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The discursive peculiarities of A. Baitursynuly's scientific texts

The article was written in order to determine the discursive features of scientific texts of A. Baitursynuly. The authors of the article analyzed "The report supporting the Arabic alphabet" of A. Baitursynuly ("Arab alipbiin jaktagan bayandamasy") from a linguistic point of view. The conclusions of domestic and foreign scientists were used, such as A. Baitursynuly, A. Salkynbai, Sh. Kurmanbaiuly, D. Alkebayeva, A. Adilova, S. Rakitina, K. Kenjeanova. In the course of the study, the place of this work in written and oral speech was determined. Of the language units used by A. Baitursynuly, the general features and features characteristic of the scientific text and scientific discourse are shown. To achieve this goal, a population survey was developed, the results of which were used when writing the work. As a discursive feature of A. Baitursynuly's Report, the authors of the article presented to the attention of the public the features of scientific information, scientific terms, intentions, language units of colloquial style in the text.

Keywords: scientific text, report, act of speaking, scientific discourse, scientific communication, intention.

Introduction

Today's linguistics have shown the differences of the notions "the scientific text" and "the scientific discourse" and the peculiarities belonged to each of them. The scientific text is explained by the scientists through the scientific style whereas the scientific discourse is explained on the basis of the scientific communication and act of speaking. The concept that connects notions of the scientific text and the scientific discourse is science. When the science appeared the notions of the scientific text and scientific discourse have implemented. Analyzing the discursive peculiarities of the scientific text is important for the scientific communication.

The researchings of A. Baitursynuly who put Kazakh linguistics into scientific flow are the scientific basis of today's linguistics. The work which shows the correlation of the scientific text and the scientific discourse is A. Baitursynuly's "Arab alipbiin jaktagan bayandamasy" (The report supporting the arabic alphabet). The report was presented in the "Alippe aitysy" (Debate of the alphabet book) book which was published in Kyzylorda in 1927. The full text of this scientific article "Til taglymy" (Language study), "Ak jol" (White way) put in the 4th volume of his 6 volumed collection of works. In the "Til taglymy" (Language study), according to today's spelling the title was corrected as "Baitursynuly Akhmet's report supporting Arabic alphabet", whereas in "Ak jol" it was shortened as "The report supporting Arabic alphabet" [1; 125].

Since this article of A. Baitursynuly is considered as report, it contains both written and oral text's linguistic units, because the report is the text that presented to the reader during the communication. Whereas "the scientific report is report where given the researching results of on the main ideas and which presented in the scientific conferences (scientific workshops, symposiums)" [2]. Thus, the scientific report is the scientific text which is common for the scientific text and scientific discourse. In the A. Baitursynuly's work "Adebiet tanytkysh" (Understanding of literature) the information about report was given in the topic "baiymdama". The scientist gave the following definition to the notion "baiymdama": "when the essay is written to support and enhance an idea and it is proven with different descriptions, then this essay is called baiymdama". According to A. Baitursynuly baiymdama consists of four parts: 1) beginning, 2) presentation, 3) report, 4) conclusion. In the beginning part it is declared that if there are or not opinions of other people about the discussing topic. In the presentation the discussing topic is introduced. In the report the topic is outlined and the proofs, descriptions will be given. The conclusion gives the significance of the given opinions or says about the results of opinions [3; 125]. From this statement of the scientist we can clearly see the features belonged to the scientific text and scientific report, as any scientific text has introduction, main body and conclusion. Furthermore, the scientific text is written based on the analysis and proofs. This peculiarity be-

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longs to the scientific discourse too. Since the scientific report is common for the scientific text and scientific discourse, the requirements depend on the peculiarities of the scientific text and scientific discourse. This article is aimed to research the place of A. Baitursynuly's report in the theory of text and discourse.

