THE FORMATION OF COMMUNICATIVE-PRAGMATIC CONTENT OF THE TEXT
Ruzmetov H.Q.[1] Rahimova M.A.[2] (Republic of Uzbekistan)
Email: Ruzmetov57@scientifictext.ru

[1]Ruzmetov Hamid Qalandarovich – Assistant Professor,
ROMAN-GERMAN LANGUAGES DEPARTMENT;
[2]Rahimova Mehribon Allayarovna- Master Student,
FOREIGN PHILOLOGY FACULTY,
ENGLISH LINGUISTICS DEPARTMENT,
URGENCH STATE UNIVERSITY, UZBEKISTAN

Abstract: this article enlightens the concept of content formation in the text in communicative and pragmatic aspect. Different theoretical hypothesis are compared to shape the main idea. Content of the text is considered the result of the relations between the reality and the speakers mind in the process of communication. As we know, the text is an information exchanging unit, and it basically serves to fulfill this task. Therefore, its content calls for the harmonization of functions such as communication and information sharing.
Keywords: text, uniformity, theme, contextual center, thematic aspects.

ФОРМИРОВАНИЕ КОММУНИКАТИВНО-ПРАГМАТИЧЕСКОГО СОДЕРЖАНИЕ ТЕКСТА
Рузметов Х.К.[1], Рахимова М.А.[2] (Республика Узбекистан)

[1]Рузметов Хамид Каландарович – доцент
кафедра римско-немецкого языка;
[2]Рахимова Мехрибон Аллаяровна – магистр,
иностранный филологический факультет,
кафедра английского языка,
Ургенчский государственный университет, Узбекистан

Аннотация: данная статья освещает концепцию формирования контента в тексте в коммуникативно-прагматическом аспекте. Различные теоретические гипотезы сравниваются, чтобы сформировать основную идею. Содержание текста считается результатом отношений между действительностью и умом говорящих в процессе общения. Как мы знаем, текст является блоком обмена информацией, и он в основном служит для выполнения этой задачи. Следовательно, его содержание требует гармонизации таких функций, как связь и обмен информацией.
Ключевые слова: текст, единообразие, тема, контекстный центр, тематические аспекты.

Typically, the text is considered as a two-tiered event of communication-information structure. The first one is that the text is made up of a theme, and the other is its (thematic) center or basis. It is common to learn these two features, which are considered to constitute the dynamic (moving) and static (stable) shells of the text content. The reason for this can be explained by the imbalance of the methods used.

Consequently, the problem of the theme-rema construction of the higher units is investigated by the interaction of the parts in these units and on the basis of the evolutionary nature of the uniformity on the basis of that, and the event of the center of the center, regardless of the text. In addition, the content center is often referred to as the subject of the text, the name of the main object in the realm of reality, and the subject of the message. The point of view is the contextual center and theme-rema structure in the context of the contextual framework of the content, the library takes care of the thematic aspects of the word (s) contained in its content, and the remainder or rema is ignored. In this case there is a risk of direct movement to textual analysis of specific characteristic features of speech construction.

The attempt to find the theme-rema relationship, including the top-ranking structures, has not spontaneously come to research field. When it comes to phenomenon of the abstract unit, imagines that its construction will be functional or in other words a divisible one, it is a difficult matter. The subject of division and division of the theme-remainder only belongs to communicative structures. Therefore It is desirable to study these phenomena in the context of grammar.

However, in the field of textual grammar, there is almost no data on the role of theme-remainders in the formation of an integrated text-based center. The main focus of the grammar research on the direction of the center is the connection of thematic relations with other emerging aspects of the textual communication structure. In our view, it is desirable to combine the factors that provide factors in the communicative action of the components, ie, the meaning of the text, its semantics, its integrity to the extent that they work in the process of forming the textual content of these parts.

Text is a subordination of speech units to a common communicative task, a combination of a single step in the semantic integral structure. Every text has a specific meaning, it expresses a clear communication plan and occurs in a conscious speech process. A person who engages in a talk is pursuing a specific objective and sets up his own communication plan for that purpose. It addresses the language system resources to implement this plan. The communicative plan is a structure capable of receiving the appearance of speech messages, which has a clandestine logical precision. As A. Novikov noted in detail in the problem of text semantics, the speaker must first have an idea and the idea of a specific subject that he wishes to give.

The same idea is likely to form the focal point of the text as a conceptual structure. As Galperin and Navikov claimed the text is the center of communication and it has certain semantic images to express the idea of a speaker.

Of course, a text as any textual unit has the form and shape. To comprehend the form and content of the form or asymmetric inequality, it is necessary to perceive it. What is to be understood and comprehended is the inner and outer form of the text. Inner nature of the text makes the essence and content of it. The essence of the text is "a mentality that is formed in the human mind, and not by the bonding of the elements (units) that form the outer form, but by the whole integrity of all linguistic means." Because "… if any linguistic event does not have the form and the meaning at the moment, or if the materialistic and abstract-symbolic signs do not harmonize with it, they lose the ability to express themselves."

