

Study of Artistic Text in World and Russian Linguistics

Jamila Farrukhovna Rustamova

Senior lecturer, Oriental University, Uzbekistan

Abstract. *In this article, the main problems of literary texts in the world and Russian linguistic traditions, using methodologies and theoretical foundations, specific ideas are presented. The evolution of these traditions demonstrates the rich relationship between structural form and sociopragmatic content, and is a product that illuminates the multifaceted ways literature reflects and shapes human experience.*

Keywords: *artistic text, world and Russian linguistics, Oxford dictionary, novels and poems, historical and cultural analysis.*

Introduction: The oxford dictionary defines literary analysis as: the systematic study and interpretation of literature in which scholars examine the elements of a text, including its language, structure, and content, to reveal deeper meanings, themes, and cultural or historical contexts. This analysis aims to study the ways in which literature communicates, affects its audience, and reflects or challenges societal norms and values.

Literary analysis is a systematic examination and interpretation of literature in which scholars scrutinize various aspects of a text, such as its language, structure, and content, to understand its meanings, themes, and cultural contexts. This analysis can be applied to any form of written work, from novels and poems to plays and essays, to reveal deeper insights into the work itself, its author, its readers, and its impact on society. If we consider the role of artistic texts in the reflection and formation of social norms and values, the sociopragmatic aspects of literature are particularly evident. Using methodologies and theories based on both global and Russian linguistic traditions, scientists have developed sophisticated tools for analyzing not only the structural elements of texts, but also the interaction and expression of these texts with the complexities of human social life.

Material and methods: It includes the following types of literary text analysis:

Structure Analysis: Focuses on the way a text is organized, including its narrative structure, plot development, and character roles. It examines how these elements function to convey text themes and messages.

Thematic Analysis: Focuses on identifying and interpreting themes and motifs in a literary work. It examines how these themes are developed and what they reveal about human nature and society.

Stylistic Analysis: Examines the author's use of language, including word choice, sentence structure, figurative language, and other stylistic devices. This analysis aims to understand how the author's language choices contribute to the overall meaning and impact of the text.

Historical and Cultural Analysis: This involves placing the text in its historical and cultural context to understand how these factors affect the work's themes, characters, and story. It can also explore how a text reflects or challenges the cultural norms of its time.

Psychological Analysis: Applies the principles of psychology to literature by studying the psychological motivations of the characters or the psychological implications of the story. It may rely on Freud, Jung or other psychological theories.

Comparative Analysis: Compares and contrasts two or more texts, examining their similarities and differences in theme, style, or historical context. It can reveal broader insights about genres, literary movements, or cultural differences.

The following approach was taken to the analysis of literary texts in Russian and foreign languages:

Russian scholars: Russian formalism is an important movement, with scholars such as Viktor Shklovsky and Roman Jakobson focusing on the formal features of texts, such as narrative techniques and literary devices, to understand how literature functions as a distinct form of language. Russian formalists emphasized the "literariness" of texts, suggesting that what makes a literary work not its content, but its form and the methods used to make the familiar appear strange.

Foreign scholars: In a broader context, foreign scholars such as Roland Barthes and Jacques Derrida contributed to structuralism and deconstruction. Barthes introduced concepts such as the "death of the author", which suggested that the meaning of a text is not dependent on the author's intention, but is open to interpretation by the reader. Derrida's deconstruction examines how the meanings in the text depend on the specific linguistic structure of the text and how it is broken, revealing its own contradictions and ambiguities.

Each approach, whether Russian or from other traditions, enriches the field of literary analysis, providing different tools and perspectives for understanding literature. The interaction between Russian formalism and various Western theories has led to a rich dialogue in literary studies, a deeper understanding of the nature of literature, its place in culture and society.

Result and discussion: In the global context, the structuralism shown in the example of Roman Jakobson's work "Linguistics and Poetics" laid the groundwork for understanding the aesthetic structure of artistic texts. Jakobson's identification of the poetic function of language was a fundamental approach to analyzing the structural elements of literature such as rhyme and measure and their contribution to the overall meaning of the text. This systemic approach was later expanded by poststructuralist thinkers such as Jacques Derrida, whose *On Grammatology* provided a new lens through which to view the relationship between language and meaning. Derrida's ideas about the ambiguous delay ("difference") of meaning in texts led to a deeper engagement with the interpretive possibilities of literature, as seen in the complex language structure used in Shakespeare's *Hamlet*.

