

Specific Features of the Text in the Cognitive-Pragmatic Approach

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ABSTRACT

This article differentiates the concepts of text and discourse, determines the fundamental differences and their relationship. Moreover, the article shows the role of pragmatics, a discipline that develops in close connection with cognitive science and evolutionary psychology and opens new ways to consider discourse analysis. In addition, we also discuss the relationship between pragmatics and discourse analysis, focusing on the links between the process of understanding utterances, which is in the realm of pragmatic theories, and the influence that is in the realm of discourse. The subject of our consideration is the text, the basic principles of its linguistic interpretation related to discourse, as well as the basic conceptual provisions of the modern theory of discourse.

Keywords: *communicative and cognitive approach, grammar competence, pragmatization, pragmatic potential, intercultural communication, communicative, grammar, text, discourse.*

I. Introduction

The globalization of the development of science, technology, economics, the acceleration of information systems, the need for rapid information acquisition, creation and transmission, the formation and development of linguistic competencies in today's students has become a priority of mother tongue education. In this regard, in mother tongue education, special attention is paid to the development of students' linguistic, in particular, cognitive and pragmatic competencies for comprehension, understanding, analysis of linguistic units and phenomena and their correct, purposeful and precise application in practice.

Text is the result of individual speech activity. According to many scholars, we express our opinion in whole texts, not in individual statements. In the context of this article, we will look at the rationale for linguistic text analysis, mainly through large generalizations, as well as the complete points that describe the text that the researcher needs to go through.

II. The Main Part

If we recognize the historical superiority of speech over language after Ferdinand de Saussure, the text itself is this "linguistic material" that defines the linguistic system. The main features of the text are integrity and consistency, which means that on the one hand, they are independent of each other, and on the other hand, they predict each other.

The term "text" has different definitions and is sometimes contradictory. This term is one of the most complex terms because it refers to the highest truth discursive activity of language.

The main differences between speech and text are:

- discourse is pragmatic, the text is only a linguistic category;
- discourse process category, and text - result category (static);
- the text is an abstract construction, and the discourse is its relevance.

V. G. According to Borbotko, discourse is a text, but it consists of communicative units of language - sentences and their combinations, which become large units in constant semantic connection, which allows it to be accepted as a whole. DN Arutyunova also defines discourse as a coherent text with extralinguistic-pragmatic, socio-cultural and other factors; "as an accepted text in terms of the event." Discourse is a linguistic expression in various communicative areas of social practice. The specially ordered and systematized use of language has a social, ideological, cultural, and historically defined mentality behind it.

The text is a necessary, basic, but only part of the discourse. It is a formally completed structure that emerges as a result of a communicative and cognitive process.

III. Analysis and results

Discourse is a linguistic expression of social practice in various communicative fields. The ordered and systematized use of language in a special way is due to our special socio-ideological, cultural and historically defined mentality.

Putting text analysis at the center of linguistics emphasizes its social significance. Naturally, the text reflects the new and recent trends in science, the real progress associated with the integration of "pure linguistic", cognitive, social perspectives in the description and interpretation of linguistic phenomena today.

Pragmatics is infinite in its research, but it can be divided into two major categorical trends. The first trend involves the use of language in aspects of social psychology. The statement focuses on "what the speaker is doing".

The second trend gives us an understanding of the term 'pragmatics' and relates to the study of 'what the listener does' in interpreting the statement. The trend of this research is not to perform actions in the social world, but to understand the meaning of these actions.

It is clear that there are many disagreements among scholars regarding different concepts of discourse and its relationship to the text. But despite these differences, there are also fundamental aspects that a number of scholars agree on. This happens in semantic theories, (if we understand "language" as an "online" structure rather than as an abstract fact of a once-embodied "language") semantic theories that study linguistics as an empirical fact of communication are not only semantic but also pragmatic theories: of course, they begin to understand the meanings conveyed by the speaker. So they are related to natural processes that occur in cognitive processes, causing the listener to change his state of mind when exposed to a deliberate linguistic stimulus. Pragmatic theories must be cognitive theories of word processing in this sense. are general theories of human communication in general (not only linguistic but also the processing of human information).

Interestingly, these theories also aim to explain specific linguistic and even lower-level grammatical, empirical facts: the principles they define lead not only to a broad scope of influence, but also to predictions about the influence of linguistic structures. Basically, pragmatic theories correspond to the natural basis of language processing in cognition. They also covered the general principles of management, the types of rules related to the efficiency of information processing, including the costs that must be incurred and the efficiency that must be maximized.

At the same time, while some theories suggest maximum reevaluation, others suggest minimizing it. In their view, the listener follows the principles of automatic random mechanical observation, which is related to the limit of meaning, and this limit should be obtained on the basis of a comparison with the

expected results from the information.

Most approaches are based on the capabilities of reasoning theory and are aimed at reconstructing semantic intentions, regardless of which variant of the underlying theory is established. Whatever the ultimate truth, there is a number of experimental arguments in the name of Shperber and Wilson that, along with the notion of a balance between information processing costs and benefits, the same pragmatic module needs to be included in the natural pragmatic understanding landscape.

Another approach to cognitive-pragmatic theories, called "cognitive linguistics", also includes automatic (but partially generally accepted) information processing mechanisms, i.e., "cognitive" mechanisms, in which our understanding of words. In such theories, man can multiply the difference between what is transmitted through code and full meaning, and then build "communication" using non-linguistic knowledge, linking aspects of human interaction in communication to predicting other people's reactions.

All aspects of social life evolved along with communication in the process of evolution. Pragmatic theories can be used as the basis for a cognitive-innate version of syntax (Shperber and Wilson) or not (Levinson), but when they do, they

try to cross the gap between:

- the ability of man to manipulate abstract forms (or our syntactic competence), with evidence that the natural language format is limited to universal cognitive patterns;

- the use of language in real communication based on other, informal principles, ie heuristics.

