

**TEXT AS A LINGUISTIC UNIT AND ASPECTS OF ITS STUDY****Tashtemirova Zamira Satvoldiyevna**

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**Annotation:** This article discusses questions about text formation. The main tool of a literature teacher in Russian language lessons as a foreign language is the text, which the communicative principle is built. Stylistics and text linguistics combine their efforts to develop a new problem - the problem of text typology, classification and linguistic description of not only the main genres of written and oral speech.

**Key words:** Text, linguistics, complex syntactic whole, communicative, pragmatic, structural.

Improving the quality of education has become one of the most important directions of the educational policy of the development of New Uzbekistan. As the President of Uzbekistan Shavkat Mirziyoyev rightly noted: "the success of ... reforms, our acquirement of a worthy place among modern developed countries of the world is primarily associated with the development of the fields of science, education and upbringing in the country, our competitiveness in these areas" [ 1.].

The main equipment of a literature teacher in Russian language lessons as a foreign language is the text, which the communicative principle is built. In the practice of teaching the Russian language students often come across with the text-based tasks, since they use textbooks, teaching aids, dictionaries, and reference books in which the text is dominant. But while working on a text, students encounter difficulties associated with the specific structure of the educational structure, the complexity of its organization and misunderstanding of some phrases and terms given in the text.

There is still no accepted definition of the concept "text" (in foreign works the term "discourse" is most often used) In linguistics and psycholinguistics. The reason for this is that scholars, as a rule, highlights only the basic aspects of the text without claiming to be complete definitions.

The creation of text linguistics as a new branch of linguistics required determining the status of the unit that becomes the object of its study.

In linguistic literature, the concept of "text" is used ambiguously. On the one hand, it is equated to the concept of "speech". In this meaning, the term "text" is often clarified by the adjective connected - "connected" text. On the other hand, it is used to designate a certain limited system of language, which is a structural-syntactic and logical-semantic whole. This whole consists of a sequence of statements that act as significant, relatively complete, structural units. In this meaning, "text" is often accompanied by the adjective "whole" - "whole" text.

Nowadays, in linguistic literature we can find as many definitions of text as there are definitions of sentences. When defining a text, its various aspects are taken into account: communicative, pragmatic, structural, etc.

Each statement, each text usually consists of several microstatements, or microtexts. Researchers distinguish between "rigid" and "flexible" principles for combining the parts that make up the text. The "hard" principle is implemented in standardized texts that have a fixed order of parts.

The “flexible” principle of text construction allows for a relatively free order of parts. These methods can also be used within the same text. Each part of the text has its own structural organization, is built according to its own internal principle, and is connected in a certain way with the previous and subsequent parts. Researchers clearly distinguish between a paragraph and STS, attributing the former to the field of compositions of written text: “A paragraph cannot be classified as a syntactic category. In the syntactic structure of the text there are no other units except phrases, combinations of words, sentences, STS” [2., P.38] . And further: “One paragraph phrase can be commented on by a combination of STS and, conversely, one STS can select from its composition several paragraph phrases or contain several paragraphs in its composition” [3., P.79].

According to the opinion of the N.D. Zarubina, the relevance of the content of sentences through belonging to the specified speech forms determines the meaning of the modality of the text. In this case, a message is understood as a text in which there is a listing of a number of characteristics, correlation of species-temporal meanings, and the absence of an emotional-expressive assessment. Description is understood as a message about developing actions and states. Here a change in time plan is observed, conjunctions with temporary meanings and expressive-emotional means are used; reasoning is a text that includes cause-and-effect constructions [4., P.82].

Currently, stylistics and text linguistics are joining forces to develop a new problem - the problem of text typology, classification and linguistic description of not only the main genres of written and oral speech, but also more detailed types within each genre.

When defining the concept of “text,” we should proceed from the characteristics inherent in all texts. These signs include the following:

- 1) text is a message in written form;
- 2) the text is characterized by content and structural completeness;
- 3) the text expresses the author's attitude to what is being communicated.

Syntactically, the text is a set of sentences related in meaning and using lexical and grammatical means. In the flow of speech, sentences are grouped, combined thematically, structurally and intonationally and form a special syntactic unit - a complex syntactic whole (CCW). Some of them are not its components and can be called "free".

Thus, the text consists of STS and free sentences, and syntactic analysis of the text includes the study of connections between sentences, means of expressing these connections, dividing the text into syntactic units larger than sentences - STS.

A complex syntactic whole (CCC) is a group of sentences united by syntactic, grammatical and intonational connections, characterized by greater semantic completeness compared to a sentence.

As a rule, texts are divided into a certain number of STS, but it also happens that the boundaries of the text and STS coincide (an example is short stories that represent only one STS).

Each STS has its own micro-theme, which plays the role of the main connecting principle in the named segment of text. Microthemes of complex syntactic wholes are components of the main theme of the text.

Not all SSCs are one-size-fits-all. Sometimes they are multi-themed. STS, as a rule, consists of three parts: the beginning, the middle part and the ending.

Text, as a linguistic unit, has certain characteristics, the main ones of which are the following:

Information content. Any text must carry certain information, i.e. have the characteristic of being informative.

I.R. Galperin suggests distinguishing between three types of information in the text:

- a) content-factual (SFI);
- b) content-conceptual (SCI);
- c) content-subtextual (STS).

Substantive-factual information contains messages about facts, events, processes that are happening, have happened, and will happen in the world around us, real or imaginary. Substantive and factual information is explicit in nature, i.e. always expressed verbally.

Content-conceptual information informs the reader individually - the author's understanding of the relationships between the phenomena described by means of SFI, an understanding of their cause-and-effect relationships, their significance in the life of the people. This information can be interpreted differently because... it is, as a rule, implicit, i.e. not stated verbally.

Content-subtext information is hidden information. Subtext is always implicit. It is not present in all texts. Therefore, this type of information is optional (unlike the first two main types).

Text Linguistics studies the text as a unit of language, since the text is part of the sign system of the language.

A text is a product of not only written but also oral speech, which has a certain composition, a micro-theme, and certain means of interphrase communication.

The text has certain characteristics, the main of which are: information content, coherence, integrity, articulation, situationality, completeness.

The main unit of the text is a complex syntactic whole (CCC), which has its own micro-theme and composition.

In the structure of the SSC, sentences are connected by means of interphrase communication.

According to their functional characteristics, STS are divided into STS - description, STS - narration, STS - reasoning.

The text is the highest unit of the syntactic level.

STS is one of the most important linguistic units of the text. Studying the structure of texts opens up unlimited opportunities for improving students' speech and developing their ability to stylistically analyze works of art.

Text is currently one of the most important linguistic categories.

Students' knowledge of the text as a linguistic unit plays a big role in their mastery of all types of speech activity in Russian.

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