At the same time, the emergence of pragmatics and sociolinguistics, particularly through Dell Hymes's concept of "communicative competence," focused attention on the use of language in social contexts. This perspective has opened up new ways to analyze literary texts, such as Mark Twain's *The Adventures of Huckleberry Finn*, revealing how dialectal changes reflect language choices, social identities, and cultural norms.

The Russian tradition, with its formalist roots, offered a complementary but distinct approach to literary analysis. Victor Shklovsky's concept of "defamiliarization" in *Art as Technique* emphasized the ability of literature to renew familiarity, a concept vividly illustrated in Tolstoy's *The Death of Ivan Ilyich*. At the same time, Mikhail Bakhtin's work "The Dialogic Imagination" introduced the idea of dialogism, emphasizing the multiplicity of voices in the text. This approach applied to Dostoevsky's work "Crime and Punishment" shows that literary texts can embody many points of view that reflect the complexity of human mind and social discourse.

By connecting these theoretical frameworks and examples with the study of literary texts in the world and Russian linguistic traditions, we emphasize the important role of language in the creation, interpretation and communication of literature. These traditions not only offer tools for structural analysis of texts, but also illuminate the sociopragmatic dimensions of literature—how texts direct and negotiate social and cultural relations. Through this lens, we gain a deeper appreciation of literature as a dynamic interplay between language, society, and the individual, a rich field for sociopragmatic inquiry.

Based on this framework, this study explores the nuances of language traditions and their application to literary texts, focusing on sociopragmatic aspects that emphasize the dynamic relationship between literature, culture and society.

Conclusion: Similarly, the dialogic nature of literary texts proposed by Mikhail Bakhtin emphasizes the importance of multiple voices and perspectives in a single work. This diversity reflects the inherent diversity of social and cultural perspectives, challenging monolithic interpretations of texts and encouraging readers to engage with the complexities of meaning. For example, Dostoevsky's novels are famous for their polyphonic structure, where each character's voice contributes to a larger dialogue on moral, philosophical, and social issues. This approach emphasizes the ability of literature to reflect the multifaceted nature of human thinking and society, and helps to deal more deeply with the sociopragmatic aspects of the text.

References

1. Azimqulova, M., & Hamidov, X. (2024). ABDULLA QAHHOR HIKOYALARIDAGI IBORALARNING RUSCHA TARJIMADA BERILISHIGA DOIR: Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 4(2), 105-111.
2. Jakobson, R. (1960). Linguistics and Poetics. In T.A. Sebeok (Ed.), *Style in Language* (pp. 350-377). MIT Press.
3. Marxabo Raxmonkulovna Abdullayeva, & Sattarova Marxabo Utkirbek qizi. (2024). BEVOSITA TARJIMADA FRAZEOLOGIZMLAR MA'NOSINI BERISH. *PEDAGOGS*, 56(1), 134–138. Retrieved from <https://pedagogs.uz/index.php/ped/article/view/1131>
4. Marxabo Abdullayeva. Milliy koloritni ifodalovchi frazeologizmlar tarjimasi muammolari (Monografiya). - T.: "Innovatsion rivojlanish nashriyot-matbaa uyi", 2024, 148 b.
5. Farruxovna, R. J., & Qodirjonovna, K. I. (2021). Learning Styles and Strategies in Teaching English. *Pindus Journal of Culture, Literature, and ELT*, 6, 130–132. <https://doi.org/10.51699/pjcle.v6i.53>
6. Yakubov O.A. Oliy harbiy ta'lim muassasalarida xorijiy tillarni o'qitish jarayonida assotsiatsiya metodidan foydalanish// Chet tilini o'qitishda va o'rgatishda til ko'nikmalarini rivojlantirishning dolzarb masalalari. Материалы конференции. 2022/4/6 bet.34-40
7. O. Yakubov. Application of the method of associations in the educational process. Журнал образовательный портал «Мультиурок» 2022/3/7. Ст455-457. <https://multiurok.ru/files/application-of-the-method-of-associations.html>
8. O.A.Yakubov. ASSOCIATION METHOD AS A WAY TO IMPLEMENT INNOVATIVE APPROACHES . CUTTING EDGE-SCIENCE. 2020/8. Ст 84.
9. Ойбек Анварович Якубов. Oliy harbiy talim muassasalarida xorijiy tillarni oqitishning ilgor metodlari (Assotsiatsiya metodi asosida). Журнал. Международный журнал искусство слова. 2020 Том 3.