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ABSTRACT

The article deals with the issue of linguistic analysis of dialogue speech used in literary texts and in the teaching process in the field of dialogues. During the training and teaching process, the research clarifies the elements that determine the dialogue, clarifies the semantic features of the dialogue participants' replicas. In the general picture, the types of sentences are looked at during teaching, and the purposes of using words are studied. In the training, the issue of the author's speech is considered as one of the aspects that distinguish the dialogues of the literary text and the dialogues of the spoken speech. Dialogue, as the main, primary form of communication, is a dynamic structure defined primarily by its communicative essence. Artistic dialogue, which is a part of the world view created by the writer, as a secondary form of communication, becomes an important means of realizing the aesthetic function, the specificity of which is determined by the individuality of the author. In the article, issues such as linguistic analysis and study of dialogical speech in literary texts during the teaching process are presented using comparative and descriptive methods.

Keywords: Teaching process dialogue, study of dialogical speech, during the training, act of speech, author, addresser, sentence, word-sentence.

1. INTRODUCTION

The role of textbooks and teaching aids is very large in helping higher school students to master the basics of knowledge, to familiarize them with program materials in more detail and in depth. It is clear that the need for textbooks and teaching aids in the teaching process is much greater than the need for any other means. That is why the problem of creating textbooks and teaching aids is attracting special attention.

The book "Linguistic analysis of the literary text" presented to the readers appeared as a result of the necessary requirements of the problem of textbooks and teaching aids for higher schools. The general purpose of the article, as in other textbooks, is to help improve the quality of teaching. In a concrete case, the goal is to guide how to conduct linguistic analysis and provide necessary materials - ready-made texts. In this field, there is a great need for scientific clarity, new considerations and provisions, interpretation of linguistic analysis methods. That is why, in addition to the important issues of literary text analysis, in this research paper, as far as possible, a concise explanation of the methods and methods of working on the text was given, and a number of examples of linguistic analysis were shown to facilitate the work of students. While selecting the texts in the article, the literature program of the high school was taken as the basis, and the works of the writers - wordsmiths who were supposed to be taught were included in the book.

Each subject studied in higher schools is included in the curriculum with a certain purpose. Taking into account the quality and level of philological education, new humanitarian sciences were included in teaching in different years. One of them is the subject "Linguistic analysis of literary text". As in other fields, this subject gained the right of a linguistic subject and began to be taught in a natural and legal form - after the development of its scientific and theoretical foundations and the emergence of methodological aspects.

Historically, each academic subject has developed and developed based on a certain necessity and need. The linguistic analysis of the literary text also appeared on the basis of such teaching requirements. It is known that there are three criteria that determine the existence of any educational subject - its object, goals and methods. All three of these criteria are present for Linguistic Analysis of Literary Texts. The object of "linguistic analysis of literary texts" is the text. What is the text? In general, the text problem is quite complex.

There is still no generally accepted opinion about the text. It explains it in every way. Therefore, there is currently a wide debate about this problem in scientific and scientific-methodical literature. Whether in theoretical works, dictionaries or scientific-methodical literature, the text has been approached from different positions, different definitions have been given, and different opinions have been expressed.

As a result of this, several variants of text theory have emerged. In some opinions, it is indicated that the text exists in writing and orally, for which they consider the presence of paragraphs, sections, and headings to be

important. Despite the fact that there are different opinions on certain aspects, in all opinions it is shown that the text has an absolute content. Of course, for the text, indeed, the content is the main condition. However, it is wrong to consider some of the above, for example, the title, as an important condition for the text.

The main characteristic of a text is that it is a complete speech fragment. Here there is a unity of relations regarding the entire structure of the language. The text, which is a completed part of the speech process, includes various features and qualities, and exists in a large and small form.

There is a lot of text. Depending on the field, style, subject and content, various types of text have appeared. For example, scientific text, artistic text, journalistic text, epistolary text, etc. Each type of text has its own characteristics and aspects.

Of these, the literary text is a broader concept. This includes all written and oral literature that is characterized by artistry. It is known that the literary text has richer, more colorful linguistic features and differs from other types of texts in this respect. In the literary text, most shades of meaning of the word, subtlety of sounds, musicality, variety of sentence constructions are concentrated. In a word, the literary text is the language field.

