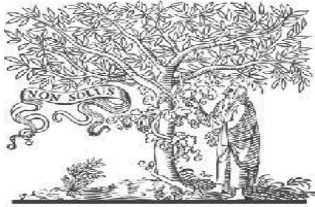


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Paper Authors:

Pulatova N.A.



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TEXT AS AN OBJECT OF STUDY AND APPLICATION IN THE EDUCATIONAL PROCESS, TAKING INTO ACCOUNT ITS TYPOLOGY AND COMPONENTS.

Pulatova N.A.

Department of French Language and Literature Faculty of Romance-Germanic Languages
Samarkand State Institute of Foreign Languages

E-mail: niguinterprete@mail.ru

Abstract: This article examines the issue of text linguistics and examines the types, functions and characteristics of text forms, the study of which is necessary for the correct use of authentic material in the classroom of a foreign language. The importance of texts in the formation of reading skills, understanding and the relationship of this competence with the subsequent practice of writing, a cultural aspect that is an integral part of learning.

Keywords: text, text type, constituent part, reading skills, linguistics.

Introduction

Currently, the linguistics of the text attracts special attention of linguists. The last decades have been marked by the extensive development of this field of science. Many articles, monographs, textbooks are devoted to the linguistics of the text.

Interest in the study of the text is caused by the tendency and the need to explain linguistic phenomena, from the point of view of modern linguistics, as a global phenomenon and an intercultural communicative means, through which one can deeper study linguistic connections, human activity, in a particular culture. Also, this interest is associated with the tendency to study the consistency (regularity) of linguistic phenomena only on the example of texts.

Linguistics of the text deals with the systematization of phenomena related to the functionality of linguistic units in the text and is a science that studies the nature and organization of communication conditions.

Text is a complex unit that differs from a simple sequence of sentences. This unity is characterized by communicative integrity, semantic completeness, logical and grammatical connections.

The construction of a typology of texts is difficult due to the large number of variations of the object, that is, the text. But we can already talk about great results in this area. The

communicative, structural and semantic features of the texts are described: fairy tales, ballads, myths, detective novels and articles. Other criteria for constructing a typology of texts are also known.

In recent years, means of expression and certain categories of text have been studied. This branch is associated with such names of linguists as I. Halperin, P. Charweg. So far there is no single concept of a text that would be complete and would be of a terminological nature. So, let's dwell on this: "The text is the number of sentences that are interconnected by various types of lexical, logical and grammatical connections that can organize information." Linguistics of the text seeks to describe the organization of the conditions of human communication. Accordingly, its object of study is the text as a product of oral or written speech.

This need to study the text as a separate linguocultural unit is also due to the fact that it is a carrier of information used in educational materials intended for teaching a language, in particular a foreign language, where, when compiling textbooks, authentic material is increasingly used to approximate the realities of the country of the target language and the comparison of linguistic and cultural phenomena with the native one. For a long time, the study of the text was inseparable from rhetoric, starting with ancient rhetoric, and the text was considered exclusively the prerogative

of literature. Only in the middle of the twentieth century, after the development of semantic theories and research on content and pragmatics, the text became an object of study and is an area of research.

The development of cognitive psychology in the 70-80 years led to the emergence of several partial theories of text for the automatic analysis of narratives (Rumelhart, Abelson, Schank, Lehnert, Dyer, see Rastier 1989) with the linguistic application of the theory of prototypes, cognitive linguistics. Thus, Jean-Michel Adam (2008) proposed to theorize textual organization by referring to the notion of sequence.

It should be noted that the idea of the sequential organization of the text comes from the fundamental work in narratology - morphology about V. Propp's tales in 1928. Studying wonderful fairy tales, he unexpectedly came to the conclusion that despite their diversity and richness, "there is an absolute uniformity of the structures of these fairy tales" (Vl Propp 1970: 130 "). But the novelty of V. Propp's scientific approach and its significance in the study of the text largely consists in dividing fairy tales into component parts, which allowed comparison of fairy tales not by external similarity, but by structure. Thus, this is the first significant result. This scientific approach opened up new perspectives in the study of the text.

The constituent parts are abstract models that are usually distributed between the narrator and the reader, they structure the text and are relatively autonomous. J.-M. Adam distinguishes between five types of constituent parts: narrative, descriptive, argumentative, explanatory, and discursive. (Vl. Propp, Morphology of the Folktale, Indiana University Research Center in Anthropology, Folklore and Linguistics, Publ. 10, Bloomington, 1958; reprinted in International Journal of American Linguistics, vol. 24, n ° 4, part 3; cited from Propp - Propp 1970: 249.)

Textual constituents support different relationships: they can be related to each other,

but they can also correspond to each other through the establishment of hierarchical relationships (dominant or subordinate constituents) with a predominance of links, confusion or overlap. Such an organization just shows the compositional heterogeneity of the texts.

Here are the types of texts that J.-M. Adam called the constituent parts (note: the analysis is based on the example of the French language)

Narrative text (texte narratif)

Its function is to retell events that arouse the interest of the reader, documentary when it communicates a real fact, symbolism (plot), argumentativeness, when it is used to demonstrate the validity of a point of view or thesis.

There are time markers that place events in relation to others (hour, day, month, later, earlier).

The narrator tells in the past tense (Passé simple, Passé composé) events that occurred over a period of time and these can be real or fictional events. The time of the narration, the presence of the narrator, subjectivity are the attributes of this type of text.

