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DISCOURSE AT THE PHILOLOGICAL LEVEL.

A B S T R A C T

This article aims to analyze discourse as the creation and organization of the segments of a language above as well as below the sentence. It is segments of language, which may be bigger or smaller than a single sentence but the adduced meaning is always beyond the sentence. The term discourse applies to both spoken and written language, in fact to any sample of language used for any purpose. Any series of speech events or any combination of sentences in written form wherein successive sentences or utterances hang together is discourse. Discourse cannot be confined to sentential boundaries. It is something that goes beyond the limits of sentence. In another words discourse is ‘any coherent succession of sentences, spoken or written’. The links between sentences in connected discourse are as much important as the links between clauses in a sentence. Discourse – defined as language use in everyday text and talk – is a dynamic form of social practice, which constructs the social world, individual selves and identity. People use discourse rhetorically in order to accomplish forms of social action in particular contexts of interaction. Language use is, in this sense, ‘occasioned’. The focus of analysis, then, is not on the linguistic organization of text and talk as in critical discourse analysis but on the rhetorical organization of text and talk.

Key words: discourse analysis, interpersonal and textual theme, rheme, context.

Introduction

As science develops, its system of concepts is enriched, and these concepts need to be named. If we look at recent studies in linguistics, one of them is the concept of discourse. Y.S. Stepanov notes that discourse is a language within a language, but it presents special data with it. Discourse does not exist in its "grammar and lexicon", but only in its linguistic form.

V. I. Karasik mentions different types of discourse: 1) military; 2) medical; 3) mythological; 4) law; 5) administrative; 6) pedagogical; 7) religion; 8) diplomatic; 9) advertising; 10) scene; 11) mass-information; 12) political; 13) sports; 14) scientific; 15) employee.

Discourse is a text, which is a communicative unit of language, composed of sentences and their combinations. Unlike discourse, text as linguistic material is not always presented as connected speech.

Discourse in philological literature is characterized as follows:

1. Discourse is selected from other units of the given language according to its structure.
2. Discourse has the ability to fully and regularly function speech.
3. Discourse is translated from one language to another as a general unit.
4. Discourse has not only the rhythm and metric of poems, the organization of rhyme, but also language and ethno-language specificity from a poetic aspect.
5. Discourse has the structural specificity of some situations. [2, p 8].

It should be noted that the world of higher discourse itself has synonymous substitutions, laws of truth, and labels. It is a possible "alternative" world as a logical-philosophical term. Every discourse is a 'possible' world. V.I. Karasik writes: "There are various clichés among people who do not know each other. But they should communicate according to the norms of society. This is an institutional discourse" [2, p 206].

One of the first researchers in the field of text linguistics, as N.S. Pospelov points out, the real syntactic unit of connected speech is not a simple and complex sentence, but a complex syntactic whole that retains its syntactic exhaustion and independence when removed from the context of connected speech. We can fully attribute to the text the internal features of the system that are typical for all other units of the syntactic level.

In general, a text means a unity of various events with strong internal structural connections. The text is studied not only by linguistics, but also by other fields of science, for example, literary studies, stylistics, sociology. Each of these fields approaches the text from an appropriate point of view, applying its own research methods. A. Barthes has an interesting opinion about this: "It is impossible to discover all the meanings of the text, it is open to infinity, and no reader, no subject, no science can stop the process of its unfolding into meaning in our understanding" [5, p 96].

This approach creates prospects for comprehensive study of the text. The term text is used in several senses. On the one hand, the concept of "text" is used to define any speech (discourse) consisting of one or several sentences, which, according to the opinion of the speaker, contain a finished meaning.

On the other hand, with this term, stories, novels, articles, etc. as they call speech works. The concept of text, like any other concept, requires the definition of differential manifestations of this phenomenon. Thus, the collection of differential manifestations draws the boundaries of this concept.

Thus, the actuality of the term text determines the definition of the concept "text", which, in turn, reveals the need to reveal the manifestations that make up that reality. Text is the structural unit of internal generation, external expression, understanding and perception of content. The result of the speech activity is realized

in the texts that are its product, that is, the meaning and structural units of the speech are concentrated in the texts. Text, on the one hand, is a product of speech activity and a means of influencing the listener, a realized example of the speaker's thoughts, what he wants to say through speech.

On the other hand, it is the object of thinking activity and the creator of the content and communicative base for the development of speech. In recent years, a number of research works have been carried out on the text problem. As noted by V. Dressler, one of the researchers of text linguistics, we understand the text at the emic level as a connected independent and grammatically correct written and spoken idiom structure of any speech, and the text at the etic level as the actual realization of this idiom [7, p 56-63].

Scientific communication has become widespread and has already led to the emergence of broader concepts. Concepts such as mutual dependence (interdependence), one-sided dependence (determination), somewhat free dependence (constellation) arose in this regard. These dependencies between language and speech have led to the study of the actual composition of the sentence and its realization by prosodic means. These issues were later developed by the Prague School of Linguistics.

