long years when Israel was unthinkable in the Arab world and even when one had to use euphemisms like "the Zionist entity" to refer to it. After all, I found myself asking in return, two major Arab countries had made formal peace with Israel, the PLO had already recognized it and was pursuing a peace process with it, and several other Arab countries had trade and commercial relations with it. Arab intellectuals had made it a point of honour not to have any dealings with Israel, not to go there, not to meet with Israelis, and so on and so forth, but even they had been silent when, for instance, Egypt signed large deals selling natural gas to Israel and had maintained diplomatic relations with the Jewish state during frequent periods of Israeli repression against the Palestinians. How could one possibly oppose analyzing and learning everything possible about a country whose presence in our midst for over 50 years has so influenced and shaped the life of every man, woman and child in the Arab world?

List the seven standards of textuality.

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CARD 24

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Turkey's highest court has ruled that a disputed constitutional reforms package passed by the government is valid. The move, a blow for the current president and the main opposition party, paves the way for Turkey to hold direct elections for the presidency. Both the president and main opposition party had applied to the court to annul the reforms. They had complained that the changes were adopted in haste and threatened the country's stability.

The ruling AKP moved to introduce a direct presidential ballot to end the standoff caused when it tried to get its own candidate, Abdullah Gul, elected president through parliament.

The opposition boycotted the vote, claiming the former Islamist Mr Gul was a threat to the secular regime. The decision to approve the reforms was a surprise ruling in favour of the government from Turkey's highest court, the latest move in an ongoing battle between the secular establishment and the former Islamist AKP over who controls the presidency.

In May, the same court annulled the presidential election on a technicality and stopped the government's candidate from taking office, so the ruling AKP moved to change the system and let the people, not parliament, choose the president. The staunchly secular opposition and the current president claimed that would disturb the balance of power but this time the judges ruled 6-5 against them.

A referendum is now likely in autumn when the Turkish people will vote on whether they want to choose their own president. The majority are expected to vote in favour, in which case an AKP candidate would have a strong chance of winning, but first there is the parliamentary election later this month.

List the seven standards of textuality.

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	Statement
T / F	Text linguistics as a sub-branch of linguistics did not really develop until the early 1970s.
T / F	Texts can not be consisted of only one word or sentence.
T / F	Textuality is a characteristic property of all texts whereas texture is a property of individual texts.
T / F	The use of some narrative and argumentative parts in newspaper articles is an example of <i>textualisation strategies</i> .
T / F	The components of the surface text are the configuration of concepts and relations which underlie the surface text.

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10. БАҲОЛАШ МЕЗОНЛАРИ

Фан бўйича рейтинг жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва якуний назоратларининг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга еълон қилинади.

Фан бўйича талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим стандартларига мувофиқлигини таъминлаш учун қуйидаги назорат турлари ўтказилади:

- **жорий назорат (ЖН)** - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Жорий назорат фаннинг хусусиятидан келиб чиққан ҳолда амалий машғулотларда оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллেকвиум, уй вазибаларини текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Матн Лингвистикаси

(1курс, магистрлар) фани бўйича

КУНЛИК БАҲОЛАШ МЕЗОНИ

I- семестр: 1 - Ж О Р И Й								
Ажратилган амалий соат :	Дарслар сони:	Ажратилган балл : <i>Амалий 20 Мустақил 20</i>	Кунлик белгиланган балл :	Дарсга келмаган талаба учун:	1-54% учун:	55-70 % учун:	71-85% учун:	86-100% учун:
16 соат	8 та дарс	20 балл	2,5 балл	0 балл	0,5-1,4 балл	1,5-1,9 балл	1,9-2,1 балл	2,1-2,5 балл
2 - Ж О Р И Й								
14 соат	7 та дарс	20 балл	2,8 балл	0 балл	0,5-1,6 балл	1,6-1,9 балл	2,0-2,4 балл	2,4-2,8 балл

МАГИСТРЛАР ЖОРИЙ НАЗОРАТДАН ТЎПЛАЙДИГАН БАЛЛАРНИНГ НАМУНАВИЙ МЕЗОНЛАРИ

№	Назорат кўрсаткичлари	ЖН баллари		
		Макс.балл	ЖН-1	ЖН-2
4.	Дарсга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги. Амалий машғулот дафтарининг юритилиши ва ҳолати.	10	5	5
5.	Мустақил таълим топшириқларининг ўз вақтида ва сифатли бажариш, ўзлаштириш даражаси.	20	10	10
6.	Оғзаки савол-жавоблар, коллоквиум ва бошқа назорат турлари натижалари бўйича.	10	5	5
	Жами ЖН баллари :	40	20	20

• **Оралик назорат** – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралик назоратнинг сони (бир семестрда икки мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо) ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

• **якуний назорат (ЯН)** - семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. Якуний назорат асосан таянч тушунча ва ибораларга асосланган “оғзаки” шаклида ўтказилади.

Олий таълим муассасаси раҳбарининг буйруғи билан ички назорат ва мониторинг бўлими раҳбарлигида тузилган комиссия иштирокида **ЯН** ни ўтказиш жараёни мунтазам равишда ўрганиб

борилади ва уни ўтказиш тартиблари бузилган ҳолларда, **ЯН** натижалари бекор қилиниши мумкин. Бундай ҳолларда **ЯН** қайта ўтказилади.

МАГИСТРЛАР ОРАЛИҚ / ЯКУНИЙ НАЗОРАТДАН ТЎПЛАЙДИГАН БАЛЛАРНИНГ НАМУНАВИЙ МЕЗОНЛАРИ

№	Назорат кўрсаткичлари	ОН ва ЯН баллари	
		ОН бали	ЯН бали
5.	Талабанинг 1-тоширик бўйича билим савияси	10 балл	10 балл
6.	Талабанинг 2-тоширик бўйича билим савияси	10 балл	10 балл
7.	Талабанинг 3-тоширик бўйича билим савияси	10 балл	10 балл
8.	Жами ОН ва ЯН баллари :	30 балл	30 балл

ОРАЛИҚ / ЯКУНИЙ НАЗОРАТНИ БАҲОЛАШ ТЕХНОЛОГИЯСИ:

№	Баҳолаш шакли	Максимал балл	86-100% учун:	71-85% учун:	55-70 % учун:	1-54% учун:
1.	Талабанинг 1-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
2.	Талабанинг 2-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
3.	Талабанинг 3-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
	Жами:	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл

Магистрнинг билим савияси, кўникма ва малакаларини назорат қилишнинг рейтинг тизими асосида талабанинг фан бўйича ўзлаштириш даражаси баллар орқали ифодаланади.

Талабаларнинг семестр давомидаги ўзлаштириш кўрсаткичи 100 баллик тизимда баҳоланади.

Ушбу 100 балл баҳолаш турлари бўйича қуйидагича тақсимланади:

Я.Н.- 30 балл, қолган 70 балл эса - ЖНга 40 балл, ОНга 30 балл қилиб тақсимланади.

Балл	Баҳо	Магистрларнинг билим даражаси
86-100	Аъло	Хулоса ва қарор қабул қилиш, ижодий фикрлай олиш, мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, мустақил назарий фикр билдириш.
71-85	Яхши	мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш, назарий фикрга эга бўлиш .
55-70	Қониқарли	моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш.
0-54	Қонқарсиз	Аниқ тасаввурга эга бўлмаслик, билмаслик.

(Изоҳ: Магистрантнинг ўқув фани бўйича мустақил ишига умумий баллнинг 20 балини ажратиш тавсия этилади. Бу 20 балл ЖНга киритилади..)

Магистрнинг фан бўйича бир семестрдаги рейтинг қуйидагича аниқланади: $R = (V * O) / 100$

бу ерда:

V– семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);

O'– фан бўйича ўзлаштириш даражаси (балларда).

Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий баллнинг 55 фоизи саралаш балл ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга киритилмайди.

Семестрда фан бўйича жорий ва оралиқ назоратларга ажратилган умумий 70 баллнинг 55% (39 балл) саралаш бали ҳисобланиб, ушбу фоиздан кам (0-38) балл тўплаган талабалар якуний назоратга киритилмайди.

