SPECIFIC CHARACTERISTICS OF TEXT CATEGORY

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Abstract:
In this article is discussed about specific characteristics of text category and also given information scholars why are searching on this field. These days, linguists' responses to queries concerning a text's status, its meaning within the language system, and the best place to start a linguistic analysis of a text are often ambiguous. For instance, we occasionally come across differing viewpoints regarding the matter of establishing a text's status. Divergent perspectives exist concerning the nature of the text's signs, whether it is better to refer to the text as a speech process or to understand it as the outcome of one, and whether it is best to study the text in relation to written or spoken speech.

Keywords: specific, text, category, scholars, linguistic analysis, text's status, written or spoken speech, specific characteristics,

INTRODUCTION

Studying fields like linguopsychology, linguosociology, linguoculturology, and cognitive linguistics reflects the focus of contemporary linguistics on the interaction between language and society. All of these disciplines are difficult to distinguish from one another. In this kind of science, linguistics plays a significant role. There is presently no widely recognized definition of the status, methodology, and subject matter of linguistics, an interdisciplinary field within the humanities, as it is still in its infancy. Currently, the study of language and culture as a whole, as well as the facts demonstrating the distinctive cultural traits of a given people and how they are expressed in language, constitute the field of linguoculturalology.

Because of its complexity, the question of how language and culture are intertwined must be viewed from several angles. What is theoretically and practically complicated by inadequate data? This does not, however, stop us from figuring out two effective approaches to the dilemma of which side to take into account the interaction. In the first, language serves as a window into culture, whereas in the second, language traits are linked to cultural distinctions.

The first approach is endorsed by well-known Russian philosophers S.A. Atanovsky, G.A. Brutyan, and E.S. Markarian. They contend that language is merely a reflection of reality, which includes cultural features. Sociolinguistics examines how language is influenced by various cultural contexts as well as the social aspects of language and its functions in society[6].

The idea put forth by W. von Humboldt, which holds that language is the carrier of a nation's worldview, mentality, and national spirit, offers an alternative solution to the issue of the relationship between language and cultural phenomena[1].

Some scholars have come to the conclusion that ethnolinguistics and linguoculture share similar tasks, with the latter being merely an essential component of the former due to their shared focus on "the study and description of the synergistic relationship between language and culture."[7]

The renowned Russian linguist N.I. Tolstoy stated that text linguistics should strive "at taking into account the interdependence and connection of various types of language and spiritual culture, language and folk mentality, language and folk art, their interdependence and correspondence" when discussing the relationship between text linguistics and other sciences[8].

Nonetheless, V.N. Telia observes a notable distinction in the aforementioned disciplines' tasks in a different study. He felt that the forms of representation of the concept of "result of speech activity" should be the primary focus of text linguistics. Thus, linguistics continues to be unique as a field of study[7].

MAIN PART

Both in Uzbek and global linguistics, the significance of text in the communication process is growing in the current, quickly developing era. The increasing ubiquity of computers and electronic documents in our lives is certainly the catalyst for this. Due to their inherent linkage and membership in the same process, the concepts of text and speech have comparable meanings. Linguist T.V. Matveeva highlights that speech is an activity in which the subject speaks to the addressee, while the text is a material form of speech that reflects pragmatic content while also containing objective information[3].

The text is read as a written speech in other scientific literature. The text is interpreted by Czech linguist K. Hausenblas as both speech activity and the outcome (product) of speech activity. As a result, we can state that the text should always convey the same action or procedure. Put differently, the text is made up of lexically and grammatically related units. K. E. Geidolf, a German linguist, also expressed opinions on this subject. According to him, the structure and coherence of sentences play a crucial role in the communication process. To incorporate these elements into your writing, consider the following:

A) integrity of thought;

B) lexical integrity;

C) communicative integrity;

D) totalities of time and point of view[3].