The Prosodic School, founded by P.R. Firs (1890-1969), deepened his research in this field. Thus, they considered the issue of actual membership to be a psychological state of the sentence. K. Bost calls these terms "rhema" and "theme" and notes that it is closely related to parts of speech.

In this regard, K. Abdullayev writes: "The actualization of a particular sentence member, i.e., its transformation into the rheme of that sentence, takes place with the help of various grammatical and lexical elements (signs) in addition to the word order. In this regard, certain formal particles are separated and formed a group in the Azerbaijani Turkish language, and the elements of this group as a whole are included in the sentence in order to select and distinguish the presence of rhema" [1, p 65].

"Yes,/ this was also the end of Cape Town/ and its bustling and exciting stream of life."

In this sentence, the word "also" expands the meaning of the word it belongs to, makes it concrete and turns it into a logical predicate. Examples of formal particles are adverbs, modal words, reflexive pronouns. In the modern English language, these elements play an important role in making one or other sentence members act as a rhema, in conveying the meaning clearly.

Due to the scope of development, the adverbs "only" and "even" are relatively often used in modern English before subject, which are translated into modern Azerbaijani language /"only", "only", "but", "even", "even"/ is translated as /«yalnız», «təkcə», «ancaq», «belə», «hələ»/.

«Even here is something sad and terrible»

(Hətta burada nəşə qəmli və dəhşətlidir) .

Or: /Lady's only relaxation was to come up after she had served the dinners and have a little chat with her gentleman»//

(Xanımın yeganə rahatlığı təşkil etdiyi naharı yola vermək və öz cənabı ilə bir az söhbət etməsi idi).

Let's also note that the mentioned formal elements are in most cases stressed at the beginning of the sentence (preposition) and unstressed in the middle or at the end (postposition). These sentences processed at the point of confirmation are pronounced with a strong dynamic accent with the help of the word /«only»/, demarcated by a falling tone, the word itself is included in the modal zone. The habit /«Only»/ is used in a preposition and is of great importance in terms of communication. In modern English, the habit /"Even"/ occurs at the beginning of the rhema in sentences with the expression /there is/ are /, which indicate transfer, confirmation, denial, reinforcement.

/«Even now there is no certain list of his paintings»//

(Hətta indi onun rəsmlərinin dəqiq siyahısı yoxdur).

It should also be noted that in the modern Azerbaijani language, "even" corresponding to the habit /"even"/ is synonymous with the element *da/da* as a whole. The conjunction "so" is used after the part of the sentence to which it belongs, helping them to be chosen as a rhema.

"He was not even afraid of death."

«O, ölümdən belə qorxmurdu».

The conjunction "so" in the sentence defines the rhyme, brings logical emphasis to it, and the tone of the voice becomes weaker towards the end.

Among the formal grammatical tools that serve to reveal the meaning, there are elements like this and those, which K.Abdullayev calls "deictic" in the linguistics literature. They are elements expressed by pronouns.

"The light I saw just now on this slope has now fallen on our village. The houses were in a white light". («Bayaq elə bu yamacda gördüyüm işıq indi kəndimizin üstünə düşmüşdü. Evlər ağappaq bir işığın içindəydi»).

The pronoun "this" is used in the text to reflect the general idea more fully, creating a semantic connection. At the same time, the pronoun "this" is not static, but dynamic. In modern English, definite articles refer to the known part of the sentence, i.e. the theme, while indefinite articles refer to the rheme. However, they are functionally used instead of pronouns as a formal grammatical tool.

/«One thing was certain that the white kitten had nothing to do with it. It was the black kittens fault entirely»//

(Bir şey dəqiq idi ki, bunu ağ pişik balaları edə bilməzdi, bu, tamamilə qara pişik balalarının günahı idi).

In the modern Azerbaijani language, the conjunctions "until" and "like" also serve to separate the rhyme («qədər» və «kimi»). As it can be seen, conjunctions, adverbs, conjunctions, and modal words from the auxiliary parts of speech serve to increase the subjective capacity of the member of the sentence to which it belongs in different types of sentences as a formal grammatical element. It helps to open it in terms of meaning. Some are related to theme and rhyme, and a group is related to narration. These words can affect not only a word or phrase that comes after it, but also the intonation structure of the entire sentence.

In the modern Azerbaijani and English languages, the words / «elə»/ and /«so»/ can be found.

- /Why on earth didn't you take this packing?
(Nə üçün bu bağlamı götürmədin?)
- I couldn't take it. //
- (Mən onu götürə bilmədim).

In this sentence, information with an independent communicative meaning and importance is expressed, and the tone of dissatisfaction is manifested. Let's look at an example in modern Azerbaijani language:

"|Boz atlar, bomboz örtüşlər, xallı daşlar, mamır qayalar elə gözəl idi ki..."//|
(Yeni Azərbaycan qəzeti, № 157) .

("|The gray horses, the woolen blankets, the speckled stones, the mossy rocks were so beautiful that..."//| (Yeni Azerbaijan newspaper, No. 157) .

