

# The Educational Effect of Studying the Role of Theme and Rhema in Disseminating Textual Information

Z. Z. Gafarova <sup>1</sup>

**Abstract:** This paper explores the concepts of theme and rheme as fundamental components of information structuring in texts. Drawing on the theories of the Prague School of Linguistics and Halliday's Systemic Functional Grammar, the study highlights how themes provide contextual grounding, while rhemes introduce new, essential information. Through an analysis of academic, narrative, and journalistic texts, the article underscores the critical role of thematic structures in ensuring coherence, cohesion, and effective communication. Practical implications for improving writing and teaching practices are also discussed.

**Key words:** Theme, Rheme, textual coherence, information, distribution, comprehension, approach, textual analysis, discourse, progression.

## Introduction

Textual coherence and effective communication depend heavily on how information is distributed within a sentence or clause. The concepts of theme and rheme—pioneered by the Prague School of Linguistics and refined by Halliday's Systemic Functional Grammar—serve as central mechanisms in this distribution. The theme establishes the starting point of a clause, providing the context, while the rheme introduces new or focal information. Together, they shape the logical flow of discourse and guide reader comprehension. This paper investigates their theoretical foundations, practical applications, and implications for textual analysis and pedagogy.

In linguistic terms, the theme is the initial element of a clause that connects it to its context or prior discourse. The rheme, on the other hand, presents the new or informative part of the clause. For example, in the sentence "The weather today is pleasant," The weather today is the theme, while is pleasant is the rheme.

Halliday (1994) identified three types of themes:

**Topical Theme:** Focuses on the subject matter, such as participants or processes (e.g., "The teacher explained the concept").

**Textual Theme:** Introduces logical links (e.g., "Moreover, the teacher explained the concept").

**Interpersonal Theme:** Reflects attitudes, questions, or commands (e.g., "Can you explain the concept?").

Daneš (1974) emphasized that the interplay between theme and rheme organizes information flow in a way that ensures textual coherence. While themes establish continuity by referencing familiar ideas, rhemes contribute to progression by introducing new information. This balance is essential in maintaining a reader's understanding and engagement.

In academic writing, themes often introduce established knowledge or theoretical frameworks, while rhemes present novel findings or arguments. For instance:

**Theme:** Previous studies have identified the causes of climate change.

**Rheme:** However, this study explores its long-term effects on biodiversity.

<sup>1</sup> Associate professor of Asia International University, PhD in philology



This structure ensures clarity while emphasizing the writer's contribution.

Narrative texts rely on thematic choices to provide temporal or spatial orientation. For example:

Theme: At dawn, the soldiers began their march.

Rheme: They moved silently through the forest.

Such progression ensures smooth storytelling and reader immersion.

In journalistic writing, headlines often act as overarching themes, summarizing key ideas. For example:

Theme: The government announced new policies today.

Rheme: These include tax cuts and infrastructure projects.

This approach helps readers grasp the main points quickly while offering detailed information in subsequent paragraphs.

Understanding the interplay of theme and rheme has practical implications for writing and pedagogy:

1. **Enhanced Clarity:** Writers can use thematic structures to guide readers through complex arguments or narratives.
2. **Improved Coherence:** Educators can teach students to connect ideas effectively by focusing on thematic progression.
3. **Reader Engagement:** Strategic use of rhemes ensures that key points stand out, maintaining reader interest.

Thematic and rhematic structures are vital for organizing information within texts, ensuring coherence, and facilitating comprehension. By examining their roles across genres, this paper demonstrates their importance in textual analysis and communication. Future research should explore cross-linguistic variations in theme-rheme structures and their implications for multilingual education and translation studies.