Many fields of science deal with the study and analysis of literary text. However, philological sciences are more closely related to the study of literary texts. From this common object - the literary text, each of the philological sciences defines its field

2. METHODOLOGY

Linguistics has several special methods. These methods are mainly: descriptive method, historical method, comparative method, comparison method, quantitative method, areal method, stylistic method. Along with the mentioned methods, the methods of other sciences are also widely used in linguistics. Each method of linguistics consists of several methods. These methods are determined in relation to the subject of the research, the field of analysis (Gurbanov, 2019).

In the linguistic analysis of the literary text, it is one of the important issues to choose and define appropriate concrete methods for understanding the ideological and artistic features of the literary work. For example, analysis-composition, comparison-contrast, abstraction, generalization methods should be used frequently in the process of linguistic analysis. The analysis-composition method plays an important role in revealing the essence of each language fact. With this method, language events are mentally divided into constituent parts and studied separately. For example, although any word in a literary text is a general lexical unit, it is revealed through this method what phonetic and grammatical features it acquires separately. When using the analysis-composition method, separate language phenomena are conceptually combined. For example, all grammatical signs of any part of speech encountered in a literary text are determined.

Through the method of comparison, similarities and differences between linguistic phenomena are found. For example, clarifying in the process of analysis the similarities and differences between the verb-adjective and the adjective formed from the verb in the literary text results in a more perfect mastery of those grammatical language phenomena.

Any linguistic phenomenon has important and non-important signs (features). For example, an important feature of an adjective is its change in degrees; unimportant sign (characteristic) is plural, affiliation, case, news, etc. is to accept suffixes. In linguistic analysis, the detection of these important and non-important features is achieved by the method of abstraction. A language event occurring in any literary text is close or far from another language event due to certain features. In the process of analysis, these aspects are clarified through the method of generalization on the basis of operation.

In this research paper, the linguistic analysis of dialogic speech in literary texts was mainly carried out using descriptive and comparative methods.

3. Linguistic analysis of dialogic speech in literary texts

Dialogue is one of the forms of speech and is determined by the criterion of referring each speech to a specific interview, the determination of the topic, the number of participants being two (Akhmanova, 1966). Depending on the number of participants in the communication process, three types of speech are distinguished – monologue, dialogue and polylogue. It is an important requirement that the number of participants in the dialogue should be two. Dialogue has a concrete addresser and an addressee. The speech of the addresser is directly referred to the same addressee. However, the study of different dialogues reveals many specific features about dialogue. Dialogue is typical for oral speech, or rather, for spoken language.

“Dialogue is a form of speech in which each utterance is directed towards the interlocutor. The dialogue is characterized by relative brevity and laconicity and provides the syntactic structure of the text and replicas” (Akhmanova, 2007).

Dialogue is a dialogue between the speaker and the listener. At this time, each utterance is directly addressed to the addressee and localized directly with the content of the speech. Dialogue is distinguished by the qualities of brevity, conciseness of expression, simplicity of syntactic structure and flexible intonation (especially question-answer reactions). Dialogue texts often create incomplete sentences. Such texts are compressed in dialogue

conditions. It allows the author to provide concise information about many facts and events in a short period of time. It is possible to give a condensed dialogue that the attitude of the people participating in the speech process changes intensively to various events.

Dialogue is an exchange of speech acts between two people. The main feature of this form of speech is the fact that the addressee and the addresser change their places. Dialogue is divided into single-act and multi-act forms depending on the amount of change in the addressee's and addresser's tasks. The shortest, compressed dialogue is a text that includes one speech act of the addresser and the addressee.

Dialogue is when interlocutors meet and share their thoughts in a center. Dialogues are special texts and have a communicative character (Blok, 1994).

Dialogue theory is also related to the phenomenon of linguistic compression. Depending on the number of participants, communication takes place in the form of dialogue.

One of the main possibilities of dialogic speech is to present information in a compressed way. In addition, it is the provision of information quickly, concretely and concisely, in a simple form that can be clearly understood by the addressee. Providing information in a known form has its effect on the lexical-semantic aspects of dialogue speech. The language units used in a compressed manner in the context of dialogue and their meanings are understood by both the addresser and the addressee (Guliyeva, 2020).

Dialogue implies asymmetry, which is expressed in the fact that, firstly, the dialogical form of speech is characterized by a constant change of activity (the role of the speaker) and passivity (the role of the listener) of the participants in communication; secondly, in the alternating direction of messages: the dialogue is made up of brief statements that arise spontaneously, each subsequent one of them is stimulated by the previous one.