Here, the pauses are partly extended because the speech is somewhat expressive. The word "so"(elə) used under emphasis is said in a relatively high tone. At the end of the sentence, the tone is slightly weakened. The word /«so»/ is used after the sentence member it belongs to in the sentence, increasing its logical importance and ensuring separation of the rhema. Due to its nature, it belongs to the group of minimal syntagms. The word "so" strengthens the meaning of the sentence and makes it meaningful.

Thus, text linguistics, which is one of the most urgent problems of modern linguistics, has become an important research object for a long time in terms of structure and semantics. Long-term research in this field by various linguists has once again proved to us that the text has a deeper, more complex meaning.

CONCLUSION

This kind of analysis of the texts is a useful means for the teachers to help students control their writing and speaking practices

This study investigated whether experiential, textual and interpersonal themes have the same amount of frequency in both Azeri and English or not.

Discourse is usually defined as linguistic unit larger than a sentence. “ discourse normally refers to larger units of language such as paragraphs,

conversations, and interviews”.] 1] They also maintain that discourse is a general term for examples of language use, or in other words language, which is produced as the result of communication.

Discourse analysis is necessarily the analysis of language in use. The functionalist view of discourse analysis asserts that ‘the study of discourse is the study of any aspect of language use’ [4]. Discourse analysis cannot be restricted to the description of linguistic forms independent of the purposes and functions, which these forms perform. Functional analyses of discourse rely less upon the strictly grammatical characteristics of utterances as sentences, than upon the way utterances are situated in contexts.

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Diskurs Filologiya səviyyəsində

Bu məqalə nitqi bir dilin həm yuxarıda, həm də altındakı seqmentlərin yaradılması və təşkili kimi təhlil etmək məqsədi daşıyır. Bu, bir cümlədən daha böyük və ya kiçik ola bilən dilin seqmentləridir, lakin əlavə məna həmişə cümlədən kənarıdır. Diskurs termini həm danışq, həm də yazılı dilə, əslində hər hansı bir məqsəd üçün istifadə edilən hər hansı dil nümunəsinə aiddir. Ardıcıl cümlələrin və ya

ifadələrin bir-birinə asıldığı hər hansı nitq hadisələri silsiləsi və ya yazılı formada cümlələrin hər hansı birləşməsi diskursdur. Söhbət sentensial sərhədlərlə məhdudlaşdırıla bilməz. Bu, cümlənin həddindən kənar çıxan bir şeydir. Başqa sözlə desək, diskurs “danışıq və ya yazılı cümlələrin hər hansı ardıcıl ardıcılığıdır”. Bağlı nitqdəki cümlələr arasındakı əlaqələr cümlədəki cümlələr arasındakı əlaqə qədər vacibdir.

Gündəlik mətn və danışıqda dil istifadəsi kimi müəyyən edilən diskurs sosial dünyanı, fərdi mənliliyi və şəxsiyyəti quran sosial təcrübənin dinamik formasıdır.

İnsanlar müəyyən qarşılıqlı əlaqə kontekstlərində sosial fəaliyyət formalarını həyata keçirmək üçün ritorik olaraq diskursdan istifadə edirlər. Dil istifadəsi, bu mənada, "təsədüfidir". Beləliklə, təhlilin diqqəti tənqidi diskurs təhlilində olduğu kimi mətnin və nitqin linqvistik təşkilinə deyil, mətnin və söhbətin ritorik təşkilinə yönəldilmişdir.

Açar sözlər: diskurs təhlili, şəxsiyyətlərarası və mətn, rema, məzmun.

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ДИСКУРС В ФИЛОЛОГИЧЕСКОМ УРОВНЕ.

Целью данной статьи является анализ дискурса как создания и организации сегментов языка как над, так и под предложением. Это сегменты языка, которые могут быть больше или меньше одного предложения, но приводимое значение всегда находится за пределами предложения. Термин «дискурс» применяется как к устной, так и к письменной речи, фактически к любому образцу языка, используемому для любых целей. Любая серия речевых событий или любая комбинация предложений в письменной форме, в которой последовательные предложения или высказывания связаны друг с другом, является дискурсом. Дискурс не может быть ограничен рамками предложений. Это нечто, выходящее за рамки предложения. Другими словами, дискурс – это «любая связанная последовательность предложений, устных или письменных». Связи между предложениями в связном дискурсе так же важны, как и связи между предложениями в предложении. Дискурс, определяемый как использование языка в повседневном тексте и разговоре, представляет собой динамическую форму социальной практики, которая конструирует социальный мир, индивидуальность и идентичность. Люди используют дискурс риторически для осуществления форм социального действия в определенных контекстах взаимодействия. В этом смысле использование языка является «случайным». Таким образом, в центре внимания анализа находится не

лингвистическая организация текста и разговора, как при критическом анализе дискурса, а риторическая организация текста и разговора.

Ключевые слова: дискурс-анализ, межличностная и текстовая тема, рема, контекст.

Rəyçi: Əliyeva Elmira Əyyub qızı
ADU-nun XDTM-sıqafedrasının dosenti.