

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ**

**“Ўрганилаётган тил назарий грамматикаси” фанидан ўқув –услугий  
М А Ж М У А**

Тошкент -2015

**5120100 - Филология ва тилларни ўқитиш (инглиз тили)** таълим йўналишининг умумқасбий фанлар блокадаги **“Инглиз тили назарий грамматикаси”** фанига намунавий ўқув режада 76 соат ажратилган, шундан 38 соати аудитория машғулотларига, 38 соати мустақил ишга мўлжалланган. Бу фан V ва VI семестр давомида ўтилиб, 18 соат маъруза, 20 соат семинар машғулотлари ўтказилиши кўзда тутилган. Бундан ташқари талабалар бу фандан курс иши бажаришлари лозим. Кафедра мустақил иш учун ажратилган 68 соат қуйдагича тақсимланади:

- Маърузаларга тайёргарлик учун (9x2 соат) – 18 соат
- Семинар машғулотларига тайёргарлик учун (10x2 соат) – 20 соат
- Реферат тайёрлаш учун (1x10 соат) – 10 соат
- Оралик назоратга тайёргарлик кўриш учун (2x4 соат) – 8 соат
- Мустақил иш топшириғи учун (2x5 соат) – 10 соат

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“Инглиз тили назарий грамматикаси” фанидан ўқув –услугий мажмуа –Тошкент: ЎзДЖТУ. 2015

**АННОТАЦИЯ:** Ушбу ўқув –услугий мажмуа 5120100 – Филология (инглиз тили) йўналиши бакалавриатура босқичида –“Инглиз тили назарий грамматикаси” фанини ўқитишнинг меъёрий ҳужжатлари, фан мазмунини белгиловчи асосий компонент, методик компонент ва баҳолаш компонентларини ўз ичига олади.

**Ўрганилаётган тил назарий грамматикаси фанидан III босқич талабалари учун ўқув-услугий мажмуа– Тошкент: ЎзДЖТУ.**  
**2015 - 264 бет**



#### **Тузувчилар**

**Инглиз тили грамматикаси ва тарихи кафедраси доценти, филология фанлари номзоди, доцент Б. Жўраев**



**Инглиз тили грамматикаси ва тарихи кафедраси доценти, филология фанлари номзоди Т.Мадрахимов**



**Инглиз тили грамматикаси ва тарихи кафедраси мудири Қ. А. Джаббарова**

**Такризчи филология фанлари номзоди, профессор М.Т.Ирискулов**

**АННОТАЦИЯ:** Ушбу ўқув услубий мажмуа ўрганилаётган тил назарий грамматикаси фани бўйича Давлат Таълим Стандарти ва намунавий ишчи дастур асосида тузилган ишчи ўқув дастур асосида тузилган ишчи ўқув дастури, календар тематик режа, фаннинг ўқитиш технологияси, оралиқ ва якуний назорат тестлари, мустақил иш мавзулари рўйхати ва кўргазмалар тадқиқот слайдларини ўз ичига олади. Бу ўқув услубий мажмуа III босқич талабаларига инглиз тили назарий грамматикаси ўргатишда, ўқитувчиларининг малака ва кўникмаларини янада ўстиришга ёрдам беради.

#### **Тузувчилар**

**Инглиз тили грамматикаси ва тарихи кафедраси доценти,  
филология фанлари номзоди, доцент Б. Жўраев**

**Инглиз тили грамматикаси ва тарихи кафедраси доценти,  
филология фанлари номзоди Т.Мадрохимов**

**Инглиз тили грамматикаси ва тарихи кафедраси мудири  
Қ. А. Джаббарова**

**Ўқув услубий мажмуа Ўзбекистон давлат жаҳон тиллари университети Илмий  
кенгашида тавсия қилинган (2015 йил 28 августдаги “1-сонли” баённома)**

**Ўқув услубий мажмуа олий ва ўрта махсус, касб ҳунар таълими ўқув-методик  
бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашнинг 2015 йил 28  
августдаги “1-сонли” қарорига мувофиқ нашрга тавсия этилган.**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ**

Рўйхатга олинди

Ўзбекистон Республикаси Олий  
ва ўрта махсус таълим  
вазирлигининг 2015 йил  
“ \_\_\_\_\_ ” \_\_\_\_\_

№ \_\_\_\_\_

201\_ йил «\_\_» \_\_\_\_\_

**АСОСИЙ ЎРГАНИЛАЁТГАН ТИЛ  
(инглиз тили)  
фанининг**

**ЎҚУВ ДАСТУРИ**

**Билим соҳаси: 100000 - Гуманитар фанлар ва санъат**  
**Таълим соҳаси: 110000 - Гуманитар фанлар**  
**Таълим йўналиши: 5120100 - Филология ва тилларни**  
**ўқитиш (инглиз тили)**

**Тошкент – 2015**

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими ўқув- услубий бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашнинг 20\_\_ йил “\_\_ “ \_\_\_\_\_даги “\_\_ “ – сонли мажлис баёни билан маъқулланган

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди

**Тузувчилар:**

- Мадраҳимов Т.А. - ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси доценти, ф.ф.н.  
Ирискулов М.Т. - ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси профессори, ф.ф.н.  
Саидова М.С. - ЎзДЖТУ инглиз тили лексикологияси кафедраси мудири, ф.ф.н., доцент  
Матякубов Ж.И. - ЎзДЖТУ инглиз тили лексикологияси кафедраси доценти, ф.ф.н.  
Қўлдошев А.М. - ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси мудири, ф.ф.н., доцент  
Жўраев Б. А. - ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси доценти, филология фанлари номзоди, доцент

**Такризчилар:**

- Имяминова Ш. - ЎзМУ хорижий филология факультети декани, ф.ф.н., доцент  
Икромов Т.Т. – Республика тил ўқитиш маркази доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетининг Илмий кенгашида кўриб чиқилган ва тавсия қилинган. 201\_\_ йил \_\_\_\_\_ даги “\_\_ “- сонли баённома

## **Кириш**

Асосий ўрганилаётган тил ихтисослик фани сифатида тили ўрганилаётган мамлакатларнинг бадиий адабиёт намуналарини ўқиш ва мазмунини англаш, даврий матбуот нашрларида баён этилган асосий воқеа-ҳодисалар тўғрисида ўқиб, маълумотга эга бўлиши ҳамда уларни оғзаки сўзлаб бериш, мазмунини ёзма баён этишга ўргатиш кўзда тутилади. Ушбу фандан ўтиладиган амалий машғулотларда матн билан ишлаш асосида талабаларнинг нутқий малакасини ошириш орқали турли хил нутқ услубларини билиб олиш имкониятини ҳосил қилди.

Асосий чет тили, амалий (назарий) фонетика ва грамматика, лексикология, стилистика, қиёсий типология дарсларида талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек психология, педагогика, методика соҳалари бўйича назарий курсларни ўрганиш жараёнида фойдалана билиши шарт.

## **Ўқув фанининг мақсади ва вазифалари**

**Ўқув фанининг мақсади** - талабаларда лингвистик, коммуникатив ва лингво-мамлакатшунослик имкониятларни шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазиятида мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

Лингво-мамлакатшунослик компетенцияси тили ўрганилаётган мамлакатнинг айни пайтдаги ижтимоий-иқтисодий ва маданий ривож ва шунга мос тарзда нутқ муомала маданиятини назарда тутди. Асосий чет тили фанининг касбий педагогик мақсади эса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш, уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

**Фанининг вазифаси** – нутқ амалиёти талабаларнинг мантиқий тафаккурини, чет тилидаги нутқий қобилиятини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларни, тил бўйича мустақил ишлаш малакаларини ривожлантиради. Асосий чет тили дарсларида амалий ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларни қўлланилиши кўзда тутилади.

## **Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар**

Асосий ўрганилаётган тил (инглиз тили) ўқув фанини ўзлаштириш жараёнида бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;
- инглиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жиҳатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;
- мулоқотнинг оғзаки ва ёзма турлари;
- инглиз тилида фикрни лисоний ифода қилиш усуллари ва уларнинг нутқ оғзаки ва ёзма шаклларида қўлланилиши қонуниятлари;
- нутқнинг диалогик ва монологик шакллари ҳақида тасаввурга эга бўлиши;
- тилнинг замонавий ҳолати тавсифи, ёзув, графика, орфография, пунктуация, лексик-грамматик туркумлар, сўз тузилиши, бошқа тиллардан сўз кириб келишининг умумий тарихини;

- содда ва қўшма гаплар, сўз бирикмалари синтаксиси, лексика ва ёзма нутқ, диалектал лексиканинг асосий хусусиятлари;
- инглиз тилида сўзловчи шахсларнинг кенг тарқалган кундалик ва касбий вазиятларда сўзлаган нутқини тушуна олиш: эшитилаётган матнлардан (радио, телевидение, видеокассеталар, ДВД) ҳамда илмий матнларни тушуна олиш ва улардан ўзи учун зарур бўлган ахборотни ола билиш;
- матнларни лингвистик жиҳатдан таҳлил қилиш, турли жанрга оид матнларни инглиз тилидан она тилига ва она тилидан инглиз тилига оғзаки ва ёзма таржима қилиш;
- жаҳоннинг турли давлатлари маданияти хусусиятларини қиёслаш, солиштириш ва таҳлил қилиш;
- лисоний ва ўлкашуносликка алоқадор билимларни кенгайтириш ва чуқурлаштириш, коммуникатив кўникмаларини фаоллаштириш учун замонавий инфор­мацион технологиялардан фойдаланиш малака­сига эга бўлиши ва улардан фойдалана олиши;
- инглиз тилидаги ҳозирги адабий шаклида турли хил мураккабликдаги матнларнинг ёзма таржима қилиш;
- инглиз тилида хорижий мутахассислар билан касбий ва маиший вазиятларда жонли мулоқот олиб бориш;
- ҳар хил мавзу ва матнларни ўқитиш олиб борилаётган тилга суҳбат, нутқ ва маърузаларни оғзаки изчил ва синхрон таржима қила олиш;
- инглиз тили ва ўқитиш олиб борилаётган тилдаги маълумотларни қўллаб аннотация, реферат, маълумотлар тўплаш ва тузиш;
- янги инфор­мацион технологиялардан касбга йўналтирилган мақсадларда фойдалана олиш **кўникмасига эга бўлиши зарур.**

#### **Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги**

Асосий ўрганилаётган тил (инглиз тили) фани айниқса, амалий фонетика ва амалий грамматика, инглиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ушбу дарсларда талабалар олган билимларини умумий тилшунос­лик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу инглиз тили фанининг ушбу фанлар билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

#### **Фаннинг амалиётдаги ўрни**

Хорижий филология таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида асосий ўрганилаётган тил (инглиз тили) умум­касбий фан ҳисобланиб, талаба-бакалаврларнинг умумий ўрта таълим мактаблари, академик лицейлар ва касб-ҳунар коллежларида фаолият кўрсатишга ёрдам беради. Бу эса талабаларнинг касбий фаолиятида инглиз тилини амалий қўллаш малакасини ҳосил қилади.

#### **Фанни ўқитишда замонавий ахборот ва педагогик технологиялар**

Талабаларнинг асосий ўрганилаётган тил (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усуллари­дан фойдаланиш, янги инфор­мацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методлари­дан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.



## **Асосий қисм**

### **Фаннинг амалий ва назарий машғулоти мазмуни**

Ўрганилаётган тилнинг нутқий ва ўзаро мулоқот юрита олиш малакаси ва маҳоратини лингвистик, коммуникатив, тил, ижтимоий-маданий билимлар воситасида шакллантиришдан иборатдир. Бу ўзга тил маданиятини ўрганиш бўлиб, унинг таркибига: ўқиш, билим олиш, тарбия ва ривожланиш нуқтаи назаридан чет тилини коммуникатив ўқитиш жараёнида берилиши мумкин бўлган маънавий бойликлар киради. Ўзга тил маданиятини ўқитиш учун фаолият турлари: сўзлашув, тинглаш, ўқиш ва ёзув бўйича меъёрий жиҳатидан тўғри ва функционал муқобил нутқий кўникма ва маҳоратга эга бўлиш керак бўлади.

Билим олиш жиҳати талабалар томонидан мамлакатнинг ижтимоий-сиёсий ҳаёти тўғрисида, ўз мамлакати ҳамда тили ўрганилаётган мамлакатдаги моддий ва маънавий ишлаб чиқариш соҳалари тўғрисидаги маълумотларни ўзлаштиришдан иборатдир.

Ўзга тил маданиятининг тарбиялаш жиҳати таркибига сўзлашув жараёнида маданиятлараро муносабатни таъминлай оладиган, маданиятлараро алоқаларда ўз мамлакати номидан вакиллик қила оладиган, ўз маданияти ва бошқа маданиятларнинг маънавий бойликларига ҳурмат билан муносабатда бўладиган коммуникатив фаол шахсни тарбиялаш киради.

Ўзга тил маданиятининг ривожлантирувчи жиҳати нутқий ва коммуникатив қобилиятлар, жумладан, фонетик эшитиш, фарқлаш, ўхшатиш, мантикий баён этиш, тилни сезиш, нутқ фаолиятининг турли шакллари ва усуллари (ёзма ва оғзаки, паралингвистик, экстралингвистик ва бошқалар) фойдаланиш қобилияти; нутқ фаолияти билан боғлиқ руҳий функциялар (фикрлаш, хотирлаш, эътибор қилиш, тасаввур қилиш, интеллект-акт-идрок, таҳлил қилиш, синтез қилиш, умумлаштириш); феъл-атвор хусусиятлари: меҳнатсеварлик, иродалилиқ, собитқадамлик, фаоллик ва бошқалар; маданиятлараро ўзаро муносабатга асосланиш; мустақил фаолият юритишга тайёр бўлиш.

Мазкур ўқув фани ўз хусусиятига кўра ижтимоий ҳаёт билан бевосита ва билвоста боғлиқ ҳолда жамиятнинг турли соҳаларида учрайдиган мавзуларни қамраб олишга ҳаракат қилади. Шунга кўра мавзулар кўлами кенг ва рангбаранг. Умумлашган ва жамланган шаклда асосий чет тили бўйича бакалавриат йўналишининг барча тўрт босқичи учун қуйидаги мавзулар тавсия этилади:

1. Ўзбекистон ва тили ўрганилаётган давлатларда олий таълим.
2. Болалар тарбияси муаммолари.
3. Келажакдаги мутахассислик (касбий фаолият ва бизнесда қандай қилиб муваффақиятга эришиш мумкин)
4. Ўзбекистон ва тили ўрганилаётган давлатларда суд ва суд амалиёти
5. Адабиёт, мусиқа ва ижодий фаолиятнинг бошқа турлари.
6. АҚШ, Буюк Британия ва Ўзбекистон халқлари урф-одатлари
7. Ўзбекистон иқтисодиётини қайта қуриш тамойиллари.
8. Дўстлик, муҳаббат, оила муаммолари;
9. Радио, телевидение ва матбуот (тижоратда рекламанинг роли)
10. Маиший хизмат кўрсатиш.
11. Ўзбекистон Республикасининг миллий рамзлари.
12. Замонавий жамиятда оиланинг ўрни.
13. Талабаларнинг ҳаёти ва ўқиш тарзи.
14. Мода ва харид қилиш (ўзбек халқи ва инглиз тилида сўзлашувчи халқларнинг миллий кийимлари).
15. Ўзбекистон ва инглиз тилида сўзлашувчи мамлакатларнинг миллий таомлари.
16. Телефон орқали мулоқот.

17. Об–ҳаво, табиат манзаралари, табиий офатлар. Ўзбекистон ва инглиз тилида сўзлашувчи мамлакатларнинг миллий байрамлари. Театрга ташриф. Шоу-бизнес. Замонавий инсон қиёфаси (инсон ва жамият, инсон ва табиат).

### **Амалий грамматика**

Грамматиканинг тил аспекти орасидаги ўрни. Морфология. Синтаксис. Грамматик категория. Грамматик маъно ва грамматик шакл. Грамматик алоқани ифода қилишнинг усуллари. Синтетик шакл. Аналитик шакл. Супплетивизм. Тилнинг асосий бирликлари. Сўз. Морфема. Сўз бирикмаси. Гап.

### **От**

Сўз туркумларига ажратишнинг асосий тамойиллари. Отнинг асосий белгилари. Отларнинг семантик таснифи. Отларнинг структурасига кўра турлари. Отнинг грамматик категориялари. Сон категорияси. Бошқа тиллардан кирган отларда кўплик шаклининг ясалиши. Ўзгармас шаклдаги отлар. Фақат бирликда ишлатиладиган отлар. (Singularia Tantum) Фақат кўпликда ишлатиладиган отлар (Pluralia Tantum). Келишик категорияси. Отнинг гапдаги вазифалари. От яшаш. Қўшма отларнинг ясалиш усуллари. Қўшма отларнинг структураси.

### **Сифат**

Сифатнинг структурасига кўра турлари. Аслий ва нисбий сифатлар. Сифат даражалари. Сифат даражаларини яшаш усуллари: Синтетик усул, аналитик усул, супплетив усул. Сифат маъноларини кўчайтириш ва кучсизлантириш. Сифатларнинг отлашиши. Сифатнинг гапдаги вазифаси. Сифат яшаш. Суффикслар ёрдамида сифат яшаш. Қўшма сифатлар.

### **Олмош**

Олмошларнинг умумий классификацияси. Кишилик олмошлари. Кишилик олмошларининг грамматик категориялари. Эгалик олмошлари. Эгалик олмошларининг боғлиқ шакли. Эгалик олмошларининг мустақил (абсолют) шакли. Ўзлик олмошлари. Ўзлик олмошларининг грамматик категориялари. Эмфатик (кучайтирувчи) олмошлар. Қўрсатиш олмошлари. Биргалик олмошлари. Сўроқ олмошлари. Нисбий олмошлар. Боғловчи олмошлар. Гумон олмошлари. Шахс билдирувчи гумон олмошлари. Белгилаш олмошлари. Бўлишсизлик (инкор) олмошлари. Олмошларнинг синтактик вазифалари.

### **Сон**

Соннинг структурасига кўра турлари. Соннинг умумий классификацияси. Санок сонлар. Тартиб сонлар. Каср сонлар. Соннинг гапдаги вазифалари. Сонларнинг отлашуви.

### **Равиш**

Равишнинг структурасига кўра турлари. Равишларнинг маъносига кўра турлари. Ўрин равиши. Пайт равиши. Ҳолат равиши. Такрорий равишлар. Даража, миқдор ва ўлчов равишлари. Сўроқ равишлари. Сабаб ва натижа равишлари. Равиш даражалари. Равишларнинг гапдаги ўрни. Ҳолат категориясини билдирувчи сўзлар.

## **Феъл**

Феълларнинг структурасига кўра турлари. Содда феъллар. Ясама феъллар. Қўшма феъллар. Мураккаб (ёки таркибли) феъллар

Феълларнинг асосий шакллари. Тўғри ва нотўғри феъллар. Супплетив феъллар.

Ўтимли ва ўтимсиз феъллар. Икки хил маъноли феъллар.

### **Феълнинг функционал турлари**

Феълларнинг синтактик функциясига кўра турлари. Мустақил (маъно билдирувчи) феъллар. Боғловчи феъллар, Ёрдамчи феъллар, Модал феъллар,

To be феъли. To be феълининг мустақил феъл, боғловчи, модал ва ёрдамчи феъл тарзида ишлатилиши. To have феълининг асосий функциялари (асосий феъл, ёрдамчи, модал феъл). To do феълининг функциялари (асосий феъл ва ёрдамчи феъл).

Боғловчи феъл вазифасида ишлатилувчи феъллар, to be, to become, to feel, to get, to grow, to remain, to keep, to seem, to look, to go, to fall, to come, to appear, to sit, to lie феъллари.

Модал феъллар: Can (would) ва унинг эквиваленти to be able (to), May (might) ва унинг эквиваленти to be allowed (to), Must ва унинг эквиваленти

To have (to), to be (to), Need феъли, Dare феъли, Ought феъли. Shall феъли, Should феъли, Will феъл, Would феъли.

### **Феълларнинг грамматик категориялари**

Нисбат категорияси. Майл категорияси. Шахс ва сон категорияси. Замон ва аспект категориялари.

Ноаниқ (оддий) замонлар группаси. Ҳозирги ноаниқ замон (Оддий ҳозирги замон) Ноаниқ ҳозирги замоннинг ишлатилиши. Оддий ўтган замон. Оддий ўтган замоннинг ясалиши ва ишлатилиши. Оддий келаси замоннинг ясалиши ва ишлатилиши. Оддий келаси замоннинг функционал вариантлари (to be going to). Давомли замонлар гуруҳи. Ҳозирги давомли замоннинг ясалиши ва ишлатилиши. Давомли замонларда ишлатилмайдиган феъллар. Ўтган давомли замоннинг ясалиши ва ишлатилиши. Келаси давомли замоннинг ясалиши ва ишлатилиши. Перфект замони шакллари. Ҳозирги замон перфект шаклининг ясалиши ва ишлатилиши. Ўтган замон перфект шаклининг ясалиши ва ишлатилиши. Келаси замон перфект шаклининг ясалиши ва ишлатилиши. Перфект давомли замон шаклининг ясалиши ва ишлатилиши. Нисбат категорияси. Аниқ нисбат. Мажхул нисбат. Мажхул нисбатда турли замон шаклларининг ишлатилиши. Мажхул нисбатда ўтимлилик ва ўтимсизлик. Пассив шакли ва қўшма от кесим. Иш-ҳаракат пассиви. Get ёрдамчи феъли ёрдамида ясаладиган мажхул структуралар. Бир объектли ва икки объектли мажхул қурилмалар. Мажхул нисбат маъносини ифодаловчи конструкциялар. Каузатив маъносини ифодаловчи конструкциялар. Ўзлик маъносини ифодаловчи конструкциялар. Биргалик маъносини ифодаловчи конструкциялар With –ли фраза, by ли фразаларнинг ишлатилиши.

### **Майл категорияси**

Аниқлик майли, Буйруқ майли. Шарт майли. Майл шаклларининг ясалиши ва ишлатилиши. Шарт майлининг синтетик ва аналитик шакллари. Ҳозирги замон ва ўтган замон синтетик шакллари. Майл ёрдамчи феъллари ва уларнинг функционал характеристикаси.

Шарт майли шаклларининг содда гапларда ишлатилиши. Шарт майлининг шарт эргаш гапли қўшма гапда ишлатилиши. Шарт майлининг мақсад ва натижа эргаш гапда

ишлатилиши. Пайт ва ўрин эргаш гапларда шарт майлининг ишлатилиши. Тўсиқсизлик ва қиёс эргаш гапларда шарт майлининг ишлатилиши. Эга ва кесим эргаш гапларда шарт майлининг ишлатилиши. Тўлдирувчи ва аниқловчи эргаш гапларда шарт майлининг ишлатилиши. Изоҳловчи эргаш гапларда шарт майлининг ишлатилиши. Ҳис–ҳаяжон билдирувчи гапларда шарт майлининг ишлатилиши. Феълнинг тусланмаган (шахсиз) шакллари.

### **Сифатдош**

Сифатдошда перфект категорияси. Сифатдошда нисбат категорияси. Сифатдош I нинг гаптаги синтактик функцияси. Сифатдош II нинг гаптаги синтактик функцияси. Сифатдошли предикатив конструкция-лар. Сифатдошли объектив конструкция. Сифатдошли субъектив конструкция. Сифатдошли номинатив абсолют конструкция. Сифатдошли предлогли абсолют конструкция.

### **Герундий**

Герундийда перфект категорияси. Герундийда нисбат категорияси. Герундийнинг гаптаги синтактик функцияси. Герундийли предикатив конструкция. Герундий, сифатдош ва отлашган феъл.

### **Инфинитив**

Инфинитивда перфект категорияси. Инфинитивда нисбат категорияси. Инфинитивда аспект (тарз) категорияси. Инфинитивнинг гаптаги синтактик вазифаси. Инфинитивли объектив конструкция. Инфинитивли субъектив конструкция. For-to-Inf конструкция. Инфинитивнинг “to” сиз қўлланилиши.

### **Модал сўзлар**

Модал сўзларнинг семантик гуруҳланиши. Ёрдамчи сўз туркумлари.

### **Кўмакчи**

Кўмакчиларнинг маъносига кўра турлари. Предлогнинг гаптаги ўрни. Предлогларнинг структурасига кўра турлари. Предлог ва равишлар ўртасидаги омонимик алоқалар.

### **Боғловчи**

Боғловчиларнинг гаптаги вазифасига кўра турлари.

### **Юкламалар**

Юкламаларнинг маъноларига кўра турлари.

### **Ундов сўзлар. Артикль**

Ноаниқ артикль. Ноаниқ артикльнинг ишлатилиши. Аниқ артикль. Аниқ артикльнинг ишлатилиши. Артикльнинг ишлатилмаслиги, тушиб қолиш ҳолатлари.

## **Синтаксис. Сўз бирикмаси**

Сўз бирикмасининг компонентлари орасидаги синтак-тик муносабатлар. Бошқарув. Мослашув. Битишув.

### **Гап**

Гап турлари. Дарак гаплар. Дарак гапда сўз таркиби. Дарак гапда инкорнинг ифодаланиши. Сўроқ гаплар. Сўроқ гапнинг турлари. Умумий сўроқ гаплар. Махсус сўроқ гап. Альтернатив сўроқ гап. Ажратилган сўроқ гап. Риторик сўроқ гап. Буйруқ гаплар. Эмоционал гаплар. Гапларнинг структурасига кўра турлари. Содда гап. Икки таркибли гап. Бир бўлакли гаплар. Тўлиқсиз гаплар. Шахсиз гаплар. Гап бўлаклари. Гапнинг бош бўлаклари. Эга. Эганинг ифодалиши. Эганинг It сўзи билан ифодаланиши. There+to be билан бошланадиган гаплар. Кесим. Кесимнинг турлари. Кесимнинг ифодаланиши. Кесимнинг эга билан мослашуви. Гапнинг иккинчи даражали бўлаклари. Тўлдирувчи. Тўлдирувчининг ифодаланиши йўллари. Тўлдирувчининг турлари. Воситасиз тўлдирувчи. Воситали тўлдирувчи. Предлогли тўлдирувчи. Мураккаб тўлдирувчи. Ўзакдош тўлдирувчи. Аниқловчи. Аниқловчининг турлари. Аниқловчининг ифодаланиш йўллари. Аниқловчининг турлари. Изоҳловчи. Ҳол. Ҳолнинг ифодаланиш йўллари. Ҳолнинг мазмун жиҳатдан турлари. Гапнинг уюшиқ булаклари. Гапларнинг ажратилган бўлаклари. Киритма элементлар.

### **Қўшма гап**

Боғланган қўшма гап. Эргашган қўшма гап. Эга эргаш гап. Кесим эргаш гап. Аниқловчи эргаш гап. Аниқловчи эргаш гапнинг турлари. Тўлдирувчи эргаш гап. Ҳол эргаш гапли қўшма гап. Пайт эргаш гап. Ўрин эргаш гап. Сабаб эргаш гап. Мақсад эргаш гап. Натижа эргаш гап. Тўсиқсиз эргаш гап. Шарт эргаш гап. Равиш эргаш гап. Қиёс эргаш гап. Кириш гаплар. Аралаш қўшма гап ёки боғланган эргашган қўшма гап.

Замонларнинг мослашуви. Қўчирма ва ўзлаштирма гаплар.

Қўчирма гап таркибининг дарак гапларда ўзлаштирма гапга айлантирилиши. Буйруқ ва илтимос маъноларини билдирувчи гапларнинг ўзлаштирма гап таркибида берилиши. Қўчирма гапдаги ундов гапларнинг ўзлаштирма гапда ўзгариши. Саломлашиш ва хайрлашиш пайтида қўлланиладиган ибораларни ўзлаштирма гапда берилиши. Фокус, тема ва эмфаза. Информацион фокус. Нисбат ва ўзгартиришлар. Тема ва инверсия. Экзистенциал гаплар.

## **Пунктуация**

Нукта. Сўроқ белгиси. Ундов белгиси. Икки нукта. Кўп нукта. Қўштирноқ. Вергул. Нуктали вергул. Тире.

## **Амалий фонетика**

Фаннинг мақсади – талабаларга инглиз ва ўзбек тилларида мавжуд унли ва ундошларнинг фарқи, инглиз тили товушларининг талаффуз хусусиятларини тўғри ўзлаштириш, ўзбек тили товушларининг таъсирини (интерференцияни) имкони борича олдини олиш, инглиз тилида тўғри ва раво гапириш кўникмаларини шакллантиришдан иборат.

Мазкур фан ўз олдига қуйидаги вазифаларни қўяди:

талабаларга нутқ органлари, уларни нутқ товушлари ҳосил қилишдаги роли ҳақида тушунча бериш;

харф ва товуш муносабати, унлиларнинг турли бўғинда турлича талаффуз этилишини тушунтириш;

унли ва ундош товушлар таснифи ва бир-бирига муносабатини тушунтириш;

хар бир товушнинг тўғри талаффузини таъминлаш учун турли фонетик машқлар бажариш, инглизча матнларни аудио-видео воситалар ёрдамида эшитиш орқали талабаларда талаффуз кўникмаларини шакллантириш;

инглиз тилида бўғин ясалиши ва бўғин ажратилиши масалаларига эътибор бериш;

инглиз тилида товушларни бир-бирига ўзаро таъсири натижасида турли комбинатор-позицион ўзгаришларнинг содир бўлиши (ассимиляция, аккомодация, элизия ва ҳ.з.) билан боғлиқ машқлар бажариш орқали талабаларда талаффуз кўникмаларини ҳосил қилиш;

инглиз тилида сўз урғуси ва интонациянинг сўзда ва гапдаги ўрни ҳақида тушунча бериш.

### **Назарий фонетика**

Фаннинг мақсади – талабаларга инглиз тили фонетикаси ва фонологияси ҳақида назарий ва амалий маълумотлар бериш ва ўз фаолиятида ундан самарали фойдаланиш кўникмаларини ўргатишдан иборат.

Мазкур фан ўз олдига қуйидаги вазифаларни қўяди:

талабаларнинг тилшуносликка кириш, инглиз тилининг амалий фонетикаси курсларида олган билимларини кенгайтириш;

ўзбек, рус ва чет эл олимларининг назарий фонетика фанига оид илмий хулосаларини талабаларга таништириш;

инглиз тилининг фонетик қурилишини ўзбек ва рус тиллари фонетик қурилиши билан қиёсий таҳлил қилиш;

талабаларни инглиз тили назарий фонетикаси соҳасида муаммоли ва ҳали ўз ечимини топмаган масалалари билан таништириш;

фонетика фанидан илмий тадқиқотлар ўтказишда фойдаланиладиган замонавий методлар, айниқса, фонологик таҳлил методи, экспериментал-фонетик метод, талаффуз нормалари ва турлари ҳақида тушунчалар бериш;

назарий фонетика фанининг тилшуносликнинг бошқа соҳалари (грамматика, лексикология, стилистика) билан, акустика, анатомия, физиология, психология фанлари билан бевосита алоқадор эканлиги ҳақида маълумот бериш;

маъруза ва амалий машғулотлар давомида таълимнинг илғор методлари, ихтисосликка йўналтирилган инглиз тили талаффуз нормалари, янги педагогик технологиялар, коммуникатив ва интерактив услублар, ҳамда замонавий ахборот технологияларидан самарали фойдаланишдир.

### **Назарий фонетика тилшунослик тармоғи сифатида**

Фонетиканинг тилшуносликда тутган ўрни. Фонетика нутқ товушлари ҳақидаги фан сифатида. Нутқ товушларининг ҳосил бўлиш қонуниятлари. Фонетикада адабий талаффуз нормаси. RP (Received Pronunciation) (Англия адабий талаффуз нормаси) - ўқув нормаси сифатида. Инглиз тилининг халқаро тил даражасига кўтарилиши ва талаффуз турлари. Британия инглиз тили (BE) ва Америка инглиз тили (AE) талаффузи ўртасида мавжуд фарқлар. Адабий талаффузнинг функционал-стилистик хусусиятлари.

### **Ҳозирги инглиз тилида сегмент фонемалар**

Сегмент фонемаларнинг артикуляцион томони: товушлар ҳосил бўлишининг тўрт механизми (куч, тебраниш, резонаторлик ва тўсиқни енгиш), уларга алоқадор бўлган нутқ органлари. Нутқ органларининг тузилиши, фаолияти ва вазифалари. Унли товушларни тасниф қилишда ўзбек, рус, инглиз ва америка олимларининг фикрлари. Унлиларнинг талаффуз туғунлигига кўра (монофтонг, дифтонг, дифтонгоид), тилнинг горизонтал ва

вертикал ҳаракатига кўра, лабларнинг ҳолатига кўра, тарихий чўзиқлигига кўра, нутқ органларининг таранглашувига кўра таснифи.

Инглиз тили унлиларини рус ва ўзбек тили унлилари билан қиёслаш.

Ундош товушларни тасниф қилишда рус, ўзбек, инглиз ва америка олимларининг фикрлари. Ундош товушларни товуш пайчаларининг иштирокига кўра ва талаффуз кучига кўра; фаол ва пассив нутқ органларига кўра, товуш ҳосил бўлишида тўсикнинг турига кўра ва шовқиннинг характерига кўра, кичик тилнинг фаолиятига кўра таснифи. Инглиз тилида аффрикат товушларининг сони ҳақида фикрлар. Инглиз тили ундошларини рус ва ўзбек тили ундошлари билан қиёслаш.

Унли ва ундош товушларнинг ҳосил бўлишида асосий фарқлар. Турли тилларда мавжуд бир хил товушларнинг сифат жиҳатидан фарқланиши. Артикуляцион база тушунчаси.

Сегмент фонемалар ҳосил бўлишининг акустик томони: нутқ товушларининг, физик хусусиятлари (товуш тебраниши, чўзиқлиги, овоз тони), уларнинг артикуляцион шакли.

Сегмент фонемаларнинг фонологик томони: фонемага таъриф бериш муаммоси.

Фонеманинг уч хусусияти яхлитлигидан иборатлиги: 1) унинг материал (талаффуз) томони; 2) абстрактлиги, умумийлиги ва 3) функционал, яъни маъно фарқлай олиш хусусияти. Фонема ва унинг вариантлари (аллофонлари). Сегмент фонемаларнинг конститутив ва дистинктив вазифалари.

Инглиз тилида урғусиз унлилар ва уларнинг таснифи. Транскрипция ва унинг турлари. Инглиз тилида нутқ товушларининг ўзгариши ва уларнинг турлари. Бу ҳақида Москва ва Санкт Петербург олимларининг қарашлари.

Ассимиляция, аккомодация ва элизия каби товуш ўзгариши хусусиятлари.

### **Инглиз тилида бўғин қурилиши**

Бўғин фонетиканинг талаффуз бирлиги сифатида. Бўғиннинг нутқдаги вазифалари. Инглиз тилида бўғин ҳосил қилувчи товушлар. Бўғиннинг таркибий қисмлари ва турлари. Бўғин бошида ва охирида унли ва ундошларнинг бирика олиши. Ҳозирги инглиз тилида бўғин ажратиш қоидалари. Бўғин ҳақида мавжуд назариялар. Бўғиннинг вазифалари.

### **Инглиз тилида сўз урғуси**

Сўз урғуси тушунчаси, уларнинг турлари (динамик, мусикий, сифат ва миқдор урғулари). Инглиз тилида сўз урғусининг хусусиятлари. Урғунинг ўрни ва даражаси. Урғу ўрнини белгиловчи омиллар (рецессив, ритмик, грамматик ва семантик), уларнинг ўзаро муносабати. Инглиз тилида сўз урғусининг вазифалари.

### **Инглиз тилида интонация**

Интонация таърифи. Тор ва кенг таъриф. Интонациянинг ташкилий қисмлари ва уларнинг вазифалари. Интонация ва просодия. Интонациянинг мелодик компоненти, унинг таърифи ва вазифалари. Текст ҳосил қилишда мелодик компонентнинг роли. Мелодик компонентнинг турлари. Интонациянинг гап урғуси компоненти, унинг таърифи ва вазифалари. Гап урғусининг турлари. Гап урғуси ва сўз урғуси муносабати. Инглиз тилида гап урғусининг матн тузишда ритмик ва интонацион гуруҳлар ҳосил қилишдаги роли. Гап урғусининг мелодик компонент билан ўзаро муносабати ва гапнинг коммуникатив марказини ҳосил қилиш қобиляти. Гап урғусининг вазифалари. Интонацияни ёзма ифодалаш турлари (Л. Армстронг ва И.Уорд системаси ва Р.Кингдон методи). Америкалик дискриптивистлар томонидан интонациянинг рақамли ва поғонали ифодаланиши. Интонацияда нутқ тезлиги (темп), овоз бўёғи (тембр), пауза (тўхтам) ва ритм (урғули ва урғусиз бўғинлар кетма-кетлиги) каби бирликларнинг вазифалари. Интонациянинг фонологик вазифаси. Интонация тушунчаси. Интонациянинг матн ҳосил қилиш вазифаси.

## **Нутқнинг фоностилистик хусусиятлари**

Фоностилистиканинг асосий ўрганиш объектлари. Талаффуз нормаси ва унинг стилистик фарқланиши масаласи. Фонетик услубларни ифодалашда экстралингвистик ва паралингвистик воситалар. Товуш ва интонация стилистикаси. Интонацион услуб турлари. Фонетик синонимия масаласи. Товушлар символикаси тушунчаси.

### **Назарий фонетика**

Назарий фонетика фанидан назорат турлари – мавзулар юзасидан рефератлар тайёрлаш ва уларнинг тақдиротини ўтказиш, интернет тизими орқали назарий фонетикага оид янги маълумотлар тўплаш ва уларни амалий машғулотларда муҳокама қилиш ва шу йўл билан талабалар билимини баҳолаш, шунингдек оғзаки сўров, ёзма иш, компьютер тестлари ўтказиш асосида амалга ошириш.

Талабаларнинг кутубхонадан керакли адабиётларни излаб топиши, керакли мавзуларни ўрганиши ва бу ҳақида амалий машғулотлар пайтида ахборот бериши.

Ўқилган адабиётлар бўйича тайёрланган конспектлар, уларнинг мазмуни ҳақида раҳбар ва талабаларнинг фикрлари муҳокамасини ўтказиш, шу йўл билан курс иши ёки битирув малакавий иш лойиҳаларини ўз вақтида ва сифатли ёзилишига замин яратиш.

Талабалар билимини назорат қилиш ва баҳолашни белгиланган норматив ҳужжатлар асосида, яъни рейтинг тизими (жорий, оралик ва якуний баҳолаш) орқали амалга ошириш.

### **Стилистика ва матн таҳлили**

#### **Қиёсий стилистика**

Умумий стилистика ва айрим тиллар учун махсус бўлган услубий ҳодисалараро нисбат. Услубий имкониятлар миллий-маданийлигининг ўзига хослиги (инглиз, ўзбек ва рус тиллари).

#### **Коммуникатив стилистика**

Мулоқотнинг турли соҳаларида услубий ҳамда прагматик омил ўзига хосликлари (бадий, илмий, расмий ва оммавий).

### **Стилистика ва матн таҳлилининг услубий воситалари**

Стилистика ва матн таҳлилини услубий фарқлаш:

фонографик ва морфологик даражанинг услубий имконияти; сўз яшаш; стилистик усуллар; лексик метафора, метонимия, ирония, антономасия ва бошқалар, синтактик; инверсия, кучайтириш, такрор, риторик савол ва бошқалар; коммуникатив-услубий таҳлил муаммолари.

Сўзлашувнинг ҳар хил матн материаллари асосида стилистик таҳлил намуна ва кўрсатмалари.

- матн таҳлили ва тилшуносликнинг прагматика билан ўзаро алоқаси. Матн таҳлилининг асосий тушунчаси, вазифалари, усуллари ва мақсади. Бадий асар матн таҳлилининг объекти сифатида бадий матннинг ўзига хосликлари; кўрсатиш, бадий қисмлар, матн баёни.

### **Матн категориялари.**

Ахборот категориялари. Модаллик категорияси. Матн боғлиқлиги ва яхлитлиги категорияси. Матнни идрок этиш ва унинг таҳлили.

### **Стилистика ва матн таҳлили**

Стилистика предмети, унинг асосий йуналишлари ва бошқа назарий фанлар билан алоқаси. Коммуникатив стилистика. Мулоқотнинг турли соҳаларида услубий ва



прагматик турларининг ўзига хосликлари (бадий, илмий, расмий иш ва оммавий). Инглиз тилининг услубий имкониятлари: инглиз тили лексикасининг услубий дифференцияси; фонографик ва морфологик даражанинг услубий имконияти, сўз яшаш; услубий усулларнинг таркиби ва вазифалари: \* лексик услубий усуллар (метафора, метонимия, ирония, эпитет, оксиморон, гипербола, антономасия, зевгма ва сўз ўйини); \* лексик-синтактик услубий усуллар (ўхшатиш, перефраз, литота, антитеза, кучайтириш); \* синтактик услубий усуллар (инверсия, такрорлаш, риторик савол ва бошқалар). Матн таҳлили вазифаси. Бадий асар матн таҳлилининг объекти сифатида бадий матннинг ўзига хосликларини кўрсатиш, бадий детал, матн композицияси. Матн категориялари. Информативлик категориялари. Модаллик категорияси. Матн бойликлари ва яхлитлиги категорияси. Матнни идрок этиш ва унинг таҳлили.

Курс лойиҳасининг мақсади талабаларнинг мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий кўникмалар ҳосил қилишдир. Курс лойиҳасининг тахминий мавзулари:

1. Услубий воситаларнинг лингвистик моҳияти ва уларнинг нутқдаги вазифалари.
2. Инглиз ва ўзбек тилидаги услубий воситаларнинг қиёсий таҳлили.
3. Функционал услубларнинг ўзига хос хусусиятлари (бадий, публицистик ва реклама услублари).
4. Оғзаки нутқ услуги масалалари.
5. Сўз бойлигининг баъзи бир бўлимлари, яъни неологизм-янги ясалган сўзлар, слэнг, термин (алоҳида соҳага оид) сўзларнинг услубий таҳлили.
6. Бадий матндаги тил манбаларининг концептуал қиймати.
7. Бадий матнни таҳлил қилиш категориялари, модаллик категорияси, яширин маънони очиш категорияси, информативлик категорияси, проспекция, ретроспекция.
8. Бадий адабиёт ва газета матнларида сарлавҳа.
9. Сўз яшаш жараёнида сўзларнинг услубий белгиланганлиги.
10. Инглиз ва Америка ёзувчилари асарларидаги ўзига хос услубий хусусиятлар.

## **Лексикология**

## **Семасиология**

Сўз тил луғат таркибининг асосий бирлиги сифатида. Сўзнинг морфема, сўз шакли, сўз бирикмасидан фарқли хусусиятлари. Мотивация тушунчаси. Идиоматик мотивация турлари: фонетик, семантик маъно ва сўз маъносининг тузилиши. Инглиз, она тили ва бошқа ўрганилаётган тиллардаги ўзаро муқобил сўзларнинг семантик тузилиши. Сўз маъносининг тузилишини ўрганишда парадигматика ва синтагматиканинг роли. Контекст ва унинг турлари. Сода, туб, ясама ва қўшма сўзларнинг ўзига хос маънолари. Сўзнинг маъносини чегаралаш ва маъноли қисмларини аниқлаш усуллари. Фразеологик бирикмалар маъноларининг хусусиятлари, маъно турлари таснифи. Сўзнинг лексик-семантик вариантлари. Маъно тузилишига кўра синхрон ва диахроник қараш ва унинг ривожланиш қонуниятлари. Луғат бирлигини семантик гуруҳларга ажратиш. Семантик майдон. Моносема, полисемиа, гипергипонимия муаммолари. Синоним, антоним ва омонимлар муаммолари, ва уларнинг манбаалари, таснифи, уларнинг тилнинг бойиши ва ривожланишидаги аҳамияти.

## **Сўзнинг морфологик тузилиши**

Бир ва кўп морфемали сўзлар. Морфеманинг лексик birlik эканлиги. Морфемалар турлари ва синфлари. Сўз негизи ва унинг турлари. Ҳозирги замон инглиз тилида сўз тузилишининг турлари. Сўз тузилишидаги диахроник ва синхроник қараш. Морфемалар

яшаш. Морфема ва алломорфемалар. Сўз тузилишини морфемик таҳлил қилиш асослари ва уларнинг сўз яшаш таҳлилидан фарқи.

### **Сўз яшаш**

Сўз яшаш усуллари. Сўзнинг асосий таркибий қисмлари. Сўз яшаш негизи. Ўзакнинг тузилиши ва семантикаси. Кенг ва кам тарқалган усуллар билан сўз яшаш. Лексик ном беришда сўз яшашнинг роли ва ўрни. Сўз яшаш қаторлари занжири. Олд қўшимчалари ва уларнинг турлари. Ҳар хил мезонларга асосланиб олд қўшимчаларни тасниф этиш. Ўзак олд қўшимчаларининг семантикаси. Ярим олд қўшимчалари ёрдамида сўз яшаш.

Конверсия, унинг келиб чиқиши ва асослари.

Сўз яшалиш йўлини аниқлашда конверсиядаги семантик алоқалар асосий мезон эканлиги. Конверсиянинг кенг тарқалганлигини белгиловчи асосий омиллар. Конверсияни таржима қилиш муаммолари.

Қўшма сўзлар сўз яшашнинг кенг тарқалган йўллари билан эканлиги. Анъанавий ва замонавий тилшуносликда қўшма сўзларни тасниф қилиш асослари. Қўшма сўз яшашнинг ҳар хил турлари, уларнинг кенг тарқалганлиги. Қўшма сўзларни она тилига таржима қилиш йўллари.

Қисқартма сўзлар (аббревиация). Қисқартма сўзларнинг турлари. Қисқартма сўзлар (клиппинглар) инглиз тилининг америка вариантыда кенг тарқалган қисқартма сўзлар. Қисқартма сўзларни таржима қилишдаги қийинчиликлар.

Сўз яшашнинг бошқа усуллари: сўз яшаш, кенгайтириш, товуш ва урғу кўчиши, товушга тақлид қилиш ва редупликация, грамматик шаклларнинг лексиказациялашуви ва сўз яшашда ҳар хил турларнинг бирикуви.

### **Фразеология**

Фразеологиянинг мақсад ва вазифалари. Турғун ва эркин бирикмаларни фарқлаш муаммоси, уларни фарқловчи белгилар. Лексик бирикиш. Турғун бирикмалар ва уларнинг ҳар хил мезонларга асосан таснифи. Сўз ва сўз бирикмасининг ўхшашлиги ва фарқи. Фразеологик бирикмалар ва уларни таржима қилиш муаммолари.

### **Этимология**

Тил луғат таркибининг этимологик жиҳатдан таснифи. Инглиз тилида кейин пайдо бўлган ва бошқа тиллардан кириб келган сўзлар. Хорижий тиллардан кириб келган сўзларнинг турлари, ўзлаштирилиши, ассимиляцияси, луғат таркибига ва сўз яшаш тизимига таъсири. Байналминал сўзлар. Этимологик луғатлар.

### **Лексикография**

Лексикографиянинг фан сифатида ривожланиши. Луғатларнинг асосий турлари: энциклопедик, лингвистик, изоҳли луғатлар. Луғат турлари муаммоси ва уларни яратиш услублари. Луғатлар учун сўз танлаш, луғат мақолаларининг тузилиши ва бошқалар. Инглизча луғатларнинг асосий турлари: изоҳли луғатлар, синонимлар луғати, фразеологик бирикмалар луғати, этимологик, идеографик, махсус луғатлар, неологизмлар луғатлари ва бошқалар. Ўқув луғатларининг тузилиши (сўзларнинг бирикиш йўллари луғати, кўп қўлланиладиган сўзлар луғати). Турли луғатларда сўз маъноларини очиб бериш йўллари. Таржима жараёнида луғат билан ишлаш, сўзнинг изоҳли таҳлилини ўрганиш, бошқа луғатлардаги изоҳлари билан қиёслаш.

Тил луғат таркибининг ўзгариши социолингвистик воқеа эканлиги. Луғат таркибининг сифат ва сон жиҳатдан ўзгариши. Луғат таркибининг лексик ва стилистик таснифи. Сўзларни ишлатилиши жиҳатдан тасниф этиш. Умум истёъмол сўзлари ва махсус лексика. Архаизмлар, неологизмлар, Буюк Британия, АҚШ, Канада, Австралия ва бошқа инглиз тилида сўзлашадиган мамлакатлардаги инглиз тилининг лексик хусусиятлари, уларнинг тарихий боғлиқлиги ва ўзаро таъсири. Асосий ва ёрдамчи сўз туркумларининг сон жиҳатидан ўзаро фарқи. Лексик номлашнинг фаоллиги ва луғат таркибининг бойиш йўллари. Сўзнинг маъно тараққиёти ривож, бошқа тиллардан кирган сўзлар қатлами. Фразеологизмлар яратиш.

Амалий машғулотлар учун тахминий тавсия этиладиган мавзулар:

**1.** Лексикологиянинг мақсади ва бўлимлари. **2.** Семасиология: Сўзларнинг фонетик ва семантик аспектлари. Контекст турлари, маънонинг турлари ва сўзнинг лексик-семантик вариантлари, семантик майдон. Моносема, полисемиа, гипер-, гипонимия муаммолари. Синоним, антоним ва омонимлар ва уларнинг таснифи. **3.** Сўзнинг морфологик қурилиши: морфемалар типлари ва синфлари. Сўз тузилишидаги диахроник ва синхроник қараш. Морфема ва алломорфемалар. **4.** Сўз яшаш: лексик ном беришда сўз яшашнинг роли ва ўрни. Конверсия, унинг келиб чиқиши ва асослари. Қўшма сўзларни она тилига таржима қилишнинг йўллари. Қисқартма сўзлар. **5.** Фразеология: турғун в эркин бирикмаларни фарқлаш муаммоси. Уларни фарқловчи белгилар. Фразеологик бирикмалар ва уларни таржима қилиш муаммолари **6.** Этимология: инглиз тилида пайдо бўлган сўзлар ва бошқа тиллардан кириб келган сўзлар ва уларнинг турлари, ўзлаштирилиши, ассимиляция, интернационал сўзлар ва дублетлар. **7.** Лексикография: инглиз тили луғат таркибининг умумий таснифи, асосий турлари, ўқув луғатларининг тузилиши, сўз маъноларини очиб бериш йўллари ва таржима жараёнида луғат билан ишлаш.

Курс лойиҳасини мақсади талабаларни мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий кўникмалар ҳосил қилишдир.

### **Курс лойиҳасининг тахминий мавзулари:**

**1.** Лексикология ва тил. **2.** Сўзларнинг фонетик ва аналитик аспектлари. **3.** Сўз маъносининг тузилишини ўрганишда парадигматика ва синтагматиканинг роли. **4.** Маънонинг турлари ва сўзнинг лексик – семантик маънолари. **5.** Синоним, антоним ва омонимлар. **6.** Сўзнинг морфологик қурилиши. **7.** Турғун ва эркин бирикмалар. **8.** Сўз бирикмасининг ўхшашлиги ва фарқи. **9.** Луғат таркибининг сифат ва сон жиҳатлари. **10.** Архаизмлар ва неологизмлар, Буюк Британия, АҚШ, Канада, Австралия ва инглиз тилида сўзлашадиган мамлакатларда инглиз тилининг лексик хусусиятлари. **11.** Лексик номланишнинг фаоллиги ва луғат таркибининг бойиш йўллари. **12.** Тил луғат таркибининг этимологик жиҳатдан таснифи. **13.** Сўзларнинг этимологияси. **14.** Лексикографиянинг долзарб масалалари.

### **Қиёсий типология**

Тилнинг товуш системасини қиёсий-типологик ўрганиш муаммолари. Қиёсий фонетика. Қиёсий фонология. Вокализм ва консонантизм асосий фонологик системалар сифатида. Инглиз ва она тиллари товуш системасининг изоморфик ва алломорфик хусусиятлари. Икки тилнинг фонологик системалари ўртасидаги типологик тафовутларнинг инглиз тили талаффузини эгаллашдаги қийинчиликларни келтириб чиқариши шамда методик хулосалар. Суперсегмент фонемалар. Сўз урғусини таққослаш мезонлари: урғу кўчиш, кўчмаслик шолатлари, асосий ва иккинчи даражали урғу. Инглиз ва она тилларида сўз урғусининг фарқловчи функциялари. Инглиз ва она тилларида

ошангнинг асосий тавсифномалари. Иборанинг инвариант ошанг тузилиши сифатида интонема тушунчаси. Бўғинли тузилмалар типологияси. Ҳар иккала тилда унли ва ундошларнинг таркиби бўйича бўғинлар тузилишининг асосий турлари. Фонемаларнинг олд, ўрта ва орқа шолатда жойлашувининг хусусиятлари. Ҳар иккала тилда бўғин доирасида фонемалар бирикишининг асосий шоллари. Ҳар иккала тилда бўғин тузилишидаги изоморфик ва алломорфик ҳодисалар.

### **Инглиз ва она тиллари морфологик тизимининг типологияси**

Ҳар иккала тилдаги морфологик тизимларнинг типологиясини аниқлаш учун зарур бўлган константаларни танлаб олиш таъйинлари. Морфологик тизимни таҳлил қилишдаги ўлчов бирликларининг аниқланиши. Морфологик қатлам бирликларининг икки томонлама жиҳати (маъно ва шакл). Сўз туркумлари. Сўз туркумларини ажратиш қоидалари. Асосий сўз туркумлари ва уларнинг таркиби. Иккала тилдаги морфологик тизимнинг асосий типологик фарқлари. Замонавий инглиз тилида аффиксациянинг ривожланганлиги ва ўзбек тилида бир белгилик аффиксал морфемаларининг кўплиги. Ёрдамчи сўзларнинг вазифаларидаги фарқлар. Қиёсланаётган тиллардаги ҳар бир сўз туркумининг асосий грамматик сигналининг таққосланиши. Грамматик категория – морфологик қатламдаги типологик ўхшашлик ва фарқларни ўлчаш бирлиги сифатида.

Алоҳида морфологик категориялар, уларнинг иккала тилдаги типологик тавсифи: келишик категорияси, сон категорияси, род категорияси, замон категорияси, нисбат категорияси, тарз (вид) категорияси, шахс категорияси ва ҳ.к.

### **Сўз бирикмаларининг типологияси**

Сўз бирикмалари турлари тушунчаси. Сўз бирикмаларини турларга ажратиш критериялари. Инглиз ва она тилларида атрибутив сўз бирикмаларининг турлари. Инглиз ва она тилларида объект алоқали сўз бирикмаларининг турлари. Предикатив сўз бирикмалари ва уларнинг турлари. Ҳолли сўз бирикмалари ва уларнинг турлари. Изоморфик ва алломорфик хусусиятлар. Сўз бирикмалари компонентларининг кенгайиш йўлларидаги типологияси.

### **Фразеологик бирликлар типологияси**

Турғун ва эркин бирликларни фарқлаш муаммоси, уларни фарқловчи белгилар. Турғун бирликлар ва уларнинг ҳар хил мезонларга асосан таснифи. Фразеологик бирликларнинг миллийлик хусусияти. Уларнинг маънолари, тузилишига кўра моделлари, лексик таркиби. Қиёсланаётган тилларда изоморфик ва алломорфик хусусиятлар.

### **Гап типологияси**

«Гап» термини тушунчаси. Гапларни турларга бўлиш критериялари. Инглиз ва она тилларида отлашган ва феъллашган гап турлари типологияси. Предикацияни ифодалашнинг типологик йўллари. Атрибуцияни ифодалашнинг типологик йўллари. Инглиз ва она тилларида гаплар типологияси. Изоморфик ва алломорфик хусусиятлар. Қўшма гаплар типологияси. Эргаш гаплар турлари ва уларнинг инглиз ва она тилида мослашуви. Йиғиқ гап бўлаклари турлари ва уларни ўзбек тилида ифодаланиш усуллари. Сўз тартиби. Сўз тартибининг асосий кўринишлари, уларнинг ҳар иккала тилда намоён бўлиши ва номутаносиблик сабаблари.

### **Лексик тизими типологияси**

Сўз тилнинг луғат таркиби бирлиги сифатида. Ўзак ва аффиксал морфемаларнинг иккала тилдаги турлари. Тилнинг лексик тизимида сўз ясовчи морфемаларнинг хусусияти. Суффикслар ёрдамида сўз яшаш. Префикслар ёрдамида сўз яшаш. Сўз яшашнинг бошқа усуллари: қўшма сўзлар, конверсия, аббревиатура. Қўшма сўзларнинг ясашидаги хусусиятлар. Инглиз тилида конверсия ёрдамида сўз яшаш хусусиятлари. Соф тилга оид ва ўзлаштирилган лексик бирликларнинг ўзаро муносабати ва халқнинг тарихий, иқтисодий ва маданий алоқаларини акс этадиган миллий-маданий хусусиятлари. Лексик бирликлар типологияси. Асосий ва иккинчи даражали лексик бирликларнинг ҳар иккала тилда ўзаро муносабати. Бу воситаларнинг қиёсланаётган тилларда қўлланиш даражаси. Изоморфик ва алломорфик хусусиятлар.

### **Тил тарихи**

Герман тилларнинг ҳинд-европа тиллар оиласида тутган ўрни. Ҳозирги замон герман тиллари, уларнинг тарқалиши ва таснифи.

Герман қабилалари ҳақидаги маълумотлар: (Питеас, Юлий Цезар, Тацит) Герман қабилаларининг таснифи ва “халқларнинг буюк кўчиши” даврида уларнинг жойлашиши. Герман тилларининг ўзига хос хусусиятлари: ундошларнинг биринчи кўчиши, Гримм қонуни, Вернер қонуни, унлиларнинг ўзгариши, отларнинг турланиш тизими, феълларнинг миқдор ўзгариши ва суффиксли феълларга ажралиш тизими, герман алифбоси, герман тилларининг энг муҳим ёзма ёдгорликлари ва уларнинг таснифи. Инглиз тили тарихининг даврларга бўлиниш масаласи.

### **Қадимги инглиз тили даври**

Британия оролларида ва Европа қитъасида Кельт қабилалари. Рим кўшинларининг Британия ороллари босиб олиши, римликлар курган тарихий обидалар. Минтақада ғарбий герман қабилалари ва уларнинг Рим билан алоқаси. Англо-саксон, фриз ва ют қабилаларининг Британия ороллари истило қилиши ва англо-саксон давлатларининг юзага келиши.

Англияда феодализмнинг бошланиши. Инглиз халқининг пайдо бўлиши. Англо-саксон давлатларнинг ҳукмронлик учун кураши. VII асрда Англиянинг христиан динига ўтиши. Скандинавлар истилоси.

Қадимги инглиз тили товушлар тизимининг тарихий қонуниятлари: палаталлашув. Сонор ундош бирикмалари олдида унлиларнинг чўзилиши, кейинги ундошнинг тушиб қолиши натижасида унлиларнинг чўзилиши.

### **Ўрта инглиз тили тарихи даври**

Ўрта инглиз тили даврининг асосий тарихий воқеалари. Норманларнинг Англияни истило қилиши. Норманлар истилоси натижасида инглиз тили луғат таркибининг бойиши. Ўрта инглиз тилининг шевалари. Сиёсий-маъмурий ва йирик иқтисодий марказ - Лондон шевасининг юзага келиши.

### **Янги инглиз тили даври**

Янги инглиз тили даврининг асосий тарихий воқеалари. Миллий тилнинг вужудга келишида Лондон шевасининг аҳамияти. Инглиз миллий тилининг умумхалқ хусусияти. Маҳаллий шеваларнинг сақланиб қолиши ва уларнинг ижтимоий кўринишлари. Касб-хунар жаргонларининг пайдо бўлиши. Китоб нашр қилиниши муносабати билан миллий тил ёзма шаклининг кенг тарқалиб бориши.

