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**HISTORY OF TEXT LINGUISTICS RESEARCH**

*The article is devoted to the history of text linguistics. Individual linguistic studies are defined and highlighted in accordance with the history of text linguistics. If we trace the history of the emergence and development of text linguistics, we can see that the text is primarily perceived as an object of text linguistics and is considered as a syntactic phenomenon. It is determined that the term text is ambiguous, and this aspect is clearly manifested in its explanation in linguistic terminology, as well as in the literature on text linguistics. The term «text» is explained in dictionaries of European languages, as well as Russian, as well as Azerbaijani linguistic terminology. «Text – a recorded fragment of speech, an utterance» [1, p. 162]. Of course, this is an extremely simple definition. The term text is used in four different ways more widely. According to this explanation, «Text – 1) a complete and correctly formed coherent sequence; 2) a certain general model for different texts; 3) a sequence of statements belonging to one of the participants in the act of communication; 4) a speech pattern recorded in its form» [1, p. 271]. Such a definition is also of a general nature. However, this explanation is recorded in the works of researchers who laid the foundation of text linguistics. There are many who give or want to give a specific definition of text. Text is “a structured set of sentences connected by various lexical, logical and grammatical relations, organized in a certain way and serving to transmit directed information. Text is a complex whole that exists in structural and semantic unity” [1, p. 11]. From this point of view, the text is a holistic linguistic object. It has been studied that text linguistics, one of the most relevant areas of modern linguistics, arose in the 1920s and began to develop in the 1950s–1980s. As the name suggests, the main object of the study of text linguistics is the text itself.*

*If we consider the word «text» in general, then the word «text» can have two different meanings. That is, this word can be understood both in a broad sense – macrotext, and in its opposite, in a narrow sense – microtext. Microtexts, which we have shown in a narrow sense, are combined, forming macrotexts with a broad meaning. In this case, the concepts of «complex syntactic whole» and «microtext» coincide. Thus, macrotexts are a set of complex syntactic wholes. If a separate sentence expresses a complete thought, then a complex syntactic whole expresses a complex thought, any specific information. In conclusion, we can distinguish that a complex syntactic whole is a syntactic unit in which two or more sentences are connected by syntactic and formal relations.*

**Key words:** *phenomenon, term, linguistic, speech, definition.*

**Statement of the problem.** During the investigation, I tried to reveal the necessity of research of the text linguistics.

**Analysis of recent research and publications.** Among the most famous researchers of the text linguistics are A. Mammadov and K. Abdullayev.

**Task statement.** The purpose of the article is to analyze the history of text linguistics.

**Outline of the main material of the study.** “Sentence structure and text” by A.A. Abdullayev was published in Khazar University.

The article reveals that the text linguistics, one of the most relevant areas of linguistics in our time, emerged in the 1920s and began to take shape in the 1950s–1980s. As the name suggests, the main object of study of text linguistics is the text itself. The text is a coherent whole related to extralinguistic – pragmatic,

sociocultural, psychological and other factors. The text is perceived as an event that has occurred or is occurring. Discourse is speech that is directly related to real life. It has a space, time and participants. Discourse combines verbal and non-verbal information addressed to each other by those participating in its creation in the communication process, as well as the constitution. In the text, the connection between its parts arises in various ways. For this purpose, semantic repetitions, co-reference, subject identity, new stimulus of the party to continue the topic are used. Along with this, there is another form of connection that determines the coherence and relevance of the text. This type of connection is called pragmatic connection in modern linguistics. Four forms of pragmatic connection are manifested in the dialogues used in the text: 1) the agreement of replicas according

to the illocutionary function; 2) the alignment of the replica on the condition of the success of the speech act; 3) the rooting of the replica in the presumption; 4) the connection of replicas based on the discourse implicature.

The text is an abstract grammatical structure of what is said. The text is a concept related to the language system. The text is related to a specific object and a specific situation. Ordinary dialogue is divided into speeches of the dialogue participants. In the process of communication, these speech acts replace each other. Despite such replacement, the set of replicas and speeches that replace each other forms a common, complete text. Two types of connection between the elements and organizers of text units that are in a connotative relationship manifest themselves: one is a logical connection, the other is a grammatical connection. If the sequence is considered as a collection of ordinary words, a sequence, then the connotative information extracted by the communicator is formed based on logical connections. In the second case, these words are arranged in accordance with the norms and rules of the language, the relationship between them is a grammatical relationship – approach, control relationships. The text should have the property of completing the general information. Otherwise, the incompleteness of the information directed both to the beginning and to the end of the given sentences does not allow the text to be closed. The text begins at a certain point and ends at a certain point. Information is entered at the beginning of the text. After that, new units that are semantically interconnected serve to expand the initial information and introduce new information. Information is closed and completed in a certain part of the text. Just as there is general content in the text, there is also general information. General information combines many other pieces of information or is formed on the basis of this type of information. Paragraphs in the text are distinguished according to individual pieces of information. The completeness and coherence of the text also depend on the attitude of the communicators who create and perceive the text. Communicants do not acutely feel errors related to the completeness and coherence of the text when the communication conditions are under their control. The difference between text and non-text is not determined by a formal definition in this regard. It can be studied only at the level of activity of human relations and the degree of reaction. The textuality of the text is determined not only by completeness and coherence, but also by its intentionality, its basis in conditions, its connection with other texts and its informativeness. Therefore, the text is a unit of com-

munication. The text is a communicative-informative unit consisting of various types of expressions.

