

TYPES OF INFORMATION AND FUNCTIONAL-SEMANTIC TYPES OF SPEECH

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Identification of such text units as utterances and interphase unity gives an idea of the formal grammatical syntactic structure of the text. However, the text as a unit, primarily informative and communicative, also needs characteristics of its structure in a different way - functional, semantic.

Function and meaning, and not syntactic structures, create the characterological features of a text. Therefore, there is a need to pay attention to the ways of presenting the material in the text, and always in relation to the nature of the text information. To designate speech methods of transmitting information, there are terms - functional-semantic types of speech, types of presentation, methods of presentation. The term "functional-semantic types of speech" (hereinafter FSTS) seems to be the most accurate in terms of the volume of conveyed meaning.

The FSTS is determined by the nature of the content information being transmitted. Contently information, as is known, can be factual, corresponding to the empirical level of knowledge; conceptual and hypothetical, corresponding to the theoretical level of knowledge; methodological, containing a description of methods and techniques for assimilation of information; aesthetic, associated with the categories of evaluative, emotional, moral and ethical plan; instructive, containing orientation towards certain actions. These types of information are separately or collectively contained in different types of text. For example, factual, theoretical and hypothetical information primarily characterize scientific texts; factual and aesthetic - literary texts; methodological - educational texts; Journalistic and newspaper texts (syncretistic in nature) are designed for two types of human activity - cognitive and value-oriented and therefore combine different types of information - factual, evaluative and emotional.

Empirical and theoretical levels of knowledge are reflected in the general specificity of texts. They can be, first of all, of the stating (or representing) type and the argumentative type. Each of these types in the text is implemented in different forms of speech or methods of presentation (or FSTS). Texts of the

ascertaining type have FSTS description, narration (characterization-description, message-narration). Texts of argumentative type - FSTS reasoning (definition-explanation, inference-reasoning). This is the most traditional classification of FSTS, which distinguishes mainly three varieties - description, narration, reasoning [1, 100].

Texts of the stating type reveal the signs, properties, qualities of objects, the course of the experiment, signs in phase transitions (description); reflect the dynamics of events and processes (narration). Texts of the argumentative type present information in the form of a definition or explanation, evidence, reasoning itself, and conclusions (reasoning). Such a text reflects the movement of thought, indicating cause-and-effect relationships and conditional-temporal relationships, using various logical operations. Moreover, the main methods of presentation (different in content) can be used in different texts. For example, a technical description of a unit in a scientific and technical text and a description of a landscape, a portrait of a character, or a setting in a literary text; a narration about the course of events, actions in a literary text and a narration about scientific research, the history of discoveries in a scientific text; reasoning in a scientific text and reasoning about the psychological state of a character in a literary text, etc.

Thus, the functional-semantic type of speech is a kind of communication model. And when determining the mechanisms of text formation, first of all, the communication model itself is chosen, i.e. the constructive features of a speech act are taken into account, the totality of which forms the model.

Design features include:

- 1) communicative goal setting;
- 2) subject (content) of communication;
- 3) signs of the situation within which communication takes place;
- 4) social characteristics of communication participants.

The combination of these characteristics creates a system of speech situations, and the type of speech situation determines a specific model of communication message. Within each type of speech situation, fairly standard forms of their implementation in the text are formed. The text accordingly takes on the form that helps it fulfill this communicative task. Moreover, the more standard the text, the more clearly its features are revealed, the more predictable its form turns out to be.

Thus, the text implements a certain communicative intention (intention, task):

- 1) report, state (description);
- 2) tell, depict (narration);

- 3) compare, summarize, generalize (definition, explanation);
- 4) justify, prove, refute, expose (argumentation, reasoning);
- 5) induce, ask, order (instruction).

Taking into account the data on the purpose of the text, it is possible to draw (generally and conditionally!) conclusions about the predominant method of presenting the content as a whole in the text or in its fragment, type of text, genre; even a type of science (for example, in mathematics - reasoning, in botany - description, in history - narration). We are talking, of course, only about the predominant method of presentation, and this does not exclude a combination of different methods in any text. We must also keep in mind the differences in the manifestations of these methods in monological and dialogic texts.

So, functional-semantic types of speech within the text are correlated with mental and communicative categories. The system of E. Werlich seems interesting in this topic [2, 110].

So, a description is a listing of the characteristics, properties of an object; narration - a story about events in time sequence; reasoning - the study of an object or phenomenon, the disclosure of their internal characteristics, the proof of certain provisions; instructing – recommendations for action. This is roughly what ancient rhetoric taught: narration deals with action, description deals with the subject, reasoning deals with the relationship between objects and actions.

Before characterizing the structure of functional-semantic types of speech, I would like to draw attention to the fact that the main features that help to distinguish these types are found within the framework of a separate utterance, i.e. The dominant feature of the FSTS is the nature of the rhematic components of the utterance [3, 113].

It is the rheme that creates, forms the type, determines its form, therefore even a single sentence-statement can manifest the type. Let's take two statements with a similar structure [4, №5]:

Eg: The train is coming and it is raining.

In the first case, the subject, being a product of human activity, actively acts (the subject is an artifact), the phrase indicates a narrative context. In the second case, we have a natural substance (the subject of a still fact), this context is of a descriptive type. The whole point lies in the nature of the verbal predicate. The verb goes denotes different types of movement. In the first case, it is an active action, in the second, it is a movement closed in the subject itself, which is why the verb here can be omitted without compromising the meaning (cf.: It's raining - Rain). Such transformations in the sentence.

Eg: The train is running are practically impossible (The train can stop; whereas the rain cannot stand, it always falls). Possible distributors are also indicative here: The train goes quickly, slowly, with stops (adverbial components characterizing active action); Rain gives another compatibility: Rare, heavy, shallow, frequent rain, like a bucket (spreaders indicate the intensity of the symptom).

Thus, we can say that text formation responds to types of content information. Depending on this, the method of presentation is chosen. Descriptive context is usually tied to the person, place, setting, and conditions in which the action takes place; the narrative context unfolds in time and space. The author's reasoning accompanies parts of the text that convey conceptual information and is expressed in the form of judgments, inferences, philosophical and psychological generalizations, in the form of conclusions and conclusions.

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