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Innovation, integration and modern problems in the scientific activities of young
researchers and students: theory and practice collection of materials of the
international scientific and practical conference on the topic

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In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

STANDARDS OF TEXTUALITY IN COMPARABLE TEXTS: THE GREAT DEPRESSION IN TWO TEXTBOOKS

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Annotation. The research paper is supposed to utilize a text-linguistic framework by the help of comparative analysis to juxtapose two textbooks about the Great Depression. The research relies on Robert de Beaugrande and Wolfgang Dressler's standards of textuality. The study covers not only constructions and historical background of the texts but also meanings between lines and target audience of each genre precondition their linguistic and structural choices. Through a systematic analysis, the work shows how the US history texts are created by the standards of textuality. The reason why comparative and descriptive methods are taken to use is that there is a need to describe and compare them in order to identify nuances and similarities in terms of cohesion, coherence and readability. There are some factors that directly or indirectly impact on writers consisting of personal attitudes, intertextual factors, socio-economic and political situation. This work reveals how meaning and structure are built differently by different authors and what factors influence genre, structure of texts.

Key words: Coherence, cohesion, intertextuality, intentionality, acceptability, informativity and situationality and the Great Depression.

1.1 The Standards of Textuality: An Operational Framework for Analysis

The exploration of texts has long been important within the broader context of linguistic inquiry. However, the definition of "text" has been a topic of extensive theoretical debate. At its most fundamental level, a text can be realised as any case of language in action—essentially, a communicative event that transcends the mere aggregation of solid components. Yet, the rigorous analytical standards of discourse analysis put more emphasis on a more nuanced definition, particularly when dealing with complicated narratives, including historical accounts represented in educational resources. Therefore, the notion of textuality develops as a significant theoretical construct by facilitating a shift from a simple view of texts as mere repositories of information toward a richer understanding of texts as intricate sites for meaning construction, social interaction, and ideological negotiation. "The two capital secrets in the art of prose composition are these: first, the philosophy of transition and connection; or the art by which one step in an evolution of thought is made to arise out of another: all fluent and effective composition depends on the connections; secondly, the way in which sentences are made to modify each other; for the most powerful effects in written eloquence arise out of this reverberation, as it were, from each other in a rapid succession of sentences." — Thomas de Quincey.

De Quincey, known for his own highly rhythmic, dreamlike, and emotionally charged essays (e.g., *Confessions of an English Opium-Eater*), is essentially describing key techniques he used to achieve that distinctive style. Modern writing guides on cohesion, coherence, and sentence rhythm often echo these same ideas, sometimes even quoting De Quincey directly.

The term "textuality" includes the defining characteristics that cause language coherent and meaningful, differentiating it from a collection of random, separate disjointed sentences. Readers do not engage with a textbook chapter on the Great Depression as a mere assortment of facts to be memorized. They perceive it as a cohesive narrative, hoping that the integration of these elements will culminate in a singular communicative act. This expectation of coherence and interpretability lies on specific textual attributes that collectively contribute to the textuality of an act. The foundational framework, schemata for systematically studying textuality, and its relationships. It can be attributed to the influential work of linguists Robert-Alain de Beaugrande and Wolfgang Ulrich Dressler. Their seminal 1981 publication, *Introduction to Text Linguistics*, continues to work as a key reference in contemporary discussions and debates.

Beaugrande and Dressler noted to be real test, it must meet seven constitutive criteria: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. These criteria are not considered as supplementary and complementary elements but as essential unseparable parts for textuality. If a communicative event fails to meet any of these conditions, it is judged as a "non-text." In the current analysis, the framework created by Beaugrande and Dressler is taken as a primary analytical lens, reconfigured to facilitate comparisons between two American history textbooks' representations of the Great Depression. This methodological choice is justified on several grounds. Firstly, the framework's rules ensure that no critical aspect of textual organization is overlooked during analysis. Secondly, by clearly considering both the producer's perspective (intentionality) and the receiver's perspective (acceptability), the framework fits well with the dual focus inherent in textbook analysis. Thirdly, the emphasis on the contextual embeddedness of texts (situationality and intertextuality) proves significant when examining historical discourse, since it is naturally linked to the context of production and the temporal framework in which it is situated.

1.1.2 Cohesion: The Surface Construction of a Textual Link

Cohesion illuminates the first of the seven observable standards. It focuses on the clear linguistic connections that manifestly link different aspects of a text. Beaugrande and Dressler defined cohesion as "the ways in which the components of the surface text, i.e., the actual words we hear or see, are mutually connected within a sequence." According to it, each and every element of text is interconnected and interrelated. These surface-level connections rely on a limited array of grammatical and lexical devices. It helps to enable readers to trace connections among textual elements, identify entities or categories that refer to similar elements across sentences, and recognize how propositions logically follow one another.