Янги инглиз тили даврида содир бўлган асосий фонетик ўзгаришлар. «Унлиларнинг буюк кўчиши», урғусиз бўғиндаги унлиларнинг тушиб қолиши. Янги унли товушларнинг пайдо бўлиши. Унлилар ва ундошлар тизимида содир бўлган бошқа ўзгаришлар.

Инглиз тили грамматик тизимида содир бўлган ўзгаришлар. Феълларнинг нотўғри тусланиши тизимдан туғри феъллар гуруҳига ўтиши. “Be”, “do”, “go”, “will” феълларининг ривожланиши. Перфект, давомий аспект шакллариининг ривожланиши. Мажхул нисбатнинг ривожланиши, иш-ҳаракат ва ҳолат пассиви маъноларининг фарқланиши. “Do” феълининг ёрдамчи феъл сифатида шаклланиши.

### **Чет тили тарихи**

Семинар дарсларида талабалар маърузада олган назарий билимларини амалда қўллай билиши учун инглиз тилининг турли даврларига мансуб матнларни ўқиб таржима қиладилар.

Қадимги инглиз тилидаги матнларда учрайдиган турли грамматик ҳодисаларнинг ҳозирги замон инглиз тилидаги муқобил шакллариини топадилар ва кузатиладиган фарқларни изоҳлайдилар.

Ҳозирги инглиз тилида учрайдиган ностандарт грамматик шаклларнинг келиб чиқишини изоҳлаб берадилар.

Семинар машғулотларда қўйидаги мавзулар муҳокама қилинади.

1. Қадимги инглиз тили фонетикасининг хусусиятлари. Фонетик қонуниятлари ва ҳодисалари.
2. Қадимги инглиз тили морфологияси. От ва унинг грамматик категориялари.
3. Қадимги инглиз тилида феъл сўз туркуми. Феълнинг структураси ва грамматик категориялари.
4. Қадимий инглиз тили синтаксиси. Сўз бирикмаси ва содда гап.
5. Қадимий инглиз тили луғат таркиби. Луғат таркибининг этимологик характеристикаси.
6. Ўрта давр инглиз тилидаги асосий фонетик жараёнлар.
7. Унлиларнинг буюк кўчиши ҳодисаси ва унинг оқибатлари.
8. Инглиз адабий тили нормасининг шаклланиши.

### **Мустақил ишларни ташкил этишнинг шакли ва мазмуни**

Инглиз тилида сўзлашувчи мамлакатлар даврий нашрлари тилининг ўзига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари; турли даражадаги ахборот хабарлари: аниқ воқеа-ҳодисалар тўғрисида сиёсий-иқтисодий- маданий ахборотлар; энг аҳамиятли воқеа ва ҳодисаларни изоҳлаб бериш; ўз мамлакати ва жаҳондаги аниқ сиёсий-иқтисодий-маданий воқеалар ва жараёнларни назарий жиҳатдан умумлаштириш.

Талаба мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиши тавсия этилади:

- турли хил луғатлар, грамматик маълумотномалар ёрдамида лексик ва синтактик бирликлар устида чуқур иш олиб бориши; тил ва маданият борасида турли хил ўхшашликлар ва тафовутларни аниқлаши;
- компьютерлашган лингафон воситалари билан ишлаш;
- эркин мавзуда иншо ёки баён ёзиш; тақдимот қилиш, дебатда иштирок этиш;
- ўрганилаётган ва муаммоли мавзуларда лойиҳавий – тадқиқот ишларини олиб бориш;
- ўрганилаётган тил ва нутқ материалига доир машқлар ва тестлар тузиш;
- газета, журнал мақолаларни ўқиш ва улардан таржимаи ҳол, резюме, аннотация ёзишда фойдаланиш;
- бадиий адабиёт ўқиш ва уни тақдимот қилиш;
- турли хил функционал услубдаги матнларни таржима қилиш;

- формуляр, анкета тузиш, таржимаи ҳол, резюме, аннотация ёзиш;
- E-mail бўйича ахборот жўнатиш ва қабул қилиш;
- дебат, муҳокама, келишувлар, учрашувлар, ўйинлар ўтказиш.

Талаба мустақил ишни тайёрлашда фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

- Дарслик ва ўқув қўлланмалар бўйича фан боблари ва мавзуларини ўрганиш;
- Тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- Махсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш;
- Интернет имкониятларидан фойдаланиш;
- Масофавий (дистанцион) таълим имкониятларидан фойдаланиш;

Мустақил иш натижалари юзасидан ёзма ва оғзаки ахборот бериш;

Мустақил иш учун ажратиладиган вақт ҳажмини ва вазифани қўпайтириш;

Талабаларнинг мустақил ижодий ишларини назорат қилиш ва баҳолаш.

Курс лойиҳасининг мақсади талабаларни инглиз тили назарий фонетикаси ва фонологияси бўйича мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий қўникмалар ҳосил қилиш, улардан ўз фаолиятида унумли фойдаланиш, курс лойиҳаларини инглиз тилида ёзиш қўникмасини шакллантиришдан иборатдир.

Курс иши мавзулари фан талабидан келиб чиқиб тузилади ва ҳар йили янгиланиб ва тўлдириб борилади. Курс ишлари мавзулари олдинроқ тайёрланади ва талабаларга таништирилади.

Илмий раҳбар ҳар бир талабага шахсий топшириқ беради, курс ишининг режаси тузилади ва тегишли адабиётлар тавсия қилинади ва доимий равишда назорат қилиб боради.

### **Дастурнинг информатсион – услубий таъминоти**

Асосий ўрганилаётган чет тили фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган.

Мазкур фаннинг курси юзасидан машғулотларда аудио-видео воситалари ва компьютер технологиялари ёрдамида тақдиротлар ўтказиш.

Амалий машғулотлар дарсларида ақлий ҳужум, гуруҳли фикрлаш, диалог, полилог, коммуникатив мулоқот каби интерфаол усулларида фойдаланиш.

Кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш назарда тутилади.

Бундан ташқари тизимли ёндошув асосида талабаларнинг ўқиш – билиш фаолиятини тасвирлайдиган таълим жараёнининг лойиҳаси тузиб чиқилади. Таълим мақсади реал, аниқ диагностик бўлишига эришилади ва талабанинг билим, ўзлаштириши сифати объектив баҳоланади. Таълим жараёнининг тузилиши ва мазмуни яхлитлиги, ўзаро боғлиқ ва ўзаро таъсирида бўлишига эришилади. Маърузавий ва амалий машғулотлар талабанинг фаоллигига таяниб зигзаг, брейнсторм, скарабей ва шу каби методлар ёрдамида олиб борилади. Оралиқ ва якуний назорат ва баҳолашнинг керакли ўринлари белгиланган мезонларга биноан талабаларнинг тест вазифаларини бажариши орқали амалга ошириладики, бунда талабалар билим даражаси шакллантирувчи ва жамловчи баҳолар ёрдамида аниқланади.

Фойдаланиладиган асосий дарслик ва ўқув қўлланмалар рўйхати

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## **ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

Рўйхатга олинди  
№ \_\_\_\_\_  
20\_\_ йил «\_\_»\_\_

Ўзбекистон Республикаси  
Олий ва ўрта махсус таълим  
вазирлигининг 2015 йил  
№ \_\_\_\_ сонли буйруғи билан  
тасдиқланган

### **Ўрганилаётган тил назарий грамматикаси фанининг**

### **ЎҚУВ ДАСТУРИ**

Билим соҳаси:	100 000	–Гуманитар фанлар ва санъат
Таълим соҳаси:	110 000	–Гуманитар фанлар
Таълим йўналиши:	5120100	–Филология ва тилларни ўқитиш (инглиз тили ва адабиёти)

**Тошкент – 2015**

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълим ва ўқув-методик бирлашмалари фаолиятини мувофиқлаштирувчи кенгашнинг 20\_ йил «\_\_\_\_\_»-сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон Давлат Жаҳон Тиллари Университетида ишлаб чиқилди.

**Тузувчилар:**

М.Т. Ирискулов- Республика тил ўқитиш маркази директори, филология фанлари номзоди, профессор

Т.М.Мадрахимов- Ўзбекистон Давлат Жаҳон Тиллари Университети, инглиз тили грамматикаси ва тарихи доценти, филология фанлари номзоди.

**Такризчилар:**

Ў. Қ. Юсупов- Ўзбекистон Миллий Университети профессори, филология фанлари доктори.

Х.Хакимов- Ўзбекистон Давлат Жаҳон Тиллари Университети, доценти, филология фанлари номзоди

Фаннинг ўқув дастури ЎзДЖТУ Илмий-методик кенгашида тавсия қилинган (20 \_ йил «\_\_\_\_\_»даги «\_\_\_\_\_»- сонли баённома)

## **КИРИШ**

Ўрганилаётган тил назарий грамматикаси фани бўйича ўқув дастур университетларнинг инглиз филологияси йўналиши талабалари учун мўлжалланган.

Ўрганилаётган тил назарий грамматикаси фанининг мақсади умумий тилшунослик, инглиз тили тарихи, инглиз тили амалий грамматикаси каби фанларни ўрганиш жараёнида талабаларда шакллланган тасаввур, билим, малака ва кўникмаларга таяниб инглиз тили грамматикасининг назарий масалалари, инглиз тили грамматик қурилишининг тараққиёти, унда содир бўлаётган узгаришлар ҳақида илмий тушунча ҳосил қилишдир.

**Ўрганилаётган тил назарий грамматикаси фани бўйича билим, малака ва кўникмага қўйиладиган талаблар.**

Инглиз тили назарий грамматикаси фанини ўзлаштирган талаба инглиз тили грамматик қурилиши, унинг функционал жиҳатдан фарқланиши, грамматик ҳодисаларни изоҳлашдаги турли фикрлилик ҳақида тасаввурга эга бўлиши керак.

Шунингдек, талабалар инглиз тилидаги грамматик жиҳатидан тўғри ва нोगрамматик шаклларни фарқлай билиши ва назарий жиҳатдан изоҳлай билиши, грамматик категорияларнинг таркиби, функционал кўлами ва нутқда қўлланилиши ҳақида билим ва малакага эга бўлишлари керак.

## **Грамматика**

Морфология ва синтаксис. Грамматиканинг таърифи. Грамматик шакл ва грамматик маъно. Тил ва нутқ. Актуализация. Грамматик қурилишнинг бирликлари. Тилни грамматик жиҳатдан тасвирлашнинг турлари. Грамматикадаги метод ва назарий йўналишлар. Грамматикадаги асимметрия ҳодисаси. Функционал ёндашув. Грамматик категориялар. Грамматик категориянинг мазмун плани. Грамматик категориянинг ифода плани.

### **Морфология**

Инглиз тилининг грамматик воситалари: сўз тартиби, ёрдамчи сўзлар, грамматик қўшимчалар, урғу ва интонация, ўзак таркибидаги товушлар ўзгариши. Морфема, морф, алломорф ва уларнинг структуравий турлари. Морфеманинг турлари. Аналитик шакл тушунчаси. Инглиз тили грамматик тизимининг хусусиятлари. Сўз туркуми. Асосий сўз туркумлари. Мустақил ва ёрдамчи сўзлар. Инглиз тилида сўз туркумларининг умумий хусусиятлари. Сўз туркумларининг шакл ва маънолари. Транспозиция ҳодисаси.

### **От**

Инглиз тилида отнинг дистрибутив белгилари. Уларнинг белгиловчи ва бошқа сўз туркумлари ёрдамида қўшилиши. Отнинг сўз туркуми сифатида морфологик ва семантик характеристикаси. Отларнинг асосий семантик гуруҳлари. Сон категорияси. Инглиз тилидаги отларда қўпик категориясининг ишлатилиши. Жамловчи ва партитив отлар. Детерминативлар. Детерминативларнинг сўз туркуми сифатидаги умумий хоссалари. Детерминативларнинг семантикаси.

### **Келишик категорияси**

Ҳозирги замон инглиз тилида келишик категорияси ҳақида ҳар хил назариялар. Эгалик келишигининг шакли ва унинг қўлланиш хусусиятлари. Аниқлик-ноаниқлик категориясини ифодаловчи асосий восита. Артиклнинг умумназарий муаммолари. Артиклнинг функциялари.

### **Сифат**

Сифат - сўз туркуми сифатида. Унинг асосий хусусиятлари. Сифатнинг семантик таснифи. Қиёслаш категориясига оид олмошларнинг семантикаси, синтактик хоссалари, грамматик категориялари ва шакллари.

### **Феъл**

Феъл - сўз туркуми сифатида. Унинг лексик, морфологик ва синтактик хусусиятлари, умумий ва фарқ қилувчи томонлари. Феълнинг морфологик вазифасига кўра таснифи: мустақил феъллар, ўтимли ва ўтимсиз феъллар, маъно жиҳатидан тугалланган ва тугалланмаган феъллар.

Феълнинг грамматик категориялари: аспект (тарз) категорияси, нисбат категорияси. Инглиз тилида мажхуллик нисбатининг кенг тарқалиш сабаблари. Мажхул конструкцияларнинг қўлланиш хусусиятлари.

Феъл майллари. Улар тўғрисидаги замонавий концепциялар.

Феълнинг семантик - грамматик гуруҳлари. Феъл

тизимдаги грамматик маъноларни ифода қилиш воситалари. Феълнинг шахсиз формалари. Инфинитив, герундий ва сифатдош.

### **Равиш**

Равишнинг семантик - грамматик гуруҳлари. Адвербиализация.

### **Кўмакчи**

Кўмакчиларнинг семантикаси ва грамматик функциялари.

### **Ёрдамчи сўз туркумлари**

Артикль, кўмакчи, боғловчи, юклама ва модал сўзлар. **Синтаксис**

Гап тушунчасини аниқлаш ҳақидаги асосий фикрлар.

Гапни аниқлашда классик ёндашув. Гап таснифи. Гапнинг мақсадга кўра турлари: бир бош бўлакчи ва икки бош бўлакчи гаплар. Гапда эллипсис тушунчаси.

Бир бош бўлакчи ва икки бош бўлакчи гапларнинг фарқи.

Гап - коммуникация бирлиги сифатида, гапнинг вазифаси, тузилиши. Асосий ва иккинчи даражали бўлаклар.

### **Кесим**

Кесим - гапнинг асосий белгиси сифатида. Модаллик тушунчаси. Кесимнинг асосий хусусияти. Модаллик категориясининг берилиш йўллари. Сўз бирикмаси. Бирикма ҳосил бўлиш омиллари. Сўз бирикмасининг структуравий - функционал типологияси. Сўз бирикмасининг компонентлари ўртасидаги семантик муносабатлар.

Гап бўлакларининг структуравий типлари. Гап бўлаклари ва сўз туркумлари ўртасидаги муносабат. Предикативлик муносабатларнинг ўзига хос шаклларига эга бўлган гаплар. Қисқартирилган синтактик структурага эга бўлган гаплар. Тўлиқсиз гаплар. Атов гаплар. Полипредикативлик ва мураккаблашган гаплар. Қўшма гаплар. Боғланган қўшма гаплар. Эргашган қўшма гаплар. Абзац ва матннинг грамматик хоссалари.

### **Тил грамматик структурасини таҳлил қилишнинг замонавий методлари.**

Инглиз тили грамматик тузилишининг ўзига хос хусусиятлари. Грамматик маънони ифода этувчи воситалар. Грамматик категориялар. Грамматик шакл ва грамматик маъно тушунчалари. Сўзнинг синтетик ва аналитик шакллари. Сўз туркумлари ва гап бўлаклари орасидаги муносабат. Сўзнинг морфологик структураси. Морфема ва унинг турлари.

Комбинаторика тушунчаси. Морфология ва Синтаксис. Синтактик структуралар. Синтаксисда моделлаш тушунчаси. Гапни таҳлил қилиш методлари. Грамматиканинг турлари: анъанавий грамматика, мантиқий грамматика, структуравий грамматика, бевосита ташкил этувчиларга ажратиш грамматикаси, трансформацион грамматика, генератив грамматика, келишик грамматикаси, когнитив грамматика.

Инглиз тилида тил бирликлари орасида кузатиладиган синтактик алоқалар турлари; Координация, Субординация, Предикация, Бирламчи ва иккиламчи предикация тушунчалари. Мураккаб таркибли структуралар. Полипредикатив қурилмаларнинг структуравий-функционал таҳлили.

### **Назарий, семинар машғулотларни ташкил этиш бўйича кўрсатмалар**

Назарий машғулотлар учун ажратилган мавзулар турли олимларнинг муайян тил ходисаси ҳақида фикр ва мулоҳазаларини ўрганиш ва тилдаги матнларни грамматик жиҳатдан турли анализ методларини қўллаган ҳолда таҳлил қилиш асосида олиб борилади. Таҳлил натижалари асосида талабаларнинг тегишли хулосаларга келиши ҳамда назарий тавсиялар бериши назарда тутилади.

Инглиз тили назарий грамматикаси фанидан семинар машғулотларнинг мавзулари ва қисқача мазмуни.

1. Морфология. Грамматик шакл ва грамматик маъно. Грамматик маънони ифодалаш усуллари.

2. Тил ва нутқ. Грамматикада метод ва назарий йўналишлар. Грамматик таҳлил усуллари.

3. Морфема ва сўз. Морфеманинг турлари. Сўзнинг аналитик шакли. Тил грамматик структураси.

4. Инглиз тилида сўз туркумларига ажратишнинг асосий тамойиллари. От ва унинг функционал - семантик характеристикаси.

5. Феъл - сўз туркуми сифатида. Феълнинг функционал шакллари ва грамматик категориялари.

6. Синтаксис. Синтактик бирликлар. Синтактик алоқалар турлари. Сўз бирикмаларининг асосий белги ва хоссалари.

7. Гап назарияси. Гапнинг таърифи ва классификацияси. Микро ва макросинтаксис. Гапни таҳлил қилиш методлари.

8. Семантик синтаксис. Қилиш грамматикаси. Когнитив грамматика.

#### **Мустақил ишни ташкил этишнинг шакли ва мазмуни.**

Мустақил ишга ажратилган мавзуларни ўрганишининг асосий мақсади мавзулар бўйича ишлаш жараёнида аудиторияда олиб борилган маърузалар ва амалий машғулотлар пайтида талабаларда ҳосил бўлган тасаввур, билим, малака ва кўникмаларини янада чуқурлаштириш, талабаларни янги билимлар тўплаш, мустақил ҳулоса чиқариш ва инглиз тили грамматик тизимида учрайдиган инновацион ҳодисалар ҳақида турли илмий-назарий фаразларни олға суришга ўргатишдир. Талабаларнинг мустақил ишлари маълум мавзулар бўйича мустақил тадқиқотлар ўтказиш натижасида таҳлил қилинаётган грамматик ҳодиса ва структураларга мантиқий асосланган функционал тавсиф бера олишга талабаларни ўргатишидир. Мустақил ишларнинг натижалари мавзу бўйича аннотация, реферат маъруза, тезислар, курс ишлари, конспект, рецензия шаклида расмийлаштирилиши мумкин.

#### **Курс иши бўйича услубий кўрсатмалар.**

Назарий грамматика фанидан курс иши ёзиш ўқув режасида белгиланган бўлиб унга кўра талабалар инглиз тили назарий грамматикасининг энг янги ва долзарб мавзуларига, маъруза, назарий машғулотларда етарли даражада кенг ёритиш имкони бўлмаган масалалар ва муаммолар бўйича курс ишлари ёзадилар. Курс ишининг тахминий мавзуси: "Инглиз тилидаги иккиламчи предикацияли структураларнинг структуравий-функционал таҳлили" каби бўладн.

Курс ишларини кенгайтирилган мавзулари ва уларни бажариш бўйича услубий кўрсатмалар фан ўқитувчилари томонидан алоҳида кўрсатма кўринишида ишлаб чиқилади.

#### **Дастурнинг инфор­мацион-методик таъминоти**

Назарий грамматика фанини ўқитиш ишига янги инфор­мацион технологиялардан фойдаланган ҳолда ёндашилади-ки, унга кўра ўқитиш, жараёнини ўзаро узвий боғлиқ этаплар, фазалар, амалларга ажратиш, бўлишга эришилади.

Назарий грамматика бўйича таълимдан мўлжалланган натижага эришиш учун бажариладиган ҳаракатларни мувофиқлаштириб, кетма - кет, босқичма-босқич амалга оширилади.

Назарий грамматика фанини ўқитишда таълим - такрор ишлаб чиқиладиган конвейерли жараён сифатида ташкил этилади, ундан кутиладиган натижа ҳам муфассал тасвирланиб, аниқ қайд этилади. Мазкур фандан ўқув материали аниқ ифодаланган ўқув мақсадига мос қайта тузиб, ишлаб чиқилади, айрим қисмларга ажратилади, ўқув материални ўргатншнинг альтернатив йўллари назарда тутилади, ҳар бир бўлакни ўрганиш тест ёрдамидз назорат этилиб, хато, камчиликлар тузатилиб, тўғри­лаб борилади. Техно­логик ёндошувни қўллаш назарий грамматика фанидан қўйилган мақсадларига эришишини кафолатлайди.

Назарий грамматика фанини ўқитишда қуйидаги педагогик технологиялардан фойдаланилади.

- таълим жараёни олдиндан лойихаланади ва аудиторияда талабалар билан қайта ишлаб чиқилади

- тизимли ёндошув асосида талабаларнинг ўқиш - билиш фаолиятини тасвирлайдиган таълим жараёнининг лойихаси тузиб чиқилади.
- таълим мақсади реал, аниқ, диагностик бўлишига эришилади ва талабанинг билим, ўзлаштиришни сифати объектив баҳоланади
- таълим жараёнининг тузилиши ва мазмуни яхлитлиги, ўзаро боғлиқ ва ўзаро таъсирида бўлишига эришилади
- назарий грамматика фанининг барча қисмлари
- тушунчалар аппарати ва базавий тамойилларини ўқитишда таълим шакллари оптималлаштиришга эришилади
- таълим жараёнида техник воситалар ва инсон салоҳиятини ўзаро таъсири ҳисобга олинади
- маърузавий ва амалий машғулотлар талабанинг фаоллигига таяниб зигзаг, брейнсторм, скарабей, веер ва шу каби интерфаол методлар ёрдамида олиб борилади
- оралиқ ва якуний назорат ва баҳолаш белгиланган мезонларга биноан талабаларнинг тест вазифаларини бажариши орқали амалга ошириладики, талабалар билим даражаси шакллантирувчи ва жамловчи баҳолар ёрдамида аниқланади
- назарий грамматика фанини ўқитишда замонавий педагогик технологиялардан фойдаланишнинг пировард мақсади таълимнинг режалаштирилган натижасига эришишнинг кафолатланганлиги ва таълим самарадорлигининг юқори бўлишига эришишдир.

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ**

**“ИНГЛИЗ ТИЛИ НАЗАРИЙ ГРАММАТИКАСИ” фанидан ўқув –услубий  
М А Ж М У А**

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“Инглиз тили назарий грамматикаси” фанидан ўқув –услугий мажмуа –Тошкент:  
ЎзДЖТУ. 2015

**АННОТАЦИЯ:** Ушбу ўқув –услугий мажмуа 5120100 – Филология (инглиз тили) йўналиши бакалавриатура босқичида –“ Инглиз тили назарий грамматикаси” фанини ўқитишнинг меъёрий ҳужжатлари, фан мазмунини белгилловчи асосий компонент, методик компонент ва баҳолаш компонентларини ўз ичига олади.

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Ўқув –услугий мажмуа Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва нашрга тавсия қилинган (2015 йил ..... августдаги №1 баённомаси)

Ўқув –услугий мажмуа олий ва ўрта махсус, касб –ҳунар таълими ўқув –методик бирлашмалари фаолиятини мувофиқлаштирувчи кенгашнинг 2015 йил “\_\_\_\_\_” \_\_\_\_\_ даги \_\_\_\_\_-сонли қарорига мувофиқ нашрга тавсия этилган.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ  
ВАЗИРЛИГИ**

Рўйхатга олинди  
ўрта № \_\_\_\_\_  
«\_\_»

Ўзбекистан Республикаси Олий ва  
махсус вазирлигининг 20\_\_йил  
даги «\_\_» - сонли буйруғи билан  
тасдиқланган

## **Назарий грамматика фанининг**

### **ЎҚУВ ДАСТУРИ**

Билим соҳаси: Гуманитар фанлар ва санъат - 100 000

Таълим соҳаси: гуманитар фанлар - 110 000

Таълим йуналиши: филология (инглиз тили) - 5120100

Тошкент - 2015

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълим ва ўқув-методик бирлашмалари фаолиятини мувофиқлаштирувчи кенгашнинг 200\_ йил«\_\_\_\_\_» даги«\_\_\_\_\_»-сон мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури ЎзДЖТУда ишлаб чиқилди.

Тузувчилар:

М.Т.Ирискулов Республика тил ўргатиш маркази директори, ф.ф.н., профессор.

Б. А. Жўраев ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси доценти, филология фанлари номзоди, доцент

Такризчилар:

И.И.Ибрагимходжаев Ф.ф.н.доц (ТДИУ).

Ш. Юсупова ЎзМУ катта ўқитувчи.

Фаннинг ўқув дастури ЎзДЖТУ Илмий-методик кенгашида тавсия қилинган (200\_ йил «\_\_\_\_\_»даги «\_\_\_\_\_»- сонли баённома)

### **Кириш**

Инглиз тили назарий грамматикаси фани бўйича ўқув дастури университетларнинг инглиз филологияси йўналиши талабалари учун мўлжалланган.

Инглиз тили назарий грамматикаси фанининг мақсади умумий тилшунослик, инглиз тили тарихи, инглиз тили назарий грамматикаси каби фанларнинг ўрганиш жараёнида талабаларда шакллланган тасаввур, билим, малака ва кўникмаларга суяниб

инглиз тили грамматикаси ни назарий масалалари, англиз тили грамматик кўрилишининг тараккиёти, унда содир бўлаётган узгаришлар ҳақида илмий тушунча ҳосил қилишдир.

### **Инглиз тили назарий грамматикаси фани бўйича билим, малака ва кўникмага кўйиладиган талаблар.**

Инглиз тили назарий грамматикаси фанини ўзлаштирган талаба англиз тили грамматик қурилишн, унинг функционал жихатдан фарқланиши, грамматик ходисаларни изохлашдаги турли фикрлилик ҳақида тасаввурга эга бўлиши керак.

Шунингдек, талабалар англиз типдаги грамматик жихатидан тўғри ва нограмматик шаклларни фарқлай билиши ва назарий жихатдан изоҳлай билиши, грамматик категорияларнинг таркиби, функционал кўлами ва нутқда қўлланилиниши ҳақида билим ва малакага эга бўлишлари керак.

#### **Грамматика**

Унинг морфологияга ва синтаксисга бўлиниши. Грамматикининг таърифи. Грамматик шакл ва грамматик маъно. Тип ва нутқ. Актуализация. Грамматик қурилишнинг бнрликлари. Тилни грамматик жихатдан тасвирлашнинг турлари. Грамматикадаги метод ва назарий йўналишлар. Грамматикадаги асимметрия ходисаси. Функционал ёндашув. Грамматик категориялар. Грамматик категориянинг мазмун плани. Грамматик категориянинг ифода плани.

#### **Морфология**

Инглиз тилининг грамматик воситалари: сўз тартиби, ёрдамчи сўзлар, грамматик қўшимчалар, урғу ва интонация, ўзак таркибидаги товушлар ўзгариши. Морфема, морф, алломорф ва уларнинг структуравий турлари. Морфеманинг турлари. Аналитик шакл тушунчаси. Инглиз тили грамматик тизимининг хусусиятлари. Сўз туркуми. Уларнинг бўлиниши ҳақида танқидий фикрлар. Асосий сўз туркумлари. Мустақил ва ёрдамчи сўзлар. Инглиз тилида сўз туркумларининг умумий хусусиятлари. Сўз туркумларининг шакл ва маънолари. Транспозиция ходисаси.

#### **От**

Инглиз тилида отнинг дистрибутив белгилари. Уларнинг белгиловчи ва бошқа сўз туркумлари ёрдамида қўшилиши. Отнинг сўз туркуми сифатида морфологик ва семантик характеристикаси. Отларнинг асосий семантик гуруҳлари. Сон категорияси. Инглиз тилидаги отларда кўплик категориянинг ишлатилиши. Жамловчи ва партитив отлар. Детерминативлар. Детерминативларнинг сўз туркуми сифатидаги умумий хоссалари. Детерминативларнинг семантикаси.

#### **Келишик категорияси**

Ҳозирги замон англиз тилида келишик категорияси ҳақида ҳар хил назариялар. Эгалик келишигининг шакли ва унинг қўлланиш хусусиятлари. Аниқлик-ноаниқлик категориясини ифодаловчи асосий восита. Артиклнинг умумназарий муаммолари. Артиклнинг функциялари.

#### **Сифат**

Сифат - сўз туркуми сифатида. Унинг асосий хусусиятлари. Сифатнинг семантик таснифи. Қиёслаш категориясига оид олмошларнинг семантикаси, синтактик хоссалари, грамматик категориялари ва шакллари.

#### **Феъл**

Феъл - сўз туркуми сифатида. Унинг лексик, морфологик ва синтактик хусусиятлари, умумий ва фарқ қилувчи томонлари. Феълнинг морфологик вазифасига кўра таснифи: мустақил феъллар, ўтимли ва утимсиз феъллар, маъно жихатидан тугалланган ва тугалланмаган феъллар.

Феълнинг грамматик категориялари: аспект (тарз) категорияси, нисбат категорияси. Инглиз тилида мажхуллиқ нисбатининг кенг тарқалиш сабаблари. Мажхул конструкцияларнинг қўлланиш хусусиятлари.

Феъл майллари. Улар тўғрисидаги замонавий концепциялар.

Феълнинг семантик - грамматик гурухлари. Феъл тизимидаги грамматик маъноларини ифода қилиш воситалари. Феълнинг шахсиз формалари. Инфинитив, герундий ва сифатдош.

### **Равиш**

Равишнинг семантик грамматик гурухлари. Адвербиализация.

### **Кўмакчи**

Кўмакчиларнинг семантикаси ва грамматик функциялари.

### **Холатни ифодаловчи сўзлар**

Ёрдамчи сўз туркумлари: артикль, кўмакчи, боғловчи, юклама ва модал сўзлар.

Гап тушунчасини аниқлаш ҳақидаги асосий фикрлар.

Гапни аниқлашда классик ёндашиш. Гап таснифи. Гапнинг мақсадга кўра турлари: бир бош бўлакли ва икки бош бўлакли гаплар. Гапда эллипсис тушунчаси.

Бир бош бўлакли ва икки бош бўлакли гапларнинг фарқи.

Гап - коммуникация бирлиги сифатида, гапнинг вазифаси, тузилиши. Асосий ва иккинчи даражали бўлаклар.

### **Кесим**

Кесим - гапнинг асосий белгиси сифатида. Модаллик тушунчаси. Кесимнинг асосий хусусияти. Модаллик категориясининг берилиш йўллари. Сўз бирикмаси. Бирикма ҳосил бўлиш омиллари. Сўз бирикмасининг структуравий - функционал типологияси. Сўз бирикмасининг компонентлари ўртасидаги семантик муносабатлар.

Гап бўлақларининг структуравий типлари. Гап бўлақлари ва сўз туркумлари ўртасидаги муносабат. Предикативлик муносабатларнинг ўзига хос шаклларига эга бўлган гаплар. Қисқартирилган синтактик структурага эга бўлган гаплар. Тўлиқсиз гаплар. Атов гаплар. Полипредикативлик ва мураккаблашган гаплар. Қўшма гаплар. Боғланган қўшма гаплар. Эргашган қўшма гаплар. Абзац ва матннинг грамматик хоссалари.

### **Назарий, семинар машғулотларни ташкил этиш бўйича кўрсатмалар**

Назарий машғулотлар учун ажратилган мавзулар турли олимларнинг муайян тил ходисаси ҳақида фикр ва мулоҳазаларини ўрганиш ва тилдаги матнларни грамматик жihatдан турли анализ методларини қўллаган ҳолда таҳлил қилиш асосида олиб борилади. Таҳлил натижалари асосида талабаларнинг тегишли хулосаларга келиши ҳамда назарий тавсиялар бериши назарда тутилади.

Инглиз тили назарий граматикаси фанидан семинар машғулотларнинг мавзулари ва қисқача мазмуни.

1. Морфология. Грамматик шакл ва грамматик маъно. Грамматик маънони ифодалаш усуллари.

2. Тил ва нутқ. Грамматикада метод ва назарий йўналишлар. Грамматик таҳлил усуллари.

3. Морфема ва сўз. Морфеманинг турлари. Сўзнинг аналитик шакли. Тил грамматик структураси.

4. Инглиз тилида сўз туркумларига ажратишнинг асосий тамойиллари. От ва унинг функционал - семантик характеристикаси.

5. Феъл - сўз туркуми сифатида. Феълнинг функционал шакллари ва грамматик категориялари.

6. Синтаксис. Синтактик бирликлар. Синтактик алоқалар турлари. Сўз бирикмапарининг асосий белги ва хоссалари.

7. Гап назарияси. Гапнинг таърифи ва классификацияси. Микро ва макросинтаксис. Гапни таҳлил қилиш методлари.

8. Семантик синтаксис. Келишик грамматикаси. Когнитив грамматика.

### **Тил грамматик структурасини таҳлил қилшнинг замонавий методлари.**

Инглиз тили грамматик тузилишининг ўзига хос хусусиятлари. Грамматик маънони ифода этувчи воситалар. Грамматик категориялар. Грамматик шакл ва грамматик маъно тушунчалари. Сўзнинг синтетик ва аналитик шакллари. Сўз туркумлари ва гап бўлаклари орасидаги муносабат. Сўзнинг морфологик структураси. Морфема ва унинг турлари. Комбинаторика тушунчаси. Морфология ва Синтаксис. Синтактик структуралар. Синтаксисда моделлаш тушунчаси. Гапни таҳлил қилиш методлари. Грамматиканинг турлари: анъанавий грамматика, мантикий грамматика, структуравий грамматика, бевосита ташкил этувчиларга ажратиш грамматикаси, трансформацион грамматика, генератив грамматика, келишиқ грамматикаси, когнитив грамматика.

Инглиз тилида тил бирликлари орасида кузатиладиган синтактик алоқалар турлари; Координация, Субординация, Предикация, Бирламчи ва иккиламчи предикация тушунчалари. Мураккаб таркибли структуралар. Полипредикатив қурилмаларнинг структуравий-функционал таҳлили.

### **Мустақил ишни ташкил этишнинг шакли ва мазмуни.**

Мустақил ишга ажратилган мавзуларни ўрганишининг асосий мақсади мавзулар бўйича ишлаш жараёнида аудиторияда олиб борилган маърузалар ва назарий машғулотлар пайтида талабаларда ҳосил бўлган тасаввур, билим, малака ва кўникмаларини янада чуқурлаштириш, талабаларни янги билимлар тўплаш, мустақил ҳулоса чиқариш ва инглиз тили грамматик тизимида учрайдиган инновацион ҳодисалар ҳақида турли илмий-назарий фаразларни олға суришга ўргатишдир. Талабаларнинг мустақил ишлари маълум мавзулар бўйича мустақил тадқиқотлар ўтказиш натижасида таҳлил қилинаётган грамматик ҳодиса ва структураларга мантикий асосланган функционал тавсиф бера олишга талабаларни ўргатишидир. Мустақил ишларнинг натижалари мавзу бўйича аннотация, реферат маъруза, тезислар, курс ишлари, конспект, рецензия шаклида расмийлаштирилиши мумкин.

### **Курс иши бўйича услубий кўрсатмалар.**

Назарий грамматика фанидан курс иши ёзиш ўқув режасида белгиланган бўлиб унга кўра талабалар инглиз тили назарий грамматикасининг энг янги ва долзарб мавзуларига, маъруза ва назарий машғулотларда етарли даражада кенг ёритиш имкони бўлмаган масалалар ва муаммолар бўйича курс ишлари ёзадилар. Курс ишининг тахминий мавзуси: "Инглиз тилидаги иккиламчи предикацияли структураларнинг структуравий-функционал таҳлили" каби бўладн.

Курс ишларини кенгайтирилган мавзулари ва уларни бажариш бўйича услубий кўрсатмалар фан ўқитувчилари томонидан алоҳида кўрсатма кўринишида ишлаб чиқилади.

### **Дастурнинг имформацион-методик таъминоти**

Назарий грамматика фанини ўқитишни ишига янги имформацион технологиялардан фойдаланган ҳолда ёндашиладн-ки, унга кўра ўқиғиш, ўқитишнинг жараёнини ўзаро узвий боғлиқ этаплар, фазалар, амалларга ажратиш, бўлишга эришилади.

Назарий грамматика бўйича таълимдан мўлжалланган натижага эришиш учун бажариладиган ҳаракатларни мувофиқлаштириш, кетма - кет, босқичма-босқич амалга оширилади.

Назарий грамматика фанини ўқитишда таълим - такрор ишлаб чиқиладиган конвейерли жараён сифатида ташкил этилади, ундан кутиладиган натижа ҳам муфассал тасвирланиб, аниқ қайд этилади. Мазкур фандан ўқув материали аниқ ифодаланган ўқув мақсадига мос қайта тузиб, ишлаб чиқилади, айрим қисмларга ажратилади, ўқув материални ўргатншнинг альтернатив йўллари назарда тутилади, ҳар бир бўлакни ўрганиш тест ёрдамидз назорат этилиб, хато\$ камчиликлар тузатилиб, тўғрилаб

борилади. Технологик ёндошувни қўллаш назарий грамматика фанидан қўйилган мақсадларига эришишини кафолатлайди.

Назарий грамматика фанини ўқитишда кундаги педагогик технологиялардан фойдаланилади.

- таълим жараёни олдиндан лойихаланади ва аудиторияда талабагар билан қайта ишлаб чиқилади

- тизимли ёндошув асосида талабаларнинг ўқиш - билиш фаолиятини тасвирлайдиган таълим жараёнининг лойихаси тузиб чиқилади.

- таълим мақсади реал, аниқ, диагностик бўлишига эришигади ва талабанинг билим, ўзлаштиришни сифати объектив баҳоланади
- таълим жараёнининг тузилиши ва мазмуни яхлитлиги, ўзаро боғлиқ ва ўзаро таъсирида бўлишига эришилади
- назарий грамматика фанининг барча қисмлари, тушунчалар аппарати ва базавий тамойилларини ўқитишда таълим шакллари оптималлаштиришга эришилади
- таълим жараёнида техник воситалар ва инсон салохиятини ўзаро таъсири ҳисобга олинади
- маърузавий ва назарий машғулотлар талабанинг фаоллигига таяниб зигзаг, брейнсторм, скарабей, веер ва шу каби интерфаол методлар ёрдамида олиб борилади
- оралиқ ва якуний назорат ва баҳолаш керакли ўринлари белгиланган мезонларга биноан талабаларнинг тест вазифаларини бажариши орқали амалга ошириладики, талабалар билим даражаси шакллантирувчи ва жамловчи баҳолар ёрдамида аниқланади
- назарий грамматика фанини ўқитишда замонавий педагогик технологиялардан фойдаланишнинг пировард мақсади таълимнинг режалаштирилган натижасига эришишнинг кафолатланганлиги ва таълим самарадорлигининг юқори бўлишга эришишдир.

#### **Фойдаланилган асосий дарсликлар ва ўқув қўлланмалар рўйхати** **Асосий**

5. Blokh M.Ya. a course in Modern English Grammar. M., 002
6. Худянов А. Теоритическая грамматика английского языка. Москва, 2007
7. Ильши Б.А. Строй современного английского языка М.Л. 1982
8. Хаймович Б.С., Рочовская Б.С. Теоритическая грамматика английского языка М., 1967
9. Ирискулов М.Т., Қўлдошев А.М. Theoretical Grammar of the English language, Тошкент, 2008

“Тасдиқлайман”

Ўқув ишлари бўйича проректор

\_\_\_\_\_ Х. Ҳакимов

20 \_\_\_\_ йил “ \_\_\_\_ ” \_\_\_\_\_

**Ўрганилаётган тил назарий грамматикаси (инглиз тили) фани бўйича**

Билим соҳаси: 100 000-гуманитар фанлар ва санъат

Таълим соҳаси: 110 000 – гуманитар фанлар

Таълим йўналиши: 5120100 – филология (инглиз тили)

**ИШЧИ ЎҚУВ ДАСТУРИ**

Умумий ўқув соати: – 76

Шу жумладан:

Маъруза: – 18

Семинар машғулоти – 20

Мустақил таълим соати – 38

Тошкент – 2015

Фаннинг ишчи ўқув дастури Ўзбекистон давлат жаҳон тиллари университети 1  
инглиз филологияси факультети Илмий кенгашининг 2015 йил \_\_\_\_ августдаги 1-сонли  
мажлисида муҳокама этилди ва маъқулланди.

5120100 - филология ва тилларни ўқитиш (инглиз тили ва адабиёти) ўқув дастури  
ва ўқув режасига мувофиқ ишлаб чиқилди.

**Тузувчилар:**

М.Т.Ирискулов – Инглиз тили грамматикаси ва тарихи  
кафедраси профессори, Ф.ф.н \_\_\_\_\_  
(имзо)

Б. А. Жўраев ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси доценти,  
филология фанлари номзоди, доцент \_\_\_\_\_  
(имзо)

**Такризчи:**

А.М.Қўлдошев – Инглиз тили грамматикаси ва тарихи кафедраси мудири, ф.ф.н, доц

Фаннинг ишчи ўқув дастури 1 - инглиз филологияси факультети Илмий кенгашининг  
2015-йил 24-июндаги 11 – сонли мажлис баёни билан тасдиққа тавсия этилди.

Илмий кенгаш раиси:

2015 йил «30» август \_\_\_\_\_ Т.А.Мадрахимов  
(имзо)

**Келишилди:**

Кафедра мудири:  
2015 йил «26» август \_\_\_\_\_ Қ.А.Джаббарова  
(имзо)

**Келишилди:**

Ўқув-услубий бошқарма бошлиғи:  
2015 йил « » август \_\_\_\_\_ У.Э. Яриев  
(имзо)

2015-2016 ўқув йили учун инглиз тили назарий грамматикаси фанидан ишчи ўқув  
дастурга ўзгартиришлар ва қўшимчалар киритиш тўғрисида. 5120100 - филология таълим



йўналиши бўйича инглиз тили назарий грамматикаси фанининг ишчи ўқув дастурига қуйидаги ўзгартириш ва қўшимчалар киритилмоқда:

1. Адабиётлар рўйхатига янги дарслик ва ўқув қўлланмалар, электрон ахборот ресурслари киритилди.
2. Мустақил иш учун тавсия этилган мавзулар бойитилди.
3. Илмий журналда чоп этилган инглиз тили назарий грамматикаси муаммоларига оид мақолалардаги маълумотлар киритилди.

Ўзгартириш ва қўшимчалар киритувчилар:

М.Т.Ирискулов

\_\_\_\_\_  
(имзо)

Б.А. Жўраев

\_\_\_\_\_  
(имзо)

Ишчи ўқув дастур 1 – инглиз филологияси факультети Илмий кенгашида муҳокама этилди ва маъқулланди (2015- йил \_\_\_\_\_ № \_\_\_\_\_-сонли баённома).

Илмий кенгаш раиси:

\_\_\_\_\_  
(имзо)

Т.А.Мадрахимов

## 1. Кириш

Ушбу дастур инглиз тили назарий грамматикасининг долзарб масалалари ва инглиз тили грамматикасини ўрганиш билан боғлиқ муаммолар ҳақида маълумот беради.

### Фаннинг мақсади ва вазифалари

Фанни ўқитишдан мақсад - бўлажак филологларга инглиз тили назарий грамматика фанининг илмий назарий масалалари, назарий грамматика фанини ўрганиш билан боғлиқ муаммолар ҳақида атрофлича билим бериш билан бирга уларнинг келажакдаги иш фаолиятларида амалий аҳамият касб этувчи лингвистик билим, кўникма, ва малакаларни шакллантириш ва ривожлантиришдан иборат.

Фаннинг вазифаси – инглиз тили назарий грамматикаси ва у билан боғлиқ илмий назарий масалалар бўйича билимларни ўргатишдан иборат. Ушбу фан талабаларни назарий жиҳатдан етук мутахассис бўлишлари учун хизмат қилади.

## 2. Фанни ўзлаштиришга қўйиладиган талаблар

“Инглиз тили назарий грамматикаси” ўқув фанини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида талаба:

- инглиз тилининг назарий масалалари ўрганиш методларини **билиши керак;**
- муайян назарий масалаларга оид фикрларни баён этиши, уларга нисбатан танқидий муносабатни шакллантириш **кўникмаларига эга бўлиши керак;**

## 3. Фаннинг бошқа фанлар билан боғлиқлиги

Инглиз тили назарий грамматикаси фанини ўқитишда талабаларнинг ўзбек ва хорижий тилшунослик, дунё халқлари тарихи, фалсафа, мантиқ, психология каби фанлардан эгаллаган билимларига асосланилади.

## 4. Фаннинг ҳажми ва мазмуни

### 4.1. Фаннинг ҳажми

№	Машғулот тури	Ажратилган соат	Семестр
1	Назарий (лекция)	18	5 ва 6
2	Амалий машғулотлар	-	-
3	Лаборатория машғулотлари	-	-
4	Семинар	20	5 ва 6
5	Курс иши	-	5 ва 6
6	Мустақил иш	38	5 ва 6
7	Жами	76	5 ва 6

### 4.2 Назарий машғулотлар мавзулари мазмуни ва уларга ажратилган соатлар

Мавзулар рақами	Боблар бўйича маърузалар номи ва мазмуни	Мустақил ўрганишга тавсия этилган мавзулар	соатлар
1.	Инглиз тилининг тиллар генетик типологияси ва морфологиясида тутган ўрни	Грамматиканинг турлари ва уларнинг ўрганиш объектлари Тил оилалари ва гуруҳлари Герман тиллари гуруҳи Турли тизимли тиллар типологияси Тил ва нутқ.	2
2	Тил ва нутқ қатламлари ва уларнинг бирликлари	Тил ва нутқ қатламлари бирликларининг тавсифи. Тил ва нутқ ўртасидаги фарқликлар ҳақидаги маълумотлар.	2
3	Грамматик категориялар муаммоси	Грамматик категория тушунчаси. Грамматик оппозиция тушунчаси. Грамматик категория турлари.	2
4	Сўз туркумлари муаммоси. От. Сифат.	Сўзларни сўз туркумларига ажратишга структурал ёндошув. Мустақил ва ёрдамчи сўз туркумлари.	2
5	Ҳозирги замон инглиз тилида феъл сўз туркуми	Феълларнинг турлари. Феълнинг грамматик категориялари: нисбат, майл, замон, сон, ва бошқ..	2
6	Ҳозирги замон инглиз тилида ҳолатни билдирувчи сўзлар ва равиш сўз туркуми	Равишнинг турлари. Равишнинг грамматик категориялари. Ҳолатни билдирувчи сўзлар ҳақида умумий маълумот	2
7	Ҳозирги замон инглиз тилида синтаксис	Синтактик алоқалар турлари ҳақида маълумот . Синтаксисни ўрганишда анъанавий ва когнитив ёндашув ҳақида умумий маълумот.	2

	Ҳозирги замон инглиз тилида гап назарияси	Бир бош бўлакли гаплар муаммоси ҳақида маълумот . Қўшма гап ва унинг турлари ҳақида маълумот.	
8	Грамматик таҳлилнинг асосий тамойиллари	Прагматика ҳақида маълумот. Нутқ назарияси ҳақида маълумот. Дискурс таҳлили ҳақида маълумот.	2
9	Ҳозирги замон инглиз тили грамматикасининг когнитив аспекти	Когнитив тилшунослик ва когнитив грамматика ҳақида умумий маълумот . Тилнинг вазифалари ҳақида умумий маълумот. Тилнинг жамиятдаги коммуникатив вазифаси ҳақида маълумот	2
	жами		18

#### 4.3 Семинар машғулоти мавзулари мазмуни ва уларга ажратилган соатлар

Мавзулар рақами	Боблар бўйича маърузалар номи ва мазмуни	Мустақил ўрганишга тавсия этилган мавзулар	соатлар
1.	Тиллар генетик ва морфологик типологиясидаги инглиз тилининг ўрни	Грамматика тушунчаси. Унинг икки тури. Тил оилалари ва гуруҳлари Тилларнинг морфологик типологияси Тил ва нутқ. Уларнинг ўртасидаги фарқликлар.	2
2	Тил ва нутқ қатламлари бирликларининг тавсифи	Тил ва нутқ ўртасидаги фарқликлар ҳақидаги батафсил маълумотлар.	2

3	Категориялаш тушунчасининг тавсифланиши Грамматик категория тушунчаси	Грамматик оппозиция тушунчаси Грамматик категория турлари	2
4	Сўзларни сўз туркумларига ажратиш ҳақида қисқача тарихий маълумот. Сўзларни сўз туркумларига синфлашнинг замонавий критериялари. Сўзларни сўз туркумларига ажратишга структурал ёндошув.	Мустақил ва ёрдамчи сўз туркумлари. От мустақил сўз туркуми сифатида. Сифат мустақил сўз туркуми сифатида.	2
5	Феълнинг сўз туркуми сифатидаги хусусиятлари ҳақида маълумот. Феъл-морфологик жиҳатдан энг ривожланган сўз туркуми .	Феълларнинг турлари. Феълнинг грамматик категориялари: нисбат, майл, замон, сон, ва бошқ..	2
6	Равишнинг сўз туркуми сифатидаги хусусиятлари ҳақида маълумот. Равишнинг турлари.	Равишнинг грамматик категориялари. Ҳолатни билдирувчи сўзлар ҳақида умумий маълумот.	2
7	Синтаксиснинг ўрганиш предмети ҳақида маълумот . Синтаксиснинг турлари ҳақида маълумот .	Синтактик алоқалар турлари ҳақида маълумот. Синтаксисни ўрганишда анъанавий ва когнитив ёндашув.	2
8	Гап ва гапга берилган таърифлар ҳақида маълумот. Гапнинг тузилиш ва маъно жиҳатдан турлари ҳақида маълумот .	Бир бош бўлакли гаплар муаммоси ҳақида маълумот . Қўшма гап ва унинг турлари ҳақида маълумот.	2
9	Грамматика атамасининг келиб чиқиши ҳақида маълумот Грамматиканинг турлари ҳақида маълумот	Прагматика ҳақида маълумот Нутқ назарияси ҳақида маълумот Дискурс тахлили ҳақида маълумот	2
10	Когнитив тилшунослик ва когнитив грамматика ҳақида умумий маълумот	Тилнинг вазифалари ҳақида умумий маълумот Тилнинг жамиятдаги коммуникатив вазифаси ҳақида маълумот	2

	жами	20	
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### **5. Курс иши таркиби, уларга қўйиладиган талаблар**

Курс иши тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

- дарслик ва ўқув қўлланмалар бўйича фан боблари ва мавзуларини ўрганиш;
- маҳсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш;
- фаол ва муаммоли ўқитиш услубидан фойдаланиладиган ўқув машғулоти;
- интернетдан фойдаланиш.

Курс иши таркиби қуйидагилардан иборат – курс иши мавзуси, мундарижа, асосий қисм, хулоса, фойдаланилган адабиётлар рўйхати.

Курс иши мавзулари:

The problem of parts of speech

1. The problems of the noun
2. The problems of the adjective
3. The problems of the adverb in Present day English
4. The problems of numerals in Present day English
5. The problems of Pronouns
6. The problems of the verb
7. The problems of the category of voice
8. The problems of the category of tense
9. The problems of the category of aspect
10. The problems of the category of mood
11. The problems of the category of person
12. The problems of the subjunctive mood
13. The problems of the Imperative mood
14. The problems of the verbals
15. The problems of the infinitive

### **6. Мустақил ишлар мавзулари мазмуни ва уларга ажратилган соатлар**

Талаба мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

- дарслик ва ўқув қўлланмалар бўйича фан боблари ва мавзуларини ўрганиш;
- маҳсус адабиётлар бўйича фанлар бўлимлари ёки мавзулари устида ишлаш;

- фаол ва муаммоли ўқитиш услубидан фойдаланиладиган ўқув машғулотилари;
- интернетдан фойдаланиш;
- масофавий (дистанцион) таълим.

### **Мустақил иш мавзулари:**

1. Predicative phrase in English
2. Sentence structure in English
3. One-member sentences in English
4. Nominal sentences in English
5. Modality in English
6. Infinitival sentences in English
7. Elliptical sentences in English
8. Types of subordination in English composite sentences
9. Types of coordination in English composite sentences
10. Idiomatic sentences in English
11. Meaning and linguistic analysis in English

### **7. Фанни ўқитиш жараёнини ташкил этиш ва ўтказиш бўйича тавсиялар**

Мазкур фанни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот – коммуникация технологиялари қўлланилиши назарда тутилган:

- маъруза дарсларида замонавий компьютер технологиялари ёрдамида презентацион ва электрон – дидактик технологиялардан;
- семинар машғулотида “Ақлий хужум”, гуруҳли фикрлаш, “Бумеранг”, “Биргаликда ўқиймиз” ва бошқа технологиялардан, кичик гуруҳлар мусобақалари, гуруҳли фикрлаш педагогик технологияларини қўллаш назарда тутилади.

### **8.Фан бўйича оралиқ ва якуний назорат саволномалари**

#### **1 - Оралиқ назорат саволлари - 15 балл**

12. The problem of English Syntax in Present Day
13. The problem of Structural ambiguity in Homonymic Patterns on the Syntactic level
14. Synonymic syntactic structures in English
15. The problem of phrases Structure in English
16. The problem of subordinate phrases in English
17. The problem of noun phrases in English

18. The problem of verb phrases in English
19. The problem of coordinate phrases in English
20. The problem of predicative phrases in English
21. The problem of sentences structure in English
22. The problem of one-member sentences in English
23. The problem of nominal sentences in English
24. The problem of modality in English
25. The problem of infinitival sentences in English
26. The problem of elliptical sentences in English
27. Types of subordination in English composite sentences
28. Types of coordination in English composite sentences
29. Idiomatic sentences in English
30. Meaning and linguistic analysis in English
31. Nominal compounds in English

## **2 - Оралиқ назорат саволлари - 15 балл**

- 1 The problem of two-words verbs in English
- 2 The problem of social influence on the choice of linguistic variant
- 3 The problem of the classification of words
- 4 The combinability of words
- 5 The problem of parts of speech
- 6 The problems of the noun
- 7 The problems of the adjective
- 8 The problems of the adverb in Present day English
- 9 The problems of numerals in Present day English
- 10 The problems of Pronouns
- 11 The problems of the verb
- 12 The problems of the category of voice
- 13 The problems of the category of tense
- 14 The problems of the category of aspect
- 15 The problems of the category of mood
- 16 The problems of the category of person
- 17 The problems of the subjunctive mood
- 18 The problems of the Imperative mood
- 19 The problems of the verbals



## 20 The problems of the infinitive

### **Инглиз тили назарий грамматикаси фанидан якуний назорат топшириқлари**

- 1 The problem of the participle in Present day English
- 2 The problem of the Gerund in Present day English
- 3 The modal verbs in Present day English
- 4 The problem of the interjections
- 5 The problem of the prepositions
- 6 The conjunction in Present day English
- 7 The problem of the article
- 8 The problem of sentence structure
- 9 The problem of the classification of sentences
- 10 The problem of combinations of sentences
- 11 The simple sentence in Present day English
- 12 The problem of parts of the sentence
- 13 The subject in Present day English
- 14 The problem of the object
- 15 The attribute in Present day English
- 16 The problem of the predicates
- 17 The adverbial modifier in Present day English
- 18 The problem of the composite sentences
- 19 The compound sentence in Present day English
- 20 The problem of the complex sentences
21. Direct and indirect speech in Present day English
- 22 The principals and syntactic modeling
- 23 The types of syntactic relations
- 24 Types of phrases in Present day English
- 25 Subordinate phrases in Present day English
- 26 Co-ordinate phrases in Present day English
- 27 The problem of predicative phrases
- 28 The problem of substantive phrases
- 29 The problem of verbal phrases
- 30 Structural types of sentences in Present day English
- 31 Semantic types of sentences in Present day English

## **9. Ўқув –методик адабиётлар ва электрон таълим ресурслари рўйхати Асосий:**

1. Blokh M.Ya. A Course In Modern English Grammar M., 1983

### **Қўшимча:**

1. Иванова И.П, Бурлакова В.В, Почепцов Г.Г. Теоретическая грамматика английского языка, М.ВШ., 1981
2. Хаймович Б.С, Роговская Б.Е. . Теоретическая грамматика английского языка, М.ВШ., 1967
3. Ильиш Б.А. Строй современного английского языка М-Л., 1979
4. Бархударов Л.С. Структура простого предложения английского языка М., 2000
5. Плоткин В.Л. . Строй современного английского языка М., 2000
6. Ирискулов М.Т. Курс лекций по теоретической грамматике английского языка Т., 2004
7. Ахманова О.С. Словарь лингвистических терминов М., 1969

### **Электрон таълим ресурслари**

1. [www.pedagog.uz](http://www.pedagog.uz)
2. [www.Ziyonet.uz](http://www.Ziyonet.uz)
3. [www.nutq.intal.uz](http://www.nutq.intal.uz)

## **10. Дидактик воситалар.**

- жиҳозлар ва ускуналар, мосламалар: электрон доска – Hitachi, LCD – монитор, электрон кўрсаткич (указка)
- видео – аудио ускуналар: видео ва аудимагнитофон, микрофон, колонкалар.
- компьютер ва мультимедия воситалар: компьютер, Dell типдаги проектор, DVD – дисковод, Web – камера, видео – кўз (глазок).

## **11. Баҳолаш мезонлари**

Юқори баҳолаш бали (ЮБ) 100 балл. Саралаш бали 55 балл. Жорий оралиқ назоратларга 70 балл берилади, якуний назоратга 30 балл берилади.

- 1 – ОН мак. 15 балл
- 2 – ОН мак. 15 балл
- 1 – ЖН мак. 10 балл
- 2– ЖН мак. 10 балл
- 3– ЖН мак. 10 балл
- 4– ЖН мак. 10 балл
- ЯН мак. 30 балл

Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:

- а) 86 – 100 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
  - назарий грамматиканинг масалаларига оид хулоса ва қарор қабул қилиш;
  - назарий грамматиканинг методларини қўллаш борасида ижодий фикрлай олиш;
  - назарий грамматикадан олган билимларни амалда қўллаш олиш;
- назарий грамматиканинг методлари моҳиятини тушуниш;
- назарий грамматиканинг долзарб муаммолари ҳақида тасавурга эга бўлиш;
- б) 71 – 85 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:

назарий грамматиканинг методларини қўллаш борасида ижодий фикрлай олиш;  
назарий грамматикадан олган билимларни амалда қўллай олиш;  
назарий грамматиканинг методлари моҳиятини тушуниш;  
назарий грамматиканинг долзарб муаммолари ҳақида тасавурга эга бўлиш;  
в) 55 – 70 балл учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:  
назарий грамматиканинг методлари моҳиятини тушуниш;  
грамматика тарихида асосий мактаблар, уларнинг йирик вакиларини билиш, айтиб бериш;  
г) қуйидаги ҳолларда талабанинг билим даражаси 0 – 54 балл билан баҳоланиш мумкин:  
назарий грамматика муаммолари ҳақида аниқ тасавурга эга бўлмаслик; грамматика тарихи, методларини билмаслик.  
Умумий тўпланган балл қуйидагича ҳисобланади:  
86 – баллдан – 100 баллгача “аъло”  
71 – баллдан – 85 баллгача “яхши”  
55 – баллдан – 70 баллгача “қониқарли”  
0 – баллдан – 54 баллгача “қониқарсиз”

### Назарий грамматика фанидан талабалар билимини баҳолаш турлари

#### Жорий баҳолаш (ЖБ) -40 балл

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Оғзаки сўров	7	4	28
2	Уй вазифаси	6	2	12
3				
4				
Жами:				40

#### Оралик баҳолаш (ОБ) -30 балл

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма иш	1	10	10
	Ёзма иш	1	10	10
	Ёзма иш	1	10	10
Жами		3	30	30

#### Якуний баҳолаш (ЯБ) -30 балл

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма иш	1	30	30
Жами		1	30	30

**Изоҳ:** 1. ЖБ, ОБ учун ажратилган рейтинг баллари тақсимооти фан хусусиятлари ва дарс соатлари миқдоридан келиб чиққан ҳолда ҳар бир ойга кафедра томонидан тақсимланади.