Изоҳ: Семестрда якуний назорат учун саралаш бали йўқ. Масалан, жорий ва оралиқ назоратларда талабанинг тўплаган бали 54 бўлса, у якуний назоратда 1 балл олган тақдирда ҳам талаба фанни ўзлаштирган ҳисобланади. Жорий ва оралиқ назоратларнинг ҳар бирига алоҳида саралаш бали белгиланмаган.

Жорий ва оралиқ назорат турлари бўйича 55 ва ундан юқори бални тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслиги мумкин яъни бу талабанинг ихтиёрида бўлади.

Талабанинг семестр давомида фан бўйича тўплаган умумий бали ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

- **ЯН** календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

- **ЖН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ назоратлар учун еса якуний назоратгача бўлган муддат берилади.

- Магистрантнинг семестрда **ЖН** бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади.

- Магистрант назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат этиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил этилади.

- Баҳолашнинг ўрнатилган магистрантлар асосида белгиланган муддатларда ўтказилиши ҳамдарасмийлаштирилиши факултет декани, кафедра мудури, ўқув-услубий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

НАЗОРАТ ТУРЛАРИ БЎЙИЧА БАҲОЛАШНИНГ ТЕХНОЛОГИК ЖАДВАЛИ

Назорат турлари	Ажратилган максимал балл	86-100% учун:	71-85% учун:	55-70 % учун:	1-54% учун:
Жорий назорат -1	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 балл
Жорий назорат -2	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 балл
Оралиқ назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл
Якуний назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл

ТЕХНОЛОГИК ХАРИТАСИ

Ўқув шакли : **кундузги**
 Курс : **1 (магистратура)**
 Маъруза : **30 соат**
 Амалий машғулот : **30 соат**
 Мустақил таълим : **соат**

№	Машғулотлар -нинг тартиб раками	Ўқув юкламалари				Баҳолаш тури	Баҳолаш шакли	Балл			Рейтинг назорат- ларининг муддати
		Маъруза	Назоратлар га ажратилган	Мустақил	Амал. + муст. жами			Юқори	Амалий	Мустақил	
11.	1-10	16	16		32	ЖБ1+М Б	Оғзаки	20	10	10	Декабрь(3 хафта)
12.	11-19	14	14		28	ЖБ2+М Б	Оғзаки	20	10	10	Февраль (2 хафта)
13.	1-19	-	-	-	-	ОБ	Ёзма	30	30		Февраль (3 хафта)
14.	1-19	-	-	-	60	ЯБ	Ёзма+ Тест	30	30		Февраль (4 хафта)

11. ОРАЛИҚ НАЗОРАТ ТОПШИРИҚЛАРИ

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан
Оралиқ назорат саволлари**

CARD 1

1. Answer the following questions
2. The history, evaluation and approaches
3. What are the main properties of text?
4. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан
Оралиқ назорат саволлари**

CARD 2

1. What are the major researches in text linguistics?
2. What does text grammar study?
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан
Оралиқ назорат саволлари**

CARD 3

1. What does world text theory represent?
2. What does text stylistics study?
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан
Оралиқ назорат саволлари**

CARD 4

1. What are the main trends in text linguistics?
2. What does text semantics study?
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан**

Оралиқ назорат саволлари

CARD 4

1. What types and means of cohesion are distinguished?
2. What are the main trends of text linguistics?
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат**

саволлари

CARD 5

1. What problems does general text theory deal with?
2. Speak on the compositional structure of the text
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат**

саволлари

CARD 6

1. What are the peculiar features of text semantics?
2. Formulate the subject and object of text linguistics
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат**

саволлари

CARD 7

1. What does text typology deal with?
2. Give the classification of informativity
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат
саволлари**

CARD 8

1. What are the main criteria for text typology?
2. What is intertextuality?
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат
саволлари**

CARD 9

1. What is the difference between oral and written texts?
2. Speak on the problems of functional style
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат
саволлари**

CARD 10

1. What is text heterogeneity?
2. Give explanation to text frames
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат
саволлари**

CARD 11

1. What does descriptive text type present?
2. What is text genre?
3. Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

**Инглиз тили ўқитиш методикаси ва амалиёти кафедраси. Магистратура 1 курс
магистрантлари учун “Матн лингвистикаси” фанидан Оралиқ назорат
саволлари**

CARD 12

1. Formulate the notion of cognitive metaphor
2. What are the features of the belles-letters?
3. Indicate the type of text and analyze it

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саволлари**

CARD 13

1. What types of text categories are differentiated?
2. What is the basis of text perception?
3. Indicate the type of text and analyze it

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саволлари**

CARD 14

1. Formulate the notion of discourse
2. What type of communicative intentions are distinguished?
3. Indicate the type of text and analyze it

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саволлари**

CARD 15

1. What are the aims of frame analysis?
2. What is foregrounding?
3. Indicate the type of text and analyze it

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саволлари**

CARD 16

- 1.What are the main principles of cognitive linguistics?
- 2.Define the notion of pragmatic intention
- 3.Indicate the type of text and analyze it

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саволлари**

CARD 17

- 1.What types of pragmatic intention distinguished?
- 2.What are the links between text linguistics and linguoculturology?
- 3.Indicate the type of text and analyze it

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саволлари**

CARD 18

- 1.What methods of analysis are relevant for text linguistics?
- 2.What types of communicative intentions are distinguished?
- 3.Indicate the type of text and analyze it

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саволлари**

CARD 19

- 1.What does linguopragmatics study?
- 2.What are the text forms in the semantic structure of the text?
- 3.Indicate the type of text and analyze it

Кафедра мудири:

ф.ф.н. Ш.Шомуродова

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саволлари**

CARD 20

1. What are the main criteria for text typology?
2. What is the role of the title in the conceptual world picture representation?
3. Indicate the type of text and analyze it

Кафедра мудири: **ф.ф.н. Ш.Шомуродова**

12. ТЕСТ САВОЛЛАРИ

Matn lingvistikasi fanidan test savollari

1. Where was first text linguistics developed?

- a) Germany and the Netherlands.
- b) The USA and England
- c) Russia and Uzbekistan
- d) Poland and the Ukraine

2. What is the text as a product?

- a) cohesion, coherence, topical organization, illocutionary structure and communicative functions
- b) coherence, structure of texts, types of texts, function of connectives
- c) illocutionary structure and communicative functions, analyzing articles
- d) intertextuality, and three regulative principles of textual communication

3. What is the object of the text linguistics?

- a) text as a complex communicative unit, as a sequence of verbal signs, as “language in action”
- b) text linguistics depends on the aim of investigation
- c) the semantic, structural, stylistic, communicative, pragmatic, cognitive
- d) principle according to which micro and macrotexts as monothematic and multithematic units are distinguished

4. What does the text grammar presuppose?

- a) the study of models and rules of text production
- b) structural and semantic integrity of the text
- c) thematic and rhematic aspects of the text
- d) conjunction and lexical organization

5. How many types of cohesion are there, and what are they?

- a) four types: reference, ellipsis, conjunction and lexical organization
- b) two types: endophoric reference and backward
- c) three types: ellipsis, structural and semantic
- d) five types: reference, ellipsis, compositional structure, sentence arrangement, lexical.

6. What is text semantics?

- a) a mental formation intrinsic of the text as a whole
- b) the notion of semantic integrity
- c) the correlation of the surface layer of the text
- d) process of combining all parts of the text

7. Every text is at least.....

- a) informative
- b) obvious fact
- c) predictable form
- d) communication

8. The fifth standard of textuality is called.....

- a) informativity
- b) occurrences
- c) coherent
- d) coherent

9. Cohesion and coherence are....

- a) text-centred notions
- b) user-centred notions
- c) textual communication
- d) nature of a science of texts

10. COHESION concerns.....

- a) the ways in which the components of the SURFACE TEXT
- b) connected within a sequence of text
- c) connected within a sequence of grammatical forms
- d) the ways in which the components of lexemes are used

11. What are the typology of text types?

- a) argumentative texts, narrative texts, descriptive texts, expository texts and instructive texts
- b) descriptive, narrative and argumentative episodes
- c) a newspaper editorial, narrative and argumentative parts
- d) cohesive devices or cohesive ties

12. Discourse is used in

- a) the situation or content
- b) metaphor applied to a text
- c) the arrangement of threads
- d) a characteristic property of all texts

13. What aspects does the text linguistics focus on?

- a) discourse analysis, stylistics, pragmatics, sociolinguistics and narratology
- b) cohesion, coherence, topical organization, illocutionary structure
- c) processing and reception of texts, and on their social function in society
- d) texts as communication systems.