If we consider the word «text» in general, the word «text» can have two different meanings. That is, this word can be understood both in a broad sense – macrotext, and in its opposite, in a narrow sense – microtext. The microtexts we have shown in a narrow sense combine to form macrotexts with a broad meaning. In this case, the concepts of «complex syntactic whole» and «microtext» coincide. Therefore, macrotexts are a collection of complex syntactic wholes. While a single sentence expresses a complete thought, a complex syntactic whole expresses a complex thought, any specific information. A complex syntactic whole is a syntactic unit in which two or more sentences are connected by syntactic and formal relations. Since the late 1940s, the study of text from phonetic, morphological and other directions has become an object of research in linguistics, and such research has been conducted in foreign linguistics by V. von Humboldt, F. de Saussure, Z. Harris, E. Benveniste, etc.; in Azerbaijani linguistics by K.M. Abdullayev, F.Y. Veysalli, A.A. Abdullayev, A.Y. Mammadov, and others. For the first time in linguistics, in 1952, the American scientist Z. Harris, in his article “Text Analysis,” along with the definition of larger units than utterances, noted that the text is called a large piece of a sentence. Shortly after Z. Harris, the French scientist Emilie Benveniste defined utterances as speech belonging to the speaker. [2, p. 67] Research in the field of text linguistics is mainly conducted in two directions. The first direction is formed from the analyses conducted to reveal the general regularities of text construction. During such an analysis, the textema is taken as the object of text linguistics. The second direction is related to the actual realization of the textema, that is, to the determination of the linguo-stylistic status of a specific text fragment, a text fragment with a certain artistic, journalistic, scientific profile that has come across in a specific way. K.M. Abdullayev notes: “Recent studies in text linguistics once again show that, despite being a young field of research, this field, with its development, can actually shed light on the solution of many obscure issues in other linguistic fields.” [3, p. 254] The ideas expressed by A.A. Abdullayev in this field are also interesting. He writes: “One of the most successful classifications of text linguistics is its definition as a science that studies the language in use. Previously, text linguistics was understood as the study of the written embodiment of the concept of “parole.” [4, p. 26] A.Y. Mammadov, trying to clarify

the concept of text and focusing on the meanings in which it is used, writes that “On the one hand, the concept of “text” is used to define any utterance consisting of one or more sentences that, according to the speaker’s opinion, contain a complete meaning in themselves.” [5, p. 123] Summarizing the existing theories, it can be said that two main reasons for the emergence and development of text linguistics, which are interconnected with each other, can be identified: 1) The development of the areas of activity related to the improvement of the text (interpretation, teaching reading of the text, linguistic support of the information system), as well as the corresponding applied linguistic disciplines – linguistic informatics, linguodidactics, linguosemiotics – under the influence of the scientific and technical revolution. 2) The inadequacy of structural and generative linguistics methods without taking into account their use in context when studying the properties of discrete language units. The set of reasons given led to the emergence of a problematic situation – contradictions between language practice and existing linguistic concepts. Of course, the emergence of problem situations, the emergence of text linguistics occurred in different countries at different times, and the features of the development of national linguistics were not reflected in them. In linguistics, the term “text” is approached from several perspectives. Thus, the term “text” is used to define an utterance consisting of a connected sequence of several sentences to express the speaker’s opinion. On the other hand, the term “text” refers to the names of prose works (story, novel, etc.). In linguistic sources, various explanations are found regarding the explanation of the text. For example, Some investigators equate the text with a work in oral and written form and a corpus. On the other hand, researchers who state that the volume parameter is of great importance in characterizing the text consider it necessary to consider the positive problem among the components of the text [6, p. 176]. M.A.K. Halliday and R. Hasan define the text as follows: “A text is a piece of oral or written speech of any length that forms a whole” [8, p. 300]. A.A. Abdullayev notes that traditionally, the study of the text is carried out mainly in two ways. The first method is the propositional method. This method applies the already established properties of the sentence based on the parameters of the text. The second method is the communicative method. This method involves the study of the text, the separation of its immanent properties without resorting to homogeneous syntactic structures. Such a method or approach requires a precise differentia-

