MODELS OF SENTENCES AND PARENTHETICAL PARTS OF THE SENTENCE IN OUR SPEECH

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ABSTRACT

In this article, we analyze the semantic-syntactic and functional-positional aspects of speech patterns and their constituent products in the system. Parenthetical parts of the sentence (Pps) can occur in the prepositional, in the interposition, and postpositional positions of a sentence, and we have illustrated this with examples.
KEY WORDS: *sentence, speech, the structure of sentences, parenthetical parts of the sentence, definition, language.*

INTRODUCTION

While speech activity is divided into language and speech by system linguistics, language and speech have their own internal constituent units. Speech models (speech patterns) recognized as language units and sentences as speech products recognized as speech units are our main object of study. This is because the parentheses we are analyzing are inextricably linked to the patterns of speech and their speech products. This is because the primary and secondary parts of speech, as well as the parentheses, are the ones that shape and express the sentence model. However, informing a speech model, they not only form a syntagmatic relationship with each other but also enter into a multi-stage gradual relationship with each other. This means that speech patterns and their expression in a speech live in language memory (speech patterns) and are realized (verbal or written forms of speech) as a set of complex relationships.

Under the term classification of parts of speech, traditional linguistics distinguishes between primary and secondary parts, as well as "parts that are not grammatically related". This did not take into account the fact that language and its unit of speech patterns, speech, and its unit of speech are a system. System linguists, on the other hand, distinguished between language and speech in their speech activities. He acknowledged that language and speech are systems. However, the focus has been on language units. As a result, the language was organized separately from speech. This was contrary to the laws of dialectical philosophy. It is possible to understand the true essence when both aspects of speech activity are analyzed in dialectical unity.

MATERIALS AND METHODS

It is clear that the system has focused on the analysis of speech models, which are linguistic units of language.

We analyze language and speech together in a system of speech activity. We compare speech models and their speech derivatives and approach the term "parts of speech" based on this.

Hence, in the system of speech patterns and their speech derivatives, we analyze their constituent semantic-syntactic and functional-positional. Accordingly, we divide these structural units of speech into three groups:

1. The semantic and structural center of the sentence and the units that make up this center;

2. Expanders of the semantic and structural center of the sentence;

3. Extenders, complicating the general content and structure of a sentence.

OR:

1. Parts of speech that form simple sentences.

2. Units that form simple extended sentences.

3. The units that make up a complex simple sentence and its types.

We can express our thoughts using the following models of speech:

1. Simple sentences in the [predicate] or [subject+predicate] model.

2. Simple sentences in the [StP] + [2-PS] model.

3. Simple sentences in the [Parenthetical part] + [StP] + [2-PS] model.

The third of these sentence models is our main object of study. Because PPS occurs in pattern 3. In other words, PPs are an integral part of the 3rd MS. Any idea of the existence of 3-MS without PPs is a mistake. Because without PPs, MS 3 is exactly the same as MS 2 above.

2.1 of our scientific work. As we have seen in PP, PPs can occur in the prepositional and postpositional part of speech. These speech derivatives are expressed in English SFs as follows:

[PP] + [StP] + [2-PS]
[StP] + [PP] + [2-PS]
[StP] + [2-PS] + [PP]

_____
Note: S-subject, P-predicate, PP-parenthetical parts of a sentence, 2-PS – secondary part of the sentence, MS- a model of a sentence (SF-Sentences Formulas - exactly MS itself), ESS-extended simple sentences, GCSS – the general content and structure of the sentence.

Simple sentences formulas (SSFs) in the Uzbek language system are different from English SSFs. On this basis, this difference is also reflected in MSSFs:

[PP] + [S] + [2-PS] + [P]
[S] + [2-PS] + [PP] + [P]
[S] + [2-PS] + [P] + [PP]

In this case, the general type or group of constituent units does not change, that is, it is the same for both languages. This means that Uzbek and English, which belong to different language families, have much in common. So, this aspect defines their common side. That is, the units that makeup MSSFs are divided into three languages:

These are:
1. [P] or [S + P]
2. [2-PS]
3. [PP] = [3-PS]

The difference is in the position of the three units in both language patterns.

Since PPS is 3-PS, they participate as extensions in the speech structure like 2-PS. The difference between PPs and 2-PSs is that they generate MSGs rather than simple spreadsheets. Accordingly, PPs form a separate paradigmatic line in the language system. There is a paradigmatic relationship between the units of a paradigmatic series. Paradigmatic relationships are also called similarity relationships. "Paradigmatic relations are also known in linguistics as associative relations. The essence of the similarity relationship is that the lines of similarity (this is called the paradigm) are grouped by language units that have similarities and some differences.