These days, linguists' responses to queries concerning a text's status, its meaning within the language system, and the best place to start a linguistic analysis of a text are often ambiguous. For instance, we occasionally come across differing viewpoints regarding the matter of establishing a text's status. Divergent perspectives exist concerning the nature of the text's signs, whether it is better to refer to the text as a speech process or to understand it as the outcome of one, and whether it is best to study the text in relation to written or spoken speech[2].

Many linguists have become interested in text linguistics issues. V. Mathesius, F. Danesh, V. Dressler, P. Hartman, I. Kovtunova, I. Galperin, K. Gauzenblas, N. Pospeev, T. Silman, N. Shvedova, K. Solganik, L. in the group. Foreign linguists who have made significant contributions to the field of text analysis include Loseva, O. Moskatskaya, 5 K. Abdullaev, and N. Navrozova[2].

Studying a text category involves analyzing various features of written communication in order to better understand the underlying meaning, context and structure of the text. Specific features of studying a text category include:

1. Genre of the text. The genre of a text, such as narrative, expository, persuasive, or expository, provides important clues about the author's purpose, audience, and overall structure of the text.

2. Text structure. Understanding how a text is organized, including the introduction, body, and conclusion, as well as any subheadings, bullet points, or other structural elements, helps understand the flow of information and the author's intended message.

3. Language and style. Studying the language used in a text, including word choice, tone, and style, provides insight into the author's attitude, perspective, and rhetorical strategies.

4. Text cohesion and coherence. Analyzing the ways in which different parts of a text are related through cohesive devices such as pronouns, conjunctions, and transition words, and how the entire text maintains coherence and logical sequence, helps to understand the essence of the text.

5. Text Analysis: Close reading and critical analysis of a text to identify major themes, symbols, motifs, and rhetorical devices used by the author to convey complex ideas and messages.

6. Intertextuality: The study of how a text refers to or is influenced by other texts, cultural references, historical events, or ideologies, shedding light on the broader sociocultural context and relationships of the text to other works.

7. Textual variation: looking at different versions, editions, translations, or adaptations of a text to understand how it has changed over time and in different cultural and linguistic contexts.

8. Textual Interpretation: Interpreting a text through various theoretical frameworks such as structuralism, feminism, postcolonialism, or psychoanalysis to reveal different layers of meaning and perspectives that may not be immediately obvious.

9. Text corpus analysis: The use of computational tools and techniques to analyze large collections of texts, known as corpora, to identify patterns, trends, and linguistic features across different texts and genres.

10. Digital text analysis. Using digital tools and technologies to analyze text data, including techniques such as sentiment analysis, topic modeling, and natural language processing, to extract and interpret information from digital texts.

11. Text Representation: The study of how text is presented visually, typographically, or spatially, as in the case of poetry, graphic novels, or hypertext, and understanding how these representations shape the reading experience and the meaning-making process.

12. Multimodal texts. Analyze texts that combine multiple modes of communication, such as images, sounds, gestures, and typography, to understand how these different modes interact to create meaning and influence interpretation. By exploring these features of text category learning, scholars and readers can gain a deeper understanding of written communication, its varied forms, and its significance in the construction of individual and collective meaning in different cultural and social contexts.

METHODS/DISCUSSIONS

Scholars disagree about the text, but they all agree that it should be written from the perspective of a whole. Now that we have a sufficient grasp of the text, let us discuss its structural organization. Text

can be made up of words, sentences, paragraphs, and other similar small and large sections. The text is the highest communicative unit that is content-complete, according to Czech linguist K. Kojenikova. The text should be understood as a speech or language unit made up of the relationships between units like sentences, paragraphs, chapters, and complex syntactic devices, it is therefore also emphasized. Furthermore, the ideas in the text's structure must be fully developed. It is especially noteworthy that K. Kajenikova was able to state, thanks to her research, that the text is a product of connected speech and that its content is complete[2].

Four signs are used by Russian linguist M.V. Lyapon to characterize the text's structure:

1. A text is a message that is produced by combining multiple sentences. For researchers examining language relations, the text is also regarded as the primary source.

2. The text also serves as a tool for evaluating the speaker's speaking abilities. The text also acts as a space that guarantees the genuine use of language in speech at the same time.