tion of the specific properties of the text as a whole object [8, p. 18]. Over the past decades, various models of text formation and comprehension have been proposed by linguists and psycholinguists. Of these models, the Soviet models of text formation created by scientists of the former Soviet Union in the late 60s and early 70s have been theoretically useful. The idea of text formation and comprehension can, of course, be either narrow or broader. This depends, first of all, on the range in which the process is considered and what this activity has ended with. We take a broader theoretical basis, therefore we consider that the activity of understanding the text begins when the activated consciousness makes a decision to say something, at the beginning of this act the formation of the thought and the planning of the text utterance take place. When studying the text-speech activity, we turn to the basics of the text, its pre-verbal stages. The very concept of the activity of the formation-understanding of the text is used by us as a general and specific concept for the organization and perception of the text, speech processes and all the events related to listening in their full cycle. However, in the structure of the text activity, we study only the main processes. It is important for us to know the language abilities of a person that ensure the text activity and what knowledge, feelings, emotions are reflected in the text. The designation of the indicated processes as a special type of activity also expands their understanding, since the analysis includes such categories that are used in the characteristics of any activity. The completeness and coherence of the text also depend on the attitude of the communicants who create and perceive the text. Communicants do not acutely feel errors related to the completeness and coherence of the text when the communication conditions are under their control. The difference between text and non-text is not determined by a formal definition in this regard. It is possible to study it only at the level of activity of human relations and the degree of reaction. The textuality of the text is determined not only by completeness and coherence, but also by its intentionality, its connection with other texts and its informativeness. Therefore, the text is a unit of communication. The text is a communicative-informative unit consisting of various types of expressions. Thus, the study shows that an unambiguous attitude towards the definition of the concept of text has not yet been formed.

**Conclusions.** As a result it can be devoted that complex syntactic whole is a syntactic unit in which two or more sentences are connected by syntactic and formal relations.

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**Ісгандарова Є. Х. ІСТОРІЯ ЛІНГВІСТИЧНИХ ДОСЛІДЖЕНЬ ТЕКСТУ**

Стаття присвячена історії лінгвістики тексту. Окремі лінгвістичні дослідження визначено та висвітлено відповідно до історії лінгвістики тексту. Якщо простежити історію виникнення та розвитку лінгвістики тексту, то можна помітити, що текст передусім сприймається як об'єкт лінгвістики тексту і розглядається як синтаксичне явище. Визначено, що термін текст є багатозначним, і цей аспект яскраво проявляється в його поясненні в лінгвістичній термінології, а також у літературі з лінгвістики тексту. Термін «текст» пояснюється в словниках європейських мов, а також російської, а також азербайджанської лінгвістичної термінології. «Текст – записаний уривок мови, висловлювання» [1, с. 162]. Звичайно, це надзвичайно просте визначення. Термін текст використовується в чотирьох різних способах більш широко. Відповідно до цього пояснення, «Текст – 1) закінчена і правильно оформлена зв'язна послідовність; 2) певна загальна модель для різних текстів; 3) послідовність висловлювань, що належать одному з учасників акту спілкування; 4) зразок мовлення, записаний у його формі» [1, с. 271]. Таке визначення також має загальний характер. Проте це пояснення зафіксовано в працях дослідників, які заклали основу лінгвістики тексту. Є багато тих, хто дає або хоче дати конкретне визначення тексту. Текст – це «структурована сукупність речень, пов'язаних різними лексичними, логічними та граматичними відношеннями, організованих певним чином і служущих для передачі спрямованої інформації. Текст – це складне ціле, що існує в структурно-семантичній єдності» [1, с. 11]. З цієї точки зору текст є цілісним мовним об'єктом. Досліджено, що лінгвістика тексту, один із найактуальніших напрямків лінгвістики сучасності, виникла у 1920-х роках і почала розвиватися у 1950–1980-х роках. Як впливає з назви, основним об'єктом вивчення лінгвістики тексту є сам текст. Якщо розглядати слово «текст» у загальному вигляді, то слово «текст» може мати два різних значення. Тобто це слово можна розуміти як у широкому значенні – макротекст, так і в його протилежності, у вузькому – мікротекст. Мікротексти, які ми показали у вузькому значенні, поєднуються, утворюючи макротексти з широким значенням. У цьому випадку поняття «складне синтаксичне ціле» і «мікротекст» збігаються. Отже, макротексти – це сукупність складних синтаксичних цілостей. Якщо окреме речення виражає закінчену думку, то складне синтаксичне ціле виражає складну думку, будь-яку конкретну інформацію. У підсумку можна виділити, що складне синтаксичне ціле – це синтаксична одиниця, в якій два або більше речень пов'язані синтаксичними і формальними відношеннями.

**Ключові слова:** явище, термін, лінгвістичний, мовлення, визначення.