The units (members of the paradigm) associated with similarity relations occupy the same place (position) in speech and have the same properties...

Paradigms are not given by direct observation, they are present in the minds of members of society and are determined by mental-linguistic analysis. Accordingly, the paradigms given in various speech forms, tables, and images are not complete and perfect, but conditional speech combinations. Paradigmatic relations are seen in language contradictions (appositions). " (1.15-16)

The paradigmatic series of parentheses consists of:

Introductory sections.
Additions.
Promotions.
Invitations.

This paradigmatic series of PPs is the same for both language systems.

The members of this paradigmatic series create more paradigmatic lines within themselves. For example, the paradigmatic series of introductory passages include the following members:

Introduction.
Introductory remarks.

As H. Nematov and R. Rasulov, representatives of system linguistics, rightly point out, the units (paradigm members) connected with paradigmatic (similarity) relations, that is, a certain paradigmatic group (series) They occupy the same position (place) in speech and have the same feature (character, function).

For example, Introductory words that are part of PPs: So, for example, of course, probably, each of the words of charity can be used instead of PPs in speech, and "have the same place and the same features. 'ladi'. (2.15)

Compare:
The model of speech in our minds (in Uzbek):

[PP] + [S + P]

The speech product of this template is:
So,
For example,
Of course,
Apparently, we know.
Probably
No doubt,
Fortunately,

The above modal words can occur in speech instead of one, that is, they have the same place and the same properties in speech. The main function of these words is related to their functional position in the semantic-syntactic structure of the sentence. They all represent the speaker's attitude toward what is being said. On this basis, it serves to complicate the general content and syntactic structure of the sentence.

Thus, the parenthetical introductory elements of the PP represent the speaker's additional attitude to

the idea expressed in the sentence and, like all PPs, serve to complicate the overall content and structure of the sentence.

RESULTS AND DISCUSSIONS

The introductory parts of the introductory parts are grouped into specific groups in English and Uzbek according to their semantic differences. In English, some linguists note that such units are divided into three groups (3,372-373), while in Uzbek they are divided into six groups (4,156-157), and according to Sayfullayev, they are divided into ten groups. divided (5.22-24).

Classification of A.Gulamov and M.Askarova " 1. Modal meanings are words that express the speaker's reaction to what is being said:

A) Confidence means truth: of course, without words, without doubt, really, really, ...

B) Means suspicion, doubt, conjecture: perhaps, apparently, apparently, the content, ...

2. Words that express emotions related to the idea expressed in the sentence:

A) Words of sorrow - sorry, sorry, sorry, helpless, ...;

B) Words of joy - our happiness, fortune, ...

3. Expression of the speaker's point of view - words that express the attitude of the speaker to the way of formation: short, straight, concise, clear, ...

4. Words that express the viewer's view of the relationship between the content of the sentences, the internal connection between the idea in the sentence and the idea in the previous sentence - that is, the conclusion is understood, apparently, ...

5. Words that indicate the source of the idea, to whom it belongs: I think, in your opinion, in your opinion, in our opinion, ...

6. Words that express the order of thoughts: first, first, second, ... " (6, 156-157)

A.R.Sayfullayev classification:

"1. Introductory words that express the clarity of thought: of course, unquestionably, obviously, obviously, in fact, in fact, in fact, in fact.

2. Introductory parts that indicate the uncertainty of the idea: strange, strange, perhaps, apparently, apparently, in my body, content, apparently, perhaps, I wish, perhaps.

3. Introductory parts that express the main idea: natural, natural, formal, usually, usually, as usual, ...

4. Introductory passages expressing the emotional value of thought: to our happiness, to my happiness, to our fortune, to our fortune, to our sorrow, to our sorrow, to our sorrow, to our sorrow, to our sorrow, to our sorrow.

5. Introductory parts that express the source of the idea: in our opinion, in your opinion, in your opinion, in your opinion, in my opinion, in my opinion, in my opinion, in my opinion, in my opinion, in my opinion, in my opinion, in my opinion,

6. Introductory parts that express the way of expressing an idea: in general, yes, in short, in general, the sentence is clear, in short.

7. Introductory passages expressing the expressive nature of an idea: true, genuine, true.

8. The conclusion of an idea is the introductory parts that express the connection: especially, on the contrary, mainly, therefore, in particular, also, therefore, it seems, therefore, is understood, and thus arises.