14. Text semantics studies....

- a) the inner content structure of the text which, being a genuine speech production
- b) the process of the text production and text perception
- c) an ongoing process of semantic choice
- d) compositional structure of the text

15. Text stylistics deals with.....

- a) the problem of compositional structure of the text
- b) the inner content structure of the text
- c) texts as communication systems
- d) analysis of the nature of text

15. Text typology is a branch of text linguistics which studies....

- a) different types of texts, criteria for their differentiation, linguistic and extralinguistic peculiarities of text types, their taxonomy and classification
- b) to investigate the relationship between text structure and the successful layout of various documents, even multimodal ones
- c) the basis for a comparison of similar texts, enabling researchers to compare the writing ability of the authors
- d) analytic models that allow for a hierarchical representation representing the whole text

16. Text typology is based on the theory of....

- a) speech acts, and each text type
- b) socio-political, military, academic, religious
- c) informational, critical, popular, educational
- d) the relationship between text structure

17. Text heterogeneity is regarded....

- a) as a special stylistic device which is humorous, ironical effect of what it's based
- b) to instruct its recipients about building syntactic relationships
- c) a socio-cultural vacuum
- d) as a sphere of communication of text types socio-political, military, academic, religious

18. Text category is considered a

- a) a twofold entity formed on the basis of both semantic content and its formal means of expression
- b) the basis for a comparison of similar texts
- c) criteria for their differentiation, linguistic and extralinguistic peculiarities of text types
- d) the author's image, artistic space and time

19. Galperin I.R suggests the following text categories:

- a) informativity, segmentation, cohesion, continuum, prospection, retrospection, modality, integrity, completeness
- b) progression, stagnation, the author's image, artistic space and time, causality, subtext
- c) cohesion, coherence, intentionality, acceptability, informativity, situationality
- d) facts, events, actions, ideas

20. W. Dressler differentiates the following text categories:

- a) cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality
- b) progression, stagnation, the author's image, artistic space and time, causality, subtext
- c) informativity, segmentation, cohesion, continuum, prospection
- d) retrospection, modality, integrity, completeness

21. Conceptual information reflects....

- a) the author's conceptual world picture, his understanding of people's social, economic, political and cultural life
- b) cohesion, integrity, informativity
- c) some text fragments on the basis of the stylistic resources used in the text
- d) people's social, economic, political and cultural life

22. Intertextuality is

- a) the reference to or application of a literary, media, or social "text"
- b) things on these occasions and attach these meanings
- c) the book shaped by the text
- d) cultural and historical experience

23.What are intertextual frames?

- a) semantic, topical, and stylistic
- b) links between texts
- c) direct connection between the lexical concept and the cognitive model
- d) lexical concept in the literary text

24.What are the features of a fictional text?

- a) the use of words in contextual, genuine, not trite imagery achieved by means of stylistic devices, a peculiar individual selection of vocabulary and syntax
- b) the settings, events or characters involved in specific texts
- c) broad category encompasses all open-class lexical items
- d) a peculiar individual selection of vocabulary and syntax, events or characters

25.Emotiveness is embodied in ...

- a) fictional dialogues which, as known, reflect the peculiarities of colloquial speech
- b) human psychology and in rhetorical relations
- c) expository, argumentative, or narrative
- d) the author's personal evaluation of things and phenomena

26.Rhetorical structure consists of ...

- a) expository, argumentative, or narrative
- b) reflect the peculiarities of colloquial speech
- c) the author's personal evaluation
- d) the result of a more incremental process

27.Conceptual metaphor is ...

- a) a cognitive model, a specific way of conceptualizing reality in a fictional text
- b) a central role in the world picture conceptualization
- c) an inherent category of a fictional text
- d) only a stylistic device

28.An implicate is

- a) a twofold structure and semantic unit of the implicit layer
- b) a direct visual perception
- c) ability of modeling reality
- d) a broad extended system of associations

29.Belles-letters style is ...

- a) to produce an aesthetic influence on the reader (listener)
- b) to exert a constant and deep influence on the public opinion and to cause the reader (listener)
- c) to inform and influence public opinion on political and other matters
- d) to reach agreement between two contracting parties

30.Publicistic style is

- a) 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
- b) to inform and influence public opinion on political and other matters
- c) to produce an aesthetic influence on the reader
- d) to reach agreement between two contracting parties

31. Scientific style is

- a) to prove a hypothesis, to create new concepts
- b) to produce an aesthetic influence on the reader
- c) to exert a constant and deep influence on the public opinion
- d) to accept the point of view expressed in the text

32. Newspaper style is

- a) to inform and influence public opinion on political and other matters
- b) to exert a constant and deep influence on the public opinion
- c) to prove a hypothesis, to create new concepts
- d) to accept the point of view expressed in the text

33. The term 'text' is generally used to

- a) refer to written language
- b) specific linguistic analyses
- c) spoken and written discourse
- d) grammar and the study of conversation

34. Linguopragmatics is

- a) a science studying language factors within the sphere of human activity with an accent on psychological, social and cultural aspects of language functioning
- b) speech strategies
- c) a cognitive nature, their reconstruction
- d) the meaning relations between text segments

35. Discourse pragmatics raises the question ...

- a) of situational interpretation which, in its turn, introduces the notion of a communicative-pragmatic situation
- b) of social and cultural aspects of language functioning
- c) of the problem of mutual understanding and appropriateness of language use
- d) of linguistic signals in the text itself

36. The addresser is the

- a) author, sender, speaker
- b) description, narration
- c) recipient, reader, listener
- d) subjective attitude of the author towards the things

37. The addressee is the

- a) recipient, reader, listener
- b) description, narration
- c) author, sender, speaker
- d) subjective attitude of the author towards the things

38. Pragmatic analysis aims to

- a) find language units which explicitly or implicitly make pragmatic intentions recognizable
- b) the analysis of all the parameters of a verbal sign
- c) represent the conceptual world picture
- d) some extent coincides with the fiction of literary discourse

39.The pragmatic intentions aimed to represent....

- a) the conceptual world picture is ranked as the most global one
- b) conceptual information remain actual and significant
- c) the analysis of all the parameters of a verbal sign
- d) semantic peculiarities of the text

40.Cognitive linguistics is concerned with the study....

- a) the study of the relationship between linguistic choices and mental processes, human experience and its results-knowledge
- b) the sum of the segments taken in isolation
- c) linguistic and psycholinguistic studies
- d) an internal system of knowledge representations

41.Cognitive information consists of

- a) knowledge, convictions, opinions, views, positions. Contextual information presents speech acts, situations, communication
- b) spatial, causative, socially-conditioned regularities of the text elements reflecting the development of events in reality
- c) not only an external system of language forms, but also an internal system of knowledge representations
- d) realistic-fantastic, ordinary-mystic, dynamic static, simultaneous-successive, short-long, fast-slow, ancient-modern

42.Foregrounding is associated with

- a) unexpectedness, surprise, and heightened attention. It marks out the most essential, relevant fragments of the text
- b) chronological, but also spatial, causative, socially-conditioned regularities of the text elements
- c) the differentiation of old (given, known) and new (unknown) information
- d) incorporation of new information into that already known is a basis of text production

43.Cohesion is ...

- a) linguistically explicit and signals underlying semantic relationships between text elements
- b) underlying organiser which makes the words and sentences into a unified discourse that conforms to a consistent world picture
- c) various transformations and changes of both lexical constituents and compositional structures
- d) rare words, archaisms, borrowings, words in unusual syntactical function

44.Coherence is ...

- a) underlying organiser which makes the words and sentences into a unified discourse that conforms to a consistent world picture
- b) linguistically explicit and signals underlying semantic relationships between text elements
- c) various transformations and changes of both lexical constituents and compositional structures
- d) rare words, archaisms, borrowings, words in unusual syntactical function

45.A semantic frame is ...