Speech between two people is studied in communicative linguistics, as well as in stylistics, linguistic pragmatics, and rhetoric. The features and functions of dialogue have changed a lot now. Dialogue in written texts acquires specific characteristics, which arise from the factor of enlivening the speech situation. Literary scholars in philology raised the issue of attitude to dialogues in literary texts. "Dialogue relations have their own characteristics, and these relations cannot be separately attributed to logical, linguistic, psychological, mechanical, or in general to any other natural relations" (Bakhtin, 1986).

One of the two participants in the dialogue is the speaker and the other is the listener. The listener receives and understands the information transmitted by the speaker, and responds or reacts to the issue arising from this information. In this case, the speaker and the listener have to change their speech positions. The dialogue is distinguished by its brevity, compactness, and relative simplicity of the syntactic structure, the speech acts in the dialogue are tightly connected to each other, and the topic is obviously limited.

"He walked in slowly and stood facing his mother.

- What?.. - his mother stopped her hand, put her glasses on her hair, looked at his face with dull eyes.

- "It seems that I scolded you," he said, then put his arms in his armpits and "trembled with the cold" as before.

His mother nervously fetched a deep sigh and put her hand on his forehead.

- You don't have a fever, - she said, looking at him with a world-weary face.

- Maybe to measure?

- Not necessary.

- Then it will go up.

- If it goes up we'll see, - said his mother, and seemed to grit her teeth.

He lowered his head and walked to the door, and when he reached the door, he turned back:

- I feel bad, - he said. - I'm cold, I'm nauseous.

- Eat lemon, dress warm, - said his mother. Rather, she mumbled.

He left the room and closed the door. His small fists clenched. He returned to his room and threw the doors of the window wide open" (Masud, 2022).

One of the participants in this dialogue, taken from the literary text, is a mother, and the other is her child. Before the beginning of the dialogue, the author's speech conveys certain information to the reader. Such exchange of information is typical for dialogues in literary texts. The sentence "He walked in slowly and stood facing his mother" is the author's speech. Standing face to face is the driving force of communication (Skorodko, 1969). When an individual comes to face another individual, it can be an indication of his desire to communicate. In such cases, communication can be initiated by activation of either side. In the example, the side involved in a specific job, not the visitor, becomes active and speaks the first line. The activated side takes into account that the dialogue will last for a certain period of time, and this aspect is reflected in his actions. In reality, if the other side is an observer of the actions of each of the sides in such events, the author provides information about events and circumstances outside of the dialogue in the dialogues of the literary text (Rimikhanova, 2014).

After the question reply: "What?", the author describes the action of the addressee: "his mother stopped her hand, put her glasses on her hair, looked at his face with dull eyes". The mother's action (holding her hand; moving the glasses to the hair) gives implicit information about the continuity of communication. "Close look" is a non-verbal signal of a response request.

The direct reason for coming or communicating is asked. From a linguistic point of view, such a specific question requires communication to continue in a specific way. In the given example, the second participant of the dialogue gives a concrete, precise and direct answer to the question. His action after the response cue or the action accompanying the response cue has the essence of confirming the response with non-verbal signals. The dialogue is almost in the form of questions and answers and is formed on the basis of simple sentences and ready-made speech patterns.

The act of mutual speech influence between native speakers is called a communicative act. During such an act, the parties exchange information. In the scientific literature, a speech act is defined as a speech activity performed by one party taking into account the other party, and a communication act is defined as a set of speech acts addressed to each other by the participants in the communication process (Klyuev, 2002).

One of the important conditions for dialogue is that the parties are in the same space. Of course, dialogues established with the help of telephone and other technical means are an exception. Although it is not important for the parties to face each other in the dialogue process, the speech conditions affect the dialogue. Because in dialogic speech, non-verbal signals also affect the process of transmitting and receiving information.

There are many incomplete sentences and replicas in the dialogue. Dialogue is a set of replicas connected by structural or meaning communication, its units can define and restore each other. The word, content, and syntactic expression style characteristic of dialogue is called dialogism.

Communicating, involving the interlocutor in communication, finding a reason for communication is a characteristic feature of dialogic speech. In the following dialogue, the side intending to communicate uses the current situation for this communication.

- "Is it free here? - they asked.
- Come on, come on, - Yusif almost stood up.

The deputy director put the plates and a glass of orange juice on the table. He also sat down.

- How are things?
- Thank you.
- Did you watch football yesterday?
- Yes.
- It was stupid football. No technique, no installation, anyway... - He shook his head. He suddenly asked:
- What happened?

