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THE SIGNIFICANCE OF TEXT AND DISCOURSE IN ENHANCING COMMUNICATIVE COMPETENCE

ЗНАЧЕНИЕ ТЕКСТА И ДИСКУРСА В ПОВЫШЕНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRSHDA MATN VA DISKURSNING AHAMIYATI

Dilafruz Madazizova Xabibiloyevna¹¹Ferghana State University, a senior teacher of the chair Foreign languages for humanitarian departments**Abstract**

The given article deals with the significance of text and discourse in developing communicative competence of students who are learning English as a second or as a foreign language.

Text and discourse are indispensable aspects of linguistic forms. Various researches on text and discourse have been made by linguistic exponents. Discourse analysis can be applied to any text, that is, to any problem or situation. Every text is conditioned, and inscribes itself within a given discourse. Discourse analysis will, thus, not provide absolute answers to a specific problem, but enables us to understand the conditions behind a specific "problem" and makes us realize that the essence of that "problem", and its resolution

Text and discourse are interrelated in terms of enhancing students' communicative competence.

Аннотация

В данной статье рассматривается значение текста и дискурса в развитии коммуникативной компетентности студентов, изучающих английский язык как второй или как иностранный.

Текст и дискурс являются неотъемлемыми аспектами языковых форм. Специалисты-лингвисты провели различные исследования текста и дискурса. Дискурс-анализ можно применить к любому тексту, то есть к любой проблеме или ситуации. Каждый текст обусловлен и вписывается в данный дискурс. Таким образом, дискурс-анализ не дает абсолютных ответов на конкретную проблему, но позволяет нам понять условия, стоящие за конкретной «проблемой», и позволяет нам осознать суть этой «проблемы» и ее решение.

Текст и дискурс взаимосвязаны с точки зрения повышения коммуникативной компетентности учащихся.

Annotatsiya

Ushbu maqolada ingliz tilini ikkinchi yoki chet tili sifatida o'rganayotgan talabalarning kommunikativ kompetentsiyasini rivojlantirishda matn va diskursning ahamiyati ko'rib chiqiladi.

Matn va diskurs lingvistik shakllarning ajralmas tomonlari hisoblanadi. Tilshunoslar-olimlar matn va diskurs haqida turli xil tadqiqotlar olib borishgan. Diskurs tahlili har qanday matnga, ya'ni har qanday muammo yoki vaziyatga nisbatan qo'llanilishi mumkin. Diskurs tahlili muayyan muammoga yechim bo'la olmaydi, balki u ma'lum bir "muammo" ortidagi vaziyatni tushunish imkonini beradi.

Talabalarning kommunikativ malakasini oshirishda matn va diskurs o'zaro bog'liqdir.

Key words: Text, discourse, language, morpheme, sentence, grammar, cohesion coherence, terms, equivalent, communication

Ключевые слова: Текст, дискурс, язык, морфема, предложение, грамматика, связность, термины, эквиваленты, общение.

Kalit so'zlar: Matn, diskurs, til, morfema, gap, grammatika, bo'lanish, atamalar, ekvivalent, aloqa.

INTRODUCTION

It is a known fact that language teachers have paid little heed upon sentences with regard to discourse. "They have tended to take their cue from the grammarian and have concentrated on the teaching of sentences as self-contained units". [6:89]. The language teacher's view of what constitutes knowledge of a language is as same as Chomsky's view, i.e. a knowledge of the syntactic structure of sentences and of the transformational relations which between them. This knowledge provides the basis for actual use of language by the speaker – hearer". [2:9]. The basic idea is that once the basis is given, the learner will not find any predicament in dealing with the actual use of language.

Here, some teacher of English produce a good deal of evidence to suffice the idea of how language is to use. Students entering higher course with experience of seven or more years of instruction in English at the lower course level have difficulty to perform communicative skill. It is

believed if the student is given sufficient grammatical knowledge which would be converted into sufficient performance when necessary situation arises. If the language is taught in such a way to enhance communicative skill, this procedure of teaching gets its own validity.

