SPEECH EXPANDERS

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Annotation

This article discusses the fact that the Uzbek language is the center of speech at the syntactic level, and if the problem of the role of the traditional complement in it in the construction of speech is approached from the point of view of a single theory, it takes the position of word extension.

Keywords

speech center, verbocentric theory, valence, functional filler, nonfunctional filler, word expander, sentence expander.

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Although the concept of "word expanders" is not new to linguistics, "sentence expanders" are one of the new concepts in our science. It should be said that the true meaning of the term "sentence expanders" is very different from the concepts of "independent word expanders" in European linguistics or "determinants", a product of the last period recognized in Russian and Uzbek linguistics, because our "sentence expanders" are the smallest constructions of the sentence. is based on the doctrine of the pattern (GKk) and its valence (sentence valence = sentence k+k words). In Russian grammar, which embodies the theories of the construction of sentences and promotes semantic-structural schemes of sentence construction, only initial clauses are recognized from the traditional clauses, as the sentence is an integral study of the sentence syntax of the small construction pattern. In the article entitled "Syntax can be learned without parts of speech?", Russian linguist Z.D. Beloshapkova says: "New concepts of semantic-structural schemes of speech deny traditional parts of speech. not enough, but gives new foundations for their structural construction" - he expressed his opinion. In fact, Uzbek linguistics needs to interpret the problems of sentence fragments in the system-theoretical direction, to study the smallest sentence center from the point of view of multi-level valence, and to interpret the symbolic sentence and its sentence-expanding properties. Sentence expanders do not mean that something new is introduced into the sentence from the outside, but that certain types of traditional clauses come in a basic (constructive) position in the sentence.

A systematic approach to the expansion of GKK is emerging in research (as an experiment) in order to complement and put an end to some debates about the case. To logically complete the methods of syntactic analysis of L. Tener, that is, to distinguish the center (core) and the surrounding in the sentence, to consistently apply the presentation to the rule of word association (valence) to the construction of the speech-derived sentence. made it possible to distinguish a small construction pattern and approach the syntactic analysis of the sentence based on this pattern on the basis of new relationships. GKk atov (nominative) is a form in which indicators of the category of plants are added to the unit. This pattern is indicated by Uzbek linguists with the symbol (ABk). GKk means a device whose occurrence (speech) can become a separate simple sentence. In the works of representatives of systematic linguistics, the form (pattern) of this device has been shown in three different ways: 1. Noun singular + participle indicators. 2. (ABKk). 3. (WPm). Taking into account the fact that this symbol and its essence are fully popularized in Uzbek linguistics, as well as the fact that in our linguistics we are beginning to differentiate between the language and speech levels, the systematic approach that works on the basis of the differentiation of linguistic commonalities on the ground of speech derivatives is just being formed, commenting on the symbol (WPm) and its essence have to pass. Because the essence of this symbol is one of the main points of the work.

(WPm) symbolic device (pattern) is formed by the mutual combination of units of two levels of the language. Under the sign /W/ lies the level of the tongue. Adverbs include words or phrases. This symbol appears in speech in the following forms: 1. As simple root or artificial words: learner +..,, come + ..., start + ...,.., 2. Put in the form of joint, pair and repeated words: gloves + ..., fire shovel + ..., sign ..., leave + ... stay + ... 3. In the form of phrases: happy to 'q + ,,., broad + ..., raise to the sky + ..., hit the ground +.... 4. Through word combinations: skilled teacher, rich in goods, like sign the petition. The symbol /W/ in GKk represents the lexical meaning-carrying part of the pattern, while /Rm/ is the general symbol of the indicators of the morphological plant category. The word category is a general morphological category that forms a sentence as a predicative unit. As the morphological forms of the part of speech are diverse, the morphological forms of the category of verbs are also diverse (they are now being investigated as a special research object). At this point, it is necessary to highlight the sharp difference between the morphological forms of nouns (in the broadest sense) and verbs. Let's take the following paradigm as an example.

