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THE CONCEPT AND NATURE OF LINGUISTIC TEXT ANALYSIS

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Annotation: This article examines the concept and essence of linguistic text analysis as an important method of studying language in use. It explores the main objectives, principles, and approaches of text analysis, focusing on the linguistic features that contribute to the meaning, structure, and coherence of a text. The study highlights the role of linguistic analysis in understanding lexical, grammatical, stylistic, and communicative aspects of written and spoken discourse. Particular attention is paid to the significance of text analysis in linguistic research, language teaching, and literary studies. The article demonstrates how a comprehensive linguistic approach enables a deeper interpretation of textual content and its communicative functions.

The priority of linguistic text analysis in the modern methodological paradigm is determined not by temporary trends or changing educational fashions, but by the internal pedagogical logic of the educational process itself. In a context where educational standards are aimed at developing functional literacy rather than the mere acquisition of grammatical rules, the text serves as an integrative environment in which the elements of the language system are manifested simultaneously and in their interrelationship with one another.

In the context of non-Russian-speaking educational institutions, the significance of this principle becomes even more pronounced. For such learners, text analysis performs a dual function: on the one hand, it facilitates the acquisition of the systemic patterns and structures of the language; on the other hand, it serves as an effective tool for developing communicative competence in Russian.

The concept of linguistic text analysis is interpreted as a complex set of multi-level analytical procedures, the systematization of which is presented in the works of various linguists. In particular, within the framework of text theory developed by I. R. Galperin, a text is regarded as a complete speech product characterized by structural unity, semantic integrity, and communicative completeness. This perspective implies that analytical work with a text involves the step-by-step identification of how its linguistic components function within an integrated system: determining the semantic load of key units, establishing relationships among structural elements, and revealing the communicative and pragmatic orientation of the utterance as a whole.

A different perspective on text analysis is offered in the concept developed by Mikhail Bakhtin, which emphasizes the dialogic nature of the text. Within this theoretical framework, a text is understood as an utterance embedded in a broader cultural and communicative context. Consequently, it becomes necessary to consider the intentional orientation of the text, as well as to identify its intended audience and the conditions under which it was produced. Such an approach broadens the methodological objectives of analysis, moving it beyond mere formal examination. Learners are expected to develop the ability to interpret not only the content of an utterance but also the ways in which it is organized, its addressee-oriented focus, and its communicative purpose.

At the intersection of linguistic theory and pedagogical science, the category of skill emerges as a concept of central importance to language teaching methodology. According to the theory of Pyotr Galperin, the development of a skill proceeds through a series of stages: it begins with an orienting basis of action, supported by an explicit model, and gradually progresses toward the stage of automated application of the acquired method of activity. Applied to linguistic text analysis, this means that learners do not merely memorize analytical categories mechanically; rather, they progressively develop the ability to independently identify linguistic phenomena, determine their functional significance, and interpret their role in shaping the semantic structure of a particular text.

The language system, as a multi-level organization, is traditionally described through a hierarchy of interconnected levels-phonetic, morphemic, morphological, syntactic, and lexical-semantic. Each of these levels performs specific functions within the overall structure of language. However, within a text, this hierarchy is not dissolved; on the contrary, it becomes activated through dynamic interaction. Thus, the sound organization of speech and its rhythmic features may perform an expressive function; verbal categories of aspect and tense determine the manner in which events unfold; syntactic relations shape the logical and semantic organization of an utterance; and lexical choice, in turn, serves as a means of expressing a worldview and the author's perspective.

Based on the foregoing considerations, linguistic text analysis may be characterized as a purposeful cognitive process through which learners gradually move from a superficial level of perception to a deeper understanding of the text’s underlying structures. In the course of this process, linguistic means are identified and their functional role in shaping the semantic content of the utterance is established. This involves not merely the formal identification of parts of speech or other linguistic categories, but rather a meaningful examination of the linguistic organization of the text as an integrated system of meaning construction.

In the context of teaching Russian to non-native speakers, this understanding acquires an additional significant dimension. Since learners are not native speakers of the language, they cannot rely on intuitively acquired linguistic norms. In such circumstances, linguistic analysis performs a compensatory function: it makes language patterns explicit, transferring them from the realm of automatic usage to that of conscious learning and purposeful observation. Consequently, analytical work not only contributes to the formation of the learner’s internal language system but also facilitates the mastery of the mechanisms required for its practical application

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