#### Инглиз тили назарий грамматикаси фанидан якуний назорат

##### ёзма ишларини баҳолаш мезонлари

1. Матн мазмунини баҳолаш мезонлари - 25 баллгача

1.1. Матн мазмуни дастурий материални тўлиқ қамраб олган - 20-25 балл

- 1.2. Матн мазмуни дастурий материални умуман қамраб олган. Тафсилотларда камчиликлар кузатилади - 15 -19 балл
- 1.3. Матн мазмуни тўлиқ қамраб олинмаган. Кўп тафсилотлар тушуриб қолдирилган - 9 - 14 балл
- 1.4. Талаба мавзуни ёритиб бера олмаган. Мавзуга алоқаси бўлмаган тафсилот ва маълумотлар берилган - 1 – 8 балл
2. Матн расмийлаштирилиши мантиқий, стилистик, лексико - грамматик ва орфографик жиҳатдан тўғрилиги - 5 баллгача
- 2.1. Матнни расмийлаштиришда талаба хатога йўл қўймаган 5 балл
- 2.2. Матнни расмийлаштиришда талаба - 2 – 3 тагача мантиқий, стилистик, лексико – грамматик ва орфографик хатога йўл қўйган - 4 балл
- 2.3. Матнни расмийлаштиришда талаба - 4 – 6 тагача мантиқий, стилистик, лексико - грамматик ва орфографик хатога йўл қўйган 3 балл
- 2.4. Матнни расмийлаштиришда талаба 7 – 10 та мантиқий, стилистик, лексико - грамматик ва орфографик хатога йўл қўйган - 1 – 2 балл (хуснихати эътиборга олинади)
- 2.5. Матнни расмийлаштиришда талаба 10 дан ортиқ мантиқий, стилистик, лексико - грамматик ва орфографик хатога йўл қўйган бўлса - 0 балл

**«ИНГЛИЗ ТИЛИ НАЗАРИЙ ГРАММАТИКАСИ» ФАНИДАН МАЪРУЗА ВА  
СЕМИНАР МАШҒУЛОТЛАРИДА ЎҚИТИШ ТЕХНОЛОГИЯСИ**

**MODUL OF TEACHING TECHNOLOGY MAP  
on the lecture topic "The place of the English language in genetic and morphological  
typology of languages".**

**Topic 1. The place of the English language in genetic and morphological typology of languages**

2 hours	The number of students -75
<b>The form and type the first training class</b>	The 1-lecture
<b>Plan of lecture</b>	1. Language families and groups 2. The Germanic group of languages 3. The typology of different systems, languages 4. Language and speech. 5. The concept of grammar. Two types of grammar.
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with world languages, language families and groups, with the knowledge of the German language group, language and speech. Theoretical understanding of grammar, and forming the subject of its imagination.
<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1 General information about language families and groups. 2. The information about the Germanic languages group. 3. The information about the genetics of the various systems of languages. 4. Language and speech. The difference between them. 5. The concept of grammar. Two types of grammar.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**"The place of the English language in genetic and morphological typology of languages".**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture I 1. Language families and groups 2. Germanic group of languages 3. The typology of non-related languages 4. Language and speech. 5. Definitions to the term "grammar". Two types of grammar. The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.	The students write down the subject of a lecture.
3- stage	Lecturer introduces the basic key words and terminology included in this lecture. Germanic, Indo-European, typology, related, non-related etc.	Students write down the basic key words and terminology.
4 - stage	Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: Iriskulov M., Kuldashev A. A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.	Students write down the list of literature.
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.

	is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	
6- stage	At the end of the lecture the teacher answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

## Lecture 1. The Place of English in Morphological and Genetic Typology of Languages

Problems to be discussed

1. Definitions to the term “grammar”. Two types of grammar.
2. Language families and groups
3. Germanic group of languages
4. The typology of non-related languages
5. Language and speech.

### Glossary

Germanic, Indo-European, typology, related, non-related.

The term "grammar" goes back to a Greek word that may be translated as the "art of writing". But later this word acquired a much wider sense and came to embrace the whole study of language. Now it is often used as the synonym of linguistics. A question comes immediately to mind: what does this study involve?

Grammar may be practical and theoretical. The aim of **practical** grammar is the description of grammar rules that are necessary to understand and formulate sentences. The aim of **theoretical** grammar is to offer explanation for these rules. Generally speaking, theoretical grammar deals with the language as a functional system.

Most of the world's languages belong to language families. A language family is a group of languages related by descent from a common ancestor, called the proto-language of that family. The major of that is Indo-European family. It is divided into several groups, which are also united genetically. One of them is Germanic group. English belongs to Germanic branch of Indo-European family.

Indo-European languages are classified into two structural types –synthetic and analytic. Synthetic languages are defined as ones of “internal” grammar of the word. Here most of grammatical meanings and grammatical relations of words are expressed with the help of inflexions. Analytical languages are those of “external” grammar because most grammatical meanings and grammatical forms are expressed with the help of words (*will do*). However, we cannot speak of languages as purely synthetic or analytical –the English language (Modern English) possesses analytical forms as prevailing.

## **The morphemic structure of the English language**

Problems to be discussed

- What operation is called "Morphemic analysis"?
- Morpheme-morph-allomorph
- Types of morphemes from the point of view of their:
  - a) function
  - b) number correlation between form and meaning

There are many approaches to the questions mentioned above. According to Zellig Harris "The morphemic analysis is the operation by which the analyst isolates minimum meaningful elements in the utterances of a language, and decides which occurrences of such elements shall be regarded as occurrences of "the same" element".

The general procedure of isolating the minimum meaningful elements is as follows:

**Step 1.** The utterances of a language are examined (obviously) not all of them, but a sampling which we hope will be statistically valid. Recurrent partials with constant meaning (ran away in John ran away and Bill ran away) are discovered; recurrent partials not composed of smaller ones (way) are alternants or morphs. So are any partials not recurrent but left over when all recurrent ones are counted for. Every utterance is composed entirely of morphs. The division of a stretch of speech between one morph and another, we shall call a cut.

**Step 2.** Two or more morphs are grouped into a single morpheme if they:

have the same meaning;

never occur in identical environments and

have combined environments no greater than the environments of some single alternant in the language.

**Step 3.** The difference in the phonemic shape of alternants of morphemes are organized and stated; this constitutes morphophonemics

Compare the above said with the conception of Ch. Hockett.

**Ch. Hockett :**

**Step 1.** All the utterances of the language before (us) the analyst recorded in some phonemic notation.

**Step 2.** The notations are now examined, recurrent partials with constant meaning are discovered; those not composed of smaller ones are morphs. So are any partials not recurrent but left over when all recurrent ones are accounted for: therefore every bit of phonemic material belongs to one morphs or another. By definition, a morph has the same phonemic shape in all its occurrences; and (at this stage) every morph has an overt phonemic shape, but a morph is not necessarily composed of a continuous uninterrupted stretch of phonemes. The line between two continuous morphs is a cut.

**Step 3.** Omitting doubtful cases, morphs are classed on the basis of shape and canonical forms are tentatively determined.

**Step 4.** Two or more morphs are grouped into a single morpheme if they fit the following grouping - requirements:

they have the same meaning;

they are in non-contrastive distribution;

the range of resultant morpheme is not unique.

**Step 5.** It is very important to remember that if in this procedure one comes across to alternative possibilities, choice must be based upon the following order of priority:

tactical simplicity

morphophonemic simplicity

conformity to canonical forms.

Thus the first cut of utterance into the smallest meaningful units is called morph. The morphs that have identical meanings are grouped into one morpheme. It means the morphs and morphemes are speech and language units that have both form (or shape) and meanings. The



smallest meaningful unit of language is called a morpheme while the smallest meaningful unit of speech is called a morph. There's a notion of allomorph in linguistics. By allomorphs the linguists understand the morphs that have identical meanings and that are grouped into one morpheme. There may be another definition of the allomorphs: the variants (or options, or alternants) of a morpheme are called allomorphs.

Compare the above said with Harris's opinion.

Some morphs, however, and some may be assigned simultaneously to two (or more) morphemes.

An empty morph, assigned to no morpheme. (All the empty morphs in a language are in complementary distribution and have the same meaning (none). They could if there were any advantages in it, be grouped into a single empty morpheme (but one which had the unique characteristic of being tactically irrelevant), must have no meaning and must be predicable in terms of non-empty morphs. A portmanteau morph must have the meanings of two or more morphemes simultaneously, and must be in non-contrastive distribution with the combination of any alternant of one of the member morphemes and any alternant of the other (usually because no such combination occur).

The difference in the phonemic shape of morphs as alternants of morphemes are organized and stated; this (in some cases already partly accomplished in Step 1) constitutes morphophonemics.

In particular, portmanteaus are compared with the other alternants of the morphemes involved, and if resemblances in phonemic shape and the number of cases warrant, morphs of other than overt phonemic content are recognized, some of the portmanteaus being thus eliminated.

### **The Types of Morphemes**

Morphemes can be classified from different view-points:

functional

number correlation between form and content

From the point of view of function they may be lexical and grammatical. The lexical morphemes are those that express full lexical meaning of their own and are associated with some object, quality, action, number of reality, like: lip, red, go, one and so on. The lexical morphemes can be subdivided into lexical - free and lexical - bound morphemes. The examples given above are free ones; they are used in speech independently. The lexical-bound ones are never used independently; they are usually added to some lexical-free morphemes to build new words like-friend-ship, free-dom, teach-er, spoon-ful and so on. Taking into account that in form they resemble the grammatical inflections they may be also called lexical - grammatical morphemes. Thus lexical - bound morphemes are those that determine lexical meanings of words but resemble grammatical morphemes in their dependence on lexical - free morphemes. The lexical - bound morphemes are means to build new words.

The grammatical morphemes are those that are used either to connect words in sentences or to form new grammatical forms of words. The content of such morphemes are connected with the world of reality only indirectly therefore they are also called structural morphemes, e.g., shall, will, be, have, is, - (e)s, -(e)d and so on. As it is seen from the examples the grammatical morphemes have also two subtypes: grammatical - free and grammatical - bound. The grammatical - free ones are used in sentences independently (I shall go) while grammatical - bound ones are usually attached to some lexical - free morphemes to express new grammatical form, like: girl's bag, bigger room, asked.

From the point of view of number correlation between form and content there may be overt, zero, empty and discontinuous morphemes.

By overt morpheme the linguists understand morphemes that are represented by both form and content like: eye, bell, big and so on.

Zero morphemes are those that have (meaning) content but do not have explicitly expressed forms. These morphemes are revealed by means of comparison:

ask – asks

high -higher

In these words the second forms are marked: "asks" is a verb in the third person singular which is expressed by the inflection "s". In its counterpart there's no marker like "s" but the absence of the marker also has grammatical meaning: it means that the verb "ask" is not in the third person, singular number. Such morphemes are called "zero". In the second example the adjective "higher" is in the comparative degree, because of the "- er" while its counterpart "high" is in the positive degree, the absence of the marker expresses a grammatical meaning, i.e. a zero marker is also meaningful, therefore it's a zero morpheme.

There are cases when there's a marker which has not a concrete meaning, i.e. there's neither lexical nor grammatical meaning like: statesman. The word consists of three morphemes: state - s - man. The first and third morphemes have certain meanings. But "s" has no meaning though serve as a connector: it links the first morpheme with the third one. Such morphemes are called empty. Thus empty morphemes are those that have form but no content.

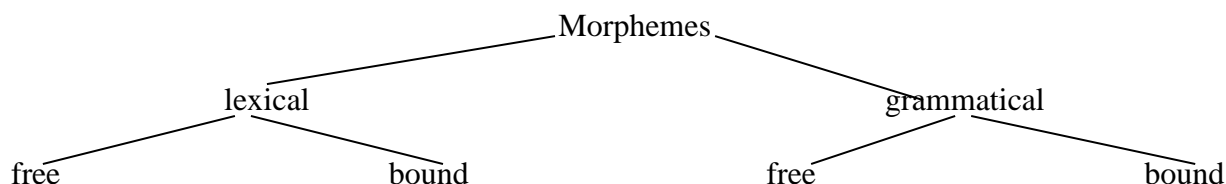
In contemporary English there are cases when two forms express one meaning like:

He is writing a letter

Two morphemes in this sentence "is" and "- ing" express one meaning: a continuous action. Such morphemes are called discontinuous.

Thus there are two approaches to classify morphemes: functional and number correlation between form and content.

The first one can be shown in the following scheme:



The second one can also be shown in the same way:

Morphemes

	overt	Zero	empty	discontinuous
form	+	-	+	+-
meaning	+	+	-	+

Who can tell me the difference between language and speech? *Language* is a collective body of knowledge, it is a set of basic elements, but these elements can form a great variety of combinations. In fact the number of these combinations is endless. Speech is closely connected with language, as it is the result of using the language, the result of a definite act of speaking. Speech is individual, personal while language is common for all individuals. To illustrate the difference between language and speech let us compare a definite *game of chess* and a *set of rules* how to play chess.

Language is opposed to speech and accordingly language units are opposed to speech units. The language unit *phoneme* is opposed to the speech unit - *sound*: phoneme /s/ can sound differently in speech - /s/ and /z/). The *sentence* is opposed to the *utterance*; the *text* is opposed to the *discourse*.

Self-control questions

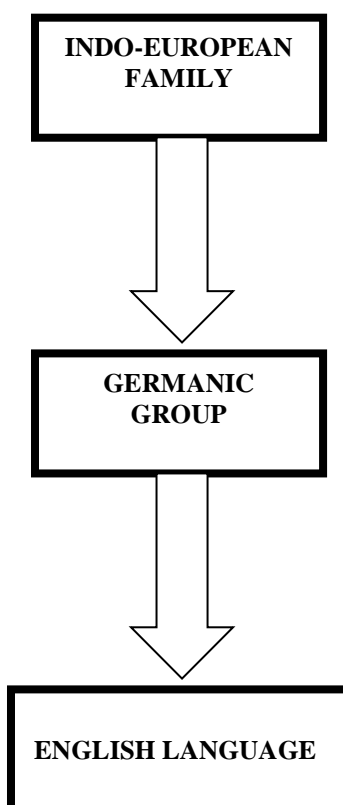
1. What operation is called "morphemic analysis?"
2. What are the procedures for revealing morphemes suggested by Z. Harris and Ch. Hockett?
3. What is a morpheme?
4. What is a morph?
5. What is an allomorph?

6. What are the criteria to classify morphemes?
7. What morphemes do you know according to the functional classification?
8. What types of morphemes are distinguished according to the criterion of number correlation between form and content?

## Визуал материаллар

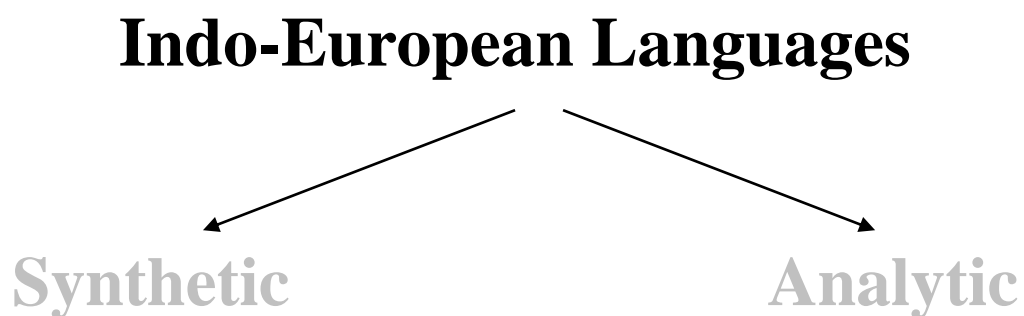
1-илова

1-савол. What is the place of English in Genetic Typology of Languages?



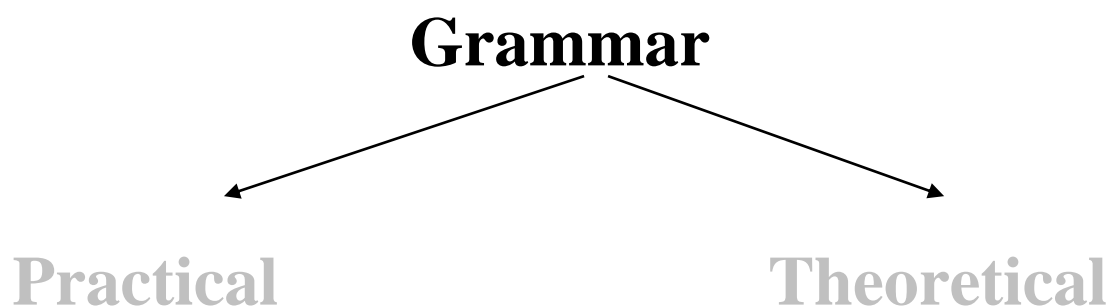
2-илова

2- савол. What are the types of Indo-European languages?



3-илова

3- савол. What are the types of Grammar?



4-илова

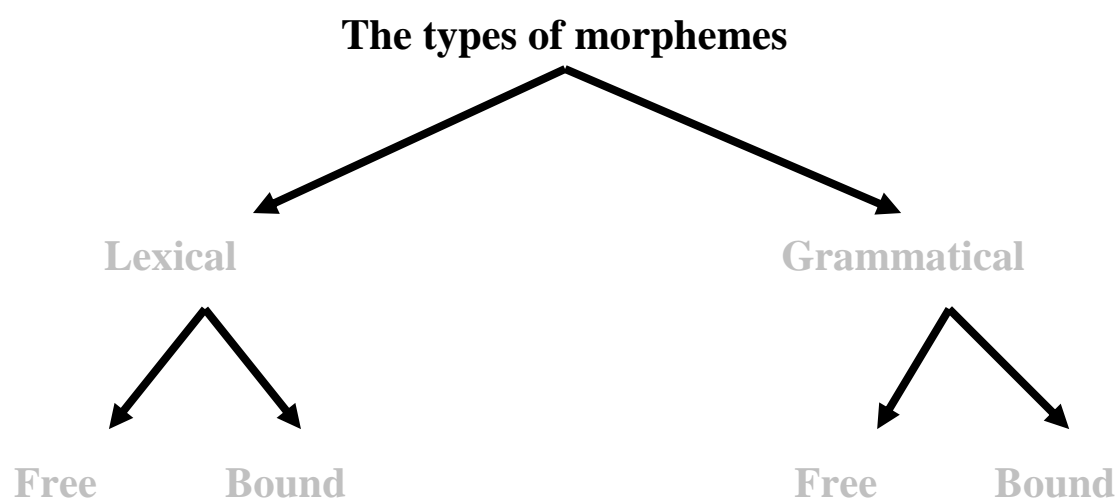
4- савол. What is theoretical grammar?

The aim of practical grammar is the description of grammar rules that are necessary to understand and formulate sentences.

The aim of theoretical grammar is to offer explanation for these rules.

5-илова

5- савол. What are the types of morphemes?



## 5-илова

### 1- маъруза машғулоти бўйича хулоса

1. The term "grammar" goes back to a Greek word that may be translated as the "art of writing". The distinction between language and speech was made by Ferdinand de Saussure, the Swiss scholar usually credited with establishing principles of modern linguistics. Grammar may be practical and theoretical. The aim of **practical** grammar is the description of grammar rules that are necessary to understand and formulate sentences. The aim of **theoretical** grammar is to offer explanation for these rules. Generally speaking, theoretical grammar deals with the language as a functional system.

2. English belongs to Germanic branch of Indo-European family.

3. Indo-European languages are classified into two structural types –synthetic and analytic.

4. The morphemic structure of the English language

There are many approaches to the questions mentioned above. According to Zellig Harris "The morphemic analysis is the operation by which the analyst isolates minimum meaningful elements in the utterances of a language, and decides which occurrences of such elements shall be regarded as occurrences of "the same" element". Morphemes can be classified from different view-points:

functional

number correlation between form and content

5. Language is a collective body of knowledge, it is a set of basic elements, but these elements can form a great variety of combinations. In fact the number of these combinations is endless. Speech is closely connected with language, as it is the result of using the language, the result of a definite act of speaking. Speech is individual, personal while language is common for all individuals.

## 6-илова

### 1-маъруза машғулоти бўйича билимларни мустахкамлаш учун вазифа (Ҳа, йўқ техникаси)

1. Does English belong to Germanic branch of Indo-European family?
2. Are Indo-European languages classified into three structural types?
3. Does the term "grammar" go back to a Greek word that may be translated as the "art of writing"?
4. May grammar be practical and theoretical?
5. Is language a collective body of knowledge, a set of basic elements, which can form a great variety of combinations?
6. Is speech the result of using the language, the result of a definite act of speaking?

### 1-семинар машғулотининг ўқитиш технологияси (1 машғулот)

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулот

Ўқув машғулоти режаси	1. Тил оилалари ва гуруҳлари 2. Герман тиллари гуруҳи 3. Турли тизимли тиллар типологияси 4. Тил ва нутқ. Уларнинг ўртасидаги фарқликлар. 5. Грамматика тушунчаси. Унинг икки тури.
Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	
<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба -тил оилалари ва гуруҳлари ҳақидаги умумий маълумотларга таъриф беради -герман тиллари гуруҳи ҳақидаги маълумотларни ёритади -турли тизимли тиллар генетикаси ҳақидаги маълумотларни келтиради -тил ва нутққа таъриф келтириб, уларнинг ўртасидаги фарқликларни кўрсатиб беради -грамматика тушунчасини келтиради. Унинг икки турини шарҳлайди.
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, Indo-European, typology, grammar, theoretical, language, speech сўзларига мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

### 1- семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади. 1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини	1.1 Мавзуни ёзади ва саволларга жавоб беради.

	<p>аниқлайди:</p> <p>1. What language families and groups do you know?</p> <p>2. What are language and speech?</p> <p>3. What is the definition of the term “grammar”?</p> <p>Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.</p>	
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қоидаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намойиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намойиш қилади ва устунларни тўлдиришни айтади. Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулотни якунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни оладилар.</p>

### Ўқув топшириқлар

#### 1-илова

<p align="center"><b>Гуруҳ билан ишлаш қоидалари</b></p> <p><b>Гуруҳ аъзоларининг ҳар бири</b></p> <ul style="list-style-type: none"> <li>- ўз шерикларининг фикрларини хурмат қилишлари лозим</li> <li>- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим</li> <li>- ўзларига ёрдам керак бўлганда сўрашлари мумкин</li> <li>- ёрдам сўраганларга кўмак беришлари лозим</li> <li>- гуруҳни баҳолаш жараёнида иштирок этишлари лозим</li> <li>- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қоидасини яхши билишлари лозим</li> </ul>
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#### 2-илова

1. Берилган сўзлардан битта гап тузинг.  
Indo-European, family, Germanic, group, English.
2. Ушбу тушунчаларнинг мазмунини ёритинг  
Practical grammar, theoretical grammar, language, speech.

### 3-илова

#### Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

#### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг билим даражаси
0.9 – 1.0	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
0.7 – 0.8	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
0.5 – 0.6	Қониқарли	Маърузада берилган маълумотлар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 0.4	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.



**4-илова****Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар**

	<b>Тушунча</b>	<b>Биламан «+» Билмайман «-»</b>	<b>Билдим «+» Била олмадим «-»</b>
<b>1</b>	Theoretical grammar		
<b>2</b>	The aim of theoretical grammar		
<b>3</b>	Practical grammar		
<b>4</b>	The aim of practical grammar		
<b>5</b>	Indo-European family		
<b>6</b>	Germanic branch		
<b>7</b>	Language		
<b>8</b>	Speech		

**5-илова****Гуруҳлар учун топшириқлар****1-гуруҳ**

The aim of theoretical grammar, the aim of practical grammar тушунчаларининг мазмунини ёритинг.

«Language» сўзига кластер тузинг.

**2-гуруҳ**

Practical grammar, theoretical grammar тушунчаларининг мазмунини ёритинг.

«Speech» сўзига кластер тузинг.

**3-гуруҳ**

The distinction between language and speech, Indo-European family тушунчаларининг мазмунини ёритинг.

«Germanic branch» тушунчасига кластер тузинг.

**6-илова****«Инсерт усули»**

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

**Матнни белгилаш тизими**

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

**Инсерт жадвали**

<b>Тушунчалар</b>	<b>V</b>	<b>+</b>	<b>-</b>	<b>?</b>
Theoretical grammar				

The aim of theoretical grammar				
Practical grammar				
The aim of practical grammar				
Indo-European family				
Germanic branch				
Language				
Speech				

## 7-илова

### Тест

**1. What is the aim of theoretical grammar?**

- A. the grouping requirements of the parts of speech
- B. definition of stylistic devices
- C. explanation for grammar rules
- D. description of grammar rules that are necessary to understand and formulate sentences

**2. What is a language family?**

- A. a group of languages
- B. group of languages related by descent from a common ancestor
- C. analytical languages
- D. synthetic languages

**3. The term "grammar" goes back to**

- A. a Latin word
- B. an Arab word
- C. a Greek word
- D. a Gothic word

**4. What is a language?**

- A. It is the result of a definite act of speaking
- B. It is a set of rules
- C. It is a collective body of knowledge, it is a set of basic elements, but these elements can form a great variety of combinations
- D. It is a group of words

**5. What languages are called synthetic?**

- A. that are rich in grammatical categories
- B. that are rich in stylistic devices
- C. that are rich in means of word-building
- D. that are rich in grammar inflections

**6. What languages are called analytical?**

- A. that are poor in grammatical categories
- B. that are poor in grammatical inflections
- C. that are poor in grammatical morphemes
- D. that are poor in means of word-building

**7. What operation is called morphemic analysis?**

- A. It is a study of the grammatical relations of linguistic units to one another and the grammatical structure of phrases and sentences that result from these grammatical relations

- B. The morphemic analysis is an operation by which the analyst isolates minimum meaningful elements in the utterances of a language, and decides which occurrences of such elements shall be regarded as occurrences of the same element.
- C. It is a study of the relation of linguistic units to the objects they denote
- D. It is a study of the relation of linguistic units to people who communicate

**8. How are the zero morphemes identified?**

- A. by their meaning
- B. by their form
- C. by co-relation between form and meaning
- D. by their function

**9. What do you understand by the grammatical structure of a language?**

- A. all the grammatical inflections
- B. the means of words building means
- C. the lexical- grammatical
- D. all the means that are used to express the grammatical meaning of a language

**10. What morphemes are there in the word «mis-statements»?**

- A. one lexical three grammatical
- B. one grammatical three lexical
- C. two lexical two grammatical
- D. four lexical

**11. What morphemes are there in the word «spokesman»?**

- A. one lexical three grammatical
- B. one lexical unbound, one lexical bound, one empty
- C. only grammatical
- D. four lexical

**Информацион услубий таъминот**

1. Л. Бархударов. Очерки по морфологии современного английского языка. М., 1975
2. Л. Бархударов. Структура простого предложения современного английского языка. М., 1966
3. Л. Бархударов, Д. Штелинг. Грамматика английского языка. М., 1994
4. М. Блох. Теоретическая грамматика английского языка. М., 1994
5. М. Блох. Теоретические основы грамматики. М., 2002
6. М. Blokh. A Course in Theoretical English Grammar. М., 1983
7. Дж. Буранов. Сравнительная типология английского и тюркских языков. М., 1989
8. Ж. Бўронов. Инглиз ва ўзбек тиллари қиёсий грамматикаси. Т., 1973
9. В.В. Виноградов. Русский язык (Грамматическое учение о слове). М., 1972
10. Г. Воронцова. Очерки по грамматике английского языка. М., 1960

**MODEL OF TEACHING TECHNOLOGY MAP**  
**on the lecture topic "Speech and language levels and their units"**

**Topic 2. Speech and language levels and their units**

2 hours	The number of students -75
<b>The form and type the training class</b>	The 2-lecture
<b>Plan of lecture</b>	<ol style="list-style-type: none"> <li>1. Speech and Language levels</li> <li>2. Primary and secondary levels</li> <li>3. A description of the levels` units of language and speech</li> <li>4. The differences between Language and Speech.</li> </ol>
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with speech and language levels and their units, formation of knowledge about differences between speech and language levels and their units.

<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1) Speech and language groups and general information on the main indicators of their units. 2) the primary and secondary levels on the definition of information. 3) a description of the levels of language and speech units 4) information about the difference between language and speech.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**"Speech and language levels".**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture 2 1. Language and speech levels 2. Primary and secondary levels 3. Units of levels 4. Differences between language and speech. The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.	The students write down the subject of a lecture.

3- stage	Lecturer introduces the basic key words and terminology included in this lecture: Level, basic, non-basic, unit, phoneme, morpheme, lexeme, minor, major, emic, ethic etc.	Students write down the basic key words and terminology.
4 - stage	Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: Iriskulov M., Kuldashev A. A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.	Students write down the list of literature.
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

## Lecture 2

## Language and Speech Levels

Problems to be discussed

- language and speech levels
- primary and secondary levels
- units of levels
- the difference between language and speech

## Glossary

Level, basic, non-basic, unit, phoneme, morpheme, lexeme, minor, major, emic, ethic.

Language (Speech) is divided to certain strata or levels. The linguists distinguish basic and non-basic (sometimes they term them differently: primary and secondary) levels. This distinction depends on whether a level has got its own unit or not. If a level has its own unit then this level is qualified as basic or primary. If a level doesn't have a unit of its own then it is a non - basic or secondary level. Thus the number of levels entirely depend on how many language (or speech) units in language. There's a number of conceptions on this issue: some scientists say that there are four units (phoneme/phone; morpheme/morph; lexeme/lex and sentence), others think that there are five units like phonemes, morphemes, lexemes, word -combinations (phrases) and sentences and still others maintain that besides the mentioned ones there are paragraphs, utterances and texts. As one can see there's no unity in the number of language and speech units. The most wide - spread opinion is that there are five language (speech) units and respectively there are five language (speech) levels, they are: phonetic/phonological; morphological; lexicological, syntax - minor and syntax - major. The levels and their units are as follows:

1. phonological/phonetical level: phoneme/phone
2. morphological level: morpheme/morph
3. lexicological level: lexeme/lex
4. Syntax - minor: sentence
5. Syntax - major: text

Thus, non - basic or secondary level is one that has no unit of its own. Stylistics can be said to be non - basic (secondary) because this level has no its own unit. In order to achieve its aim it makes wide use of the units of the primary (basic) levels. The stylistics studies the expressive means and stylistic devices of languages. According to I.R. Galperin "The expressive means of a language are those phonetic means, morphological forms, means of word -building, and lexical, phraseological and syntactical form, all of which function in the language for emotional or logical intensification of the utterance. These intensifying forms of the language, wrought by social usage and recognized by their semantic function have been fixed in grammars, dictionaries".(12)

"What then is a stylistic device (SD)? It is a conscious and intentional literary use of some of the facts of the language (including expressive means) in which the most essential features (both structural and semantic) of the language forms are raised to a generalized level and thereby present a generative model. Most stylistic devices may be regarded as aiming at the further intensification of the emotional or logical emphasis contained in the corresponding expressive means".(12)

When talking about the levels one has to mention about the distinction between language and speech because the linguistics differentiates language units and speech units.

The main distinction between language and speech is in the following:

- 1) language is abstract and speech is concrete;
- 2) language is common, general for all the bearers while speech is individual;
- 3) language is stable, less changeable while speech tends to changes;
- 4) language is a closed system, its units are limited while speech tend to be openness and endless.

It is very important to take into account these distinctions when considering the language and speech units. There are some conceptions according to which the terms of "language levels" are substituted by the term of "emic level" while the "speech levels" are substituted by "ethic levels". Very often these terms are used interchangeably.

The lowest level in the hierarchy of levels has two special terms: phonology and phonetics. Phonology is the level that deals with language units and phonetics is the level that deals with speech units. The lowest level deals with language and speech units which are the smallest and meaningless. So, the smallest meaningless unit of language is called phoneme; the smallest meaningless unit of speech is called phone. As it's been said above the language units

are abstract and limited in number which means that phonemes are abstract and that they are of definite number in languages. The speech units are concrete, changeable and actually endless. This means that language units (phonemes) are represented in speech differently which depends on the person that pronounces them and on the combinability of the phoneme.

Phonemes when pronounced in concrete speech vary from person to person, according to how he has got used to pronounce this or that sound. In linguistic theory it is explained by the term "idiolect" that is, individual dialect. Besides, there may be positional changes (combinability): depending on the sounds that precede and follow the sound that we are interested in the pronunciation of it may be different, compare: *low* and *battle*. The sound "l" will be pronounced differently in these two words because the letter "l" in the first word is placed in the initial position and in the second word it stands after the letter "t". So we face "light" (in the first word) and "dark" version (in the second case). These alternants are said to be in the complimentary distribution and they are called allophones (variants, options or alternants) of one phoneme. Thus allophone is a variant of a phoneme.

The second level in the hierarchy of strata is called morphological. There's only one term for both language and speech but the units have different terms: morpheme for language and morph for speech. This level deals with units that are also smallest but in this case they are meaningful. So the smallest meaningful unit of language is called a morpheme and the smallest meaningful unit of speech is called a morph. The morphs that have different forms, but identical (similar) meanings are united into one morpheme and called "allomorphs". The morpheme of the past tense has at least three allomorphs, they are. /t/, /d/, /id/ - Examples: worked, phoned and wanted. The variant of the morpheme depends on the preceding sound in the word.

The third level is lexicological which deals with words. Word may be a common term for language and speech units. Some linguists offer specific terms for language and speech: "lexeme" for language and "lex" for speech.

The correlation between "lexeme" and "lex" is the same as it is between "phoneme" and "phone" and "morpheme" and "morph". "Lexeme" is a language unit of the lexicological level which has a nominative function. "Lex" is a speech unit of the lexicological level which has a nominative function.

Thus, both lexeme and lex nominate something or name things, actions phenomena, quality, quantity and so on.

Examples: tree, pen, sky, red, worker, friendship, ungentlemanly and so on. An abstract lexeme "table" of language is used in speech as lex with concrete meaning of "writing table", "dinner table", "round table", "square table", and so on. There may be "allexes" like allophones and allomorphs. Allexes are lexes that have identical or similar meanings but different forms, compare: start, commence, begin.

To avoid confusion between "morpheme" and "lexemes" it is very important to remember that morphemes are structural units while lexemes are communicative units: morpheme are built of phonemes and they are used to build words - lexemes. Lexemes take an immediate part in shaping the thoughts, that is, in building sentences. Besides, lexemes may consist of one or more morphemes. The lexeme "tree" consists of one morpheme while the lexeme "ungentlemanly" consists of four morphemes: un - gentle - man - ly.

The next level is syntax - minor which deals with sentences. The term "Syntax - minor" is common one for both language and speech levels and their unit "sentence" is also one common term for language and speech units. The linguistics hasn't yet worked out separate terms for those purposes.

The abstract notion "sentence" of language can have concrete its representation in speech which is also called "Sentence" due to the absence of the special term. Example: "An idea of writing a letter" on the abstract language level can have its concrete representation in speech: John writes a letter. A letter is written by John.



Since one and the same idea is expressed in two different forms they are called "allo-sentences". Some authors call them grammatical synonyms. Thus, sentence is language and speech units on the syntax - minor level, which has a communicative function.

In the same way the level syntax - major can be explained. The unit of this level is text - the highest level of language and speech. "Syntax- major" represents both language and speech levels due to the absence of separate term as well as "text" is used homogeneously for both language and speech units.

The language and speech units are interconnected and interdependent. This can easily be proved by the fact that the units of lower level are used to make up or to build the units of the next higher level: phones are used as building material for morphs, and morphs are used to build lexes and the latter are used to construct sentences. Besides, the homonyms that appear in the phonetical level can be explained on the following higher level, compare: - "er" is a homonymous morph. In order to find out in which meaning it is used we'll have to use it on the lexicological level; if it is added to verbs like "teacher", "worker" then it will have one meaning but if we use it with adjectives like "higher", "lower" it will have another meaning. Before getting down to "the theoretical grammar" course one has to know the information given above.

The distinction between language and speech was made by Ferdinand de Saussure, the Swiss scholar usually credited with establishing principles of modern linguistics. **Language** is a collective body of knowledge, it is a set of basic elements, but these elements can form a great variety of combinations. In fact the number of these combinations is endless. Speech is closely connected with language, as it is the result of using the language, the result of a definite act of speaking. Speech is individual, personal while language is common for all individuals. The distinction between language and speech was made by Ferdinand de Saussure, the Swiss scholar usually credited with establishing principles of modern linguistics:

- 1) language is abstract and speech is concrete
- 2) language is common, general for bearers while speech is individual
- 3) language is stable, less changeable while speech tends to changes
- 4) language is a closed system, its units are limited while speech tends to be openness and endless. To illustrate the difference between language and speech let us compare a definite *game of chess* and a *set of rules* how to play chess.

Language is opposed to speech and accordingly language units are opposed to speech units. The language unit *phoneme* is opposed to the speech unit - *sound*: phoneme /s/ can sound differently in speech - /s/ and /z/. The *sentence* is opposed to the *utterance*; the *text* is opposed to the *discourse*.

A linguistic unit can enter into relations of two different kinds. It enters into paradigmatic relations with all the units that can also occur in the same environment. PR are relations based on the principles of similarity. They exist between the units that can substitute one another. For instance, in the word-group *A PINT OF MILK* the word *PINT* is in paradigmatic relations with the words *bottle*, *cup*, etc. The article *A* can enter into PR with the units *the*, *this*, *one*, *same*, etc. According to different principles of similarity PR can be of three types: **semantic**, **formal** and **functional**.

a) Semantic PR are based on the similarity of meaning: *a book to read* = *a book for reading*. *He used to practice English every day* - *He would practice English every day*.

b) Formal PR are based on the similarity of forms. Such relations exist between the members of a paradigm: *man* - *men*; *play* - *played* - *will play* - *is playing*.

c) Functional PR are based on the similarity of function. They are established between the elements that can occur in the same position. For instance, noun determiners: *a*, *the*, *this*, *his*,

*Ann's, some, each, etc.*

PR are associated with the sphere of 'language'.

A linguistic unit enters into **syntagmatic** relations with other units of the same level it occurs with. SR exist at every language level. E.g. in the word-group A PINT OF MILK the word PINT contrasts SR with A, OF, MILK; within the word

PINT - P, I, N and T are in **syntagmatic** relations. SR are linear relations, that is why they are manifested in speech. They can be of three different types: **coordinate, subordinate and predicative**.

a) Coordinate SR exist between the homogeneous linguistic units that are equal in rank, that is, they are the relations of independence: *you* and *me*; They were *tired* but *happy*.

b) Subordinate SR are the relations of dependence when one linguistic unit depends on the other: *teach* & *er* – morphological level; *a smart student* - word-group level; predicative and subordinate clauses - sentence level.

c) Predicative SR are the relations of interdependence: primary and secondary predication.

As mentioned above, SR may be observed in utterances, which is impossible when we deal with PR. Therefore, PR are identified with 'language' while SR are identified with 'speech'.

The grammatical structure of language is a system of means used to turn linguistic units into communicative ones, in other words - the units of language into the units of speech. Such means are inflexions, affixation, word order, function words and phonological means.

Generally speaking, Indo-European languages are classified into two structural types - synthetic and analytic. Synthetic languages are defined as ones of 'internal' grammar of the word - most of grammatical meanings and grammatical relations of words are expressed with the help of inflexions. Analytical languages are those of 'external' grammar because most grammatical meanings and grammatical forms are expressed with the help of words (*will do*). However, we cannot speak of languages as purely synthetic or analytic - the English language (Modern English) possesses analytical forms as prevailing, while in the Ukrainian language synthetic devices are dominant. In the process of time English has become more analytical as compared to Old English. Analytical changes in Modern English (especially American) are still under way.

As the word is the main unit of traditional grammatical theory, it serves the basis of the distinction which is frequently drawn between morphology and syntax. Morphology deals with the internal structure of words, peculiarities of their grammatical categories and their semantics while traditional syntax deals with the rules governing combination of words in sentences (and texts in modern linguistics). We can therefore say that the word is the main unit of morphology.

It is difficult to arrive at a one-sentence definition of such a complex linguistic unit as the word. First of all, it is the main expressive unit of human language which ensures the thought-forming function of the language. It is also the basic nominative unit of language with the help of which the naming function of language is realized. As any linguistic sign the word is a level unit. In the structure of language it belongs to the upper stage of the morphological level. It is a unit of the sphere of 'language' and it exists only through its speech actualization. One of the most characteristic features of the word is its indivisibility. As any other linguistic unit the word is a bilateral entity. It unites a concept and a sound image and thus has two sides - the content and expression sides: concept and sound form.

### Self - control questions

1. How is the word "level" translated into your mother tongue?
2. Why do we have to stratify language and speech?
3. What is the difference between primary and secondary levels?
4. Do all the linguists share the same opinion on the stratification of language?

5. How many basic or primary levels are there in language and speech?
6. What's the difference between language levels and speech levels?
7. Are there special terms for language and speech levels?
8. What does phonetical - phonological level study?
9. What does morphological level study?
10. What does lexicological level study?
11. What does syntax - minor study?
12. What does syntax - major study?
13. Do the levels function separately in speech or they function as one body?
14. What is the function of the word "allo"?

## Визуал материаллар

**1-илова**

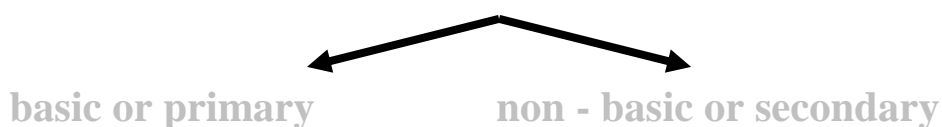
**1-савол.** Are there special terms for language and speech levels and their units?

### The levels and their units

Phonological/ phonetical level	Phoneme/phone
Morphological level	Morpheme/morph
Lexicological level	Lexeme/lex
Syntax - minor	Sentence
Syntax - major	Text

**2-савол.** What is the other classification of language and speech levels?

### Language and speech levels



## **2-илова**

### **2- маъруза машғулоти бўйича хулоса**

1. Language (Speech) is divided to certain strata or levels. The linguists distinguish basic and non-basic (sometimes they term them differently: primary and secondary) levels.
2. The most wide - spread opinion is that there are five language (speech) units and respectively there are five language (speech) levels, they are: phonetic/phonological; morphological; lexicological, syntax - minor and syntax - major. The levels and their units are as follows:
  1. phonological/phonetical level: phoneme/phone
  2. morphological level: morpheme/morph
  3. lexicological level: lexeme/lex
  4. Syntax - minor: sentence
  5. Syntax - major: text
3. It is very important to take into account distinctions when considering the language and speech units.
4. The lowest level in the hierarchy of levels has two special terms: phonology and phonetics. Phonology is the level that deals with language units and phonetics is the level that deals with speech units. The lowest level deals with language and speech units which are the smallest and meaningless. So, the smallest meaningless unit of language is called phoneme; the smallest meaningless unit of speech is called phone.
5. The second level in the hierarchy of strata is called morphological. There's only one term for both language and speech but the units have different terms: morpheme for language and morph for speech. This level deals with units that are also smallest but in this case they are meaningful. So the smallest meaningful unit of language is called a morpheme and the smallest meaningful unit of speech is called a morph. The morphs that have different forms, but identical (similar) meanings are united into one morpheme and called "allomorphs". The morpheme of the past tense has at least three allomorphs, they are. /t/, /d/, /id/ - Examples: worked, phoned and wanted. The variant of the morpheme depends on the preceding sound in the word.
6. The third level is lexicological which deals with words. Word may be a common term for language and speech units. Some linguists offer specific terms for language and speech: "lexeme" for language and "lex" for speech.
7. The next level is syntax - minor which deals with sentences. The term "Syntax - minor" is common one for both language and speech levels and their unit "sentence" is also one common term for language and speech units.
8. In the same way the level syntax - major can be explained.

## **3-илова**

### **2-маъруза машғулоти бўйича билимларни мустахкамлаш учун вазифа**

#### **(Ҳа, йўқ техникаси)**

1. Do we have to stratify language and speech?
2. Is there any difference between primary and secondary levels?

3. Do all the linguists share the same opinion on the stratification of language?
4. Are there basic or primary levels are there in language and speech?
5. Are there special terms for language and speech levels?
6. Do the levels function separately in speech or they function as one body?

## 2-семинар машғулотининг ўқитиш технологияси (1 машғулот)

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулоти
Ўқув машғулоти режаси	<ol style="list-style-type: none"> <li>1. Тил ва нутқ қатламлари тавсифланиши</li> <li>2. Бирламчи ва иккиламчи даражалар (қатламлар)</li> <li>3. Тил ва нутқ қатламлари бирликларининг тавсифи</li> <li>4. Тил ва нутқ ўртасидаги фарқликлар ҳақидаги батафсил маълумотлар.</li> </ol>
Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	
<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - тил ва нутқ қатламлари тавсифланиши ҳақидаги умумий маълумотларга таъриф беради - бирламчи ва иккиламчи даражалар (қатламлар) ҳақидаги маълумотларни ёритади - тил ва нутқ қатламлари бирликларининг тавсифи ҳақидаги маълумотларни келтиради - тил ва нутқ ўртасидаги фарқликлар ҳақидаги батафсил маълумотлар кўрсатиб беради
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, level, language, speech, unit, сўзларига мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

## 2-семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	<p>1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади.</p> <p>1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди:</p> <p>1 How is the word "level" translated into your mother tongue?</p> <p>2 Why do we have to stratify language and speech?</p> <p>3 What is the difference between primary and secondary levels?</p> <p>4 Do all the linguists share the same opinion on the stratification of language?</p> <p>5 How many basic or primary levels are there in language and speech?</p> <p>6 What's the difference between language levels and speech levels?</p> <p>7 Are there special terms for language and speech levels?</p> <p>8 What does phonetical - phonological level study?</p> <p>9 What does morphological level study?</p> <p>10 What does lexicological level study?</p> <p>11 What does syntax - minor study?</p> <p>12 What does syntax - major study?</p> <p>13 Do the levels function separately in speech or they function as one body?</p> <p>14 What is the function of the word "allo"?</p> <p>Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.</p>	1.1 Мавзуни ёзади ва саволларга жавоб беради.
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қоидаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намойиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича фойдаланган жадвални намойиш қилади ва устунларни тўлдиришни айтади. Тушунчаларга изоҳларни тўғрилайди ва</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>

	саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.	
3- босқич	3.1 Машғулоти яқинлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради. 3.2 Мустақил иш сифатида мавзу берилади.	3.1 Эшитадилар.  3.2 Топшириқни оладилар.

### Ўқув топшириқлар

#### 1-илова

Гуруҳ билан ишлаш қоидалари	
<b>Гуруҳ аъзоларининг ҳар бири</b>	
<ul style="list-style-type: none"> <li>- ўз шерикларининг фикрларини ҳурмат қилишлари лозим</li> <li>- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим</li> <li>- ўзларига ёрдам керак бўлганда сўрашлари мумкин</li> <li>- ёрдам сўраганларга кўмак беришлари лозим</li> <li>- гуруҳни баҳолаш жараёнида иштирок этишлари лозим</li> <li>- «Биз бир кемадамыз, бирга чўкамыз ёки бирга қутиламиз» қоидасини яхши билишлари лозим</li> </ul>	

#### 2-илова

- 1.Берилган сўзлардан битта гап тузинг.  
Five language (speech) levels, phonetic/phonological; morphological; lexicological, syntax - minor and syntax - major
- 2.Ушбу тушунчаларнинг мазмунини ёритинг  
Phoneme/phone, morpheme/morph, lexeme/lex, sentence, text

#### 3-илова

#### Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

#### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг
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		билим даражаси
0.9 – 1.0	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
0.7 – 0.8	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
0.5 – 0.6	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 0.4	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

#### 4-илова

#### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-«	Билдим «+» Била олмадим «-«
1	language (speech) levels		
2	phonetic/phonological		
3	morphological		
4	lexicological		
5	syntax - minor		
6	syntax - major		
7	phoneme/phone		
8	morpheme/morph		
9	lexeme/lex		
10	sentence		
11	text		

#### 5-илова

#### Гуруҳлар учун топшириқлар

##### 1-гуруҳ

«Language (speech) levels» тушунчаларининг мазмунини ёритинг.

«Phoneme» сўзига кластер тузинг.

##### 2-гуруҳ



Morpheme, morph сўзларининг мазмунини ёритинг.  
«Phone» сўзига кластер тузинг.

### 3-гурух

Sentence, text сўзларининг мазмунини ёритинг.  
«Lexeme» сўзига кластер тузинг.

### 6-илова

#### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

#### Матнни белгилаш тизими

- (v) – мен билган нарсани тасдиқлайди.  
(+) – янги маълумот  
(-) – мен билган нарсага зид  
(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

#### Инсерт жадвали

Тушунчалар	v	+	-	?
language (speech) levels				
phonetic/phonological				
morphological				
lexicological				
syntax - minor				
syntax - major				
phoneme/phone				
morpheme/morph				
lexeme/lex				
sentence				
text				

### 7-илова

#### Use of the Text

##### 1 What level or levels do stress and intonation refer to?

- A. morphological
- B. syntax – minor
- C. phonetical
- D. both phonetical and grammatical

##### 2 What language levels are called basic?

- A. those that do not have own units
- B. those that have own units
- C. those that have lost their units
- D. those that make use units of other levels

##### 3 What does phonology study?

- A. word-building
- B. language and speech units
- C. speech units
- D. language units

**4 What does phonetic study?**

- A. word-building
- B. language and speech units
- C. speech units
- D. language units

**5 What does morphology study?**

- A. the smallest meaningless units
- B. the smallest meaningful units
- C. the phraseological units
- D. the stylistic devices

**6. What does syntax study?**

- A. the stylistic devices
- B. the phraseological units
- C. language units
- D. the communicative units

**7 What is a morpheme?**

- A. the smallest meaningless units
- B. the smallest meaningful units
- C. a metaphor
- D. the stylistic device

**8 What is allomorph?**

- A. variant of phoneme
- B. variant of lexeme
- C. variant of morpheme
- D. variant of texeme

**9. What do you understand by emic level?**

- A. speech
- B. phonetics
- C. semantics
- D. language

**10. What language levels are called non-basic?**

- A. those that do not have their own units
- B. those that have own units
- C. those that have lost their units
- D. those that make use units of other levels

**11. What do you understand by ethic level?**

- A. speech
- B. phonetics
- C. semantics

D. language

**12. What is the distinction between language and speech?**

- A. language concrete is and speech is abstract
- B. language is individual while speech is common, general for bearers
- C. language tends to changes while speech is stable, less changeable
- D. language is a closed system, its units are limited while speech tends to to be openness and endless**

**Информацион услубий таъминот**

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4. М. Блох. Теоретическая грамматика английского языка. М., 1994
5. М. Блох. Теоретические основы грамматики. М., 2002
6. М. Blokh. A Course in Theoretical English Grammar. М., 1983
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8. Ж. Бўронов. Инглиз ва ўзбек тиллари қиёсий грамматикаси. Т., 1973
9. В.В. Виноградов. Русский язык (Грамматическое учение о слове). М., 1972
10. Г. Воронцова. Очерки по грамматике английского языка. М., 1960

**MODEL OF TEACHING TECHNOLOGY MAP  
on the lecture topic "The problem of grammatical categories"**

**Topic 3. The problem of grammatical categories**

2 hours	The number of students -75
<b>The form and type the training class</b>	The 3-lecture
<b>Plan of lecture</b>	1. Definition of the concept category 2. Grammatical category concept 3. The concept of grammar opposition 4. Types of grammatical categories
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with types of grammatical category, formation of knowledge about it.

<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1) general information about grammatical category. 2) information about the grammar and logical categories. 3) grammatical categories and types of information.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**" The problem of grammatical categories".**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture 3 1. What is categorization? 2. What linguistics phenomenon is called a "grammatica category"? 3. What is the "opposition"? 4. The types of grammatical categories. The subject is written on the screen, or as a poster hanging on the board. There is a	The students write down the subject of a lecture.

	projector or a poster, written in chalk on the board.	
3- stage	Lecturer introduces the basic key words and terminology included in this lecture: Opposition, category, linguistics phenomenon, logical and grammatical category, the paradigmatic correlation etc.	Students write down the basic key words and terminology.
4 - stage	Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: Iriskulov M., Kuldashev A. A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.	Students write down the list of literature.
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

### **Lecture 3            The Problem of Grammatical Categories**

Problems to be discussed:

- the grammatical structure of a language
- five signals of syntactic structure
- lexical and grammatical meaning

- the morphemic structure of the English language
- the types of morphemes
- what is categorization
- what linguistic phenomenon is called a "grammatical category"?
- what is "opposition"?
- the types of grammatical categories.

### Glossary

Opposition, category, linguistic phenomenon, logical and grammatical category, the paradigmatic correlation.

The grammatical signals have a meaning of their own independent of the meaning of the notional words. This can be illustrated by the following sentence with nonsensical words: Woggles ugged diggles.

According to Ch. Fries (32) the morphological and the syntactic signals in the given sentence make us understand that "several actors acted upon some objects". This sentence which is a syntactic signal, makes the listener understand it as a declarative sentence whose grammatical meaning is actor - action - thing acted upon. One can easily change (transform) the sentence into the singular (A woggle ugged a diggle.), negative (A woggle did not ug a diggle.), or interrogative (Did a woggle ug a diggle?) All these operations are grammatical. Then what are the main units of grammar - structure.

Let us assume, for example, a situation in which are involved a man, a boy, some money, an act of giving, the man the giver, the boy the receiver, the time of the transaction - yesterday...

Any one of the units man, boy, money, giver, yesterday could appear in the linguistic structure as subject.

The man gave the boy the money yesterday.

The boy was given the money by the man yesterday.

The money was given the boy by the man yesterday.

The giving of the money to the boy by the man occurred yesterday.

Yesterday was the time of the giving of the money to the boy by the man.

"Subject" then is a formal linguistic structural matter.

Thus, the grammatical meaning of a syntactic construction shows the relation between the words in it.

We have just mentioned here "grammatical meaning", "grammatical utterance". The whole complex of linguistic means made use of grouping words into utterances is called a grammatical structure of the language.

All the means which are used to group words into the sentence exist as a certain system; they are interconnected and interdependent. They constitute the sentence structure.

All the words of a language fall, as we stated above, under notional and functional words.

Notional words are divided into four classes in accord with the position in which they stand in a sentence.

Notional words as positional classes are generally represented by the following symbols: N, V, A, D.

The man landed the jet plane safely

N      V            A    N      D

Words which refer to class N cannot replace word referring to class V and vice versa. These classes we shall call grammatical word classes.

Thus, in any language there are certain classes of words which have their own positions in sentences. They may also be considered to be grammatical means of a language.

So we come to a conclusion that the basic means of the grammatical structure of language are: a) sentence structure; b) grammatical word classes.

In connection with this grammar is divided into two parts: grammar which deals with sentence structure and grammar which deals with grammatical word - classes. The first is syntax and the second - morphology.

W. Francis: "The Structure of American English".

The Structural grammarian regularly begins with an objective description of the forms of language and moves towards meaning.

An organized whole is greater than the mere sum of its parts. (23), (30)

The organized whole is a structural meaning and the mere sum of its parts is a lexical meaning.

### Five Signals of Syntactic Structure

**1. Word Order** - is the linear or time sequence in which words appear in an utterance.

**2. Prosody** - is the over-all musical pattern of stress, pitch, juncture in which the words of an utterance are spoken

**3. Function words** - are words largely devoid of lexical meaning which are used to indicate various functional relationships among the lexical words of an utterance

**4. Inflections** - are morphemic changes - the addition of suffixes and morphological means concomitant morphophonemic adjustments - which adopt words to perform certain structural function without changing their lexical meanings

**5. Derivational contrast** - is the contrast between words which have the same base but differ in the number and nature of their derivational affixes

One more thing must be mentioned here. According to the morphological classification English is one of the flexional languages. But the flexional languages fall under synthetical and analytical ones. The synthetical-flexional languages are rich in grammatical inflections and the words in sentences are mostly connected with each-other by means of these inflections though functional words and other grammatical means also participate in this. But the grammatical inflections are of primary importance. The slavonic languages (Russian, Ukraine...) are of this type.

The flectional-analytical languages like English and French in order to connect words to sentences make wide use of the order of words and functional words due to the limited number of grammatical flexions. The grammatical means - order of words – is of primary importance for this type of languages.

### Lexical and Grammatical Meaning

In the next chapter we shall come to know that some morphemes are independent and directly associated with some object of reality while others are depended and are connected with the world of reality only indirectly. Examples:

desk-s; bag-s; work-ed; lie-d ...

The first elements of these words are not dependent as the second elements. Morphemes of the 1<sup>st</sup> type we'll call lexical and meanings they express are lexical.

The elements like -s, -ed, -d are called grammatical morphemes and meanings they express are grammatical.

Thus, lexical meaning is characteristic to lexical morphemes, while grammatical meanings are characteristic to grammatical morphemes.

Grammatical meanings are expressed not only by forms of word – changing, i.e. by affixation but by free morphemes that are used to form analytical word-form, e.g.

He will study, I shall go.

The meaning of *shall*, *will* considered to be grammatical since comparing the relations of *invite* - *invited* - *shall invite* we can see that the function of *shall* is similar to that of grammatical morphemes -s, -ed.

### 1. The notion of 'grammatical meaning'.

The word combines in its semantic structure two meanings - lexical and grammatical. **Lexical** meaning is the individual meaning of the word (e.g. *table*). **Grammatical** meaning is the meaning of the whole class or a subclass. For example, the class of nouns has the grammatical meaning of thingness. If we take a noun (*table*) we may say that it possesses its individual lexical meaning (it corresponds to a definite piece of furniture) and the grammatical meaning of thingness (this is the meaning of the whole class). Besides, the noun '*table*' has the grammatical meaning of a subclass - countableness. Any verb combines its individual lexical meaning with the grammatical meaning of verbiality - the ability to denote actions or states. An adjective combines its individual lexical meaning with the grammatical meaning of the whole class of adjectives - qualitateness - the ability to denote qualities. Adverbs possess the grammatical meaning of adverbiality - the ability to denote quality of qualities.

There are some classes of words that are devoid of any lexical meaning and possess the grammatical meaning only. This can be explained by the fact that they have no referents in the objective reality. All function words belong to this group articles, particles, prepositions, etc. The grammatical meaning may be explicit and implicit. The **implicit** grammatical meaning is not expressed formally (e.g. the word *table* does not contain any hints in its form as to it being inanimate). The **explicit** grammatical meaning is always marked morphologically - it has its marker. In the word *eats* the grammatical meaning of plurality is shown in the form of the noun; *eat's* - here the grammatical meaning of possessiveness is shown by the form's; *is asked* - shows the explicit grammatical meaning of passiveness.

