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LINGVISTIKADA FUNKSIONAL TAHLILNI TAVSIFLASH

РЕАЛИЗАЦИЯ ФУНКЦИОНАЛЬНОГО ПОДХОДА В ЛИНГВИСТИКЕ

THE IMPLEMENTATION OF FUNCTIONAL APPROACH IN LINGUISTICS

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Annotatsiya

Ushbu maqolada lingvistikada funksional tahlilni tavsiflash masalalari yoritilgan. Tilshunoslikda funksional tahlil namunalari haqida tushuncha beriladi. Funksionallik vazifaviy xususiyatlari. Tilshunoslikka oid funksiyalar haqida ma'lumotlar jihatdan o'ziga xos omillar va vaziyat omiliga nisbatan muammo va qarashlarni o'rganadi.

Аннотация

В статье рассматриваются вопросы описания функционального анализа в языкознании. В языкознании дается понимание примеров функционального анализа. Функциональность, характеристики задачи. Он изучает проблемы и взгляды на конкретные факторы и ситуативный фактор с точки зрения информации о языковых функциях.

Abstract

This article covers the issues of description of functional analysis in linguistics. In linguistics, an understanding of examples of functional analysis is given. Functionality, task characteristics. It studies the problems and views regarding the specific factors and the situational factor in terms of information about linguistic functions.

Kalit so'zlar: *funksionallik, tilshunoslik, vazifalar, funksional tahlil, nutq, xabar berishvazifasi, aloqa vazifasi, his-hayajonni ifodalash vazifasi, estetiklik vazifasi*

Основные понятия: *функциональность, лингвистика, задачи, функциональный анализ, дискурс, информативность.Функция, коммуникативная функция, эмоциональная функция, эстетическая функция, имманентный анализ, контекстуальный анализ.*

Key words: *functionality, linguistics, tasks, functional analysis, discourse, The Informative Function, The Communicative Function, The Emotive Function, The Aesthetic Function, the immanent analysis, contextual analysis.*

INTRODUCTION

Since we need to understand something's functions in order to analyze it, linguistics takes a functional approach. Functional evaluation as language's functional range and its functional styles. Each functional style supports a certain type of social engagement. It depends on something's activity, service, and function rather than how it is structured. Every field of endeavor has a unique functional structure of operation, such as functional heart disease.

The evolution of modern linguistics has been protracted and even inconsistent. Considering the historical element and a better understanding of many of the problems that have surfaced in the field of linguistic knowledge has been made possible by referring to the uniqueness of the evolution of the science of language in the setting of numerous ethnic cultures. [1,1]. The work of academics from many cultures, which was done in the world's most varied countries, is what gave rise to modern linguistics. At the same time, it is very understandable that even within the same scientific frameworks, there are substantial "national" variances. [2,4].

Scientists are becoming more interested in functionalism as a research concept, which is not unexpected given that functional analysis captures the core of a variety of complicated and comprehensive phenomena, including language based on function and its purpose. Functionalism in linguistics is a method of studying language that is focused on the roles that language plays, particularly in terms of cognition (relating knowledge), expressiveness (showing emotion), and communication (exerting influence). The method, which is particularly linked to the Prague school of linguists active since the 1930s, focuses on how distinct language parts carry out these duties both grammatically and phonologically. Some linguists have used the information to work on literary criticism and stylistics. [3]. In literary studies, the concepts of analysis and interpretation are widely used, and they are interrelated aspects of the process of understanding a work of art.

Analysis and interpretation are always present in the process of understanding a work of art and its essence. The term analysis is generally understood as a synonym for the term "analysis" in science. As analysis is known to involve dividing it into parts for understanding the whole, studying the essence of the part in the whole, its relationship with other parts, and its place in the emergence of the whole. Some compare the work of art to a living organism, but oppose the analysis, relying on the view that "dismembering it into parts is nothing more than turning it into an inanimate body." However, this view is unfounded. After all, analysis in literary studies is also reading, only in this it is understood reading a work of art as a researcher. In the process of this kind of reading, the researcher divides the work of art into parts, studies its existence as an artistic phenomenon, the factors that affect the reader's mind and psycho are the basis for its understanding in one way or another[9,3].