3. Human interaction produced the text.

4. The text is the highest function among those carrying out a crucial role in the language system's communication process[2].

The text is becoming more and more important in today's communication process. The terms that have recently entered our language—verbal text, text programs, hypertext, formatted text, etc. — also let us know this. The terms "speech" and "context" are sometimes used interchangeably with the word "text." The term "context" (derived from the Latin "contexts", which means "plaster", "connection", and "joining") refers to a specific and relatively complete section of a written or spoken speech (text). You can interpret more complicated units, like phrases or phrases, by using context. Texts are becoming more electronic, which is thought to be the most practical way to send or receive information. For this, there are numerous programs and apps containing TXT, PDF, and MS Word. Stated differently, the ability to easily present these texts and programs to the public and preserve them in high quality over an extended period was made possible by their electronicization. The aforementioned reasons are the reason why the study of the text category is becoming more and more popular every day.

CONCLUSION

In summary, we can state that the study of text linguistics and the examination of texts based on lexical and grammatical features of the language are becoming increasingly significant fields in world linguistics. The most important issue of the day is that there is no denying that texting is the only practical means of exchanging information. Therefore, Uzbek and international linguists shouldn't overlook this issue. Notable linguists who have studied this topic up to this point include T.V. Matveyeva, M. Saparniyozova, K. Kojenikova, K. Gauzenbla, M. V. Lyapon, and K. Ye. Haidolf. Their thoughts on the text's lexical and grammatical analysis, structural organization, relevance in the modern world, interconnectedness, and development of a full meaning all contribute to the development of a complex understanding of the text's category[5].

The exploration of text as a new direction in modern linguistics represents an exciting development in the field. Text linguistics studies the structure, organization, and functions of texts, focusing on how language is used in written and spoken discourse. This approach considers language as a dynamic system that is used to convey meaning in specific contexts, and it explores how texts are constructed

to achieve specific communicative purposes. One of the key aspects of text linguistics is the emphasis on context and the communicative intentions of the speakers or writers. Texts are not just strings of words, but rather meaningful units of communication that are produced and interpreted within specific social, cultural, and situational contexts. By focusing on the analysis of texts, linguists can gain insights into how language is used to create meaning and how different linguistic features contribute to the overall communicative goals of a text. Moreover, the study of text as a linguistic unit allows for the exploration of various levels of analysis, including the study of cohesive devices, discourse markers, information structure, and rhetorical strategies. These elements contribute to the coherence and cohesion of texts, and their analysis can provide valuable insights into how meaning is constructed and conveyed through language.

Furthermore, the examination of text as a unit of analysis allows for the study of language variation and change in different text types and genres. By comparing and contrasting texts from different contexts and genres, linguists can identify patterns of language use and variation, as well as trace the evolution of language features over time. This interdisciplinary approach draws on insights from sociolinguistics, discourse analysis, and computational linguistics to provide a comprehensive understanding of how language functions in different textual environments.

In addition, the study of text as a linguistic unit has important implications for language teaching and learning. By understanding how texts are constructed and how meaning is conveyed through language, educators can develop more effective pedagogical approaches that focus on the use of language in authentic communicative situations. Text-based approaches to language teaching can help learners develop proficiency in reading, writing, and speaking, while also gaining insights into the social and cultural aspects of language use.

Moreover, the study of text as a new direction in modern linguistics has practical applications in fields such as natural language processing, machine translation, and computational linguistics. Understanding how language functions at the level of texts can inform the development of more accurate and effective language technologies that can process and generate language in a way that captures the nuances of communicative meaning.

Overall, the exploration of text as a new direction in modern linguistics represents an exciting opportunity to deepen our understanding of how language is used in communication. By focusing on the analysis of texts as meaningful units of language, linguists can uncover the intricate ways in which language is used to create and convey meaning in diverse communicative contexts. This approach has broad implications for our understanding of language use, language teaching and learning, as well as the development of language technologies that can better capture the richness and complexity of human communication.

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