Sources and methods

In writing the article the works as "Adebiat tanytkysh" (Understanding of literature) by A. Baitursynuly, "Abai sozinin lingvopoetikasy" (Linguapoetics of Abai's word) by A. Salqynbay, "Kazakh terminologiyasy" (Kazakh terminology) by Sh. Kurmanbaiuly, "Soz adebi" (The word ethic) by D. Alkebayeva, "Kabyldau stilistikasy" (The stylistic of acceptance) by A. Adilova, "Kognitivno-diskursivnoe prostranstvo nauchnogo teksta" (The cognitive and discursive space of the scientific text) by S. Rakitina, "Sayasi diskurstyn pragmalingvistikalyk jane kognitivtik komponentteri" (The pragmalinguistic and cognitive component of the political discourse) by Q. Kenzheqanova (according to the materials of Kazakh periodicals), PhD thesis "Antropoozektik paradigma: korkem matinnin kommunikativtik-pragmatikalyk aleueti" (Antropoactual paradigm: communicative and pragmatic condition of the literary text) by A. Akkuzova were taken as a basis.

The variety of researching methods were used in the research work. The main results of the research work were achieved due to the methods of observing, collecting, comparison, analyzing. Using of these researching methods gives an opportunity to define discursive and pragmatical peculiarities of A. Baitursynuly's scientific texts. Furthermore, in order to show discursive peculiarities of A. Baitursynuly's "Arab alipbiin jaktagan bayandamasy" (The report supporting the arabic alphabet) survey was conducted among majority of people. The results of survey have assisted to determine the place of report in the pragmatics of the scientific text.

The results and their discussion

The discursive peculiarity of the scientific text is shown in the act of speech. The act of speech is the smallest unit of speaking activity, it is researched in the act of speech theory, act of speech is a significant part of the linguistic pragmatics [4]. As the act of speech is a type of an activity, while analyzing it there used categories like subject, purpose, method, technique, result, situation, etc. for describing and evaluating any activity. The subjects of speech act are speaker — recipient — listener makes a statement for receiving. The statement simultaneously is the product of the speech act and a tool which allows to achieve a specific goal.

The most basic concept which stands between the scientific text and speech act is an interpretation. Receiving, understanding, analyzing and transferring the text are the main features of the interpretation. Explaining the scientific text is connected to transferring the information to the learner by teacher and making a report by scientist (teacher), since the scientific text is written to be explained to readers. Explaining is the act suitable to the scientific text. Every act of speech has an addresser who makes an interpretation and a recipient who receives it. The addresser of the scientific text is the author or the interpreter and the recipient is the receiver or the reader. But this subject later can be turned to the addresser too. According to the scientist S. Rakitina it is important to build the act of speech between addresser and recipient while explaining the scientific text. To be more precise: "Pri sozdanii i interpretatsii nauchnogo teksta uspehnost vzaimodeistviia adresanta i adresata svyazana s kharakterom i posledovatelnostiu imeiushchikh zdes mesto rechevykh aktov, v kotorykh vyrazhaiutsia referentsii, intentsii avtora, predmet rechi i t.d. V svyazi s etim vstaiut voprosy, kaksaiushchiesia ne tolko sposoba izlozheniia informatsii adresantom, osobennostei ponimaniia eksplitsitnykh i implitsitnykh fragmentov teksta adresatom, no i situatsii, o kotoroi idet rech v tekste" (When creating and interpreting a scientific text, the success of the interaction between the addresser and the recipient is associated with the feature and sequence of the speech acts that take place here, in which the references, intentions of the author, the subject of speech, etc. are expressed. In this regard questions arise that concern not only the method of presenting information by the addresser, the features of understanding explicit and implicit fragments of the text by the addressee, but also the situation referred to in the text" [5; 420]. During the speech act the role of situation is also important along with the addresser and recipient. The author and reader build the speech act on the situation. Speech situation is an equally important part for both addresser and recipient. During the situation speaker's thought, mood and even intention might be changed. All of this is directly connected to the situation. In the work of D. Alkebayeva "Soz madenieti" (Culture of the word) several stages of the speech situation are given: the first stage — intelligence, inner words are formed from the inner thoughts, it allows to produce outer words; the second stage — receiving of subject's word, understanding its informative content and organizing the evaluation categories of its stylistics; the third stage is carried out