o'qituvchiman(1)

o'qituvchi edim (2)
Мен   o'qituvchi bo'laman (3) .
o'qituvchi bo'ldim (4)
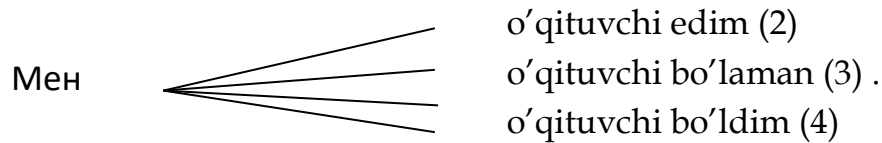
Bu paradigmadagi gaplarda kesimlik -man (1), edim (2), -aman (3), - dim (4) shakllari bilan ifodalangan.   Bu qatordagi gaplar o'ziga xos qurilishi bilan emas, balki kesimning ot (1;2), fe'l (3;4)lar bilan ifodalanganligi, kesimning hozirgi-kelasi zamon aniqlik maylida (1;3) yoxud shu maylning aniq o'tgan zamoni (2;4) morfologik vositalarda kelishi kabilar bilan farqlanadi.

Bu morfologik kategoriyaning umumiy ma'nosi "Tasdiq/inkor + mayl+ zamon + shaxs/son" ma'nolarining butunligidan, barqaror yig'indisidan hosil bo'ladi. Umuman, (WPm) ramzi bilan berilgan GKkda atov va kesimlik kategoriyasi ma'nolari lisoniy ma'nolar tarzida ifodalangan bo'ladi.

The representation of the symbol (WPm) is essentially linguistic, and according to its philosophical nature, it exists as a generality (essence, possibility), and in speech it appears as a particularity (event, event, consequence) through simple sentences. So, (WPm) is a unit of linguistic stage, and the sentences given in the observation are derivatives of this pattern. /WPm/ is the "core" of a simple sentence in speech, and corresponds to the part of the sentence in a concise expression (when the word does not come with expanders). The concept of GKk is the basis for determining the essence of sentence expanders. Sentence expanders are such necessary parts of the sentence that they are integrally connected with the general linguistic meaning of the sentence. We talked about the expression of /W/ in /WPm/ with different types of words. It goes without saying that each word group, in particular, each word's expanders can be unique.

No matter where the word appears in the sentence, it has the characteristic of following its expanders together. For example, the word teacher takes necessary expanders: Two skilled literature teachers. The two words of literature here, skillful, are necessary extensions for the word teacher, and they follow the word teacher regardless of its part. As evidence, let's look at the cases where the word teacher is possessive, participle, complement, determiner, case and adverb:

1. Ikki mohir adabiyot o'qituvchisi tanlov g'olibi bo'ldi.
2. Tanlov g'oliblari ikki mohir adabiyot o'qituvchisi edi.

3. Ikki   mohir   adabiyot   o'qituvchisini   tanlovda   qatnashish uchun Toshkentga yubordik.

4. Bularga ikki mohir adabiyot o'qituvchisining mehnati ko'proq singgan.

5. Ikki   mohir   adabiyot   o'qituvchisi,   biz   sizni   umid   bilan   tanlovga yo'llayapmiz.

It can be seen that the participle of the word "teacher" does not affect whether it receives the necessary expanders.

The formation of word expanders in the sentence (speech) also requires clarification of their relationship to the word expander.

