

How an editor treats the text?

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Abstract: *The share of textbooks is higher and majority readers are educated, university students and professors. Definitely ; the writer and editor should unify and polish the language carefully, and enrich the contents along with linguistic corrections which are the main features of the books. This article has some topics on the edit of textbooks which have important role in the preparation of these texts. In the first section, we will talk on the emphasis of standard language necessity for textbooks along with these three features of the language : necessity of using standard language, distance and the balance of dealing with foreign words. Seconde section of the book has topics on structural edit of text, like ; order and sequence amongst the contents ; avoid unnecessary and extra talks, coordination in the text, paragraphs selection, and predication of text. This article will divert the attention of the text editors to the main units of the text.*

Key Words: *Idea, Standard language, Writer, Text.*

1. INTRODUCTION:

Any change that occurs after writing in the text, content, writing form of figures, punctuation, and language correction that prepares the writing or article for publication is called editing. Editor arranges the text. Just as the hairdresser corrects the hair, so does the editor slightly correct the shortcomings of a text.

In other words, editing is the correction of speech and writing. The purpose of editing is to do in simple language the task of speaking and writing, which is to convey a message, to communicate, and to communicate. Accordingly, it is necessary for the editor to have a good understanding of the subtleties and characteristics of standard writing during the text editing, and to correct wherever the language of the text deviates from the standard rules of text writing to the non-standard form.

Professor Ahmad Samedi says about the definition of standard writing : "Standard writing is written in the form of a language that is specific to the national level and the wide field and is common and understandable in all dialects." (2 :49)

Ashraf Sadeqi's opinion about standard language is similar to Ahmad Samiei and says : "Speak in dialects of villages or different social dialects. It is the language of most readers and listeners, and in most cases, it is the same as the written language." (4 :21)

The common denominator of these definitions is that those who speak a standard language are educated, and this language is used in schools and social media.

2. MATERIALS: Books and articles.

3. METHOD: In this research article, different sources and beliefs have been used and its method is descriptive, explanatory and also analytical.

4. DISCUSSION & ANALYSIS:

The number of books, magazines and articles published in Afghanistan has increased a lot these days, and most of the people who read books are educators, students and university professors. That is why authors and editors must work diligently to decorate the language and, in addition to enriching the content, also pay attention to the linguistic structure and editorial order that is the main feature of books.

If you are a good editor, and you do not have time to visit your article because of the busy schedule. It is not a shame to give your writing or article to a professional editor. A professional editor can inspire your soulless articles and writings. Find a good editor online, if there is a lot of consumption, your consumption is not in vain, money does not matter, what matter is that your writing be equal to the standard.

4.1 What is the standard?

- The most important feature of the difference between standard and non-standard language is the lack of standard language address. That is, the characteristics of other types of languages, whether social or geographical,

characteristics that belong to ethnic or local languages or separate social classes, do not appear in any of them. For example, the Pashto dialect of Peshawar is inferior to the Pashto spoken in Kabul. The dialect of a separate social class is also considered non-standard compared to the original language. For example, the Zadran dialect is considered non-standard compared to the current Central Pashto dialect.

- Another feature of the standard language belongs to the current state, old and abandoned words are not used in standard language. Although the use of these words is correct based on the needs of personal tastes and style, but its use in scientific and educational texts goes beyond the standard. Each time has a separate language style and characteristics that are different from previous periods. This natural characteristic of language is a social basis that is subject to social changes. For example, the use of background words such as (Numri), (Kurongai) and (Awjar) in Pashto makes the language out of standard. Some words are omitted from the language, no matter how long is past. For example, the word (Naqd) was widely used in Pashto literary works several decades ago, but in the current standard language, the word (Kara Katana) is used instead of it.

Here are some words that are used in Shkarandoy Ghorī's hunter's poem, but are not standard in current scientific prose. Although some of its terms are still used by writers in literary texts, they are not used in standard language and scientific texts. For example, the words Eronah, Mashatah, Ilaei, Lashonah, etc. (8:52)

- The use of words of expressive languages in standard language is a function of the linguistic structure habits of the people who speak the language. Accordingly, in the case of extracting expressive words from the language, the place of the word in all the habits of the society should be considered. The habits of any society are difficult to change, and any language that stands up to fight these habits will obviously lose its standard.