Materials and methods The main rule of hermeneutics, a field that studies the theoretical problems of the process of understanding, is that the part must be understood through the whole, and the whole through the part. This rule is equally related to both of the above methods of analysis. Only here, if the immanent analysis limits the concept of "context" to the scope of the work, in the contextual analysis, the scope of the concept of "context" expands (a specific work is "biography of the author", "conditions of the period in which the author lived", "creative heritage of the author" , "the literature of the period in which the work was created", "national literary traditions" are included in the scope of such contexts). If the contextual analysis opens the way to understand the content imposed by the author on the work, the immanent analysis allows the reader to form his own content based on the things described in the work (and, of course, the image of the author in it). In contrast to a specialist, ordinary students' understand the work is dominated by elements of immanent analysis (therefore, there are various interpretations of a concrete work in the minds of students). After all, for most readers, it is not important for what purpose of specific work was written, under the influence of what factors - they only know the work itself, they only enjoy it [4,1].

As we are investigating functional analyses we can not ignore about model linguistic functions as Professor John Lye defined them as follows:

It is the context or referential function that is being discussed and alluded to. The referential load of the message in the phrase "PLEASE put the f—-ing CAT OUT NOW!" is "I am demanding that the domesticated cat (that is in our care) be put outside the house (that we are now in) at this moment (and not later)."

The emphasis on the message is the poetic function. The repetitions of sound values, stresses, and accents; the borders and interactions between words and phrases; and the associations (equivalence, similarity and dissimilarity, synonymity and antonymy). Just be careful not to flirt with every classmate's girlfriend.

The emotional or expressive function of language describes how the addresser feels about the subject (or audience) of his or her speech, as expressed through emphasis, intonation, volume, tempo, etc. This is a point that is of the utmost importance[.

The phatic function, which includes "idle conversation," is the use of language to maintain social connections between individuals. Sort of fascinating, huh? What are your thoughts on phatic union? Fun? Get your hat at the Bay, you like it?

The metalinguistic function of language is the process by which individuals confirm that they are "on the same

The connative function refers to those aspects of language that aim to create a certain response in the addressee. Learn this now! Jakobson’s system of functions became a part of linguistic courses at every university and is implemented at every scholarly and academic level. Other accepted linguistic function include cognitive, nominative, constructive, accumulatative, informative, voluntative, aesthetic [ЛЭС, 1990: 564-565]. Among them Yu.S. Stepanov’s system of functions, which rest upon semiotic principle, is of great importance. The scholar postulated the dominance of the three universal linguistic functions:

Nominative (nominative and verbal classes of words being its markers);

Syntactic (predication being its marker);

Pragmatic [location or deixis (I-You –Now and Here) being its marker][7,2].

All these functions are used to describe how a language works. We employed these models and systems to develop a system of text functions. Ontologically, we started from the

assumption that any text is a phenomenon of dual nature: it could be regarded both as a language unit and a product of speech or discourse.

Results and discussion Let us assume that the borders between functions in the model are conventional. It means that functions as well as their markers may overlap and the level of “overlapping” depends upon the type and genre form of the text. Anyway a communicative act of a text begins with the process of information presentation and extracting (Intellection), therefore the informative functions, taken as an ability of the text to inform the reader is considered the most important. Any text can present extra linguistic information whose markers are facts, ideas, realia, allusions and quotations. Surface linguistic information is marked by sound scheme, rhythm, and textual prosody (if verses are being analyzed) as well as by vocabulary usage, its morphological characteristics and syntactical characteristics of a text. We shall demonstrate how functions work taking for the decoding a rather complicated passage that brings James Joyce’s “Ulysses” to the end. ". (1). . I’d love to have the whole place swimming in roses God of heaven there’s nothing like nature the wild maintains then the sea and the waves rushing then the beautiful country with fields of oats and wheat and all kinds of things and all the fine cattle going about that would do your heart good to see rivers and lakes and flowers all sort of shapes and smells and colours springing up even out of the ditches primroses and violets nature (2)it is as for them saying there’s no God I would give a snap of my two fingers for all their learning why don’t they go and create something I often asked him atheists or whatever they call themselves go and wash the cobbles off themselves first they go howling for the priest and they dying and why because they’re afraid of hell on account of their bad conscience ah yes I know them well who was the first person in the universe before there was anybody that made it all who ah that they don’t know neither do I so there you are they might as well try to stop the sun from rising tomorrow (3)the sun shines for you he said the day we were lying among the rhododendrons on How the head in the grey tweed suit and his straw hat the day I got him to propose to me yes first I gave him the bit of seedcake out of my mouth and it was leap year like now yes 16 years ago my God after that long kiss

I near lost my breath yes he said I was a flower of the mountain yes so we are flowers all a woman’s body yes that was one true thing he said in his life and the sun shines for you today that was why I liked him because I saw he understood or felt what a woman is and I new I could always get round him and I gave him all the pleasure[2,2].