Yusif said that he had written home, waiting for an answer.

When he went up, without looking at Yusif he said:

- Yusif, brother, maybe something else comes to your heart.
- No, no! I swear not, I bet, what a word?!" (Shahmar, 2022).

The given dialogue covers three themes. The first theme relates to using existing conditions to communicate. The event takes place in a cafeteria, and the interlocutor asks a question by evaluating the situation: Is it free here?

The author's speech accompanying the dialogue confirms that the parties know each other. The social status of the interlocutors is also clarified through the author's speech. In literary texts, information about the participants in the dialogue is often included in the text with the author's speech. In reality, this information is not available, rather, the relationship between the parties and participants of the dialogue becomes clear to them. From this point of view, when the dialogue is written in secret, much of the information is not visible. The author's speech "Yusif almost stood up" in the dialogue above and the phrase "deputy director", which is its continuation, clarify the social status of the questioning and answering parties. The fact that Yusif barely stood up shows that his social status is lower than that of the deputy director. A third person who observes a similar situation in real life can explain the standing of the person sitting behind the table in different ways according to the person who comes. In all cases, standing up of the sitting person is connected with the recognition of one who is coming. Such situations are brought to mind in fiction. This aspect attracts attention as a distinguishing feature of dialogue texts in fiction. Dialogue texts in fiction acquire a different structure as a text by accompanying the replicas of the parties with the author's speech.

M. Halliday defined dialogue as a bivariate exchange process at the level of social context. According to his opinion, one of the variables is the nature of the exchanged, and the other is the role of the parties replacing each other. The first includes requests, wishes, desire realization (Is it free here? - they asked) and so on. The role of the participants in the dialogue is evaluated in two ways: 1) the party giving the object, the thing; 2) the party who wants or demands the object, the thing. An exchange occurs when the first function is performed. When the second function is performed, a response is given to the initiating party (Halliday, 1984).

- "Is it free here? - they asked.
- Come on, come on, - Yusif almost stood up"

In this piece of dialogue, the requesting party (requesting has a conditional meaning) is the first party. The second party is the giving party. Giving is also conditional. It is clear from the content of the sentence that the first party is looking for a place to sit. The second party seems to agree to give this place (Come on, come on).

Dialogue occurs in different forms depending on the conditions of communication, the attitude of the participants in the communicative act to each other, from knowing each other to knowing the topic of conversation, etc. The mentioned features are typical for dialogues.

In the dialogue given above, the first party or the party that started the dialogue, the announcer, who is superior in status, continues the communication. Of course, after confirming the fact that the place is empty, the topic is closed. The continuation of communication requires the introduction of a new topic. The second theme in this dialogue is the topic of greeting, completed in the form of a question and an answer cue. The third theme is also a general theme. In the continuation of the communication, the interested party asks a question about the football game. The supporting theme mentioned in the story is also distinguished by its short duration. Finally, the last topic is the topic known to both parties.

“- What happened?

Yusif said that he had written home, waiting for an answer”.

In the given fragment, the author breaks the dialogue structure, gives the answer to the question as the author's speech. Here, direct speech is replaced by indirect speech. Since the orthographic principles of replacing direct speech with indirect speech are violated in the text, the reader cannot determine whether the answer is the same as in the author's speech. This aspect, which does not harm the content of the work, is not important. The reader does not feel the need to clarify the mentioned information.

In the act of speech, information is transmitted and received. Information transfer is one-way. The structure closes with two parties when the response of the party receiving the information is a second speech act.

In the act of speech, information is transmitted and received. Information transfer is one-way. The response of the party receiving the information is the second speech act. For example:

- “ I beg you sincerely, where should we buy it? God would be bored with nothing, and so would servant. Yesterday, your father spent all his savings. He bought butter, he bought sugar, he bought flour. Have a little patience, I'll buy you everything as soon as our cow is born. The shirt and the shoes...
- Anyway, I need a shirt now, not in a month! I say that the inspector is coming, and you say when the cow is born.
- Oh my boy, I beg you, this in... in... my tongue even doesn't get round to it, will this person check the whiteness and blackness of your shirt?
- No, mother, no! The director said you will all wear white shirts. Do you understand? - He threw the books on the table” (Halliday, 1984).