The implicit grammatical meaning may be of two types - general and dependent. The general grammatical meaning is the meaning of the whole word-class, of a part of speech (e.g. nouns - the general grammatical meaning of thingness). The **dependent** grammatical meaning is the meaning of a subclass within the same part of speech. For instance, any verb possesses the dependent grammatical meaning of transitivity/in-transitivity, terminativeness/non-terminativeness, stativeness/nonstativeness; nouns have the dependent grammatical meaning of countableness/uncountableness and animate-ness/inanimateness. The most important thing about the dependent grammatical meaning is that it influences the realization of grammatical categories restricting them to a subclass. Thus the dependent grammatical meaning of countableness/uncountableness influences the realization of the grammatical category of number as the number category is realized only within the subclass of countable nouns, the grammatical meaning of animateness/inanimateness influences the realization of the grammatical category of case, terminativeness/non-terminativeness - the category of tense, transitivity/intransitivity - the category of voice.

Grammatical categories are made up by the unity of identical grammatical meanings that have the same form (e.g. singular : plural). Due to dialectal unity of language and thought, grammatical categories correlate, on the one hand, with the conceptual categories and, on the other hand, with the objective reality.

It follows that we may define grammatical categories as references of the corresponding objective categories. For example, the objective category of **time** finds its representation in the grammatical category of **tense**, the objective category of **quantity** finds its representation in the grammatical category of **number**. Those grammatical categories that have references in the objective reality are called **referential** grammatical categories. However, not all of the grammatical categories have references in the objective reality, just a few of them do not correspond to anything in the objective reality.

They are called **significational** categories. To this type belong the categories of **mood** and **degree**. Speaking about the grammatical category of mood we can say that it has **modality** as its conceptual correlate. It can be explained by the fact that it does not refer to anything in the objective reality - it expresses the speaker's attitude to what he says.

Any grammatical category must be represented by at least two grammatical forms (e.g. the grammatical category of number singular and plural forms). The relation between two



grammatical forms differing in meaning and external signs is called **opposition** - book::books (unmarked member/marked member). All grammatical categories find their realization through oppositions, e.g. the grammatical category of number is realized through the opposition singular::plural.

Taking all the above mentioned into consideration, we may define the grammatical category as the opposition between two mutually exclusive form-classes (a form-class is a set of words with the same explicit grammatical meaning).

**Means** of realization of grammatical categories may be synthetic (*near - nearer*) and analytic (*beautiful - more beautiful*).

#### 5. Transposition and neutralization of morphological forms.

In the process of communication grammatical categories may undergo the processes of transposition and neutralization.

**Transposition** is the use of a linguistic unit in an unusual environment or in the function that is not characteristic of it (*He is a lion*). In the sentence *He is coming tomorrow* the paradigmatic meaning of the continuous form is reduced and a new meaning appears - that of a future action. Transposition always results in the neutralization of a paradigmatic meaning. **Neutralization** is the reduction of the opposition to one of its members: custom :: customs - x :: customs; x:: spectacles.

### **Self-control questions**

1. What do you understand by “grammatical structure of a language”?
2. What is the difference between synthetic and analytical languages?
3. What are the basic grammatical means of the English language?
4. Describe all the grammatical means of English.
5. Compare the grammatical structure of English with the grammatical structure of your native language?
6. What is the difference between lexical and grammatical meanings?

Any research presupposes bringing into certain order the material being studied. The issue under the consideration is also an attempt to generalize the grammatical means of language.

There are many conceptions on the problem today. According to B. Golovin (13) “a grammatical category is a real linguistic unity of grammatical meaning and the means of its material expression”. It means that in order to call a linguistic phenomenon a grammatical category there must be a grammatical meaning and grammatical means.

M.Y. Blokh (6), (7) explains it as follows: “As for the grammatical category itself, it presents, the same as the grammatical “form”, a unity of form (i.e. material factor), and meanings (i.e. ideal factor) and constitutes a certain signemic system.

More specifically the grammatical category is a system of expressing a generalized grammatical meaning by means of paradigmatic correlation of grammatical forms.

The paradigmatic correlations of grammatical forms in a category are exposed by the so-called “grammatical oppositions”.

The opposition (in the linguistic sense) may be defined as a generalized correlation of lingual forms by means of which a certain function is expressed. The correlated elements (members) of the opposition must possess two types of features: common features and differential features. Common features serve as the basis of contrast while differential features immediately express the function in question.

The grammatical categories are better to explain by comparing them with logical categories. The grammatical categories are opposed to logical ones. The logical categories are universal for all the languages. Any meanings can be expressed in any language. For instance there's a logical category of possession. The meaning of possession can be expressed in all the languages, compare: My book (English) - Моя книга (Russian) - Менинг китобим (Uzbek).

As it is seen from the examples the meaning of possession in English and Russian is expressed, by the possessive pronouns (lexical means) while in Uzbek it can be expressed either by the help of a discontinuous morpheme (...НИНГ ...ИМ) or by one overt morpheme (...ИМ). This category is grammatical in Uzbek but lexical in the other two languages. Thus the universal logical categories can be expressed by grammatical and non - grammatical (lexical, syntactic) means. The grammatical categories are those logical ones that are expressed in languages by constant grammatical means.

The doctrines mentioned above one - side approach to the problem. It is a rather complicated issue in the general linguistics. But unfortunately we don't have universally acknowledged criteria to meet the needs of individual languages.

One of the most consistent theories of the grammatical categories is the one that is suggested by L. Barkhudarov. (2), (3)

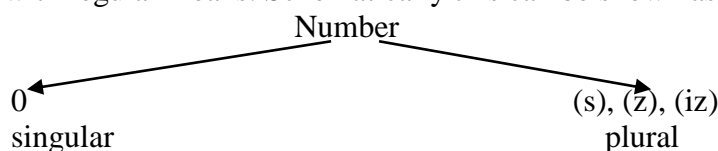
According to his opinion in order to call a linguistic phenomenon a grammatical category there must be the following features:

- general grammatical meaning;
- this meaning must consist of at least two particular meanings;
- the particular meanings must be opposed to each - other;
- the particular meanings must have constant grammatical means to express them.

Thus, any linguistic phenomenon that meets these requirements is called a grammatical category. English nouns have a grammatical category of number. This category has all the requirements that are necessary for a grammatical category:

1. it has general grammatical meaning of number;
2. it consists of two particular meanings; singular and plural;
3. singular is opposed to plural, they are antonymous;
4. singular and plural have their own constant grammatical means:

singular is represented by a zero morpheme and plural has the allomorphs like (s), (z), (iz). There are some other means to express singular and plural in English but they make very small percentage compared with regular means. Schematically this can be shown as follows:



Another example. In English adjectives there's one grammatical category - the degrees of comparison. What features does it have?

1. It has a general grammatical meaning: degrees of comparison;
2. The degrees of comparison consist of three particular meanings: positive, comparative and superlative;
3. They are opposed to each - other;
4. They have their own grammatical means depending on the number of syllables in the word.

If in the category of number of nouns there are two particular meanings, in the grammatical category of degrees of comparison there are three.

Thus, a grammatical category is a linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each - other and that have constant grammatical means of their own to express them.

### Self-control questions

1. Why do we categorize the grammatical meanings?

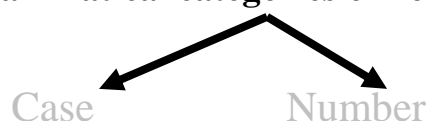
2. Is there one conception of grammatical categories that is shared by all the scientists or are there many approaches?
3. Whose conceptions on grammatical category do you know?
4. What are the main requirements for the grammatical category?
5. Comment the grammatical categories of case of nouns; voice, aspect, order of verbs.
6. What types of grammatical categories do you know?

## Визуал материаллар

1-илова

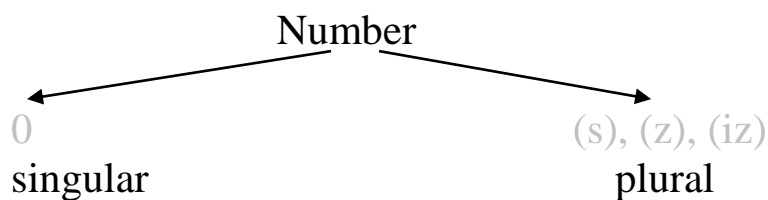
**1-савол. What grammatical categories of nouns do you know?**

### Grammatical categories of nouns



2-илова

**2-савол. What means are singular and plural represented by?**



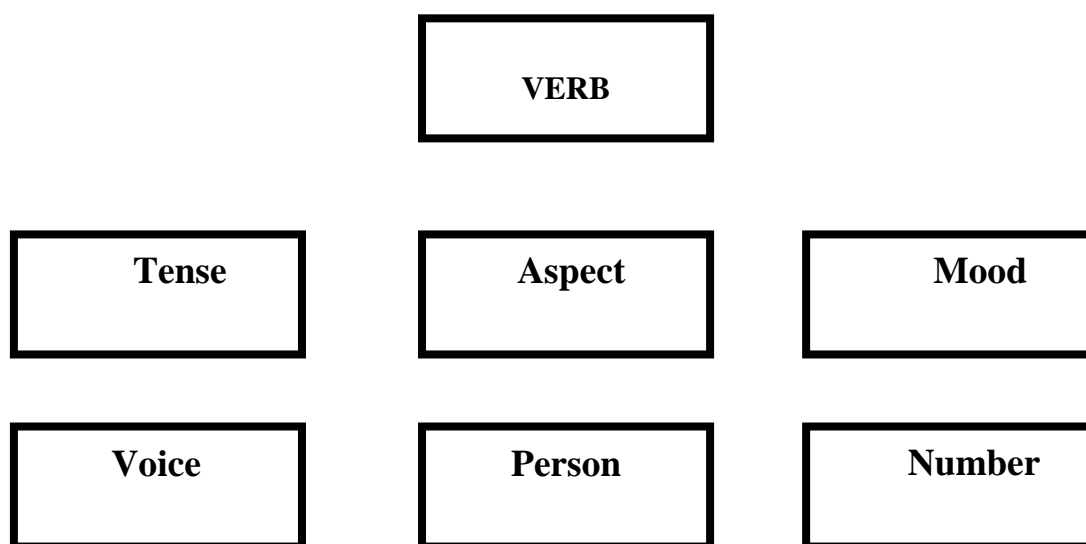
3-илова

**3-савол. What grammatical categories of adjectives do you know?**

### Grammatical category of adjectives



the degrees of comparison

**4-савол. What are the grammatical categories of verbs?****Grammatical categories of verbs****3-илова****3- маъруза машғулоти бўйича хулоса**

1. The grammatical category is a system of expressing a generalized grammatical meaning by means of paradigmatic correlation of grammatical forms.

2. The paradigmatic correlations of grammatical forms in a category are exposed by the so - called “grammatical oppositions”.

The opposition (in the linguistic sense) may be defined as a generalized correlation of lingual forms by means of which a certain function is expressed. The correlated elements (members) of the opposition must possess two types of features: common features and differential features. Common features serve as the basis of contrast while differential features immediately express the function in question.

3. The grammatical categories are those logical ones that are expressed in languages by constant grammatical means.

According to L. Barkhudarov`s opinion in order to call a linguistic phenomenon a grammatical category there must be the following features:

- general grammatical meaning;
- this meaning must consist of at least two particular meanings;
- the particular meanings must be opposed to each - other:
- the particular meanings must have constant grammatical means to express them.

Thus, any linguistic phenomenon that meets these requirements is called a grammatical category. English nouns have a grammatical category of number. This category has all the requirements that are necessary for a grammatical category:

1. it has general grammatical meaning of number;
2. it consists of two particular meanings; singular and plural;

3. singular is opposed to plural, they are antonymous;
4. singular and plural have their own constant grammatical means:  
singular is represented by a zero morpheme and plural has the allomorphs like (s), (z), (iz).

Another example. In English adjectives there's one grammatical category - the degrees of comparison. What features does it have?

1. It has a general grammatical meaning: degrees of comparison;
2. The degrees of comparison consist of three particular meanings: positive, comparative and superlative;
3. They are opposed to each - other;
4. They have their own grammatical means depending on the number of syllables in the word.

If in the category of number of nouns there are two particular meanings, in the grammatical category of degrees of comparison there are three.

Thus, a grammatical category is a linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each - other and that have constant grammatical means of their own to express them.

#### 4-илова

#### 3-маъруза машғулоти бўйича билимларни мустахкамлаш учун вазифа

##### (Ҳа, йўқ техникаси)

1. Is there one conception of grammatical categories that is shared by all the scientists or are there many approaches?
2. Have English nouns many grammatical categories?
- 3.
4. Have English adjectives many grammatical categories?
5. Have English verbs many grammatical categories?
6. Are there many particular meanings in the category of number of nouns?
7. Are there many particular meanings in the category of degrees of comparison of adjectives?

#### 3-семинар машғулотининг ўқитиш технологияси (1 машғулоти)

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулоти
Ўқув машғулоти режаси	<ol style="list-style-type: none"> <li>1. Категориялаш тушунчасининг тавсифланиши</li> <li>2. Грамматик категория тушунчаси</li> <li>3. Грамматик оппозиция тушунчаси</li> <li>4. Грамматик категория турлари</li> </ol>
Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	

<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - категориялаш тушунчасининг тавсифланиши ҳақидаги умумий маълумотларга таъриф беради - грамматик категория тушунчаси ҳақидаги маълумотларни ёритади - грамматик оппозиция тушунчаси ҳақидаги маълумотларни келтиради - грамматик категория турлари ҳақидаги батафсил маълумотлар кўрсатиб беради
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, level, language, speech, unit, сўзларига мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

### 3-семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади. 1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди: 1. What is categorization? 2. What linguistic phenomenon is called a "grammatical category"? 3. What is "opposition"? 4. The types of grammatical categories.  Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.	1.1 Мавзуни ёзади ва саволларга жавоб беради.
2- босқич асосий (60 мин)	2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади. 2.2 Гуруҳда ишлаш қоидаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намоиш қилади.	2.1 Ўқув натижаларини тақдим этади. 2.2 Саволлар беради. 2.3 Жавобларни

	<p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади.</p> <p>Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намоиш қилади ва устунларни тўлдиришни айтади.</p> <p>Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради.</p> <p>Гуруҳлар фаолиятига умумий балл беради.</p>	<p>тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулоти яқунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни оладилар.</p>

### Ўқув топшириқлар

#### 1-илова

<p align="center"><b>Гуруҳ билан ишлаш қоидалари</b></p> <p><b>Гуруҳ аъзоларининг ҳар бири</b></p> <ul style="list-style-type: none"> <li>- ўз шерикларининг фикрларини ҳурмат қилишлари лозим</li> <li>- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим</li> <li>- ўзларига ёрдам керак бўлганда сўрашлари мумкин</li> <li>- ёрдам сўраганларга кўмак беришлари лозим</li> <li>- гуруҳни баҳолаш жараёнида иштирок этишлари лозим</li> <li>- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қоидасини яхши билишлари лозим</li> </ul>
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#### 2-илова

- 1.Берилган сўзлардан битта гап тузинг.  
linguistic phenomenon, is called, a "grammatical category"
- 2.Ушбу тушунчаларнинг мазмунини ёритинг  
Categorization, grammatical category, opposition

**Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари**

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг билим даражаси
0.9 – 1.0	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
0.7 – 0.8	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
0.5 – 0.6	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 0.4	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунча ларнинг айримлари мавжуд эмас.

### 4-илова

### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-«	Билдим «+» Била олмадим «-«
1	categorization		
2	grammatical category		
3	grammatical meaning		
4	opposition		
5	the grammatical structure of a language		
6	the grammatical means		



## Гуруҳлар учун топшириқлар

## 1-гуруҳ

«Grammatical category» тушунчасининг мазмунини ёритинг.

«Categorization» сўзига кластер тузинг.

## 2-гуруҳ

«Grammatical meaning» тушунчасининг мазмунини ёритинг.

«Opposition» сўзига кластер тузинг.

## 3-гуруҳ

«The grammatical structure of a language» тушунчасининг мазмунини ёритинг.

«The grammatical means» сўз бирикмасига кластер тузинг.

## 6-илова

## «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

## Матнни белгилаш тизими

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

## Инсерт жадвали

Тушунчалар	v	+	-	?
grammatical category				
grammatical meaning				
the grammatical means				
the grammatical structure of a language				
categorization				
opposition				

## 7-илова

## Use of the Test

## 1 The grammatical categories are characteristic to

- A. auxiliary words
- B. notional words
- C. non-sensical words
- D. functional words

## 2 What verbs lack of grammatical categories ?

- A. modal

- B. notional
- C. transitive
- D. intransitive

**3 What grammatical category has «non-continuous» and «continuous» meaning?**

- A. aspect
- B. number
- C. order
- D. tense

**4 The grammatical category of aspect is**

- A. three member
- B. two member
- C. four member
- D. one member

**5 What grammatical category has «relative» and «absolute» meaning?**

- A. tense
- B. posteriority
- C. mood
- D. voice

**6. By the meaning of words they understand**

- A. the structural meaning
- B. the general lexical-grammatical meaning
- C. the connotational meaning
- D. the stylistical function

**7 What types of grammatical categories do you know?**

- A. lexical-semantic
- B. synthetical, analytical and mixed
- C. functional categories
- D. syntagmatical categories

**8 By synthetical type of grammatical categories we understand**

- A. the one which is expressed by link verbs
- B. the one which is expressed by notional words
- C. the one which is expressed by auxiliary words
- D. the one which is expressed by grammatical inflections

**9. By the analytical grammatical categories they understand the ones which are expressed by**

- A. discontinuous morphemes
- B. functional word
- C. notional words
- D. modal words

**10. By mixed type of grammatical categories they understand the ones which are expressed by means of**

- A. prepositions
- B. functional words
- C. discontinuous morphemes

**Информацион услубий таъминот**

1. Л. Бархударов. Очерки по морфологии современного английского языка. М., 1975
2. Л. Бархударов. Структура простого предложения современного английского языка. М., 1966
3. Л. Бархударов, Д. Штелинг. Грамматика английского языка. М., 1994
4. М. Блох. Теоретическая грамматика английского языка. М., 1994
5. М. Блох. Теоретические основы грамматики. М., 2002
6. М. Blokh. A Course in Theoretical English Grammar. М., 1983
7. Дж. Буранов. Сравнительная типология английского и тюркских языков. М., 1989
8. Ж. Бўронов. Инглиз ва ўзбек тиллари қиёсий грамматикаси. Т., 1973
9. В.В. Виноградов. Русский язык (Грамматическое учение о слове). М., 1972
10. Г. Воронцова. Очерки по грамматике английского языка. М., 1960

**MODEL OF TEACHING TECHNOLOGY MAP**  
**on the lecture topic "The problem of parts of speech. Noun. Adjective"**

**Topic 4. The problem of parts of speech. Noun. Adjective.**

2 hours	The number of students -75
<b>The form and type the training class</b>	The 4-lecture
<b>Plan of lecture</b>	1. A brief history on separation words into parts of speech 2. Modern criteria on separation words into parts of speech 3. Structural approach on separation words into parts of speech 4. Notional and functional words 5. Noun as an independent part of speech 6. Adjective as an independent part of speech
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with the problem of parts of speech, formation of knowledge about it.
<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1) general information about parts of speech. 2) information about notional and functional words. 3) Noun and Adjective as an independent parts of speech information.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**" The problem of parts of speech. Noun. Adjective".**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	<p>Lecturer familiarizes students with the plan of the lecture.</p> <p>Lecture 4</p> <ol style="list-style-type: none"> <li>1. Brief history of grouping words to parts of speech</li> <li>2. Contemporary criteria for classifying words to parts of speech</li> <li>3. Structural approach to the classification of words (the doctrine of American descriptive School)</li> <li>4. Notional and functional parts of speech</li> <li>5. Nouns as a part of speech</li> <li>6. Adjectives as a part of speech</li> </ol> <p>The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.</p>	The students write down the subject of a lecture.
3- stage	<p>Lecturer introduces the basic key words and terminology included in this lecture:</p> <p>Tendency, pre- structural tendency, post-structural tendency, declinable, indeclinable, notional, functional etc.</p>	Students write down the basic key words and terminology.
4 - stage	<p>Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References:</p> <p>Iriskulov M., Kuldashev A. A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.</p>	Students write down the list of literature.
5- stage	Speaker delivers the lecture:	Students listen carefully to the

	Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

#### **Lecture 4**

#### **The Problem of Parts of Speech**

Problems to be discussed:

- brief history of grouping words to parts of speech
- contemporary criteria for classifying words to parts of speech

- structural approach to the classification of words (the doctrine of American descriptive School)
- notional and functional parts of speech
- nouns as a part of speech
- the grammatical categories of nouns
  - a) number
  - b) case
- the meaning of gender in Modern English
- gender and sex
- the characteristic features of the adjectives as a part of speech
- the types of adjectives
- the grammatical category of degrees of comparison
- the means of formation of the degrees of comparison of adjectives
- substantivation of adjectives

### Glossary

Tendency, pre-structural tendency, post-structural tendency, declinable, indeclinable, notional, functional.

A thorough study of linguistic literature on the problem of English parts of speech enables us to conclude that there were three tendencies in grouping English words into parts of speech or into form classes:

1. Pre - structural tendency;
2. Structural tendency;
3. Post - structural tendency;

1. Pre - structural tendency is characterized by classifying words into word - groups according to their meaning, function and form (H. Sweet, O. Jespersen, O. Curme, B. Ilyish and other grammarians).

2. The second tendency is characterized by classification of words exclusively according to their structural meaning, as per their distribution (Ch. Fries, W. Francis, A. Hill and others).

3. The third one combines the ideas of the two above-mentioned tendencies. They classify words in accord with the meaning, function, form; stem-building means and distribution (or combinability). To this group of scientists we can refer most Russian grammarians such as: Khaimovitch and Rogovskaya (22), L. Barkhudarov and Shteling (4) and others. (25)

One of the central problems of a theoretical Grammar is the problem of parts of speech. There is as yet no generally accepted system of English parts of speech. Now we shall consider conceptions of some grammarians.

H. Sweet's (42) classification of parts of speech is based on the three principles (criteria), namely meaning, form and function. All the words in English he divides into two groups: 1) noun-words: nouns, noun-pronouns, noun-numerals, infinitive, gerund; 2) verbs: finite verbs, verbals (infinitive, gerund, participle)

I. Declinable Adjective words: adjective, adjective pronouns, adjective-numeral, participles

II. Indeclinable: adverb, preposition, conjunction, interjection

As you see, the results of his classification, however, reveal a considerable divergence between his theory and practice. He seems to have kept to the form of words. Further, concluding the chapter he wrote: "The distinction between the two classes which for convenience we distinguish as declinable and indeclinable parts of speech is not entirely dependent on the presence or absence of inflection, but really goes deeper, corresponding, to some extent, to the distinction between head - word and adjunct-word. The great majority of the particles are used only as

adjunct-words, many of them being only form-words, while declinable words generally stand to the particles in the relation of headwords.

O. Jespersen. (34)

According to Jespersen the division of words into certain classes in the main goes back to the Greek and Latin grammarians with a few additions and modifications.

He argues against those who while classifying words kept to either form or meaning of words, he states that the whole complex of criteria, i.e. form, function and meaning should be kept in view. He gives the following classification:

1. Substantives (including proper names)

2. Adjectives

*In some respects (1) and (2) may be classed together as "Nouns".*

3. Pronouns (including numerals and pronominal adverbs)

4. Verbs (with doubts as to the inclusion of "Verbids")

5. Particles (comprising what are generally called adverbs, prepositions, conjunctions-coordinating and subordinating - and interjections).

As it is seen from his classification in practice only one of those features is taken into consideration, and that is primarily form. Classes (1-4) are declinable while particles not. It reminds Sweet's grouping of words. The two conceptions are very similar.

Tanet R. Aiken kept to function only. She has conceived of a six-class system, recognizing the following categories: absolute, verb, complement, modifiers and connectives.

Ch. Fries' (31), (32) classification of words is entirely different from those of traditional grammarians. The new approach - the application of two of the methods of structural linguistics, distributional analysis and substitution - makes it possible for Fries to dispense with the usual eight parts of speech. He classifies words into four form - classes, designated by numbers, and fifteen groups of function words, designated by letters. The form-classes correspond roughly to what most grammarians call noun and pronouns (1<sup>st</sup> class), verb (2<sup>nd</sup> class), adjective and adverbs, though Fries warns the reader against the attempt to translate the statements which the latter finds in the book into the old grammatical terms.

The group of function words contains not only prepositions and conjunctions but certain specific words that more traditional grammarians would class as a particular kind of pronouns, adverbs and verbs. In the following examples:

1. Woggles ugged diggles

2. Uggs woggled diggs

3. Diggles diggled diggles

The woggles, uggs, diggles are "thing", because they are treated as English treats "thing" words - we know it by the "positions" they occupy in the utterances and the forms they have, in contrast with other positions and forms. Those are all structural signals of English. *So Fries comes to the conclusion that a part of speech in English is a functioning pattern.*<sup>1</sup> All words that can occupy the same "set of positions" in the patterns of English single free utterances (simple sentences) must belong to the same part speech.

Fries' test-frame-sentences were the following:

#### Frame A

The concert was good (always)

#### Frame B

The clerk remembered the tax (suddenly)

---

<sup>1</sup> «the difference between nouns and verbs lies not in what kinds of things they stand for, but in what kinds of frames they stand in: *I saw Robert kill Mary. I witnessed the killing of Mary by Robert*” “Language process” Vivien Tarter. N.Y., 1986, p.89



## Frame C

The team went there

Fries started with his first test frame and set out to find in his material all the words that could be substituted for the word concert with no change of structural meaning (The materials were some fifty hours of tape-recorded conversations by some three hundred different speakers in which the participants were entirely unaware that their speech was being recorded):

The concert was good

food

coffee

taste.....

The words of this list he called class I words.

The word "was" and all the words that can be used in this position he called class 2 words.

In such a way he revealed 4 classes of notional words and 15 classes of functional words.

These four classes of notional words contain approximately 67 per cent of the total instances of the vocabulary items. In other words our utterances consist primarily of arrangements of these four parts of speech.

Functional words are identified by letters

	Class	A	Words
the			concert was good
the	a/an	every	
no	my	our	
one	all	both	
that	some	John's	

All the words appearing in this position (Group A) serve as markers of Class 1 words. Sometimes they are called "determiners".

The author enumerates fourteen more groups of function words among which we find, according to the traditional terminology

Group B - modal verbs	Group I - interrogative pr-ns and adverbs
Group C - n.p.not	Group J - subordinating conj-s
Group D - adverbs of degree	Group K- interjections
Group E - coordinating conj-s.	Group L- the words yes and no
Group F - prepositions	Group M - attention giving signals look, say, listen
Group G - the aux-v. do	Group N - the word please
Group H - introductory there	Group O - let us, let in request sentences.

The difference between the four classes of words and function words are as follows:

1. The four classes are large in number while the total number of function words amounts to 154.

2. In the four classes the lexical meanings of the separate words are rather clearly separable from the structural meanings of the arrangements in which these words appear. In the fifteen groups it is usually difficult if not impossible to indicate a lexical meaning apart from the structural meanings which these words signal.

3. Function words must be treated as items since they signal different structural meanings:

The boys were given the money.

The boys have given the money. (32)

Russian grammarians in classifying words into parts of speech keep to different concepts;

A.I. Smirnitsky identifies three criteria. The most important of them is the syntactic function next comes meaning and then morphological forms of words. In his opinion stem-building elements are of no use. His word-groups are:

### Notional words

### Function words

1. Nouns	link - verbs
2. Adjectives	prepositions
	conjunctions
3. Numerals	modifying function words
4. Pronouns	(article, particle)
5. Adverbs	only, even, not
6. Verbs	

### **Khaimovich and Rogovskaya identify five criteria**

1. Lexico - grammatical meaning of words
2. Lexico - grammatical morphemes (stem - building elements)
3. Grammatical categories of words.
4. Their combinability (unilateral, bilateral)
5. Their function in a sentence.

### **Their Classification**

1. Nouns
2. Adjectives
3. Pronouns
4. Numerals
5. Verbs
6. Adverbs
7. Adlinks (the cat. of state) Ex. asleep, alive
8. Modal words
9. Prepositions
10. Conjunctions
11. Particles (just, yet, else, alone)
12. Interjections
13. Articles
14. Response words (yes, no)

As authors state the parts of speech lack some of those five criteria. The most general properties of parts of speech are features 1, 4 and 5. **B. A. Ilyish (15) distinguishes three criteria:**

1. meaning; 2. form, 3. function. The third criteria is subdivided into two:
  - a) the method of combining the word with other ones
  - b) the function in the sentence.
- a) has to deal with phrases; b) with sentence structure. B. A. Ilyish considers the theory of parts of speech as essentially a part of morphology, involving, however, some syntactical points.

- |                              |                   |
|------------------------------|-------------------|
| 1. Nouns                     | 7. Adverbs        |
| 2. Adjective                 | 8. Prepositions   |
| 3. Pronoun                   | 9. Conjunctions   |
| 4. Numerals                  | 10. Particles     |
| 5. Statives (asleep, afraid) | 11. Modal words   |
| 6. Verbs                     | 12. Interjections |

L. Barkhudarov, D. Steling (4). Their classification of words are based on four principles. But the important and characteristic feature of their classification is that they do not make use of syntactic function of words in sentences: meaning, grammatical forms, combinability with other words and the types of word - building (which are studied not by grammar, but by lexicology).

1. Nouns

2. Articles
3. Pronouns
4. Adjectives
5. Adverbs
6. Numerals
7. Verbs
8. Prepositions
9. Conjunctions
10. Particles
11. Modal words
12. Interjections

We find another approach of those authors to the words of English.

All the words are divided into two main classes:

notional words and function - words: connectives, determinatives

Function words are those which do not have full lexical meaning and cannot be used as an independent part of sentences. According to their function these words, as has been mentioned, are subdivided into connectives and determinatives:

1. connectives form phrases as to believe in something or as in the hall. To connectives authors refer: prepositions, conjunctions, modal and link verbs;

2. determinatives are words which define the lexical meaning of notional words (they either limit them, or make them more concrete). These words include articles and particles.

The consideration of conceptions of different grammarians shows that the problem of parts of speech is not yet solved. There's one point which is generally accepted: in M-n English there are two classes of words-notional and functional - which are rather distinct.

## **The Noun**

In most cases in treating parts of speech in English we shall keep to the conception of scientists that we refer to post-structural tendency. It's because they combine the ideas of traditional and structural grammarians.

The nouns are classified into a separate word - group because:

1. they all have the same lexical - grammatical meaning :  
substance / thing
2. according to their form - they've two grammatical categories:  
number and case
3. they all have typical stem-building elements:  
- er, - ist, - ship, - merit, -hood ...
4. typical combinability with other words:  
most often left-hand combinability
5. function - the most characteristic feature of nouns is - they can be observed in all syntactic functions but predicate.

Some words about the distribution of nouns. Because of the fact that nouns express or denote substance / thing, their distribution is bound with the words which express the quality of substance, their number, their actions and their relation to the other words /nouns/ in English.

When the quality of nouns are described we make use of adjectives:

big, red apple

energetic crisis

a long, dusty track and others.

When the quantity and order of nouns are described the numerals are to be used:

the six continents

25<sup>th</sup> anniversary

12 students....

When we denote the action of substances we make use of the verbs:

An apple-tree grows in the garden

Russia assisted India in Mounting Bokaro Steel Plant

When the relation of nouns to other words are described we make wide use of prepositions

a window of the school

to the park

at the construction of the bridge

In all these cases with the exception of verbs the noun is characterized with left-hand combinability / in overwhelming majority/. So far as to the verbs are concerned they may both precede and follow them.

### **The Problems of Number and Case in Modern English Nouns**

Number is a grammatical category of nouns which denotes the number of objects, expressed by a word.

In English there are two numbers: singular and plural. The formal signal of the singular number is a zero morpheme, while the usual signal of plurality -/e/s. The formation of plural by means -/e/s is considered to be productive, but in Modern English there are some non-productive types of plural number, as for instance:

a) suffix - en : ox - oxen

b) variation of vowels in the root of a word:

tooth-teeth; goose-geese; mouse-mice; man-men,

c) variation of vowels of the root suffix- "ren" children;

d) homonymous forms for both sing and plural:

sheep – sheep

deer – deer

swine – swine

With regard to the category of number English nouns fall under two subclasses: countable and uncountable. The latter is again subdivided into those having no plural form and those having no singular. The former type is called Pluralia tantum: clothes, goods, the latter - singularia tantum: milk, water.

### **The Category of Case in Nouns**

The problem of the number of cases in English has given rise to different theories which were based on the different ways of approaching the description of English grammatical structure.

Case is an indication of a relation in which the noun stands to some other word.

H. Sweet's conception of the number of cases in English doubtful. He is not sure whether in English there are five or two cases.

O. Curme distinguishes four cases:

1. Nominative-performs 3 functions:

subject, predicate and direct object

2. Accusative - performs 3 functions: object, adverbial modifier, predicate.

The dog bit my brother /obj./

He stayed an hour /adverbial acc/

I believed to be him /predicate/

3. Dative: When an action directed toward smb:

He makes coat for John.

4. Genitive: girl's ...

O. Jespersen distinguishes two cases: common and genitive.

M. Bryant is of the same opinion:

H. Whitehall distinguishes two cases in nouns on analogy with the pronouns which can substitute for them: nominative and objective.

B.A. Ilyish considers that – ‘s is no longer a case inflexion in the classical sense of a word. Unlike such classical inflections, -‘s may be attached:

- a) to adverbs: yesterday's events
- b) to a word group: Mary and John's apartment
- c) to a whole clause: the man I saw yesterday's son.

Ilyish concludes that the – ‘s morpheme gradually develops into a "form-word", a kind of particle serving to convey the meanings of belonging, possession".

G.U. Vorontsova does not recognize -'s as case morpheme. She treats it as a "postposition", "a purely syntactical form - word resembling a preposition", used as a sign of syntactical dependence".

To Khaimovich and Rogovskaya -'s still function as a case morpheme, because:

1. The-'s morpheme is mostly attached to individual nouns, not noun groups /in 96 %/.
2. It's general meaning – “the relation of a noun to another word” - is a typical case meaning.
3. The fact that -‘s occurs, as a rule, with a more or less limited group of words bears testimony to its not being a "preposition like form word". The use of the preposition is determined, chiefly by the noun it introduces: on /in/ under the table ...
4. oxen's - cows' /z/, /θ/ and /of/ alternants: identical meanings and in complementary distribution.
5. –‘s not a “preposition like word” since it has no vowel as it is found in other prepositions in English.

## **The Adjectives**

Problems to be discussed:

- the characteristic features of the adjectives as a part of speech
- the types of adjectives
- the grammatical category of degrees of comparison
- the means of formation of the degrees of comparison of adjectives
- substantivization of adjective Pronouns
- general characteristics of this class of words
- the difference between pronouns and other parts of speech
- the personal pronouns
- the possessive pronouns
- the reflexive pronouns

The characteristic features of the adjective as a part of speech are as follows:

1. their lexical-grammatical meaning of attributes or we may say that they express property of things /persons/;
2. from the morphological view point they have the category of degrees of comparison;
3. from the point of view of their combinability they combine with nouns, as it has already been stated above, they express the properties of things. The words that express things we call nouns. It seems to be important to differentiate the combinability of a word with other words and reference of a word of a part of speech to another part of speech. We put this because adjectives modify nouns but they can combine with adverbs, link verbs and the word “one”:

a white horse. The horse is white.

The sun rose red. The sun rose extremely red.

4. the stem-building affixes are: -ful, -less, -ish, -ous, -ive, -ir, un-, -pre-, in-...;
5. their syntactic functions are: attribute and predicative

It is important to point out that in the function of an attribute the adjectives are in most cases used in pre-position; in post-position they are very seldom: time immemorial; chance to come.

The category of comparison of adjectives shows the absolute or relative quality of a substance.

### **The Grammatical Category of Degrees of Comparison**

Not all the adjectives of the English language have the degrees of comparison. From this point of view they fall under two types:

- 1) comparable adjectives
- 2) non-comparable adjectives

The non-comparable adjectives are relative ones like golden, wooden, silk, cotton, raw and so on.

The comparable ones are qualitative adjectives. The grammatical category of degrees of comparison is the opposition of three individual meanings:

- 1) positive degree
- 2) comparative degree
- 3) superlative degree

The common or basic degree is called positive which is expressed by the absence of a marker. Therefore we say that it is expressed by a zero morpheme. So far as to the comparative and superlative degrees they have special material means. At the same time we'll have to admit that not all the qualitative adjectives form their degrees in the similar way. From the point of view of forming of the comparative and superlative degrees of comparison the qualitative adjectives must be divided into four groups. They are:

- 1) One and some two syllabic adjectives that form their degrees by the help of inflections - er and -est respectively,

short - shorter - the shortest  
strong - stronger - the strongest  
pretty - prettier - the prettiest

- 2) The adjectives which form their degrees by means of root-vowel and final consonant change:

many - more - the most  
much - more - the most  
little - less - the least  
far - further - the furthest  
(farther - the farthest)

- 3) The adjectives that form their degrees by means of suppletion

good - better - the best  
bad - worse - the worst

Note: The two adjectives form their degrees by means of suppletion. It concerns only of the comparative degree (good - better; bad - worse). The suppletive degrees of these adjectives are formed by root - vowel and final consonant change (better - the best) and by adding "t" to the form of the comparative degree (in worse - the worst).

- 4) Many - syllabic adjectives which form their degrees by means of the words "more" and "most":

interesting - more interesting - the most interesting  
beautiful - more beautiful - the most beautiful

So far we have not been referring to the works of grammarians on the problem since the opinions of almost all the grammarians coincide on the questions treated. But so far as to the lexical way of expressing the degrees is concerned we find considerable divergence in its treatment. Some authors treat more beautiful, the most beautiful not as a lexical way of formation of the degrees of comparison but as analytical forms. Their arguments are as follows:

1. More and -er identical as to their meaning of “higher degree”;
2. Their distribution is complementary. Together they cover all the adjectives having the degree of comparison.

Within the system of the English Grammar we do not find a category which can be formed at the same time by synthetic and analytical means. And if it is a grammatical category it cannot be formed by several means, therefore we consider it to be a free syntactic unit which consists of an adverb and a noun.

Different treatment is found with regard to the definite and indefinite articles before most: the most interesting book and a most interesting book.

5) Khaimovich and Rogovskaya: One must not forget that more and most are not only word-morphemes of comparison. They can also be notional words. Moreover they are poly-semantic and poly-functional words. One of the meanings of most is “very, exceedingly”. It is in this meaning that the word most is used in the expression a most interesting book”.

As has been stated we do not think that there are two homonymous words: most - functional word; most - notional word.

There is only one word - notional /adverb/ which can serve to express the superlative degree by lexical means and since it's a free combination of three notional words any article can be used according to the meaning that is going to be expressed. The difference in the meaning of the examples above is due to the difference in the means of the definite and indefinite articles.

### **Substantivization of Adjectives**

As is known adjectives under certain circumstances can be substantivized, i.e. become nouns.

B. Khaimovich states that "when adjectives are converted into nouns they no longer indicate attributes of substances but substances possessing these attributes.

B. Khaimovich speaks of two types of substantivization full and partial. By full substantivization he means when an adjective gets all the morphological features of nouns, like: native, a native, the native, natives. But all the partial substantivization he means when adjectives get only some of the morphological features of nouns, as far instance, the adjective “rich” having substantivized can be used only with the definite article: the rich.

B. Ilyish is almost of the same opinion: we shall confine ourselves to the statement that these words are partly substantivized and occupy an intermediate position.

More detailed consideration of the problem shows that the rich and others are not partial substantivization. All the substantivized adjectives can be explained within the terms of nouns.

### **Self-control questions**

1. What are the most important characteristic features of adjectives?
2. Why do we have to differentiate the qualitative and relative adjectives?
3. How are the comparative and superlative of adjectives formed?
4. What adjectives form their degrees by both inflections and words more and most?
5. Are there adjectives that form their degrees of comparison by means of suppletion?
6. What do you understand by substantivization?
7. Are the words "more" and "most" lexical or grammatical means when, they form the degrees of comparison of adjectives?
8. What adjectives form their comparative and superlative by root-vowel and final-consonant change?

### **Визуал материаллар**

**1-илова**

**1-савол.** What are the tendencies in grouping English words into parts of speech or into form classes?

**Three tendencies in grouping English words into parts of speech or into form classes:**

**Pre - structural  
tendency**

**Structural  
tendency**

**Post -  
structural  
tendency**

**A.I. Smirnitsky identifies three criteria. In his opinion stem-building elements are of no use. His word-groups are:**

**Notional words**

**1. Nouns**

**2. Adjectives**

**3. Numerals**

**4. Pronouns**

**5. Adverbs**

**6. Verbs**

**Function words**

**link - verbs**

**prepositions**

**conjunctions**

**modifying function words**

**(article, particle)**

**only, even, not**



#### 4-илова

#### 4-маъруза машғулотӣ бӯйича ҳулоса

1. There were three tendencies in grouping English words into parts of speech or into form classes:

- A. Pre - structural tendency;
- B. Structural tendency;
- C. Post - structural tendency;

2. One of the central problems of a theoretical Grammar is the problem of parts of speech. There is as yet no generally accepted system of English parts of speech.

H. Sweet's , O. Jespersen, Sweet's, Tanet R. Aiken, Ch. Fries' classifications of parts of speech

3. Another approach of those authors to the words of English.

All the words are divided into two main classes:

notional words and function - words: connectives, determinatives

4. In most cases in treating parts of speech in English we shall keep to the conception of scientists that we refer to post-structural tendency. It's because they combine the ideas of traditional and structural grammarians.

5. The noun is classified into a separate word - group because:

- they all have the same lexical - grammatical meaning :

substance / thing

- according to their form - they've two grammatical categories:

number and case

- they all have typical stem-building elements:

- er, - ist, - ship, - merit, -hood ...

- typical combinability with other words:

most often left-hand combinability

- function - the most characteristic feature of nouns is - they can be observed in all syntactic functions but predicate.

9. Number is a grammatical category of nouns which denotes the number of objects, expressed by a word. In English there are two numbers: singular and plural. The formal signal of the singular number is a zero morpheme, while the usual signal of plurality -/e/s. The formation of plural by means -/e/s is considered to be productive, but in Modern English there are some non-productive types of plural number. Non-productive type of number we find in some borrowed words from Latin and Greek

10. Case is an indication of a relation in which the noun stands to some other word.

H. Sweet's, O. Curme's, O. Jespersen's, M. Bryant's, H. Whitehall's, B.A. Ilyish's, G.U. Vorontsova's, Khaimovich and Rogovskaya's conception of the number of cases in English.

11. **The Adjectives** The characteristic features of the adjective as a part of speech are as follows:

1. their lexical-grammatical meaning of attributes or we may say that they express property of things /persons/;

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2) The adjectives which form their degrees by means of root-vowel and final consonant change:

3) The adjectives that form their degrees by means of suppletion

Note: The two adjectives form their degrees by means of suppletion. It concerns only of the comparative degree (good – better; bad – worse). The suppletive degrees of these adjectives are formed by root – vowel and final consonant change (better – the best) and by adding “t” to the form of the comparative degree (in worse – the worst).

4) Many – syllabic adjectives which form their degrees by means of the words “more” and “most”:

So far we have not been referring to the works of grammarians on the problem since the opinions of almost all the grammarians coincide on the questions treated. But so far as to the lexical way of expressing the degrees is concerned we find considerable divergence in its treatment.

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**4-илова**

### **4-маъруза машғулотн бўйича билимларни мустахкамлаш учун вазифа (Ҳа, йўқ техникаси)**

1. Are there many tendencies in grouping English words into parts of speech or into form classes?

2. Is there one conception of parts of speech that is shared by all the scientists or are there many approaches?

3. Is the problem of parts of speech central question of a theoretical Grammar?
4. Is the noun classified into a separate word – group?
5. Are number and case the grammatical categories of nouns?
6. Is there structural approach to the classification of words?
7. Can words be divided into notional and functional parts of speech?

#### 4-семинар машғулотининг ўқитиш технологияси (1 машғулот)

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулоти
Ўқув машғулоти режаси	<ol style="list-style-type: none"> <li>1.Сўзларни сўз туркумларига ажратиш ҳақида қисқача тарихий маълумот</li> <li>2. Сўзларни сўз туркумларига синфлашнинг замонавий критериялари</li> <li>3. Сўзларни сўз туркумларига ажратишга структурал ёндошув</li> <li>4. Мустақил ва ёрдамчи сўз туркумлари</li> <li>5. От мустақил сўз туркуми сифатида</li> <li>6. Сифат мустақил сўз туркуми сифатида</li> </ol>
Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий ҳужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	
<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - сўзларни сўз туркумларига ажратиш ҳақидаги умумий маълумотларга таъриф беради - сўзларни сўз туркумларига синфлашнинг замонавий критериялари ҳақидаги маълумотларни ёритидади - сўзларни сўз туркумларига ажратишга структурал ёндошув ҳақидаги маълумотларни келтиради - мустақил ва ёрдамчи сўз туркумлари ҳақидаги батафсил маълумотлар кўрсатиб беради - от ва сифатни мустақил сўз туркуми сифатида ёритиб беради.
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, to parts of speech, classification of words, notional and functional parts of speech, nouns as a part of speech, the grammatical categories of nouns тушунчалари ҳақида мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.

Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

#### 4-семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	<p>1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади.</p> <p>1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди:</p> <p>1 Is there a brief history of grouping words to parts of speech?</p> <p>2 Is there a contemporary criteria for classifying words to parts of speech?</p> <p>3 Is there a structural approach to the classification of words?</p> <p>4 Are there notional and functional parts of speech?</p> <p>5 What is H. Sweet's classifications of parts of speech?</p> <p>6 What is O. Jespersen's classifications of parts of speech?</p> <p>7 What is B. A. Ilyish's classifications of parts of speech?</p> <p>8 What is Tanet R. Aiken's classifications of parts of speech?</p> <p>9 What is Ch. Fries' classifications of parts of speech?</p> <p>10 What is Sweet's classifications of parts of speech?</p> <p>11 What is Khaimovich and Rogovskaya's classifications of parts of speech?</p> <p>12 What is L. Barkhudarov, D. Steling's classifications of parts of speech?</p> <p>13 Are nouns a part of speech?</p> <p>14 What are the grammatical categories of nouns?</p> <p>15. What are the grammatical categories of adjectives?</p>	1.1 Мавзуни ёзади ва саволларга жавоб беради.

	Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.	
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова).</p> <p>Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қоидаси билан таништилади (1-илова). Баҳолаш мезонлари ҳам намоиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади.</p> <p>Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намоиш қилади ва устунларни тўлдиришни айтади.</p> <p>Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради.</p> <p>Гуруҳлар фаолиятига умумий балл беради.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулоти яқинлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни оладилар.</p>

### Ўқув топшириқлар

#### 1-илова

<p align="center"><b>Гуруҳ билан ишлаш қоидалари</b></p> <p><b>Гуруҳ аъзоларининг ҳар бири</b></p> <ul style="list-style-type: none"> <li>- ўз шерикларининг фикрларини ҳурмат қилишлари лозим</li> <li>- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим</li> <li>- ўзларига ёрдам керак бўлганда сўрашлари мумкин</li> <li>- ёрдам сўраганларга кўмак беришлари лозим</li> <li>- гуруҳни баҳолаш жараёнида иштирок этишлари лозим</li> <li>- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қоидасини яхши билишлари лозим</li> </ul>
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#### 2-илова

- 1.Берилган сўзлардан битта гап тузинг.  
Parts of speech, grouping, words, brief, history
- 2.Ушбу тушунчаларнинг мазмунини ёритинг

Parts of speech, contemporary criteria, classification of words, notional and functional parts of speech, nouns, number, case, gender.

**Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари**

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

**Маърузада талабалар билимининг баҳолашнинг намунавий мезони**

Балл	Баҳо	Талабаларнинг билим даражаси
1.7 – 2	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунча ларнинг айримлари мавжуд эмас.

**4-илова**

### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-«	Билдим «+» Била олмадим «-«
1	brief history of grouping words to parts of speech		
2	contemporary criteria for classifying words to parts of speech		
3	structural approach to the classification of words		
4	notional and functional parts of speech		
5	nouns as a part of speech		
6	the grammatical categories of nouns		
7	gender		

**5-илова**

#### Гуруҳлар учун топшириқлар

##### 1-гуруҳ

«Brief history of grouping words to parts of speech», «contemporary criteria for classifying words to parts of speech» тушунчаларининг мазмунини ёритинг.

«Parts of speech» сўзига кластер тузинг.

##### 2-гуруҳ

«Structural approach to the classification of words» тушунчасининг мазмунини ёритинг.

«Gender» сўзига кластер тузинг.

##### 3-гуруҳ

«Notional and functional parts of speech» тушунчасининг мазмунини ёритинг.

«Nouns» сўзига кластер тузинг.

**6-илова**

#### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб- ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

#### Матнни белгилаш тизими

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

#### Инсерт жадвали

Тушунчалар	v	+	-	?
brief history of grouping words to parts of speech				

contemporary criteria for classifying words to parts of speech				
structural approach to the classification of words				
notional and functional parts of speech				
nouns as a part of speech				
the grammatical categories of nouns				
gender				
adjectives as a part of speech				

**7-илова**

### **Use of the Test**

#### **1 The functional parts of speech can have**

- A. full lexical meaning
- B. stylistical meaning
- C. structural meaning
- D. no meaning

#### **2 Which of the following parts of speech is inflectional one?**

- A. numerals
- B. pronouns
- C. adverbs
- D. prepositions

#### **3 Which of the following adjectives is qualitative?**

- A. civil
- B. wooden
- C. dinamic
- D. metal

#### **4 Which of the following words is relative adjective?**

- A. yellow
- B. bronze
- C. pretty
- D. devastating

#### **5 Which of the following topics are the subject-matter of grammar?**

- A. the stylistic devices
- B. the types of phonemes
- C. the grouping requirements of the parts of speech
- D. neologisms

#### **6. Which of the following groups of words are used to connect words in sentences?**

- A. adverbs
- B. interjections
- C. notional verbs



D. conjunctions

**7 What group of nouns do you refer to words «goods», «glasses» from the point of expressing number?**

- A. regular
- B. plural tantum
- C. singularia tantum
- D. borrowed

**8 How are the degrees of comparison of the adjective «little» formed by?**

- A. by root vowel and final consonant change
- B. inflections
- C. suppletion
- D. functional words

**9 What part of speech has the following features: express the meaning of quality and has the degrees of comparison?**

- A. stative
- B. verb
- C. adjective
- D. noun

**10 How many criteria did American Descriptive linguists use to classify words to parts of speech?**

- A. 1
- B. 2
- C. 3
- D. 4

**11 Why do the grammarians think that «s» is still a case inflections?**

- A. because it can't be added to all nouns
- B. because it is used to connect two nouns
- C. because it is not pronounced when it is added to nouns in the plural form
- D. because it has no meaning

**12 What article is usually used with the word «sun»?**

- A. indefinite
- B. zero
- C. definite
- D. both a and the

**13 How many degrees of comparison in adjective?**

- A. 1
- B. 2
- C. 3
- D. 4

**14 What groupe of nouns does the word «scissors» refer to?**

- A. singularia tantum
- B. pluralia tantum
- C. irregular

D. regular

### **Информацион услубий таъминот**

1. Л. Бархударов. Очерки по морфологии современного английского языка. М., 1975
2. Л. Бархударов. Структура простого предложения современного английского языка. М., 1966
3. Л. Бархударов, Д. Штелинг. Грамматика английского языка. М., 1994
4. М. Блох. Теоретическая грамматика английского языка. М., 1994
5. М. Блох. Теоретические основы грамматики. М., 2002
6. М. Blokh. A Course in Theoretical English Grammar. М., 1983
7. Дж. Буранов. Сравнительная типология английского и тюркских языков. М., 1989
8. Ж. Бўронов. Инглиз ва ўзбек тиллари қиёсий грамматикаси. Т., 1973
9. В.В. Виноградов. Русский язык (Грамматическое учение о слове). М., 1972
10. Г. Воронцова. Очерки по грамматике английского языка. М., 1960

## Topic 5. Verb as a part of speech in modern English.

2 hours	The number of students -75
<b>The form and type the training class</b>	The 5-lecture
<b>Plan of lecture</b>	<ol style="list-style-type: none"> <li>1. The characteristic features of verbs as a part of speech</li> <li>2. verbs are morphologically most developed part of speech</li> <li>3. the types of verbs</li> <li>4. the grammatical categories of verbs: voice, mood, tense, number and others.</li> </ol>
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with the problem of parts of speech, formation of knowledge about it.
<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic <ol style="list-style-type: none"> <li>1) general information about verbs as a part of speech.</li> <li>2) types of verbs</li> <li>3) information about grammatical categories of verbs.</li> </ol>
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**“Verb as a part of speech in modern English”**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture 5 1. The characteristic features of verbs as a part of speech 2. verbs are morphologically most developed part of speech 3. the types of verbs 4. the grammatical categories of verbs: voice, mood, tense, number and others. The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.	The students write down the subject of a lecture.
3- stage	Lecturer introduces the basic key words and terminology included in this lecture: Finite, non-finite, regular, irregular, transitive, intransitive, posteriority etc.	Students write down the basic key words and terminology.
4 - stage	Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: Iriskulov M., Kuldashev A. A course in theoretiсal English Grammar. T., 2008; BlokH M. Teoreticheskie osnovy grammatiki M., 2002 and others.	Students write down the list of literature.
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the

	screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

## Lecture 5

## The Verb

Problems to be discussed:

- the characteristic features of verbs as a part of speech
- verbs are morphologically most developed part of speech
- the types of verbs
- the grammatical categories of verbs: voice, mood, tense, number and others.

### Glossary

Finite, non-finite, regular, irregular, transitive, intransitive, posteriority

### *Verb as a Part of Speech*

Words like *to read*, *to live*, *to go*, *to jump* are called verbs because of their following features.

1. they express the meanings of action and state;
2. they have the grammatical categories of person, number, tense, aspect, voice, mood, order and posteriority most of which have their own grammatical means;
3. the function of verbs entirely depends on their forms: if they in finite form they fulfill only one function – predicate. But if they are in non-finite form then they can fulfill any function in the sentence but predicate; they may be part of the predicate;
4. verbs can combine actually with all the parts of speech, though they do not combine with articles, with some pronouns. It is important to note that the combinability of verbs mostly depends on the syntactical function of verbs in speech;
5. verbs have their own stem-building elements. They are:
  - postfixes:    -fy (simplify, magnify, identify...)
  - ize (realize, fertilize, standardize...)
  - ate (activate, captivate...)
  - prefixes:    re- (rewrite, restart, replant...)
  - mis- (misuse, misunderstand, misstate...)
  - un- (uncover, uncouple, uncrown...)
  - de- (depose, depress, derange...) and so on.

### The Types of Verbs

The classification of verbs can be undertaken from the following points of view:

- 1) meaning
- 2) form - formation;
- 3) function.

I. There are three basic forms of the verb in English: infinitive, past indefinite and PII.

These forms are kept in mind in classifying verbs.

II. There are four types of form-formation:

1. affixation: reads, asked, going ...
2. variation of sounds: run – ran, may – might, bring – brought ...
3. suppletive ways: be – is – am – are – was; go – went ...
4. analytical means: shall come, have asked, is helped ...

There are productive and non-productive ways of word-formation in present-day English verbs.

Affixation is productive, while variation of sounds and suppletion are non-productive.

### Notional and Functional Verbs

From the point of view of their meaning verbs fall under two groups: notional and functional.

Notional verbs have full lexical meaning of their own. The majority of verbs fall under this group.

Function verbs differ from notional ones of lacking lexical meaning of their own. They cannot be used independently in the sentence; they are used to furnish certain parts of sentence (very often they are used with predicates).

Function verbs are divided into three: link verbs, modal verbs, auxiliary verbs.

Link verbs are verbs which having combined with nouns, adjectives, prepositional phrases and so on add to the whole combination the meaning of process.

In such cases they are used as finite forms of the verb they are part of compound nominal predicates and express voice, tense and other categories.

Modal verbs are small group of verbs which usually express the modal meaning, the speaker's attitude to the action, expressed by the notional verb in the sentence. They lack some grammatical forms like infinitive form, grammatical categories and so on. Thus, they do not have all the categories of verbs. They may express mood and tense since they function as parts of predicates. They lack the non-finite forms.

Besides in present-day English there is another group of verbs which are called auxiliaries. They are used to form analytical forms of verbs. Verbs: to be, to do, to have and so on may be included to this group.

### **Regular and Irregular Verbs**

From the point of view of the formation of the Past Tense verbs are classified into two groups:

1) Regular verbs which form their basic forms by means of productive suffixes-(e)d. The majority of verbs refer to this class.

2) Irregular verbs form their basic forms by such non-productive means as:

a) variation of sounds in the root:

should - would - initial consonant change

begin - began - begun - vowel change of the root

catch - caught - caught - root - vowel and final consonant change

spend - spent - spent - final consonant change;

b) suppletion:

be - was / were

go - went

c) unchanged forms:

cast - cast - cast

put - put - put

By suppletion we understand the forms of words derived from different roots.

A. Smirnitsky (20) gives the following conditions to recognize suppletive forms of words;

1. when the meaning of words are identical in their lexical meaning.

2. when they mutually complement one another, having no parallel opposeemes.

3. when other words of the same class build up a given opposeemes without suppletivity, i.e. from one root. Thus, we recognize the words *be - am, bad - worse* as suppletive because they express the same grammatical meanings as the forms of words: *light - lighter, big - bigger, work - worked*.

### **Transitive and Intransitive Verbs**

Verbs can also be classified from the point of view of their ability of taking objects. In accord with this we distinguish two types of verbs: transitive and intransitive. The former type of verbs are divided into two:

a) verbs which are combined with direct object: to have a book to find the address

b) verbs which take prepositional objects: to wait for, to look at, talk about, depend on...

To the latter type the following verbs are referred:

- a) verbs expressing state: be, exist, live, sleep, die ...
- b) verbs of motion: go, come, run, arrive, travel ...
- c) verbs expressing the position in space: lie, sit, stand ...

As has been told above in actual research work or in describing linguistic phenomena we do not always find hard-and-fast lines separating one phenomenon from the other. In many cases we come across an intermediate stratum. We find such stratum between transitive and intransitive verbs which is called causative verbs, verbs intransitive in their origin, but some times used as transitive: *to fly a kite, to sail a ship, to nod approval* ...

The same is found in the construction "cognate object": *to live a long life, to die the death of a hero* ...

### **The Grammatical Categories of Verbs**

#### **Grammatical categories of verbs**

In this question we do not find a generally accepted view-point. B.A. Ilyish (15) identifies six grammatical categories in present-day English verb: **tense, aspect, mood, voice, person and number**.

L. Barkhudarov, D. Steling distinguish only the following grammatical categories: voice, order, aspect, and mood. Further they note, that the finite forms of the verb have special means expressing person, number and tense. (4)

B. Khaimovich and Rogovskaya (4): out of the eight grammatical categories of the verb, some are found not only in the finites, but in the verbids as well.

Two of them-voice (ask - be asked), order (ask - have asked) are found in all the verbids, and the third aspect (ask - to be asking) – only in the infinitive.

They distinguish the following grammatical categories: **voice, order, aspect, mood, posteriority, person, number**.

### **The Category of Voice**

By the category of voice we mean different grammatical ways of expressing the relation between a transitive verb and its subject and object.

The majority of authors of English theoretical grammars seem to recognize only **two voices in English: the active and the passive**.

H. Sweet (42), O. Curme (26) recognize two voices. There are such terms, as inverted object, inverted subject and retained object in Sweet's grammar.