In Pashto, some words and combinations of Arabic and English languages have been promoted, Pashto has adopted its identity and Pashto speakers have become accustomed to it, if the editor turns it into Pashto, the readers will use it will not welcome. For example, some people who want to Pashto language and words only try to turn words such as economy, adjective, verb, camera, etc., into words such as Watah, Stainom, Kar and Lerwin. But by doing so they make the aforementioned words tasteless. On the other hand, in order to show off to others, the extreme use of expressive words that is contrary to the linguistic habits of the linguistic community takes language out of the standard. These extremes are especially common in translation and are more common in recent translated works.

4.2 Text structure editing

Some editors in text editing are so preoccupied with sentence editing and bringing words of their own language that they do not pay any attention to content and structural errors. For example, in a newspaper article about the start of a book fair by an office next to the news of the book fair, the role and necessity of these fairs were stated in detail, but after reading it, the address for participating in the fair could not be found. These cases indicate editor's ignorance of the content and structure of the text.

Arranging the content, preventing too much talk, identifying in the text, choosing paragraphs, removing ambiguities in his text is the documentation of important structural editing of the text that the editor should consider in the editing of the text.

- **Arrangement of the contents of the text**

Organizing the contents of a book or article according to a logical order is the first step of the author. The author must specify which material should be followed first and which should be followed, but if this is not possible, the editor will choose a logical order for them to identify it if it is in coordination with the author.

Whether the text is scientific, educational, etc., their contents are arranged during the writing of the first text. Researchers in the field of language and writing have identified examples by considering the structure of scientific writings to present content in the text.

In her style book, Carol Slade outlines five examples of reports, articles, and monographs for arranging a text. These five examples were based on "chronological order, measurement and comparison, physical environment, cause and effect, and weaving" (6: 98). By recognizing and reading the instances of each text, the editor can identify separate instances of each text and choose the order between them.

- **Avoid talking too much**

After submitting the text to the editor when the author is informed that there are many sections of his content and some of them should be deleted, he does not accept most of the time. Because it is very difficult for them to remove the material that they have been working on for hours, as to which part of their body you amputating. However, in the history of editing in Afghanistan and the world, it has been seen many times that by deleting some sections of content, failed books have become successful books again.

In the same way, some writers have to submit their texts to the editor for editing so that he can remove the extra items of the text that bore the reader. For example, those who write in the linguistics section do not have to devote an

important part of their book to research on philosophical theories, or in the section of contemporary history, it is not necessary for the author to talk about all the changes in Afghanistan from Islam to the contemporary period

Sometimes this is the other way around, and the authors refuse to give the necessary explanations, which harms the incomplete and smooth structure of the speech. In the past, people referred to the situation as a disruptive brevity. For example, in the majority of books collected under the name of selected Pashto texts, Khushal Khan Khattak begins to research its verses after collecting poems without an introduction, such as an abstract, but the general picture of the content of the poem is to understand the ambiguities of the verses. Not to forget the main axis of the poem is not presented from the beginning. The disadvantages of not having an introductory introduction also reach the book and the book is published without introduction and introduction. It is clear that the reader of the book does not quite understand the collector and the method of collecting it.

- **Bring harmony to the text**

In a text of words, his phrases may even have the correct sentence structure, but there is no harmony between the words, nouns and sentences. This disorder, while reducing music and the irony of speech, also reduces its impact. For example, main and sub-titles or expressions that come from other sources and are on the same level need to have the same grammatical structure, the following points are given as examples:

The causes of heart disease are:

- Smoking,
- Excessive use of oil,
- Do not daily exercise.

In these expressions there is no coordination between sentences in terms of structure; The first and second sentences above do not have a verb. He is the third sentence of a news sentence and does not have an active one. Its correct form is as follows:

Heart disease factors:

- to smoke,
- Excessive use of oil,
- Do not exercise daily.

Another example:

Opponents see the danger of nuclear stockpiles:

- A) Publication
- B) burying nuclear remnants,
- C) Terrorist groups damage nuclear stockpiles.

In choice (a), the word "publishing" is ambiguous in its own way and does not convey the message. Choice (c) is also complete, unlike the first two sentences. The correct form of the phrase is:

Opponents see the danger of nuclear stockpiles:

- A) Radius propagation
- B) burying nuclear remnants,
- C) Damage caused by terrorist groups.