The side that participates in the communicative act and performs the speech act is called the addresser. The recipient of the speech act is the addressee. In the process of communication, the addresser and the addressee are replaced according to the speech act. The addresser becomes the addressee and vice versa, the addressee becomes the addresser. These concepts, which are more commonly used in the theory of speech acts, have the same meaning for the participants of dialogical speech. In other words, one of the two speakers participating in the dialogue is the addresser and the other is the addressee.

The replacement of speech acts in the dialogue, the alternation of speakers meets the requirements of dialogical speech. The speech of the two announcers has a serious semantic connection. Lexical distant repetitions (shirt, buy) form the text by connecting speech acts with each other. Dialogic speech is formed as a subtext. This subtext has opening and closing points. The closure is tightened by the action of the second announcer, which the author verbalizes through description in his speech: "He threw the books on the table".

During a question-and-answer response in dialogues, the speaker uses one-word sentences when he confirms the truth or falsity of his opinion, when he agrees or disagrees with a certain issue. In dialogues, sentences are used a lot, and one of the reasons for this is to ensure economy in communication and to achieve conciseness.

The idea of processing another clause or sentence member after a one-word sentence comes from the desire to convey a more prominent consideration. The one-word sentence replaces the whole sentence (Javadov, 1963).

- “Yusif, brother, maybe something else comes to your heart.
- No, no! I swear not, I bet, what a word?!”.

In the given example, the repetition of the one-word sentence, the use of the oaths "I swear not" and "I bet" before the one-word sentence confirm what is said.

During a question-and-answer response in dialogues, the speaker uses one-word sentences when he confirms the truth or falsity of his opinion, when he agrees or disagrees with a certain issue. In dialogues, sentences are used a lot, and one of the reasons for this is to ensure economy in communication and to achieve conciseness.

The speaker is interested in the work itself. The first person is the speaker and the second person is the listener. In dialogue, the connection between speech acts appears in various forms. For this purpose, semantic repetitions, coreference, topic similarity, the introduction of a new stimulus by the party to continue the topic can be used. In addition, there is a new form in the dialogue that determines the communication and coherence of the dialogue text. This type of connection is called pragmatic connection in modern linguistics.

The coordination of replicas according to the illocutionary function requires that the speech acts of the participants in dialogic speech are organically connected with each other. This is a binding due to the

illocutionary function. Its simplest explanation is to answer a question. In this case, the answer to the question should be directly related to the question itself. During a dialogical speech activity, a person can convince the interlocutor, ask him, advise him, blame him, etc. The occurrence of any of these situations depends on the topic of the dialogue, the conversational situation between the parties, the relationship between the interlocutors and a number of other extralinguistic factors.

Statistical studies conducted on the basis of dialogues used in various artistic works show that there are many incomplete sentences and replicas in the dialogue. Dialogue acts as a set of replicas connected by structure or communication of meaning. Dialog units can define and restore each other.

There are four necessary conditions for dialogue to occur: 1) at least two people participate in the communicative process; 2) the attention of the participants is mutually focused on each other; 3) the system of symbols performs the role of mediator in the exchange process; 4) the speaker and the listener change their roles at least once (Woods and Walton, 1982).

Dialogue, as a general concept, is syntactically, semantically, and even pragmatically not homogeneous. The following features are essential to dialogue: 1) the change of speakers is not subject to any regularity; 2) only one person speaks at a time; 3) the transition from one episode to another is regular or balanced; 4) the order of exchange of replicas is variable; 5) the length or duration of the conversation cannot be determined in advance; 6) the content of the verdict is not known in advance; 7) the distribution of participants' talks is not known in advance; 8) the number of participants may change; 9) the conversation can be continuous or interrupted.

Every sentence in a dialogue has an author, and this author is the speaker. The author's speech is addressed to the listener. The speech act in dialogic speech may or may not contain information about the place, time, and participants of the speech. Since the demand for such information is greater in the literary text, the author's speech is distinguished by its wealth of such information. The author's speech is not an organizer of the dialogue, but a tool that clarifies the external conditions of communication. This speech is not addressed to the dialogue participants, but to the third side - the reader (Wanner, 1988).

The replicas of the dialogue are directed towards each other, have a more coherent connection. Replicas alternate stimulus-response-stimulus sequences. It is also possible for two factors to take turns in the dialogue. For example, stimulus-response+stimulus-response+stimulus, etc.

- "Is it free here?" - they asked.

- Come on, come on, - Yusif almost stood up".