Studying it is based on different research methods and criteria. Some of these are the "pure" linguistic analysis methods (for example, distributive analysis, splitting directly into participants, etc.), while others are subordinate (eg, theoretically-based method of analysis of actual division of speech acts). It is well-known those in recent years psycholinguistic methods of analysis have been widely used, requiring the study of the text in the context level and the conversation types. But no matter what the methods are, no doubt the textual structure of the study will be based on three basic principles. The standards of this review are as follows: a) the nature of the fragments contained in the structure; b) relationships between them; c) the role of these relations in the expression of an integral whole.

By taking these principles into account, the researcher's attention can in any case lead to the form and system of the text. N.N. Leont'yeva, who was engaged in researching the content of texts on scientific and technical issues, came up with the following lines and differentiation of data types. The linguistic approach is based on the semantics analysis. In other words, the meaning of the text is expressed in terms of the semantic composition of particular words or their collections. The second approach takes into account the fact that the information transmitted reflects the content of the whole text. The content of the information structure does not take into account the distinctive meaning of the general meaning or structure. Information structures are complicated, a large amount of complexity, which is general concept that can be found in the form.

In this way, this approach to textually and the content of the text is dependent on a structural-systematic linguistic analysis of the purpose and plan. The syntax for text is general syntax in this case is the final stage of the theory, because at the same time it is possible to study the laws of the construction of complex structures more complex than them in terms of words and phrases, and to study the principles and codes of speech construction. The resulting text is placed in the row of words "Sentence- word - morpheme - phoneme", arranged to the

highest level. Including the text in this group will cause the language system unit status to be given. In this case, the analysis of this phenomenon begins with the interconnection of the subunits, interacting with their content and form, and ultimately determining the content of a single "product".

As we reminded above, according to A. Novikov the essence of the text should be described as a semantic structure formed in the context of human communication for the communicative purpose. However, this proposal of a linguist-psychologist does not satisfy linguists. Firstly, as the scientist himself acknowledged, the semantic structure described is in any case, it does not take into account the relationship between the parts in it. Secondly, the text is not just an emotionally sensed experience of feeling, perception, insight, but also an event that arises in the course of a particular activity, requiring the harmonization of the speeches and intellectual movements. It is also a phenomenon that appears within the context of the content and form, which possesses all the linguistic devices, the subconscious and the apparent layers. It influences the content of the text of its essence, as a product of multilingual speech.

True, the contextual analysis within a textual syntax requires first to determine the content and referent parts of the content, that is, the association with the realm of the content. However, modalism, emotivity, temporality (such as the occurrence of the event in a certain period of time) it should not be forgotten that a number of communicative and pragmatic features of the content are an integral part of the content.

Up to now, observations have revealed two notions of the context of the textual content: the notion of "subject" and "conceptual center". The reason for ignoring these concepts is the reflection of the true meaning of reality in the context of the text or the information transmitted. However, if the subject (theme) is related to the subject matter or referent of the meaning expressed more, the center of reference is mainly the idea of the event in reality. One of the main methods used in the narrative-referent approach to the textual content analysis is to define a set of key words and phrases that point to the linkage of certain parts of the reality.

Another common trend is to distinguish between the main characters involved, including the "hero". This, in turn, allows you to choose the title for the text. This can be seen in more press releases and school essays. Undoubtedly, the subject is the basis of the referent situation, based on that foundation begins to form. As you know, in the context of the text there are distinguished and significant layers.

The text content is a description of the reality, so its content reflects the relationship between the events that are being described in many ways.

According to Psycholinguists, the text is a dynamic unit of speech act, and this unit is reflected in our minds as a reflection of a certain reality. The meaning of the text understood in the process of perception and understanding of the

transmitted information. In order to understand the content and essence of the transmitted information, the reader should be in a mental state and look for evidence. According to A.I. Novikov and G.D. Chistyakov, the understanding of the text is not limited to linguistic knowledge; it is important that the transmitter and recipient link it with a single event in the reality. Additionally, the essence of a single subject is the idea of the author, it should not be forgotten that it can be different in nature. The writer acknowledges that "the idea is based on the selection of subjects, which coordinates the beginning and ending of the text and creates the future text" [3].

Thus, the content of the text is the semantic structure formed by the author's thinking on the basis of the idea, purpose, and communication medium that the author seeks. The subject of the text is born on the basis of the idea of the author. However, the referencing situation covers not only the objects, but also the character, relationship. In the same way, while the denotative meanings are expressed primarily by nouns, the relationship between them is determined by the verbs or other predictions.

In order to determine the content basis reflecting the scope of action, it is preferable to rely on the characteristic of the signal dependence, according to the descriptive-referential situation of the subject matter.

The formation of the figurative part of the text is based on the reflection of the essence of meaning (denotative meaning). But this is a second-round activity that is important to consider as the communicator's level of communication, apart from understanding the creative purpose of the author. Objectivity and objective understanding of individual and general (social) knowledge determines the essence of the text.

The contextual content center of the text or, in other words, the semantic concept in the reality and its representation in communicative-imagination is the symbolic image of the formation and the linguistic identity of the process of realism and the concept of the word-mindedness.

This kind of linguistic and psychological logic takes on a proposition, and such a proposition is not just a message of what is happening, but a confirmation of the message.

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