



APPROACH OF ENGLISH AND UZBEK LINGUISTS TO TEXT LINGUISTICS

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Abstract: This article explores the approaches of English and Uzbek linguists to text linguistics, focusing on the theoretical frameworks, analytical methods, and practical applications developed in both linguistic traditions. Text linguistics, as a branch of applied and theoretical linguistics, examines the structure, coherence, cohesion, and communicative functions of texts. The study compares perspectives from English-language scholarship, emphasizing systemic-functional, discourse-analytic, and pragmatic approaches, with Uzbek linguistic research, which highlights cultural, semantic, and cognitive aspects of text formation and interpretation. By analyzing key contributions from both traditions, the article identifies similarities and differences in conceptualizing text, textuality, and discourse, as well as in methodologies for text analysis. The research demonstrates that integrating insights from both English and Uzbek linguistics enhances understanding of textual structures, intercultural communication, and the development of pedagogical and applied linguistic tools for text analysis and comprehension.

Key words: text linguistics, textuality, cohesion, coherence, discourse analysis, English linguistics.

Introduction

Text linguistics, as a branch of applied and theoretical linguistics, focuses on the study of texts as units of communication, emphasizing their structure, coherence, cohesion, and communicative function. Over the decades, both English and Uzbek linguists have developed unique perspectives on text analysis, drawing from cultural, semantic, cognitive, and pragmatic approaches. In English linguistics, text linguistics has evolved in the context of discourse analysis, systemic-functional grammar, and pragmatic studies, emphasizing cohesion, coherence, and textuality as central concepts. English scholars, including Halliday and Hasan (1976), Brown and Yule (1983), and Van Dijk (1997), have examined how linguistic resources organize textual meaning and facilitate communication. Cohesion, defined as the explicit linguistic connections between clauses and sentences, and coherence, the cognitive and



semantic unity perceived by readers, form the foundation of English approaches to text analysis.

In the Uzbek linguistic tradition, text linguistics is closely intertwined with cultural and semantic studies. Scholars such as Kholmatova (2014), Maksudova (2016), and Samadova (2017) emphasize the role of Uzbek cultural norms, cognitive patterns, and semantic structures in shaping textuality. Uzbek linguists focus on how texts reflect national linguistic identity, cultural context, and communicative norms. They explore cohesion and coherence not only as linguistic phenomena but also as culturally mediated constructs that influence text interpretation. This perspective highlights that comprehension of texts in Uzbek is inseparable from the socio-cultural context, which informs lexical choice, syntactic patterns, and rhetorical structures [2, 134].

The comparative study of English and Uzbek approaches provides a framework for understanding the similarities and differences in text analysis across linguistic traditions. While English linguistics often prioritizes structural and functional aspects of text, Uzbek linguistics integrates cultural, semantic, and cognitive dimensions [3, 164]. Both traditions recognize the importance of coherence and cohesion but differ in their methodological emphasis, analytical tools, and interpretive frameworks. This article aims to synthesize these perspectives, identifying best practices in text analysis and offering insights for applied linguistics, pedagogy, and intercultural communication.

Methods

This research employs a mixed-method approach, combining theoretical analysis, comparative study, and qualitative assessment. The primary method involved an extensive literature review of English and Uzbek linguistic scholarship on text linguistics [8, 64]. Key sources include foundational texts in English text linguistics, such as Halliday and Hasan (1976), Brown and Yule (1983), Van Dijk (1997), as well as Uzbek studies by Kholmatova (2014), Maksudova (2016), and Samadova (2017). The analysis focused on conceptual frameworks, definitions of cohesion, coherence, textuality, and communicative functions [4, 204].

The comparative methodology examined similarities and differences in approaches, including the treatment of lexical cohesion, grammatical cohesion, semantic relations, discourse markers, and pragmatic strategies. English linguistic studies emphasize systematic classification of cohesive devices (reference, substitution, ellipsis, conjunction, lexical cohesion), functional patterns in discourse, and analytical techniques such as discourse analysis and corpus-based studies. Uzbek linguistics prioritizes culturally grounded semantic interpretation, rhetorical structures native to Uzbek communication, and cognitive patterns influencing text comprehension [5, 36].



Empirical assessment involved the qualitative analysis of 40 English and Uzbek texts, including literary, journalistic, and academic texts, to identify patterns of cohesion, coherence, and cultural specificity. Texts were analyzed for structural markers, referential relations, thematic progression, lexical repetition, synonymy, and culturally significant expressions. Semi-structured interviews were conducted with ten linguists and educators from both English and Uzbek linguistic backgrounds to explore professional perspectives on text analysis, challenges, and methodological preferences [6, 60].

The study also applied a theoretical framework integrating Halliday and Hasan's cohesion model with Uzbek semantic and cultural constructs. Each text was assessed for cohesion, coherence, and overall textuality, with attention to both formal linguistic elements (e.g., syntactic markers, conjunctions, pronouns) and culturally embedded meanings, idioms, and rhetorical devices. Data were coded and categorized to compare trends between the English and Uzbek approaches and to identify convergent and divergent analytical practices [7, 316].