## References

1. Daneš, F. (1974). *Functional Sentence Perspective and the Organization of the Text*. The Hague: Mouton.
2. Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (2nd ed.). London: Edward Arnold.
3. Mathesius, V. (1975). *A Functional Analysis of Present Day English on a General Linguistic Basis*. The Hague: Mouton.
4. Fries, P. H. (1995). "Themes, Methods of Development, and Texts." In Hasan, R., & Fries, P. H. (Eds.), *On Subject and Theme: A Discourse Functional Perspective* (pp. 317-359). Amsterdam: John Benjamins.
5. Martin, J. R., & Rose, D. (2007). *Working with Discourse: Meaning Beyond the Clause* (2nd ed.). London: Bloomsbury.
6. Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics* (2nd ed.). London: Continuum.
7. Zohirjonovna, G. Z. (2022). THE RELATIONSHIP BETWEEN CULTURE AND LANGUAGE. *SCIENTIFIC ASPECTS AND TRENDS IN THE FIELD OF SCIENTIFIC RESEARCH*, 1(4), 30-33.
8. Zohirjonovna, G. Z. (2022). THE RELATIONSHIP BETWEEN CULTURE AND LANGUAGE. *SCIENTIFIC ASPECTS AND TRENDS IN THE FIELD OF SCIENTIFIC RESEARCH*, 1(4), 30-33.



9. Gafarova, Z. Z. (2016). Spiritual, moral and philosophical ideas of the Renaissance in the dramas of William Shakespeare. *Scientist of the XXI century*, 81.
10. Gafarova, Z. Z., Bozorova, M. A., & Jumayeva, S. (2020). Sh.; Idiyeva, LI; Radjabova. *LU International Journal of Psychosocial Rehabilitation*, 24(1), p403-407.
11. Gafarova, Z. Z., Bozorova, M. A., Jumayeva, S. S., Idiyeva, L. I., & Radjabova, L. U. (2020). Synchronous translation—a complex set of cognitive processes. *International Journal of Psychosocial Rehabilitation*, 24(1), 403-407.
12. Гафарова, З. З. (2015). Английский гуманизм в идеологии XVI века. *Молодой ученый*, (11), 1583-1585.
13. Zumrad, G. (2017). The Effective Teaching Strategies For Efl Students. *Интернаука*, (9-2), 68-70.
14. Гаффарова, З. З. (2016). Специфика лексических заимствований в философской мысли Эпохи Возрождения. *Ученый XXI века*, (6-1 (19)), 36-40.
15. Гафарова, З. З. (2017). ФУНКЦИОНАЛЬНАЯ СПЕЦИФИКА ЛЕКСИЧЕСКИХ ЗАИМСТВОВАНИЙ В ФИЛОСОФСКОЙ МЫСЛИ ЭПОХИ ШЕКСПИРА. *Интернаука*, (9-2), 23-25.
16. Гафарова, З. З. (2016). Духовно-моральные и философические идеи ренессанс в драмах Виллиама Шекспира. *Ученый XXI века*, 81.
17. Gafarova, Z. Z. (2016). Spiritual, moral and philosophical ideas of the Renaissance in the dramas of William Shakespeare. *Scientist of the XXI century*, 81.
18. Гафарова, З. З. (2016). СООТНОШЕНИЕ ПОНЯТИЙ «НРАВСТВЕННОЕ» И «БЕЗНРАВСТВЕННОСТЬ» В РЕАЛЬНОСТИ. *Ученый XXI века*, 47.
19. Zohirjonovna, G. Z. (2022). Definition of culture. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(11), 156-159.
20. Zohirjonovna, G. Z. (2022). Methodology and types of linguocultural analysis. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(11), 152-155.
21. Гафарова, З. (2020). Актуальное членение значения текста. *Иностранная филология: язык, литература, образование*, (4 (77)), 137-141.
22. Гафарова, З. З. (2016). Специфические особенности обучения иностранным языкам профессорского-педагогического состава ирригационного и мелиоративного направлений. *Ученый XXI века*, (6-1 (19)), 24-25.
23. Gafarova, Z. Z. (2016). Духовно-моральные и философические идеи ренессанс в драмах Виллиама Шекспира. *Ученый XXI века*, (6-2 (19)), 78-81.
24. Gafarova, Z. Z. (2016). POSTULATES OF MORAL AND AMORALITY OF REALITY. *Ученый XXI века*, (6-1 (19)), 44-47.
25. Zokhirjonovna, G. Z. THE COMMUNICATIVE FUNCTION OF THE INVERSION PHENOMENON.
26. Rakhimova, Z. (2024). GENRE CHARACTERISTICS OF MODERN NEWSPAPER LANGUAGE. *Евразийский журнал академических исследований*, 4(3 Part 2), 97-99.
27. Rakhimova, Z. (2024). THE LANGUAGE AND STYLE OF MASS MEDIA. *Modern Science and Research*, 3(2), 879-886.
28. Zarina, R. (2022). Genreal characteristics of newspaper language.
29. Ракхимова, З. (2024). SIGNS OF A PUBLIC METHOD IN THE LANGUAGE OF THE MASS MEDIA. *Журнал универсальных научных исследований*, 2(5), 342-350.