9. Introductory parts that indicate the order of thought: first, last, end, end, first, second, first, second, third.

10. Introductory passages that attract the attention of the interlocutor: believe, believe, say, say, know, know, know, see. "(7, 22-24)

According to LS Barkhudarov's classification, input units in English are divided into three groups:

1. Modal meanings - introductory units (of source, perhaps, ...) that express the speaker's attitude to what is being said.

2. Units that express the interrelationship of the speaker's semantic relations (on the contrary, ...)

3. Units representing the source of the idea, to whom it belongs (Personally, after all, to put it plainly)

Also, the third group includes a lot of phraseologies (in my opinion, in other words, to tell the truth, by the way, frankly, speaking, so to say, needless to say, strange to say, as is known). kid again (8, 372-373).

Since the input units are divided into groups according to the meaning they represent, the main purpose of which is to shed light on the internal nature of the input units, we would like to focus on the following classification of system linguist B. Mengliyev:

"The preposition and the preposition are mainly modal words and have the following meanings:

1) "Trust/confirmation": of course, without a doubt, known, indeed, indeed, indeed, indefinitely;

2) "Suspicion": probably, probably, probably, probably;

3) "Joy/sorrow": for my happiness, against happiness, dating, sadness;

4) "To whom does the stated opinion belong": I think, in my opinion, what he says, what they say, what you think;

5) "Order of the stated opinion": first, second;

6) "The connection of the stated idea with the previous idea": that is, thus, in general, the opposite, sometimes, otherwise, in short, as well as, in particular, mainly, therefore, in particular;

7) "to be / not to be: yes, no, yes, right" (9,245).

Apparently, the input units that perform the function of forming complex sentences as PP are spiritually diverse. The views of traditional and systemic linguists on this issue are complementary. In particular, the classifications of A. Gulyamov and B. Mengliyev are scientifically clear and understandable. We include in this classification group as the eighth group the spiritual group "Introductory parts that attract the attention of the interlocutor" presented by R. Sayfullayev and present it as a convenient classification for all.

So, the spiritual group of input units is as follows:

Confidence / approval means.

Suspicion makes sense.

Meaning joy/sorrow.

To whom does the stated opinion belong.

The order of the stated opinion.

Dependence of the stated opinion on the previous and next opinion.

To share / not to share.

The tendency to attract the attention of the interlocutor.

In our opinion, introductory units can only express the idea being expressed in relation to the ideas in the previous sentence or sentences, but also in relation to the idea in the next sentence. Therefore, we named the sixth spiritual group A.Gulamov, R.Sayfullayev, LSBarkhudarov, and B.Mengliyev as representatives of "the dependence of the stated idea on the previous and next opinion".

1. In this regard, we propose to develop under the UN auspices an International Code of Voluntary Commitments of States during pandemics.

2. Unfortunately, such negative developments also pose a great threat to the sustainable development of Central Asia.

3. To this end, we propose to establish a permanent UN commission on Afghanistan that would address the concerns of long-suffering Afghan people.

4. In this regard, important legislation has been adopted and an independent Anti-Corruption Agency was established (11).

This means that prepositions and prepositions are mostly modal words in both languages. It is also used in English to refer to words belonging to the same genus.

Such units, which are considered to be the constituent units of the PP, can, like other members of the PP, appear at the beginning, middle, and end of a sentence.

For example:

Of course, I am reading now

I am reading, of course, now

I am reading now, of course.

And it is of course vital at the same time that we prepare for the remote possibility that Brussels refuses any further to negotiate, and we are forced to come out with no deal, not because we want that outcome - of course not - but because it is only common sense to prepare (12).

The second group of parenthetical introductory elements is the introductory clauses. Introductory sentences As PP, English, and Uzbek are actively involved in the sentence structure. These units also indicate the speaker's reaction to what is being said. That is, the introductory sentence does not express a new idea in the context in which it is present but rather expresses the speaker's attitude to the idea expressed in the sentence to which it belongs.

For example:

You are, I think, the best candidate for the job.

That person, let me tell you, is a teacher.

This person, trust me, will help you.

Victor, you can't go there alone.

By the way, what time is it?

Hmm, they arrived early.

1. Digital authoritarianism is not, alas, the stuff of dystopian fantasy but of an emerging reality.

2. Success will depend, now as ever, on freedom, openness and pluralism, the formula that not only emancipates the human spirit, but releases the boundless ingenuity and inventiveness of mankind and which above all, the United Kingdom will strive to preserve and advance. (13)

CONCLUSION

In conclusion, we can say that we have analyzed the semantic-syntactic and functional-positional aspects of speech patterns and their constituent products in the system. As we have seen that parenthetical parts of the sentence (Pps) can occur in the prepositional, in the interposition, and postpositional positions of a sentence, and we have illustrated with examples.

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