

THE CLARIFICATION OF SCIENTIFIC TEXT AND DISCOURSE IN MODERN LINGUISTICS

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Abstract

The concept of discourse, the development of it, various approaches to its research in many spheres, the findings of experts on the study of discourse, and an assessment of the significance and varieties of modern discourse are all covered in this article.

Keywords: scientific discourse, text, knowledge, analysis, speech, cognitive function.

Recent developments in linguistic makes a distinction between the terms "scientific text" and "scientific discourse". A scientific text reflects a subject's cognitive and communicative style, solving the problem of communicating new knowledge and evidence about reality. Thus, text generation in scientific speech follows cognitive processes. M.P.Katyurova's theory of scientific speech included the concept of an epistemic circumstance as an objective extralinguistic component. It refers to the subject's awareness of textual action and encompasses three key characteristics of cognitive function. It is characterized as a consequence of the subject's awareness of the following main areas of cognitive activity during textual activity: ontological, which is connected to the subject matter of scientific knowledge; methodological, which is connected to the process of acquiring knowledge; and axiological, which is connected to the value orientation of the scientific subject.

According to Ye.S.Kubryakova and O.V.Alexandrova the connection between discourse phenomena and text described as being more accurate. They contend that correct interpretation of the terms "discourse" and "text" requires placing them within the context of the cognitive paradigm. Text can be examined as a completed work in cognitive interpretation, but discourse is the process through which texts are created. The discourse is a relatively complex phenomena, and in order to examine it, it is required to ascertain the speaker's pragmatic objective. The text is investigated directly as a material thing. The writers



suggest that the discourse and text can be viewed as a "process that creates" rather than just a framework that represents the accomplishments of humanity. Each writing is a "model of a possible world" that can be translated into reality. Text and discourse constantly reflect the flow of human mind and serve as language expressions of that movement. As a result, discourse emerges from online speech activities.

We can discuss scientific discourse from two perspectives. First of all, the analysis of a scientific text is absolutely an analysis of scientific discourse because the text's structure is thought to be inextricably linked to the mental and communicative typological conditions for text creation, a system of pragmatic and cognitive strategies, the author's operational national attitudes when interacting with the recipient of the message, and the complex extralinguistic factors that build upon linguistic features. In this instance, the term "scientific text" is synonymous with "scientific discourse."

Secondly, we can define scientific discourse as the complete set of all texts that are accessible, spoken by individuals who characterize scientific knowledge as the outcome of scientific subjects' cognitive activity. Scientific dissertation course texts share a communicative and functional style and are linked to one another through wide semantic links.

Scientific discourse is characterized by the equality of all participants. The depth of knowledge requires scientists to approach their research with critical thinking. Scientists are responsible for acquiring, evaluating, and reporting knowledge to the public, as well as training future scientists. Scientists perform multiple roles, including researcher, educator, expert, and popularizer. Scientific discourse has two distinct clients: the general public, who read science journals and watch related videos, and novice researchers training in departments and laboratories. The text is typically acknowledged in linguodidactics as the primary instructional tool for teaching the Russian language and the greatest level of "teaching students" speech activity" [5,86-88]. It is understood that the text is "a methodologically appropriate, authentic fragment of the cultural and linguistic space, within which the student's interaction is modeled through controlled text activity" [4,70-74], and that it represents "the objectified form of the act of communication" [1,15].

Discourse and Scientific Text: Key Differences.

Two phrases that are frequently used in academic settings, especially in the sciences, are scientific text and scientific discourse. Despite their tight



relationship, they have various functions and are made up of different components. This paper explores the distinctions between these ideas, emphasizing their functions, traits, and importance within science. Scientific discourse refers to the overall process of communication within the scientific community. It comprises all formal and informal communication methods used by scientists to express their ideas, research findings, and hypotheses. This includes both spoken and written exchanges, such as published journal papers, conference talks, and informal dialogues among scholars. Conversely, written materials that present scientific theories, research, and conclusions are particularly referred to as scientific texts. These books, which give thorough reports of experiments, analyses, and conclusions, represent the concrete results of scientific discourse. When taken as a whole, these components guarantee that scientific knowledge is thoroughly examined and easily available. Comprehending their distinctions improves our understanding of how scientific concepts progress from original theories to generally acknowledged hypotheses. Discourse and text interact to provide a strong foundation for science's ongoing progress, encouraging a culture in which information is produced, critically analyzed, and enhanced by the world's scientific community.

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