

DISCOURSE ANALYSIS IN MILITARY ENGLISH TEXTS

*Khalilova N.**Ph.D. student**War College of the Azerbaijan Armed Forces***SUMMARY**

The paper aims to highlight aspects of military texts in the English language. While translating any text cognitive aspects of it plays a significant role for comprehension. To know military terms is necessary for military texts and for this reason military English is also considered as a Specialized Language. However, knowing military terms is not sufficient, it is necessary to be aware of the contextual meaning for comprehension of texts. The author concludes that discourse analysis of Military English is based on the aspects of pragmatics.

Key words: military text, discourse, analysis, contextual meaning, comprehension, pragmatics, military terms.

Introduction

The terms 'text and discourse' are related to pragmatics. In order to identify their natures, we need to explore the nature of pragmatics. Pragmatics is a bridge between language and the world. When we hear any sentence it gives us a single meaning, but it doesn't help us make the context clear. Analysis of pragmatics clarifies intentions of sender's meaning. Pragmatics is especially concerned with implicit meaning, with inference and the unsaid, and the way in which language structure trades on this background of the presumed and inferred. It deals with the problems which are related with sociolinguistics, discourse analysis, the meaning of the context. Mostly it is considered context-dependent.

Pragmatics, or, to be more exact, linguistic pragmatics, is a branch of linguistic concerned with the use of language in the situation. Many work has been written on general and specific problems of pragmatics since the time of C.W. Morris, the father of pragmatics [L. Valeika, D. Verikaite, 2010, 5].

Pragmatics is the study of meaning as communicated by a speaker (or a writer) and interpreted by a listener (or a reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. There have four areas that pragmatics is concerned with. 1) The study of speaker meaning; 2) the study of contextual meaning; 3) the study of how more gets communicated that is said; 4) the study of expression of relative distance [George Yule, 2000, 3].

Pragmatics is the study of invisible meaning. The meaning of the word can be recognized even while saying or in written form. For this reason, most of time readers should take into consideration assumptions and expectations. These assumptions and expectations provide us with some ideas.

Pragmatic ambiguity generally appears in discourse. That's why we've focused on military texts in written not in speech. As we know military texts include letters, orders, reports, classifications, regulations and so on. These documents contain different kinds of information that deal with separate branches of the army or they altogether. When they are in written it is hard to get the meaning of texts if a translator is not aware of those fields. However, in

communicative situations are always helpful to get the ideas.

Contextual meaning of texts

As we mentioned above crucial things in understanding the meaning of the text we need to know the contexts. So, when we discuss the contextual meaning firstly, we have to know what the definition of "text" is. According to the Merriam-Webster dictionary the word "text" means "(1) the original words and form of a written or printed work; (2) an edited or emended copy of an original work".

The main structure of texts comprises 3 sections: beginning, main part and end. Generally, the beginning of texts identifies the co-text, main part covers the theme and the end is for conclusion. Some linguistics divided texts according to their topic, like literary, institutional and scientific. As we talk about the military texts, they can be regarded as institutional. These texts are designed to deliver information (as we mentioned above military texts include letters, reports, orders etc.). Informative texts contain expressive functions which also have cultural context. These texts must be in a language that is immediately comprehensible to the receiver.

In the study of texts cohesion and coherence are essential standards. They are considered as main concepts of texts analysis and description of text organizations.

The key to the concept of coherence is something is not something which exists in the language, but something which exists in people. It is people who make sense of what they read and hear. They try to arrive at an interpretation which is in line with their experience of the way world is. Indeed, our ability to make sense of what we read is probably only a small part of that general ability we have to make sense of what we perceive or experience in the world. N. Enkvist attaches special attention to the notion of interpretability and the role of the receptor in interpretation as well as to the term connexity. He writes that "if we need a term to cover the sum total of cohesion and coherence, we might use connexity in such a sense. The term "connexity" is used as containing the properties of the notion of "coherence" in the mental representation attributed to a text, and "cohesion" as a connection of the elements of a sequence of sentences corresponding to a text. The equation is

Connexity=cohesion+coherence [Dressler W.V. 1970, 72]

Connexity is closely related to the interpretability. There are some problems that can be phenomenon in it. Here is the definition of interpretability. It is "suitability of imagery for interpretation with respect to answering adequately requirements on a given type of target interms of quality and sale [5]. Some texts can be understandable and meaningful for some receivers, some are uninterpretable. The role of relevant interpretation depends on having proper background.

Most words in English have more than twenty meanings. Therefore, while reading any text a reader needs its contextual meaning. Context affects the meaning. This can be more uncontroversial. For example, the verb "have" means different meanings in different contexts. Determination of a context is much more significant. As it can be used an expression like "have dinner" or "have a look" etc.

Analysis of military texts

Talking about text understanding it is obvious that the process starts when a receiver gets the message while reading or hearing it. Reading means getting out of the text as nearly as possible the message that the sender put into it. However, while reading a receiver not only comprehends the meaning all the time, but also can mislead the information. Why is it difficult to perceive?

The text can be difficult because of some reasons. First of all, a receiver is not familiar with the code in which it has been expressed. That's why a sender and a receiver need to have the same code. The second scientific texts have many terms that if a receiver doesn't them they can be unacceptable.

Military English includes to the Language for Special Purposes (LSP), so it contains lots of terms and needs background knowledge. In communication a receiver gets a number portion of the content of text. The content covers implicit thinking, concrete-contextual thinking, partial understanding and full partial understanding.

