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LEXICAL REPETITION AS AN OBJECT OF LINGUISTIC RESEARCH: A THEORETICAL ASPECT

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Abstract. The article examines lexical repetition as an object of linguistic research and defines its theoretical status in text linguistics, stylistics, discourse analysis and communicative linguistics. Lexical repetition is interpreted not as a mechanical recurrence of the same word, but as a meaningful device that organizes cohesion, emphasizes semantic relations, intensifies evaluation and supports interaction between communicants. The purpose of the study is to systematize the main approaches to lexical repetition and to identify its principal functions in written and spoken discourse. The material consists of theoretical linguistic works and typical illustrative examples. The methods include descriptive analysis, classification, functional interpretation and elements of discourse analysis. The results show that lexical repetition functions as a cohesive mechanism, a semantic intensifier, a stylistic marker, a pragmatic signal and a cognitive tool for structuring information. The article concludes that repetition should be studied in relation to context, genre, communicative intention and the linguistic personality of the speaker or writer.

Keywords: lexical repetition, text linguistics, discourse, cohesion, coherence, stylistics, communicative function, linguistic research.

1. INTRODUCTION

Lexical repetition is one of the most visible and at the same time one of the most complex phenomena of language organization. At first sight, it may seem to be a simple recurrence of the same word or lexical unit within a sentence, paragraph or text. However, linguistic research shows that repetition is rarely accidental. It connects parts of a text, emphasizes key meanings, creates rhythm, expresses emotion and guides the attention of the addressee.

The theoretical study of lexical repetition is relevant because repetition is found in all communicative spheres. It occurs in literary texts, scientific prose, journalistic discourse, everyday conversation, political speeches, advertising messages and educational communication. In scientific discourse it may ensure terminological precision; in public speech it may strengthen persuasion; in fiction it may create an expressive pattern; in dialogue it may signal agreement, surprise or emotional involvement.

In traditional grammar and stylistics, repetition was sometimes interpreted as a sign of poor vocabulary or redundancy. Modern linguistics offers a broader view. Text linguistics, pragmatics, discourse analysis and cognitive linguistics treat repetition as a productive means of textual and communicative organization. This shift is connected with the understanding that language units receive their value in context and in relation to communicative purpose.

The problem is also important for language teaching and academic writing. Learners often avoid repetition because they associate it with stylistic weakness, but complete avoidance of repetition may make a text less coherent. A writer must know when repetition is necessary for clarity and when it becomes excessive. The aim of this article is to analyze lexical repetition as an object of linguistic

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research in a theoretical aspect. The objectives are to define the phenomenon, describe the main approaches to its study, classify its basic types and reveal its central functions in discourse.

2. MATERIALS AND METHODS

The material of the study includes theoretical concepts from text linguistics, stylistics, rhetoric, pragmatics and discourse analysis. Special attention is paid to the ideas of cohesion and coherence, since lexical repetition is often treated as one of the basic devices that connect sentences and larger textual units. The article also uses typical examples constructed to demonstrate the main functions of repetition in different communicative situations.

The study is based on descriptive and analytical methods. The descriptive method makes it possible to explain lexical repetition as a linguistic phenomenon and to identify its formal characteristics. The analytical method is used to interpret the functions of repeated lexical units in context. The classification method helps to group different types of repetition according to their structure, position, degree of identity and communicative purpose.

In this article, lexical repetition is understood as the recurrence of the same word, word form, lexical stem or semantically close lexical unit within a limited textual or discursive space. This definition includes exact repetition, partial repetition and modified repetition. Exact repetition occurs when the same lexical item is repeated without change. Partial repetition includes grammatical or derivational variation, such as teach, teacher, teaching. Modified repetition includes cases when a word is repeated with semantic development, for example, a problem - a serious problem - a social problem.

The analysis proceeds from four criteria: formal identity, distance, function and genre. The first criterion shows whether the repeated unit is fully identical or transformed. The second shows whether the repetition is immediate, contact, distant or distributed through the text. The third explains whether repetition creates cohesion, emphasis, evaluation, rhythm, contrast or interactional effect. The fourth considers its role in literary, scientific, conversational or public discourse.

3. RESULTS

The analysis shows that lexical repetition is a multidimensional phenomenon. It has at least five major dimensions: textual, semantic, stylistic, pragmatic and cognitive. The textual dimension concerns cohesion and coherence. The semantic dimension concerns the development of meaning. The stylistic dimension concerns expressiveness and rhythm. The pragmatic dimension concerns the communicative intentions of speakers. The cognitive dimension concerns memory, attention and the organization of information.

First, lexical repetition functions as a cohesive device. Repeated lexical units create visible links between sentences and paragraphs. For example, in the sequence The teacher introduced a new term. The term was difficult for many students, the repeated word term connects the second sentence with the first and helps the reader follow the topic. Such repetition is especially important in scientific and educational texts, where terminological accuracy is more significant than stylistic variety.

