WORD EXPANDERS IN UZBEK LANGUAGE

Akramov Shukurjon Tokhtasinovich,
Assistant Professor of Kokand SPI,
Candidate of Philological Sciences.

Tursunova Navruza
Student

ABSTRACT

This article focuses on the fact that the speech of the section on the syntactic level of the Uzbek language and its position in the construction of the traditional complement to the point of view in the most acute theoretical aspect.

Keywords: sentence Center, verbocentric theory, valence, functional complement, nonfunctional complement, word extender, sentence extender.

One of the main goals of our research is to reveal the essence of the concept of "word extenders" that are closely related to word connection (valence) in the problem of parts of speech.

Word association (valency theory) has been studied in Turkic studies for almost 40 years (started by S.N. Ivanov), and in Uzbek linguistics for 20 years (started by professor I. Kochkortoev). The researches of R. Rasulov, I. Kochkortoev, Sh. Rakhmatullaev are also among such works.

Since a word (more precisely, a lexeme) is a building block of a sentence, its expanders always accompany the word and indirectly affect the construction of the sentence. Because our speech is continuous, and its units are arranged horizontally one after the other.

Word expanders follow a word and precede it as subordinate parts. In this case, the rule of syntactic placement of Turkic languages is preserved, that is, the subordination of the previous word and the dominance of the next word.

"Word expanders" mean members of the semantic connection of the word (semantic valency actants). Each word (lexeme) has its own connection, and on the basis of its internal semantic signs, it requires expansion, interpretation, clarification with one or another type of words and grammatical forms. The problem of the application of word valet to sentence construction French linguist L. Tener clearly reflected in his work. S. D. Katsnelson introduced the concept of "valence" to linguistics in 1936. Due to the fact that word connection is determined by the meaning of the word and occurs in speech, the semantic and syntactic connection of the word (semantic and syntactic valence) has been the cause of many discussions in linguistics. This scientific research also relies on the interpretations that evaluate syntactic connection as the realization of linguistic (spiritual) connection in speech. In semantic association, a word exhibits the ability to attach word forms to itself to show its lexical meaning possibilities. If we want to clarify this feature on the example of words such as teacher, rich, good, wrote, it is possible to observe the possibilities of their expansion with the following types of words:

1. With adjectives or adjectives: good teacher, capable teacher, great teacher, skilled teacher.
2. With quantitative words: two teachers, three teachers, four teachers.

3. With words expressing the meaning of science, place, time sign: literature teacher, village teacher. Today's teacher...

4. Things related to a person in this profession, with words expressing a sign and characteristic: a teacher's book, a teacher's room, a teacher's lifestyle, as well as a teacher is an artist, a teacher wrote, a teacher was happy, a teacher is a public figure. It is the semantic connection (semantic valence) of the word muallim to combine with words that can come before and after the word muallim. The word "good" can be combined with nouns and verbs that come after it: good boy, good book, good reading, good hearing. This word can be expanded with a noun or pronoun in the agreement before it when making a comparison: better than apple, like better than that. Now let's take the lexeme rich for example. The explanatory dictionary of the Uzbek language shows three main meanings of the word "rich":

1. A person who has gained wealth due to the use of human power, a wealthy person, a statesman. A rich man.

2. Economically strong, he does not lack or need anything, he has everything, he is full, he is rich.

3. There are a lot of necessary and useful things in his composition, at his disposal, in his bosom. In fact, it is appropriate to talk about two types of meaning here, not about three meanings;

1. A person with a certain social status.

2. A quality that expresses the abundance of something, substance. The connection of the lexeme "rich" in the first sense is almost no different from the connection of the word teacher. In the second sense, the name of a thing or substance is + ga + rich: rich in cattle, rich in iron, rich in bread, rich in fruit, rich in everything, etc. The conjugation of the verb-lexeme "wrote" is wider than the valence of the above words. Usually, in our linguistics, the following types of connections of such words are noted:

1) executor (agent): I wrote. Salim wrote.

2) source (object): I wrote the letter.

3) time (temporality): Salim wrote the letter today,

4) place (localis): Salim wrote the letter at school today.

5) situation: Salim wrote the letter quickly at school today.

6) method, tool: Salim wrote the letter quickly with a pen at school today.

7) cause and purpose: Salim wrote this letter quickly with a pen on purpose at school today.

