

SYNTAX.

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Annotation The article addresses the issues related to combining words into phrases, sentences, and larger text constructions, which are examined in the field of Syntax. As a branch of grammar, syntax defines and establishes the rules for how linguistic units can be combined, focusing primarily on phrases and sentences. The article also provides definitions for each of these linguistic elements.

Key words: construction, linguistic unit, grammatical categories, syntax, notional words, analytical form, function

INTRODUCTION

Syntax, as a branch of grammar, examines the rules for combining words into phrases, sentences, and larger textual constructions. These rules for combining linguistic units relate to the most general and abstract aspects of the content of language elements. These content aspects, along with their formal expressions, are known as "grammatical categories." In syntax, such categories include communicative purpose and emphasis, which are conveyed through word order. Thus, word order (whether direct or indirect) as a grammatical form distinguishes between the central and peripheral ideas of a sentence and between emotive and unemotive speech modes.[1]

Syntax is a fundamental component of grammar. It is the concept that guides people in forming questions with a question word ("What is that?"), placing adjectives before the nouns they describe ("green chair"), positioning subjects before verbs in declarative sentences ("She jogged"), beginning prepositional phrases with prepositions ("to the store"), and using helping verbs before main verbs ("can go" or "will do").

For native speakers, correct syntax is intuitive; they learn word order naturally as they start acquiring the language as infants. Native speakers can often sense when something is phrased incorrectly because it "sounds weird," even if they cannot pinpoint the specific grammar rule that makes it sound "off." [2]

DISCUSSIONS AND SOLUTIONS

Grammatical elements of language represent a unity of content and expression, meaning form and meaning are interconnected. Therefore, the

aim of Modern Grammar, especially Syntax, is to identify and establish the rules that link the plane of content with the plane of expression during the process of forming utterances.

The primary units of syntax are phrases and sentences. A phrase is a combination of two or more notional words that form a grammatical unit but do not serve as an analytical form of a single word. The main distinction between a phrase and a sentence lies in their linguistic functions: a phrase is a nominative unit, while a sentence is a predicative unit.

Nomination involves naming things and their relationships. A nominative unit simply names something familiar to most native speakers, bringing it to their minds. A phrase represents an object of nomination as a complex phenomenon, whether it be a thing, an action, a quality, or an entire situation.[3]

A sentence is the fundamental unit of speech, constructed from words according to specific syntactic rules and characterized by a communicative purpose. By naming a particular situation, a sentence expresses predication, indicating the relationship of the mentioned event to reality through the grammatical categories of tense, person, and mood. The tense category conveys new information and situates it in reality as occurring before or after the act of communication. The person category indicates whether the situation involves the communicators. The mood category depicts the event as real or unreal, desirable, or obligatory.

Thus, a sentence unifies its nominative and predicative aspects, representing an event in relation to reality. The distinguishing features of a sentence include predication, modality, and communicative meaningfulness. It is noted that in a verbal sentence, the center of predication is the finite verb, which expresses key predicative meanings through its categorical forms.[4]

Types of sentences and their syntactic structures include simple sentences, compound sentences, complex sentences, and compound-complex sentences.

- **Simple sentences** follow a subject-verb structure ("The girl ran.").
- **Compound sentences** consist of two simple sentences joined by a conjunction ("The girl ran the marathon, and her cousin did, too.").
- **Complex sentences** include dependent clauses in addition to the main clause ("Although they were tired after the marathon, the cousins decided to go to a celebration at the park.").
- **Compound-complex sentences** contain both dependent and independent clauses ("Although they weren't fond of crowds, this was

different, they decided, because of the common goal that had brought everyone together.").[5]

CONCLUSION

Cognitive linguistics emerged within several approaches to language analysis: the formal, psychological, and conceptual approaches. The formal approach focuses on linguistic patterns, disregarding any associated meanings, and includes the study of morphological, syntactic, and lexical structures. Traditional grammar is rooted in this approach. The psychological approach examines language as part of general cognitive systems, considering aspects like perception, memory, attention, and reasoning. The conceptual approach aims to explore the global system of schematic structures that language uses to organize and express conceptual content.

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INKLYUZIV TA'LIM MUAMMOLARI

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Annotatsiya Bu maqolada inklyuziv ta'limga bo'lgan ehtiyojlar va ushbu ta'lim shaklining afzallik jihatlari, muammolari va ularning yechimlari to'g'risida, Inklyuziv ta'limda hal etiladigan maqsad va vazifalar, inklyuziv ta'limga kiritishning asosiy tamoyillari va ularning mazmuni to'g'risida ma'lumotlar berilgan.

Kalit so'zlar: Inklyuziv ta'lim, muammo, yechim, ehtiyoj, hamkorlikdagi ta'lim, ijtimoiylashuv, aqliy rivojlanish, jismoniy rivojlanish, diskriminatsiya.

Inklyuziv ta'lim (ingliz tilidan olingan bo'lib, inclusive, inclusion–uyg'unlashmoq, uyg'unlashtirish, qamrab olmoq, qamrab olish ma'nolarini bildiradi) bu nogiron va maxsus ehtiyojli bolalar o'rtasidagi to'siqlarni bartaraf etish, maxsus ta'limga muhtoj bolalar va o'smirlarni rivojlanishidagi nuqsonlar yoki iqtisodiy qiyinchiliklardan qat'iy nazar, oilaning faol ishtirokida, xususan bolaning ehtiyojini qondirishga va ijtimoiy hayotga moslashtirishga qaratilgan umumta'lim tizimiga to'liq qo'shishni ifodalovchi ta'lim shaklidir. Inklyuziv ta'lim – Aqliy va jismoniy rivojlanishlarida muammolari bo'lgan bolalarni umumta'lim jarayoniga olib kirish ma'nosida qo'llanib, integratsiyadan farqli ravishda «Bola huquqlari to'g'risida»gi Konventsiyaga muvofiq tarzda barcha bolalarning ta'lim olishdagi huquqlarini ta'minlashga qaratilgan. Barcha bolalarning birgalikda ta'limi ularning har biriga individuallashtirilgan ta'lim asosida amalga oshiriladi. Ya'ni u yoki bu jihatdan rivojlanishida muammolari bo'lgan bolalar barcha sog'lom bolalar bilan birgalikda ta'lim olsalarda, ular o'z imkoniyatlari doirasidagi bilim, ko'nikma va malakalar bilan qurollanadilar. Barcha bolalarning hamkorlikdagi ta'lim ikki tomonlama ijobiy xislatlarga ega. Agar, ushbu jarayon orqali alohida e'tiborga muhtoj bo'lgan bolalarning o'z oilalari, mahalladoshlari bilan birga o'sib ulg'ayishlari ta'minlansa, sog'lom bolalarning rivojlanishlarida muammolari bo'lgan bolalarning imkoniyatlarini ko'rib, ular ham nuqsonli emas, balki o'zgacha rivojlanishga ega bo'lgan bolalar ekanliklarini anglashlari sodir bo'ladi. Shu sababli ham bunday ta'limning g'oyasi - «Inklyuziv maktablardan – inklyuziv jamiyat sari» shiori asosiga qurilgan. N.N.Malofeyev va N.D.Shmatkolar: "Integratsiya - maxsus