

**REASONING AS A FUNCTIONAL-SEMANTIC TYPE OF SPEECH: METHODOLOGY
OF TEXT ANALYSIS**

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Abstract: The present work highlights the study of reasoning as a functional-semantic type of speech activity and the development of a methodology for comprehensive analysis of reasoning texts. The article analyzes the compositional characteristics, linguistic tools, and communicative tasks of reasoning, while simultaneously proposing an applied methodology for studying such textual forms. The work is based on the study of current linguistic concepts and the practical implementation of analytical methods for working with texts. The obtained data demonstrate the significance of a comprehensive approach to mastering reasoning as a foundation for developing analytical thinking and speech competence of learners.

Keywords: reasoning, functional-semantic category of speech, comprehensive textual analysis, composition of reasoning, linguistic tools, communicative task

Reasoning, along with narrative and description, is one of the three key functional-semantic types of speech activity. In modern linguistics and pedagogical linguistics, considerable attention is focused on mastering reasoning as the most complex and intellectually rich speech type. The importance of studying reasoning is determined by its central role in the development of analytical thinking, research skills, and verbal competence.

As a speech type, reasoning is distinguished by its logical organization, oriented toward substantiating a specific position and demonstrating the validity or invalidity of an assertion. In contrast to description, which reproduces a static picture, and narration, which demonstrates the development of events, reasoning aims to convince the recipient of the correctness of a specific position.

The objective of this study is to organize theoretical concepts of reasoning as a speech type and to develop a methodology for the comprehensive analysis of reasoning texts for practical use in educational activities. The source material was reasoning texts of various functional varieties: scientific, journalistic, artistic, and everyday. Written and oral versions of reasoning were examined, with the goal of identifying their universal and individual properties.

The theoretical foundation of the study was provided by the works of authoritative linguists in the fields of functional stylistics, textual criticism, and communicative linguistics. Priority attention was given to modern concepts of discourse analysis and the pragmatic characteristics of verbal communication.

The traditional composition of reasoning contains three key elements: the thesis (a proposition requiring substantiation), arguments (reasons supporting or refuting the thesis), and a conclusion (a summary summarizing the results of the reasoning). However, in actual communicative

activity, the composition of reasoning is capable of changing in accordance with the communicative context, genre specificity and stylistic affiliation.

The study demonstrates that in scientific discourse, reasoning is characterized by a clear logical order, the explicit presentation of all compositional elements, and the use of specialized linguistic cohesive devices. In journalistic discourse, there is a great deal of variability in the organization of reasoning, intensive use of emotionally expressive tools, and the use of a variety of justifications, including references to authority and emotional impact on the recipient.

Discourse has a wide range of linguistic tools at different levels. The vocabulary level makes extensive use of lexemes and phraseological units conveying logical connections: causal (therefore, therefore, ultimately), conditional (if, provided that), contrastive (however, despite, despite), and others.

The syntactic level is distinguished by the dominance of complex constructions of various types, the extensive use of inserted elements, and constructions conveying modality and the author's attitude toward the presented material. A special place is given to rhetorical questions, which serve as a tool for activating the recipient's attention and shaping the dialogic nature of monologue speech.

The developed methodology for a comprehensive analysis of a reasoning text comprises several stages:

1. Establishing the theme and central idea of the text
2. Discovering the compositional elements of reasoning
3. Studying the logical connections between text sections
4. Describing the linguistic tools of different levels
5. Establishing the functional and stylistic category
6. Determining the effectiveness of the impact on the recipient

Each stage of analysis involves the use of specific techniques and approaches aimed at fully identifying the characteristics of a particular argumentative text. Reasoning fulfills several significant communicative purposes: informational (creating new ideas), influencing (influencing the recipient's position), exploratory (discovering truth through reflection), and control (regulating people's behavior and activities).

The effectiveness of these purposes is determined by a variety of factors, including the quality of justification, the appropriateness of the choice of linguistic tools, and consideration of the recipient's characteristics and the communicative context.

The study conducted allows us to conclude that reasoning is a complex and multifaceted speech form that requires a systematic approach to mastering. A comprehensive analysis of argumentative texts should take into account their compositional, linguistic, and functional characteristics in their interrelationships and interactions.

The practical value of this study lies in the potential for implementing the developed methodology in educational activities to develop analytical skills and the creation of reasoning

texts. This promotes the development of students' analytical thinking, research skills, and verbal competence.

Further studies could focus on exploring the specifics of reasoning in various discursive spheres, analyzing the cultural and ethnic characteristics of reasoning organization, and developing more specific analytical methodologies for various categories of educational organizations.

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