with factors out of the language [6; 51]. Each stage given by the scientist is shown during the speech act. Any speech act consists of thinking, speaking, understanding and explaining. There is a speech situation in any formed speech act. It might be connected with the discourse. There is a pedagogical discourse in the speech act of the teacher and learner. It shows that there can be a pedagogical discourse between addresser and recipient.

When the scientific text becomes a target of the speech acts the author or speaker thinks about catching receiver's attention. A. Salqynbay who researched the linguistic poetics of Abai's word explains the relationship between the author and receiver as follows: "The writer of the text, speaker, listener, reader, evaluator, its heroes are all people. A person has an ability to speak, as a wise man Shakarim said it's "a gift from God". Writer of the text is a human; it's written about a human; written for a human; human's worldview, being and feeling are drawing with words; the literary value is made with the artistic skills in the word kingdom. It's for a person too, for person's cultural and spiritual sake. A person is the one who reads the text, understands, receives and makes conclusion" [7; 257]. The text that is written for a human, for the reader certainly must be liked by the reader. According to this many authors use speech strategies in order to deliver understandably the text during the speech act. The scientist A.S. Adilova in her education guidance "The acceptance stylistics" expresses opinion about "offering principle". The offering principle is a necessary technique for every author who writes the scientific text. The scientist presents the offering principle as a technique which catches the reader's attention. The offering principle and speech strategy are the similar notions by their content. Both of them are the act suitable for the author and a technique that delivers the text qualitatively. D. Alkebayeva explains that the strategy and tactics of the speech participants are the main components which take a significant place in the speech act. The author considers that the speech strategy shows the efficient results of the speaking process communication and the speech strategy of the speaker is based on the speech rule [6; 47]. The speech strategy is used in the discourse of any sphere. It is one of the techniques which is necessary during the dialogue and giving a report in front of an audience.

We consider that the speech situation and tactics are the phenomena which influence to a successful accomplishment of the speech act. There are several types of speech acts that distinguish speech act except these phenomena. To be precise, they are locutionary, illocutionary and perlocutionary acts. The scientist Q. Kenzheqanova in her PhD thesis "Pragmalinguistic and cognitive components of the political discourse" gives the following definitions to these three acts. The scientist writes that a locutionary act is the act of pronouncing the grammatically correct meaning of the speech, illocutionary act is the act of showing promise, commitment and pressure from the speaker's site, perlocutionary act is the act that influence to the listener [8; 24]. While explaining the scientific text to the learners all these three acts are carried out. The information given in the scientific text is truthful and grammatically correct. Otherwise, it is not the scientific text. The speech of scientific text's deliverer reflects confidence and accuracy, because in writing and delivering the scientific text is used only proven and selected information. Thus, these three acts of speech are closely connected to the scientific text. In the other types of texts this connection may not be as tight as this. The complex usage of these three acts while delivering the scientific text assists readers to understand the text completely.

So in order to show the discursive peculiarities of the scientific text let's make the discursive analysis of A. Baitursynuly's "Report supporting the arabic alphabet".

This scientist's report is written about Arabic alphabet, spelling problems. The nature and linguistic peculiarity of Arabic alphabet are the main ideas of the report. Moreover, A. Baitursynuly in his report shared the proved statements about the advantages and difficulties of using Arabic alphabet. The changing of any text during the speech act is shown in the words and word combinations with an appropriate semantic and syntactic structures. These methods were used while examining A. Baitursynuly's report.