The Inverted object is the subject of the passive construction. The Inverted subject is the object of the passive constructions.

The rat was killed by the dog. O. Jespersen (34) calls it "converted subject".

But in the active construction like: "*The examiner asked me three questions*" either of the object words may be the subject of the passive sentence.

*I was asked 3 questions by the examiner.*

*Three questions were asked by the examiner.*

Words me and three questions are called retained objects.

H. Poutsma (39) besides the two voices mentioned above finds one more voice – reflexive. He writes: "It has been observed that the meaning of the Greek medium is normally expressed in English by means of reflexive or, less frequently, by reciprocal pronouns". It is because of this H. Poutsma distinguishes in Modern English the third voice. He transfers the system of the Greek grammar into the system of English. He gives the following examples: *He got to bed, covered himself up warm and fell asleep*.

H. Whitehall (43)

This grammarian the traditional terms indirect and direct objects replaced by inner and outer complements (words of position 3 and 4) consequently. The passive voice from his point of view is the motion of the words of position 3 and 4 to position one. The verb is transformed into



a word-group introduced by parts of *be*, *become*, *get* and the original subject is hooked into the end of the sentence by means of the preposition *by*.

Different treatment of the problem is found in theoretical courses written by Russian grammarians

The most of them recognize the existence of the category of voice in present-day English. To this group of scientists we refer A.I. Smirnitsky (20), L. Barkhudarov, L. Steling (14), Khaimovich and Rogovskaya's (22) according to their opinion there are two active and passive voices. But some others maintain that there are three voices in English. Besides the two mentioned they consider the reflexive voice which is expressed by the help of semantically weakened self-pronouns as in the sentence:

*He cut himself while shaving.*

B.A. Ilyish (15) besides the three voices mentioned distinguishes two more: the reciprocal voice expressed with the help of each-other, one another and the neuter ("middle") voice in such sentences as: *The door opened. The college was filling up.*

The conception reminds us Poutsma's view. (39) He writes: "A passive meaning may also not seldom be observed in verbs that have thrown off the reflexive pronoun and have, consequently, become intransitive. Thus, we find it more or less distinctly in the verbs used in: *Her eyes filled with tears ...*"

We cannot but agree with arguments against these theories expressed by Khaimovich and Rogovskaya: "These theories do not carry much conviction, because:

1) in cases like he washed himself it is not the verb that is reflexive but that pronoun himself used as a direct object;

2) washed and himself are words belonging to different lexemes. They have different lexical and grammatical meanings;

3) if we regard washed himself as an analytical word, it is necessary to admit that the verb has the categories of gender, person, non-person (washed himself-washed itself), that the categories of number and person are expressed twice in the word-group washed himself;

4) similar objection can be raised against regarding washed each-other, washed one another as analytical forms of the reciprocal voice. The difference between "each other" and "one another" would become a grammatical category of the verb;

5) A number of verbs express the reflexive meanings without the corresponding pronouns: *He always washes in cold water. Kiss and be friends.*

The grammatical categories of voice is formed by the opposition of covert and overt morphemes. The active voice is formed by a zero marker: while the passive voice is formed by (be-ed). So the active voice is the unmarked one and the passive-marked.

To ask- to be asked

The morpheme of the marked form we may call a discontinuous morpheme.

From the point of view of some grammarians O. Jespersen (33), O. Curme (26), G. Vorontsova (11) verbs *get / become* κ Participle II are passive constructions. Khaimovich and Rogovskaya (22) seem to be right when they say that in such constructions *get / become* always retain lexical meanings.

Different opinions are observed as to the P II.

G. V. Vorontsova (11), L. Barkhudarov and D. Steling (4) the combination *be* κ PII in all cases treat as a passive voice if PII is not adjectivized (if particles very, too and adverbs of degree more (most) do not precede PII on the ground that PII first and foremost, a verb, the idea of state not being an evident to this structure but resulting from the lexical meaning of the verb and the context it occurs in).

Khaimovich and Rogovskaya (22) arguing against this conception write that in such cases as: *His duty is fulfilled* we deal with a link verb κPII since:

1) it does not convey the idea of action, but that of state, the result of an action:

2) The sentence correspond rather *He has fulfilled his duty*, as the perfective meaning of Participle II is particularly prominent.

## **The Grammatical Category of Mood**

The problem of the category of mood i.e., the distinction, between the real and unreal expressed by the corresponding forms of the verb is one of the most controversial problems of English theoretical grammar. The main theoretical difficulty is due:

1) to the coexistence in Modern English of both synthetical and analytical forms of the verb with the same grammatical meaning of unreality and

2) to the fact that there are verbal forms homonymous with the Past Indefinite and Past Perfect of the Indicative Mood which are employed to express unreality. Another difficulty consists in distinguishing the analytical forms of the subjunctive with the auxiliaries should, would, may (might) which are devoid of any lexical meaning.

Opinions differ in the establishment of the number of moods in English.

Below we'll consider views of some grammarians on the problem.

H. Sweet (42): "By the moods of a verb we understand grammatical forms expressing different relations between subject and predicate".

1. There are two moods in English which oppose to each other

Thought -form fact mood

The thought- form is divided into 3 moods:

1. conditional mood-the combination of should and would with the infinitive, when used in the principle clause of conditional sentences.

2. permissive mood-the combination of may/might with the infinitive.

3. compulsive mood-the combination of the finite form of the verb "to be" with the supine. If it were to rain I do not know what shall we do.

G.O. Curme (26): "Moods are the changes in the form of the verb to show the various ways in which the action or state is thought of by the speaker".

He distinguishes three moods:

1. Indicative Mood. This form represents something as a fact, or as in close relation with reality, or in interrogative form inquires after a fact.

2. Subjunctive Mood. There are two entirely different kinds of subjunctive forms: the old simple subjunctive and newer forms consisting of a modal auxiliary and a dependent infinitive of the verb to be used.

3. The function of the Subjunctive is to represent something not as an actual reality, but as formed in the mind of the speaker as a desire, wish, volition, plan, conception, thought, sometimes with more or less hope of realization. The present subjunctive is associated with the idea of hopeless, likelihood, while the past subjunctive indicates doubt, unlikelihood, unreality;

I desire that he go at once.

I fear he may come too late.

I would have bought it if I had had money.

Mood is the grammatical category of the verb reflecting the relation of the action expressed by the verb to reality from the speaker's point of view. The three moods: indicative, imperative and subjunctive are found in almost all the grammars of Russian grammarians. We say «almost» because Barkhudarov and Steling (4) consider only the first and third.

- in the indicative mood the speaker presents the action as taking place in reality;

- in the imperative mood the speaker urges the listener to perform some action.

- in subjunctive mood the speaker presents the action as imaginary.

As to the number of mood we do not find common opinion: Smirnitsky and some others speak of six moods (indicative, imperative, subjunctive I, subjunctive II, conditional and suppositional).

B. Ilyish and Ivanova (14) find three (Indicative, Imperative, Subjunctive) B.A. Ilyish divides the latter into two forms-the conditional and the subjunctive and so on.

The indicative mood is the basic mood of the verb. Morphologically it is the most developed category of the verb.

According to Khaimovich and Rogovskaya (22) the grammarians are unanimous about the meaning of the Subjunctive Mood. While in all other respects opinions differ. It seems interesting to compare the opinions of Whitehall (43) (above) and Khaimovich on the problem: "The system of the subjunctive mood in Modern English has been and still is in a state of development. There are many elements in it which are rapidly falling into disuse and there are new elements coming into use".

O. Jespersen (33) argues against Sweet's definition of Mood; he writes that it would be more correct to say that mood expresses certain attitudes of the mind of the speaker towards the contents of the sentence.

P. Whitehall (43): "Although the subjunctive is gradually dying out of the language, English is rich in devices for expressing one's psychological moods toward happenings that are imaginary".

### **Other Categories of the Verbs**

Besides the already discussed categories of the verb, there are some other categories like aspect, order, posteriority, tense and others.

These categories are very often mixed up: most authors consider them within the tense category. To illustrate this we'll view the conception of Henry Sweet.

To H. Sweet (42) there are three tenses in English. "Tense is primarily the grammatical expression of distinctions of time".

Every occurrence, considered from the point of view of time, must be either past (I was here yesterday), present (he is here today), or future (he will be here tomorrow).

Simple and Compound Tenses: The present, preterite and future are simple tenses. All the perfect tenses are referred by him to compound tense. These tenses combine present, past and future respectively with a time anterior to each of these periods:

present perfect = preterite κ preterite;

pluperfect (past p.) = pre-preterite κ preterite;

future perfect = pre - future κ future

Primary and secondary Tenses: He writes: "When we speak of an occurrence as past, we must have some point of time from which to measure it.

When we measure the time of an occurrence from the time when we are speaking, that is, from the present, the tense which expresses the time of the occurrence is called a primary tense. The present, preterite, future and perfect (the present perfect) are primary tenses.

A secondary tense on the other hand, is measured not from the time when we are speaking, but from some past or future time of which we are speaking and consequently a sentence containing secondary tense makes us expect another sentence containing a verb in a primary tense to show the time from which that of the secondary tense is to be measured. The pluperfect and future perfect are both secondary tenses.

He will have informed his friends by the time they (the quests) arrived.

He had informed his friends when the quests arrived.

Complete and Incomplete Tenses. The explanation of this classification of tenses by H. Sweet is vague and confused because he mixes up the lexical and grammatical means, compare:

I have lived my life.

I have lived here a good many years.

The first is complete and second is incomplete. As one can see there's no difference in the form of verbs. He makes his division because of different distribution of the tense forms. But one point is clear in his conception. He considers continuous tense to be also incomplete as for instance:

The clock is striking twelve while.

The clock has struck twelve. (complete)

Continuous Tenses are opposed to Point-Tenses:

I've been writing letters all day.

We set out for Germany.

Though even here we observe some confusion. Such examples are also considered to be continuous or recurrent:

He goes to Germany twice a year.

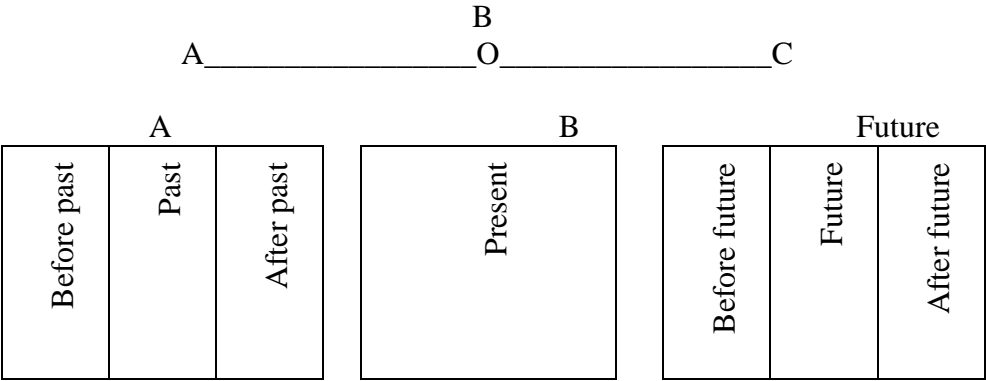
Definite and Indefinite Tenses: the shorter a tense is, the more definite it generally is in duration. Long times (continuous and recurrent) - are generally more indefinite:

I write my letters in the evenings.

I am writing a letter.

Q. Jespersen (34):

O. Jeperson's view of the grammatical tenses in English is illustrated in the table below:



After-past time: I know of no language which possesses a simple tense for this notion. A usual meaning “obligation” in English most often is expressed by “was to”:

Next year she gave birth to a son who was to cause her great anxiety.

After future. This has a chiefly theoretical interest, and I doubt very much whether forms like I shall be going to rewrite (which implies nearness in time to the chief future time is of very frequent occurrence).

The Continuous tenses he calls expanded ones: is writing, will be asking, will have been asking ... or composite tense-forms.

The categories of tense, aspect and order characterize an action from different points of view.

The tense of a verb shows the time of the action; the aspect of a verb deals with the development of the action, while order denotes the order of the actions.

When discussing grammatical categories we accepted that a grammatical category is a grammatical meaning which has a certain grammatical means to be expressed.

The analyses of the following example will help us to make certain conclusions: *When you come he will have been writing his composition*. The predicates of the sentence are in the indicative mood. And, as has been stated, it is in this mood all the grammatical categories of the verb are expressed. The tense is future and it is expressed by the auxiliary word/verb will. The order is prior and it is expressed by the auxiliary verb have κ *-en* or *-ed*. The aspect is continuous and it is expressed by the auxiliary verb *be* κ *ing*.

Since all these categories have their own means we may call them grammatical ones. And as any category must have certain opposition (while defining the grammatical categories we defined it as “at least having two individual forms”).

The category of tense is orientated with regard to the present tense. The tense category is the system of three-member opposition. So the present tense may be called as the point of measurement or orientation point.

The category of order is a system of two-member opposition: prior and non-prior. Compare:

I work - I have worked.

So the prior order marker *have* κ *ed* is opposite to the zero of non-prior. As in English there are three tenses. This grammatical category can be expressed in all of them. Present: I work – I have worked. Past: I worked – I had worked. Future: I shall work – I shall have worked.

The category of aspect is a system of two-member opposition: Continuous – Non-continuous: I work – I am working.

To be - ing is the morpheme of the continuous meaning. This category is found in all the three tenses.

Present: I work – I am working

Past: I worked – I was working.

Future: I'll work – I'll be working.

The means of expression of these categories are arranged in a certain sequence. In the active voice they are arranged in the following way:

Tense is expressed in the first component of the predicate: order – in first or second (second if it is in the future tense), aspect – in the second or third components. The order means always precede the aspect means if both are found in the predicate.

If the predicate is in the passive voice the tense is again expressed by the first component of it while the means of the passive voice follows the means of the aspect and order categories.

Note: In the future tense the passive meaning and the aspect (continuous) is incompatible.

### **The Category of Posteriority**

This category is distinguished by B. Khaimovich and Rogovskaya. As they put it this category is the system of two member opposition: *shall come* - *should come*. *will come* - *would come* their meaning is: **absolute and relative** posteriority.

When posteriority is expressed in relation to the moment of speech it is called absolute. If posteriority is with regard to some other moment then it is relative.

If we accept this category, according to the definition of the grammatical category it is expressed by auxiliary verbs shall and will for absolute posteriority and should and would for relative. Shall and will cannot denote at the same time, two meanings: those of tense and posteriority, if in this case - there are two meanings then we must admit that the auxiliaries will-would, shall-should consist of two morphemes each. Applying the usual procedure we cut the words into w-ill and w-ould; sh-all and sh-ould; w-w and sh-sh are combined into morphemes of tense, and ill-all as allmorphs of the morpheme of absolute posteriority while ould-ould - as morpheme of relative posteriority.

### **The Categories of Number and Person**

The category of person is the system of two member opposition. It is available only in the Present Tense in singular number. B. Khaimovich and Rogovskaya (22) state that “the third person with a positive morpheme being opposed to the first person with a zero morpheme”. In the future tense sh- of the first person is opposed to w- of the second and third persons.

A similar treatment of the problem is observed in works of L.S. Barkhudarov (2), (4), who opposes third person to the common person (1<sup>st</sup>, 2<sup>nd</sup> persons) because “almost all the verbs in the 1<sup>st</sup> and 2<sup>nd</sup> persons have a zero marker”.

So far as to the category of number is concerned many grammarians consider that it is in its purity represented only in the verb “to be”, for other verbs the opposition of the 3<sup>rd</sup> person singular, to 3<sup>rd</sup> person plural accepted (in the present-tense).

### **Self - control questions**

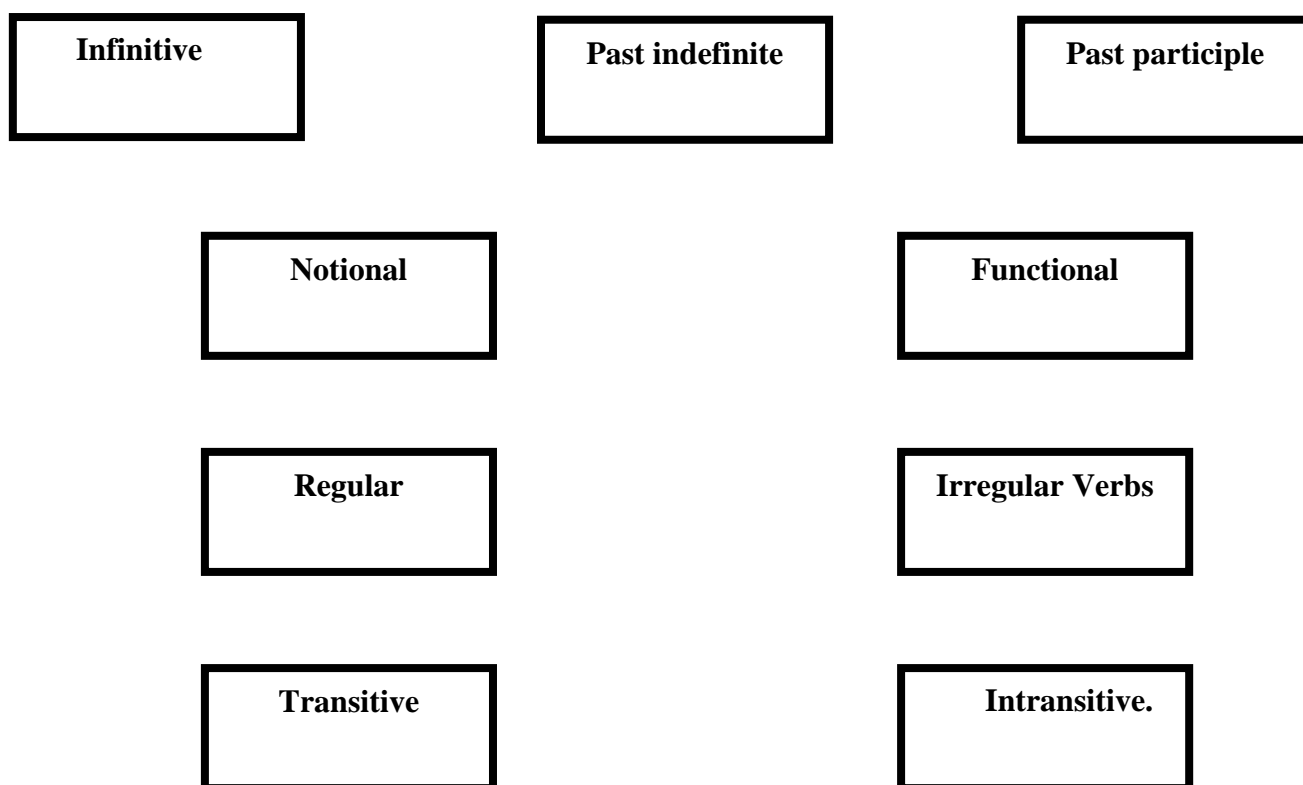
1. What are the most important features of verbs?
2. Why do some scientists say that verbs are "System of systems"?
3. Why do they say that verbs are morphologically most developed part of speech?
4. What are the criteria for classification of verbs?
5. What is the difference between finite and non-finite forms of the verb?
6. What verbs are called non-finite?
7. What verbs are called irregular?
8. How many basic forms of the verb do you know?
9. What is the difference between terminative and non-terminative verbs?
10. What is the difference between notional and functional verbs?
11. What functional verbs do you know?
12. What is the difference between auxiliary and link-verbs?
13. What are the peculiar features of modal verbs? Why are they called defective?
14. How many grammatical categories of the verb do you know?
15. Which grammatical category of the verb is the most intricate and why?
16. Do English verbs have the reciprocal and reflexive voices?

## **Визуал материаллар**

**1-илова**

**1-савол.** What are the main types of English verbs?

**VERB**



**2-илова**

**2-савол.** What are the grammatical categories of English verbs?

**Person  
Number  
Tense  
Aspect  
Voice  
Mood  
Order  
Posterioriority**

**3-илова**

**3-савол.** What are the stem-building elements of verbs?

## postfixes

**-fy (simplify)**  
**-ize (standardize)**  
**- ate (activate)**

## prefixes

**re- (rewrite)**  
**miss- (misunderstand)**  
**un- (uncover)**  
**de- (depress)**

**4-илова**

**4-савол.** What are the types of form-formation of verbs?

**Affixation (reads, asked)**

**Variation of sounds (run-ran, may-might)**

**Suppletive ways (be-is-am-are-was)**

**Analytical ways (shall come, have asked)**

**5-илова**

**5-савол.** What groups of verbs from the point of view of their meaning do you know?

## **Notional verbs** **Functional verbs**

**5-илова**

**5- маъруза машғулоти бўйича хулоса**

1. Words like *to read, to live, to go, to jump* are called verbs because of their following features.
  - 1) they express the meanings of action and state;
  - 2) they have the grammatical categories of person, number, tense, aspect, voice, mood, order and posteriority most of which have their own grammatical means;
  - 3) the function of verbs entirely depends on their forms: if they in finite form they fulfill only one function – predicate. But if they are in non-finite form then they can fulfill any function in the sentence but predicate; they may be part of the predicate;
  - 4) verbs can combine actually with all the parts of speech, though they do not combine with articles, with some pronouns. It is important to note that the combinability of verbs mostly depends on the syntactical function of verbs in speech;
  - 5) verbs have their own stem-building elements. They are:  
postfixes:    -fy (simplify, magnify, identify...)



-ize (realize, fertilize, standardize...)  
 -ate (activate, captivate...)  
 prefixes: re- (rewrite, restart, replant...)  
 mis- (misuse, misunderstand, misstate...)  
 un- (uncover, uncouple, uncrown...)  
 de- (depose, depress, derange...) and so on.

## 2. The Types of Verbs

The classification of verbs can be undertaken from the following points of view:

- 1) meaning
- 2) form - formation;
- 3) function.

I. There are three basic forms of the verb in English: infinitive, past indefinite and PII.

II. There are four types of form-formation:

1. affixation: reads, asked, going ...
2. variation of sounds: run – ran, may – might, bring – brought ...
3. suppletive ways: be – is – am – are – was; go – went ...
4. analytical means: shall come, have asked, is helped ...

There are productive and non-productive ways of word-formation in present-day English verbs.

Affixation is productive, while variation of sounds and suppletion are non-productive.

## 3. Notional and Functional Verbs

From the point of view of their meaning verbs fall under two groups: notional and functional.

Notional verbs have full lexical meaning of their own. The majority of verbs fall under this group.

Function verbs differ from notional ones of lacking lexical meaning of their own. They cannot be used independently in the sentence; they are used to furnish certain parts of sentence (very often they are used with predicates).

Function verbs are divided into three: link verbs, modal verbs, auxiliary verbs.

Link verbs are verbs which having combined with nouns, adjectives, prepositional phrases and so on add to the whole combination the meaning of process.

In such cases they are used as finite forms of the verb they are part of compound nominal predicates and express voice, tense and other categories.

Modal verbs are small group of verbs which usually express the modal meaning, the speaker's attitude to the action, expressed by the notional verb in the sentence. They lack some grammatical forms like infinitive form, grammatical categories and so on. Thus, they do not have all the categories of verbs. They may express mood and tense since they function as parts of predicates. They lack the non-finite forms.

Besides in present-day English there is another group of verbs which are called auxiliaries. They are used to form analytical forms of verbs. Verbs: to be, to do, to have and so on may be included to this group.

## 4. Regular and Irregular Verbs

From the point of view of the formation of the Past Tense verbs are classified into two groups:

1) Regular verbs which form their basic forms by means of productive suffixes-(e)d. The majority of verbs refer to this class.

2) Irregular verbs form their basic forms by such non-productive means as:

- b) variation of sounds in the root:
  - should - would - initial consonant change
  - begin - began - begun - vowel change of the root

- catch - caught - caught - root - vowel and final consonant change
- spend - spent - spent - final consonant change;
- b) suppletion:
  - be – was / were
  - go – went
- c) unchanged forms:
  - cast - cast - cast
  - put - put – put

By suppletion we understand the forms of words derived from different roots.

## 5. Transitive and Intransitive Verbs

Verbs can also be classified from the point of view of their ability of taking objects. In accord with this we distinguish two types of verbs: transitive and intransitive. The former type of verbs are divided into two:

- d) verbs which are combined with direct object: to have a book to find the address
- e) verbs which take prepositional objects: to wait for, to look at, talk about, depend on...

To the latter type the following verbs are referred:

- a) verbs expressing state: be, exist, live, sleep, die ...
- b) verbs of motion: go, come, run, arrive, travel ...
- f) verbs expressing the position in space: lie, sit, stand ...

## 6. Grammatical categories of verbs

In this question we do not find a generally accepted view-point. B.A. Ilyish (15) identifies six grammatical categories in present-day English verb: tense, aspect, mood, voice, person and number.

L. Barkhudarov, D. Steling distinguish only the following grammatical categories: voice, order, aspect, and mood. Further they note, that the finite forms of the verb have special means expressing person, number and tense. (4)

B. Khaimovich and Rogovskaya (4): out of the eight grammatical categories of the verb, some are found not only in the finites, but in the verbids as well.

Two of them-voice (ask - be asked), order (ask - have asked) are found in all the verbids, and the third aspect (ask - to be asking) – only in the infinitive.

They distinguish the following grammatical categories: voice, order, aspect, mood, posteriority, person, number.

7. By the category of voice we mean different grammatical ways of expressing the relation between a transitive verb and its subject and object.

The majority of authors of English theoretical grammars seem to recognize only two voices in English: the active and the passive.

8. The problem of the category of mood is one of the main theoretical difficulty.

Mood is the grammatical category of the verb reflecting the relation of the action expressed by the verb to reality from the speaker's point of view. The three moods: indicative, imperative and subjunctive are found in almost all the grammars of Russian grammarians.

The indicative mood is the basic mood of the verb. Morphologically it is the most developed category of the verb.

9. Aspect, order, posteriority, tense and others.

The categories of tense, aspect and order characterize an action from different points of view.

The tense of a verb shows the time of the action; the aspect of a verb deals with the development of the action, while order denotes the order of the actions.

When discussing grammatical categories we accepted that a grammatical category is a grammatical meaning which has a certain grammatical means to be expressed.

The category of tense is orientated with regard to the present tense. The tense category is the system of three-member opposition. So the present tense may be called as the point of measurement or orientation point.

The category of order is a system of two-member opposition: prior and non-prior.

The category of aspect is a system of two-member opposition: Continuous – Non-continuous: I work – I am working.

To be - ing is the morpheme of the continuous meaning. This category is found in all the three tenses

10. The Category of Posteriority is distinguished by B. Khaimovich and Rogovskaya. (22)

11. The category of person is the system of two member opposition. It is available only in the Present Tense in singular number. So far as to the category of number is concerned many grammarians consider that it is in its purity represented only in the verb “to be”, for other verbs the opposition of the 3<sup>rd</sup> person singular, to 3<sup>rd</sup> person plural accepted (in the present-tense).

**6-илова**

### **5-маъруза машғулоти бўйича билимларни мустахкамлаш учун вазифа (Ҳа, йўқ техникаси)**

1. Have English verbs any important features?
2. Are the English verbs morphologically most developed part of speech?
3. Are their criteria for classification of verbs?
4. Is their any difference between finite and non-finite forms of the verb?
5. Are any verbs called non-finite?
6. Are any verbs called irregular?
7. Do you know basic forms of the verb?
8. Is their any difference between terminative and non-terminative verbs?
9. Is their any difference between notional and functional verbs?
10. Are their any functional English verbs?
11. Is their any difference between auxiliary and link-verbs?
12. Are their any peculiar features of modal verbs?
13. Do you know grammatical categories of the verb?

### **5-семинар машғулотининг ўқитиш технологияси (1 машғулот)**

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулот
Ўқув машғулотлари режаси	<ol style="list-style-type: none"> <li>1. Феълнинг сўз туркуми сифатидаги хусусиятлари ҳақида маълумот</li> <li>2. Феъл-морфологик жиҳатдан энг ривожланган сўз туркуми</li> <li>3. Феълларнинг турлари</li> <li>4. Феълнинг грамматик категориялари: нисбат, майл, замон, сон, ва бошқ..</li> </ol>

Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	
<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - феълнинг сўз туркуми сифатидаги хусусиятлари ҳақида умумий маълумотларга таъриф беради - феъл-морфологик жиҳатдан энг ривожланган сўз туркуми ҳақидаги маълумотларни ёритади - феълларнинг турлари ҳақидаги маълумотларни келтиради - феълнинг грамматик категориялари: нисбат, майл, замон, сон, ва бошқ.. шарҳлайди.
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, features of verbs, the criteria for classification of verbs, non-finite verbs, regular, irregular verbs, notional and functional verbs, auxiliary and link-verbs, features of modal verbs, grammatical categories of the verb, сўз ва тушунчалари тўғрисида мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

### 5-семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади. 1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди:	1.1 Мавзуни ёзади ва саволларга жавоб беради.

	<ol style="list-style-type: none"> <li>1. What are the most important features of verbs?</li> <li>2. Why do some scientists say that verbs are "System of systems"?</li> <li>3. Why do they say that verbs are morphologically most developed part of speech?</li> <li>4. What are the criteria for classification of verbs?</li> <li>5. What is the difference between finite and non-finite forms of the verb?</li> <li>6. What verbs are called non-finite?</li> <li>7. What verbs are called irregular?</li> <li>8. How many basic forms of the verb do you know?</li> <li>9. What is the difference between terminative and non-terminative verbs?</li> <li>10. What is the difference between notional and functional verbs?</li> <li>11. What functional verbs do you know?</li> <li>12. What is the difference between auxiliary and link-verbs?</li> <li>13. What are the peculiar features of modal verbs? Why are they called defective?</li> <li>14. How many grammatical categories of the verb do you know?</li> </ol> <p>Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.</p>	
2- босқич асосий (60 мин)	<ol style="list-style-type: none"> <li>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</li> <li>2.2 Гуруҳда ишлаш қондаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намоиш қилади.</li> <li>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</li> <li>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</li> <li>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</li> <li>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намоиш қилади ва устунларни тўлдиришни айтади. Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Ўқув натижаларини тақдим этади.</li> <li>2.2 Саволлар беради.</li> <li>2.3 Жавобларни тўлдиради.</li> <li>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</li> </ol>
3- босқич	<ol style="list-style-type: none"> <li>3.1 Машғулоти яқунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</li> <li>3.2 Мустақил иш сифатида мавзу берилади.</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Эшитадилар.</li> <li>3.2 Топшириқни олади.</li> </ol>

## Ўқув топшириқлар

1-илова

### Гуруҳ билан ишлаш қоидалари

#### Гуруҳ аъзоларининг ҳар бири

- ўз шерикларининг фикрларини хурмат қилишлари лозим
- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим
- ўзларига ёрдам керак бўлганда сўрашлари мумкин
- ёрдам сўраганларга кўмак беришлари лозим
- гуруҳни баҳолаш жараёнида иштирок этишлари лозим
- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қоидасини яхши билишлари лозим

2-илова

- 1.Берилган сўзлардан битта гап тузинг.  
classification of verbs, non-finite verbs, regular, irregular verbs, notional and functional verbs, auxiliary and link-verbs, features of modal verbs
- 2.Ушбу тушунчаларнинг мазмунини ёритинг  
features of verbs, the criteria for classification of verbs, grammatical categories of the verbs.

3-илова

### Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг билим даражаси
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1.7 – 2	Аъло	Маърузада берилган маълумот лар тўлик ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлик ёзиб борилган, асосий тушунчалар акс эттирилган.
1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

#### 4-илова

#### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-«	Билдим «+» Била олмадим «-«
1	features of verbs		
2	the criteria for classification of verbs		
3	finite and non-finite verbs		
4	regular, irregular verbs		
5	notional and functional verbs		
6	auxiliary and link-verbs		
7	features of modal verbs		
8	grammatical categories of the verbs		
9	morphologically most developed part of speech		

#### 5-илова

#### Гуруҳлар учун топшириқлар

##### 1-гуруҳ

The most important features of verbs, modal verbs тушунчаларининг мазмунини ёритинг.  
«Verb» сўзига кластер тузинг.

##### 2-гуруҳ

Morphologically most developed part of speech, notional and functional verbs  
тушунчаларининг мазмунини ёритинг.  
«Finite verb» сўзига кластер тузинг.

### 3-гурух

Grammatical categories of the verb, auxiliary and link-verbs тушунчаларининг мазмунини ёритинг.  
«Voice» тушунчасига кластер тузинг.

### 6-илова

#### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

#### Матнни белгилаш тизими

- (v) – мен билган нарсани тасдиқлайди.  
(+) – янги маълумот  
(-) – мен билган нарсага зид  
(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

#### Инсерт жадвали

<i>Тушунчалар</i>	<i>v</i>	<i>+</i>	<i>-</i>	<i>?</i>
features of verbs				
the criteria for classification of verbs				
finite and non-finite verbs				
regular, irregular verbs				
notional and functional verbs				
auxiliary and link-verbs				
features of modal verbs				
grammatical categories of the verbs				
morphologically most developed part of speech				

### 7-илова

#### Тест

##### 1. The usual function of finite verbs is:

- A. predicative
- B. predicate
- C. subject
- D. object

##### 2. The functional verbs fall under:

- A. 3 subtypes



- B. 4 subtypes
- C. 5 subtypes
- D. 6 subtypes

**3. The link verb «be» fulfils:**

- A. one function
- B. two function
- C. three function
- D. four function

**4. What verbs lack the grammatical categories?**

- A. transitive
- B. intransitive
- C. notional
- D modal

**5. What are the functions of the auxiliary verbs?**

- A. to build new words
- B. to connect the words
- C. to express number
- D to form the grammatical forms

**6. What verb is «to grow» in the sentence «he grew pale»?**

- A. auxiliary
- B. notional
- C. link
- D. modal

**7. The non-finite forms of the verb can function as**

- A. any part of the sentence
- B. any part of the sentence but predicate
- C. only attributive
- D. devastating

**8. From the point of view of taking objects verbs fall under**

- A. 2 subtypes
- B. 3 subtypes
- C. 4 subtypes
- D. 5 subtypes

**9. Which part of speech is morphologically most developed one?**

- A. adverbs
- B. verbs
- C. pronouns
- D.prepositions

**10. Finite forms of the verb differ from the non-finite ones by having**

- A. different lexical meaning
- B. all the grammatical forms
- C. different stem-building elements
- D. different functions (subject, object and so on)

**11. How many grammatical voices are there in English?**

- A. 5
- B. 2
- C. 3
- D. 4

**Информацион услуги таъминот**

1. И. Иванова, В. Бурлакова, Г. Почепцов. Теоретическая грамматика современного английского языка. М., 1981
2. В. Ilyish. The Structure of Modern English. М.-Л., 1965
3. Л. Иофик, Л. Чахоян. Хрестоматия по теоретической грамматике английского языка. Л., 1967
4. V. Kaushanskaya and others. A Grammar of the English Language. L., 1971
5. А. Смирницкий. Морфология английского языка. М., 1959
6. А. Смирницкий. Синтаксис английского языка. М., 1957
7. В. Khaimovich, В. Rogovskaya. A Course in English Grammar. М., 1957
8. М. Bryant. A Functional English Grammar. Boston, 1995
9. Р. Byrd. Writing Grammar Textbooks: Theory and Practice. Lnd., 1994
10. G. Gurme. A Grammar of the English Language. N.Y., 1931

**on the lecture topic "Adverbs. Statives. Pronouns"**

**Topic 6. Adverbs. Statives. Pronouns**

2 hours	The number of students -75
<b>The form and type the training class</b>	The 6-lecture
<b>Plan of lecture</b>	<ol style="list-style-type: none"> <li>1. What words are called adverbs</li> <li>2. Types of adverbs. The grammatical category of degrees of comparison of adverbs</li> <li>3. About the constituents of phrasal verbs like "give up". What words are called statives Why are they called so. General characteristics of this class of words.</li> <li>4. The difference between pronouns and other parts of speech. Personal pronouns. Possessive pronouns. Reflexive pronouns.</li> </ol>
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with the Adverbs. Statives. Pronouns as parts of speech, formation of knowledge about it.
<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic <ol style="list-style-type: none"> <li>1) general information about Adverbs..</li> <li>2) information about Statives.</li> <li>3) information about Pronouns .</li> </ol>
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**"Adverbs. Statives. Pronouns ”.**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	<p>Lecturer familiarizes students with the plan of the lecture.</p> <p>Lecture 6</p> <ol style="list-style-type: none"> <li>1. What words are called adverbs</li> <li>2. Types of adverbs. The grammatical category of degrees of comparison of adverbs</li> <li>3. About the constituents of phrasal verbs like “give up”. What words are called statives Why are they called so. General characteristics of this class of words.</li> <li>4. The difference between pronouns and other parts of speech. Personal pronouns. Possessive pronouns. Reflexive pronouns.</li> </ol> <p>The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.</p>	The students write down the subject of a lecture.
3- stage	Lecturer introduces the basic key words and terminology included in this lecture: Statives, bilateral, adlinks, circumstantial, qualitative, quantitative, combinability etc.	Students write down the basic key words and terminology.
4 - stage	Speaker provides a list of recommended literature to	Students write down the list of literature.

	examine the issues discussed in this lecture. References: Iriskulov M., Kuldashev A. A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.	
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

## Lecture 6

## The Adverbs. Statives. Pronouns.

Issues to be discussed:

- what words are called adverbs
- the types of adverbs
- the grammatical category of degrees of comparison of adverbs
- about the constituents of phrasal verbs like “give up”
- what words are called statives Why are they called so
- general characteristics of this class of words
- the difference between pronouns and other parts of speech
- the personal pronouns
- the possessive pronouns
- the reflexive pronouns

## Glossary

Statives, bilateral, adlinks, circumstantial, qualitative, quantitative, combinability

The adverb is separated into a special part of speech because of the following facts:

1. Meaning: they express the degree of a property, property of an action, circumstances under which an action takes place.
2. Form: they have the degrees of comparison.
3. Stem-building elements: -ly, -ways, -wards, ...
4. Combinability: bilateral combinability with verbs, adjectives, adverbs, less regularly with adlinks: e.g. He was hard asleep.
5. Function: Adverbial modifiers.

According to the meaning adverbs fall under three subclasses:

1. qualitative
2. quantitative
3. circumstantial

Qualitative adverbs usually modify verbs.

Adverbs like: badly, quickly, slowly, steadily, comparatively may be referred **to** this type of adverbs.

They denote the quality of actions:

Ex: Clay collapsed on the sand beside Cathie, a wet arm playfully snatching her towel away.

I want to go home, she said determinedly.

The Qualitative adverbs are derived from the adjectives by the help of productive adverb forming suffix – ly. Like adjectives the qualitative adverbs have distinctions of degree. These adverbs can both precede and follow the verbs.

Quantitative adverbs show the degree, measure, quantity of an action and state. To this subclass adverbs like *very, rather, too, nearly, greatly, fully, hardly, quite, utterly* may be referred. Ex. She had told herself before that it would be foolish to fall in love with Rob. And she had finally done it.

Her gaze trailed around the room again, stopping at the partially opened double doors that led into the parlour.

Some part of her was walking with him because of that strange, intimate look they had exchanged – a look that Cathie would rather forget, but warmth was too fresh. J. Daiby.

If the combinability of the qualitative adverbs is bound with verbs only the combinability of the quantitative adverbs are more extensive: they can modify verbs, the words of category of state, adjectives, adverbs, numerals and nouns.

Circumstantial adverbs serve to denote in most cases local and temporal circumstances attending an action. Accordingly they are divided into two groups:

a) adverbs of time and frequency /today, tomorrow, often, again, twice .../.

b) adverbs of place and direction: upstairs, behind, in front of, ... Ex. They stood outside the door, giving me directions. Now and then they deliberately refused to jump up and find himself something to do when the unpleasant sensations clutched at him.

She waited in front of the window and when he came down he thrust a small dark blue box into her hands. L.Wright

Thus, circumstantial adverbs denote the time and place the action took place. Therefore unlike the previous subclasses the circumstantial adverbs can occupy any position in the sentence.

Some circumstantial adverbs can have the degrees of comparison: often, late, near and so on.

Special attention should be given to the fact that some circumstantial adverbs may be preceded by prepositions: from now on, up to now, from there and so on.

## **The So-Called Phrasal Verbs**

One of the fundamental problems within the adverbs is the problem connected with such groups of verbs as: to give in, to get down, to dream about and so on. In most cases the meaning of such groups as above does not depend on the meaning of their components. The thing here is: are the second elements prepositions, adverbs or some other parts of speech? This problem has become acute in Modern English.

The prevailing view here is that they are adverbs. But there are other views like Palmer's – "prepositions like adverbs"; Amosova's "postpositives" (1), Ilyish's "half-word, half-morphemes" (15) and so on. None of these suggestions can be accepted. They are not adverbs because other adverbs do not fulfill such functions, i.e. they do not change the meaning of the preceding word; they are not postpositives, because postpositives in other languages do not serve to build new words, and at last they are not grammatical morphemes and consequently the whole group can not be a word since in English no discontinuous word is found as, for instance, bring them up. The word them breaks the unity. The problem remains unsolved. For the time being, the most acceptable theory is the theory expressed by B.A. Ilyish in his latest grammar. He refers them very cautiously, with doubts, to phraseology and thus it should be the subject-matter of the lexicology.

Some foreign Grammarians (28), (37) give different treatment to phrasal verbs. According to their opinion phrasal verb is an umbrella term for different kinds of multi – word verbs (including phrasal – prepositional and prepositional verbs). Such verbs are of typical and frequent occurrence in all types of English, but most especially in every day spoken English.

Phrasal verbs are often of particular difficulty experienced by learners of English. There are several reasons for this. One reason is that in many cases, even though students may be familiar with both the verb in phrasal verb and with the particle, they may not understand the meaning of the combination, since it can differ greatly from the meanings of the two words used independently. The fact that phrasal verbs often have a number of different meanings adds to this complexity additional difficulty.

There are some particular grammatical problems associated with phrasal verbs. For example, there are restrictions on the positions in which an adverb can be placed in relation to the object of a verb. Some particles, such as about, over, round and through can be used as both adverbs and prepositions in particular phrasal verbs combinations, although in other combinations they are used either as adverb or preposition. Some phrasal verbs are not normally used with pronouns as objects, others are normally used with pronouns as objects.

There are other difficulties such as the fact that there are frequently strong collocation associations between phrasal verbs and other words. Thus, in some cases a particular word or small set of words is the only one normally found as the subject or object of a particular verb.

According to our classification all phrasal verbs fall under 3 main types (and 6 subtypes-from the viewpoint of verb transitivity):

1. free nonidiomatic constructions, where the individual meaning of the components are preserved as in look over (=inspect), set up (=organize). The individuality of the components appears in possible contrastive substitutions: bring in (out), take in (out) etc.

2. "Semi-idiomatic" constructions which are variable but in a more limited way. The relation between the verb and particle is similar to between a stem and an affix in form formation in that the substitution of one verb for another, or one particle for another, is constrained by limited productivity. In phrasal verbs like find over ("discover"), cut up "cut into pieces" the verb keeps its meaning, whereas the meaning of the particle is less easy to isolate. In contrast, it is the particle which establishes a family resemblance.

3. "Highly idiomatic" constructions such as *bring up*, *come by*, *turn up*. These are thoroughly idiomatic in that there is no possibility of contrastive substitution: *bring/down*, *come by/past/through*, *turn up/ down*, etc.

In such combinations there is no possibility of contrastive substitution: there are no pairs such as bring up/down, put off/on, give up/down, give in/out, etc. for this subclass. The

adverbial, lexical values of the particles have been lost, and the entire verb+particle combination has acquired a new meaning.

It is often said that phrasal verbs tend to be rather colloquial or informal and more appropriate to spoken English than written, and even that it is better to avoid them and choose single – word equivalents or synonyms instead. Yet in many cases phrasal verbs and their synonyms have different ranges of use, meaning, or collocation, so that a single – word synonym cannot be substituted appropriately for a phrasal verb. Single – word synonyms are often much more formal in style than phrasal verbs, so that they seem out of place in many contexts, and students using them run the risk of sounding pompous or just unnatural. Besides, these are phrasal verbs, like get away with and run off, which do not have one word paraphrases. Second, these are nonidiomatic combinations, such as go across (= cross), go past (=pass), and sail around (=circumnavigate) which do have such paraphrases.

The set of English phrasal verbs is constantly growing and changing. New combinations appear and spread. Yet these new combinations are rarely made on a random basis, but from patterns which can to some extent be anticipated. Particles often have particular meanings which they contribute to a variety of combinations, and which are productive; that is these fixed meanings are used in order to new combinations.

The Collins COBUILD Dictionary of Phrasal Verbs (45) list over three thousand combinations of verbs with adverbs or prepositions, explaining over five and a half thousand different meanings.

These are the combinations which are in common use in everyday modern English.

### **Self-control questions**

1. What are the main features of adverbs?
2. Why the term “adverb” chosen to name this group of words?
3. What sub-types of adverbs do you know?
4. Do adverbs have any grammatical category? If the answer is positive which adverbs have it?
5. Why do some grammarians consider such verbal phrases as “give up”, “dream about” within the adverbs?
6. What is the main problem within this group of words?

### **Statives or The Words of Category of State**

In English there is a certain class of words which are still disputable.

In works of foreign grammarians they are not considered to be a separate part of speech. Some dictionaries published in the United Kingdom and the USA refer them to predicatives. It is well-known that no grammarians mention this kind of part of speech. To this class of words we include aboard, alive, asleep, afraid, aghast, awake and so on.

Some Russian scientists regard them as a separate part of speech.

B. Khaimovich and Rogovskaya (22) call them adlinks on the analogy of adverbs. These words can be viewed as a part of speech because of their following features:

1. meaning they denote: state
2. stem building morpheme: it is formed by the help of productive prefixal morpheme /a-/
3. combinability: these words are exclusively combined with the link-verb to be and adverbs
4. Syntactic function: they are always used as predicatives.

They do not have any grammatical category and this is the only feature of them which differ them from other parts of speech /notional parts are meant/. This part of speech can't be mixed up with adjectives or adverbs as some linguists do, because they do not possess the degrees of comparison and their combinability is different.



“A-“ component homonymically combines in itself the functions of prefix, preposition and article.

6. the prefix a- can express the meanings of prepositions: away, on, up, out. She is asleep – She is sleeping /on/. He has gone to the shore – He is ashore.

This part of speech seems to be more economical as it is seen from the examples above. Therefore it may be one of the reasons of its wide usage in Modern English.

### Self-control questions

1. What words are called statives? Why are they called so?
2. There's no unanimously accepted conception on this group of words, why?
3. What is the main difference between statives and other notional parts of speech?
4. Are there any other terms that name this group of words?
5. Why are these words develop so fastly?
6. How are these words translated in your native language?

### The Pronouns

Pronouns are grouped into one part of speech because of their meaning which is extremely general.

Pronouns are serving to denote substances, qualities, quantities, circumstances and so on not by naming or describing them, but by indicating them.

We can't apply the five grouping-requirements for classifying the pronouns as a separate part of speech.

Despite of the meaning of pronouns we can't of the unity of all the words as belonging to and the same part of speech.

From the morphological view-point we can say that they have the case category, but even in this respect we'll have to divide all the pronouns into three groups: pronouns which have nominative and objective case system, pronouns that have common and genitive case system and pronouns that have no case system at all.

Therefore Khaimovich and Rogovskaya do not treat pronouns as a separate part of speech. They treat them as a collection of words correlated with different parts of speech, which accounts for their not being as a separate part of speech. Now we'll get down to some peculiar features of pronouns.

#### 1. Morphological features.

1) the case in pronouns.

There two case systems in pronouns:

a) the first case system, is opposition between nominative and objective forms: nominative: I, you, he, it, we, you, who... Objective: me, you, him, her, it, us, you, them, whom... As is seen no common marker is found to form the objective case form. Here we find three types of form-changing out of five possible in Modern English: 1) affixation: he-him, they-them, who-whom, 2) homonymous forms: you- you, it-it, 3) suppletion: I-me, she-her, we-us.

b) the second case system, is opposition between common and genitive cases: each other- each other's, one another- one another. In this case pronouns share the case system of nouns.

#### The Number

Only demonstrative pronouns have the grammatical category of number: this-these. It is difficult to state personal pronouns have such category, though it has distinct singular and plural opposition: *sing.* I, he, she, it, you, *pl.* we, they, you.

#### Types of Possessive Pronouns

Possessive pronouns have developed from the personal pronouns.

There two types of possessive pronouns: conjoint: my, your, his, her, it, our, their, absolute: mine, yours, hers, his, its, ours, theirs.

Modern English language do not make difference in gender. Only due to the 3th singular of personal pronouns:

Masculine     he

Feminine     she

Neuter        it

### **Classification of Pronouns**

On the problem of classification of pronouns opinions differ. In L. Barkhudarov`s grammar we find 9 types while Khaimovich and Rogovskaya`s book there 12 and so on. Among them personal, possessive, demonstrative, intensive, indefinite, relative, reflexive and so on.

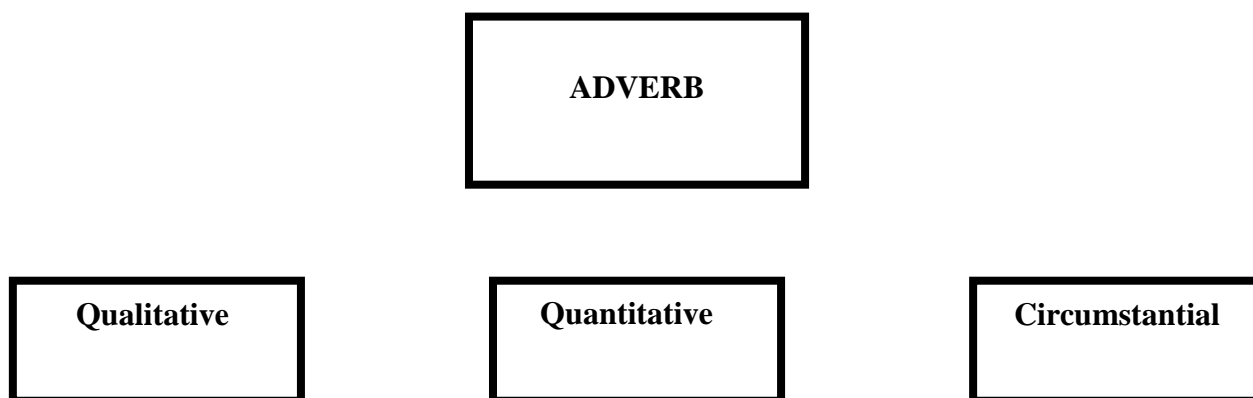
### **Self-control questions**

1. What words are called pronouns?
2. Are their any peculiar features of pronouns to be a part of speech?
3. Are their any types of pronouns? If so, do you know their names?
4. Do pronouns have any grammatical category?
5. What is the difference between pronouns and other notional parts of speech?
6. What sub-types of possessive pronouns do you know?

### **Визуал материаллар**

**1-илова**

**1-савол.** What are the main types of English adverbs?



**2-илова**

**2-савол.** What words are called statives?

**aboard**

alive  
asleep  
afraid  
awake

3-илова

**3-савол.** What are the main types of pronouns?

In L. Barkhudarov`s grammar we find 9 types while Khaimovich and Rogovskaya`s book there

12. Among them

**Personal**

**Possessive**

**Demonstrative**

**Intensive**

**Indefinite**

**Relative**

**Reflexive**

5-илова

**6- маъруза машғулотӣ бўйича ҳулоса**

1. The adverb is separated into a special part of speech because of the following facts:

1) Meaning: they express the degree of a property, property of an action, circumstances under which an action takes place.

2) Form: they have the degrees of comparison.

3) Stem-building elements: - ly, -ways, -wards

4) Combinability: bilateral combinability with verbs, adjectives, adverbs, less regularly with adlinks: e.g. He was hard asleep.

5) Function: Adverbial modifiers.

According to the meaning adverbs fall under three subclasses:

1. qualitative

2. quantitative

3. circumstantial

Qualitative adverbs usually modify verbs.

Adverbs like: badly, quickly, slowly, steadily, comparatively may be referred to this type of adverbs.

The Qualitative adverbs are derived from the adjectives by the help of productive adverb forming suffix – ly. Like adjectives the qualitative adverbs have distinctions of degree. These adverbs can both precede and follow the verbs.

Quantitative adverbs show the degree, measure, quantity of an action and state. To this subclass adverbs like *very, rather, too, nearly, greatly, fully, hardly, quite, utterly* may be referred.

If the combinability of the qualitative adverbs is bound with verbs only the combinability of the quantitative adverbs are more extensive: they can modify verbs, the words of category of state, adjectives, adverbs, numerals and nouns.

Circumstantial adverbs serve to denote in most cases local and temporal circumstances attending an action. Accordingly they are divided into two groups:

- a) adverbs of time and frequency /today, tomorrow, often, again, twice .../.
- b) adverbs of place and direction: upstairs, behind, in front of.

Thus, circumstantial adverbs denote the time and place the action took place. Therefore unlike the previous subclasses the circumstantial adverbs can occupy any position in the sentence.

Some circumstantial adverbs can have the degrees of comparison: often, late, near and so on.

Special attention should be given to the fact that some circumstantial adverbs may be preceded by prepositions: from now on, up to now, from there and so on.

### **The So-Called Phrasal Verbs**

One of the fundamental problems within the adverbs is the problem connected with such groups of verbs as: to give in, to get down, to dream about and so on. In most cases the meaning of such groups as above does not depend on the meaning of their components. The thing here is: are the second elements prepositions, adverbs or some other parts of speech? This problem has become acute in Modern English.

The problem remains unsolved. For the time being, the most acceptable theory is the theory expressed by B.A. Ilyish in his latest grammar. He refers them very cautiously, with doubts, to phraseology and thus it should be the subject-matter of the lexicology.

There are some particular grammatical problems associated with phrasal verbs. According to our classification all phrasal verbs fall under 3 main types (and 6 subtypes-from the viewpoint of verb transitivity):

1. free nonidiomatic constructions, where the individual meaning of the components are preserved as in look over (=inspect), set up (=organize).
2. "Semi-idiomatic" constructions which are variable but in a more limited way.
3. "Highly idiomatic" constructions such as *bring up*, *come by*, *turn up*.

It is often said that phrasal verbs tend to be rather colloquial or informal and more appropriate to spoken English than written, and even that it is better to avoid them and choose single – word equivalents or synonyms instead.

### **Statives or The Words of Category of State**

In English there is a certain class of words which are still disputable.

In works of foreign grammarians they are not considered to be a separate part of speech. Some dictionaries published in the United Kingdom and the USA refer them to predicatives. It is well-known that no grammarians mention this kind of part of speech. To this class of words we include aboard, alive, asleep, afraid, aghast, awake and so on.

Some Russian scientists regard them as a separate part of speech.

B. Khaimovich and Rogovskaya (22) call them adlinks on the analogy of adverbs. These words can be viewed as a part of speech because of their following features:

1. meaning they denote: state
2. stem building morpheme: it is formed by the help of productive prefixal morpheme /a-/
3. combinability: these words are exclusively combined with the link-verb to be and adverbs
4. syntactic function: they are always used as predicatives.

They do not have any grammatical category and this is the only feature of them which differ them from other parts of speech /notional parts are meant/: This part of speech can't be mixed up with adjectives or adverbs as some linguists do, because they do not possess the degrees of comparison and their combinability is different.

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- the prefix a- can express the meanings of prepositions: away, on, up, out. She is asleep – She is sleeping /on/. He has gone to the shore – He is ashore.

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**6-маъруза машғулотини бўйича билимларни мустахкамлаш учун вазифа**  
**(Ҳа, йўқ техникаси)**

1. Have English adverbs any important features?
2. Are the English adverbs morphologically most developed part of speech?
3. Are their criteria for classification of adverbs?
4. Do adverbs have any grammatical category? If the answer is positive which adverbs have it?
5. Are any adverbs called qualitative?
6. Are any adverbs called quantative?
7. Are any adverbs called circumstantial?
8. Have adverbs the grammatical category of degrees of comparison?
9. Do you know about the constituents of phrasal verbs like “give up”?
10. Have English statives any important features?
11. Are their any peculiar features of pronouns to be a part of speech?
12. Are their any types of pronouns?
13. If so, do you know their names?

**6 Семинар машғулотининг ўқитиш технологияси (1-машғулот)**

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулотини
Ўқув машғулотини режаси	1. Равишнинг сўз туркуми сифатидаги хусусиятлари ҳақида маълумот 2. Равишнинг турлари 3. Равишнинг грамматик категориялари. 4. Ҳолатни билдирувчи сўзлар ҳақида умумий маълумот
Ўқув машғулотининг мақсади: Ушбу семинар машғулотини жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	

<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - ҳолатни билдирувчи сўзлар ҳақида умумий маълумотларга таъриф беради - равишнинг сўз туркуми сифатидаги хусусиятлари ҳақидаги маълумотларни ёритади - равишнинг турлари ҳақидаги маълумотларни келтиради - равишнинг грамматик категорияларини шарҳлайди.
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, features of adverbs, the criteria for classification of adverbs, statives, features of pronouns, the types of pronouns сўз ва тушунчалари тўғрисида мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

## 6 Семинар машғулотининг технологик картаси (1-машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади. 1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди: 1. What are the main features of adverbs? 2. Why the term “adverb” chosen to name this group of words? 3. What sub-types of adverbs do you know? 4. Do adverbs have any grammatical category? If the answer is positive which adverbs have it? 5. Why do some grammarians consider such verbal phrases as “give up”, “dream about” within the	1.1 Мавзуни ёздаи ва саволларга жавоб беради.

	<p>adverbs?</p> <p>6. What is the main problem within this group of words?</p> <p>7. What words are called statives? Why are they called so?</p> <p>8. There's no unanimously accepted conception on this group of words, why?</p> <p>9. What is the main difference between statives and other notional parts of speech?</p> <p>10. Are there any other terms that name this group of words?</p> <p>11. Why are these words develop so fastly?</p> <p>12. How are these words translated in your native language?</p> <p>13. What are the most important features of pronouns?</p> <p>14. What types of pronouns do you know?</p> <p>Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.</p>	
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қондаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намоиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намоиш қилади ва устунларни тўлдиришни айтади. Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулоти яқунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни оладилар.</p>

### Ўқув топшириқлар

1-илова

Гуруҳ билан ишлаш қондалари



**Гуруҳ аъзоларининг ҳар бири**

- ўз шерикларининг фикрларини хурмат қилишлари лозим
- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим
- ўзларига ёрдам керак бўлганда сўрашлари мумкин
- ёрдам сўраганларга кўмак беришлари лозим
- гуруҳни баҳолаш жараёнида иштирок этишлари лозим
- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қондасини яхши билишлари лозим

**2-илова**

- 1.Берилган сўзлардан битта гап тузинг.  
subclasses of adverbs, according to the meaning, qualitative, quantative, circumstantial.
- 2.Ушбу тушунчаларнинг мазмунини ёритинг  
features of adverbs, the criteria for classification of adverbs, statives, pronouns, types of pronouns.

**3-илова****Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари**

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

**Маърузада талабалар билимининг баҳолашнинг намунавий мезони**

Балл	Баҳо	Талабаларнинг билим даражаси
1.7 – 2	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.

1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

#### 4-илова

#### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-«	Билдим «+» Била олмадим «-«
1	features of adverbs		
2	the types of adverbs		
3	the criteria for classification of adverbs		
4	the grammatical category of degrees of comparison		
5	phrasal verbs		
6	statives		
7	pronouns		
8	the types of pronouns		

#### 5-илова

#### Гуруҳлар учун топшириқлар

##### 1-гуруҳ

The features of adverbs, the grammatical category of degrees of comparison of adverbs тушунчаларининг мазмунини ёритинг.  
«adverb» сўзига кластер тузинг.