- a) a collection of facts that specify "characteristic features, attributes, and functions of a denotatum
- b) a stretch, an extract or complete piece of writing or speech
- c) various transformations and changes of both lexical constituents and compositional structures
- d) relations between attributes

46. Propositional (locutionary speech act):

- a) the literal/conceptual meaning conveyed by the particular words and structures which the utterance contains
- b) the particular effect the speaker's utterance has on the hearer, who might feel amused, persuaded, warned
- c) the effect the utterance has on the hearer
- d) the effect of utterance on listeners

47. Illocutionary meaning (illocutionary force):

- a) the effect the utterance has on the hearer
- b) the effect of utterance on listeners
- c) the literal/conceptual meaning conveyed by the particular words
- d) the structures which the utterance contains

48. Componential analysis deals with ...

- a) the semantic content of language units and is based on the linguistic postulate that lexical meaning can be segmented into minimal semantic components
- b) the analysis of contextual meanings, the correlation of denotative and connotative meanings, comparison of contextual and dictionary meanings
- c) reaviling associative links of the analysed unit and building its associative field.
- d) selecting synonyms and antonyms, paraphrasing, extending text spans, various types of transformations in the text.

49. Linguistic compensation deals with ...

- a) the analysis of contextual meanings, the correlation of denotative and connotative meanings, comparison of contextual and dictionary meanings
- b) reaviling associative links of the analysed unit and building its associative field.
- c) selecting synonyms and antonyms, paraphrasing, extending text spans, various types of transformations in the text.
- d) the semantic content of language units and is based on the linguistic postulate that lexical meaning can be segmented into minimal semantic components

50. Pragmatic analysis is based on ...

- a) to characterize the linguistic personality's social status, cultural background and psychological inner world
- b) the semantic content of language units and is based on the linguistic postulate
- c) the analysis of contextual meanings, the correlation of denotative and connotative meanings
- d) stylistic and contextual meanings of language units

51. TEXT TYPE are

- a) Procedure, Anecdote, Description etc.
- b) Recipe, Advertisement, essay etc
- c) synonyms and antonyms etc
- d) paraphrasing, extending text spans

52. Concept- is a

- a) a complex mental entity, a component of the basic world picture conceptually relevant either for individual linguistic personality or the whole linguocultural community
- b) cultural transmission of the competing linguistic variants
- c) new apprehension of a stylistic device
- d) complex structure which serves as a means of conveying aesthetic values to the mind of the reader

53.Indicate type of text

The wife of a rich man fell sick, and as she felt that her end was drawing near, she called her only daughter to her bedside and said, "Dear child, be good and pious, and then the good God will always protect you, and I will look down on you from heaven and be near you."

- a) Publicistic
- b) Advertisement
- c) Scientific
- d) Literary

54.Indicate type of text

The etymology of "business" stems from the state of being busy, and implies commercially viable and profitable work. The term "business" has at least three usages, depending on the scope in which it is used. A business can mean a particular organization, while a more generalized usage refers to a particular market sector, i.e. "the music business".

- a) Scientific
- b) Advertisement
- c) Literary
- d) Publicistic

55.The pragmatic intentions aimed to represent....

- a) the conceptual world picture is ranked as the most global one
- b) conceptual information remain actual and significant
- c) the analysis of all the parameters of a verbal sign
- d) semantic peculiarities of the text

56.Cognitive linguistics is concerned with the study....

- a) the study of the relationship between linguistic choices and mental processes, human experience and its results-knowledge
- b) the sum of the segments taken in isolation
- c) linguistic and psycholinguistic studies
- d) an internal system of knowledge representations

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- a) knowledge, convictions, opinions, views, positions. Contextual information presents speech acts, situations, communication
- b) spatial, causative, socially-conditioned regularities of the text elements reflecting the development of events in reality
- c) not only an external system of language forms, but also an internal system of knowledge representations
- d) realistic-fantastic, ordinary-mystic, dynamic static, simultaneous-successive, short-long, fast-slow, ancient-modern

58.Point out temporal deixis

- a) now, then
- b) me, you, I, he, she, it
- c) here, there
- d) here, then

59.Point out spatial deixis

- a) here, there
- b) now, then
- c) me, you, I, he, she, it
- d) here, then

60. Point out personal deixis

- a) me, you, I, he, she, it
- b) here, then
- c) now, then
- d) here, there

61. Linguopragmatics is

- a) a science studying language factors within the sphere of human activity with an accent on psychological, social and cultural aspects of language functioning
- b) speech strategies
- c) a cognitive nature, their reconstruction
- d) the meaning relations between text segments

62. When we arrived at the little hotel, the first thing we did was to see if it was clean. We were particularly interested in the kitchen, which was in the back of the building. There we saw large, open shelves filled with pots, pans and plates. These were clean, but the floors were very dirty. We also noticed that the food was not kept covered, and there were a lot of flies about. So, we decided not to stay in that hotel.

This hotel _____.

- A) is not properly taken care of
- B) attracts a lot of visitors.
- C) serves excellent food.
- D) has a most interesting kitchen

63. When we arrived at the little hotel, the first thing we did was to see if it was clean. We were particularly interested in the kitchen, which was in the back of the building. There we saw large, open shelves filled with pots, pans and plates. These were clean, but the floors were very dirty. We also noticed that the food was not kept covered, and there were a lot of flies about. So, we decided not to stay in that hotel.

When we saw the kitchen _____.

- A) it had just been cleaned
- B) we were very pleased with the food.
- C) everything seemed to be in order.
- D) we were impressed by the variety of pots and pans.

64. When we arrived at the little hotel, the first thing we did was to see if it was clean. We were particularly interested in the kitchen, which was in the back of the building. There we saw large, open shelves filled with pots, pans and plates. These were clean, but the floors were very dirty. We also noticed that the food was not kept covered, and there were a lot of flies about. So, we decided not to stay in that hotel. The kitchen _____.

- A) wasn't clean enough.
- B) was in a separate building.
- C) had a bad smell.
- D) looked neat and tidy.

65. It was a fine Sunday in April. David and his sister, who were going to the zoo, crossed the main road and joined the queue at the bus stop. There were a lot of empty buses waiting by the side of the road. The drivers were standing about in groups talking and smoking. In the park nearby young mothers were with their children. There was someone selling balloons and someone else selling small cakes.

In the passage, we are given _____.

- A) a description of a street one Sunday.
- B) the reasons for the drivers' strike.
- C) a full description of the park near the bus stop.
- D) some advice on how to spend our Sundays.

66.It was a fine Sunday in April. David and his sister, who were going to the zoo, crossed the main road and joined the queue at the bus stop. There were a lot of empty buses waiting by the side of the road. The drivers were standing about in groups talking and smoking. In the park nearby young mothers were with their children. There was someone selling balloons and someone else selling small cakes.

David _____.

- A) is taking his sister to the zoo.
- B) would rather spend the afternoon in the park.
- C) is going to buy a balloon for his sister.
- D) wondered why the buses were empty.

67.It was a fine Sunday in April. David and his sister, who were going to the zoo, crossed the main road and joined the queue at the bus stop. There were a lot of empty buses waiting by the side of the road. The drivers were standing about in groups talking and smoking. In the park nearby young mothers were with their children. There was someone selling balloons and someone else selling small cakes.

When David and his sister got to the bus stop _____.

- A) there were a lot of people waiting for the bus.
- B) there were no buses in sight
- C) they began to talk to the drivers.
- D) they bought some cake.

68.Fifty years ago, when I was a child, photographs were not of general interest. Photographs were taken of people on special occasions, at weddings and on birthdays, for instance. These pictures

were usually kept in a box and brought out at intervals to show the family. Nowadays photography is regarded as an art. Many photographic exhibitions are held and there are many magazines dealing with the art of photography.During recent years _____.

- A) photography has become a popular form of art.
- B) a lot of people have taken photographs of good paintings.
- C) photography has stopped being an art.
- D) photographic exhibitions are often advertised in magazines.