Significant units in analyzing the scientific text are the terms. There are lots of terms suitable for the scientific text in this report: "Sozdin tez tanylu jagyna arab arpinin latyn arpinen artyk ekenin mana aityp ottik. Bu jagynan arab arpinde bir kemshilik bar edi, ol endi jogalaiyn dep tur. Ol kemshiligi jalgau kosylganda soz sugiretinin pishini ozgerilui edi. Maselen "kazak" degen sozge ilik jalgauyn kossak, "kazagdyn" bolyp, "k" arpinin pishini ozgeretin edi" (We mentioned earlier that Arabic alphabet easily recognizable in comparison to Latin alphabet. In this case there is one disadvantage of an Arabic alphabet which it's going to disappear. This disadvantage is the change of the word form when the ending is added. For example when we add the ending to the word "kazak", we will get "kazagdyn" where the form of the letter "k" has changed) [9]. In this scientist's text we can see the terms referring to linguistics as *letter*, *ending*, *form* and *suffix*. In addition, the terms as *alphabet*, *sound*, *symbol*, *teaching method*, *cognition*, *stenographer*,

writing, block-letter, handwriting, comfort for hands, comfort for eyes, shaping show the scientificity of the report. The terms that are the main indicators of the scientific text are used primarily in writing of the scientific text. S. Kurmanbaiuly who is investigating the terms comprehensively nowadays considers the terms in connection with the scientific language. According to the scientist, the scientific language requires sequency and accuracy. It isn't allowed to use the synonymy; subordination, ambiguity, dissonance and inconsistency are not allowed in the scientific text. In general, the scientific language needs clarity and accuracy that calls every notion by its name rather than imagery and expressiveness. Therefore, the terms that are the basis of the scientific language must be emotionally neutral and expressiveness mustn't be referred to them [10; 501]. With this statement the scientist doesn't only show the peculiarities of the scientific terms but also the scientific text. Referring to terms, they are the main tools which show the linguistic peculiarities of the scientific text by context and structure. Thus, the terms are used in every scientific text and scientific discourse. Even though the usage of the term is similar to the ordinary words, there are some differences. The word is ambiguous, it's widely used. The term is used only in particular spheres, therefore the area of its usage is narrow. Furthermore, the characteristics as clarity and accuracy are suitable to the terms. Nevertheless, the term is also changed during the speech act. Firstly, any author in the process of writing doesn't use only the terms of a particular sphere. In some cases the author is obliged to use the terms related to other spheres. In the given example the scientist uses the term "sugiret" (form). Obviously, this isn't the linguistic term, however in order to make his thoughts clear and understandable the author uses the term of another sphere too. At the time when this report was written the basis of Kazakh terminology had been just developing and there were not many terms. But nowadays analyzing the terms of discourse has changed. Today there are many terms and they are presented by many authors too. For instance, the term "complex syntax integrity" is called "stanza" by the supporters of J. Jakypov's investigations. Thus, the term users during the speech may use different variants of one term. The same term can be called differently in different spheres. For example: the term "line" is used differently as line, web, road, way, crossing, finish and row. But in the coursebooks, academician grammar, official documents are often used the fixed variants. This is an effect of the speech act on the text, including the terms.

The terms mentioned in the report of the first quarter of the XXth century do not still lose their viability and understandability for the mass. In order to show the pragmatic of the terms in the report the survey was carried out. About 50 respondents between the ages of 15-51 participated in the survey. The majority of respondents were school and university teachers and students of "Philology: Kazakh language".