##### 2-гуруҳ

qualitative, quantative, circumstantial adverbs тушунчаларининг мазмунини ёритинг.  
«statives» сўзига кластер тузинг.

##### 3-гуруҳ

personal, possessive, demonstrative, intensive, indefinite, relative, reflexive pronouns тушунчаларининг мазмунини ёритинг.  
«pronouns» сўзига кластер тузинг.

#### 6-илова

#### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

#### Матнни белгилаш тизими

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

#### Инсерт жадвали

Тушунчалар	v	+	-	?
features of adverbs				
the criteria for classification of adverbs				
qualitative ad verbs				
quantative adverbs				
circumstantial adverbs				
grammatical category of degree of comparisson of adverbs				
features of statives				
types of pronouns				
morphological features of pronouns				

#### 7-илова

#### Тест

##### 1. Which of the following parts of speech does not have any grammatical categories

- A. statives
- B. verbs
- C. adjectives
- D. nouns

##### 2. Which of the following parts of speech does not name things

- A. statives
- B. pronouns
- C. qualitative adverbs
- D. relative adjectives

##### 3. Which of the following pronouns refer to two different subtypes

- A. her
- B. me
- C. your
- D. our

##### 4. The conjoint form of possessive pronouns requires nouns in

- A. preposition

- B. post-position
- C. both in pre- and post-position
- D. intermediate position

**5. Which of the following pronouns have the meaning of gender**

- A. indefinite
- B. demonstrative
- C. personal
- D. reflexive

**6. How can we find out which part of speech is the word «early»**

- A. by it`s meaning
- B. by it`s form
- C. by it`s combinability
- D. by it`s stem-building element

**7. Which of the following pronouns have the common and genitive cases**

- A. reflexive
- B. personal
- C. reciprocal
- D. possessive

**8. The absolute form of possessive pronouns requires nouns in**

- A. post-position
- B. preposition
- C. intermediate position
- D. both in pre- and post-position

**9. Which part of speech is morphologically less developed one?**

- A. adverbs
- B. verbs
- C. pronouns
- D. statives

**10. Which part of speech has the following features: express the meaning of a property of an action and has the degrees of comparison.**

- A. verbs
- B. adverbs
- C. pronouns
- D. statives

**11. Which part of speech has the following features: express the meaning of state and function as predicate**

- A. pronouns
- B. statives
- C. verbs
- D. adverbs

**12. Which part of speech is the word «early» in the sentence He got up early.**

- A. pronoun
- B. stative
- C. adverb
- D. adjective

### Информацион услубий таъминот

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### MODEL OF TEACHING TECHNOLOGY MAP on the lecture topic "Modern English syntax"

#### Topic 7. Modern English syntax and sentence.

2 hours	The number of students -75
<b>The form and type the training class</b>	The 7-lecture
<b>Plan of lecture</b>	<ol style="list-style-type: none"> <li>1. Subject - matter of syntax</li> <li>2. Syntax-minor and syntax-major</li> <li>3. The types of syntactical relations <ol style="list-style-type: none"> <li>a) coordination</li> <li>b) subordination</li> <li>c) predication: primary and secondary predication</li> </ol> </li> <li>4. The types of syntactical relations according to the form of the constituents <ol style="list-style-type: none"> <li>a) agreement</li> <li>b) government</li> <li>c) collocation</li> </ol> </li> <li>5. Traditional and cognitive approach in syntax</li> </ol>
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with the problem of syntax and sentence, formation of knowledge about it.

<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1) general information about syntax and its types 2) information about sentence. 3) Types of sentence information.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**“Modern English syntax and sentence**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture 7 1. Subject - matter of syntax 2. Syntax-minor and syntax-	The students write down the subject of a lecture.

	<p>major</p> <p>3. The types of syntactical relations</p> <p>a) coordination</p> <p>b) subordination</p> <p>c) predication: primary and secondary predication</p> <p>4. The types of syntactical relations according to the form of the constituents</p> <p>a) agreement</p> <p>b) government</p> <p>c) collocation</p> <p>5. Traditional and cognitive approach in syntax</p> <p>The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.</p>	
3- stage	<p>Lecturer introduces the basic key words and terminology included in this lecture:</p> <p>Minor and major, syntagmatic, paradigmatic, coordination, subordination, predication etc.</p>	Students write down the basic key words and terminology.
4 - stage	<p>Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.</p>	Students write down the list of literature.
5- stage	<p>Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.</p>	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	<p>At the end of the lecture the teacher, answers the students questions.</p>	The students ask questions on misunderstood things that interest them.
7- stage	<p>Speaker announces the subject of the next lecture, and marks</p>	The students write down the topic of the next lecture.

	of actively participated students.	
8- stage	The lecture is finished.	Students leave the audience.

## **Lecture 7 Syntax. Sentence**

Problems to be discussed:

- subject - matter of syntax
- syntax-minor and syntax-major
- the types of syntactical relations: a) coordination, b) subordination, c) predication: primary and secondary predication
- the types of syntactical relations according to the form of the constituents: a) agreement,
  - b) government
  - c) collocation
- word-combinations and their types

### **Glossary**

Minor and major, syntagmatic, paradigmatic, coordination, subordination, predication etc.

### **The Subject – Matter of Syntax**

It has been mentioned above that the syntactic level is divided into two parts: syntax – minor and syntax – major. The first one deals with sentence structure and the second – with text and its structure. These units, sentence and text, have a communicative function. The subject-matter of syntax are these communicative units: sentence and text.

### **The Types of Linguistic Relations Between Words**



There are two types of relations between words in languages: paradigmatic and syntagmatic.

1) paradigmatic bond is a connection among the classes of linguistic units/words combined by the existence of some certain common features, e.g.

a) asking, sitting, barking, sleeping (all these words have common *-ing* ending);

b) ask, asking, asks, asked, has asked, be asked (in this case it is stem "ask" is common);

2) Syntagmatic connection is a bond among linguistic units in a lineal succession in the connected speech.

Syntagmatic connection between words or group of words is also called a syntactic bond.

### **Types of Syntactic Relations**

L. Barkhudarov (3) distinguishes three basic types of syntactical bond: subordination, co-ordination, predication.

Subordination implies the relation of head-word and adjunct-word, as e.g. a tall boy, a red pen and so on.

The criteria for identification of head-word and adjunct is the substitution test. Example:

1) A tall boy came in.

2) A boy came in.

3) Tall came in.

Co-ordination is shown either by word-order only, or by the use of form-words:

4) Pens and pencils were purchased.

5) Pens were purchased.

6) Pencils were purchased.

Since both (5), (6) sentences show identical meaning we may say that these two words are independent: coordination is proved.

Predication is the connection between the subject and the predicate of a sentence. In predication none of the components can be omitted which is the characteristic feature of this type of connection, as e.g.

7) He came ...

8) \*He ...

9) \* ... came or

10) I knew he had come

11) \* I knew he

12) \* I knew had come

Sentences (8), (9) and (11), (12) are unmarked ones.

H. Sweet (42) distinguishes two types of relations between words: subordination, coordination. Subordination is divided in its turn into concord when head and adjunct words have alike inflection, as it is in phrases this pen or these pens; and government when a word assumes a certain grammatical form through being associated with another word:

13) I see him, here "him" is in the objective case-form. The transitive verbs require the personal pronouns in this case.

14) I thought of him. "him" in this sentence is governed by the preposition "of". Thus, "see" and "of" are the words that governs while "him" is a governed word.

B. Ilyish (15) also distinguishes two types of relations between words: agreement by which he means "a method of expressing a syntactical relationship, which consists in making the subordinate word take a form similar to that of the word to which it is subordinated". Further he states: "the sphere of agreement in Modern English is extremely small. It is restricted to two pronouns-this and that ..." government ("we understand the use of a certain form of the subordinate word required by its head word, but not coinciding with the form of the head word itself-that is the difference between agreement and government")

e.g. Whom do you see

This approach is very close to Sweet's conception.

E. Kruisinga (36) considers two types of word-groups: close and loose.

I. Close group - when one of the members is syntactically the leading element of the group.

There may be verb groups like *running quickly, to hear a noise* and nouns groups: *King Edward, my book*

II. Loose group - when each element is comparatively independent of the other members: *men and woman*; strict but just and so on.

Thus, if we choose the terms suggested by Barkhudarov L.S., then we may say all grammarians mentioned here are unanimous as to the existence in English the subordination and coordination bonds. In addition to these two bonds Barkhudarov adds the predication. So when speaking on the types of syntactic connections in English we shall mean the three bonds mentioned.

As one can see that when speaking about syntactic relations between words we mention the terms coordination, subordination, predication, agreement and government. It seems that it is very important to differentiate the first three terms (coordination, subordination and predication) from the terms agreement and government, because the first three terms define the types of syntactical relations from the standpoint of dependence of the components while the second ones define the syntactic relations from the point of view of the correspondence of the grammatical forms of their components. Agreement and government deals with only subordination and has nothing to do with coordination and predication. Besides agreement and government there is one more type of syntactical relations which may be called collocation when head and adjunct words are connected with each-other not by formal grammatical means (as it is the case with agreement and government but by means of mere collocation, by the order of words and by their meaning as for example: *fast food, great day, sat silently* and so on).

The grammatical structure of language comprises two major parts - morphology and syntax. The two areas are obviously interdependent and together they constitute the study of grammar.

Morphology deals with paradigmatic and syntagmatic properties of morphological units - morphemes and words. It is concerned with the internal structure of words and their relationship to other words and word forms within the paradigm. It studies morphological categories and their realization.

Syntax, on the other hand, deals with the way words are combined. It is concerned with the external functions of words and their relationship to other words within the linearly ordered units - word-groups, sentences and texts. Syntax studies the way in which the units and their meanings are combined. It also deals with peculiarities of syntactic units, their behavior in different contexts.

Syntactic units may be analyzed from different points of view, and accordingly, different syntactic theories exist.

**Transformational-Generative Grammar.** The Transformational grammar was first suggested by American scholar Zelling Harris as a method of analyzing sentences and was later elaborated by another American scholar Noam Chomsky as a synthetic method of 'generating' (constructing) sentences. The main point of the Transformational-Generative Grammar is that the endless variety of sentences in a language can be reduced to a finite number of kernels by means of transformations. These kernels serve the basis for generating sentences by means of syntactic processes. Different language analysts recognize the existence of different number of kernels (from 3 to 39). The following 6 kernels are commonly associated with the English language:

(1) NV -*John sings.*

(2) NV Adj. - *John is happy.*

(3) NVN -*John is a man.*

(4) NVN -*John hit the man.*

(5) NVNN -*John gave the man a book.*

(6) NVPrep.N - *The book is on the table.*

It should be noted that (3) differs from (4) because the former admits no passive transformation.

Transformational method proves useful for analysing sentences from the point of their deep structure:

*Flying planes can be dangerous.*

This sentence is ambiguous, two senses can be distinguished: a) the action of flying planes can be dangerous, b) the planes that fly can be dangerous. Therefore it can be reduced to the following kernels:

a) *Planes can be dangerous*    b) *Planes can be dangerous*

*X (people) fly planes*                      *Planes fly*

**Constructional Syntax.** Constructional analysis of syntactic units was initiated by Prof. G. Pocheptsov in his book published in Kyiv in 1971. This analysis deals with the constructional significance/insignificance of a part of the sentence for the whole syntactic unit. The theory is based on the obligatory or optional environment of syntactic elements. For example, the element *him* in the sentence *I saw him there yesterday* is constructionally significant because it is impossible to omit it. At the same time the elements *there* and *yesterday* are constructionally insignificant - they can be omitted *without* destroying the whole structure.

**Communicative Syntax.** It is primarily concerned with the analysis of utterances from the point of their communicative value and informative structure. It deals with the actual division of the utterance - the theme and rheme analysis. Both the theme and the rheme constitute the informative structure of utterances. The theme is something that is known already while the rheme represents some new information. Depending on the contextual informative value any sentence element can act as the theme or the rheme:

*Who is at home? - John is at home. Where is John? - John is at home.*

**Pragmatic** approach to the study of syntactic units can briefly be described as the study of the way language is used in particular contexts to achieve particular goals. Speech Act Theory was first introduced by John Austin. The notion of a speech act presupposes that an utterance can be said with different intentions or purposes and therefore can influence the speaker and situation in different ways:

<i>It's cold here</i>	I just state the fact;
	I want you to do something about it (close the window);
	I'm treating you;
	I'm asking for an excuse for not doing something;
	I want you to feel guilty of it;
	Etc.

Accordingly, we can distinguish different speech acts.

Of special interest here is the problem of indirect speech acts: *Are you leaving already?* In our everyday activities we use indirect speech acts rather willingly because it is the best way to influence people, to get what we want and to be polite at the same time.

**Text linguistics** studies the text as a syntactic unit, its main features and peculiarities, different ways of its analysis.

**Discourse analysis** focuses on the study of language use with reference to the social and psychological factors that influence communication.

### Syntactic notions

The syntactic language level can be described with the help of special linguistic terms and notions: *syntactic unit*, *syntactic form*, *syntactic meaning*, *syntactic function*, *syntactic position*, and *syntactic relations*.

Syntactic unit is always a combination that has at least two constituents. The basic syntactic units are a word-group, a clause, a sentence, and a text. Their main features are:

a) they are hierarchical units - the units of a lower level serve the building material for the units of a higher level;

b) as all language units the syntactic units are of two-fold nature:

	content side		syntactic meaning
Syntactic unit =	_____	=	_____
	expression side		syntactic form

c) they are of communicative and non-communicative nature - word-groups and clauses are of non-communicative nature while sentences and texts are of communicative nature.

**Syntactic meaning** is the way in which separate word meanings are combined to produce meaningful word-groups and sentences.

*Green ideas sleep furiously.* This sentence is quite correct grammatically. However it makes no sense as it lacks syntactic meaning.

**Syntactic form** may be described as the distributional formula of the unit (pattern). *John hits the ball*- NI κ V κ N2.

**Syntactic function** is the function of a unit on the basis of which it is included to a larger unit: in the word-group *a smart student* the word 'smart' is in subordinate attributive relations to the head element. In traditional terms it is used to denote syntactic function of a unit within the sentence (subject, predicate, etc.).

**Syntactic position** is the position of an element. The order of constituents in syntactic units is of principal importance in analytical languages. The syntactic position of an element may determine its relationship with the other elements of the same unit: *his broad back, a back district, to go back, to back sm.*

**Syntactic relations** are syntagmatic relations observed between syntactic units. They can be of three types - coordination, subordination and predication.

The syntactic units can go into three types of syntactic relations.

1. **Coordination (SR1)** - syntagmatic relations of independence. SRI can be observed on the phrase, sentence and text levels. Coordination may be symmetric and asymmetric. Symmetric coordination is characterized by complete interchangeability of its elements - *pens and pencils*. Asymmetric coordination occurs when the position of elements is fixed: *ladies and gentlemen*. Forms of connection within SRI may be copulative (*you and me*), disjunctive (*you or me*), adversative (*strict but just*) and causative-consecutive (sentence and text level only).

2. **Subordination (SR2)** - syntagmatic relations of dependence. SR2 are established between the constituents of different linguistic rank. They are observed on the phrase and sentence level. Subordination may be of three different kinds adverbial (*to speak slowly*), objective (*to see a house*) and attributive (*a beautiful flower*). Forms of subordination may also be different - agreement (*this book - these books*), government (*help us*), adjournment (the use of modifying particles *just, only, even, etc.*) and enclosure (the use of modal words and their equivalents *really, after all, etc.*).

3. **Predication (SR3)** - syntagmatic relations of interdependence. Predication may be of two kinds primary (sentence level) and secondary (phrase level). Primary predication is observed between the subject and the predicate of the sentence while secondary predication is observed between non-finite forms of the verb and nominal elements within the sentence. Secondary predication serves the basis for gerundial, infinitive and participial word-groups (predicative complexes).

## SYNTAX AND ITS MAIN UNITS.

### TRADITIONAL AND COGNITIVE APPROACHES IN SYNTAX

- I. Syntax as part of grammar. The main units of syntax.
- II. Traditional and cognitive understanding of syntax.
- III. The basic principles and arguments of the cognitive linguistics.
- IV. Syntagmatic and paradigmatic patterning.

## **I. Syntax as part of grammar. The main units of syntax.**

Syntax as part of grammar analyses the rules of combining words into phrases, sentences and supra-sentential constructions or texts.

The rules of combinability of linguistic units are connected with the most general and abstract parts of content of the elements of language. These parts of content together with the formal means of their expression are treated as “grammatical categories”. In syntax, they are, for instance, the categories of communicative purpose or emphasis, which are actualized by means of word-order. Thus, word-order (direct or indirect), viewed as a grammatical form, expresses the difference between the central idea of the sentence and the marginal idea, between emotive and unemotive modes of speech, e.g.:

In the center of the room stood the old man.

The word arrangement in this sentence expresses a narrative description with the central informative element placed in the strongest position, i.e. at the end.

Thus, grammatical elements of language present a unity of content and expression (i.e. a unity of form and meaning). Accordingly, the purpose of Modern Grammar, and Syntax in particular, is to disclose and formulate the rules of the correspondence between the plane of content and the plane of expression in the process of utterance-formation.

The main units of syntax are phrases and sentences.

The phrase is a combination of two or more notional words which is a grammatical unit but is not an analytical form of some word. The main difference between the phrase and the sentence is in their linguistic function. The phrase is a nominative unit, the sentence is a predicative one.

Nomination is naming things and their relations. A nominative unit simply names something known to everybody or a majority of native language speakers, recalling it from their memory, e.g.: a book, a departure. A phrase represents an object of nomination as a complicated phenomenon, be it a thing, an action, a quality or a whole situation, e.g.: an interesting book, to start with a jerk, absolutely fantastic, his unexpected departure.

The sentence is the immediate unit of speech built up of words according to a definite syntactic pattern and distinguished by a communicative purpose. The sentence, naming a certain situation, expresses predication, i.e. shows the relation of the denoted event to reality through the grammatical categories of tense, person and mood. The category of tense is used to convey something new and define its place in reality as preceding, or following the act of communication. The category of person shows,

whether the situation involves the communicators or not. Through the category of mood the event is shown as real or unreal, desirable or obligatory.

Thus, the sentence presents a unity in its nominative and predicative aspects, denoting a certain event in its reference to reality. The distinguishing features of the sentence are predication, modality and communicative meaningfulness.

It is stated that the center of predication in a sentence of verbal type is a finite verb, which expresses essential predicative meanings by its categorial forms (categories of tense and mood). Some linguists though (V.V Vinogradov, M.Y. Bloch) insist that predication is effected not only by the forms of the finite verb, but also by all the other forms and elements of the sentence, which help establish the connection between the named objects and reality. They are such means as intonation, word order, different functional words.

Due to their nominative meaning, both the sentence and the phrase enter the system of language by their syntactic patterns. The traditional linguistics considers four main types of syntactic patterns: predicative (subject  $\kappa$  predicate), objective (verb  $\kappa$  object), attributive (attribute  $\kappa$  noun), adverbial (verb/adverb/adjective  $\kappa$  adverbial modifier).

## **II. Traditional and cognitive understanding of syntax.**

The traditional, or systemic approach in Grammar, centers around the description of structural properties of linguistic units and their meanings, as they are represented in the system of language without considering the process of utterance-formation, i.e. it doesn't envisage the

general (cognitive and linguistic) mechanisms which enable us to shape the conceptual content into a sentence and what's more important to structure the exact sentence we want, corresponding to our pragmatic intention (for example, what's the difference between the following pairs of sentences, if any at all:

Bill sent a walrus to Joyce. Bill sent Joyce a walrus;

Buzzing, the car went down the road. The car buzzed down the road.

To find the answers seems possible within a cognitive approach, the approach which was started in the second half of the 20<sup>th</sup> century and since then has been greatly promoted by foreign linguists such as G.Lakoff, R.Jackendoff, R. Langacker, L.Talmy, J.R. Taylor, A.Wierzbicka and others.

Cognitive linguistics appeared within a framework of approaches to the analysis of language, which are the formal, the psychological, and the conceptual. The formal approach addresses the linguistic patterns, abstracted away from any associated meaning. Thus, this approach includes the study of morphological, syntactic, lexical structure. Traditional generative grammar has centered itself within this approach. The psychological approach looks at language from the perspective of general cognitive systems, within this approach language is examined from the perspective of perception, memory, attention, reasoning. The main target of the conceptual approach is to consider the global system of schematic structures with which language organizes conceptual content that it expresses.

Cognitive approach is concerned with the patterns in which and the processes by which conceptual content is organized in language, or, in other words, how language structures conceptual content. Cognitive linguistics studies how language structures such basic conceptual categories as those of space and time, scenes and events, entities and properties, motion and location, force and causation. It considers the semantic structure of morphological and lexical forms as well as that of syntactic patterns. Cognitive linguistics considers language a cognitive system, which along with other cognitive systems, such as perception, attention, reasoning, affect, memory, motor control comprises human cognition. In this respect language appears to have some structural properties common to other cognitive systems.

The investigation of linguistic means in cognitive aspect, that is examining of meaning-form mappings (картирование, отображение) is based on the recent findings of psychology: such as the prototypical principle of category structure, the principle of figure-ground segregation (выделение фигуры и фона), "windowing" of attention (распределение внимания) and some others. Let's consider each of them.

### **III. The basic principles and arguments of the cognitive linguistics.**

The prototypical principle of category structure argues that any category possesses center-periphery pattern. The center comprises entities which maximally reveal categorial properties, while the periphery is represented by the entities which demonstrate categorial properties only to a certain degree. The principle is used in the study of the syntactic categories (syntactic constructions with P. Hopper and

S. Thompson, A. Goldberg, J.R. Taylor; parts of sentence - the object, the adverbial modifier – with N.N. Boldyrev; in morphology – parts of speech with E.S. Kubryakova).

The principles of figure-ground segregation, and "windowing" of attention are viewed as common to the cognitive system of attention and considered to be essential ones in examining "meaning-form" mappings in syntax.

Figure-ground segregation principle implies that our visual and auditory input is organized in terms of prominence of the different parts. The part of the whole which is perceived as more prominent is given the status of figure and the part which is less prominent is given the status of ground (e.g., when we listen to a piano concert we can easily make out the part played by the piano as more prominent than the accompaniment of the orchestra; thus, the piano part is figure and the orchestra accompaniment is ground). In the system of language the figure – ground

principle is believed to work as follows: the properties of the figure are those of concern, the ground functions as a reference entity and is used to characterize the properties of the figure (figure-ground segregation explains, for instance, the principle of semantic asymmetry of syntactic structures: we can say, for example, “My sister resembles Madonna”, but “Madonna resembles my sister” seems hardly possible. In R.Langacker terminology the subject of the sentence performs the function of the syntactic figure, while the object is the syntactic ground, in other words, object is a conceptual “anchor” for the subject and specifies the latter. In the case “Madonna resembles my sister” the concrete content of the subject and object (realized through the lexical semantics) disagrees with the functions of subject and object as syntactic figure and ground.

The terms “Figure” and “Ground” are adopted by L.Talmy, R. Langacker for the investigation of conceptualization processes in human mind as they are reflected in syntactic structures (different types of sentences). At the same time in cognitive linguistics are widely used terms “Profile” and “Base” (R.Langacker, J.R.Taylor) for explicating the same cognitive phenomena. Figure-Ground segregation as well as Profiling (rendering one aspect of the conceptual content more prominently) reflect the essence of the mechanisms of conceptualization. Profiling, in fact, is structuring of any conceptual content by principle of Figure-Ground segregation. It is axiomatic in cognitive grammar that all linguistic expressions profile something or other, and thus determine the conceptualization of any entity or event. A sentence type profiles a particular event type, a verb profiles a process, a preposition profiles a kind of relation.

The principle of “windowing” of attention in the language is discovered in the fact that linguistic forms can differentially direct or withdraw attention from particular portions of a situation, conceptualized by the speaker into a particular utterance (compare the active and passive constructions).

According to cognitive linguistics the fundamental design feature of language is that it has 2 subsystems, which are the grammatical and the lexical ones. The grammatical properties of language, and syntactical in particular, are examined by such linguists as L.Talmy, R.Langacker, A.Wierzbicka. All of them share the view that the grammatical means of language (that is morphology and syntax) along with lexicon form a continuum of symbolic units and perform a concept structuring function in language. It means that when we use a particular construction we select a particular image or profile to structure the conceived situation for communicative purposes. Imagery or profiling can be examined in the following sentences, while considering the semantic contrast:

- a) Bill sent a walrus to Joyce.
- b) Bill sent Joyce a walrus ( R.Langacker’ example).

The sentences differ in meaning because they employ subtly different images of the same situation. The semantic contrast is in the prominence of certain parts of this scene. In (a) sent. the preposition “to” brings into focus “the path” followed by the walrus, and thereby rendering this aspect of the situation as more prominent. In (b) sent. the juxtaposition of two nouns (“Joyce” and “walrus”) after the verb renders the idea of possessivity.

The difference in imagery determines the use of “to” and the “double –object construction” for certain types of situations. Consider the following examples:

- a) I sent a walrus to Antarctica. – sounds OK;
  - b) I sent the zoo a walrus. – sounds OK;
- but c) I sent Antarctica a walrus. - is doubtful.

Thus, the first argument of cognitive approach, concerning syntax, sounds as follows: grammatical constructions, (according to R. Langacker), possess schematic characteristics, i. e. provide alternative imagery (conceptualizations) for the same event or situation. (In L.Talmy’s conception the idea of imagery function of grammatical constructions was formulated as a principle of conceptual alternativity. It means that the variety of grammatical forms provide a

choice among alternative conceptualizations, from which a speaker selects one or another according to her communicative purposes.)

The second argument says, that the set of grammatical notions constitutes the fundamental concept structuring system of language. The grammatical forms of a sentence, and its syntactic pattern particularly, determine the structure of the conceptual material represented in the sentence, while the lexical elements specify its content. It is due to this argument that it becomes possible to distinguish different formats of representing knowledge in syntactic forms: configurational format, where linguistic knowledge prevails – the knowledge of syntactic configurations or schemas, such as transitive and intransitive constructions; actualizational format, where extra-linguistic knowledge prevails – the knowledge of event types (event concepts as mapped onto the basic syntactic configurations- transitive and intransitive constructions); format of mixed type, where linguistic knowledge and extra-linguistic knowledge are equally represented. (For details see: Болдырев Н.Н., Фурс Л.А. Репрезентация языковых и неязыковых знаний синтаксическими средствами // Филологические науки. №3, 2004, стр. 67-74; Фурс Л.А. Форматы представления знаний в синтаксисе // Вопросы когнитивной лингвистики. Вып.1., 2004, стр. 166-181.)

To illustrate the basic function of grammatical forms to determine the structure of the conceptual material represented in the sentence let's consider the following sentences:

He panted up to the school.

The car rattled down the road.

He dozed into a new cut.

The syntactic construction, containing a prepositional word-group, structures the conceived event as Motion, while the lexical semantics of the verbs “to pant”, “to rattle”, “to doze” evokes the Processual aspect of the event in the listener's mind.

Within a cognitive approach the sentence as a unit of syntax is viewed in terms of schematization or profiling or imagery. It means, as it has been already discussed, that every grammatical construction possesses schematic characteristics, provides some particular imagery or conceptualization for the same event.

In this aspect the study of a transitive construction is very illustrative, performed by such linguists as G.Lakoff, G. Taylor, A. Wierzbicka. The prototypical transitive construction is built up according to a certain syntactic pattern, which is the subject  $\kappa$  the verb-predicate  $\kappa$  the direct object. Initially it encodes transitive events: events which involve two participants, an agent and a patient, where an agent consciously acts in such a way as to cause a change in state of a patient, and its concept- structuring pattern or scheme is agent-action-patient. When the speaker uses the transitive construction for naming a particular event or situation he profiles it as a transitive event, that is he conceptualizes this particular event in terms of a agent-action-patient schema, even if this particular event is not inherently transitive. Let's compare pairs of sentences which describe the same situation:

a) He swam across the Channel;

b) He swam the Channel ( J.R. Taylor's examples).

Sentence (a) denotes the location of swimming. Sentence (b) presents the event as a transitive one and suggests its reading/conceptualization as follows: the Channel is a challenge to the swimmer's power. In this respect the sentence “He swam our new swimming pool.” seems odd.

A. Wierzbicka analyses the use of two- objects- constructions, one object is a patient, the other is an addressee, e.g.: John offered Mary a rose.

Such like constructions are used to encode events, where the patient is involved into the action but doesn't undergo any structural changes, for example destruction. It means that this type of semantic-syntactic constructions profiles the event in terms of an agent-action-addressee-patient scheme, where the action is understood as “giving to”, (and in this aspect it becomes clear, why the sentence “Kill me a spider.” is impossible).

Thus, if the traditional linguistics concentrates on the study of the formal, structural and semantic properties of the syntax units, in the cognitive linguistics the sentence, its syntactic



structure or pattern, is understood in terms of conceptualization, that is how the sentence, as a particular syntactic model, performs the concept-structuring function.

#### **IV. Syntagmatic and paradigmatic patterning.**

The sentence and the phrase as particular syntactic patterns are traditionally viewed as standing to one another in two types of relations: syntagmatic and paradigmatic.

Syntagmatic relations are immediate linear relations between units in a sequence,

e.g.: The book was sold at a great reduction in price.

In this sentence syntagmatically connected are the words: “was sold”, “at a reduction in price”, “at a great reduction” etc.

Paradigmatic relations exist between elements of the system outside the strings where they co-occur. Paradigmatics finds its expression in a system of oppositions, for example sentences of various functional destination can be viewed as opposed to each other: question as opposed to statement, negation as opposed to affirmation (about syntactic oppositions read in the book by M.Y. Bloch p.286).

Syntactic oppositions are realized by correlated sentence patterns, the relations between which can be described as transformations. Some of the patterns are base patterns, others are their transformations, for example, a question can be described as produced from a statement, e.g.: He is interested in sports. → Is he interested in sports? A negation produced from an affirmation, e.g.: He is interested in sports. → He is not interested in sports.

Paradigmatics can be understood as syntactic derivation of more complex pattern-constructions out of basic or kernel pattern-constructions. There are two types of derivational relations in the paradigmatic system:

- 1) the constructional relations
- 2) the predicative relations.

The constructional derivation effects the formation of more complex clausal structures out of simpler ones. Kernel sentences can undergo changes into clauses (the process of clausalization) and phrases (the process of phrasalization). For example, the two kernel sentences “They departed from the city” and “They started a new life” produce the following constructions, which demonstrate *clausalization*:

- 1) As they departed from the city, they started a new life;
- 2) If they depart from the city they shall start a new life;
- 3) They departed from the city, and they started a new life;
- 4) They departed from the city, but they did not start a new life.

These kernel sentences also produce constructions, which demonstrate *phrasalization*:

- 1) On their departure from the city (a case of complete nominalization) they started a new life;
- 2) They departed from the city to start a new life (a case of partial nominalization);
- 3) They departed from the city starting a new life (a case of partial nominalization);
- 4) Having departed from the city, they started a new life ( participial construction of adverbial status).

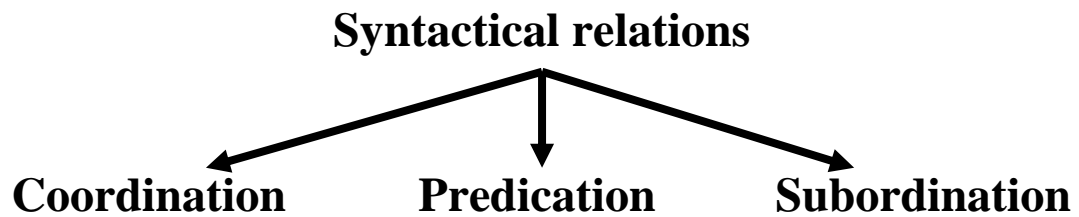
The predicative derivation realizes the formation of predicatively different units, and is responsible for the expression of the predicative semantics of the sentence.

So, kernel sentences undergo structural modification, which expresses the predicative functions of the sentence, e.g.: He has done the job. -> He has not done the job.

In this respect *the kernel sentence* is the simplest construction both in the notional and functional sense, that is it is an elementary sentence which is non-interrogative, non-imperative, non-negative, non-modal.

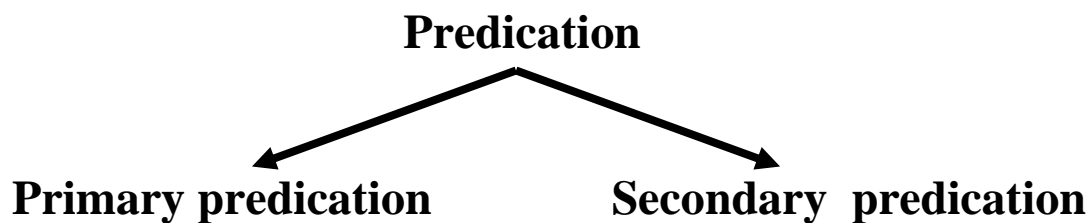
Thus, the main units of syntax, phrases and sentences, enter the system of language by their syntactic patterns. Syntactic patterns are explicated in syntagmatic and paradigmatic patterning.

1-савол. What are the types of syntactical relations?



2-илова

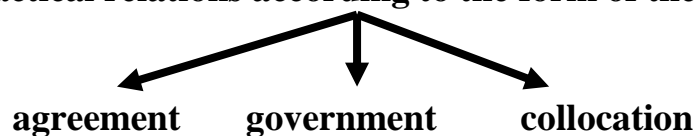
2-савол. What are the types of predication



3-илова

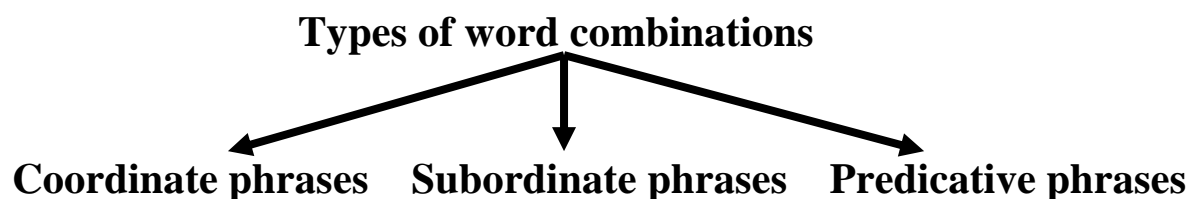
3-савол. What are the types of syntactical relations according to the form of the constituents?

**Types of syntactical relations according to the form of the constituents**



4-илова

4-савол. What are the types of word combinations?



## Sentence

Problems to be discussed:

- definition of sentence
- the types of sentences according to the different grouping requirements
- the problem of one-member sentences
- the problem of elliptical sentences

There are many definitions of the sentence and these definitions differ from each other because that the scientists approach from different view points to this question. Some of them consider the sentence from the point view of phonetics, others - from the point of view of semantics (the meaning of the sentence) and so on. According to the opinion of many grammarians the definition of the sentence must contain all the peculiar features of the smallest communicative unit.

Some of the definitions of a sentence are given below.

«Предложение – минимальная синтаксическая конструкция, используемая в актах речевой коммуникации, характеризующаяся предикативностью и реализующая определенную структурную схему» (14)

“The sentence is the immediate integral unit of speech built up of words according to a definite syntactic pattern and distinguished by a contextually relevant communicative purpose”

The definitions which are mentioned above prove that B.A. Ilyish is quite right when he writes: “The notion of sentence has not so far received a satisfactory definition” (15)

“A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a means of communicating something about reality but also a means of showing the speaker's attitude to it.

“В отличие от слова или словосочетания, которые выражают лишь различные понятия, предложения выражают относительно законченные мысли и тем самым используются как единицы общения между людьми; произнося (или изображая на письме) предложения, люди что-то сообщают, выясняют, побуждают друг друга к выполнению действия.

The train moved out of the city.

Are you ready?

Put down the book.

Для того чтобы сообщение о том или ином факте, явлении был полным, законченным, требуется указать каким образом данный факт, явление, событие и т.д. относится к реальной действительности, существует ли оно на самом деле или же мыслится как возможное предполагаемое, воображаемое, необходимое и т.д., т.е. необходимо выразить модальность сообщения. Модальность непременно имеется в любом предложении».

«Важнейшим средством грамматического оформления предложения является законченность интонации». (15)

Thus, concluding the above mentioned conceptions, we can say that in any act of communication there are three factors:

1. The act of speech;
2. The speaker;
3. Reality (as viewed by the speaker).

B. Khaimovich and Rogovskaya (22) state that these factors are variable since they change with every act of speech. They may be viewed from two viewpoints:

- 1) from the point of view of language are constant because they are found in all acts of communication;
- 2) they are variable because they change in every act of speech.

Every act of communication contains the notions of time, person and reality.

The events mentioned in the communications are correlated in time and time correlation is expressed by certain grammatical and lexical means.

Any act of communication presupposes existence of the speaker and the hearer. The meaning of person is expressed by the category of person of verbs. They may be expressed grammatically and lexico-grammatically by words: I, you, he...

Reality is treated differently by the speaker and this attitude of the speaker is expressed by the category of mood in verbs. They may be expressed grammatically and lexically (may, must, probably...)

According to the same authors the three relations - to the act of speech, to the speaker and to reality - can be summarized as the relation to the situation of speech.

The relation of the thought of a sentence to the situation of speech is called predicativity. Predicativity is the structural meaning of the sentence while intonation is the structural form of it. Thus, a sentence is a communication unit made up of words /and word-morphemes/ in conformity with their combinability and structurally united by intonation and predicativity.

Within a sentence the word or combination of words that contains the meanings of predicativity may be called the predication.

My father used to make nets and sell them.

My mother kept a little day-school for the girls.

Nobody wants a baby to cry.

A hospital Nursery is one of the most beautiful places in the world. You might say, it's a room filled with love.

Thus, by sentence we understand the smallest communicative unit, consisting of one or more syntactically connected words that has primary predication and that has a certain intonation pattern.

### **The Types of Sentences**

There are many approaches to classify sentences. Below we shall consider only some of them. B. Ilyish classifies sentences applying two principles: 1) types of communication. Applying this principle he distinguishes 3 types of sentences: declarative, interrogative, imperative. 2) according to structure. Applying this principle he distinguishes two main types of sentences: simple and composite.

Ch. Fries (31), (32) gives an original classification of types of sentences. All the utterances are divided by him into Communicative and Non-communicative.

The Communicative utterances are in their turn divided into 3 groups:

I. Utterances regularly eliciting "oral" responses only:

A) Greetings. B) Calls. C) Questions.

II. Utterances regularly eliciting "action" responses, sometimes accompanied by one of a limited list of oral responses: requests or commands.

III. Utterances regularly eliciting conventional signals of attention to continuous discourse statements.

L. Barkhudarov (3) compares source (kernel) sentences with their transforms, he distinguishes several types of sentences from their structural view-point. His classification will represent binary oppositions where the unmarked member is the source kernel sentence and marked one is the transformed sentence.

The most important oppositions within the limits of simple sentences are the following two:

1. Imperative (request) and non-imperative sentences.
2. Elliptical and non-elliptical sentences.

Summarizing the issue about the classification of sentences in the English language, we can say that this can be done from different points of view. But the most important criteria so are as follows:

1. the criterion of the structure of sentences
2. the criterion of the aim of the speaker
3. the criterion of the existence of all parts of the sentence.

From the point of view of the first criterion sentences fall under two subtypes: simple and composite.

The difference between them is in the fact that simple sentences have one primary predication in their structure while composite ones have more than one.

According to the criterion of the aim of the speaker sentences fall under declarative, interrogative, imperative and exclamatory.

From the point of view of the existence of all parts of the sentence we differentiate elliptical and non-elliptical sentences.

Below we shall consider these types of sentence.

### **Types of Sentences according to the Aim of the Speaker**

The declarative sentences: This type of sentence may be called basic, when compared with other types of sentences because all other types of sentences are the result of transformation of kernel sentences which are affirmative in their origin (kernel sentences).

- they convey some statement. Maybe because of this fact these sentences are called declarative.
- they usually have the falling intonation
- usually they have regular order of words with no inversion.

### **Interrogative Sentences**

There are two structural types of interrogative sentences in Modern English - general questions (yes- or no- questions) and special (or wh-) questions. Both of them are characterized by having partial inversions:

Are we staying here?

Where are we staying?

Besides, the first one has a special (rising) intonation pattern. The second one (wh-question) has interrogative words. But the intonation pattern of wh-questions is identical with that of the affirmative sentences.

And it is important to point out that the interrogative sentences require answers (if they are not rhetorical ones).

### **Exclamatory Sentences**

The peculiar features of these sentences are:

1. exclamatory sentences usually express some sort of emotion, feeling or the spirit of the person who pronounces it;
2. in their structure they have such introductory words as *what* and *how*:  
Ex. What a lovely night! How beautiful it is here!
3. they are always in the declarative form;
4. there's usually no inversion;
5. they are pronounced with a falling intonation;

### **Imperative Sentences**

The imperative sentences are opposed to non-imperative ones because.

1. In imperative sentences the predicate is used in only one form-in the imperative one, while in non-imperative sentences predicate may be used in any form except the imperative.

2. In imperative sentences no modal verb is used.
  3. The imperative sentences are most often directed to the second person.
  4. The subject of the imperative sentences are almost always represented by the zero alternant of you, that is, elliptically.
  5. The imperative sentences urge the listener to perform an action or verbal response.
- The above said is quite sufficient to characterize the structure of imperative sentences to be specific and distinct from that of the structure of non-imperative sentences.

### **Elliptical Sentences**

The problem of elliptical sentences has been and still is one of the most important and at the same time difficult problems of syntax.

The problem is solved by different linguists in different way. According to H. Kruisinga's (36) concept "Any noun that is used to call a person may be looked upon as a sentence, or a sentence-word."

Some words regularly form a sentence, such as "yes" or "no"; but they do so only in connection with another sentence. Words used in a sentence with subject and predicate may also be alone to form a complete sentence, but again in connection with another sentence only..."

As we stated above elliptical sentences are also the result of transformation of kernel sentences. Since transforms are derived from kernel sentences they must be considered in connection with the latter.

L. Barkhudarov (3) looks upon the sentences like «Вечер», «Утро» and so on as two-member sentences. Really, if we isolate such utterances from the language system it will not be divisible. If an investigator wants to be objective he cannot neglect the language system. Any unit of any language is in interdependence of the other units of the language. Since the overwhelming majority of sentences are two-member ones as e.g. «Был вечер», «Будет вечер» the above-mentioned utterances are also two-member ones. In sentences «Был вечер», «Будет вечер» the predicates are expressed explicitly, while in «Вечер», «Утро» the predicates are expressed by zero alternants of the verb «БЫТЬ». M. Blokh's conception is very close to this (5), (6).

The classification of elliptical sentences may be based on the way of their explication. By explication we understand the replacement of the zero alternant of this or that word by the explicit one. There are two kinds of explication:

1. Syntagmatically restored elliptical sentences - when the explicit alternant of the elliptical sentence is found in the same context where the elliptical sentence is:

One was from Maine; the other from California.

If you have no idea where Clive might be, I certainly haven't. (Nancy Buckingham).

2. Paradigmatically restored elliptical sentence - when the explicit alternant of the zero form is not found in the context where the ellipsis is used but when it is found in similar language constructions, e.g.

Stop and speak to me. (Galsworthy)

You listen to me, Horace. (Steinback)

### **The Problem of One -Member Sentences**

"A sentence is the expression of a self-contained and complete thought". Quite often the terms are applied to linguistic forms lack completeness in one or more respects. It will of course be readily agreed that sentences like "All that glitters is not gold" and "Two multiplied by two are four", are formally and notionally complete and self-contained.

But in everyday intercourse utterances of this type are infrequent in comparison with the enormous number which rely upon the situation or upon the linguistic context - to make their intention clear.

In the extract Strove asked him if he had seen Strickland. "He is ill", he said. "Didn't you know?" - "Seriously?" - "Very, I understand", to Fries "Seriously" is a sentence - equivalent. They all seem to be a complete communication. But it can not be denied that each of them, either through pronouns (he, him) or through omissions, depend heavily on what has been said

immediately before it is spoken; in fact the last three would be unthinkable outside a linguistic context. Properly speaking, therefore, omissions must be said to effect connection between sentences (31), (32).

Sentences with syntactic items left out are natural, for omissions are inherent in the very use of language. "In all speech activities there are three things to be distinguished: expression, suppression, and impression.

Expression is what the speaker gives, suppression is what the speaker does not give, though he might have given it, and impression is what the hearer receives". (35)

Grammarians have often touched upon omissions of parts of sentences. But it is difficult to find an opinion which is shared by the majority of linguists.

When considering the types of sentences some grammarians recognize the existence of two-member, one-member and elliptical sentences. The two-member sentences are sentences which have the subject and the predicate. However, language is a phenomenon where one cannot foresee the structure of it without detailed analysis. There are sentences which cannot be described in terms of two-member sentences. We come across to sentences which do not contain both the subject and the predicate. "There's usually one primary part and the other could not even be supplied, at least not without a violent change of the structure of the sentence", (Ilyish) Fire! Night. Come on!

As Ilyish (15) puts it, it is a disputed point whether the main part of such a sentence should, or should not be termed subject in some case (as in Fire! Night...) or predicate in some other (Come on!; Why not stay here?) There are grammarians who keep to such a conception. Russian Academician V.V. Vinogradov (10) considers that grammatical subject and predicate are correlative notions and that the terms lose their meaning outside their relation to each other. He suggests the term "main part".

Thus, one member sentence is a sentence which has no separate subject and predicate but one main only instead. B. Ilyish (15) considers some types of such sentences:

- 1) with main part of noun (in stage directions);  
Night. A lady's bed-chamber ... .
- 2) Imperative sentences with no subject of the action mentioned:  
Come down, please.

Infinitive sentences are also considered to be one special type of one-member sentences. In these sentences the main part is expressed by an infinitive. Such sentences are usually emotional:

Oh, to be in a forest in May!  
Why not go there immediately?

B.A. Ilyish (15) states that these sentences should not be considered as elliptical ones, since sentences like:

Why should not we go there immediately? - is stylistically different from the original one.

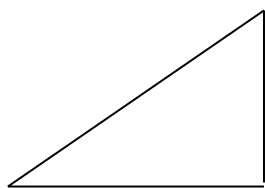
By elliptical sentence he means sentence with one or more of their parts left out, which can be unambiguously inferred from the context.

It is rather difficult to define the sentence as it is connected with many lingual and extra lingual aspects - logical, psychological and philosophical. We will just stick to one of them - according to academician G.Pocheptsov, the sentence is the central syntactic construction used as the minimal communicative unit that has its primary predication, actualises a definite structural scheme and possesses definite intonation characteristics. This definition works only in case we do not take into account the difference between the sentence and the utterance. The distinction between the sentence and the utterance is of fundamental importance because the sentence is an abstract theoretical entity defined within the theory of grammar while the utterance is the actual use of the sentence. In other words, the sentence is a unit of language while the utterance is a unit of speech.

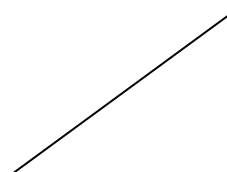
The most essential features of the sentence as a linguistic unit are a) its **structural**

characteristics - subject-predicate relations (primary predication), and b) its **semantic** characteristics - it refers to some fact in the objective reality. It is represented in the language through a conceptual reality:

conceptual reality



proposition



objective reality      lingual representation      objective situation      predicative unit

We may define the proposition as the main predicative form of thought. Basic predicative meanings of the typical English sentence are expressed by the finite verb that is immediately connected with the subject of the sentence (primary predication).

To sum it up, the sentence is a syntactic level unit, it is a predicative language unit which is a lingual representation of predicative thought (proposition).

Different approaches to the study of the sentence.

a) Principal and secondary parts of the sentence.

b) Immediate constituents of the sentence. IC analysis.

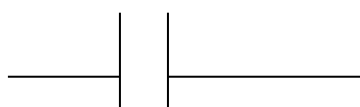
To grasp the real structure of the English sentence, one must understand not only words that occur but also the principles of their arrangement. Each language has its own way of structural grouping. English has dichotomous phrase structure, which means that the phrase in English can always be divided into two elements (constituents) until we get down to the single word. All groups of words are arranged in levels. The name given by linguists to these different levels of relationship is immediate **constituents**.

Thus, one way of analyzing a sentence is to cut it to its immediate constituents, that is, to single out different levels of meaning:

The old man saw a black dog there.

It is obvious that dividing a sentence into ICs does not provide much information. Nevertheless, it can sometimes prove useful if we want to account for the ambiguity of certain constructions. A classic example is the phrase *old men and women* which can be interpreted in two different ways. Ambiguity of this kind is referred to as syntactic ambiguity. By providing IC analysis we can make the two meanings clear:

old man and women



old man and women



c) Oppositional analysis.

The oppositional method in syntax means correlating different sentence types: they possess common features and differential features. Differential features serve the basis for analysis.

E.g. two member sentence :: one member sentence (John worked:: John! Work! Or: I speak English :: I don't speak English.

d) Constructional analysis.

According to the constructional approach, not only the subject and the predicate but also all the necessary constituents of primary predication constitute the main parts because they are constructionally significant. Therefore, the secondary parts of the sentence are sometimes as necessary and important as the main ones. If we omit the object and the adverbial modifier in the following sentences they will become grammatically and semantically unmarked: Bill closed the door; She behaved well.

The structural sentence types are formed on the basis of kernels (basic structures). Three



main types of propositional kernels may be distinguished: N V, N is A, N is N. However, if we take into account the valent properties of the verbs (their obligatory valency) the group will become larger (8 kernels), e.g. NI V N2 N3: *John gave Ann the book*, NI V N2: *I see a house*.

The kernel sentences form the basis for syntactic derivation. Syntactic derivation lies in producing more complex sentences. Syntactic processes may be internal and external. Internal syntactic processes involve no changes in the structure of the parts of the sentence. They occur within one and the same part of the sentence (subject, etc.). External syntactic processes are those that cause new relations within a syntactic unit and lead to appearance of a new part of the sentence.

The internal syntactic processes are:

Expansion

*The phone was ringing **and ringing*** *They were laughing **and singing***

Complication

(a synt. unit becomes complicated)

*I have seen it - I **could** have seen it*

Compression

Contamination

(two parts of the sentence are joined

together - e.g. double predicate)

*The moon **rose red***

Replacement - the use of the words that have a generalized meaning: *one*, *do*, etc., *I'd like to take **this one***.

Representation - a part of the syntactic unit represents the whole syntactic unit: *Would you like to come along? I'd love **to***.

Ellipsis - *Where are you going? To the **movies***.

The external syntactic processes are:

Extension - *a nice dress - a nice **cotton** dress*.

Ajoiment - the use of specifying words, most often particles: *He did it - **Only** he did it*.

Enclosure - inserting modal words and other discourse markers: *after all*, *anyway*, *naturally*, etc.

The utterance as opposed to the sentence is the unit of speech. The main categories of the utterance from the point of view of its informative structure are considered to be the **theme** and the **rheme**. They are the main components of the Functional Sentence Perspective (FSP) - actual division of the sentence (most language analysts stick to the term "sentence" but actually they mean "utterance"). In English, there is a "standard" word order of Subject κ Verb κ Object: *The cat ate the rat* - here we have a standard structure (N I κ V κ N2). However, there are numerous other ways in which the semantic content of the sentence can be expressed:

1. *The rat was eaten by the cat.*
2. *It was the cat that ate the rat.*
3. *It was the rat that the cat ate.*
4. *What the cat did was ate the rat.*
5. *The cat, it ate the rat.*

Which of these options is actually selected by the writer or the speaker will depend on the context in which the utterance occurs and the importance of the information. One important consideration is whether the information has already been introduced before or it is assumed to be known to the reader or listener. Such information is referred to as given information or the theme. It contrasts with information which is introduced for the first time and which is known as new information or the rheme.

Informative structure of the utterance is one of the topics that still attract the attention of language analysts nowadays. It is well recognized that the rheme marking devices are:

1. Position in the sentence. As a rule new information in English generally comes last: *The cat ate the **rat***.

2. Intonation.

3. The use of the indefinite article. However, sometimes it is impossible (as in 1): *A **gentleman** is waiting for you*.

4. The use of 'there is', 'there are'. *There is **a cat** in the room*.

5. The use of special devices, like 'as for', 'but for', etc.: *As for **him**, I don't know.*
6. Inverted word order: *Here comes the sun.*
7. The use of emphatic constructions: *It was **the cat** that ate the rat.*

However, sometimes the most important information is not expressed formally: The *cat ate the rat after all*. The rheme here is 'the rat'. At the same time there is very important information which is hidden or implicit: the cat was not supposed to do it, or - it was hard for the cat to catch the rat, or - the cat is a vegetarian (this hidden information will depend on the context or situation). In other words, we may say that this sentence contains two informative centres, or two rhemes - explicit and implicit.

#### 5. Functional typology of utterances.

Actional utterance: N κ Vact. κ Complement - actional predicate

Performative utterance: I κ Vperf.Nsay - performative predicate

Characterizing utterance: N κ Vbe κ NQ - characterizing predicate

(See the book by E.Morokhovskaya 'Fundamentals of Theoretical English Grammar', pp.254-268)

### Self-control questions

1. What linguistic unit is called a sentence?
2. What are the main features of sentences?
3. What theories on sentence do you know?
4. What is the difference between primary and secondary predication?
5. What criteria are used to classify sentences?
6. What do you understand by structural classification of sentences?
7. What do you understand by the classification of sentences according to the aim of the speaker?
8. What do you understand by the classification of sentences according to the existence of the parts of the sentence?
9. What is the difference between one- and two-member sentences?
10. What sentences are called elliptical?
11. What is "syntagmatically restored" and "paradigmatically restored" elliptical sentences?

### Composite Sentences

Problems to be discussed:

- the difference between simple and composite sentences
- the types of composite sentences:
  - a) compound
  - d) complex
  - c) mixed (compound-complex) sentences

The word "composite" is used by H. Poutsma (39) as a common term for both the compound and complex sentences.

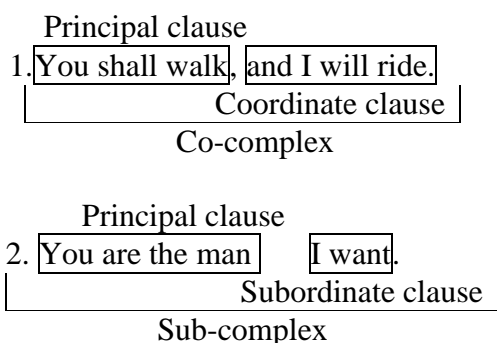
There are three types of composite sentences in Modern English:

1. The compound sentence contains two or more independent clauses with no dependent one.
2. The complex sentence contains one dependent clause and one or more independent clauses. The latter usually tells something about the main clause and is used as a part of speech or as a part of sentence.

J. The compound-complex sentence combines the two previous types. The compound-complex sentences are those which have at least two independent clauses and at least one dependent (subordinate) clause in its structure: Blair found herself smiling at him and she took the letter he held out to her.

That there are three types of composite sentences in languages is contemporary approach to this issue. Historically not all the grammarians were unanimous in this respect. According to it H. Sweet (42) there are structurally two types of sentences: simple and complex.

“Two or more sentences may be joined together to form a single complex sentence ... In every complex there is one independent clause, called the principal clause together with at least one dependent clause, which stands in the relation of adjunct to the principal clause. The dependent clause may be either coordinate or subordinate”. Examples:



As one can see in H. Sweet's conception there's no place for compound sentences since even so-called “co-complex” there's subordination.

In this paper we shall classify the composite sentences into three types as has been mentioned above.

### Compound Sentences

The compound sentence was not felt to be a sentence proper. There were at least three methods, as L. Iophic and Chahoyan (17) state, employed by the grammarians to find a way out of this difficulty: (1) to explain it away by the complete independence and the possibility of isolating each member of a compound sentence without any change of its meaning or intonation; (2) by employing new terms to express more exactly the grammatical peculiarity of this combination of sentences. The terms “double”, “triple” and “multiple” sentences were used by E. Kruisinga (36) in “A Hand-book of Present day English” and H.R. Stokoe (41). (3) by excluding this concept from the structural classification of sentences.

The analysis of compound sentences show that clauses of a compound sentence are usually connected more closely than independent sentences. According to M. Blokh (7) “in these sentences the clauses are arranged as units of syntactically equal rank, i.e. equipotent” (p.296). But more close examination of these type of sentences shows that:

1. The order of clauses is fixed.

He came at six and we had dinner together.

The two women understood one another very well, but Paul seemed to be left outside this conversation.

Every drawer in every room had been taken out, the contents spilled, the bed had been ripped apart, pictures were off their hooks and (they) were lying on the floor.

One cannot change order of the clauses in these sentences.

2. Between clauses of compound sentences there exist certain semantic relations. And these relations are defined by conjunctions and connectives:

- 2.1. Harmony or agreement (copulative relation):

Her lips trembled and she put up her hand as if to steady them with her fingers.

- 2.2. Contrast or opposition. This relation is usually expressed by adversative conjunctions but, yet:

The conjunctions are not numerous but they are of very frequent occurrence.

- 2.3. The choice or alternation (disjunctive conjunction- or): Is that historically true or is it not?

2.4. Reason or consequence (or conclusion) for, so... E.g.  
He had apparently been working, for the table was littered with papers.  
There's no car available, so I shall go on foot.

## **Complex Sentences**

Linguists explain the complex sentences as units of unequal rank, one being categorically dominated by the other. In terms of the positional structure of the sentence it means that by subordination one of the clauses (subordinate) is placed in a dependent position of the other (principal). This latter characteristic has an essential semantic implication clarifying the difference between the two types, of polypredication in question. As a matter of fact, a subordinate clause, however important the information rendered by it might be for the whole communication, presents it as naturally supplementing the information of the principal clause, i.e. as something completely premeditated and prepared even before its explicit expression in the utterance (5), (6), (7).

### ***The Types of Complex Sentences***

The subordinate clauses are classified according to the two criteria: meaning and combinability. The clauses of a complex sentence form the unity, a simple sentence in which some part is replaced by a clause.

The subject clauses are used in the function of a primary part of the sentence. The peculiarity of the subject clause is its inseparability from the principal clause. It is synsemantic; it can't be cut off from the rest of the sentence.

What he says is true.

The predicative clause fulfills the function of the notional predicate (the function of the predicative).

e.g. The thing is what we should do the next.

The Adverbial clauses serve to express a variety of adverbial relations:

action quality. Mike acted as though nothing had happened.

=manner. Everybody should love her as he did.

Some more complex sentences:

What the newspapers say may be false (subject clause).

I don't remember what his name is. (object)

He thought that it might well be. (object)

The lot that is on the corner needs moving. (attributive)

He is a man whom I have always admired. (attributive)

When Bill decided to leave, everyone expressed regret. (adverbial clause of time)

## **The Structural Approach to the Problem of Composite Sentences**

One of the representatives of structural linguists Ch. Fries (31), (32) considers two kinds of composite sentences: sequence sentences and included sentences. The sequence sentences consist of situation sentence and sequence sentence. Example:

1. The government has set up an agency called Future builders.

2. It has a certain amount of fund to make loans to social enterprises.

These two sentences are connected with each-other. The first sentence is a situation sentence and the second one is a sequence sentence since it develops the idea of the situation sentence.

In the following example “*The biggest loan has gone to M. Trust, which runs a school for handicapped children.*” There are also two sentences included into one but they are not separated by a period (full stop).

Thus, in both cases there are certain signals that serve to connect the constituents, they are “if” in the sequence sentence and “which” - in the included one.

The most significant difference between these function words as signals of “inclusion” and the forms given above as signals of sequence lies in the fact that these function words of inclusion at the beginning of a sentence look forward to a coming sentence unit, while the signals of sequence look backward to the preceding sentence unit.