Descriptive text (texte descriptif)

It is used to tell stories, to describe a scene, to portray characters. This gives the reader an idea of the place and participants in the story. As a part of the story, it performs several functions (scenery - isolated from the story, systematic, giving the illusion of truth, explanations - signs leading to the continuation of the story, creating an atmosphere - feelings / fears, symbolism - over the described object). We find spatial and temporal landmarks. We can develop the description by building lexical fields around the organs of perception, such as sight, hearing, touch, smell and taste. Grammatical tense is mostly imperfect (Imparfait).

Instructional text (texte injonctif)

It is used to give advice, pass instructions, and issue orders. It follows in chronological order,

such as in a gastronomic recipe. This allows the reader to record and organize the actions being taken.

There are quite a few verbs of motion, since the text describes the action that needs to be performed. Imperative or infinitive forms of verbs and impersonal expressions such as "necessary", "must" are used.

Explanatory text (texte explicatif)

It is used to convey information. After that, the reader should be more knowledgeable. These are newspaper articles, study guides. It presents objective facts without distortion or value judgments.

This text informs the reader and serves to convey information. It can also have a didactic purpose, where it aims to teach the reader something by providing him with the tools to understand. He can also delay the action in a literary text, adding additional elements necessary to understand the plot.

One can note in it an abundance of specialized terms (the use of periphrasis), numerous comments and the use of the present tense (présent) as an indicator of reliability.

Argumentative text (texte argumentatif)

It serves to convince the reader. The author expresses his point of view and achieves the support of the reader. It can be found in newspaper articles, essays, fiction stories, advertisements.

This is structured text. The paragraphs help to identify various ideas, which are supported by examples. His main function is to convince: he is polemical. The thesis must inspire confidence, the degree of confidence must be sufficient to convince the addressee, and the opponent can be ridiculed. Subjectivity is an important feature of this kind of texts. It contains axiological markers (value judgments). This makes it possible to identify defended or refuted theses. The grammatical tense used is the present (présent), pronouns,

first and second person, logical connectors, introductory words, punctuation.

For the convenience of using this information, a diagram of the types of texts and their constituent parts was developed (the table was developed on the basis of materials in the French language).

TYPES DE TEXTES/ Types of texts	FONCTIONS/ function	TYPES D'ECRIT/ Text media type	CARACTERISTIQUES/ characteristics
Type Narratif Narrative	- Raconter une histoire - Articuler une succession d'actions	Conte Roman Nouvelle Faits divers Reportage Récit historique	Schéma narratif Chapitres, paragraphes Présent ou imparfait/passé simple Mots de liaison spatio-temporels Phrases complexes Substituts
Type Descriptif Descriptive	- Décrire - Donner un état - Se représenter un lieu, une personne	Portrait Description Guide Compte-rendu	Absence de chronologie Peu de connecteurs Présent ou imparfait Énumération, comparaisons Substituts
Type Conversationnel Discursive	- Rapporter des paroles	Théâtre Roman BD	Ponctuation Présent et passé composé Présence d'émetteur/récepteur Types de phrases
Type Injonctif ou Prescriptif Instructive	- Ordonner - Faire faire	Recette Fiche technique Règlement Règle du jeu Consigne	Titre explicite Déroulement chronologique Infinitif ou impératif L'émetteur n'intervient pas Phrases courtes, juxtaposées
Type Informatif Explicatif Explanatory	- Informer - Expliquer	Reportage Faits divers Compte-rendu Enoncé Lettre	Titre explicite Présent, passé composé Structure énumérative

			Texte organisé Illustrations, schémas
Type Argumentatif	- Convaincre - Faire changer d'opinion	Publicité Lettre de demande Exposé	Présence de l'émetteur/récepteur Connecteurs logiques Présent
Type Poétique ou Rhétorique Poetic, rhetorical	- Jouer sur le langage - Faire rêver	Poèmes Publicité Chanson	Sonorités Présence de figures de styles Jeux sur les mots Absence ou présence de ponctuation Lettres majuscules

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1. Da Costa, P. 2010. Regards sur la perspective actionnelle, <http://www.edufle.net/regards-sur-laperspective-html> (dernière consultation le 28 septembre 2013).
2. VI. Propp, Morphology of the Foltale, Indiana University Research Center in Anthropology, Folklore and Linguistics, Publ. 10, Bloomington, 1958; reimprimé dans International Journal of American Linguistics, vol. 24, n°4, part 3; cité d'après Propp 1970:249.

Written speech is naturally related to the ability to read and understand the language in which the text is written, in particular, when studying a foreign language. Of great importance is the frequent practice of writing various texts and the development of reading strategies.

Possession of this information plays an important role in understanding various types of texts in the native and foreign languages, in the development and strengthening of communication skills. When compiling textbooks, it can contribute to the correct selection of the communicative typology of texts in accordance with the level of the student, a foreign language (from short texts in the form of advertising brochures to long journalistic texts such as a newspaper article) and the difference in their linguistic characteristics.

Thus, using this table in the educational process, you can study reading strategies, develop the necessary skills aimed at assimilating important information. disclosure of the hidden meaning of text information. Reconstruction of the organization of various types of text and the presentation of a general written message that meets the requirements of the addressee and the situation, taking into account the means of communication, social and temporal circumstances, contributes to the understanding of various types of information, the development of skills of correct written speech.