69.Fifty years ago, when I was a child, photographs were not of general interest. Photographs were taken of people on special occasions, at weddings and on birthdays, for instance. These pictures

were usually kept in a box and brought out at intervals to show the family. Nowadays photography is regarded as an art. Many photographic exhibitions are held and there are many magazines dealing with the art of photography.The passage compares _____.

- A) photography today and photography fifty years ago
- B) photographic exhibitions and painting exhibitions.
- C) wedding photographs and birthday photographs.
- D) family photographs of today and fifty years ago.

70.Fifty years ago, when I was a child, photographs were not of general interest. Photographs were taken of people on special occasions, at weddings and on birthdays, for instance. These pictures

were usually kept in a box and brought out at intervals to show the family. Nowadays photography is regarded as an art. Many photographic exhibitions are held and there are many magazines dealing with the art of photography. When the writer was young _____.

- A) people didn't think of photography as an art.
- B) he was very interested in photography.
- C) he always took photographs on his birthday.
- D) people used to go to photographic exhibitions.

71. There was no other building in sight. The trees which grew along the river completely hid the two other houses that shared the valley. Looking from the kitchen window Mary gave a long sigh of contentment. She knew she would be happy here; much happier that she had ever been in the city.

Mary is quite sure that ____.

- A) she will enjoy living in the valley
- B) the view from her kitchen is spoiled by the two other houses.
- C) her neighbors will dislike her.
- D) new houses will be built along the river.

72. There was no other building in sight. The trees which grew along the river completely hid the two other houses that shared the valley. Looking from the kitchen window Mary gave a long sigh of contentment. She knew she would be happy here; much happier that she had ever been in the city.

The valley Mary is looking at ____.

- A) is a very pleasant one.
- B) overlooks a river.
- C) hasn't been lived in for a long time.
- D) is completely deserted.

73. There was no other building in sight. The trees which grew along the river completely hid the two other houses that shared the valley. Looking from the kitchen window Mary gave a long sigh of contentment. She knew she would be happy here; much happier that she had ever been in the city.

The passage is not about ____.

- A) the hardships of life in the city.
- B) Mary and her new home.
- C) Mary's happy life in the valley.
- D) Mary's escape from the city.

74. By the end of her first day at work Janet was terribly tired. She was also very happy, for she knew she had made a good beginning. Mr. Taylor was clearly very pleased with the way she had answered his telephone and looked after his visitors. He had also praised her typing. 'Tomorrow,' she thought happily, 'it will be much easier.'

From the passage we understand that Janet ____.

- A) is a secretary.
- B) is going to look for a new job.
- C) works as a nurse.
- D) is married to a businessman.

75. By the end of her first day at work Janet was terribly tired. She was also very happy, for she knew she had made a good beginning. Mr. Taylor was clearly very pleased with the way she had answered his telephone and looked after his visitors. He had also praised her typing. 'Tomorrow,' she thought happily, 'it will be much easier.'

Mr. Taylor ____.

- A) is fully satisfied with Janet.
- B) has known Janet for a long time.
- C) is a difficult man to work for.
- D) has not given Janet much work to do.

76.By the end of her first day at work Janet was terribly tired. She was also very happy, for she knew she had made a good beginning. Mr. Taylor was clearly very pleased with the way she had answered his telephone and looked after his visitors. He had also praised her typing. ‘Tomorrow,’ she thought happily, “it will be much easier.”

The passage describes ____.

- A) Janet’s first day at work.
- B) why Janet is not pleased with her work.
- C) what kind of man Mr. Taylor is.
- D) how Janet was given her job.

77.Dr. Maine advertised for someone to work as a receptionist at his dental clinic. He wanted someone who was cheerful and attractive and also willing to work on Saturdays. Several people applied for the job but, except for Jenny none were suitable. Jenny, however, was just what he wanted.

Dr. Maine ____.

- A) knew what sort of person he needed for his clinic.
- B) doesn’t get on well with people.
- C) is himself a cheerful and attractive person
- D) works only on Saturday mornings.

78.Dr. Maine advertised for someone to work as a receptionist at his dental clinic. He wanted someone who was cheerful and attractive and also willing to work on Saturdays. Several people applied for the job but, except for Jenny none were suitable. Jenny, however, was just what he wanted.

Which of the following is a suitable TITLE for this passage?

- A)The Right Receptionist
- B) Dr. Maine and Others
- C) Advertisements
- D) Working Hours

79.Dr. Maine advertised for someone to work as a receptionist at his dental clinic. He wanted someone who was cheerful and attractive and also willing to work on Saturdays. Several people applied for the job but, except for Jenny none were suitable. Jenny, however, was just what he wanted.

Dr. Maine felt sure that ____.

- A) Jenny was the right person for the job.
- B) Jenny would be a good dentist.
- C) Jenny wouldn’t agree to work for him.
- D) all of those who applied would be suitable.

80.James has always been a practical sort of person; he has worked hard but not been able to save much. Though he had sometimes dreamed of being rich, he had never really expected to be so. However, his dream came true when his uncle left him a fortune. Now that he has got so much money he is going to do all the things he has always wanted to do. To start with, he is going to visit Japan.

James ____.

- A) became rich after his uncle’s death.
- B) has earned enough money to go to Japan.
- C) never wastes his money on holidays.
- D) has been lazy all his life.

82. James has always been a practical sort of person; he has worked hard but not been able to save much. Though he had sometimes dreamed of being rich, he had never really expected to be so. However, his dream came true when his uncle left him a fortune. Now that he has got so much money he is going to do all the things he has always wanted to do. To start with, he is going to visit Japan.

The author carefully points out that ____.

- A) James has changed since he became rich.
- B) one shouldn't travel without a lot of money.
- C) practical people are never short of money.
- D) James has become rich through hard work.

83. James has always been a practical sort of person; he has worked hard but not been able to save much. Though he had sometimes dreamed of being rich, he had never really expected to be so. However, his dream came true when his uncle left him a fortune. Now that he has got so much money he is going to do all the things he has always wanted to do. To start with, he is going to visit Japan.

James can go to Japan ____.

- A) since he is a rich man.
- B) if he saves up enough money.
- C) provided he continues to work hard.
- D) where his uncle is expecting him.

84. "Cut your coat to suit your cloth." is an old English proverb. Obviously it is not really talking about coats but is telling us to be content with what we have got. It's a good proverb because so many people want what they cannot have, and this makes them discontented. Therefore they don't enjoy the things they do have.

This proverb ____.

- A) teaches us the real meaning of happiness.
- B) makes greed seem attractive.
- C) wants people to be discontented.
- D) is not very well known in England.

85. "Cut your coat to suit your cloth." is an old English proverb. Obviously it is not really talking about coats but is telling us to be content with what we have got. It's a good proverb because so many people want what they cannot have, and this makes them discontented. Therefore they don't enjoy the things they do have.

People are happy ____.

- A) as long as they are satisfied with the things they have.
- B) unless they are badly dressed.
- C) because the proverb tells them to be.
- D) when they can learn from proverbs.

86. "Cut your coat to suit your cloth." is an old English proverb. Obviously it is not really talking about coats but is telling us to be content with what we have got. It's a good proverb because so many people want what they cannot have, and this makes them discontented. Therefore they don't enjoy the things they do have.

The passage suggests that ____.

- A) a lot of people who should be happy are not.
- B) happiness depends upon possessions.
- C) one should work hard to earn more.
- D) proverbs are really useless.

87. "James and I set off an hour before sunset when it was getting cooler and the shadows were long. We took it in turns to row the little boat and moved slowly, following the edge of the lake, and looking rather lazily about us for fish. We had no intention of catching any, but it was pleasant to watch them swim so close to us."

In this passage ____.

- A) the writer expresses a feeling of contentment.
- B) we are told about the adventures of a couple fishing in a lake.
- C) the writer describes the pleasure of catching fish at dawn.
- D) the writer's intention is to describe the movements of fish in a lake.

88. "James and I set off an hour before sunset when it was getting cooler and the shadows were long. We took it in turns to row the little boat and moved slowly, following the edge of the lake, and looking rather lazily about us for fish. We had no intention of catching any, but it was pleasant to watch them swim so close to us." The two friends ____.

- A) took the boat out to enjoy themselves rather than to catch fish.
- B) got in their boat and rowed across the lake.
- C) were too lazy to row the boat together.
- D) stayed out in their boat until it was dark.