The respondents noted that they knew the terms as form, letter, writing, cognition, shape, word, literacy, human, study in the text. In this survey we can see that the terms formed by the scientist in the previous century are still widely used. Every scientific text is written through the formed, selected, normalized literary linguistic units. In writing the scientific text the literary linguistic norms are followed strictly. The scientific text written in the basis of the normalized literary language during the discourse is supplemented with the spoken language units. In the A. Baitursynuly's report these features are clearly visible. "Mysaly: *"Sozdin tez tanylyu jagyna arab arpinin latyn arpinen artyk ekendigin **mana** aityp ottik... Bu jagynan arab arpinde bir kemshilik bar edi, ol endi jogalaiyn dep tur. **Suitip**, eki ariпти salystyrganda, **sap-saz**, **ap-aikyn** kozge korinip turgan syndary arip almastyru maselesin dariptep koteruge oryn joktygyn korsetedi. Bu siyakty maseleleri koterip, uakytyn shygyn kylyp jurgender bolsa, ony **erikken adamdardyn ermegi** esebinidegi **kur kiyal** dep bilemin"* ("For example: "We mentioned **earlier** that Arabic alphabet easily recognizable in comparison to Latin alphabet... **In this case** there is one disadvantage of an Arabic alphabet which it's going to disappear. **Accordingly**, if we compare two words there is no way to promote the issue of letter changing which is clearly visible. If there is someone who promotes the issues like **this**, I recon that it is a **useless thing** doing by a **bored person**) [9]. There are some phenomena related to the spoken language style like apheresis, syncope in the report. In the text the word "bul" (this) given as "bu", "bagana" (earlier) as "mana". And there were used expressive words like "erikken adamnyn ermegi" (a bored person's activity), "kur kiyal" (useless thing). It isn't allowed to use these kind of phrases in the scientific text. But in the scientific discourse the author can use speech tactics like these in order to impress the reader.

In order to make his text effective and understandable the author uses different methods and tactics in the speech act, because the reader along with acceptance needs to understand and explain it. In this way the author's goal of writing the text and making the discourse will be achieved. The statement of the scientist A. Adilova gives an understanding of our thought: "Matindi pragmatikalyk turgyda zertteu ony birtutas kurdeli soileu aktisi dep tanumen bailanysty. Avtor nietine, maksatyna sai tuziletin soileu aktisinde ol adresatka aser etetin ar aluan tildik kuraldardy koldanady, sol arkyly kalamger tuzgen bolmys turaly communi-

canttar arasynda pikir almasu, oi bolisuuderisi juredi, alaida okyrman ol matindi ozinshe interpretaciyalaidy” (The pragmatical researching of the text is connected to understanding it as a holistic complex speech act. The author in accordance with his intention and goal uses different language tools which effect receiver in the speech act, in this way between the communicants goes a process of sharing opinions, exchanging thoughts about the author’s ideas, however the reader interprets the text by himself) [11; 13]. Every author uses different strategies and tactics to make his text understandable for the reader. The scientist D. Alkebayeva in her work “The word ethic” looks to the suggesting principle through the speech strategy and tactics. To be more precise: “Soileu areketinde sozge katysushylardyn arkaisysynyn ozine tan strategiiasy men taktikasy bolady. Communicanttardyn strategiiasy men taktikasy — sukbatka katysushylardyn arnaiy jospary. ... Soileu strategiiasynda aitushy ekinshi seriktesinin kyzygushylygyn tudyratyn jagdaiattarga da erekshe konil boledi” (In speech activity, each of the participants in the speech (communicants) has its own specific strategy and tactics. The strategy and tactics of communicants is a special plan for the participants in the interview.... In a speech strategy, the narrator also pays special attention to situations that arouse the interest of the second partner) [6; 13]. In the pragmatics of the scientific reports the author’s thoughts are given semantically different. The scientist S. Rakitina in her PhD thesis “Cognitive discursive space of the scientific text” divided language units which are used to represent the author’s thoughts in the pragmatics of the scientific text into several groups: hesitate, accept, regret, define, be sure, predict. The scientist explains this issue through the term intention. “Intentsii — eto kommunikativno-pragmaticheskie namereniia avtora, voploshchaemye v nauchnom tekste posredstvom spetsialno vystraivayemykh vyskazyvaniy. Dlia realizatsii intentsii izbiraiutsia diskursivnye strategii, vystupaiushchie v kachestve sposoba osushchestvleniia diskursivnogo deistviia v rechevom povedenii dlia dostizheniia tseli kommunikatsii. Sredstvom realizatsii diskursivnykh strategii yavliaiutsia diskursivnye taktiki, zavisiashchie ot konkretnykh uslovii rechemyshleniia” (Intentions are the communicative and pragmatic intentions of the author which are reflected in the scientific text through the special structured expressions. For realization of intention the discursive strategies are selected which stand as a mean of discursive act in the speech for achieving the goal of communication. The means of the discursive strategy realization are the discursive tactics depending on the certain conditions of speech cognition) [5; 13]. The report without intentions might be boring and unclear for the readers, since the reader pays attention to not only the author’s text but also to his speaking ethic and explaining skills. In the report of A. Baitursynuly which was taken as an object of the research we can mainly see “opposition”, “confidence” and “accuracy”. For example:

*“Jok! Arab arpin tastap, latyn arpin alu kerek, arab arpi kolaisyz dep aldakashan aty shykkan arip, onymen jaksylap emle tuzuge **bolmaidy**, onymen baspa isin jaksylauga **bolmaidy**, ony jazu mashinalaryna, osy kungi shugup jatkan turli oner kuraldaryna ornatuga **bolmaidy**, olarga arab arpi yngaisyz deidi... hat madenieti bar halykka bir ariпти tastap, ekinshi ariпти ala koiu onai jumys emes. Birte-birte baryp alyp ketuge birtalai uakyt **kerek**, birtalai artyk turgan karjy **kerek**. Birtalai artyk turgan adamnyn kushi, isi **kerek**. Aueli, ondai karjy, kush pen is eki ariппen birdei katar okytu, sauat ashu isterine **kerek**. Ekinshi, baspa dukenderinde katar duken kurylmak, katar jumys jurilmek, basylyp shygyp jatkan narselerdin bari de eki ariппen birdei basylyp shygyp turmak. Munyn aty eki shygyn bolmak, eki jumys bolmak. Artyk karjy, artyk kush bugan **kerek**.”* (No! It is necessary to use Latin alphabet instead of Arabic, this alphabet is known as inconvenient many times before, we **can’t** write without mistakes, use **can’t** use typing machine and other up-to-date equipment, they say Arabic alphabet is inconvenient for them... It is not an easy work for the people with the written literacy to leave the first alphabet and take the second one. To gradually switch into the second alphabet we **need** much time, a lot of extra finance, much effort and activity of a person. Initially, this finance, effort and activity **needs** in the teaching reading and writing in two alphabets simultaneously. Secondly, there is going to be two shops in the publishers, two jobs are going to be done; all the publishing materials are going to be published in two alphabets. It will be double expense and double work. It **needs** extra money and extra effort). The author of the report shows his opposition and confidence with the units “jok” (no), “bolmaidy” (can’t) and (!) punctuation mark. And the accuracy in the report is shown with the repetition of the word “need”. The repetition is the technique where one word (word combination, sentence) can be used repeatedly in the microtexts like sentence, paragraph and line. The using of the repetition technique with the communicative purpose allows readers to assume the text correctly and with special feelings, e.g., it develops their expressive characteristics. Usually, the syntactic repetitions transfer to the sentences in the text the second leveled communicative purposes like multiplicity, lengthiness, admitting certain phenomena and actions [12; 121]. Consequently, in writing the report the author paid attention to the reader’s

interest and opinion. It is clearly visible that the author tried to make his text more understandable to the reader.

Conclusion

The scientific text is written for the reader. A. Baitursynuly's "Report supporting the Arabic alphabet" is written to explain the peculiarities and advantages of the Arabic alphabet for the mass. In the Figure 1 the discursive peculiarity of A. Baitursynuly's report is shown.