As you can see, what kind of words can be combined with depends entirely on the dictionary meaning of the word. In word connections, objects clarifying the dictionary meaning of the word are reflected. The fact that the semantic connection of the word occurs in the speech can have a great impact on the meaning of the word. For example, in the sentences Salim studies at school and Salim reads this book at school, the verb "to read" in the first case is intransitive and expresses what the subject is doing (state), while in the second sentence it acquires transitivity and expresses an active action. The action or state meaning of this verb is related to the fact that the source connection does not occur in speech (reads a book) and does not occur in speech. Different words require different modifiers at the core of their meaning. In particular, transitive verbs require a passive object in the accusative form, while action verbs require verbs of departure or exit that express the source, starting point, or limit of the action. The verbs of maqamat (residence) can expand with the word-form of the place-time agreement. It is known

that in linguistics, the role of the passive complement formed by the agreement of income has been studied, and sometimes it is observed that the passive complement without a sign is equated to the main clause in the sentence. A.A. Tsalkalamanidze considers the case of the case of (murur) verbs of action to be equal to the passive complement of transitive verbs, and draws the following conclusion:

1. Contrary to E. Kurilovich's opinion, space agreements act as governing forms in their primary function (case sense) and become a necessary element of valences that reveal the lexical meaning of the verb.

2. In verbs of action and location, the opposition between the case (the form connected with an independent meaning) and the complement (the controlled form) disappears. These verbs have the complementizer case meanings. The necessity and openness of what kind of words are used as a semantic expander of a word is determined by the dictionary meaning of the word. Murur verbs require the definition of action boundaries. Verbs of locution "call" the place, and active action "calls" the source. That is why it is customary to divide the meaning expanders of the word into two types, such as necessary (obligatory) and optional (facultative). Of course, it is mandatory to divide word expanders into necessary and necessary types. But all word expanders may not occupy the same positions in relation to the meaning of the word. For example, the verb "to write" first of all, by whom the action was performed, secondly, what was it performed on, and then when? where? in what way? For what reason? for what purpose tries to clarify that it is done. Therefore, the modifiers associated with this verb form the following gradation series:

ЁЗМОҚ

ким?
нимани?
кимга?
қачон?
қаерда?
қандай?
нима сабабдан?
нима мақсадда?

In addition to verbs, necessity or necessity is also found among other word groups, in particular, among word expanders such as teacher, rich, owner. What is the word teacher? whose expanders are the answer to the question (good teacher, literature teacher)? the answer to the question is more necessary than the expanders (the teacher's book, the teacher's speech). What are the necessary expanders of the words "rich", "have"? Who is the answer to the question? what is The participles of the answer to the question are considered to be adverbial expanders: A person rich in intelligence. What are the necessary expanders of words in the subject sense? when? Who is the answer to the question? what is Those who answer their questions can gain expertise. When it comes to dividing words into necessary or branching types or, in general, word expanders (semantic connection of lexemes), more verbs are included in the scope of analysis. The reason is that the phenomenon of conjugation is widely formed in verbs, but it does not mean that this feature is unique to verbs. Because a unit at a certain level of the

language has a certain characteristic, this characteristic is related to other units of this level to one degree or another.

In linguistics, control began to be studied before conjugation, and control was originally recognized as a feature of the verb. Further studies have shown that control applies not only to verbs, but also to group words such as nouns, adjectives, and numbers. In noun (broad sense) conjugation, "before" modifiers are different from "after" modifiers. "Precedents" are necessary, and "followers" are optional. This situation is not accidental, because the realization of the semantic connection in the speech is related to the syntactic "dominance-subordination" (in the broad sense "determining-determining").

The word that creates the conjunction is the dominant, and the expanding words are in the subordinate position. For example, what is summer? (letter) when? where (today)? (at school) - for whom (to my brother) with what? or how (with a pen). Here is the letter, today, at school, to my brother, with a pen, the words (subordinate words) are actants.
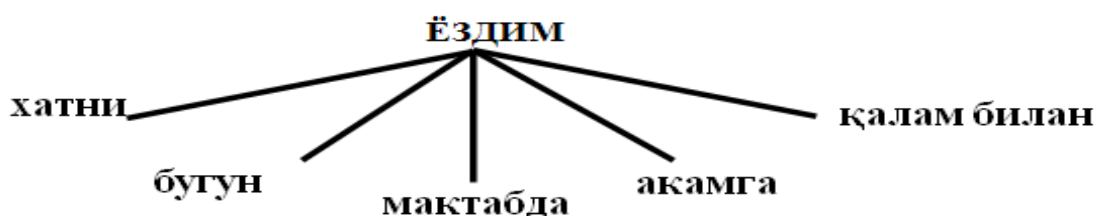
In the conjunction of nouns, the words that come before the noun (in the broadest sense) are subordinate to the next word: "rich" in the combinations of big rich (how rich?), molga rich (rich for what?), and the previous ones are subordinate. For this reason, it is more correct to include antecedent expanders in the group of word expanders in noun connection, because in this case, the antecedent is in the position of an expander of the next, not the antecedent. There is no doubt that the compound word m o l d u n yo g a is an expander of the word rich in the sentence "Mol d u n yo g a" is an expander of the word rich, but is the word rich an expander of the word man or is the word man an expander of the word rich? This is controversial. According to the general law of Turkic languages, in the combination of boykish, "person" is a ruler, a rich subordinate, compared to the word rich. At the same time, if we take into account the duality of the relationship between the main word and the subordinate word in Turkish word combinations, that is, the semantic, morphological, and syntactic means that ensure the subordination of the word correspond to the semantic, morphological, and syntactic factors that express the dominance of the word, then in the combination of the rich person, not only the word person is the expander of the word rich we can see that the lexeme of the adjective, in turn, expresses the word after it in the dominant position. In this case, the necessary conjunction of the next word in the compound rich man is combined with the initial conjunction of the previous word. Even then, by the terms "word expanders" or "word-semantic link makers" we mean the word-antecedent expanders. Because the issue of the subordinate-governor relationship in the phrase is not resolved definitively, the interpretation of "next-governor" and "subordinate-governor", which has become a picture in Turkic studies, will continue to be followed.