89. "James and I set off an hour before sunset when it was getting cooler and the shadows were long. We took it in turns to row the little boat and moved slowly, following the edge of the lake, and looking rather lazily about us for fish. We had no intention of catching any, but it was pleasant to watch them swim so close to us." The writer and his friend enjoyed ____.

- A) observing the movements of fish around their boat.
- B) fishing late in the afternoon on a cool day.
- C) watching the setting of the sun on the lake.
- D) rowing together when the sun was setting.

90. "John Fuller has really surprised us all. At school he seemed such a boring and ordinary boy. As far as I can remember, he made no close friends. I don't think we actually disliked him, but we certainly ignored him. I would really like to meet him again now. It's clear from his wonderful films that he must be a most interesting man."

The writer ____.

- A) was at school with John Fuller.
- B) knew John Fuller would be a great man.
- C) has always been jealous of John Fuller.
- D) still believes that John Fuller has not changed at all.

91. "John Fuller has really surprised us all. At school he seemed such a boring and ordinary boy. As far as I can remember, he made no close friends. I don't think we actually disliked him, but we certainly ignored him. I would really like to meet him again now. It's clear from his wonderful films that he must be a most interesting man."

The writer was surprised ____.

- A) to see how John Fuller had changed over the years.
- B) that John Fuller was no longer interested in him.
- C) when he met his old school friend John Fuller.
- D) to learn that John Fuller had become rich by making films.

92. "John Fuller has really surprised us all. At school he seemed such a boring and ordinary boy. As far as I can remember, he made no close friends. I don't think we actually disliked him, but we certainly ignored him. I would really like to meet him again now. It's clear from his wonderful films that he must be a most interesting man."

Which of the following TITLES would be suitable for this passage.

- A) No Longer Ordinary
- B) John Fuller's Films
- C) An Unexpected Meeting
- D) My Best Friend

93. Mr. Smith made a mistake when he gave his son Tom a camera. For soon Tom became so interested in photography that he began to neglect his school work. Soon a large part of his conversation was about photographs. When the newspapers came he examined the photographs first and said what was wrong with them, before starting to read the news.

Mr. Smith gave his son a camera ____.

- A) before he was particularly interested in photography.
- B) because he had started to work for a newspaper.
- C) as a reward for working well at school.
- D) so that he would work harder at school.

94. Mr. Smith made a mistake when he gave his son Tom a camera. For soon Tom became so interested in photography that he began to neglect his school work. Soon a large part of his conversation was about photographs. When the newspapers came he examined the photographs first and said what was wrong with them, before starting to read the news.

After he was given the camera, Tom ____.

- A) began to give much more time to photography than to his lessons.
- B) only read about the pictures in the newspapers.
- C) spent a lot of time on his homework.
- D) became one of the best students in his class.

95. What is text semantics?

- a) a mental formation intrinsic of the text as a whole
- b) the notion of semantic integrity
- c) the correlation of the surface layer of the text
- d) process of combining all parts of the text

96. Every text is at least.....

- a) informative
- b) obvious fact
- c) predictable form
- d) communication

97. The fifth standard of textuality is called.....

- a) informativity
- b) occurrences
- c) coherent
- d) coherent

98. Cohesion and coherence are....

- a) text-centred notions
- b) user-centred notions
- c) textual communication
- d) nature of a science of texts

99.COHESION concerns.....

- a) the ways in which the components of the SURFACE TEXT
- b) connected within a sequence of text
- c) connected within a sequence of grammatical forms
- d) the ways in which the components of lexemes are used

100.What are the typology of text types?

- a) argumentative texts, narrative texts, descriptive texts, expository texts and instructive texts
- b) descriptive, narrative and argumentative episodes
- c) a newspaper editorial, narrative and argumentative parts
- d) cohesive devices or cohesive ties

101.Discourse is used in

- a) the situation or content
- b) metaphor applied to a text
- c) the arrangement of threads
- d) a characteristic property of all texts

102.What aspects does the text linguistics focus on?

- a) discourse analysis, stylistics, pragmatics, sociolinguistics and narratology
- b) cohesion, coherence, topical organization, illocutionary structure
- c) processing and reception of texts, and on their social function in society
- d) texts as communication systems.

103.Text semantics studies....

- a) the inner content structure of the text which, being a genuine speech production
- b) the process of the text production and text perception
- c) an ongoing process of semantic choice
- d) compositional structure of the text

104.Text stylistics deals with.....

- a) the problem of compositional structure of the text
- b) the inner content structure of the text
- c) texts as communication systems
- d) analysis of the nature of text

105.Text typology is a branch of text linguistics which studies....

- a) different types of texts, criteria for their differentiation, linguistic and extralinguistic peculiarities of text types, their taxonomy and classification
- b) to investigate the relationship between text structure and the successful layout of various documents, even multimodal ones
- c) the basis for a comparison of similar texts, enabling researchers to compare the writing ability of the authors
- d) analytic models that allow for a hierarchical representation representing the whole text

106. Text typology is based on the theory of....

- a) speech acts, and each text type
- b) socio-political, military, academic, religious
- c) informational, critical, popular, educational
- d) the relationship between text structure

107. Text heterogeneity is regarded....

- a) as a special stylistic device which is humorous, ironical effect of what it's based
- b) to instruct its recipients about building syntactic relationships
- c) a socio-cultural vacuum
- d) as a sphere of communication of text types socio-political, military, academic, religious

108. Text category is considered a

- a) a twofold entity formed on the basis of both semantic content and its formal means of expression
- b) the basis for a comparison of similar texts
- c) criteria for their differentiation, linguistic and extralinguistic peculiarities of text types
- d) the author's image, artistic space and time

109. Galperin I.R suggests the following text categories:

- a) informativity, segmentation, cohesion, continuum, prospection, retrospection, modality, integrity, completeness
- b) progression, stagnation, the author's image, artistic space and time, causality, subtext
- c) cohesion, coherence, intentionality, acceptability, informativity, situationality
- d) facts, events, actions, ideas

110. W. Dressler differentiates the following text categories:

- a) cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality
- b) progression, stagnation, the author's image, artistic space and time, causality, subtext
- c) informativity, segmentation, cohesion, continuum, prospection
- d) retrospection, modality, integrity, completeness

111. Conceptual information reflects....

- a) the author's conceptual world picture, his understanding of people's social, economic, political and cultural life
- b) cohesion, integrity, informativity
- c) some text fragments on the basis of the stylistic resources used in the text
- d) people's social, economic, political and cultural life

112. Intertextuality is

- a) the reference to or application of a literary, media, or social "text"
- b) things on these occasions and attach these meanings
- c) the book shaped by the text
- d) cultural and historical experience

113. What are intertextual frames?

- a) semantic, topical, and stylistic
- b) links between texts
- c) direct connection between the lexical concept and the cognitive model
- d) lexical concept in the literary text

114.What are the features of a fictional text?

- a) the use of words in contextual, genuine, not trite imagery achieved by means of stylistic devices, a peculiar individual selection of vocabulary and syntax
- b) the settings, events or characters involved in specific texts
- c) broad category encompasses all open-class lexical items
- d) a peculiar individual selection of vocabulary and syntax, events or characters

115.Emotiveness is embodied in ...

- a) fictional dialogues which, as known, reflect the peculiarities of colloquial speech
- b) human psychology and in rhetorical relations
- c) expository, argumentative, or narrative
- d) the author's personal evaluation of things and phenomena

116.Rhetorical structure consists of ...

- a) expository, argumentative, or narrative
- b) reflect the peculiarities of colloquial speech
- c) the author's personal evaluation
- d) the result of a more incremental process

117.Conceptual metaphor is ...

- a) a cognitive model, a specific way of conceptualizing reality in a fictional text
- b) a central role in the world picture conceptualization
- c) an inherent category of a fictional text
- d) only a stylistic device

118.An implicate is

- a) a twofold structure and semantic unit of the implicit layer
- b) a direct visual perception
- c) ability of modeling reality
- d) a broad extended system of associations

119.Belles-letters style is ...