When sentence units are included in larger units they can fulfill a variety of structural functions. In the structure of the larger sentence unit in which they are included they often operate as a single unit substitutable for one of the single part of the speech.

C.H. Fries, as we see, makes an attempt to reject the traditional classification and terms. He substitutes for the traditional doctrine his theory of included sentences and sequences of sentences. His attitude towards the traditional concept of the compound sentence is primarily a matter of the punctuation of written texts.

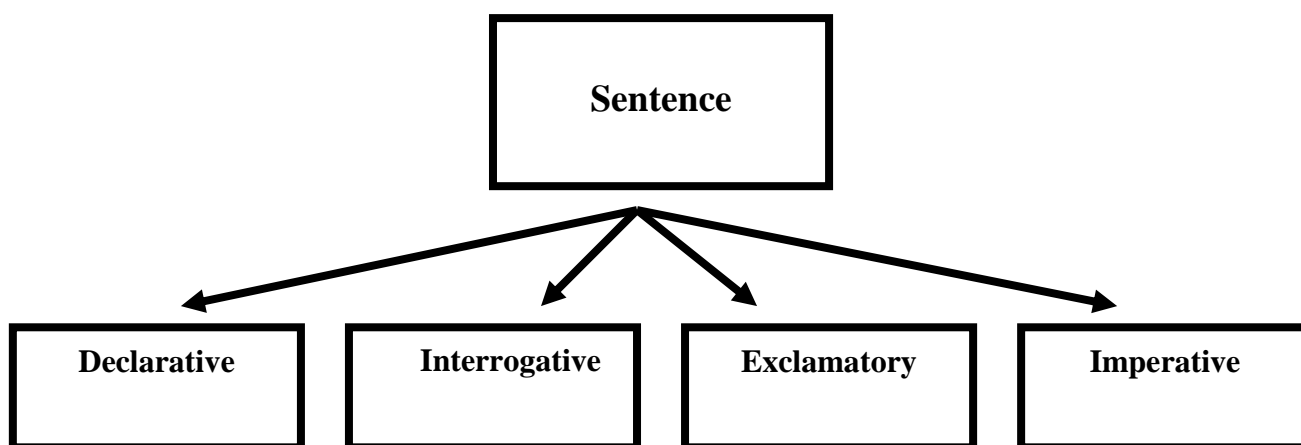
### Self-control questions

1. What does the term “composite” mean?
3. What types of composite sentences do you know?
4. Specify the compound, complex and mixed type of composite sentences.
5. What are the problems connected with compound sentences?
6. How are the complex sentences are classified?
7. What does H. Sweet mean by “co-complex” and “sub- complex”?
8. What is the structural approach to the problem of composite sentences?

### Визуал материаллар

1-илова

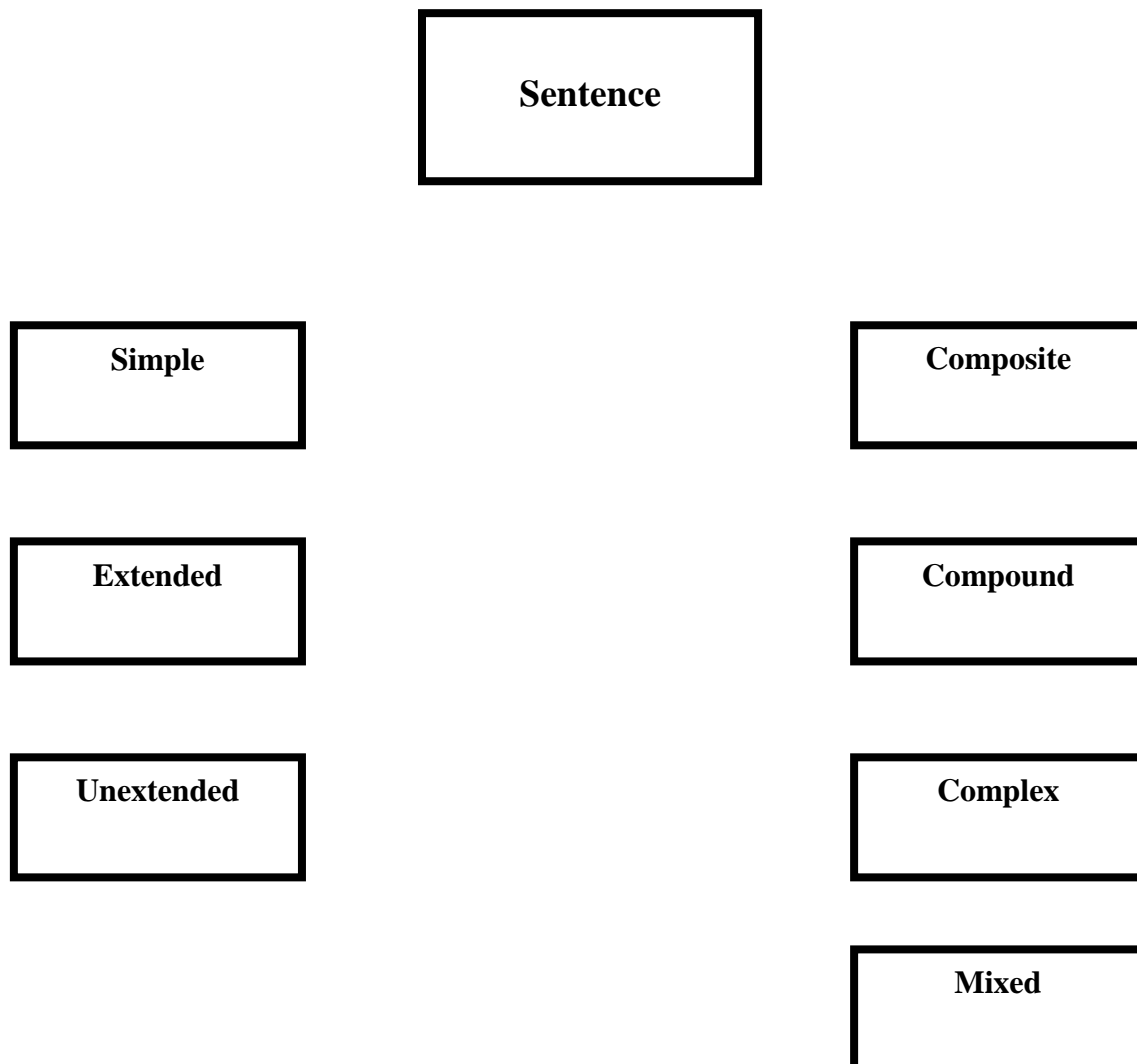
**1-савол.** What are the communicative types of English sentences?



2-илова

**2- савол.** What are the communicative types of English sentences?

### **Structural types of English sentences**



### **5-илова**

#### **7- маъруза машғулоти бўйича хулоса**

1. The subject-matter of syntax are communicative units: sentence and text.
2. There are two types of relations between words in languages: paradigmatic and syntagmatic. Syntagmatic connection between words or group of words is also called a syntactic bond.
3. Types of Syntactic Relations: L. Barkhudarov distinguishes three basic types of syntactical bond: subordination, co-ordination, predication. H. Sweet distinguishes two types of relations between words: subordination, coordination. B. Ilyish also distinguishes two types of relations: agreement, government. E. Kruisinga considers two types of word-groups: close and loose.

4. The grammatical structure of language comprises two major parts - morphology and syntax. The two areas are obviously interdependent and together they constitute the study of grammar.

Syntactic units may be analyzed from different points of view, and accordingly, different syntactic theories exist.

**Transformational-Generative Grammar.** (Zelling Harris and Noam Chomsky).

**Constructional Syntax.** (Prof. G .Pocheptsov)

**Communicative Syntax.**

**Pragmatic approach.**

**Text linguistics.**

**Discourse analysis.**

**Syntactic unit** is always a combination that has at least two constituents.

**Syntactic meaning** is the way in which separate word meanings are combined to produce meaningful word-groups and sentences.

**Syntactic form** may be described as the distributional formula of the unit (pattern).

**Syntactic function.**

**Syntactic position**

**Syntactic relations.**

The syntactic units can go into three types of syntactic relations.

1. **Coordination (SR1)**
2. **Subordination (SR2)**
3. **Predication (SR3)**

## **SYNTAX AND ITS MAIN UNITS.**

### **TRADITIONAL AND COGNITIVE APPROACHES IN SYNTAX**

- I. Syntax as part of grammar. The main units of syntax.
- II. Traditional and cognitive understanding of syntax.
- III. The basic principles and arguments of the cognitive linguistics.
- IV. Syntagmatic and paradigmatic patterning.

**5- савол.**

**5-илова**

**8- маъруза машғулоти бўйича хулоса**

1. There are many definitions of the sentence and these definitions differ from each other because that the scientists approach from different view points to this question. Some of them consider the sentence from the point view of phonetics, others - from the point of view of semantics (the meaning of the sentence) and so on. According to the opinion of many grammarians the definition of the sentence must contain all the peculiar features of the smallest communicative unit.

Some of the definitions of a sentence are given below.

«Предложение – минимальная синтаксическая конструкция, используемая в актах речевой коммуникации, характеризующаяся предикативностью и реализующая определенную структурную схему» (14)

“The sentence is the immediate integral unit of speech built up of words according to a definite syntactic pattern and distinguished by a contextually relevant communicative purpose”

The definitions which are mentioned above prove that B.A. Ilyish is quite right when he writes: “The notion of sentence has not so far received a satisfactory definition” (15)

“A sentence is a unit of speech whose grammatical structure conforms to the laws of the language and which serves as the chief means of conveying a thought. A sentence is not only a

means of communicating something about reality but also a means of showing the speaker's attitude to it.

“В отличие от слова или словосочетания, которые выражают лишь различные понятия, предложения выражают относительно законченные мысли и тем самым используются как единицы общения между людьми; произнося (или изображая на письме) предложения, люди что-то сообщают, выясняют, побуждают друг друга к выполнению действия.

The train moved out of the city.

Are you ready?

Put down the book.

Для того чтобы сообщение о том или ином факте, явлении был полным, законченным, требуется указать каким образом данный факт, явление, событие и т.д. относится к реальной действительности, существует ли оно на самом деле или же мыслится как возможное предполагаемое, воображаемое, необходимое и т.д., т.е. необходимо выразить модальность сообщения. Модальность непременно имеется в любом предложении».

«Важнейшим средством грамматического оформления предложения является законченность интонации». (15)

Thus, concluding the above mentioned conceptions, we can say that in any act of communication there are three factors:

1. The act of speech;
2. The speaker;
3. Reality (as viewed by the speaker).

B. Khaimovich and Rogovskaya (22) state that these factors are variable since they change with every act of speech. They may be viewed from two viewpoints:

1) from the point of view of language are constant because they are found in all acts of communication;

2) they are variable because they change in every act of speech.

Every act of communication contains the notions of time, person and reality.

So, by sentence we understand the smallest communicative unit, consisting of one or more syntactically connected words that has primary predication and that has a certain intonation pattern.

## **The Types of Sentences**

There are many approaches to classify sentences. Below we shall consider only some of them.

Summarizing the issue about the classification of sentences in the English language, we can say that this can be done from different points of view. But the most important criteria so are as follows:

4. the criterion of the structure of sentences
5. the criterion of the aim of the speaker
6. the criterion of the existence of all parts of the sentence.

From the point of view of the first criterion sentences fall under two subtypes: simple and composite.

The difference between them is in the fact that simple sentences have one primary predication in their structure while composite ones have more than one.

According to the criterion of the aim of the speaker sentences fall under declarative, interrogative, imperative and exclamatory.

From the point of view of the existence of all parts of the sentence we differentiate elliptical and non-elliptical sentences.

### **Types of Sentences according to the Aim of the Speaker**



The declarative sentences.

Interrogative sentences.

There are two structural types of interrogative sentences in Modern English - general questions (yes- or no- questions) and special (or wh-) questions. Both of them are characterized by having partial inversions.

Besides, the first one has a special (rising) intonation pattern. The second one (wh-question) has interrogative words. But the intonation pattern of wh-questions is identical with that of the affirmative sentences.

And it is important to point out that the interrogative sentences require answers (if they are not rhetorical ones).

### **Exclamatory Sentences**

The peculiar features of these sentences are:

1. exclamatory sentences usually express some sort of emotion, feeling or the spirit of the person who pronounces it;
2. in their structure they have such introductory words as *what* and *how*;
3. Ex. What a lovely night! How beautiful it is here!
4. they are always in the declarative form;
5. there's usually no inversion;
6. they are pronounced with a falling intonation;

### **Imperative Sentences**

The imperative sentences are opposed to non-imperative ones because.

1. In imperative sentences the predicate is used in only one form-in the imperative one, while in non-imperative sentences predicate may be used in any form except the imperative.
2. In imperative sentences no modal verb is used.
3. The imperative sentences are most often directed to the second person.
4. The subject of the imperative sentences are almost always represented by the zero alternant of you, that is, elliptically.
5. The imperative sentences urge the listener to perform an action or verbal response.

The above said is quite sufficient to characterize the structure of imperative sentences to be specific and distinct from that of the structure of non-imperative sentences.

### **Elliptical Sentences**

The problem of elliptical sentences has been and still is one of the most important and at the same time difficult problems of syntax.

The problem is solved by different linguists in different way (H. Kruisinga, L. Barkhudarov, M. Blokh).

The classification of elliptical sentences may be based on the way of their explication. By explication we understand the replacement of the zero alternant of this or that word by the explicit one. There are two kinds of explication:

1. Syntagmatically restored elliptical sentences - when the explicit alternant of the elliptical sentence is found in the same context where the elliptical sentence is;
2. Paradigmatically restored elliptical sentence - when the explicit alternant of the zero form is not found in the context where the ellipsis is used but when it is found in similar language constructions.

### **The Problem of One -Member Sentences**

One member sentence is a sentence which has no separate subject and predicate but one main only instead.

### **Composite Sentences**

The word "composite" is used by H. Poutsma (39) as a common term for both the compound and complex sentences.

There are three types of composite sentences in Modern English:

1. The compound sentence contains two or more independent clauses with no dependent one.
2. The complex sentence contains one dependent clause and one or more independent clauses. The latter usually tells something about the main clause and is used as a part of speech or as a part of sentence.
3. The compound-complex sentence combines the two previous types.

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The compound sentence was not felt to be a sentence proper. There were at least three methods, as L. Iophic and Chahoyan (17) state, employed by the grammarians to find a way out of this difficulty: (1) to explain it away by the complete independence and the possibility of isolating each member of a compound sentence without any change of its meaning or intonation; (2) by employing new terms to express more exactly the grammatical peculiarity of this combination of sentences. The terms "double", "triple" and "multiple" sentences were used by E. Kruisinga (36) in "A Hand-book of Present day English" and H.R. Stokoe (41). (3) by excluding this concept from the structural classification of sentences.

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The subject clauses are used in the function of a primary part of the sentence. The peculiarity of the subject clause is its inseparability from the principal clause. It is synsemantic; it can't be cut off from the rest of the sentence.

The predicative clause fulfills the function of the notional predicate (the function of the predicative).

The Adverbial clauses serve to express a variety of adverbial relations:

action quality.

### **The Structural Approach to the Problem of Composite Sentences**

One of the representatives of structural linguists Ch. Fries (31), (32) considers two kinds of composite sentences: sequence sentences and included sentences. The sequence sentences consist of situation sentence and sequence sentence.

C.H. Fries, as we see, makes an attempt to reject the traditional classification and terms. He substitutes for the traditional doctrine his theory of included sentences and sequences of sentences. His attitude towards the traditional concept of the compound sentence is primarily a matter of the punctuation of written texts.

**6-илова**

**7-маъруза машғулоти бўйича билимларни мустахкамлаш учун вазифа**

**(Ҳа, йўқ техникаси)**

1. Has syntax its subject - matter?
2. Are there any types of syntactical relations?
3. Are there any types of syntactical relations according to the form of the constituents?
4. Are there any types of word combinations?

5. Is there any syntactical relation called agreement?
6. Is there any syntactical relation called government?
7. Is there any syntactical relation called collocation?

**6-илова**

**7-маъруза машғулотини бўйича билимларни мустахкамлаш учун вазифа  
(Ҳа, йўқ техникаси)**

1. Is there linguistic unit called a sentence?
2. Are there any features of sentences?
3. Do you know any theories on sentence?
4. Is there any difference between primary and secondary predication?
5. Are there the criteria used to classify sentences?
6. Do you understand the structural classification of sentences?
7. Do you understand the classification of sentences according to the aim of the speaker?
8. Do you understand by the classification of sentences according to the existence of the parts of the sentence?
9. Is there any difference between one- and two-member sentences?
10. Are there sentences called elliptical?
11. Are there many types of composite sentences?
12. Are the complex sentences classified?

**7 Семинар машғулотининг ўқитиш технологияси (1-машғулот)**

Вақти 1 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулотини
Ўқув машғулотини режаси	<ol style="list-style-type: none"> <li>1. Синтаксиснинг ўрганиш предмети ҳақида маълумот</li> <li>2. Синтаксиснинг турлари ҳақида маълумот</li> <li>3. Синтактик алоқалар турлари ҳақида маълумот</li> <li>4. Синтаксисни ўрганишда анъанавий ва когнитив ёндашув ҳақида умумий маълумот</li> </ol>
Ўқув машғулотининг мақсади: Ушбу семинар машғулотини жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	

<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - Синтаксис ҳақида умумий маълумотларга таъриф беради - Синтаксиснинг турлари ҳақида маълумотларни ёритади - Синтактик алоқалар турлари ҳақидаги маълумотларни келтиради - Синтаксисни ўрганишда анъанавий ва когнитив ёндашувини шарҳлайди.
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, subject - matter of syntax, syntax-minor, syntax-major, the types of syntactical relations: a) coordination, b) subordination, c) predication: primary and secondary predication, the types of syntactical relations according to the form of the constituents: a) agreement, b) government, c) collocation, word-combinations and their types сўз ва тушунчалари тўғрисида мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

## 7 Семинар машғулотининг ўқитиш технологияси (1-машғулоти)

Вақти 1 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулоти
Ўқув машғулоти режаси	1. Гап ва гапга берилган таърифлар ҳақида маълумот 2. Гапнинг тузилиш ва маъно жиҳатдан турлари ҳақида маълумот 3. Бир бош бўлакли гаплар муаммоси ҳақида маълумот 4. Қўшма гап ва унинг турлари ҳақида маълумот
Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	

<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - гап ва гапга берилган таърифлар ҳақидаги умумий маълумотларга таъриф беради - гапнинг тузилиш ва маъно жиҳатдан турлари ҳақида маълумотни ёритади - бир бош бўлакли гаплар муаммоси ҳақида маълумотни келтиради - қўшма гап ва унинг турлари ҳақида маълумот беради
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, sentence, simple sentence, one- and two-member sentences, elliptical sentence, compound sentence, complex sentence, mixed sentence, composite sentence, principle clause, coordinate clause, subordinate clause сўз ва сўз бирикмаларига мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

## 7 Семинар машғулотининг технологик картаси (1-машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади. 1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди: 1. Has syntax its subject - matter? 2. Are there any types of syntactical relations? 3. Are there any types of syntactical relations according to the form of the constituents? 4. Are there any types of word combinations? 5. Are any syntactical relations called agreement? 6. Are any syntactical relations called government? 7. Are any syntactical relations called collocation?  Мазмуннинг муҳокамаси гуруҳларда давом	1.1 Мавзуни ёзади ва саволларга жавоб беради.

	этишини эълон қилади.	
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қоидаси билан таништилади (1-илова). Баҳолаш мезонлари ҳам намойиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича фойдаланган жадвални намойиш қилади ва устунларни тўлдиришни айтади. Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулоти яқунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни оладилар.</p>

### 7 Семинар машғулотининг технологик картаси (1-машғулоти)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	<p>1.1 Мавзунинг мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулоти ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўқишни маълум қилади.</p> <p>1.2 Ақлий ҳужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди:</p> <ol style="list-style-type: none"> <li>1. What linguistic unit is called a sentence?</li> <li>2. What are the main features of sentences?</li> <li>3. What theories on sentence do you know?</li> <li>4. What is the difference between primary and secondary predication?</li> <li>5. What criteria are used to classify sentences?</li> <li>6. What do you understand by structural classification of sentences?</li> <li>7. What do you understand by the classification of sentences according to the aim of the speaker?</li> <li>8. What do you understand by the classification of sentences according to the existence of the parts of the sentence?</li> </ol>	<p>1.1 Мавзунинг ёзилиши ва саволларга жавоб беради.</p>

	Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.	
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова).</p> <p>Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қондаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намойиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади.</p> <p>Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намойиш қилади ва устунларни тўлдиришни айтади.</p> <p>Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради.</p> <p>Гуруҳлар фаолиятига умумий балл беради.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулоти яқунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни оладилар.</p>

### Ўқув топшириқлар

#### 1-илова

<p align="center"><b>Гуруҳ билан ишлаш қондалари</b></p> <p><b>Гуруҳ аъзоларининг ҳар бири</b></p> <ul style="list-style-type: none"> <li>- ўз шерикларининг фикрларини хурмат қилишлари лозим</li> <li>- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим</li> <li>- ўзларига ёрдам керак бўлганда сўрашлари мумкин</li> <li>- ёрдам сўраганларга кўмак беришлари лозим</li> <li>- гуруҳни баҳолаш жараёнида иштирок этишлари лозим</li> <li>- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қондасини яхши билишлари лозим</li> </ul>
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#### 2-илова

- 1.Берилган сўзлардан битта гап тузинг.  
syntax-minor and syntax-major, types, grammar.
- 2.Ушбу тушунчаларнинг мазмунини ёритинг  
the types of syntactical relations, types of syntactical relations according to the form of the constituents.

#### 3-илова

**Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари**

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

**Маърузада талабалар билимининг баҳолашнинг намунавий мезони**

Балл	Баҳо	Талабаларнинг билим даражаси
1.7 – 2	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

**4-илова**

**Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар**

	Тушунча	Биламан «+» Билмайман «-»	Билдим «+» Била олмадим «-»
1	subject - matter of syntax		
2	syntax-minor		
3	syntax-major		



4	the types of syntactical relations		
5	coordination		
6	subordination		
7	agreement		
8	types of syntactical relations according to the form of the constituents		
9	government		
10	agreement		
11	collocation		

## 5-илова

### Гуруҳлар учун топшириқлар

#### 1-гуруҳ

The subject - matter of syntax, word-combinations and their types тушунчаларининг мазмунини ёритинг.  
«predication» сўзига кластер тузинг.

#### 2-гуруҳ

The types of syntactical relations, primary and secondary predication тушунчаларининг мазмунини ёритинг.  
«subordination» сўзига кластер тузинг.

#### 3-гуруҳ

the types of syntactical relations according to the form of the constituents тушунчаларининг мазмунини ёритинг.  
«coordination» сўзига кластер тузинг.

## 6-илова

### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

### Матнни белгилаш тизими

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

### Инсерт жадвали

Тушунчалар	v	+	-	?
subject - matter of syntax				
syntax-minor				
syntax-major				
the types of syntactical relations				
coordination				
subordination				

predication				
primary and secondary predication				
the types of syntactical relations according to the form of the constituents				
agreement				
government				
collocation				
word-combinations and their types				

### Ўқув топшириқлар

#### 1-илова

#### Гуруҳ билан ишлаш қоидалари

##### Гуруҳ аъзоларининг ҳар бири

- ўз шерикларининг фикрларини хурмат қилишлари лозим
- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим
- ўзларига ёрдам керак бўлганда сўрашлари мумкин
- ёрдам сўраганларга кўмак беришлари лозим
- гуруҳни баҳолаш жараёнида иштирок этишлари лозим
- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қоидасини яхши билишлари лозим

#### 2-илова

1. Берилган сўзлардан битта гап тузинг.  
Mixed sentence, composite sentence, principle clause, coordinate clause, subordinate clause, complex sentence, compound sentence.
2. Ушбу тушунчаларнинг мазмунини ёритинг  
One- and two-member sentences, composite sentence.

#### 3-илова

#### Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
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Жами:		1	2	2

### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг билим даражаси
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1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

### 4-илова

#### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-»	Билдим «+» Била олмадим «-»
1	sentence		
2	simple sentence		
3	elliptical sentence		
4	one- and two-member sentences		
5	composite sentence		
6	compound sentence		
7	complex sentence		
8	declarative sentence		
9	interrogative sentence		

<b>10</b>	imperative sentence		
<b>11</b>	mixed sentence		
<b>12</b>	principle clause		
<b>13</b>	coordinate clause		
<b>14</b>	subordinate clause		

## 5-илова

### Гуруҳлар учун топшириқлар

#### 1-гуруҳ

Simple sentence, elliptical sentence тушунчаларининг мазмунини ёритинг.

«Sentence» сўзига кластер тузинг.

#### 2-гуруҳ

One- and two-member sentences, composite sentence тушунчаларининг мазмунини ёритинг.

«Composite sentence» сўзига кластер тузинг.

#### 3-гуруҳ

The compound sentence, complex sentence тушунчаларининг мазмунини ёритинг.

«Declarative sentence» тушунчасига кластер тузинг.

## 6-илова

### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

### Матнни белгилаш тизими

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

### Инсерт жадвали

Тушунчалар	v	+	-	?
sentence				
simple sentence				
elliptical sentence				
one- and two-member sentences				
composite sentence				
compound sentence				
complex sentence				
declarative sentence				
interrogative sentence				
imperative sentence				
mixed sentence				
principle clause				
coordinate clause				

## Тест

**1. What kind of linguistic relations is there among words in dictionaries?**

- A. syntagmatic
- B. paradigmatic
- C. syntactical
- D. stylistical

**2. What is the term that defines the relation between the words in the following phrase: general assumption**

- A. predication
- B. subordination
- C. agreement
- D. coordination

**3. What does the term «asyndetical» express?**

- A. when linguistic units are expressed overtly
- B. when linguistic units are expressed covertly
- C. when linguistic units are connected without connectors
- D. when linguistic units are connected by means of connectors

**4. What is the term that defines the relation between the two underlined words in the following phrase: electric or gas refrigeration?**

- A. predication
- B. coordination
- C. government
- D. subordination

**5. What is the term that defines the relation between the underlined words: We watched the water cooling?**

- A. coordination
- B. subordination
- C. predication
- D. agreement

**6. What kind of predication do we find between the words in the following sentence: The crop grows?**

- A. zero
- B. primary
- C. secondary
- D. tertiary

**7. What kind of predication is the one which does not express the meaning of person, tense and mood absolutely?**

- A. zero
- B. primary
- C. secondary
- D. tertiary

**8. What term is used to define the linguistic units in a linear succession?**

- A. paradigmatic
- B. syntagmatic
- C. phonetic
- D. stylistic

**9. What kind of predication is the relation between the underlined words: John was seen waving his hand?**

- A. zero
- B. primary
- C. secondary
- D. tertiary

**10. What kind of syntactic relation is there between the words «red and white»?**

- A. primary predication
- B. secondary predication
- C. coordination
- D. subordination

**11. What kind of syntactic relation is there between the words «He laughs»?**

- A. coordination
- B. subordination
- C. primary predication
- D. secondary predication

**12. What kind of syntactic relation is there between the words «Him sleeping»?**

- A. coordination
- B. subordination
- C. primary predication
- D. secondary predication

**13. What kind of syntactic relation is there between the words «this chance»?**

- A. government
- B. collocation
- C. joining
- D. agreement

**7-июла**

**Тест**

**1. What sentences are called compound- complex type?**

- A. Sentences that have at least one primary (independent) and one subordinate
- B. Sentences that have two clauses of equal rank
- C. Sentences that have one subject-predicate relation
- D. Sentences that have at least two primary (independent) and one subordinate

**2. What type of subordinate clause is «My car, which is blue, is lovely»?**

- A. objective
- B. adverbial
- C. attributive

D. predicative

**3. What is the difference between one member sentences and elliptical ones?**

- A. one- member sentences can be restored while elliptical ones can't
- B. one- member sentences make use of «you» as subject while elliptical ones do not
- C. elliptical sentences can be restored while one member sentences are not restorable
- D. in one member sentences subject and predicate are expressed explicitly, in elliptical ones are not

**4. How is the reciprocal meaning is expressed in the following sentence: «They greeted each-other»?**

- A. grammatically
- B. lexically
- C. phonetically
- D. stylistically

**5. What kind of sentence is the following one: «Early spring»?**

- A. one- member
- B. two- member
- C. extended
- D. unextended

**6. What kind of sentence is the one underlined: «There are two tables in this room. But only one in the next»?**

- A. one member
- B. two member
- C. elliptical
- D. non- elliptical

**7. Which of the following sentence have both primary and secondary predications?**

- A. Rob and I were talking
- B. There was a pleading tone in her voice
- C. The forecast predict thunder showers
- D. She heard the car motor start

**8. How is the reflexive meaning expressed in the sentence: «He hid himself»?**

- A. lexically
- B. grammatically
- C. phonetically
- D. stylistically

**9. What kind of sentence is this: «He says what he means»?**

- A. simple
- B. complex
- C. compound
- D. compound- complex

**10. Is «Late October»...?**

- A. one- member
- B. two- member
- C. extended sentence

D. elliptical

**11. What sentence are called complex?**

- A. the ones that have at least two principal and at least one subordinate clause
- B. the ones that have at least one principal and at least one subordinate clause
- C. the ones that have at least two principals of equal rank
- D. the ones that have more than one principal clause

**Информацион услубий таъминот**

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2. В. Ilyish. The Structure of Modern English. М.-Л., 1965
3. Л. Иофик, Л. Чахоян. Хрестоматия по теоретической грамматике английского языка. Л., 1967
4. V. Kaushanskaya and others. A Grammar of the English Language. L., 1971
5. А. Смирницкий. Морфология английского языка. М., 1959
6. А. Смирницкий. Синтаксис английского языка. М., 1957
7. В. Khaimovich, В. Rogovskaya. A Course in English Grammar. М., 1957
8. М. Bryant. A Functional English Grammar. Boston, 1995
9. P. Byrd. Writing Grammar Textbooks: Theory and Practice. Lnd., 1994
10. G. Gurme. A Grammar of the English Language. N.Y., 1931

**MODEL OF TEACHING TECHNOLOGY MAP**

**on the lecture topic "General principles of grammatical analysis"**

**Грамматик таҳлилнинг асосий тамойиллари**

**Topic 8. General principles of grammatical analysis**

2 hours	The number of students -75
<b>The form and type the training class</b>	The 8-lecture
<b>Plan of lecture</b>	1. Pragmatics. 2. Speech act theory 3. Discourse analysis
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with general principles of grammatical analysis, formation of knowledge about it.



<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1) general information about Pragmatics. 2) information about Speech act theory. 3) Discourse analysis information.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**" General principles of grammatical analysis".**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture 8 1. Pragmatics. 2. Speech act theory 3. Discourse analysis The subject is written on the screen, or as a poster hanging on the board. There is a projector or a poster, written in chalk on the board.	The students write down the subject of a lecture.
3- stage	Lecturer introduces the basic	Students write down the basic

	key words and terminology included in this lecture: Referential, semantics, pragmatics, discourse, speech act, performative, explicit, implicit, etc.	key words and terminology.
4 - stage	Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovy grammatiki M., 2002 and others.	Students write down the list of literature.
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

## Lecture 8

## General principles of grammatical analysis

Problems to be discussed:

- Pragmatics. Speech act theory
- Discourse analysis

### Glossary

Referential, semantics, pragmatics, discourse, speech act, performative, explicit, implicit, etc.

Man is not well defined as "*Homo sapiens*" ("man with wisdom"). For what do we mean by wisdom? It has not been proved so far that animals do not possess it. Those of you who have pets can easily prove the contrary. Most recently anthropologists have started defining human beings as "man the toolmaker". However, apes can also make primitive tools. What sets man apart from the rest of animal kingdom is his ability to speak: he is "can easily object by saying that animals can also speak *Homo loquens*" - "man the speaking animal". And again, you, naturally, in their own way. But their sounds are meaningless, and there is no link between sound and meaning (or if there is, it is of a very primitive kind) and the link for man is grammar. Only with the help of grammar we can combine words to form sentences and texts. Man is not merely *Homo loquens*, he is *Homo Grammaticus*.

The term "grammar" goes back to a Greek word that may be translated as the "art of writing". But later this word acquired a much wider sense and came to embrace the whole study of language. Now it is often used as the synonym of **linguistics**. A question comes immediately to mind: what does this study involve?

Grammar may be practical and theoretical. The aim of **practical** grammar is the description of grammar rules that are necessary to understand and formulate sentences. The aim of **theoretical** grammar is to offer explanation for these rules. Generally speaking, theoretical grammar deals with the language as a functional system.

According to the Bible: 'In the beginning was the Word'. In fact, the word is considered to be the central (but not the only) linguistic unit of language. Linguistic units (or in other words - signs) can go into three types of relations:

a) The relation between a unit and an object in the world around us (objective reality). E.g. the word 'table' refers to a definite piece of furniture. It may be not only an object but a process, state, quality, etc.

This type of meaning is called **referential** meaning of a unit. It is **semantics** that studies the referential meaning of units.

b) The relation between a unit and other units (inner relations between units). No unit can be used independently; it serves as an element in the system of other units. This kind of meaning is called **syntactic**. Formal relation of units to one another is studied by **syntactics** (or **syntax**).

c) The relation between a unit and a person who uses it. As we know too well, when we are saying something, we usually have some purpose in mind. We use the language as an instrument for our purpose (e.g.). One and the same word or sentence may acquire different meanings in communication. This type of meaning is called **pragmatic**. The study of the relationship between linguistic units and the users of those units is done by **pragmatics**.

Thus there are three models of linguistic description: semantic, syntactic and pragmatic. To illustrate the difference between these different ways of linguistic analysis, let us consider the following sentence: *Students are students*. The first part of the XXth century can be characterized by a formal approach to the language study. Only inner (syntactic) relations between linguistic units served the basis for linguistic analysis while the reference of words to the objective reality and language users were actually not considered. Later, semantic language analysis came into use. However, it was surely not enough for a detailed language study. Language certainly figures centrally in our lives. We discover our identity as individuals and social beings when we acquire it during childhood. It serves as a means of cognition and communication: it enables us to think for ourselves and to cooperate with other people in our community. Therefore, the pragmatic side of the language should not be ignored either. **Functional** approach in language analysis deals with the language 'in action'. Naturally, in order to get a broad description of the language, all the three approaches must be combined.

Any human language has two main functions: the communicative function and the expressive or representative function - human language is the living form of thought. These two functions are closely interrelated as the expressive function of language is realized in the process of speech communication.

The expressive function of language is performed by means of linguistic signs and that is why we say that language is a semiotic system. It means that linguistic signs are of semiotic nature: they are informative and meaningful. There are other examples of semiotic systems but all of them are no doubt much simpler. For instance, traffic lights use a system of colours to instruct drivers and people to go or to stop. Some more examples: Code Morse, Brighton Alphabet, computer languages, etc. What is the difference between language as a semiotic system and other semiotic systems? Language is universal, natural, it is used by all members of society while any other sign systems are artificial and depend on the sphere of usage.

Language is regarded as a system of elements (or: signs, units) such as sounds, words, etc. These elements have no value without each other, they depend on each other, they exist only in a system, and they are nothing without a system. **System** implies the characterization of a complex object as made up of separate parts (e.g. the system of sounds). Language is a structural system. **Structure** means hierarchical layering of parts in constituting the whole. In the structure of language there are four main structural levels: phonological, morphological, syntactical and supersyntactical. The levels are represented by the corresponding level units:

The **phonological** level is the lowest level. The phonological level unit is the **phoneme**. It is a distinctive unit (*bag* - *back*).

The **morphological** level has two level units:

- a) the '**morpheme**' - the lowest meaningful unit (*teach* - *teacher*);
- b) the **word** - the main naming ('nominative') unit of language.

The **syntactical** level has two level units as well:

- a) the **word-group** - the dependent syntactic unit;
- b) the **sentence** - the main communicative unit.

The **supersyntactical** level has the text as its level unit.

All structural levels are subject matters of different levels of linguistic analysis. At

different levels of analysis we focus attention on different features of language. Generally speaking, the larger the units we deal with, the closer we get to the actuality of people's experience of language.

To sum it up, each level has its own system. Therefore, language is regarded as a system of systems. The level units are built up in the same way and that is why the units of a lower level serve the building material for the units of a higher level. This similarity and likeness of organization of linguistic units is called **isomorphism**. This is how language works - a small number of elements at one level can enter into thousands of different combinations to form units at the other level.

We have arrived at the conclusion that the notions of system and structure are not synonyms - any system has its own structure (compare: the system of Uzbek education vs. the structure of Uzbek education; army organization).

Any linguistic unit is a double entity. It unites a concept and a sound image. The two elements are intimately united and each recalls the other. Accordingly, we distinguish **the content side** and **the expression side**. The forms of linguistic units bear no natural resemblance to their meaning. The link between them is a matter of convention, and conventions differ radically across languages. Thus, the English word 'dog' happens to denote a particular four-footed domesticated creature, the same creature that is denoted in Uzbek or Russian languages by the completely different form. Neither form looks like a dog, or sounds like one.

### Questions and tasks for discussion

1. What type of meaning is called "referential"?
2. What can you say about the existing models of linguistic description?
3. What is the essence of the functional approach in language analysis?
4. What characteristics of language as a functional system?
5. What characteristics of the notions "system" and "structure" and other linguistic units?

### PRAGMATICS. SPEECH ACT THEORY. DISCOURSE ANALYSIS

The term 'pragmatics' was first introduced by Charles Morris, a philosopher. He contrasts pragmatics with semantics and syntax. He claims that syntax is the study of the grammatical relations of linguistic units to one another and the grammatical structures of phrases and sentences that result from these grammatical relation, semantics is the study of the relation of linguistic units to the objects they denote, and pragmatics is the study of the relation of linguistic units to people who communicate.

This view of pragmatics is too broad because according to it, pragmatics may have as its domain any human activity involving language, and this includes almost all human activities, from baseball to the stock market. We will proceed from the statement that linguistic pragmatics is the study of the ability of language users to pair sentences with the context in which they would be appropriate. What do we mean by 'appropriate context'?

In our everyday life we as a rule perform or play quite a lot of different roles - a student, a friend, a daughter, a son, a client, etc. When playing different roles our language means are not the same - we choose different words and expressions suitable and appropriate for the situation. We use the language as an instrument for our purposes. For instance,

(a) *What are you doing here? We're talking*

(b) *What the hell are you doing here? We're chewing the rag*

have the same **referential** meaning but their **pragmatic** meaning is different, they are used in different contexts. Similarly, each utterance combines a **propositional base** (objective part) with the **pragmatic component** (subjective part). It follows that an utterance with the same propositional content may have different pragmatic components:

<i>It's hot</i>	just mentioning of the fact
	explanation
	excuse
	inducement to do something about it
	menace

To put it in other words, they are different **speech acts**. That is, speech acts are simply things people do through language - for example, apologizing, instructing, menacing, explaining something, etc. The term 'speech act' was coined by the philosopher John Austin and developed by another philosopher John Searle.

John Austin is the person who is usually credited with generating interest in what has since come to be known as pragmatics and speech act theory. His ideas of language were set out in a series of lectures which he gave at Oxford University. These lectures were later published under the title "How to do things with words". His first step was to show that some utterances are not statements or questions but actions. He reached this conclusion through an analysis of what he termed '**performative verbs**'. Let us consider the following sentences:

*I pronounce you man and wife*  
*I declare war on France*  
*I name this ship The Albatros*  
*I bet you 5 dollars it will rain*  
*I apologize*

The peculiar thing about these sentences, according to J. Austin, is that they are not used to say or describe things, but rather actively to do things. After you have declared war on France or pronounced somebody husband and wife the situation has changed. That is why J. Austin termed them as **performatives** and contrasted them to statements (he called them constatives). Thus by pronouncing a performative utterance the speaker is performing an action. The performative utterance, however, can really change things only under certain circumstances. J. Austin specified the circumstances required for their success as **felicity conditions**. In order to declare war you must be someone who has the right to do it. Only a priest (or a person with corresponding power) can make a couple a husband and wife. Besides, it must be done before witnesses and the couple getting married must sign the register.

Performatives may be **explicit** and **implicit**. Let us compare the sentences:

*I promise I will come tomorrow - I will come tomorrow;*  
*I swear I love you - I love you.*

On any occasion the action performed by producing an utterance will consist of three related acts (a three-fold distinction):

1) **locutionary act** - producing a meaningful linguistic expression, uttering a sentence. If you have difficulty with actually forming the sounds and words to create a meaningful utterance (because you are a foreigner or tongue-tied) then you might fail to produce a locutionary act: it often happens when we learn a foreign language.

2) **illocutionary act** - we form an utterance with some kind of function on mind, with a definite communicative intention or illocutionary force. The notion of illocutionary force is basic for pragmatics.

3) **perlocutionary act** - the effect the utterance has on the hearer. Perlocutionary effect may be verbal or non-verbal. E.g. *I've bought a car - Great! It's cold here* - and you close the window.

It was John Searle, who studied under J. Austin at Oxford, who proposed a detailed classification of speech acts. His speech act classification has had a great impact on linguistics. It includes five major classes of speech acts: declarations, representatives, expressives, directives and commissives:

Speech act type	Direction of fit	s - speaker, x - situation
Declarations	words change the world	S causes X

<i>E.g. I pronounce you man and wife. You're fired</i>		
Representatives	make words fit the world	S believes X
<i>E.g. It was a warm sunny day. John is a liar.</i>		
Expressives	make words fit the world	S feels X
<i>E.g. I'm really sorry. Happy birthday! (statements of pleasure, joy, sorrow, etc.)</i>		
Directives	make the world fit words	S wants X
<i>E.g. Don't touch that (commands, orders, suggestions)</i>		
Commissives	make the world fit words	S intends X
<i>E.g. I'll be back (promises, threats, pledges - what we intend to do)</i>		

J. Searle can also be merited for introducing a theory of indirect speech acts. Indirect speech acts are cases in which one speech act is performed indirectly, by way of performing another: *Can you pass me the salt?* Though the sentence is interrogative, it is conventionally used to mark a request - we cannot just answer "yes" or "no". According to modern point of view such utterances contain two illocutionary forces, with one of them dominating.

Another classification of speech acts was introduced by G. Potcheptsov. It is based on purely linguistic principles. The main criterion for pragmatic classification of utterances is the way of expressing communicative intention. This classification includes six basic speech acts:

constatives, promissives, menaces, performatives, directives and questions.

More details can be found in the book by И.П. Иванова, В.В. Бурлакова, Г.Г. Почепцов "Теоретическая грамматика современного английского языка", С. 267-281.

Text as a unit of the highest level manifests itself as discourse in verbal communication. Therefore actual text in use may be defined as discourse. Discourses are formed by sequence of utterances. It is obvious that many utterances taken by themselves are ambiguous. They can become clear only within a discourse. Utterances interpretation, or **discourse analysis**, involves a variety of processes, grammatical and pragmatic. By pragmatic processes we mean the processes used to bridge up the gap between the semantic representations of sentences and the interpretation of utterances in context. Quite often, the sentence may be ambiguous:

*His soup is not hot enough*

The hearer must not only recover the semantic representation of the sentence uttered, but decide who the referential expression *he* refers to, whether the ambiguous word *hot* means *very warm* or *spicy*, whether the vague expression *his food* refers to the food he cooked, the food he brought, the food he served, the food he is eating, etc.

Besides, utterances have not only propositional content but illocutionary force, and ambiguities may arise at this level:

*You're not leaving*

The hearer must not only recover its explicit propositional content, but also decide whether it is a statement, a question or an order. Furthermore, utterances have not only explicit content but also implicit import:

*A: Would you like some coffee? B: Coffee would keep me awake.*

The hearer (A) must recover the implication that B does not want any coffee (or, in some circumstances, that he does).

Understanding the meaning of a discourse requires knowing a lot of things. There are times when people say (or write) exactly what they mean, but generally they are not totally explicit. They manage to convey far more than their words mean, or even something quite different from the meaning of their words. It was Paul Grice who attempted to explain how, by means of shared rules or conventions, language users manage to understand one another. He introduced guidelines necessary for the efficient and effective conversation. He defined these guidelines as Cooperative Principle. **Cooperative Principle** presupposes that conversation is governed by four basic rules, **Maxims of Conversation**. There are four of them:

### **1. The Maxim of Quality**

Do not say what you believe to be false

Do not say for what you lack adequate evidence

## 2. The Maxim of Quantity

Make your contribution as informative as required

Do not make your contribution more informative than is required

## 3. The Maxim of Relevance

Be relevant

## 4. The Maxim of Manner

Be clear

Be orderly

Communicative maxims make it possible to generate inferences which are defined as **conversational implicatures** and **conventional implicatures**. **Conversational implicatures** are such components of an utterance that are not expressed semantically but are understood by communicants in the process of communication: *Was it you who broke the cup?* This question presupposes: *Someone has broken the cup*. If you did not do that your normal reaction would be: *What cup?*, while the answer *I didn't do that* shows that you know about the fact. Conversational implicatures are universal, they do not depend on the language used. The second type of implicatures, conventional implicatures, are derived from a definite lexical or grammatical structure of an utterance: *I saw only John* (conventional implicature – *I didn't see anyone else*), *Even Bill is smarter than you* (*Everybody is smarter than John, John is stupid*).

Both kinds of implicatures are of great interest for discourse analysis. When there is a mismatch between the expressed meaning and the implied meaning we deal with indirectness. Indirectness is a universal phenomenon: it occurs in all natural languages. Let us see how conversational implicatures arise from Maxims of Conversation and thus create indirectness.

A). In the following example Polonius is talking to Hamlet:

Polonius: *What do you read, My Lord?*

Hamlet: *Words, words, words.*

In this dialogue Hamlet deliberately gives less information than is required by the situation and so flouts the Maxim of Quantity. At the same time he deliberately fails to help Polonius to achieve his goals, thereby flouting the Maxim of Relevance. The Maxim of Quantity is also flouted when we say: *Law is law, woman is woman, students are students*. This makes us look for what these utterances really mean.

B). In the utterance *You're being too smart!* the Maxim of Quality is flouted and the hearer is made to look for a covert sense. Similarly, the same maxim is flouted with metaphors. If I say: *He is made of iron*, I am either non-cooperative or I want to convey something different.

C). The Maxim of Relevance can also be responsible for producing a wide range of standard implicatures:

A: *Can you tell me the time?*

B: *The bell has gone.*

It is only on the basis of assuming the relevance of B's response that we can understand it as an answer to A's question.

D). A number of different kinds of inference arise if we assume that the Maxim of Manner is being observed. The utterance *The lone ranger rode into the sunset and jumped on his horse* violates our expectation that events are recounted in the order in which they happen because the Maxim of Manner is flouted.

One more explanation of the fact why people are so often indirect in conveying what they mean was put forward by Geoffrey Leech in his book "Principles of Pragmatics". He introduces the Politeness Principle which runs as follows: Minimize the expression of impolite beliefs; Maximize the expression of polite beliefs. According to G. Leech, the **Politeness Principle** is as valid as Cooperative Principle because it helps to explain why people do not always observe Maxims of Conversation. Quite often we are indirect in what we say because we want to minimize the expression of impoliteness:

A: *Would you like to go to the theatre?*



B: *I have an exam tomorrow.* B is saying 'no', but indirectly, in order to be polite.

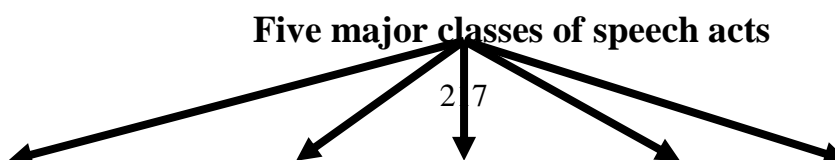
### Five major classes of speech acts

Speech act type	Direction of fit	s - speaker, x - situation
<b>Declarations</b>	words change the world	S causes X
<i>E.g. I pronounce you man and wife. You're fired</i>		
<b>Representatives</b>	make words fit the world	S believes X
<i>E.g. It was a warm sunny day. John is a liar.</i>		
<b>Expressives</b>	make words fit the world	S feels X
<i>E.g. I'm really sorry. Happy birthday! (statements of pleasure, joy, sorrow, etc.)</i>		
<b>Directives</b>	make the world fit words	S wants X
<i>E.g. Don't touch that (commands, orders, suggestions)</i>		
<b>Commissives</b>	make the world fit words	S intends X
<i>E.g. I'll be back (promises, threats, pledges - what we intend to do)</i>		

### Визуал материаллар

1-илова

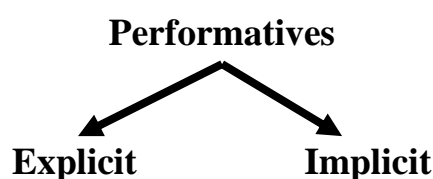
1-савол. What are the classes of speech act?



**Declarations Representatives Expressives Directives Commissives**

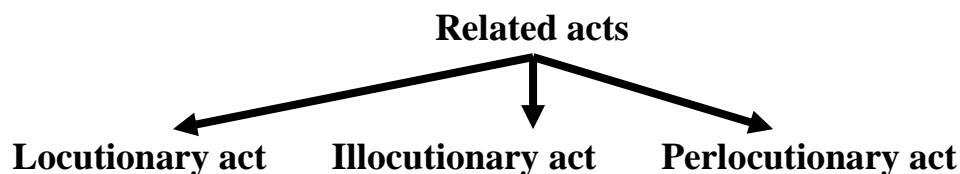
**2-илова**

**2- савол.** What are the types of performatives?



**3-илова**

**3- савол.** What are the three related acts?



**5-илова**

**8- маъруза машғулоти бўйича хулоса**

1. The term '**pragmatics**' was first introduced by Charles Morris, a philosopher. He contrasts pragmatics with semantics and syntax. He claims that syntax is the study of the grammatical relations of linguistic units to one another and the grammatical structures of phrases and sentences that result from these grammatical relation, semantics is the study of the relation of linguistic units to the objects they denote, and linguistic pragmatics is the study of the ability of language users to pair sentences with the context in which they would be appropriate.

2. **Speech act theory.** Speech acts are simply things people do through language - for example, apologizing, instructing, menacing, explaining something, etc. The term 'speech act' was coined by the philosopher John Austin and developed by another philosopher John Searle.

John Austin is the person who is usually credited with generating interest in what has since come to be known as pragmatics and speech act theory. His ideas of language were set out in a series of lectures which he gave at Oxford University. These lectures were later published under the title "How to do things with words". His first step was to show

that some utterances are not statements or questions but actions. He reached this conclusion through an analysis of what he termed 'performative verbs'.

It was John Searle, who studied under J. Austin at Oxford, who proposed a detailed classification of speech acts. His speech act classification has had a great impact on linguistics. It includes five major classes of speech acts: declarations, representatives, expressives, directives and commissives

3. **Discourse analysis** involves a variety of processes, grammatical and pragmatic. By pragmatic processes we mean the processes used to bridge up the gap between the semantic representations of sentences and the interpretation of utterances in context.

## 6-илова

### 8-маъруза машғулотини бўйича билимларни мустахкамлаш учун вазифа (Ҳа, йўқ техникаси)

1. Was Charles Morris the first to introduced the term 'pragmatics' ?
2. Did Charles Morris claim that pragmatics was the study of the ability of language users to pair sentences with the context in which they would be appropriate?
3. Are speech acts simply things people do through language - for example, apologizing, instructing, menacing, explaining something, etc.?
4. Was the term 'speech act' coined by the philosopher John Austin and developed by another philosopher John Searle?
5. Was John Austin the person who was usually credited with generating interest in what has since come to be known as pragmatics and speech act theory?
6. Ideas of John Austin of language were set out in a series of lectures which he gave at Georgia University?
7. First step of John Austin was to show that some utterances was not statements or questions but actions?
8. Did John Searle propose a detailed classification of speech acts?
9. Does it include five major classes of speech acts?
10. Did discourse analysis involve a variety of processes, grammatical and pragmatic?

### 8 - семинар машғулотининг ўқитиш технологияси (1 машғулот)

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулотини
Ўқув машғулотини режаси	<ol style="list-style-type: none"> <li>1. Грамматика атамасининг келиб чиқиши ҳақида маълумот</li> <li>2. Грамматиканинг турлари ҳақида маълумот</li> <li>3. Прагматика ҳақида маълумот</li> <li>4. Нутқ назарияси ҳақида маълумот</li> <li>5. Дискурс таҳлили ҳақида маълумот</li> </ol>

Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	
<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - грамматика атамасининг келиб чиқиши ҳақида маълумотга таъриф беради - грамматиканинг турлари ҳақида маълумотни ёритади - прагматика ҳақида маълумотни келтиради - нутқ назарияси, дискурс таҳлили ҳақида маълумот беради
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, pragmatics, speech act theory, classification of speech acts, discourse analysis, declarations, representatives, expressives, directives and commissives сўз ва сўз бирикмаларига мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

## 8 - семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади. 1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди: 1. Was Charles Morris the first to introduced the term 'pragmatics' ? 2. Did Charles Morris claim that pragmatics was the	1.1 Мавзуни ёзади ва саволларга жавоб беради.

	<p>study of the ability of language users to pair sentences with the context in which they would be appropriate?</p> <p>3. Are speech acts simply things people do through language - for example, apologizing, instructing, menacing, explaining something, etc.?</p> <p>4. Was the term 'speech act' coined by the philosopher John Austin and developed by another philosopher John Searle?</p> <p>5. Was John Austin the person who was usually credited with generating interest in what has since come to be known as pragmatics and speech act theory?</p> <p>6. Ideas of John Austin of language were set out in a series of lectures which he gave at Georgia University?</p> <p>7. First step of John Austin was to show that some utterances was not statements or questions but actions?</p> <p>8. Did John Searle propose a detailed classification of speech acts?</p> <p>9. Does it include five major classes of speech acts?</p> <p>10. Did discourse analysis involve a variety of processes, grammatical and pragmatic?</p> <p>Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.</p>	
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қондаси билан таништилади (1-илова). Баҳолаш мезонлари ҳам намоиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намоиш қилади ва устунларни тўлдиришни айтади. Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳоқамада иштирок этади.</p>
3- босқич	<p>3.1 Машғулоти яқунлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради.</p> <p>3.2 Мустақил иш сифатида мавзу берилади.</p>	<p>3.1 Эшитадилар.</p> <p>3.2 Топшириқни олади.</p>

## Ўқув топшириқлар

### 1-илова

#### Гуруҳ билан ишлаш қоидалари

##### Гуруҳ аъзоларининг ҳар бири

- ўз шерикларининг фикрларини ҳурмат қилишлари лозим
- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим
- ўзларига ёрдам керак бўлганда сўрашлари мумкин
- ёрдам сўраганларга кўмак беришлари лозим
- гуруҳни баҳолаш жараёнида иштирок этишлари лозим
- «Биз бир кемадамиз, бирга чўкамиз ёки бирга қутиламиз» қоидасини яхши билишлари лозим

### 2-илова

1. Берилган сўзлардан битта гап тузинг.  
Speech act theory, classification of speech acts.
2. Ушбу тушунчаларнинг мазмунини ёритинг  
Pragmatics, discourse analysis.

### 3-илова

#### Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

#### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг билим даражаси
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1.7 – 2	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

#### 4-илова

#### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-»	Билдим «+» Била олмадим «-»
1	speech act theory		
2	classification of speech acts		
3	pragmatics		
4	discourse analysis		
5	declarations		
6	representatives		
7	expressives		
8	directives		
9	commissives		

#### 5-илова

#### Гуруҳлар учун топшириқлар

##### 1-гуруҳ

Speech act theory, declarations тушунчаларининг мазмунини ёритинг.  
«Pragmatics» сўзига кластер тузинг.

##### 2-гуруҳ

Classification of speech acts, representatives тушунчаларининг мазмунини ёритинг.

«Discourse analysis» сўзига кластер тузинг.

### 3-гуруҳ

The compound sentence, complex sentence тушунчаларининг мазмунини ёритинг.  
«Declarative sentence» тушунчасига кластер тузинг.

### 6-илова

#### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

#### Матнни белгилаш тизими

(v) – мен билган нарсани тасдиқлайди.

(+) – янги маълумот

(-) – мен билган нарсага зид

(?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

#### Инсерт жадвали

Тушунчалар	v	+	-	?
speech act theory				
classification of speech acts				
pragmatics				
discourse analysis				
declarations				
representatives				
expressives				
directives				
commissives				

### 7-илова

#### Тест

**1. Who was the first to introduced the term 'pragmatics' ?**

- A. John Searle
- B. John Austin
- C. Charles Morris
- D. G. Lakoff

**2. Whom was the term 'speech act' coined by?**

- A. John Searle
- B. John Austin
- C. Charles Morris
- D. G. Lakoff

**3. Whom was the term 'speech act' developed by?**

- A. John Searle



- B. John Austin
- C. Charles Morris
- D. G. Lakoff

**4. Who did propose a detailed classification of speech acts?**

- A. Charles Morris
- B. John Austin
- C. John Searle
- D. G. Lakoff

**Информацион услубий таъминот**

1. И. Иванова, В. Бурлакова, Г. Почепцов. Теоретическая грамматика современного английского языка. М., 1981
2. В. Iyish. The Structure of Modern English. М.-Л., 1965
3. Л. Иофик, Л. Чахоян. Хрестоматия по теоретической грамматике английского языка. Л., 1967
4. V. Kaushanskaya and others. A Grammar of the English Language. L., 1971
5. А. Смирницкий. Морфология английского языка. М., 1959
6. А. Смирницкий. Синтаксис английского языка. М., 1957
7. В. Khaimovich, В. Rogovskaya. A Course in English Grammar. М., 1957
8. М. Bryant. A Functional English Grammar. Boston, 1995
9. P. Byrd. Writing Grammar Textbooks: Theory and Practice. Lnd., 1994
10. G. Gurme. A Grammar of the English Language. N.Y., 1931

**MODEL OF TEACHING TECHNOLOGY MAP  
on the lecture topic "Cognitive aspect of modern English grammar"**

**Topic 9. Cognitive aspect of modern English grammar**

2 hours	The number of students -75
<b>The form and type the training class</b>	The 9-lecture
<b>Plan of lecture</b>	1. The symbolic function of language 2. The interactive function of language speech 3. The systematic structure of language
<b>The aim of the training sessions.</b>	The aim of this lecture is to introduce students with the problem of symbolic and interactive functions of language, formation of knowledge about systematic structure of language.

<b>Pedagogical tasks</b> To help students to memorize the material of the lecture and to be able to explain to others the contents of the course. To form the ability of students to explain practical knowledge by using theoretical knowledge.	<b>Educational results</b> Students will learn from this topic 1) general information about symbolic function of language. 2) information about interactive function of language speech . 3) about systematic structure of language.
<b>Teaching methods</b>	<b>Problematic lecture</b>
<b>The form of teaching</b>	<b>Interactive form of education</b>
<b>Training instruments</b>	A) training courses B) training manuals V) distributed materials G) posters D) additional material in DVD format
<b>Teaching conditions</b>	Lecture hall
<b>Monitoring and evaluation report</b>	The quality of students` recording of lecture materials is evaluated up to 2 points depending on the size of the entire text.