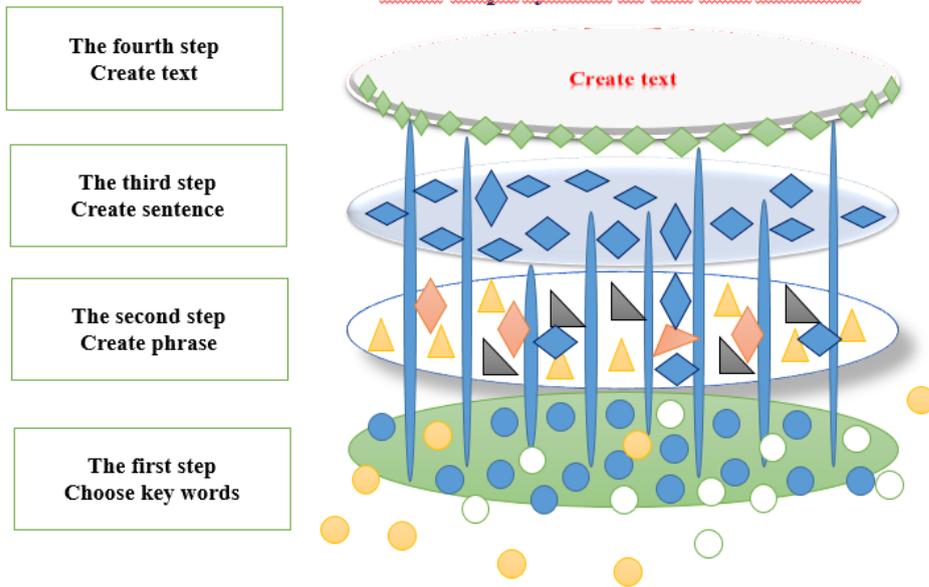
The debate over how understanding works may seem strange. If the specific features of a discursive analysis are not how these statements are understood, but how they are influenced to support, reinforce, and propagate ideologies, or whether agreement on ideas is ensured, reinforced, or produced.

The organization of mother tongue education in primary school on the basis of the requirements of the SES (State educational standard), the dynamic development of students' speech and intellectual abilities - serves to ensure communicative literacy. In particular, the formation of independent text-writing skills, the expansion of the student's worldview through the Internet, in which a well-rounded spirituality, speech culture, reading, listening, comprehension, differentiation (problem and its solution), creative thinking in oral and written form paves the way for the formation and development of accurate, fluent, appropriate expression skills. Activation of the course process includes interactive methods to improve students' vocabulary, speaking skills, communication skills: speech situations, problems (debates, discussions), interesting linguopsychological tests, crossword puzzles and scanwords, the organization of a general discussion of problem solving, the best answer through didactic methods and tools such as encouraging authors.

This activity is formed and developed by the student's independent thinking, inquisitiveness, interest in "research", the creation of positive learning motives, finding the best solution to the problem, working on a system of tasks aimed at creating an independent text.

We clarify our point with the process of working on a text selected based on the age characteristics of the primary school students. For example:

Four steps system of the text creation



The first step (KSA)		- keyword selection activity
The second step (CPA)		-create phrase activity
the third step (CPA)		-create phrase activity
The fourth step (CTA)		-create text activity
SPEECH INTEGRATION PROCESS		The Integration activities of memory-contemplation and linguistic-speech <u>knowledge ability qualifications.</u>

Goodness

From the very beginning of human existence, mankind has been striving for knowledge and study. The guilt in an intelligent person clears up flaws. Knowledge, on the other hand, enhances a person's humanity. Goodness to the man who seeks the joy of the world.

Thus, in the first place, the understanding of meanings does not encompass these meanings as beliefs.

Second, the processes involved in understanding are automatic, self-contained, and uncontrolled.

Third, the perception of discourses is a matter of socio-historical context, government relations,

cultural differences, and everything related to social psychology. The initial assumptions of the analysis performed here can be summarized as follows. We understand discourse as a complex communicative and speech process, including the text, in close connection with the context of the situation: cultural, historical, ideological, social, psychological factors, in relation to whom we see the author as a system of communicative-pragmatic and cognitive goal-directed instructions. This system, on the other hand, determines the special order of linguistic units when they are expressed in text.

Cognitive-pragmatic competencies in primary school students should be formed and developed in the educational process as a vital necessity, in connection with the general basic competencies of science, in an integral relationship, depending on the content, purpose and nature of the science of the mother tongue.

Based on the principles of scientific, conscious, coherent and continuous, moving from simple to complex, the formation and development of pragmatic competence in students on the basis of text analysis is effective.

Communicative competence is an indicator of the formation of students' ability to freely express oral and written feedback in the speech process, comprehension and analysis of any text, the level of readiness for communication on various topics, initiative, literacy in both forms of speech. The communicative competence of students is directly related to the formation and development of pragmatic competence in them.

IV. Conclusion

Discourse is a linguistic expression of social practice in various communicative fields. The ordered and systematized use of language in a special way is due to our special socio-ideological, cultural and historically defined mentality. We discuss the relationship between pragmatics and discourse analysis, focusing on the links between the process of understanding utterances, which is in the realm of pragmatic theories, and the influence that is in the realm of discourse. The subject of our consideration is the text, the basic principles of its linguistic interpretation related to discourse, as well as the basic conceptual provisions of the modern theory of discourse.

Linguistic analysis of literary texts serves as an important factor in the development of pragmatic competence in students. The analysis of literary texts is important in improving theoretical knowledge, as well as in developing students' vocabulary, practical skills and abilities in spelling, and the development of pragmatic competence, which allows them to understand the meaning of language units.

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