- a) to produce an aesthetic influence on the reader (listener)
- b) to exert a constant and deep influence on the public opinion and to cause the reader (listener)
- c) to inform and influence public opinion on political and other matters
- d) to reach agreement between two contracting parties

120.Publicistic style is

- a) 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
- b) to inform and influence public opinion on political and other matters
- c) to produce an aesthetic influence on the reader
- d) to reach agreement between two contracting parties

121.Scientific style is

- a) to prove a hypothesis, to create new concepts
- b) to produce an aesthetic influence on the reader
- c) to exert a constant and deep influence on the public opinion
- d) to accept the point of view expressed in the text

122. Newspaper style is

- a) to inform and influence public opinion on political and other matters
- b) to exert a constant and deep influence on the public opinion
- c) to prove a hypothesis, to create new concepts
- d) to accept the point of view expressed in the text

123. The term 'text' is generally used to

- a) refer to written language
- b) specific linguistic analyses
- c) spoken and written discourse
- d) grammar and the study of conversation

124. Linguopragmatics is

- a) a science studying language factors within the sphere of human activity with an accent on psychological, social and cultural aspects of language functioning
- b) speech strategies
- c) a cognitive nature, their reconstruction
- d) the meaning relations between text segments

125. Discourse pragmatics raises the question ...

- a) of situational interpretation which, in its turn, introduces the notion of a communicative-pragmatic situation
- b) of social and cultural aspects of language functioning
- c) of the problem of mutual understanding and appropriateness of language use
- d) of linguistic signals in the text itself

126. The addresser is the

- a) author, sender, speaker
- b) description, narration
- c) recipient, reader, listener
- d) subjective attitude of the author towards the things

127. What are the features of a fictional text?

- a) the use of words in contextual, genuine, not trite imagery achieved by means of stylistic devices, a peculiar individual selection of vocabulary and syntax
- b) the settings, events or characters involved in specific texts
- c) broad category encompasses all open-class lexical items
- d) a peculiar individual selection of vocabulary and syntax, events or characters

128. Emotiveness is embodied in ...

- a) fictional dialogues which, as known, reflect the peculiarities of colloquial speech
- b) human psychology and in rhetorical relations
- c) expository, argumentative, or narrative
- d) the author's personal evaluation of things and phenomena

129. Rhetorical structure consists of ...

- a) expository, argumentative, or narrative
- b) reflect the peculiarities of colloquial speech
- c) the author's personal evaluation
- d) the result of a more incremental process

130. Conceptual metaphor is ...

- a) a cognitive model, a specific way of conceptualizing reality in a fictional text
- b) a central role in the world picture conceptualization
- c) an inherent category of a fictional text
- d) only a stylistic device

13. УМУМИЙ САВОЛЛАР

Questions

1. What are the major researches in text linguistics?
2. What are the main properties of text?
3. What is textuality?
4. What does world text theory represent?
5. What does text grammar study?
6. What are the main trends in text linguistics?
7. What types and means of cohesion are distinguished?
8. What are the main trends in text linguistics?
9. What problems does general text theory deal with?
10. What problems is text semantics concerned with?
11. What are the peculiar features of text semantics?
12. What are the means of stylistic cohesion?
13. What does text typology deal with?
14. What is the difference between oral and written texts?
15. What are the main criteria for text typology?
16. Speak on the problems of functional style
17. Discuss the role of text forms (narration, description, reasoning etc) in the semantic structure
18. What is intertextuality?
19. What is textuality?
20. Explain M. Bakhtin's attitude
21. What does the text informativity represent?
22. What is narrative ?
23. What is Implicitness?
24. What does the category of emotiveness represent to?
25. What does the imagery represent to?
26. What are the types of style?
27. Explain the role of addresser and addressee

14. МУСТАҚИЛ ИШ ТУРЛАРИ ВА МАВЗУЛАРИ

Мустақил таълимни олиб бориш технологияси

Мавзу №1	Methods of text analysis in text linguistics
Ўрганишнинг технологик модели <i>Машиғулотга ажратилган вақт – 6 соат</i> <i>Магистрантлар сони – 10</i>	
Машиғулот тури:	Маълумотлар машиғулоти
Мустақил иш режаси:	1. Componential analysis; 2. Method of associative field; 3. Pragmatic analysis; 4. Conceptual analysis; 5. Cognitive mapping;
Мустақил ишнинг мақсади:	Лингвистик шарҳлаш, суперлинер таҳлил, стилистик эксперимент методи, когнитив моделлаштириш, концептуал таҳлил, инференция методи каби бадиий матнни таҳлил қилиш методлари ва уларни матн таҳлили жараёнида қўллашни ўрганиш
Педагогик вазифалар: Лингвистик шарҳлаш, суперлинер таҳлилини ёритиб бериш, стилистик эксперимент методи когнитив моделлаштиришга аниқлик киритиш, концептуал таҳлил, инференция методини тасвирлаб бериш;	Ўқитиш фаолиятининг натижалари: Лингвистик шарҳлаш, суперлинер таҳлили ҳақида маълумотлар келтириш; стилистик эксперимент методи, когнитив моделлаштириш моҳиятини кўриб чиқиш; концептуал таҳлил, инференция методини тушунтириш;
Ўргатиш методлари:	мустақил иш
Ўргатиш шакллари:	такдимот, гуруҳ бўлиб
Ўргатиш жиҳозлари:	проектор, кўргазмалар куруллар
Ўргатиш шароитлари:	махсус жиҳозланган аудитория
Мониторинг ва баҳолаш:	оғзаки сўров ва савол-жавоб

Мустақил иш турлари ва мавзулари

Чет тили ўқитиш методикасидан мустақил ишлар талабаларнинг мустақил ишлашларини шакллантиради, ривожлантиради. Талабалар мустақил ишлар орқали методик адабиёт билан ишлаш, конспект қилиш, мавзуларни маъруза қилиш, ишланма, реферат ёзиш, режалар тузиш малакаларига эга бўлади. Мустақил ишлар семинар машғулотларидан кейин бажарилади, маъруза қилинади, реферат топширилади. Методик папка учун тегишли материаллар тўпланади.

1. Янги педагогик технологиялар бўйича материал йиғиш.
2. Интерактив методлар бўйича материал йиғиш.
3. Коммуникатив метод бўйича материал йиғиш.
4. Интенсив метод бўйича материал йиғиш.
5. Тил материал (талаффуз, лексика, грамматика)ларини ўргатиш бўйича материал йиғиш.
6. Тинглаб тушуниш, гапириш бўйича тил ўрганувчиларда кўникма ва малакаларни шакллантиришга оид материал ва машқлар тузиш.
7. Ўқиш, ёзувни ўргатиш бўйича машқлар тузиш.
8. 5-9 синф ўқувчилари учун тестлар тузиш.
9. 5-9 синф ўқувчилари учун мавзуй-таквим режа тузиш. Маълум бир мавзуга бир соатлик дарс конспектини ёзиш.
10. Методик папка тайёрлаш (Кўргазмалар куруллар тайёрлаш)

Мустақил таълимни олиб бориш технологияси

Мавзу №2	Инглиз ва америка адабиёти материали асосида бадий матннинг ҳар тарафлама стилистик таҳлили ва талқини
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Ўрганишнинг технологик модели

Машғулотга ажратилган вақт – 6 соат

Магистрантлар сони – 10

Машғулот тури:	Маълумотлар машғулотини
Мустақил иш режаси:	1. Матнда тил воситаларининг стилистик ва прагматик функциялари; 2. Тил воситаларининг матнни шакллантириш функциялари; 3. Бадий матнни қабул қилиш муаммолари;
Мустақил ишнинг мақсади:	Бадий матннинг ҳар тарафлама стилистик таҳлили ҳақида қўшимча маълумот бериш. Тил воситаларининг матнни шакллантириш функцияларини ўрганиш
Педагогик воситалар: Матнда тил воситаларининг стилистик ва прагматик функцияларини ёритиб бериш; тил воситаларининг матнни шакллантириш функцияларига аниқлик киритиш; бадий матнни қабул қилиш муаммоларини тушунтириш;	Ўқитиш фаолиятининг натижалари: Матнда тил воситаларининг стилистик ва прагматик функциялари ҳақида қўшимча маълумотлар келтириш; Тил воситаларининг матнни шакллантириш функцияларини тасвирлаш; Бадий матнни қабул қилиш муаммоларини кўриб чиқиш;
Ўргатиш методлари:	мустақил иш
Ўргатиш шакллари:	такдимот, гуруҳ бўлиб
Ўргатиш жиҳозлари:	проектор, кўргазмалар куруллар
Ўргатиш шароити:	махсус жиҳозланган аудитория
Мониторинг ва баҳолаш:	оғзаки сўров ва савол-жавоб