30. Uktamovna, R. Z. (2024). Features and Analyses and of Social Life in the "The Kite Runner" By Khaled Hosseini. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(9), 82-86.
31. Bafoeva, R. (2024). Stages of Development and History of the English (Western) Postmodern Literary Movement. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(11), 25-29.
32. Valijonovna, B. R. (2024). Postmodernistic Ideas in Ulugbek Hamdam's Novel "Sabo And Samandar" and their Analysis. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(10), 76-80.
33. Bafoeva, R. (2024). Characteristics of Postmodern Literature: Fragmentation, Intertextuality, Black Humor. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(9), 28-32.
34. Bafoeva, R. (2024). IMPORTANCE OF READING AND READING STRATEGIES. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(6), 108-114.
35. Bafoeva, R. (2024). LITERARY WORKS IN POSTMODERNISM PERIOD. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(4), 339-343.
36. Bafoeva, R. (2024). FEATURES AND WRITERS OF POSTMODERNISM IN LITERATURE. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(4), 104-110.
37. Bafoeva, R. (2024). POSTMODERNISM IN LITERATURE. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(3), 86-90.
38. Bafoeva, R. (2024). POSTMODERNISM IN LITERATURE. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(3), 86-90.
39. Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARIDA TA'LIM TUSHUNCHASI.
40. Bafoeva, R. (2023). XORIJIY TILLARNI O'QITISHNING YANGICHA USULLARI.
41. Bafoeva, R. (2024). THE IMPORTANCE OF PROVERBS IN ENGLISH, RUSSIAN, UZBEK LANGUAGES. *Modern Science and Research*, 3(1), 33-38.
42. Bafoeva, R. (2023). The concept of family in English, Russian and Uzbek proverbs. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(10), 651-654. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2279>
43. Rokhila Bafoeva 2023. The Concept of Education in English and Uzbek Proverbs. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*. 1, 9 (Nov. 2023), 292-296.
44. Bafoeva, R. (2023). NEW METHODS OF TEACHING FOREIGN LANGUAGES. *Modern Science and Research*, 2(10), 58-63.
45. Pirmanovna, N. G., & Bafoeva, R. (2022). NATIONAL AND CULTURAL PROVERBS IN ENGLISH AND UZBEK LANGUAGES AND THEIR UNIVERSAL FEATURES. *Новости образования: исследование в XXI веке*, 1(4), 500-503.
46. Pirmanovna, N. G., & Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARING GENDER XUSUSIYATLARI. *World of Science*, 6(5), 167-169.
47. Pirmanovna, N. G., & Bafoeva, R. (2023). O'ZBEK VA INGLIZ MAQOLLARINING JAMIYATDAGI TUTGAN O'RNI VA ULARNING O'RGANILGANLIK DARAJASI. *SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM*, 2(14), 74-76.
48. Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARINING SHAKLLANISH VA O'RGANILISH MASALALARI. *Научный Фокус*, 1(3), 29-31.
49. Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARINING KOGNITIV TAHLILI Ingliz va ozbek maqollari tizimlari haqida gap ketganda ularning mohiyati bir-biridan ajralib turishi aniq



bo'ladi, chunki ular turli xil tarixiy, ijtimoiy va iqtisodiy sharoitlarda rivojlangan, va bu maqoll. *World of Science*, 6(6), 207-211.