Sentence expanders, unlike word expanders, are not related to a specific word in a sentence, but to the base of the sentence. More precisely, sentence expanders are actually related to the transformation of general meanings contained in (WRm) into specific ones in speech. General (generalized) linguistic meanings included in (WRm) consist of a combination of noun and participle (affirmation/negation, mood/tense, person/number) meanings, as mentioned above. These meanings are connected to the concept of a sentence at the linguistic stage of the Uzbek language, and no matter what word is used as a sentence, it must have the semantic indicators of nominality and participle. If one of these meanings is not used, the meaning of the sentence will be incomplete. For example, let's take the sentence "I am a teacher". If the teacher in this sentence has determined the level of atash with its dictionary meaning, then the sentence structure includes affirmation/negation (I am a teacher\I am not a teacher), tense (I am a teacher/I was a teacher) , person-number (I'm a teacher / You're a teacher) and the definition of the forms and meanings of the verb category with separate words (clauses) are the possibilities of expanding this sentence. We are right, because it has the ability to form (WRm). I am a teacher.

In the second stage, it is necessary to clarify the meaning of time:

I am a teacher now.

After that (since the meaning of time is integrally related to space) the need for an expander with meaning of place is felt: I am a teacher at school now. Affirmation/negation and inclination, which are part of (Rm) and serve the general modality system, can also be specified by various means (such as modal words, introductory clauses):

Of course, I am a teacher at school now. In this sentence, words such as I, now, at school, of course are considered as sentence expanders. Because sentence expanders are not related to the dictionary meanings of the word, but to the generalized meanings of the cross-sectional indicators that serve to form the

sentence.   The word teacher can be connected with the pronoun m ye n only in the determiner-definite connection (in the form of my teacher), and the sentence "I am a teacher" requires expansion with "I" and the vehicle that requires it It is not a word, but the first person singular of the verb. Therefore, the centers of the following sentences can expand with "I":

o'qituvchiman
"bahorman"
sog'man
"nechtaman?"
qaerdaman?
yozaman
oldim
borsam-boray

Мен
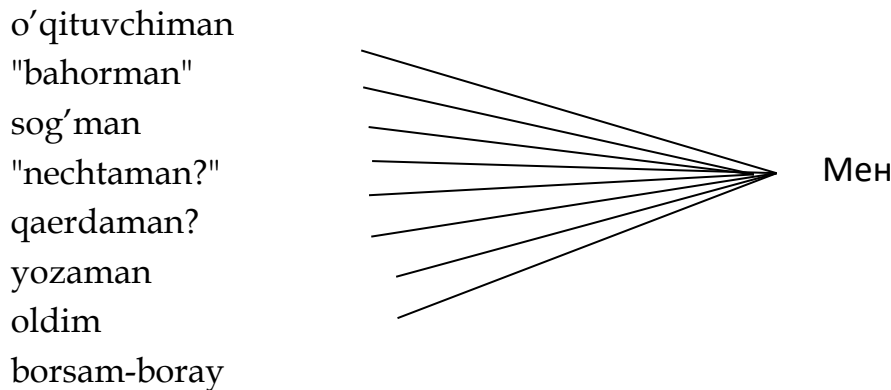
Another evidence that proves that "I" in this example is not related to the word "teacher" is that if the person-number is changed in the sentence "I am a teacher", the possibility of connecting to the word "I" in this sentence disappears (The sentences "You are a teacher" or "Our teacher" do not have the ability to connect with "I", therefore, "I" in the sentence "I am a teacher" in speech with the general meaning (grammatical meaning of personal number) of the expander of this sentence as it occurs, it is a literal sentence expander. The words now and in the school are not closely related to the word teacher.

So, who are the expanders that are directly related to the words that bring completeness to the content of the sentence with the meanings of affirmative\negation, person\time\space, or generalizations of the sentence? what?   when? can be summarized with sentence fragments that are answers to questions. Modal words expressing the meaning of relationship do not accept questions. The results of the analysis of the given examples confirm that the following definition is appropriate for sentence expanders: "In the linguistic construction of the sentence, the part that clarifies the general person-number-space-time-modal meanings, in other words, who is the center?" what? when? where? Words that are answers to questions and expanding clauses with modal units are called sentence expanders. Sentence expanders, unlike word expanders, were combined not with the meanings of the words themselves, but with the

grammatical meanings of the linguistic stage of the sentence. Therefore, clarification of their relationship and position requires special attention.

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