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## STRUCTURE AND MAIN LINGUISTIC CHARACTERISTICS OF THE NARRATIVE TEXTS

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### ABSTRACT

This article discusses the text, its types and main features, the specific features and characteristics of each type of text, and focuses mainly on the narrative text. Examples are given of the stages of development of a narrative text, the periods in which it is most often used, the types of text used, and the stylistic colors.

### KEYWORDS

Text, text types, narrative text, argumentative text, descriptive text, didactic text, dialogic text.

### INTRODUCTION

In many ways, language is not only a tool we master, but a highly specialized tool that masters us. The same language that gives us freedom in time and space limits us with its own subtleties and shortcomings. Therefore, previous generations have a significant influence on our means of understanding and similarly shape our use of language today and the thinking of

future generations. Therefore, all written texts are to some extent governed by the language we use.

The text is a form of speech, a complete speech unit in terms of its function. Each text has a complex structure and content, and it is an example of oral and written creativity. In linguistics, the text is interpreted as a separate unit of language and the main object of the field called text linguistics. Linguist E. Qilichev in his

book "Linguistic analysis of the text" gives the definition that "the text is a complex structure expressing nominative-aesthetic information, all elements of which are closely interconnected and directed to a certain goal from the author's point of view."

### THE MAIN RESULTS AND FINDINGS

The origin of riddles goes back to the secret speech of primitive society, taboo speech (that is, words forbidden to be spoken aloud by some members of a tribe or clan due to age, gender or social status in this society). Riddles are common among all nations. In addition, the origin of riddles is related to a person's desire to scare and deceive an evil spirit, which, as previously believed, can negatively affect the life and fate of a person, child, cattle, etc. In order to ensure the well-being of himself and his family, he had to be cunning, so that the object or person was not called in such a way that his name or name was not actually mentioned. The riddle also played an important role in initiation ceremonies (the ceremony of turning a boy into a man), which was widespread among all ancient peoples. The initiated boy was tested using riddles: guessing them, he successfully passed this test and went to the next stage of the initiation - without knowing the secret speech, the young man could not become a man. Riddles are found in the mythology of ancient peoples (for example, in ancient Greek myths).

Linguo-cognitive and linguocultural approaches to the concept are usually divided according to the orientation of the research vector: if linguo-cognitology goes from the concept in the individual consciousness to its representation in the collective consciousness (culture), then the linguistic culture moves from collective ideas about the concept to individual ones; linguoculturology is oriented rather towards the study of the specific in the composition of mental units and is aimed at describing the 2994| S D Shavkatovna Linguocultural features of the symbols distinctive semantic features of specific concepts. From the standpoint of cognitive linguistics, we move from person to culture, from the standpoint of cultural linguistics from culture to person. The features of the linguo concept include ethnocultural distinction, heterogeneity (heterogeneity, diversity, heterogeneity), multi-character, internal fragmentation and, in contrast to the logical concept, "experiencing", semiotic ("nominative") density - representation in terms of expressing a number of linguistic synonyms, thematic series and fields, proverbs, sayings, folklore and other plots and synonymized symbols (works of art, rituals, behavioral stereotypes, objects of material culture), focus on the expression plan (inclusion of a name concept into associative paradigmatic and syntagmatic connections that have developed in the lexical system of the language).

We don't always create a new text while communicating, speaking or writing. We use different types of text according to our needs. Sometimes we tell someone about the events that happened or witnessed. The purpose of our communication is sometimes to convey some information to the listener. At the same time, we give recommendations on how to do something or order not to do something. A person wants to express his feelings, emotions, excitement, pain and sorrow, thereby impressing the listener or reader. In such cases, sometimes we use exaggeration, sometimes simile-comparison.

