



CONTEXT AND TEXT RELATIONSHIP

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ABSTRACT

This research focuses on the need to determine the role of the speech structure of the rheme in the text structure, including its compositional structure. Observations show that the structure of the rheme-theme, in accordance with the communicative goal of the addressee author, leads in the description of the event, taking the first place in the text, and when it comes to the final, indicating the emergence of various logical-semantic relations.

KEYWORDS: *interpretation of a text, lexical, grammatical and logical connections, a static structure, text structure, compositional structure, rheme-theme.*

DISCUSSION

Any issue related to the interpretation of a text event should be considered within the framework of the communication system as a whole. It is therefore not surprising that a significant proportion of linguistic research is currently being conducted in the field of text. Although there is a lot of work on text and context, in this study we found it necessary to dwell on the main cases that are directly related to the definition of the communicative purpose of information transmission. Although it is well known that the text is being studied intensively and consistently as an object of linguistics, the coverage of some aspects in the literature is still controversial and many issues are not clear enough.

There are many definitions given to a text event, each definition, in turn, illuminating a particular aspect of the event, of course. For example, many draw attentions to the interconnectedness of its parts in the description of the text: "A text is a set of ordered, continuous, relatively complete sentences, the individual sentences of which enter into lexical, logical and grammatical connections and represent certain information" (Turayeva 1986: 101).

I.R.Galperin notes several aspects of the text: "A text is an artistically reworked work that takes place in the form of a written document, a structure with a title, a variety of lexical, grammatical and logical connections with a certain modal character and pragmatic purpose consists of a series of specific units that are joined together by species" (Galperin 1981:18).

According to the definition of E.S.Kubryakova, not only written but also oral

speech product can appear as a related text and can also be a text title (Kubryakova 2001:72). G.V.Kolshansky also draws attention to this, he writes: "The problem of text recognition, its division covers both oral and written language, these two sides should be studied equally" (Kolshansky 1984:92). As can be seen from the above definitions, the text has a multifaced nature and this allows it to be studied in various fields of linguistics. I.V.Arnold considers the text as a subject of study of stylistics. It distinguishes general categories of text in order to clarify controversial issues, including the factors that determine the content of the text, its size and boundaries. In his view, the most important features of a text are its informativeness (communicativeness), integrity, and relevance (Arnold 1990:34-42). These basic features of the text have also been pointed out by other researchers. M.Y.Dymarsky emphasizes the psycholinguistic nature of text integrity. He notes that text is "a form of product that occurs in the context of extended verbal thinking" (Dymarsky 2001:36). In the given descriptions, the text is considered as a finished product, a static structure, and the dynamics of its formation is not fully reflected (Ashurova, Galieva 2016:16). In this sense, the text always has its own structure and boundaries. For this reason, it is necessary to distinguish between "text" and "context" phenomena. According to scholars, context is a phenomenon whose boundaries are freely defined, the purpose of which is to observe, analyze and concretize linguistic facts. The context in which the dynamic process is considered does not have its own clearly drawn boundary, and its precise structure and completion are not noticeable (Myrkin 1978:86).



Context should be seen as an extended speech integrity that represents the syntactic and content unity of the components.

It consists of a related text, and such a text consists of a series of sentences that consistently develop the expression until a certain logical completion. Despite these differences, it should be noted that both the text and the context are the main categories of speech, within which language units are activated.

According to scholars who have studied the behavior of syntactic units in context, context encompasses all, states, and forms of communication (Van Valin 1997). When it comes to context, activated language means (verbal context) as well as non-verbal situation are understood.

A non-linguistic situation is a situation in which communication takes place. There are concepts in linguistics today that differentiate contexts: a) broad and extralinguistic context, b) narrow - the linguistic context itself. Because the context reflects the process, it does not have a clear boundary, a completeness property, its structure is uncertain. For this reason, the researcher cannot agree with G.P. Neet's interpretation of context as a logically complete speech structure formed by the syntactic and semantic combination of components (Neets 1987:6). The qualities mentioned are specific to the text, not to the context, but these two phenomena, despite the differences listed, are the main categories of speech

Based on the "step loading" of the sentence, V.B. Apukhtin distinguishes between "thematic loading" and "rhematic loading". In addition, it identifies another unit - hyperpredicathema. This unity is formed as a result of the emergence of one of several predicates (Ibid., p.116). The above example demonstrates the elementary relationship of communicative elements as a hyperpredicathema. A single predicate based on the division into secondary actual parts refers to the subject.