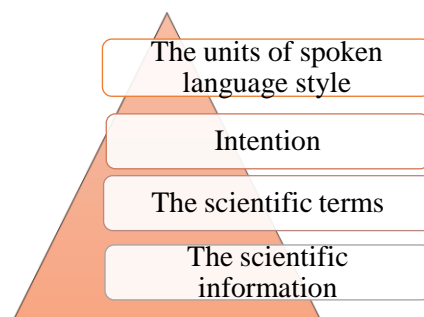


Figure 1. — The discursive peculiarity of A. Baitursynuly's "Report supporting the Arabic alphabet"

In the process of the report analysis we achieved the following result: any report written in the scientific style provides scientific information. The author uses the scientific terms in the scientific communication as well as in the written text. In this way the author makes the text scientific. The next stage of the scientific text is intention. It is the intention of the author in writing the report, in suggesting his statements to the reader. As we mentioned above, by the units in the given report we can clearly see the accuracy, confidence and opposition of A. Baitursynuly's language. The last stage is the usage of the units of the spoken language style. In spite, these units are not related to the scientific text, they can be used in the scientific discourse. The reason of it is to raise reader's interest and attention. According to this purpose in the given report the units of the spoken language style were used.

Thus, a scientific report is structurally different from other types of scientific text. The scientific report is a common text for the scientific text and scientific discourse. It contains both features of the written text and oral text.

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А.Байтұрсынұлы ғылыми мәтіндерінің дискурстық ерекшелігі

Мақала А. Байтұрсынұлы ғылыми мәтіндерінің дискурстық ерекшелігін анықтау үшін жазылған. Мәселенің теориясын дәйектеу мақсатында А. Байтұрсынұлының «Араб әліпбиін жақтаған баяндамасы» тілдік тұрғыда талданған. Сонымен қатар А. Байтұрсынұлы, А. Салқынбай, Ш. Құрманбайұлы, Д. Әлкебаева, А. Адилова, С. Ракитина, Қ. Кенжеқанова сынды отандық және шетелдік ғалымдардың тұжырымдары пайдаланылды. Зерттеу барысында аталған еңбектің жазбаша және ауызша сөйлеудегі орны анықталды. А. Байтұрсынұлы қолданған тілдік бірліктерден ғылыми мәтін мен ғылыми дискурста тән жалпы белгілер мен ерекшеліктер көрсетілген. Қойылған мақсатқа жету жолында көпшілікке сауалнама әзірленіп, нәтижесі жұмысты жазу барысында қолданылды. Мақала авторлары ғылыми ақпараттың, ғылыми терминдердің, интенцияның, ауызекі сөйлеу стилінің тілдік бірліктерінің мәтінде берілуін А. Байтұрсынұлы баяндамасының дискурстық ерекшелігі ретінде көпшілікке ұсынды.

Кілт сөздер: ғылыми мәтін, баяндама, сөйлеу актісі, ғылыми дискурс, ғылыми коммуникация.

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Дискурсивные особенности научных текстов А. Байтұрсынұлы

Статья написана с целью определения дискурсивных особенностей научных текстов А. Байтұрсынұлы. Авторами статьи был проанализирован «Доклад в пользу арабского алфавита» А. Байтұрсынұлы с лингвистической точки зрения. Использовались выводы отечественных и зарубежных ученых, таких как А. Байтұрсынұлы, А. Салқынбай, Ш. Курманбайұлы, Д. Алкебаева, А. Адилова, С. Ракитина, К. Кенжеқанова. В ходе исследования было определено место указанного труда в письменной и устной речи. Из языковых единиц, используемых А. Байтұрсынұлы, показаны общие черты и черты, характерные для научного текста и научного дискурса. Для достижения поставленной цели был разработан опрос населения, результаты которого использовались при написании работы. В качестве дискурсивной особенности Доклада А. Байтұрсынұлы авторы статьи представили вниманию общественности особенности научной информации, научных терминов, интенции, языковых единиц разговорного стиля в тексте.

Ключевые слова: научный текст, доклад, речевой акт, научный дискурс, научная коммуникация, интенция.

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