Based on this, we can study the text, especially the artistic text, by dividing it into the following types (in French):

1. Narrative content text (Le texte narratif) – in such a text, the author or the hero of the work narrates an event that he experienced, heard, saw or witnessed;
2. Descriptive texts (Le texte descriptif – deskriptiv matn)- such a text is composed in order to illustrate a person, place, animal or plant creature or something or event unknown to the listener. The paronymic image is the most characteristic feature of such a text. That is, the first, primary feature of the described object is mentioned. Then the features related to it will be discussed;
3. Annotation is meaningful text (Le texte argumentatif – argumentli matn )- various

arguments and explanations are given to express the persuasiveness of the opinion expressed in such a text. Reasoning, proving, trying to justify oneself or giving various reasons for the purpose of defense is one of the unique aspects of the argumentative text type;

4. Didactic texts (Le texte explicatif – eksplikativ matn) – It is a text composed on the basis of the desire to give advice to someone, to educate him through various life events or to teach him to draw conclusions from what was said;
5. Poetic text (Le texte poetique) - expressing feelings and emotions, playing with language, creating a form are the main features of this text.
6. Dialogue texts (Le texte dialogal) includes questions and answers, interviews, chats, improvisations.

This typology of texts is a pedagogical tool that allows students to focus on some structural laws of texts and linguistic and discursive features characteristic of many texts. At the same time, there are few texts of the same type. In fact, most texts present a dominant type while combining aspects of other types; the novel is undoubtedly the most striking example of this variety of texts; although it is generally in the form of a short story, the novel usually combines descriptive, explanatory, evidential and, of course, dialogic dimensions, even fragments. We will discuss with you the types and features of narrative (story) text. In such

a text, the author or the hero of the work narrates an event that he experienced, heard, read or witnessed. The event being narrated can be small or extensive. In the formation of the text, the storyteller (narrator) is the leading factor. In a narrative text, the speaker tells a story in the first or third person. For example, j'ai invite les copains à venir à la maison cet après-midi pour jouer aux cow-boys.[I invited my friends to my house to play cowboys today. Le Petit Nicola, les cowboys ]; In the story, Nikola tells the story of his experiences. In addition, there are the following forms of narrative text: récit (story or short story); récit d'aventures (adventure story); récit ou roman fantastique (short story or fantasy novel); fable (tale); novel (novel); legend ou mythe (legend or myth); nouvelle (novella); memoirs etc.

The sequence is important in the text and it consists of three or five stages: 1) en début (the beginning of events); 2) un milieu (the middle, that is, the development of events); 3) Une fin (the end of events); In the five-stage period, the following will be explained: 1) la situation initiale - the initial\initial situation; 2) L'élément déclencheur - the cause of the event (the problem or action that disrupts the balance at the beginning of the event); 3) Le noeud \développement - node, that is, development (events, turns); 4) le dénouement – the end of events 5) la situation finale – conclusion.

In narrative text we use the following tenses: le present(hozirgi davomiy zamon); le passé simple (oddiy o'tgan zamon); le conditionnel présent et le conditionnel passé (hoziri va o'tgan zamon shat mayli); le passé composé (o'tgan murakkab zamon ); imparfait (o'tgan davomli zamon); futur simple (kelasi zamon); plus-que-parfait (uzoq o'tgan zamon, tuallangan) masalan, Ils sont arrives avec toutes leurs affaires. Rufus avait mis la panoplie d'agent de police que lui avait offerte son papa avec le kepi, les menottes, le revolver, le baton blanc et le sifflet a roulette (Ular barcha narsalarini olib kelishdi. Rufus ota- onasi unga berkitib qo'ygan kiyimini qalpoqchalarini, qurollari, oq tayog'i va rolik hushtagi bilan kiyib olgan edi ); At the same time, to make the text more colorful, the writer or the hero uses various stylistic colors, for example, comparaison (qiyoslash), métaphore (metafora); personnification (personfikatsiya, shaxslantirish); oxymore (oksimoron); antithèse(antiteza); métonymie (metonomiya); euphemism (evfimizm) etc.

## CONCLUSION

Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols.

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