In the "linear" and "inner" formation of expression and text, there is an increase in attention. We will discuss in more detail in the third chapter of our work the course of such a communicative process. Both text and context are forms of implementation of the speech process, which creates the basis and conditions for the use of each language unit in the dynamics of speech expansion. Although the text and context are similar in this function of their own, they differ from each other by a series of signs. The communicative approach requires that the text take into account two structural states. On the one hand, the text is intended to reflect the denotative content, and in this sense it is a whole and complete product of communication; on the other hand, the text focuses on the speech activity itself, which represents a specific form of speech activity. Based on these cases, in our analysis we focus on two

aspects of the activation of rheme-theme structures: its relationship in direct context coverage and its role in speech structure. To shed light on this issue, it is necessary to define the scope of theoretical principles that define the participation and function of text-forming units.

It is natural for the analysis of linguistic phenomena to refer to the text in order to determine their essence. After all, it is the text itself that is the source of the communicators' thinking and speech activity in the process of communication. A person's knowledge base is expressed in the text in the form of a linguistic symbol and takes the form appropriate to the information-communication situation. Although speech and thinking do not repeat each other, but the text is the product of the activity of speech thinking (Safarov 2015:289). Man's goals, desires, demands, and feelings are "materialized" in the context of the text (Ashurova, Galieva 2016:130-132). Also, the content of the text reflects the external world, the perception of reality and is interpreted in a unique way. The growing interest in the description of the text from different angles is due to the widespread practice of interpreting language as a multifaceted phenomenon, the main means of interpersonal communication in modern sciences. This, in turn, explains the connection of language with various aspects of human activity, the fact that this activity is carried out through the text.

At present, any sequence of characters, the structure of which is formed in the interconnection, including dance, performance of rituals, painting, architectural monument, etc., are given the status of text, and their semiotic, communicative features are studied. But the most important thing for human activity is a structure consisting of a series of linguistic signs, since natural language is more important than any other system of signs. The correct reception and comprehension of the text is ensured not only by means of a speech structure consisting of a series of linguistic units, but also by a reserve of knowledge that is relevant to the human environment and communication. This means that the text gains its status only when it is understandable.

As Z.Y. Turayeva mentioned in the above-mentioned book, "The structure of the text, the interdependence of its internal and external structures are observed by linguists. One of the problems associated with studying the text as a whole in a complex structure is to identify the features that define its essence, including its difference from the sentence, indicators of its existence in time and space. The main task of linguistics is to find a set of indicators that determine the semantic and syntactic criteria of text integrity, semantic-structural and functional completeness" (Turayeva 1986:8-9).

We see the whole text as a copy of the spoken word, and such text analysis allows the separation of the interconnecting means in the text of



the individual parts. Consequently, the development of textual linguistics has made it possible to look at the essence of the actual division of speech structures from a different perspective. There has been a tradition of adding such a division to the list of tasks performed by the text. Even W. Weinreich argued that rheme "only leads to a misinterpretation of linguistic phenomena in the tradition of description within speech" (Weinreich 1970:236). Such rigid ideas led the theory of actual division to shift from sentence syntax to text. As a result, the role of this theory in determining the status of the text has become so clear that it is no longer possible to imagine them separately. Indeed, the mobility of both phenomena brings them closer together. The formation of the text is subject to the laws of incorporation. The essence of this law is that every sentence in the text merges with its predecessor in terms of content. In this sense, the concept of "text" is equivalent to the concept of a series of natural numbers, that is, each subsequent number "a" is equal to the sum of the previous "a + 1" (Murzin 1982:20-29). Importantly, this regularity is reflected not only in the inner level of the text, but also in its external structure.

Based on the law of incorporation, the theme and rheme, which are components of the actual division, can be interpreted differently from the previous definitions. From the point of view of the content of the text, the means of conveying "old" information is often repetitive, that is, any information previously expressed in the text - if it forms a topic, the rest - rheme. But it is not always easy to distinguish what is repeated in the text and what is new.

For example, consider the following passage from the American writer Robert Warren's *Ballad of Billy Potts* (Worren, *Selected Poems*, p.3):

Big Billie had a wife, she was dark and little.
In the land between the rivers.

And clever with her wheel and clever with
her kettle.

But she never said a word and when she sat.
By the fire her eyes worked slow and narrow
like a cat.

In the land between the rivers.
Nobody knew what was in her hand.

In the text quoted in the land between the rivers the word form seems to express the theme. However, it is natural to ask how the rheme pieces, which give it a new meaning, react to this piece. Hence, the topic cannot be separated on the basis of a formal approach, because in the context of the text we are required to distinguish functional units rather than formal units. In order to distinguish such units, it is preferable to pay attention to such syntagma's as to speech. Such syntagma include attributive groups such as "she was dark and little" and "clever with her wheel" used in the text above. So, when we observe the process of creating a text, we do not have to see

the subject-rheme relationship in any "frozen", static state. This relationship is constantly changing, shifting in line with the expansion of the text, and the boundary between theme and rheme disappears.

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