As can be seen from the above comments, the concept of "word expanders" collides with the concepts of "word combination", "dominant word" and "subordinate word". This is not

accidental, because the semantic connection (semantic valence) of the word occurs in speech in the form of syntactic connection (syntactic valence). The syntactic connection of words is embodied in word combinations. The following combinations recorded in our linguistics are considered independent word combinations: write a letter, write to my brother, write today, write at school, write with a pen, write quickly, etc. I wrote, I wrote to my brother, I wrote at school, I wrote with a pencil, I wrote quickly. If we remove "wrote" from the parentheses in this sentence, which is formed by combining compounds based on the law of speech economy, we will come across such a situation: (I wrote + a letter + to + my brother + at school + quickly with a pen today). Is that really the thought process? The drawing shows the word forms combined with each other, such as today, letter, to my brother, at school. Are they actually added? In our opinion, the thought process (the basis of the formation of the sentence) of the sentence "Today I wrote a letter to my brother quickly with a pen at school" must be different. It can be imagined as follows:

ЁЗДИМ

Бугун ёздим.

Бугун   хатни ёздим.

Бугун   хатни   акамга   ёздим.

Бугун   хатни акамга мактабда   ёздим.

Бугун хатни акамга мактабда қалам билан   ёздим

As can be seen from the diagram, the expansion of the sentence is not based on the creation of compounds, but on the basis of the introduction of the word "write" into the speech one after the other.

This opinion is confirmed by the conclusions of psycholinguists. The results of actual (dolzarb) division of sentences that are speech derivatives also show the correctness of the above judgment. It is known that the information embodied in a sentence is divided into two main parts, such as theme and rheme, in terms of its speech value (importance), and all the words (parts) in the sentence are united around the theme and rheme parts. Please note: in the traditional syntactic analysis, the sentence is divided into three types, such as possessive structure, participle structure and grammatically unrelated parts, and is united around two main parts - possessive and participle. All this confirms the idea that the sentences formed in the speech are formed not on the basis of adding words to each other, but on the basis of the expansion of certain central fragments. We can find the same idea in the syntactic analysis of the French linguist L. Ten'er. This analysis relies on the point of view of word association to break the sentence into chunks. In this case, the parts of the sentence are viewed from the point of view of the syntactic realization of the semantic connection of words, and they are separated on the basis of certain connection centers. The dominant and subordinate clauses are located in a stepwise manner, and it is determined that a word with a certain connection center occupies the same place in the construction of a sentence with its subordinates.

Thus, the parts of the sentence are determined not by the number of words in the sentence, but by the number of independent linking centers in the sentence. The germs of the doctrine of word association are also present in our traditional linguistics. In particular, determiners are often not distinguished as clauses independent of their definition (for example, some demonstrative and complex determiners), but are seen within the governing clause they follow. For example, in the sentence "Golden spikes glitter in the endless fields", the determiners such as "endless" and "gold" are considered as the determiner of the case (infinite) and the "owner" determiner (gold), so our analysis is aimed at bringing such interpretation buds to their logical conclusion. led to the formation of the concept of word expanders. Word expanders are the manifestation of word-semantic valency (connection) possibilities in speech, they do not occupy an independent place in the syntactic construction of a sentence and are connected to the structure of the sentence through its center. In other words, word expanders are related only to their expander word, and in the construction of the sentence They reflect the semantic attraction of the words in the sentence to the central part (a specific word), on the basis of which its meaning is determined.