Мустақил таълимни олиб бориш технологияси

Мавзу №3	Бадий матннинг асосий хусусиятлари
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Ўрганишнинг технологик модели

Машигулотга ажратилган вақт – 6 соат

Магистрантлар сони – 10

<i>Машигулот тури:</i>	<i>Маълумотлар машигулоти</i>
<i>Мустақил иш режаси:</i>	1. Информативлик, интертекстуаллик категориялари. 2. Матннинг концептуал аҳамияти. 3. Матн муаллифнинг дунё тасвири.
<i>Мустақил ишнинг мақсади:</i>	Информативлик, интертекстуаллик категориялари, матннинг концептуал аҳамияти, матн муаллифнинг дунё тасвирини ўргатиш
<i>Педагогик вазифалар:</i> Информативлик, интертекстуаллик категорияларини ёритиб бериш; матннинг концептуал аҳамиятини тушунтириш; Матн муаллифнинг дунё тасвирига аниқлик киритиш;	<i>Ўқитиш фаолиятининг натижалари:</i> Информативлик, интертекстуаллик, категориялари ҳақида қўшимча маълумотлар келтириш; матннинг концептуал аҳамияти ҳақида қўшимча маълумот келтириш; матн муаллифнинг дунё тасвирини ёритиб бериш;
<i>Ўргатиш методлари:</i>	мустақил иш
<i>Ўргатиш шакллари:</i>	тақдимот, гуруҳ бўлиб
<i>Ўргатиш жиҳозлари:</i>	проектор, кўргазмалар куруллар
<i>Ўргатиш шароити:</i>	махсус жиҳозланган аудитория
<i>Мониторинг ва баҳолаш:</i>	оғзаки сўров ва савол-жавоб

Мустақил таълимни олиб бориш технологияси

Мавзу №4	Матнлар типологияси муаммолари
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Ўрганишнинг технологик модели

Машиғулотга ажратилган вақт – 6 соат

Магистрантлар сони – 10

Машиғулот тури:	Маълумотлар машиғулоти
Мустақил иш режаси:	1. Functional approach to text; 2. Stylistic approach to text; 3. The main criteria for text typology; 4. Text types; 5. Text heterogeneity;
Мустақил ишнинг мақсади:	Магистрантларда матн типологиясига турли ёндашувлар ва матн типологиясининг критериялари ҳақида қўшимча маълумот бериш; матнга функционал-стилистик ёндашув, матн турлари ва жанрлари, матн гетерогенлигини ўрганиш
Педагогик вазифалар: Матн типологиясига турли ёндашувларни ёритиб бериш; матн типологиясининг критерияларига аниқлик киритиш; матнга функционал-стилистик ёндашувини тасвирлаб бериш; матн турлари ва жанрлари, матн гетерогенлигини таҳлил қилиш;	Ўқитиш фаолиятининг натижалари: Матн типологиясига турли ёндашувлар ҳақида қўшимча маълумот бериш; матн типологиясининг критерияларини кўриб чиқиш; матнга функционал-стилистик ёндашувини тасвирлаш; матн турлари, жанрлари, матн гетерогенлигини мисоллар орқали тушунтириш;
Ўргатиш методлари:	мустақил иш
Ўргатиш шакллари:	тақдимот, гуруҳ бўлиб
Ўргатиш жиҳозлари:	проектор, кўргазмалар куруллар
Ўргатиш шароитлари:	махсус жиҳозланган аудитория
Мониторинг ва баҳолаш:	оғзаки сўров ва савол-жавоб

15. ГЛОССАРИЙ

Глоссарий (атамаларнинг изоҳлари)

Explicit- clearly expressed
Implicit- implied but not clearly expressed
Embedded- fixed firmly
Evaluation- finding out the value
Fractal –multilevelled
Counterpart- identical
Delimitation- determining boundaries of
Integrity – state of being complete
Interpretation- philological analysis
Segmentation- division
Intricate – complicated, puzzling
Intrinsic – value existing within
Polyphonic – counterpunctal
Heterogeneity- made up of different kinds
Taxonomy -principles of classification
Hybrid- mixed
To merge- fade or change
Stratification – arrangement in strata
Periphery- external boundary
Inherent- existing as a natural and permanent quality of, peculiar to
Factual- full facts
Stagnation – disuse, inactivity
Related –connected in thought and meaning
Pertaining- in relation to
To engage- to investigate
Allusion- indirect reference
To disrupt- to split, to break up
Intertextuality –reference to or application of a literary, media or social text within another literary, media or social text
Trivial- inconsiderable
Twofold- consisting of two parts
Casuality- happening by chance
Entity- unit
Are triggered- are actualised
Idiosyncrasy- distinctive features
Emotiveness- strong feeling of any kind
Redundancy- superfluousness
To elaborate- to work out with much care and in a great detail
Adjacent-neighbouring
Conjecture-guessing
Conceptual- speculative
Cognitive- knowing (including sensation but excluding emotion)
Setting- when and where the story occurs
Characters – the most important people or characters in the story
Resolution- the outcome of the attempts to achieve the goal
Plot- outline of the events of a story or a novel
Narration- the telling of the story
Expository text type- it aims at explanation
Argumentative text type- it is based on the evaluation and subjective judgement in answer to a problem. It refers to the reasons advanced for or against a matter

Subtextual information being implicit and mostly characteristic of fictional texts

Factual information contains data about facts, events, ideas

Conceptual information reflects the author's conceptual world picture

Microconcept is a conceptual meaning of a separate language unit

Macroconcept is formed within a text fragment

Superconcept is the highest conceptual unit covering the whole text

Text typology- a branch of text linguistics studying different types of texts criteria for their differentiation, linguistic and extralinguistic peculiarities of text types

Idiosyncrasy – distinctive features

Model reader- if the text is read in harmony with the author's intentions, if one reads the text following a set of instructions

Implicitness aims at transferring hidden information

Text is regarded as a system of actions, as an activity aimed at text production and text perception

Pragmatics- concerned with practical results and values; it treats things in a practical way

Linguopragmatics –studies language factory within the sphere of human activity

Pragmatic intention implies the addresser's deliberate intention to exert influence on the addressee to cause some reconstruction in his world picture

Verbal- put in words

Referential coherence- smaller linguistic units relating to some mental referent throughout the text

Relational coherence –text segments connected by coherence relations

Salience- distinctive features

Cognitive linguistics studies the relationship between linguistic choices and mental processes, human experience and its results – knowledge

Foregrounding is associated with unexpectedness, surprise and heightened attention. It is a key in the language processing information

Frame is schematisation of experience (a knowledge structure represented at the conceptual level.

Discourse is a connected sequence of minimally two utterances. It refers to both spoken and written language.

Foregrounding stands out as a stimulus or a key in the language processing information. Foregrounding is associated with unexpectedness, surprise, and heightened attention. It marks out the most essential, relevant fragments of the text.

Cognitive linguistics is concerned with the study of the relationship between linguistic choices and mental processes, human experience and its results-knowledge.

Frame is schematisation of experience (a knowledge structure), which is represented at the conceptual level and held in long-term memory.

Cohesion –linguistically explicit and signals underlying semantic relationships between text elements

Coherence is an underlying organizer which makes the words and sentences into a unified discourse that conforms to a consistent world picture

A semantic frame is a collection of facts that specify "characteristic features, attributes, and functions of a denotatum

Illocutionary meaning (illocutionary force)- the effect the utterance has on the hearer

Concept is a complex mental entity, a component of the basic world picture conceptually relevant either for individual linguistic personality or the whole linguocultural community

16. ФОЙДАЛАНИЛГАН АДАБИЁТЛАР РЎЙХАТИ

ТАВСИЯ ЭТИЛАДИГАН АДАБИЁТЛАР:

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