MATERIALS AND METHODS

According to Widdoson, [6] a knowledge of how the language functions in communication does not automatically follow from a knowledge of sentences. This role for English needs a new orientation to its teaching. If it is accepted the need to teach language as communication, we should not think of language as sentences. We must think of discourse, and best to teach it. Language teaching materials have in the past been largely derived from the products of theoretical sentence grammars. We now need materials which derive from a description of discourse; material which will effect the transfer from grammatical competence, a knowledge of sentences, to what has been called communicative competence (Hymes) [4], (Campbell and Wales) [1], a knowledge of how sentences are used in the performance of communicative acts of different kinds. Widdoson, H.G [6] says that grammatical competence remains in a perpetual state of potentiality unless it is realized in communication. Hymes says that there are rules of use without which the rules of grammar would be useless. So, we are in a position to understand that the nature of rules must be brought out by the theoretical studies of discourse.

According to the observation of Harries 1952 [3], language does not occur in stray words or sentences, but in connected discourse , and he sets out to discover what the nature of this connection might be by applying his well – tried distributional method. By means of transformational adjustments to surface forms, he is able to establish equivalence classes of morphemes and to show that in many cases two otherwise different sentences contain the same combination of equivalence classes, “even though they may have contain different combinations of morphemes” [3:373].

Harries has discovered a patterning in the discourse in terms of chains of equivalences. His aim is not to characterize discourse as communicative one, but to use it to exemplify the operation of the language code in stretches of text larger than the sentence. He himself recognizes the limited scope of his analysis:

All this, however, is still distinct from an interpretation of the findings, which must take meanings of morphemes into consideration and ask what the author was about to when he produced the text. Such interpretation is obviously quite separate from the formal findings, although it may follow closely in the directions which the formal findings indicate. [3:382]

Harris has made a number of steps in the description of discourse. Hence the question arises whether it is possible without considering speech events and social contexts. Harries thinks of discourse in purely formal terms as a series of connected sentences whereas Labov thinks of how language forms are used to perform social actions: Commands and refusals are actions; declaratives, interrogatives, imperatives are linguistic categories- things that are said, rather than things that are done. The rules we need will show how things are with words and how one interprets these utterances as actions: in other words, relating what is done to what is said and what is said to what is done. This area of linguistics can be called “discourse analysis” but it is not well known or developed. Linguistic theory is not yet rich enough to write such rules, for one must take into account such sociological, non-linguistic categories as roles, rights and obligations. [5:54].

RESULTS AND DISCUSSIONS

Now we get two different kinds of inquiry. Both are of the same name. A terminological distinction gets examined Widdoson says that the investigation into the formal properties of a piece of language , such as is carried out by Harries , should be called text analysis . Here, the purpose is to find out how a text carries the operation of the language code beyond the limit of the sentence. This text is defined as “sentences in combination”.

Now, let us make the use of the label “discourse analysis” to refer to the investigation. Such sentences are put to communicative use in the performing of social actions. This type of text is defined as “the use of sentence”. Having distinguished these two areas of inquiry, Widdoson wants to consider what value their respective findings might have for the teaching of language both as text and as discourse. He says, “If we are to teach language in use , we have to shift our attention from sentences in isolation to the manner in which they combine in text on the one hand, and to the manner in which they are used to perform communicative acts in discourse on the other”[6:93].

CONCLUSION

In this article, we try to present two ways of looking at language beyond the limit of the sentence. One is to see as text and the other one is to see language as discourse. These two approaches towards the description of language have their purposes. These approaches might be taken another way that the latter seems to be the expanse of the former. Widdoson is of the view that text analysis and discourse analysis are different but complementary ways looking at language in use. Both Hymes and Labov insist that discourse must be accounted for a total linguistic description. Hence, it is necessary that language teacher ought to incorporate text and discourse into his teaching. There are linguists who argue that there is a great deal that can be done. We can make various exercises to develop a knowledge of grammar cohesion. We can think as how to use the material in terms of communicative acts rather than linguistic structures. We can teach the students how to use the foreign language to make the communication perfect. We can develop their communication skill by asking them to make sentences like predictions, descriptions, generalization and so on. This approach may train the students to get aware of how language is used to communicate the thought or ideas clearly. Communication is a skill oriented one which can be enhanced with the help of text and discourse.

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