Word expanders are considered as companions or shadows of a word because of their intrinsic connection with the semantic valence of the word. Based on the possibility of the dominant word (semantic valency), in all cases (places) where the expandable word is used, its word expanders can come with the word as companions.

As the approach to the issue of sentence fragments (WPm) on the basis of valency allows distinguishing their essentially two types, it is clear that the word expanders described above cannot be sentence fragments.

Although the concept of "word expanders" is not new to linguistics, "sentence expanders" are one of the new concepts in our discipline. It should be said that the true meaning of the term "sentence expanders" differs sharply 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 construction pattern of the sentence (GKk) and its is based on the doctrine of valence (sentence valence = sentence k+k words). The concepts of the smallest construction pattern of a sentence and the extension of a related sentence construction pattern are relatively new concepts. The fact that the Russian grammar, which embodies the leading syntactic theories of the present time and promotes semantic-structural schemes of sentence construction, recognizes only initial clauses from the traditional sentence clauses, and the fact that the sentence minor construction pattern is separated as one of the integral studies of sentence syntax indicates that syntactic interpretations are being studied more and more deeply. Russian linguist Z.D. Popova "Is it possible to learn syntax without sentence fragments?" V.A. Beloshapkova's opinion was quoted in his article: "New understandings of the semantic-structural schemes of the sentence do not negate the traditional parts of the sentence, but provide new foundations for their structural construction." In fact, Uzbek linguistics also creates the need to interpret the problems of sentence fragments in a system-theoretic direction, to study the smallest sentence center from the point of view of multi-level valence, based on the relationship between the sentence pattern and its sentence-expanding feature. serves to end.

REFERENCES

1. Расулов Р. Сўз валентлиги ва синтактик алоқа//Ўзбек тили ва адабиёти, - 1992, - № 5/6. - Б. 36-40.

2. Раҳматуллаев Ш. Ўзбек тилида феъл фраземаларнинг боғлашуви. Т. Университет. - 1992. - 126 б.

3. Сайфуллаева Р. Абузалова М. Гапнинг энг кичик қурилиш қолиплари ҳақида//Ўзбек тили ва адабиёти - 1991. - № 4,-Б,42-46.

4. Ҳайитметов К. Детерминантлар гапнинг актуал бўлиниш назарияси аспектида//Ўзбек тили ва адабиёти, - 1981. - № 2,- Б. 27 -31.

5. Akramov, Sh. "Problems of Studying Speech Parts in Linguistics." *International Journal on Integrated Education* 4.3: 376-383.

6. Tokhtasinovich, Akramov Shukurjon. "HIERARCHICAL INTERPRETATION OF SECOND-ORDER FRAGMENTS." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.09 (2022): 282-287.

7. Мадрахимов, Илхомжон Собирович. "Многоаспектность слов и принципы их классификации в узбекском языке." (1994).

8. Akramov, Sh, and A. Hasanov. "The Position Of The Determiner In Sentence Construction." *Journal of Positive School Psychology* 6.11 (2022): 2768-2777.

9. Hasanov, A. A. "PRAGMALINGUISTIC AND LINGUOPOIETIC ANALYSIS OF IRONY." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.09 (2022): 325-328.

10. Йигиталиев, У. С. "СЕМАНТИЧЕСКОЕ ПОЛЕ ПАДЕЖНИХ КОНСТРУКЦИИ В УЗБЕКСКОМ ЯЗЫКЕ (НА ПРИМЕРЕ ЯЗЫКОВОГО ПОНЯТИЯ "ЛИЧНОСТЬ")." *Academic research in modern science* 1.1 (2022): 8-11.

11. G'anievna, Toshkhujaeva Shoirakhan. "THEORETICAL ISSUES OF LINGUOPOETICS." *EPRA International Journal of Research and Development (IJRD)* 7.11 (2022): 35-37.

12. Alimovna, Usmonova Sofiya. "The role of oykonims in toponymy." *Asian Journal of Multidimensional Research (AJMR)* 10.3 (2021): 278-281.

13. Usmanova, S. A. "The Issue of Microtoponyms in Onomastics." *European Journal of Life Safety and Stability (2660-9630)* 11 (2021): 198-201.

14. Abdurahimovna, Joraeva Ramziya. "On the Study of Critical Creation." *Miasto Przyszłości* 29 (2022): 394-397.

15. Meliboyeva, Marhabo. "WEAK VERBS USED IN THE WORK AND THEIR STATISTICAL, MORPHOLOGICAL AND SEMANTIC ANALYSIS." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.09 (2022): 337-341.

16. Nasirov, Muslimjon. "ASSOCIATIVE RELATIONSHIPS IN CLASSICAL POETIC TEXTS." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.09 (2022): 349-352.