In this example, in the first replica, the addresser has a desire to engage the addressee in a dialogue. The response to the stimulus confirms this. But the stimulus rate of the first replica is weak. The necessary issue in the rules of etiquette stimulated the first party's reply. The first party must sit at a table and has the option of sitting at a table with people sitting behind it and an empty space. He intends to get information about whether the people sitting at that table intended the empty place for another person or whether another person had previously expressed a desire to sit at this table. The addressee may not respond to a weak stimulus. But there is a response to a stimulus in the example. The addressee of the first replica reacts to the stimulus by saying "come on, come on".

4. RESULTS AND DISCUSSION

Dialogic speech can also be realized by the chain or sequence of stimulus → reaction+stimulus→stimulus → reaction → reaction. Dialogic speech is initiated by the first party. The closure of the speech act or the semantically complete text is realized by the speech act of the first and second announcer. Dialogic speech has three main phases.

The structure of the dialogue is not determined in the form of speech acts (questions) of the dominant speaker and speech acts (answers) of the non-dominant speaker according to the questions or answers of its participants. Three categories are used in dialogue analysis: 1) macro level category; 2) intermediate level category; 3) micro level category.

In the macro-level category, dialogue is divided into phases: 1) initiation; 2) middle (continuation of the main topic); 3) non-central phase (field); 4) secondary topics, episodes; 5) conclusion.

Dialogue as the main, primary form of communication is a dynamic structure, which is determined primarily by its communicative essence. It is a complex, multifaceted phenomenon, which predetermines the need for its multifaceted study. We have identified three aspects of the study of dialogue: structural-semantic, functional-communicative and stylistic (Searle, 1979).

The structural-semantic aspect of the study of dialogue reflects the specifics of dialogue as a special speech construction. From the point of view of this aspect, dialogue is a form of speech, which is a structure organized in a certain way, which arises as a result of the alternation of oral spontaneous speech of two or more (polylogue) interlocutors, each of which alternately becomes a speaker, then a listener.

The functional-communicative aspect of the description of the dialogue is unthinkable without taking into account the processes of direct verbal communication and various manifestations of human speech activity. From the position of the theory of speech communication, a dialogue is a complex speech work that reflects a

communicative event of oral contact direct (mainly) communication, in which partners verbally (or non-verbally), by changing the communicative roles of the speaker and listener in a particular situation, strive to achieve with the help of certain strategies and tactics for desired results.

In accordance with the stylistic aspect, dialogue is the most important component of the compositional and speech structure of a literary text, which forms its polyphony. Being an integral part of the picture of the world created by the writer, artistic dialogue as a form of secondary communication becomes an important means of realizing the aesthetic function, the specificity of which is determined by the author's individuality.

5. CONCLUSION

Fiction is an invaluable resource for the study of language history, both structurally and functionally. The literary text has a special authority in preserving language phenomena that have existed since ancient times and bringing them to the present day. Therefore, in order to reveal the history, character and characteristics of each type of language event, based on the chronological linguistic principle, the text of fiction is analyzed and researched, and the results are obtained.

In order to clarify the history of the development of our language, researchers have turned to fiction from time to time for various purposes. However, this does not mean that such a process has been put to an end, everything has been passed through a scientific filter. On the contrary, fiction is a powerful source of reminders of infinity, which will be used much more in the process of studying important linguistic phenomena and laws.

The tasks facing the linguistic research on the literary text will be necessary in the current stage of modern linguistics and will not lose its relevance in the future.

Linguistic analysis in this work is carried out along the path of studying the integrity and coherence of the artistic dialogue, in connection with which, as a criterion for determining the boundaries of the dialogue, the criterion of the participant's communicative attitude is proposed. Under the communicative attitude of the participant in the dialogue is understood the communicative goal and the way he intends to realize this goal. It is noted that the communicative goal in the dialogue, as a rule, is complex.

By identifying the communicative tactics of the participants in the dialogue, the structure and logic of the development of the dialogue are revealed. The communicant initiating the dialogue owns the replicas-stimuli, his interlocutor - replicas-reactions, however, in the course of dialogic communication, their roles may change. The communicative goal in a dialogue can be decomposed into more specific goals, on which the thematic and other characteristics of individual dialogue replicas depend. Particular communicative tasks of replicas form a complex composition of the general communicative tactics of one or another participant in the dialogue.

Thus, it is clear that the linguistic analysis of literary text dialogues does not include only the grammatical aspect of the language units used in the dialogue. Linguistic analysis of dialogue should be moved to a more semantic level and should be studied with research methods and methods of text linguistics.

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