50. Pirmanovna, N. G., & Bafoeva, R. (2023). LINGUISTIC AND CULTURAL ANALYSIS OF ENGLISH AND UZBEK PROVERBS. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(4), 227-230.
51. Bafoeva, R. (2023). THE IMPORTANCE OF INTERACTIVE GAMES IN LEARNING FOREIGN LANGUAGES PROCESS. *Modern Science and Research*, 2(10), 510-512.
52. Raxmonovna, T. M. (2024). The Importance of Learning Discourse Analysis in the Acquisition of Foreign Languages. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(9), 45–48.  
Retrieved from <http://www.inovatus.es/index.php/ejine/article/view/4012>
53. Tursunova Marxabo Raxmonovna. (2024). Expanding Your Lexicon: Effective Strategies for Enhancing Vocabulary in a Foreign Language. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(10), 141–145.  
Retrieved from <https://inovatus.es/index.php/ejine/article/view/4204>
54. The Importance of Learning Discourse Analysis in the Acquisition of Foreign Languages. TM Raxmonovna *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION* 4 (9), 45-48 2024
55. Translation Studies as a Fascinating World of Learning about Nations. TM Raxmonovna
56. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION* 4 (6), 32-35
57. Skill for Learning Foreign Languages. In *Formation and Development of Pedagogical Creativity: International Scientific-Practical Conference (Belgium)* (Vol. 5, pp. 5-9).
58. Raxmonovna, T. M. (2024). Effective Strategies for Teaching English to Medical Students. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(3), 132-137.
59. Tursunova Marxabo Raxmonovna. (2023). Adabiyotshunoslikda Obraz Va Ramz Tushunchalari. *Open Academia: Journal of Scholarly Research*, 1(3), 24–27.  
Retrieved from <https://academiaone.org/index.php/4/article/view/94>
60. Tursunova, M. (2024). FORMS AND METHODS OF TEACHING IN HIGHER EDUCATION. *Modern Science and Research*, 3(2), 276–281. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/29017>
61. Karimov, . R. ., & Tursunova, M.. (2024). THE PROBLEM OF ORIGINALITY IN THE ANALYSIS OF PARALLEL CORPUS PRISM. *Молодые ученые*, 2(2), 51–54. извлечено от <https://www.in-academy.uz/index.php/yo/article/view/26144>
62. Tursunova, M. (2024). THE IMPORTANCE OF TEACHING ENGLISH AS A SECOND LANGUAGE. *Modern Science and Research*, 3(1), 196–199. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/27934>
63. Raxmonovna, T. M. (2023). Benefits of Teaching Foreign Languages to Young Learners. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(10), 603–606. Retrieved from <http://grnjournal.us/index.php/STEM/article/view/2195>
64. Tursunova Marxabo Raxmonovna. (2023). Translation as a Bridge across Cultures. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(10), 463–466. Retrieved from <http://grnjournal.us/index.php/STEM/article/view/2137>
65. Tursunova, M. (2023). THE IMPORTANCE OF POSITIVE ATMOSPHERE IN ENGLISH CLASSES. *Modern Science and Research*, 2(12), 713–716.  
Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/27179>



66. Tursunova Marxabo Raxmonovna. (2023). USING EFFECTIVE METHODS IN THE PROCESS OF TEACHING ENGLISH GRAMMAR. IMRAS, 6(7), 183–189.  
Retrieved from <https://journal.imras.org/index.php/sps/article/view/479>
67. Tursunova Marxabo Raxmonovna. (2023). Parallel Korpus Prizmasi Tahlilida Tarjima Asarlarda Asliyat Muammosi Tadqiqi American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(9), 311–317.  
Retrieved from <http://grnjournal.us/index.php/STEM/article/view/1505>
68. Tursunova, M. (2023). USING INDUCTIVE AND DEDUCTIVE APPROACH IN TEACHING GRAMMAR. Modern Science and Research, 2(10), 11-17.
69. Tursunova, M. (2023). ROLE OF THE 4C METHOD IN LANGUAGE TEACHING. Science and innovation in the education system, 2(11), 75-83
70. Tursunova, M. R., & Karimov, R. A. (2023). PARALLEL KORPUSDA BADIY ASARALARNING ASLIYAT TARJIMASI TADQIQI.(O'. HOSHIMOVNING “DUNYONING ISHLARI” ASARI ASOSIDA).
71. Tursunova Marxabo Raxmonovna. (2023). THE 4C METHOD IS AN EFFECTIVE WAY IN LANGUAGE TEACHING. [Data set]. Zenodo. <https://doi.org/10.5281/zenodo.10033473>
72. Tursunova, M. (2023). BADIY TARJIMA ASARLARDA ASLIYAT MUAMMOSI TADQIQI. Interpretation and researches, 1(8).
73. Tursunova, M. (2023). BADIY TARJIMADA LINGVOKULTUROLOGIK XUSUSIYATLAR. Журнал: Союз Науки и Образования, 5(2), 12-15.