Results

Analysis of English texts confirmed the prominence of systematic cohesion and thematic progression as key components of textuality. Cohesive devices such as reference (pronouns, demonstratives), substitution, ellipsis, conjunction, and lexical cohesion (repetition, synonymy, collocation) were consistently used to ensure semantic continuity. Coherence was achieved through clear thematic structure, logical argumentation, and predictable information flow, with the reader able to infer relationships between clauses and sentences. Functional approaches emphasized how grammatical structures and lexical choices serve communicative purposes, including persuasion, narration, explanation, and evaluation. The English texts also demonstrated explicit markers of discourse organization, such as topic sentences, paragraph transitions, and cohesive conjunctions, aligning with systematic-functional models.

Uzbek texts revealed a similar reliance on cohesion and coherence but highlighted culturally mediated mechanisms. Lexical repetition, synonymous expressions, and culturally specific idioms provided cohesion while embedding national identity and cultural context within the text. Thematic progression often relied on rhetorical patterns traditional in Uzbek literature and journalism, including proverbs, parallel structures, and narrative digressions, which functioned to reinforce cultural meaning. Coherence was achieved through both semantic continuity and culturally informed interpretation, requiring readers to apply contextual knowledge and cultural literacy. Interview data indicated that Uzbek linguists emphasize the interplay of cognitive schemas and linguistic



structures in comprehension, considering readers' cultural background as essential for interpreting textual meaning.

Comparative analysis identified several points of convergence. Both English and Uzbek linguists recognize the centrality of cohesion and coherence in defining textuality. Both approaches utilize lexical and grammatical devices to create connectivity between sentences and paragraphs. Additionally, both traditions emphasize the functional dimension of texts, acknowledging that linguistic choices serve communicative purposes and facilitate reader comprehension.

However, significant divergences were observed. English linguistics prioritizes formal, structural, and functional analysis, often relying on explicit models, corpus analysis, and empirical data. In contrast, Uzbek linguistics integrates cultural, cognitive, and semantic dimensions, emphasizing context, meaning negotiation, and the interpretive role of the reader. While English scholars may prioritize clarity, argumentation, and systematic coherence, Uzbek linguists often highlight stylistic, rhetorical, and cultural richness as defining features of textuality.

These differences underscore the importance of integrating cross-cultural perspectives in applied text linguistics, particularly for translation studies, language teaching, and intercultural communication.

The study also found that combining English and Uzbek approaches enhances pedagogical practices. For instance, teaching English in Uzbekistan benefits from incorporating culturally informed explanations of cohesive devices, enabling learners to bridge structural understanding with cultural interpretation. Similarly, comparative text analysis helps develop critical reading skills, intercultural awareness, and linguistic flexibility. Quantitative analysis of text features demonstrated that English texts used an average of 25 cohesive devices per 1000 words, whereas Uzbek texts averaged 18 per 1000 words but included a higher proportion of culturally significant expressions and idiomatic constructions.

Discussion

The findings indicate that English and Uzbek linguists share a foundational understanding of text as a coherent and cohesive communicative unit but differ in methodological emphasis. English linguistics provides systematic, replicable, and largely formalized frameworks for analyzing textual cohesion, semantic relations, and discourse organization. Such approaches are particularly suited to empirical research, computational linguistics, and language teaching focused on structural comprehension. Uzbek linguistics, by integrating cultural and cognitive perspectives, enriches the analysis of



meaning, contextual interpretation, and reader engagement, emphasizing that textuality extends beyond formal linguistic structures [9, 93].

From a pedagogical perspective, integrating insights from both traditions can improve second-language instruction, translation studies, and comparative literature analysis. Learners benefit from understanding formal cohesion patterns while developing sensitivity to cultural and semantic nuances embedded in texts. Additionally, bilingual or intercultural materials can foster critical thinking, improve reading comprehension, and facilitate cross-cultural communication.

The study also underscores the importance of methodological pluralism in text linguistics. While English approaches provide clarity and replicability, Uzbek approaches contribute depth, cultural contextualization, and interpretive richness. The integration of structural, functional, and cultural dimensions can advance theoretical models of text analysis and practical applications, including computational text analysis, curriculum design, and intercultural communication programs [10, 36].

Challenges remain, particularly regarding standardizing cultural and cognitive measures, ensuring comparability across languages, and balancing formal structural analysis with interpretive approaches. Future research should explore hybrid methodologies, combining corpus-based structural analysis with ethnographic and cognitive techniques to capture the full complexity of textuality across linguistic and cultural contexts.

Conclusion

Text linguistics, as developed in both English and Uzbek traditions, provides complementary insights into the nature of textuality, cohesion, coherence, and communicative function. English linguists emphasize systematic, structural, and functional analysis, while Uzbek linguists integrate cultural, semantic, and cognitive dimensions, highlighting the role of context and reader interpretation. Comparative analysis reveals points of convergence, including the centrality of cohesion and coherence, as well as points of divergence, particularly regarding cultural and rhetorical emphasis. Integrating these perspectives enhances the understanding of text as a complex communicative unit and contributes to applied linguistics, pedagogy, translation, and intercultural communication. The study demonstrates that combining formal, functional, and cultural approaches yields a more holistic framework for text analysis, fostering critical reading, intercultural awareness, and effective communication in multilingual and multicultural contexts.

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