The mechanisms of the cognitive processing of the information that links "smoothly" information received from different sources requires the investigation of language. As the most part of the meaning of text is not expressed by linguistic devices, the process of text understanding can be interpreted similar to the solution of mathematical problems. The gap between what is said and what is perceived is filled through implicit

conclusions made by use of knowledge in the memory of a receiver. [A. Mammadov, 50]

Military texts are considered as a very special type of texts. They are formed by professional for specific purposes. The influx of military terms into English causes lots of misinterpretation and misuse of them. So, pragmatically accurateness of military texts is much more important to their understanding. Misunderstanding arises when the lack of equivalent terminology exists in the target language.

In order to get the right meaning most of time military texts have additional information, but it is not added all the time. This information helps to facilitate and a receiver gets extra information for having ideas about the text. Acronyms and abbreviations are a main part of military language.

"The commanding officer may authorize , however, the wearing of plain clothes to Offs, WOs, and NCOs not below the grade of Sgt when off duty". [Ю.А. Спажев, А.А. Филиппов, 62]

The example show how often the abbreviations are used in a single part of sentence. For this reason, a person who translates any military texts has to memorize all of them. However, this is not a sole way, because one abbreviation can have different meanings. So, as we mentioned above the comprehension of a text depends on background knowledge and context of the field. As military has different fields (branches), each of them has its own word bases.

e.g. "ART" can stand for either "Artillery, or "Air Reserve Technician (US Air Force)" [8]. Before reading any military text a receiver has to get information which of the branches and countries the text focuses on.

Military language develops rapidly because of the usage of up-date military terms. Besides these military jargon and slang are important parts of military texts.

"The 81-mm Mort is smoothbore and fires either HE, smoke or illuminating mortar shells". [Ю.А. Спажев, А.А. Филиппов, 89]

This is the part of one military text. The phrase "mortar shell" has a military slang as a "flying pig". For a regular use this word is hard to understand. Although we can mention that most slang are used in speaking more than in written form.

We also have to bear in mind that most English words change their literary meanings into military meanings.

Here we can mention some military terms [9, 658]:

Word	Technical meaning
actual	The (marine) unit commander, used to distinguish the commander from the radio man when the call sign is used
B-40 rocket	A shoulder-held rocket propelled grenade launcher
House wife	Needle and thread
Master parade	Morning inspection of soldiers

Conclusion

The analysis shows that military texts mostly concern about the military terms. So in order to avoid the misunderstanding and right comprehension a receiver should have appropriate knowledge on them.

As most terms have their own branches like Navy, Air Force and Army. To have an idea of its branches in advance helps to interpret properly.

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ФОРМИРОВАНИЕ МОТИВАЦИИ СТУДЕНТОВ ВУЗА К ЗАНЯТИЯМ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ НА ОСНОВЕ ИСПОЛЬЗОВАНИЯ НЕТРАДИЦИОННЫХ ВИДОВ ФИЗКУЛЬТУРНО-ОЗДОРОВИТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

DOI: [10.31618/ESU.2413-9335.2019.7.66.325](https://doi.org/10.31618/ESU.2413-9335.2019.7.66.325)*Урусов Геннадий Кузьмич**старший преподаватель кафедры физвоспитания, Кемеровский государственный институт культуры (г. Кемерово, РФ)**Черных Марина Игоревна**преподаватель кафедры физвоспитания, Кемеровский государственный институт культуры (г. Кемерово, РФ)***АННОТАЦИЯ**

В статье актуализируется проблематика формирования потребностно-мотивационной сферы студентов I курса в рамках занятий физической культурой. Авторы рассматривают данную проблему с позиций использования в процессе физического воспитания студентов вуза нетрадиционных видов физкультурно-оздоровительной деятельности. В статье рассмотрены основные концепты авторской программы физического воспитания студентов. Представлены результаты изучения основных групп мотивов занятий физической культурой в вузе.

Ключевые слова: студенты вуза, мотивация, физическая культура, нетрадиционные виды физкультурно-оздоровительной деятельности.

Проблематика сохранения, укрепления здоровья студенческой молодежи, а также совершенствования показателей функционального состояния организма, обуславливающего качественный уровень жизнедеятельности подрастающего поколения, является на сегодняшний день одной из наиболее актуальных в системе физического воспитания образовательной среды вуза [3].

Адаптационный период студентов на этапе начальной профессиональной самореализации характеризуется сегодня увеличением учебной нагрузки, большими объемами самостоятельной образовательной деятельности, проблемами, связанными с интеграцией в систему новой социальной и межличностной коммуникации и т.п. Все это приводит к нехватке внимания, времени и недостаточной мотивации к занятиям различными видами физической активности, необходимой как для успешной психофизиологической адаптации к новым условиям обучения, так и формирования индивидуальных стратегий здорового образа жизни в рамках именно физической активности [4].

Специальные исследования показывают, что образование дефицита внимания студентов к состоянию собственного здоровья, его преумножению в процессе занятий физической культурой, а также отсутствие интереса из-за нехватки новизны в процессе проведения занятий по физической культуре, снижают мотивацию обучающихся к данному виду деятельности [1; 2].

Решение этих проблем требует творческого подхода преподавателей физической культуры не только к методике проведения традиционного занятия, но и расширению функций физического воспитания в вузе на основе привлечения теоретико-методологического потенциала, предоставления студентам возможностей заниматься нетрадиционными (в рамках учебной и внеучебной деятельности) видами физкультурно-оздоровительной деятельности.

Так, осуществляя формирование мотивации студентов вуза к физкультурно-оздоровительной деятельности новизна предлагаемых нетрадиционных видов физической активности (оздоровительная йога, дыхательные гимнастики, дартс, методики направления MindBody, различные