

INSTRUCTIONAL TEXTS**Abdurahmonova Nargiza Nusratullayevna***Researcher and senior teacher**of Andijan State University, Uzbekistan**E-mail: n.n.abdurahmonova76@gmail.com*

Abstract: *Today, the communicative signs of instructional texts exhibit the property of personality orientation. The traditional meaning of the term "teaching discourse" has changed. These changes caused by scientific and technological progress, changes in the political and economic environment, can be divided into three groups: features and structure of instructional texts; stylistic features; private discursive features. This expert opinion makes us think: "are these changes applicable to all types of teaching discourse? the question is "why?" Below we are looking for an answer to this question.*

Keywords: *instructive discourse, communicative signs, discourse, economic environment, communicative strategy, tactics.*

Instructional discourse, unlike other types of discourse, cannot be characterized by the speech + situation formula, in which there are other factors. According to Yu.N. Karaulov, the linguistic framework of the conceptual discourse is formed on the basis of cognitive and communicative mechanisms from the point of view of the focus of speech on the subject. Communicative mechanisms are expressed in the use of "situation models", necessary communicative strategies and tactics for the addressee, which are the basis for text interpretation. Cognitive mechanisms themselves are aspects of discourse comprehension, which serve as a kind of "trigger" that controls the process of cognitive processing of the text by the receiver. The communicative direction of the discourse, its focus on a certain person(s) is the basis for studying a number of communicative, social and other non-linguistic factors.

It is not enough to explain the intention and purpose of the communicants to describe the situation of instruction, which is the basis of instructional discourse. When creating instructions for cosmetic products, the method and conditions of use of the product should be clearly written in order to achieve efficiency in use. Instructive texts representing drug instructions require a detailed explanation of the scheme of use, which

differs depending on the age, the course of the disease, and concomitant diseases.

Instructions for household appliances should be expressed more openly. It is required that the algorithm of actions in the operation of products be clearly structured and systematic. The thematic diversity of instruction is an obstacle to uniformity in the formation of terms of instructional discourse. For example, adequate instruction cannot be achieved without including technical terms in the text structure of a technique.

Instructional text requires the use of verbal and graphic codes. The inclusion of iconic symbols and images makes the text invisible and makes the described subject (product) more understandable. It should be noted that visual, structural, content and functional integrity is not always achieved with verbal and non-verbal elements, they can usually serve as supplements.

Instructional discourse can be formalized not only as text, but also as hypertext. The development of information technologies (in order to create convenience for the user) made it possible to post instructions on the Internet. Electronic references refer to other parts of the document, which allows for the correct interpretation of the instructions. For example, in the instructions for the use of drugs, a reference is made to the material on the description of the disease.

The development of instructional discourse is determined by the natural functioning mechanisms of language and society, established internal and discursive conventions of language, speech and society, as well as a combination of external factors and affects the mechanisms of regulation of society and language. According to S.A. Kanashuk, management institutions develop ideological and cultural norms of society in instructional texts. Compared to ordinary texts, the influence of transnational corporations can be felt in modern instructional texts.

Compared to traditional instructional texts, modern instructions contain additional instructional texts. For example, instructions for use, notes, inscriptions on the equipment and diagrams are included. Also, in later times, various forms of instructional texts such as audio/video instruction, interactive instruction, advice reflected on visual windows (screens), hypertext knowledge base, hypertext online resource, and electronic document became customary.

In recent years, the stylistic features of the text have been reflected as changes in the instructional texts: it shows that the traditional instructions have moved away from the scientific style and approached the scientific-

popular, advertising style. Today, the communicative features of instructional texts show the characteristic of individual orientation. The traditional meaning of the term "instructive discourse" has changed. These changes that occurred as a result of scientific and technological progress and changes in the political and economic environment can be divided into three groups: characteristics and structure of instructional texts; methodological features; particular discursive features. We have this opinion of experts "Do these changes apply to all types of instructional discourse?" raised the question. We are looking for an answer to this question below.

Such a cognitive analysis of discourse units helps to determine the audience for which the text was written ("own" or "foreign"), the author's purpose and the result of this discourse. Therefore, the provision of a lot of information by instructional texts in public transport (repeated reception of this information by the addressee) leads to their better assimilation by the addressee.

Another approach to the study of discourse requires the study of the relationship between verbal and non-verbal components. If this feature studies the text as a linguistic, speech, material component, there are factors related to the basic interpretation of non-verbal units by the addressee/addressee. Linguistic and non-verbal, verbal and non-verbal factors in the instructional discourse create a totality of socio-cultural, ethno-psychological, pragmatic and other factors. We observe this phenomenon in the use of non-verbal information units along with instructional texts in public transport that provide verbal information. It should be noted that some of the instructional texts on the bus, subway, and airplane are filled with symbols and icons that express the content of the text more vividly. For example, in the subway, next to the sign "don't lean on the doors", we see an icon with a line drawn over the silhouette of a person leaning on the door. Or, there are many cases where a wheelchair icon and a picture of a woman leading a child are shown on the seats intended for disabled persons or pregnant women, along with the instructional text "seats for disabled persons or pregnant women".

Therefore, "from a pragmatic point of view, the relationship between verbal and non-verbal elements with predictable explicit and implicit forms of text actuality has different potential; these elements act as communicative and cognitive mechanisms of instructional discourse.

Such non-verbal elements are even more clearly revealed in the video instruction on compliance with the rules of aircraft flight safety. For example, the video instruction gives the following instruction: 8 emergency exits are

provided with air-filled traps to be placed in the front, middle and tail of the aircraft.

This thought is followed by a thought about another situation (tobacco consumption). But there is no misunderstanding in the passenger watching the instruction, in this instructional video there is a scene showing an airplane with its air traps opening (shown in the picture below) that represents this discursive situation, and how the safety traps are when the plane lands on water. a clear idea of the opening will appear. This, as a non-verbal element, provides informativeness in the instruction.

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