These barriers are due to the lack of fit between the context of the speech and the words. For example, when we describe the human body in medicine, we use the words (kidney) and (liver), but when we talk about food, it is good that instead of these two words, the words "Jegar" and Use "gordeh". In the text related to food, the use of "kidney" and "liver", although not incorrect, is disproportionate to the word.

Another point of coherence in educational texts is the appropriateness of the number of pages in a text. In a general and balanced way, the division of topics in the text causes the book to take a unified form. The big problem in some textbooks is that the book is divided into chapters. For example, one chapter is 97 pages and the other is 26 pages. From a dramatic point of view, the separation of fonts also shows the irony and order of the work. The original text, each of the major and minor titles, should be written in a separate font so that the position of each is clear. Bringing semantic order and coherence between topics in the text is one of the types of order and coordination. The author should present any topic related to the main topic, topics that are inconsistent with the main topic are out of order and increase the disproportion.

- **Paragraphs Selection**

Paragraph is the most important unit of text; Unfortunately, it is not given much attention in Pashto texts and is not emphasized in the author's guidance. For this reason, most authors, even those who have not written books about the author, do not know the limits and identity of the paragraphs, and most Pashto books are withered at the beginning and end of the paragraph. When the paragraphs of a text are not set correctly, it is like a room less house whose equipment and wood are stored and its customers communicate between them to waste their time.

Editor must first learn the order and types of paragraphs, connections, and coordination between sentences, and then solve the authors' problems in this area. In texts that have a paragraph, readers will see that the main page of the

text is finished, and in the next paragraph, there will be a conversation. They can easily make logical connections between sentences.

"A paragraph is a collection of sentences about a particular subject" (9: 90). The sentences in the paragraph should focus on one topic and try not to make the paragraph longer than six or seven sentences. The paragraph consists of three parts (beginning, middle, and end) which are as follows:

The sentence that starts at the top of the paragraph is written half a centimetre or five inches later and then inside. The opening sentence is more important than the other sentences and clarifies the meaning more, the reader understands what the paragraph is written about, so we need to pay more attention to the opening sentence, try to make our beginning be the beginning of the sentence to encourage the reader to read the text.

Then come the sentences in the paragraph or the supporting sentences, the middle sentences support the initial sentence and provide additional information on the relevant topic, help to clarify the content more, he answers the reader's questions.

In the end, the subject's paragraph becomes clear, but in this section, we try to communicate with the future paragraph, that is, the concept is not completely cut off, but the meaning is provided with the future paragraph and the ground for writing another paragraph is prepared.

Example:

Kabul University, which is one of the highest government universities in the country, has been training students in various departments since 1911. Although in the first years the number of faculties of this university was small, but with the passage of time the number of faculties of this university reached tens. Fortunately, in 1955, the Pashto department also opened its gates to its students in this university, and so far, 57 periods students have graduated from this field. Students graduating from this field today are among the country's elite writers and poets. ...

- **Eliminate ambiguity in the text**

Some writers are preoccupied with making vague phrases, making it difficult for readers to understand them by making long, age-old sentences, and some writers and translators do not explain specialized words and terms, and in the margins of the text about It does not explain, this is why the reader encounters problems while reading the text.

- **Documenting information**

"In documenting information, the value of any scientific text is related to the author's level of awareness. It is the author's duty to provide references and a list of references at the end of the book and his work in all the text of the sections taken from other books. "For this, it is necessary to first choose from the universally valid documentary styles (such as the Chicago style or the style of the psychological community or any other domestic style)." (7: 97)

University textbooks, although more or less in line with authentic styles of documentary style, have so far been unsuccessful in agreeing to a general style in the textbooks section. The comment has been made. For example, in literary books, the author is still not interested in explaining words and names for his lexical sources.

The freshness of scientific and educational information is also something that the editor should be aware of it.

5. CONCLUSION :

To ensure that the rules of standard language in the texts are taken into account, the editor has to be aware of the daily changes in the standard language and to maintain it, he must constantly use the achievements of linguists and critics to prevent non-standard items from entering the language.

The editor's handling of the text should be comprehensive and complete. Focusing more on the sentence and the word may lead to oversight in larger units, including in the text. For this reason, the editor must always monitor all the structural components of a text moment by moment and consider each element of the text according to each of them. Although these elements are not fixed by following the text and change over time, like the structure of books and articles today, it is different from the structure of 20 years ago, and it is clear that these changes will continue in the future.

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