We define a text as information and cohesive integral unit that could be expressed both verbally and nonverbally. The Model of Functional Analysis of a Text Table 1

№	Function	Contents	Markers
1	The Informative Function The ability of the text to inform the reader	(a)Extra linguistic and (b)linguistic information	(a)Facts, ideas, realia intertextual units: realia allusions, quotations (b) Sounding, Rhythm, Word-usage, Morphological and syntactical characteristics.Text typology
2	The Communicative Function (The ability of the text to communicate with the reader)	Intermediate relations between the author, the text (in some cases	The markers of the author’s presence (personal pronouns, the mode of the narration: first or third person narrative) subjective modality, deixis

		characters) and the reader	(Chronotop), (locatives and temperatives)
3	The Emotive Function The ability of the text to impact the reader	The Mode of Expressiveness	Words of assessment (evaluative connotation) Figures of Speech, Metaphoric and Metonymic expressions, Stylistic Devices
4	The Aesthetic Function (The ability of the text to evoke the feeling of pleasure or disgust)	Integrity, Harmony, Clarity (Integritas, Consonantia, Claritas)	Wholeness, opposites, logical development (means of surface and inner cohesion: logical hooks, semantic and syntactic parallelisms, semantic fields, theme and rheme development, associative development

First steps: This model will be further discussed below. But first and foremost, it should be highlighted that the use of this model necessitates (1) a prior close-reading technique to identify the stylistic register, grammatical status, and type of the text, in addition to the syntactic features of each word. (2) If a time period for the work being studied is known, understanding its epistemological (conceptual), ideological, aesthetic, and genre codes as well as the author's unique rhetorical style will be important (to define the latter could be formulated as a purpose of the analysis). It would be wise to look up this topic in an encyclopedia in this situation. (3) In addition, compressing the text (writing a precis, extracting preliminary factual and conceptual information1) will be important to succeed in text decoding and interpreting. (4) Free interpretation and sharing impressions in class will be very useful. It will make easier to formulate the purpose of the analysis and to define variants of implicit information, the invariant of which could be defined with the help of functional method of text analysis.

Model Description: The Informative Function[5,4].

CONCLUSION

As we learn about the topics mentioned above, we shouldn't overlook the free interpretation and sharing stage: Even if a reader is unaware of the concepts, people, or circumstances that inspired James Joyce to write his novel (Ulysses) in a "stream-of-consciousness technique," and even if a student has only read a few passages from it, she or he will be able to glean some knowledge from this passage because she or he is familiar with Letters. James Joyce's drafts, notebooks, and letters, as well as the memories of his contemporaries and the variety of critical works and interpretations, are not required reading for readers, though having knowledge of them would be quite beneficial. We begin with the premise that a text, even one as complex as a Joycean, might include all the information required, given that the author presents to the reader not his draft versions and notebooks but rather his final variant.

A strange use of punctuation will catch readers' eyes on first reading. There are no common punctuation marks like full stops, commas, colons, semicolons, or dashes. The lack of standard punctuation will lead to the assumption that the author (Joyce) had an uncommon goal and an unusual conception of the text (a prior conceptual knowledge). A student will be able to describe broad characteristics of a text type, such as reflection and inner monologue with descriptive components, with more in-depth analysis of the text. Additionally, the simultaneous extraction of linguistic and extra linguistic data will take place, albeit it will be more easy to discuss the text analysis findings separately. With the text condensed, the reader will now see that it is an inner monologue of a late-thirties lady looking for love who remembers Gibraltar as a paradise-like

site of her birth, youth, and passionate love. All of this might be viewed as factual information that is preliminary. [4,2]

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