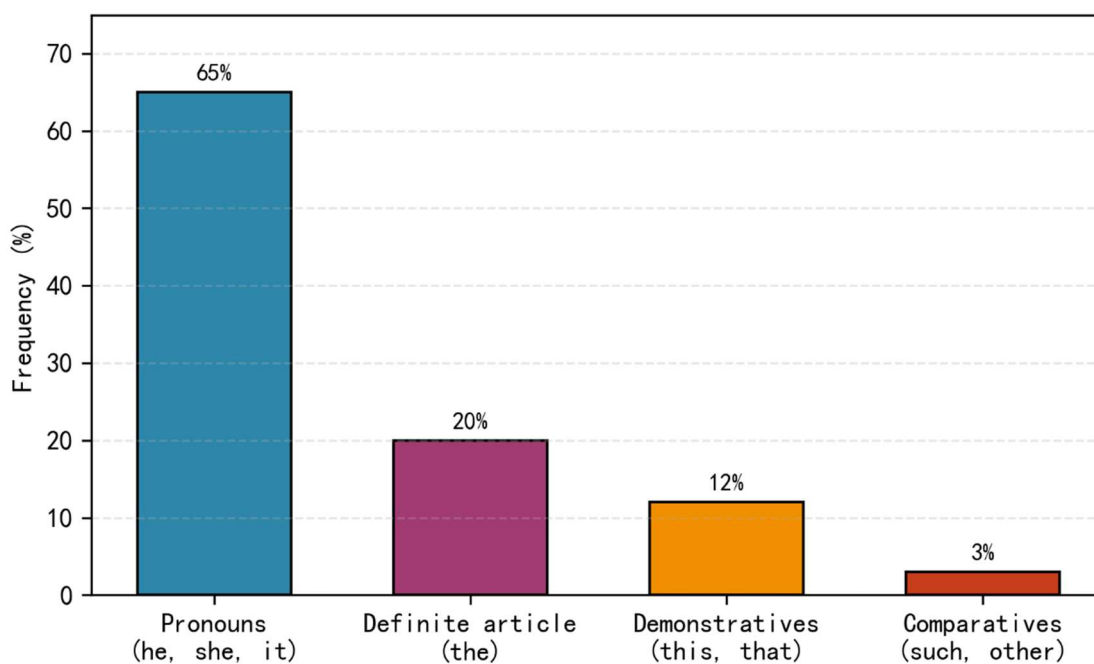
Another systematic investigation was made by M. A. K. Halliday and Ruqaiya Hasan. Their well-known work, *Cohesion in English*, offers a comprehensive taxonomy, organized system, of cohesive devices. Halliday and Hasan put forward five main categories of cohesion:

- Reference
- Substitution
- Ellipsis
- Conjunction
- Lexical cohesion

Each category include peculiar linguistic forms that connect textual elements based on different principles of cohesion.

When it comes to reference, cohesion involves the connection between a linguistic element and other items, necessitating prior knowledge for comprehension. It makes the reader use bottom-up approach that require prior and background knowledge. In English, reference is typically conveyed through pronouns (he, she, it), demonstratives (this, that), comparatives (such, other), and definite articles (the).

How Reference Is Conveyed in English



According to the data depicted in the bar graph, pronouns are by far the most commonly used device as a reference with 65%. The usage of definite article shows 20%, When demonstratives and comparatives demonstrate 12% and 3% respectively. The graph reveals that the role of pronouns to refer is quite larger than others. For instance, understanding the pronoun "it" requires recognizing its referent within the text. In historical narratives, reference cohesion is crucial for maintaining a continuous perspective. If reader fails to find or mislead referent, lexical, grammatical and even logical flow and connection can not be comprehended. The manner in which a textbook refers to Herbert Hoover—initially using a full noun

phrase, then transitioning to a surname and pronoun—illuminates the author's understanding of subjectivity and the nature of the relationship with readers.

As for substitution and ellipsis, they are closely related and they have a number of similarities and nuances. By definition substitution is replacing one linguistic element with another and they are accepted as its equivalent. For instance: "Hoover initially opposed direct federal relief, but Roosevelt later advocated for it." In this example it replaces the direct federal relief in order to avoid repetition and redundancy. Moreover, It assists to provide cohesive and coherent flow. Ellipsis is omitting elements that can be inferred through context. One example can be: "Hoover proposed limited measures; Roosevelt, broader plans." In this case the word, proposed, is omitted but can be understood based on the context. The structures of these two sentences are the same (subject + predicate + object). The omitted verb is realised from the first clause, creating clear parallel structure and this structure puts more emphasis on contrast on their meaning.

Conjunction is the linguistic element that serves as a signal to relate and connect clauses between sentences or across text units. There are divergent types of conjunctive relations. They are additive (and, moreover), adversative (but, however), causal (because, therefore), or temporal (then, subsequently).

These connective expressions act as clear navigational tools, and they guide readers through the logical framework of a text. In textbook discourse, conjunction serves a distinctive function in constructing historical explanations. For example, "the stock market crashed in October 1929, and therefore the economy entered a prolonged depression". In this example, the word therefore helps to connect sentences by causal relation.

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