Second, repetition has a semantic function. A repeated word often becomes the center of meaning in a text. The more often a lexical unit appears, the more strongly it participates in the formation of the thematic field. Repetition may mark the main concept, the key problem or the

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dominant image. In literary discourse repeated lexical units may create symbolic meaning, while in academic discourse they support the logical development of an argument.

Third, lexical repetition performs a stylistic function. It may create rhythm, parallelism and emotional intensity. Expressions such as step by step, again and again, or never, never give the utterance a special expressive form. In such cases repetition is not redundant, because it becomes a stylistic figure that strengthens the emotional and aesthetic effect of speech.

Fourth, repetition has pragmatic and cognitive functions. In spoken discourse it helps speakers manage conversation: it can confirm understanding, request clarification, show agreement or express surprise. In the dialogue He left yesterday. - Yesterday? the repeated word functions as a request for confirmation. At the same time, repetition supports memory and attention. Important information is repeated because repeated lexical units are easier to recognize, remember and interpret.

On the basis of these observations, lexical repetition can be classified into several types. Exact repetition reproduces the same lexical form. Root repetition uses words derived from the same root. Synonymic repetition is based on semantically close units. Contact repetition occurs when repeated words stand close to each other. Distant repetition connects different parts of a text. Framing repetition appears at the beginning and at the end of a fragment. The value of each type depends on context and communicative motivation.

4. DISCUSSION

The findings confirm that lexical repetition should not be reduced to unnecessary redundancy. Redundancy appears only when the repeated unit does not add textual, semantic or pragmatic value. In many cases repetition is a deliberate and meaningful strategy. It provides continuity and helps construct the semantic architecture of a text. This is why repetition is one of the central categories in the study of cohesion.

Lexical repetition differs from grammatical and phonetic repetition. Grammatical repetition concerns the recurrence of syntactic structures, while phonetic repetition concerns sounds and sound patterns. Lexical repetition is based on vocabulary and therefore directly influences the semantic organization of discourse. It is closely connected with the notion of theme: a word repeated several times often becomes a thematic signal pointing to the central idea of a text.

One theoretical problem is the boundary between repetition and synonymic substitution. Exact repetition and synonymic substitution do not produce the same effect. Exact repetition gives stability and clarity, while synonymic substitution gives variety and may introduce additional shades of meaning. A balanced text often combines both strategies: it repeats key terms where precision is needed and uses lexical variation where expressive or stylistic development is required.

The function of repetition is also genre-sensitive. In scientific writing, repetition is mainly connected with clarity, terminology and logical consistency. In political speech, it often serves persuasion and emotional influence. In conversation, it helps organize turn-taking and expresses interpersonal meanings. In fiction, it may become an element of artistic structure. Thus, the same linguistic device changes its value when it enters a different communicative environment.

From the pedagogical point of view, lexical repetition deserves special attention in language education. Students should learn that repetition is neither always good nor always bad. It must be evaluated according to function. In academic writing, repeated key terms help maintain the unity of

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the text. In creative writing, repetition may be used for emotional effect. In everyday speech, it may support interaction. However, uncontrolled repetition can make speech monotonous, so learners need to distinguish functional repetition from accidental repetition.

Another discussion point concerns the digital environment. Online communication, social networks and short message formats have increased the visibility of repeated words, hashtags, slogans and keywords. In this sphere repetition may mark emphasis, irony, emotional reaction or group identity. This shows that lexical repetition is not an archaic or purely literary device, but a living mechanism of contemporary discourse. Its functions continue to develop together with new forms of communication.

The theoretical analysis of repetition also has significance for translation and intercultural communication. Different languages and discourse traditions may have different norms concerning acceptable recurrence of the same lexical item. A construction that sounds natural and expressive in one language may be perceived as excessive in another. Therefore, a translator should determine whether repetition in the source text performs a cohesive, emotional or rhetorical function before deciding whether to preserve it, replace it with a synonym or reduce it in the target text.

5. CONCLUSION

Lexical repetition is a complex linguistic phenomenon that occupies an important place in text linguistics, stylistics, discourse analysis and pragmatics. It should be understood not simply as the recurrence of the same word, but as a meaningful device that participates in the construction of text and communication.

The theoretical analysis has shown that repetition performs cohesive, semantic, stylistic, pragmatic and cognitive functions. As a cohesive device it links sentences and paragraphs. As a semantic device it marks key meanings. As a stylistic device it creates rhythm and emphasis. As a pragmatic device it helps speakers manage interaction. As a cognitive device it supports memory and attention.

The main conclusion is that lexical repetition must be studied in context. Its value depends on genre, communicative purpose, textual position and the intention of the speaker or writer. Further research may focus on comparative analysis of repetition in different languages, its role in digital communication and its functions in educational discourse.

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