**TECHNOLOGY MAP**  
**of training sessions on the topic**  
**" Cognitive aspect of modern English grammar".**

Activity lines and its hours	Activity	
	Trainer	Students
1- stage	Trainer is checking the readiness of auditorium and presence of students.	Students are preparing lecture notebook and other things, waiting for the lecture.
2- stage	Lecturer familiarizes students with the plan of the lecture. Lecture 9 1. The symbolic function of language 2. The interactive function of language speech 3. The systematic structure of language The subject is written on the screen, or as a poster hanging on the board. There is a	The students write down the subject of a lecture.

	projector or a poster, written in chalk on the board.	
3- stage	Lecturer introduces the basic key words and terminology included in this lecture: Concept, percept, symbolic and interactive function, frame etc.	Students write down the basic key words and terminology.
4 - stage	Speaker provides a list of recommended literature to examine the issues discussed in this lecture. References: A course in theoretical English Grammar. T., 2008; Blokh M. Teoreticheskie osnovi grammatiki M., 2002 and others.	Students write down the list of literature.
5- stage	Speaker delivers the lecture: Where it is necessary lecture explains and comments material with the help of screen, posters, tables, graphics. This step is the most important moment, the teacher is checking students' understanding of the material using cross – questions, spontaneous questions, brain storming.	Students listen carefully to the lecture, and record the most important moments, and try to answer the questions of the speaker.
6- stage	At the end of the lecture the teacher, answers the students questions.	The students ask questions on misunderstood things that interest them.
7- stage	Speaker announces the subject of the next lecture, and marks of actively participated students.	The students write down the topic of the next lecture.
8- stage	The lecture is finished.	Students leave the audience.

## Lecture 9

## Cognitive Aspects of Grammar

Problems to be discussed:

- The symbolic function of language
- The interactive function of language

- The systematic structure of language

## Glossary

Concept, percept, symbolic and interactive function, frame etc.

Cognitive linguists, like other linguists, study language for its own sake; they attempt to describe and account for its **systematicity**, its **structure**, the **functions** it serves, and how these functions are realised by the language system. However, an important reason behind why cognitive linguists study language stems from the assumption that language reflects patterns of thought. Therefore, to study language from this perspective is to study patterns of **conceptualisation**. Language offers a window into cognitive function, providing insights into the nature, structure and organisation of thoughts and ideas. The most important way in which cognitive linguistics differs from other approaches to the study of language, then, is that language is assumed to reflect certain fundamental properties and design features of the human mind. As we will see throughout this book, this assumption has far-reaching implications for the scope, methodology and models developed within the cognitive linguistic enterprise. Not least, an important criterion for judging a model of language is whether the model is psychologically plausible.

Cognitive linguistics is a relatively new school of linguistics, and one of the most innovative and exciting approaches to the study of language and thought that has emerged within the modern field of interdisciplinary study known as cognitive science.

In this chapter we will begin to get a feel for the issues and concerns of practicing cognitive linguists. We will do so by attempting to answer the following question: What does it mean to know a language? The way we approach the question, and the answer we come up with will reveal a lot about the approach, perspective and assumptions of cognitive linguists. Moreover, the view of language that we will finish with is quite different from the view suggested by other linguistic frameworks.

We take language for granted, yet we rely upon it throughout our lives in order to perform a range of functions. Imagine how you would accomplish all the things you might do, even in a single day, without language: buying an item in a shop, providing or requesting information, passing the time of day, expressing an opinion, declaring undying love, agreeing or disagreeing, signalling displeasure or happiness, arguing, insulting someone, and so on. Imagine how other forms of behaviour would be accomplished in the absence of language: rituals like marriage, business meetings, using the Internet, the telephone, and so forth. While we could conceivably accomplish some of these things without language (a marriage ceremony, perhaps?), it is less clear how, in the absence of telepathy, making a telephone call or sending an e-mail could be achieved. In almost all the situations in which we find ourselves, language allows quick and effective expression, and provides a well developed means of **encoding** and **transmitting** complex and subtle ideas. In fact, these notions of encoding and transmitting turn out to be important, as they relate to two key functions associated with language, the **symbolic function** and the **interactive function**.

### *The symbolic function of language*

One crucial function of language is to express thoughts and ideas. That is, language encodes and externalises our thoughts. The way language does this is by using **symbols**.

Symbols are 'bits of language'. These might be meaningful sub-parts of words (for example, *dis-* as in *distaste*), whole words (for example, *cat*, *run*, *tomorrow*), or 'strings' of words (for example, *He couldn't write a pop jingle let alone a whole musical*). These symbols consist of **forms**, which may be spoken, written or signed, and meanings with which the forms

are conventionally paired. In fact, a symbol is better referred to as a **symbolic assembly**, as it consists of two parts that are conventionally associated (Langacker 1987). In other words, this symbolic assembly is a **form-meaning pairing**.

A form can be a sound, as in [kæt]. (Here, the speech sounds are represented by symbols from the International Phonetic Alphabet.) A form might be the orthographic representation that we see on the written page: *cat*, or a signed gesture in a sign language. A **meaning** is the conventional ideational or semantic content associated with the symbol. A symbolic assembly of form and meaning is represented in figure 1.1.

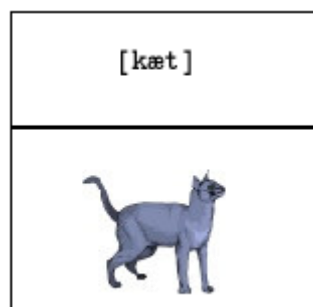


Figure 1.1 A symbolic assembly of form and meaning

It is important to make it clear that the image of the cat in figure 1.1 is intended to represent not a particular referent in the world, but the idea of a cat. That is, the image represents the meaning conventionally paired with the form pronounced in English as \_\_\_\_\_. The meaning associated with a linguistic symbol is linked to a particular mental representation termed a **concept**. Concepts, in turn, derive from **percepts**. For instance, consider a piece of fruit like a pear. Different parts of the brain perceive its shape, colour, texture, taste, smell, and so on. This diverse range of perceptual

information, deriving from the world ‘out there’ is integrated into a single **mental image** (a representation available to consciousness), which gives rise to the concept of PEAR. When we use language and utter the form *pear*, this symbol corresponds to a conventional meaning, and therefore ‘connects’ to a concept, rather than directly to a physical object in the external world (see figure 1.2)

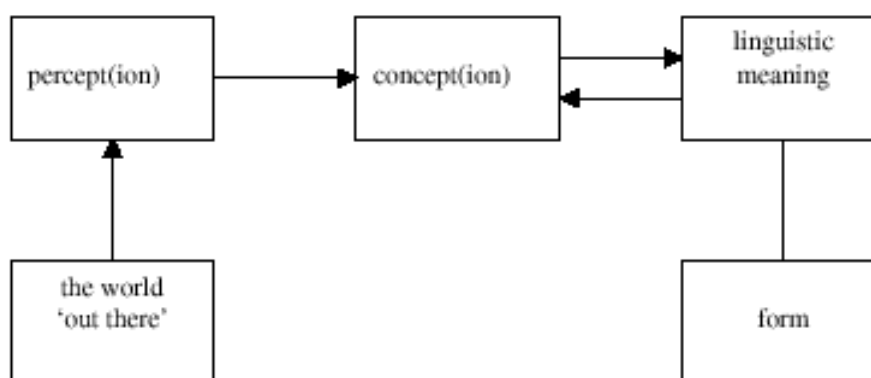


Figure 1.2 Levels of representation

Our cognitive abilities integrate raw perceptual information into a coherent and well defined mental image. The meanings encoded by linguistic symbols then, refer to our **projected reality**: a mental representation of reality, as construed by the human mind, mediated by our unique perceptual and conceptual systems.

We stated above that the symbolic function of language serves to encode and externalise our thoughts. We are now in a position to qualify this view. While our **conceptualisations** are seemingly unlimited in scope, language represents a limited and indeed limiting system for the expression of thought; we’ve all experienced the frustration of being unable to ‘put an idea into words’. There is, after all, a finite number of words, with a delimited set of conventional meanings. From this perspective then, language merely provides **prompts** for the construction of a conceptualisation, which is far richer and more elaborate than the minimal meanings provided by language percept(ion); concept(ion); linguistic; meaning; the world; ‘out there’ form. Accordingly, what language encodes is not thought in its complex entirety, but instead

rudimentary instructions to the conceptual system to access or create rich and elaborate ideas. To illustrate this point, consider the following illustration adapted from Tyler and Evans (2003):

(1) The cat jumped over the wall

This sentence describes a jump undertaken by a cat. Before reading on, select the diagram in figure 1.3 that best captures, in your view, the trajectory of the jump.

(a) (b) (c) (d)

We anticipate that you selected the fourth diagram, figure (1.3d). After all, the conventional interpretation of the sentence is that the cat begins the jump on one side of the wall, moves through an arc-like trajectory, and lands on the other side of the wall.

Figure (1.3d) best captures this interpretation. On first inspection, this exercise seems straightforward. However, even a simple sentence like (1) raises a number of puzzling issues. After all, how do we know that the trajectory of the cat's jump is of the kind represented in figure (1.3d)? What information is there in the sentence that provides this interpretation and excludes the trajectories represented in figures (1.3a-c)?

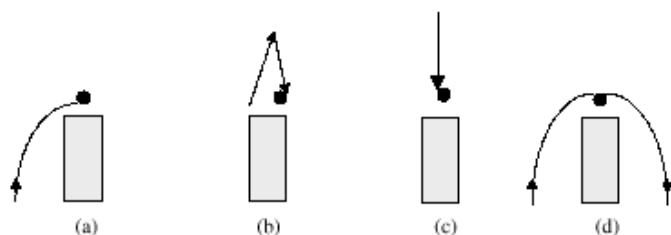


Figure 1.3 Possible trajectories for *The cat jumped over the wall*

Even though the sentence in (1) would typically be judged as unambiguous, it contains a number of words that have a range of interpretations. The behaviour described by *jump* has the potential to involve a variety of trajectory shapes. For instance, jumping from the ground to the table involves the trajectory represented in figure (1.3a). Jumping on a trampoline

relates to the trajectory represented in (1.3b).

Bungee jumping involves the trajectory represented in (1.3c), in which the bungee jumper stops just prior to contact with the surface. Finally, jumping over a puddle, hurdle, wall, and so on, involves an arc-like trajectory as in (1.3d). If the lexical item *jump* does not in itself specify an arc-like trajectory, but is vague with respect to the shape of the trajectory, then perhaps the preposition *over* is responsible. However, *over* can also have a range of possible interpretations. For instance, it might mean 'across', when we walk *over* a bridge (a horizontal trajectory). It might mean 'above', when an entity like a hummingbird is *over* a flower (higher than but in close proximity to). Equally, *over* could mean 'above' when a plane flies *over* a city (much higher and lacking close proximity). These are just a few of the possibilities.

The point to emerge from this brief discussion is that *over* can be used when different kinds or amounts of space are involved, and with a number of different trajectories, or paths of motion.

Consider a further complication. Figure (1.3d) crucially represents the cat's motion ending at a point on the opposite side of the wall, relative to the starting position of the jump. Yet no linguistic element in the sentence explicitly provides us with this information. Example (1) therefore illustrates the following point: even in a mundane sentence, the words themselves, while providing meanings, are only partially responsible for the conceptualisation that these meanings give rise to. Thought relies on a rich array of encyclopaedic knowledge (Langacker 1987). For example, when constructing an interpretation based on the sentence in (1), this involves at the very least the following knowledge: (1) that the kind of jumping cats perform involves traversing obstacles rather than bungee jumping; (2) that if a cat begins a jump at a point on one side of an obstacle, and passes through a point above that obstacle, then gravity will ensure that the cat comes to rest on the other side of the obstacle; (3) that walls are impenetrable barriers to forward motion; (4) that cats know this, and therefore attempt to circumnavigate the obstacle by going over it. We use all this information (and much more), in constructing the rich conceptualisation associated with the sentence in (1).

The words themselves are merely prompts for the construction process. So far, then, we have established that one of the functions of language is to represent or symbolise concepts. Linguistic symbols, or more precisely symbolic assemblies, enable this by serving as prompts for the construction of much richer conceptualisations. Now let's turn to the second function of language.

### ***The interactive function of language***

In our everyday social encounters, language serves an **interactive function**. It is not sufficient that language merely pairs forms and meanings. These form-meaning pairings must be recognised by, and be accessible to, others in our community. After all, we use language in order to 'get our ideas across', in other words, to **communicate**. This involves a process of transmission by the speaker, and decoding and interpretation by the hearer, processes that involve the construction of rich conceptualisations (see figure 1.4).

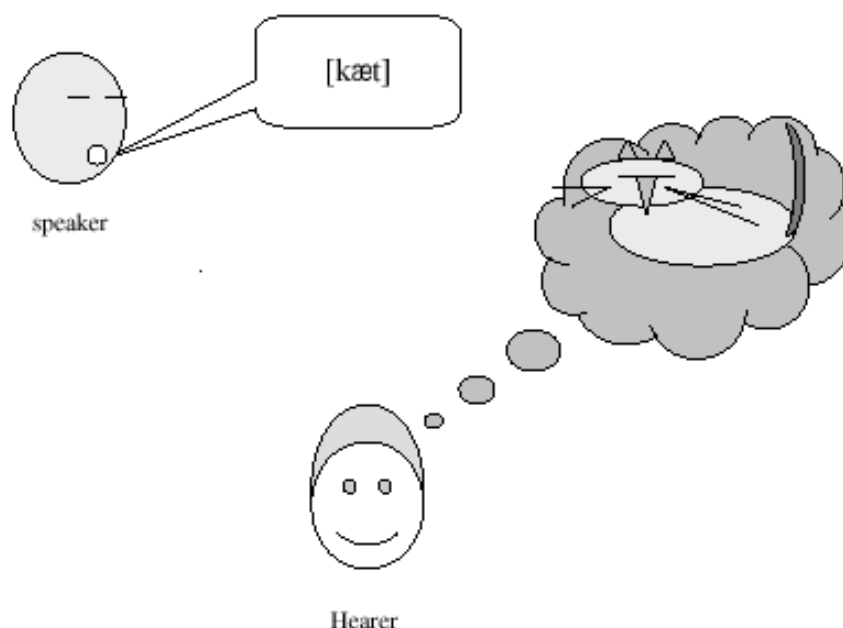


Figure 1.4 The interactive function

The messages we choose to communicate can perform various interactive and **social functions**. For example, we can use language to change the way the world is, or to make things happen:

- (2) a. I now pronounce you man and wife.
- b. Shut the door on your way out!

The utterance in (2a), spoken by a suitably qualified person (such as a member of the clergy licensed to perform marriages), in an appropriate setting (like a church), in the presence of two unmarried adults who consent to be joined in matrimony, has the effect of irrevocably altering the social, legal, and even spiritual relationship between the two people. That is, language itself can serve as a **speech act** that forever alters an aspect of our reality.

Similarly, in the example in (2b), the utterance represents a command, which is also a type of speech act. Language provides a means of communication, allowing us to share our wishes and desires. Moreover, the way in which these wishes and desires are expressed signals who we are, and what kind of relationship we have with our addressee. We would be unlikely to issue a command like (2b) to the Queen of England, for example.

Another way in which language fulfils the interactive function relates to the notion of **expressivity**. Language is ‘loaded’, allowing us to express our thoughts and feelings about the world; consider the different mental images evoked by the following expressions, which might be used by different speakers to refer to the same individual:

- (3) a. The eminent linguist
- b. The blonde bombshell

While the example in (3a) focuses on the profession of the individual, and her relative standing in that profession, the example in (3b) focuses on her physical appearance. Moreover, although both these sentences relate to a female linguist, the person’s gender cannot be inferred from the sentence in (3a) while it can from the second sentence, due to normative patterns of linguistic behaviour and social stereotypes. That is, we typically use the expression *blonde bombshell* to describe the physical attributes of women rather than men.

Language also plays a role in how we affect other people in the world, and how we make others feel by our choice of words. That is, language can provide information about **affect** (emotional response):

- (4) a. Shut up!
- b. I’m terribly sorry to interrupt you, but...

These examples also illustrate the way in which we present our public selves through language. The language we choose to use conveys information about our attitudes concerning others, ourselves and the situations in which we find ourselves.

Language can be used to create scenes, or **frames** of experience, indexing and even constructing a particular context (Fillmore 1982). In other words, language use can invoke frames that summon rich knowledge structures, which serve to call up and fill in background knowledge.

- (5) a. How do you do?
- b. Once upon a time...

The example in (5a) creates a greeting frame, signalling an acknowledgement of another person, and a recognition that this is the first time they have met. It also signals a degree of formality, which expressions like *hey*, *what’s up?*, or *hi* would not. Analogously, the utterance in (5b) signals the beginning of a fairytale. In other words, just by hearing or reading the expression in (5b) an entire frame is invoked, which guides how we should respond to what follows, what our expectations should be, and so forth.

In summary, we’ve seen that not only does language encode particular meanings, but also that, by virtue of these meanings and the forms employed to symbolise these meanings, which constitute part of shared knowledge in a particular speech community, language can serve an interactive function, facilitating and enriching communication in a number of ways.

### The systematic structure of language

Having seen some examples of what language is used for, let’s now consider how language is structured. Language is a system for the expression of meaning, and for carrying out its symbolic and interactive functions. So, what evidence is there for the systematicity of language?

Language consists of symbolic assemblies that are combined in various ways to perform the functions we described in section 1. A symbolic assembly is a conventional **linguistic unit**, which means that it is a piece of language that speakers recognise and ‘agree’ about in terms of what it means and how it is used. As we will see later in the book, particularly in Part III, one of the prominent concerns in cognitive approaches to grammar is how to model the inventory of linguistic units that make up a language. For example, speakers of Modern English ‘agree’ that the form *cat* is used to refer to a certain kind of meaning, which we illustrated in figure 1.2. A conventional unit can be a meaningful sub-part of a word, which linguists call a **morpheme**



(*anti-dis-establish....*), a whole word, a string of words that ‘belong’ together (a **phrase**), or a whole sentence.

Now let’s consider another example:

(6) He kicked the bucket

This utterance consists of a sentence that has an **idiomatic meaning** in English. That is, its meaning is not predictable from the integrated meanings of the individual words. A non-native speaker of English who has not learnt the ‘special’ idiomatic meaning will only be able to interpret example (6) literally. Native speakers of English, on the other hand, while also being able to interpret the sentence literally, often cannot avoid the idiomatic meaning ‘he died’. Of course, whether a literal versus an idiomatic interpretation is accessed depends on the situation or **context** in which the utterance occurs.

Focusing for now on the idiomatic interpretation, we can view this utterance as a unit that has a particular meaning associated with it. Therefore, it counts as a symbolic assembly. Another term for symbolic assembly that is employed by some cognitive linguists is **construction** (e.g., Goldberg 1995). We will look in detail at the notion of symbolic assemblies and constructions in Part III of the book.

When we change certain aspects of the sentence in (6), the meaning is affected. For example, if we change the object (the thing being kicked), as in (7), we lose the idiomatic meaning and are left with a **literal** utterance:

(7) He kicked the mop

For many cognitive linguists, what makes example (7) ‘literal’ is that this sentence ‘as a whole’ does not represent a construction. Instead, the meaning of (7) is interpreted by **unifying** the smaller units, the words. In contrast, example (6) is interpreted as a whole single unit: a construction. One way of expressing this idea in more intuitive terms is to use the metaphor of ‘storage’: suppose we store our knowledge of words, phrases and complex constructions in a mental ‘box’. The behaviour of larger constructions, like *kick the bucket*, suggests that these are stored as ‘chunks’ or single units, just like words. The meanings of sentences like (7) on the other hand, are ‘built’ by unifying the individual words that make them up.

Now consider another example. If we change the structure of example (6) in the following way, we also lose the idiomatic meaning:

(8) The bucket was kicked by him.

This example shows that, in addition to meaning, constructions (form-meaning pairings) have particular formal grammatical patterns associated with them. In other words, the properties of the construction relate not only to the individual words that make it up, as in (6), but also to the grammatical form, or **word order**. The passive construction in (8), in which *the bucket* is placed in subject position, fails to provide the idiomatic meaning associated with the sentence in (6). We can conclude from this that the linear arrangement of the words in the sentence constitutes part of an individual’s knowledge of idiomatic constructions like (6).

This point is also illustrated by an **ungrammatical** sentence, a sentence that does not correspond to any of the formal patterns associated with the constructions of English, as in (9), and consequently does not have a conventional meaning associated with it. Ungrammaticality is indicated by an asterisk:

(9) \*Bucket kicked he the

As we noted above, the sentence in (6) qualifies as a construction because it consists of particular words arranged in a particular order, and these words are conventionally associated with a particular (idiomatic) meaning. However, we have suggested that constructions can also give rise to ‘literal’ meanings. To illustrate this, we will examine another sentence that has both idiomatic and literal meanings. For instance, consider the following linguistic joke:

(10) A: Waiter, what is this fly doing in my soup?

B: I think that’s the breaststroke, sir!

This joke turns on the ambiguity between the regular interrogative construction, in which a speaker is enquiring after the intention or purpose of something or someone (*What’s that*

*seagull doing on the roof? What's that woman doing over there?*), and the 'What's X doing Y construction', studied in detail by cognitive linguists Paul Kay and Charles Fillmore (1999), in which the speaker is indicating that a particular situation is incongruous or unacceptable (*What are you doing wearing those bunny ears? What are those clothes doing on the floor?*). Notice that each of these interpretations requires a different kind of response. For the regular interrogative construction, the response should consist minimally of a piece of information corresponding to the question word (*building a nest; waiting for a bus*). For the 'what's X doing Y' construction, on the other hand, the expected response is typically an explanation, excuse or apology (*I'm going to a fancy-dress party; I've been busy*).

Crucially, for example (10), these two very different meanings are conventionally associated with exactly the same words arranged in the same sequence.

The humorous effect of the waiter's reply rests on the fact that he has chosen to respond to the 'wrong' interpretation. While the diner is employing the 'what's X doing Y' construction, the waiter prefers to respond to the interrogative construction. The examples in this section illustrate the fact that there is a systematic relationship between words, their meanings, and how they are arranged in conventional patterns. In other words, language has a systematic structure.

The systematic structure found in language reflects a systematic structure within our conceptual system? Cognitive linguists certainly think so. Cognitive linguists explore the hypothesis that certain kinds of linguistic expressions provide evidence that the structure of our conceptual systems is reflected in the patterns of language. Moreover, as we will see throughout this book, the way the mind is structured can be seen as a reflection, in part, of the way the world (including our socio-cultural experience) is structured and organised. Consider the examples in (11).

- (11) a. Christmas is fast approaching
- b. The number of shares we own has gone up
- c. Those two have a very close friendship

These examples relate to the abstract **conceptual domains** of TIME (11a), QUANTITY (11b) and AFFECTION (11c). A conceptual domain is a body of knowledge within our conceptual system that contains and organises related ideas and experiences. For example, the conceptual domain of TIME might relate a range of temporal concepts including *Christmas*, which is a temporal event. Notice that in each sentence in (11) the more abstract concepts *Christmas*, *number (of shares)* and *friendship* are understood in terms of conceptual domains relating to *concrete* physical experience. For instance, Christmas is conceptualised in terms of the domain of physical MOTION, which is evident in the use of the word *approaching* in (11a). Clearly *Christmas* (and other temporal concepts) cannot literally be said to undergo motion. Similarly, the notion of *number of shares* is conceptualised in terms of VERTICAL ELEVATION, which is clear from the use of the phrase *gone up* in (11b). Finally, *friendship* is conceptualised in terms of PHYSICAL PROXIMITY in (11c), which is shown by the use of the word *close*.

One of the major findings to have emerged from studies into the human conceptual system is that abstract concepts are systematically structured in terms of conceptual domains deriving from our experience of the behaviour of physical objects, involving properties like motion, vertical elevation and physical proximity (Lakoff and Johnson 1980, 1999). It seems that the language we use to talk about temporal ideas such as *Christmas* provides powerful evidence that our conceptual system 'organises' abstract concepts in terms of more concrete kinds of experiences, which helps to make the abstract concepts more readily accessible.

As we have begun to see, cognitive linguists form hypotheses about the nature of language, and about the conceptual system that it is thought to reflect. These hypotheses are based on observing patterns in the way language is structured and organised. It follows that a theory of language and mind based on linguistic observation must first describe the linguistic facts in a systematic and rigorous manner, and in such a way that the description provides a plausible basis for a speaker's tacit knowledge of language.

This foundation for theorising is termed **descriptive adequacy** (Chomsky 1965; Langacker 1987, 1999a). This concern is one that cognitive linguists share with linguists working in other traditions. Below, we provide an outline of what it is that linguists do, and how they go about it.

Linguists try to uncover the systems behind language, to describe these systems and to **model** them. Linguistic models consist of theories about language. Linguists can approach the study of language from various perspectives. Linguists may choose to concentrate on exploring the systems within and between sound, meaning and grammar, or to focus on more applied areas, such as the evolution of language, the acquisition of language by children, language disorders, the questions of how and why language changes over time, or the relationship between language, culture and society. For cognitive linguists, the emphasis is upon relating the systematicity exhibited by language directly to the way the mind is patterned and structured, and in particular to conceptual structure and organisation. It follows that there is a close relationship between cognitive linguistics and aspects of cognitive psychology. In addition to this, applied linguistics also informs and is informed by the cognitive linguistics research agenda in various ways.

Linguists are motivated to explore the issues we outlined above by the drive to understand human cognition, or how the human mind works. Language is a uniquely human capacity. Linguistics is therefore one of the **cognitive sciences**, alongside philosophy, psychology, neuroscience and artificial intelligence. Each of these disciplines seeks to explain different (and frequently overlapping) aspects of human cognition. In particular, as we have begun to see, cognitive linguists view language as a system that directly reflects conceptual organisation.

As linguists, we rely upon what language tells us about itself. In other words, it is ordinary language, spoken every day by ordinary people, that makes up the ‘**raw data**’ that linguists use to build their theories. Linguists describe language, and on the basis of its properties, formulate hypotheses about how language is represented in the mind. These hypotheses can be tested in a number of ways.

Native speakers of any given human language will have strong **intuitions** about what combinations of sounds or words are possible in their language, and which interpretations can be paired with which combinations. For example, native speakers of English will agree that example (6), repeated here, is a well-formed sentence, and that it may have two possible meanings:

(6) He kicked the bucket.

They will also agree that (7) and (8), repeated here, are both well-formed sentences, but that each has only one possible meaning:

(7) He kicked the mop.

(8) The bucket was kicked by him.

Finally, and perhaps most strikingly, speakers will agree that all of the following examples are impossible in English:

(12) a. \*bucket kicked he the

b. \*kicked bucket the he

c. \*bucket the kicked he

d. \*kicked he bucket the

Facts like these show that language, and speakers’ intuitions about language, can be seen as a ‘window’ to the underlying system. On the basis of the patterns that emerge from the description of language, linguists can begin to build theoretical ‘models’ of language. A model of language is a set of statements that is designed to capture everything we know about this hidden cognitive system in a way that is principled, based on empirical evidence, and psychologically plausible.

How do cognitive linguists evaluate the adequacy of their models? One way is to consider **converging evidence** (Langacker 1999a). This means that a model must not only explain linguistic knowledge, but must



also be consistent with what cognitive scientists know about other areas of cognition, reflecting the view that linguistic structure and organisation is a relatively imprecise, but nevertheless an indicative reflection of cognitive structure and organisation. By way of illustration, consider the scene in figure 1.5.

Figure 1.5 *The cat is on the chair*

How might we use language to describe a scene like this? Most English speakers will agree that (13a) is an appropriate description but that (13b) is ‘odd’:

- (13) a. The cat is on the chair
- b. ?The chair is under the cat

Why should (13b) be ‘odd’? It’s a perfectly grammatical English sentence. From what psychology has revealed about how the human mind works, we know that we have a tendency to focus our attention on certain aspects of a visual scene. The aspect we focus on is something about which we can make certain predictions. For example, in figure 1.5 we focus on the cat rather than the chair, because our knowledge of the world tells us that the cat is more likely than the chair to move, to make a noise, or to perform some other act. We call this prominent entity the **figure**, and the remainder of the scene the **ground**, which is another way of saying ‘background’. Notice that this fact about human psychology provides us with an explanation for why language ‘packages’ information in certain ways. In (13a) *the cat* has a prominent position in the sentence; any theory of language will tell you that sentence initial position is a ‘special’ position in many of the world’s languages. This accords with the prominence of the corresponding entity in the visual scene. This explanation, based on the figure-ground distinction, also provides us with an explanation for why (13b) is ‘odd’. This is an example of how converging evidence works to strengthen or confirm theories of language. Can you think of a situation in which (13b) would not be odd?

Let’s look more closely now at some of the claims made by cognitive linguists about how language is represented in the mind. We have established that the linguist’s task is to uncover the systematicity behind and within language. What kinds of systems might there be within language? We’ll begin to answer this question by introducing one fundamental distinction based on the foundational work of pioneering cognitive linguist Leonard Talmy. Talmy suggests that the **cognitive representation** provided by language can be divided into **lexical** and **grammatical** subsystems. Consider the following example:

- (14) **The hunter tracked the tigers.**

Notice that certain parts of the sentence in (14) – either whole words (**free morphemes**), meaningful sub-parts of words (**bound morphemes**) – have been marked in boldface. What happens when we alter those parts of the sentence?

- (15) a. **Which** hunter **tracked the** tigers?
- b. **The** hunter **tracks the** tigers.
- c. **Those** hunters track **a** tiger.

All the sentences in (15) are still about some kind of tracking event involving one or more hunter(s) and one or more tiger(s). What happens when we change the ‘little’ words like *a*, *the* and *those*, and the bound morphemes like *-ed* or *-s*, is that is that we then interpret the event in different ways, relating to information about number (how many hunters or tigers are/were there?), tense (did this event happen before now or is it happening now?), old/new information (does the hearer know which hunters or tigers we’re talking about?), and whether the sentence should be interpreted as a statement or a question.

These linguistic elements and morphemes are known as **closed-class** elements and relate to the grammatical subsystem. The term *closed-class* refers to the fact that it is typically more difficult for a language to add new members to this set of elements.

This contrasts with the non-boldface ‘lexical’ words which are referred to as **open-class**.

These relate to the lexical subsystem. The term *open-class* refers to the fact that languages typically find it much easier to add new elements to this subsystem, and do so on a regular basis.

In terms of the meaning contributed by each of these two subsystems, while ‘lexical’ words provide ‘rich’ meaning, and thus have a **content function**, ‘grammatical’ elements perform a **structuring function** in the sentence. They contribute to the interpretation in important but rather more subtle ways, providing a kind of ‘scaffolding’ which supports and structures the rich content provided by open-class elements. In other words, the elements associated with the grammatical subsystem are constructions that contribute **schematic meaning** rather than rich contentful meaning. This becomes clearer when we alter the other parts of the sentence. Compare (14) with (16):

- (16) a. **The** movie star **kissed the** directors.  
 b. **The** sunbeam **illuminated the** rooftops.  
 c. **The** textbook **delighted the** students.

What all the sentences in (16) have in common with (14) is the ‘grammatical’ elements.

In other words, the grammatical structure of all the sentences in (16) is identical to that of (15). We know that both participants in the event can easily be identified by the hearer. We know that the event took place before now. We know that there’s only one movie star/sunbeam/textbook, but more than one director/rooftop/student. Notice that the sentences differ in rather a dramatic way, though. They no longer describe the same kind of event at all. This is because the ‘lexical’ elements prompt for certain kinds of concepts that are richer and less schematic in nature than those prompted for by ‘grammatical’ elements. The lexical subsystem relates to things, people, places, events, properties of things, and so on. The grammatical subsystem on the other hand relates to concepts having to do with number, time reference, whether a piece of information is old or new, whether the speaker is providing information or requesting information, and so on.

A further important distinction between these two subsystems concerns the way that language changes over time. The elements that comprise the lexical (open-class) subsystem make up a large and constantly changing set in any given human language; over a period of time, words that are no longer ‘needed’ disappear, and new ones appear. The ‘grammatical’ (closed-class) elements that make up the grammatical subsystem, on the other hand, constitute a smaller set, relatively speaking, and are much more stable. Consequently, they tend to be more resistant to change. However, even ‘grammatical’ elements do change over time. This is a subject we’ll come back to in more detail later in the book when we discuss the process known as **grammaticalisation**.

Table 1.1 provides a summary of these important differences between the lexical and grammatical subsystems. Together, these two subsystems allow language to present a cognitive representation, encoding and externalising thoughts and ideas.

#### **Lexical Subsystem Grammatical Subsystem**

Open-class words/morphemes Closed-class words/morphemes

Content function Structuring function

Larger set; constantly changing Smaller set; more resistant to change

Prompts for ‘rich’ concepts, e.g., people, things, places, properties, etc.

Prompts for schematic concepts, e.g., number, time reference, old vs. new, statement vs. question, etc.

Lexical Subsystem	Grammatical Subsystem
Open-class words/morphemes	Closed-class words/morphemes
Content function	Structuring function
Larger set; constantly changing	Smaller set; more resistant to change
Prompts for ‘rich’ concepts, e.g., people, things, places, properties, etc.	Prompts for schematic concepts, e.g., number, time reference, old vs. new, statement vs. question, etc.

Table 1.1 Properties of the lexical and grammatical subsystems

Having provided a sketch of what it means to know a language from the perspective of cognitive linguistics, we will now begin to examine the cognitive linguistics enterprise in more detail. In particular, we must consider the assumptions and commitments that underlie the cognitive linguistics enterprise, and begin to examine this approach to language in terms of its perspective, assumptions, the cognitive and linguistic phenomena it considers, its methodologies, and its approach to theory construction. We turn to these issues in the next chapter.

### Questions and tasks for discussion

1. Explain the scope of the meaning denoted by the term “conceptualisation”?
2. What is language for?
3. Tell about the essence of the encoding transmitting, symbolic and other functions of the language?
4. What levels of representation do you know?
5. What is the meaning of the term “projected reality”?
6. How is the interactive function of the language realised?
7. How is the language structured?
8. What does the systematic structure of thought reflect?
9. What do the conceptual domains related in the language contain and how do they organize ideas and experiences?
10. Why is Linguistics considered to be one of the cognitive sciences?

### Визуал материаллар

1-илова

**1-савол.** What is the symbolic function of language?

### The symbolic function of language

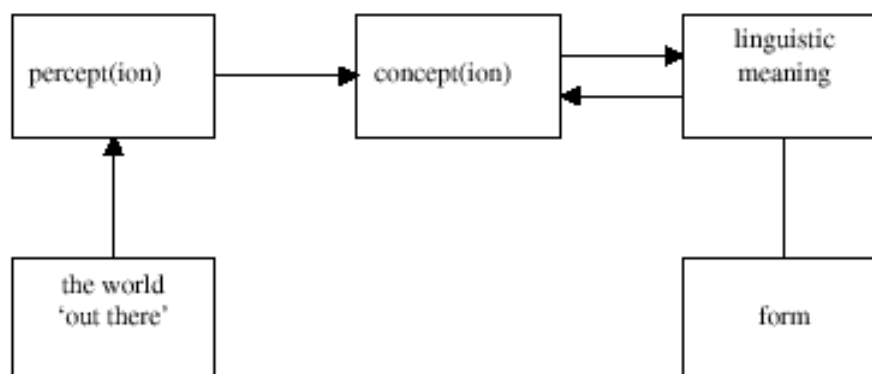


Figure 1.2 Levels of representation

2- савол. What is the interactive function of language?

### The interactive function of language

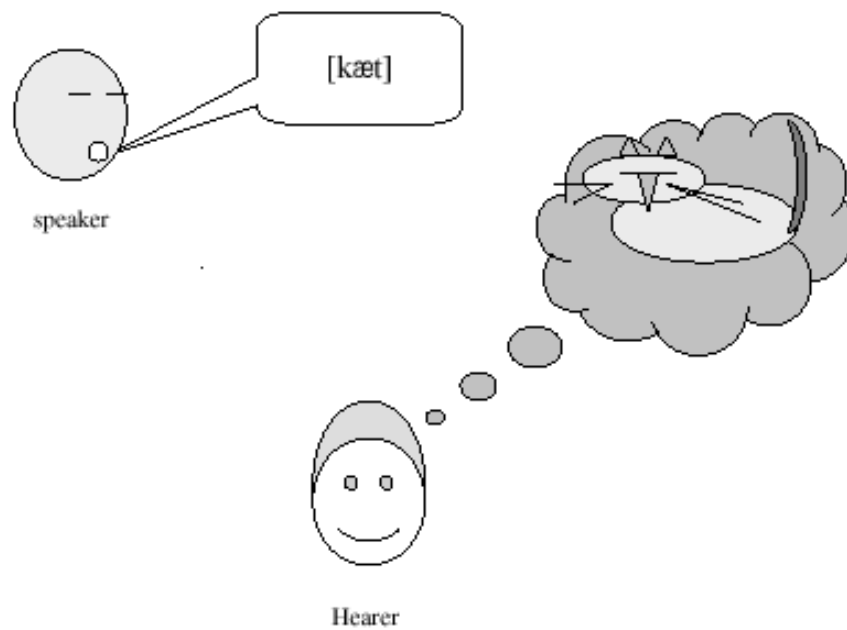


Figure 1.4 The interactive function

Cognitive linguists, like other linguists, attempt to describe and account for linguistic **systematicity**, **structure** and **function**. However, for cognitive linguists, language reflects patterns of thought; therefore, to study language is to study patterns of **conceptualisation**. In order to explore these ideas in more detail we looked first at the functions of language. Language provides a means of **encoding** and **transmitting** ideas: it has a **symbolic function** and an **interactive function**. Language encodes and externalises our thoughts by using **symbols**. Linguistic symbols consist of **form-meaning pairings**, termed **symbolic assemblies**. The **meaning** associated with a linguistic symbol relates to a mental representation termed a **concept**. Concepts derive from **percepts**; the range of perceptual information deriving from the world is integrated into a **mental image**. The meanings encoded by linguistic symbols refer to our **projected reality**: a mental representation of reality as construed by the human mind. While our **conceptualisations** are unlimited in scope, language merely provides **prompts** for the construction of conceptualisations. Language also serves an **interactive function**; we use it to **communicate**. Language allows us to perform **speech acts**, or to exhibit **expressivity** and **affect**. Language can also be used to create scenes or contexts; hence, language has the ability to invoke experiential **frames**. Secondly, we examined the evidence for a linguistic system, introducing the notion of a conventional **linguistic unit**, which may be a **morpheme**, a **word**, a string of words, or a sentence. We introduced the notion of **idiomatic meaning** which is available in certain **contexts**, and which can be associated with **constructions**. This contrasts with **literal** meaning, which may be derived by **unifying** smaller constructions like individual words. **Word order** constitutes part of an individual's knowledge of particular constructions, a point illustrated by **ungrammatical** sentences. We also related linguistic structure to the systematic structure of thought. **Conceptual domains** reflected in language contain and organise related ideas and experiences. Next, we outlined the task of the cognitive linguist: to form hypotheses about the nature of language, and about the conceptual system that it reflects. These hypotheses must achieve **descriptive adequacy** by describing linguistic facts in a systematic and rigorous manner. Linguists try to uncover, describe and **model** linguistic systems, motivated by the drive to understand human cognition. Linguistics is therefore one of the **cognitive sciences**. Cognitive linguists carry out this task by examining linguistic **data**, and by relying on native speaker **intuitions** and **converging evidence**. As an example of converging evidence, we explored the linguistic reflex of the distinction made in psychology between **figure**, and **ground**.

Finally, we looked at what it means to know a language, and introduced an important distinction between kinds of linguistic knowledge: the **cognitive representation** provided by language can be divided into **lexical** and **grammatical** subsystems. The lexical subsystem contains **open-class** elements, which perform a **content function**. The grammatical subsystem contains **closed-class** elements, which perform a **structuring function**, providing **schematic meaning**.

## 6-илова

### 10-маъруза машғулотӣ бўйича билимларни мустаҳкамлаш учун вазифа (Ҳа, йўқ техникаси)

1. Is there exist the notion “conceptualisation”?
2. Are there any functions of language?
3. Do you know the levels of representation?
4. Is there exist the notion “projected reality”?
5. Is the interactive function of the language realised?
6. Is the language structured?
7. Does the systematic structure of thought reflect anything?



8. Is Linguistics considered to be one of the cognitive sciences?

### 9 - семинар машғулотининг ўқитиш технологияси (1 машғулот)

Вақти 2 соат	Талабалар сони -15та
Ўқув машғулотларнинг шакли	Билимларни чуқурлаштириш ва кенгайтириш бўйича семинар машғулоти
<i>Ўқув машғулоти режаси</i>	1. Когнитив тилшунослик ва когнитив грамматика ҳақида умумий маълумот 2. Тилнинг вазифалари ҳақида умумий маълумот 3. Тилнинг жамиятдаги интерактив вазифаси ҳақида маълумот
Ўқув машғулотининг мақсади: Ушбу семинар машғулоти жараёнида саволлар ва муаммолар борасида суҳбат ўтказилади. Бу дарсда «ақлий хужум» усулини ҳам қўллаш мумкин. Шунингдек, тест ва масалалар ечиш мумкин.	
<b>Педагогик вазифалар:</b> -мавзу бўйича билимларни тизимлаштириш, мустахкамлаш. -дарслик билан ишлаш кўникмаларини ҳосил қилиш -назарий грамматика тушунчаларини таҳлил қилиш кўникмаларини ривожлантириш	<b>Ўқув фаолияти натижалари</b> Талаба - когнитив тилшунослик ва когнитив грамматика ҳақида умумий маълумотга таъриф беради - тилнинг вазифалари ҳақида умумий маълумотни ёритади - тилнинг жамиятдаги интерактив вазифаси ҳақида маълумотни келтиради
Ўқитиш услуби ва техникаси	Блиц-сўров, биргаликда ўқиймиз, functions of language, concept, conceptualization, levels of representation, projected reality, interactive function, cognitive linguistics сўз ва сўз бирикмаларига мунозара
Ўқитиш воситалари	Маъруза матни, ўқув қўлланмаси, проектор, флипчарт, маркер, доска.
Ўқитиш шакли	Билимларни чуқурлаштириш ва кенгайтириш, индивидуал ва гуруҳ бўйича ўқитиш
Ўқитиш шароитлари	Компьютер технологиялари, проектор билан таъминланган, гуруҳда дарс ўтишга мослаштирилган аудитория

## 9 - семинар машғулотининг технологик картаси (1 машғулот)

Босқичлар, вақти	Фаолият мазмуни	
	Ўқитувчи	Талаба
1- босқич Кириш (10 мин)	<p>1.1 Мавзуни, мақсадни режадаги ўқув натижаларини эълон қилади, уларнинг аҳамиятини ва долзарблигини асослайди. Машғулот ҳамкорликда ишлаш технологиясини қўллаган ҳолда ўтишни маълум қилади.</p> <p>1.2 Ақлий хужум усулидан фойдаланган ҳолда аудиториянинг тайёргарлик даражасини аниқлайди:</p> <ol style="list-style-type: none"> <li>1. Explain the scope of the meaning denoted by the term “conceptualisation”?</li> <li>2. What is language for?</li> <li>3. Tell about the essence of the encoding transmitting, symbolic and other functions of the language?</li> <li>4. What levels of representation do you know?</li> <li>5. What is the meaning of the term “projected reality”?</li> <li>6. How is the interactive function of the language realised?</li> <li>7. How is the language structured?</li> <li>8. What does the systematic structure of thought reflect?</li> <li>9. What do the conceptual domains related in the language contain and how do they organize ideas and experiences?</li> <li>10. Why is Linguistics considered to be one of the cognitive sciences?</li> </ol> <p>Мазмуннинг муҳокамаси гуруҳларда давом этишини эълон қилади.</p>	1.1 Мавзуни ёзади ва саволларга жавоб беради.
2- босқич асосий (60 мин)	<p>2.1 Талабаларни 3 гуруҳга бўлади, ҳар бирига вазифа беради (2-илова). Кутилаётган ўқув натижаларини эслатади.</p> <p>2.2 Гуруҳда ишлаш қоидаси билан таништиради (1-илова). Баҳолаш мезонлари ҳам намоиш қилади.</p> <p>2.3 Вазифани бажаришда ўқув материаллари (маъруза матни, ўқув қўлланма)ларидан фойдаланиш мумкинлигини эслатади. Гуруҳларда иш бошлашни таклиф қилади.</p> <p>2.4 Тайёргарликдан кейин тақдимотни бошлангани эълон қилинади.</p> <p>2.5 Талабалар жавобини шархлайди, хулосаларга эътибор беради, аниқлик киритади.</p> <p>2.6 Талабаларга Б.Б.Б. усули бўйича ифодаланган жадвални намоиш қилади ва устунларни тўлдиришни айтади.</p>	<p>2.1 Ўқув натижаларини тақдим этади.</p> <p>2.2 Саволлар беради.</p> <p>2.3 Жавобларни тўлдиради.</p> <p>2.4 Жадвал устунларини тўлдиради ва муҳокамада иштирок этади.</p>

	Тушунчаларга изоҳларни тўғрилайди ва саволларга жавоб қайтаради. Гуруҳлар фаолиятига умумий балл беради.	
3- босқич	3.1 Машғулоти яқинлайди, талабаларни баҳолайди ва фаол иштирокчиларни рағбатлантиради. 3.2 Мустақил иш сифатида мавзу берилади.	3.1 Эшитадилар.  3.2 Топшириқни оладилар.

### Ўқув топшириқлар

#### 1-илова

Гуруҳ билан ишлаш қоидалари	
<b>Гуруҳ аъзоларининг ҳар бири</b>	
<ul style="list-style-type: none"> <li>- ўз шерикларининг фикрларини ҳурмат қилишлари лозим</li> <li>- берилган топшириқлар бўйича фаол, ҳамкорликда ва масъулият билан ишлашлари лозим</li> <li>- ўзларига ёрдам керак бўлганда сўрашлари мумкин</li> <li>- ёрдам сўраганларга кўмак беришлари лозим</li> <li>- гуруҳни баҳолаш жараёнида иштирок этишлари лозим</li> <li>- «Биз бир кемадамыз, бирга чўкамиз ёки бирга қутиламиз» қоидабини яхши билишлари лозим</li> </ul>	

#### 2-илова

1. Берилган сўзлардан битта гап тузинг.  
Concept, conceptualization, projected reality
2. Ушбу тушунчаларнинг мазмунини ёритинг  
Functions of language, interactive function

#### 3-илова

**Инглиз тили назарий грамматикаси фанидан талабалар билимини баҳолаш турлари**

№	Назорат шакли	Назорат сони	Назорат учун балл	Йиғилган балл
1	Ёзма	1	2	2
Жами:		1	2	2

### Маърузада талабалар билимининг баҳолашнинг намунавий мезони

Балл	Баҳо	Талабаларнинг билим даражаси
1.7 – 2	Аъло	Маърузада берилган маълумот лар тўлиқ ва батафсил ёзиб борилган, барча асосий тушунчалар акс эттирилган.
1.4 – 1.6	Яхши	Берилган маълумотларнинг айримлари тўлиқ ёзиб борилган, асосий тушунчалар акс эттирилган.
1.1 – 1.3	Қониқарли	Маърузада берилган маълумот лар ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.
0 – 1	Қониқарсиз	Маърузада берилган маълумот ларнинг аксарият қисми ёзиб борилмаган, асосий тушунчаларнинг айримлари мавжуд эмас.

### 4-илова

#### Б.Б.Б. усули асосида билимларни синаш учун тарқатма материаллар

	Тушунча	Биламан «+» Билмайман «-«	Билдим «+» Била олмадим «-«
1	functions of language		
2	concept		
3	projected reality		
4	conceptualization		
5	levels of representation		
6	interactive function		
7	cognitive linguistics		
8	frame		
9	symbolic function		
10	mental image		
11	prompts		
12	encoding		
13	transmitting		

14	conceptual domain		
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## 5-илова

### Гуруҳлар учун топшириқлар

#### 1-гуруҳ

Functions of language, projected reality тушунчаларининг мазмунини ёритинг.  
«Concept» сўзига кластер тузинг.

#### 2-гуруҳ

Levels of representation, interactive function тушунчаларининг мазмунини ёритинг.  
«Conceptualization» сўзига кластер тузинг.

#### 3-гуруҳ

Cognitive linguistics, symbolic function тушунчаларининг мазмунини ёритинг.  
«Frame» сўзига кластер тузинг.

## 6-илова

### «Инсерт усули»

Инсерт – самарали ўқиш ва фикрлаш учун белгилашнинг интерфаол тизими ҳисобланиб, мустақил ўқиб-ўрганишга ёрдам беради. Бунда маъруза мавзулари, китоб ва бошқа материаллар олдиндан талабага вазифа қилиб берилади. Уни ўқиб чиқиб, «V; +; -; ?» белгилари орқали ўз фикрини ифодалайди.

### Матнни белгилаш тизими

- (v) – мен билган нарсани тасдиқлайди.
- (+) – янги маълумот
- (-) – мен билган нарсага зид
- (?) – мени ўйлантирди. Бу борада менга қўшимча маълумот зарур.

### Инсерт жадвали

Тушунчалар	v	+	-	?
functions of language				
concept				
projected reality				
conceptualization				
levels of representation				
interactive function				
cognitive linguistics				
frame				
symbolic function				
mental image				
prompts				
encoding				
transmitting				
conceptual domain				

## 7-илова

## **Тест**

### **1. What is the symbolic function of the language ?**

- A. encoding our thoughts
- B. creation of scenes
- C. expressing thoughts and ideas with the help of symbolic assembly of form and meaning meaning
- D. creation of frames

### **2. What is concept ?**

- A. physical object
- B. mental representation of reality
- C. percept
- D. parts of brain

### **3. What is the interactive function of the language?**

- A. it is a process of transmitting by the speaker and decoding and interpretation by the hearer
- B. constructing a particular context
- C. invoking frames
- D. enriching communication

### **4. What is percept?**

- A. a part of mind
- B. a part symbol
- C. a part of concept
- D. a part of brain

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## **GLOSSARY**

### **Назарий грамматикага оид таянч атамалар луғати**

**English**

**Uzbek**

**Russian**

Ablative	Аблатив келишик	Аблативный падеж
Absolute	Абсолют, мустақил, мутлак	Абсолютный
Abstract	Мавхум	Отвлечённый, абстрактный
Accent	Урғу, акцент	Ударение, акцент
Accidence	Америка ва Британия тилшунослиги бу атама орқали грамматиканинг морфология қисми тушунишади.	Словоизменение, морфология
Accommodation	Мослашув	Аккомодация
Accusative	Аккузатив келишик	Винительный падеж
Active	Фаол, аниқ	Действительный
Active voice	Аниқ даража	Действительный залог
Adjective	Сифат	Прилагательное
Adjunct	қарам сўз	Ведомое (подчинённое) слово
Adverb	Равиш	Наречие
Adverbial	Равиш орқали ифодаланган	Наречный
Adversative	Зид	Противительный
Affix	Аффикс, кўшимча	Аффикс
Agent	Иш бажарувчи	Деятель
Agglomerating (languages)	Мужассамлаштирувчи тиллар	Инкорпорирующие языки
Agglutination	Агглютинация	Агглютинация
Agglunative languages	Агглюнатив тиллар (туркий ва фин-угор тиллари)	Агглютинативные языки
Agreement	Мослашув	Согласование
Allomorph	Алломорф, морфеманинг бир кўриниши	Алломорф
Alphabet	Алфавит, алифбо	Алфавит
Alternative	Танлов, альтернатив	Альтернативный
Analysis	Таҳлил	Анализ
Analytic (languages)	Аналитик (тиллар)	Аналитические языки
Anaphora	Анафора	Анафора
Anaphoric	Анафорик, кўрсатиш	Анафорический, указательный
Animate	Жонли	Одушевлённый
Animate nouns	Жонли отлар	Одушевлённое имя существительное
Antithesis	Антитеза	Антитеза

Antonym	Антоним, зид	Антоним
Apostrophe	Апостроф	Апостроф
Applied	Амалий	Прикладной
Applied linguistics	Амалий тилшунослик	Прикладное языкознание
Apposition	Изоҳловчи	Приложение
Archaic	Архаик, қадимий	Архаический
Archaism	Архаизм	Архаизм
Area	Худуд	Ареал
Areal linguistics	Ареал (худуд) тилшунослик	Ареальная лингвистика
Article	Артикл	Артикль
Artificial (language)	Суъний (тиллар)	Искусственные (языки)
Aspect	Аспект	Вид
Assimilation	Ассимиляция	Ассимиляция
Assumptive	Тахминий	Предположительный
Attribute	Аниқловчи	Определение
Auxiliary	Ёрдамчи	Вспомогательный
Auxiliary verb	Ёрдамчи феъл	Вспомогательный глагол
Baby-word	Болалар тили	Детский язык
Base	Асос	База
Basic	Асосий	Основной
Basis	Асос	База
Bilingualism	Икки тиллик	Двуязычие
Bilateral	Икки томонлама	Двусторонний
Binary	Бинар, икки томонлама	Бинарный
Borrowed word	Ўзлаштирма сўз	Заимствованное
Borrowing	Ўзлаштириш	Заимствование
Calque	Калька	Калька
Cardinal number	Санок сон	Количественное числительное
Case-ending	Келишик кўшимчаси	Падежное окончание
Causal clause	Сабаб эргаш гап	Предложение причины
Causative	Каузатив	Каузатив
Circumstantial	Хол, холга оид	Обстоятельственный
Classical	Классик, мумтоз	Классический
Clause	Гап	Предложение
Cognate	қариндош	Родственный
Cognate object	Ўхшаш тылдировчи	Винительный внутреннего объекта
Colloquial	Оғзаки	Устный
Combination	Бирикма	Комбинация
Common	Умумий	Общий
Common noun	Турдош от	Нарицательное имя



Comparative philology	Қиёсий филология	Сравнительно-сопоставительная филология
Comparison	Қиёслаш	Сравнение
Complement	Тўлдирувчи	Дополнение
Compound sentences	Боғланган қўшма гап	Сложно - сочинённое предложение
Concord	Мослашув	Согласование
Concordance	Келишув	Соответствие
Concrete	Аниқ	Конкретный
Conditional	Шартли	Условный
Conditional clause	Шарт эргаш гап	Придаточное предложение
Conjugation	Тусланиш	Спряжение
Conjunction	Боғловчи	Союз
Conjunctive	Боғловчили	Соединительный
Connecting vowel	Боғловчи унли	Соединительный гласный
Connecting word	Боғловчи сўз	Соединяющее слово
Connection	Боғланиш	Соединение
Contents	Мундарижа	Содержание
Continuous	Давомий	Длительный
Contracted	Қисқартирилган	Стяженный
Contrasting stress	Контраст урғу	Контрастное ударение
Coordinate	Боғланган	Сочинительный
Coordination	Боғланиш	Соединение
Coordinating conjunction	Тенг Боғловчи	Сочинительный союз
Correlative	Ўзаро боғланган, корреляция	Соотносительный
Correspondence	Уйғун, мос	Соответствие
Creolized languages	Креол тиллар	Креольские языки
Dative	Датив келишик	Дательный падеж
Dead language	Ўлик тил	Мёртвый язык
Declension	Турланиш	Склонение
Definite	Аниқ	Определённый
Definite article	Аниқ артикл	Определённый артикль
Degree of comparison	Сифат даражали	Степень сравнения
Deictic	Дейктик, кўрсатиш	Дейктический
Deictic function	Кўрсатиш функцияси	Дейктическая функция
Demonstrative pronoun	Кўрсатиш олмошлари	Указательное местоимение
Dependent	Тобе	Зависимый
Derivation	Сўз яшаш	Деривация
Determinative	Аниқловчи	Определительный
Determining	Аниқловчи	Определяющий

Diachrony	Диахрония, тарихий	Диахрония
Dialect	Диалект, шева	Диалект
Differentiation	Фарқлаш	Расподобление
Direct	Воситали	Прямой
Direct object	Воситали тылдирувчи	Прямое дополнение
Discourse	Нутқ	Речь
Disjunctive	Ажратувчи	Разделительный
Distributive	Дистрибутив	Дистрибутивный
Double	Жуфт	Двойной
Dual number	Иккилик сони	Двойственное число
Duration	Давомийлик	Длительность
Durative	Давомий	Длительный
Dynamic	Динамик	Динамический
Element	Элемент, бирлик	Элемент
Emphasis	Ажратиб кўрсатиш	Выделение
Emphatic	Эмфатик	Эмфатический
Empty word	Маъносиз сўз	Пустое слово
Ending	Кўшимча	Конец слова, окончание
Ergative	Эргатив	Эргатив
Etymological	Этимологик	Этимологический
Etymology	Этимология	Этимология
Euphemism	Эвфемизм	Эвфемизм
Evolution	Эволюция	Развитие, эволюция
Excessive	Олий даража	Чрезмерная степень
Exclamation	Ундов	Восклицание
Exclusive	Истисно	Эксклюзивный
Expression	Ибора, ифода	Выражение
Expressive	Ифодали	Экспрессивный
Falling	Пасаювчи	Нисходящий
Falling tone	Пасаювчи интонация	Нисходящий тон
Family of languages	Тиллар оиласи	Семья языков
Feminine	Аёлларга хос	Женский
Finite verb	Феълнинг Аниқ формаси	Финитные формы глагола
Folk etymology	Халқ этимологияси	Народная этимология
Form	Шакл	Форма
Function	Функция, вазифа	Функция
Functional	Вазифали	Функциональный
Fundamental meaning	Асосий маъно	Основное значение
Fusion	Фузия	Фузия
Future	Келаси	Будущее время
Gender	Жинс (грамматика)	Род
Genderless	Жинси йўқ	Неродовой
General linguistics	Умумий тилшунослик	Общее языковедение
Genitive	қаратқич келишиги	Родительный падеж

Gerund	Герундий	Герундий
Glossematics	Глоссематика	Глоссематика
Glosseme	Глоссема	Глоссема
Govern	Бошқармоқ	Управлять
Governing	Бошқарувчи	Управление
Government	Бошқарув	Управление
Grammar	Грамматика	Грамматика
Grammatical	Грамматика оид	Грамматический
Grammatical analysis	Грамматик таҳлил	Грамматический анализ
Grammatical categories	Грамматик категориялар	Грамматические категории
Grammatical gender	Грамматик жинс	Грамматический род
Grammaticalisation	Грамматикалаштириш	Грамматикализация
Haplogy	Гаплогия	Гаплогия
Harmony	Гармония, мос келиш	Гармония
Heterogeneous	Турдош бўлмаган	Разнородовое
Heterosyllabic	Турли бўғин турлари	Гетеросиллабический
Historic (al)	Тарихий	Исторический
Historical grammar	Тарихий грамматика	Историческая грамматика
Homonym	Омоним	Омоним
Homophone	Омофон	Омофон
Hyperbole	Гипербола	Гипербола
Hypotaxis	Гипотаксис, эргаш кўшма гап	Гипотаксис
Hypothetical	Гипотетик, тахминий	Гипотетический
Ideogram	Идеограмма	Идеограмма
Idiom	Идиома	Идиома
Immediate	Бевосита	Непосредственный
Imperative	Буйруқ	Повелительный
Imperative mood	Буйруқ майли	Повелительное наклонение
Impersonal	Шахси ифодаланмаган	Неличный
Implication	Импликация, шаъма қилиш	Импликация
Inanimate	Жонсиз	Неодушевлённый
Inanimate noun	Жонсиз от	Неодушевлённое имя существительное
Inclusion	Ўз ичига олиш	Включение
Indeclinable	Тусланмайдиган	Несклоняемый
Indefinite	Ноаниқ	Неопределённый
Indefinite article	Ноаниқ артикл	Неопределённый артикль
Independent	Мустақил	Независимый
Indicative mood	Аниқлик майли	Изъявительное

Indirect	Воситасиз	наклонение
Indirect speech	Ўзлаштирма гап	Косвенный
Indo-European languages	Хинд – Европа тиллари	Косвенная речь
Infinitive	Инфинитив, ҳаракат номи	Индоевропейские языки
Infix	Ички кўшимча	Инфинитив
Inflexion	кўшимча	Инфикс
Inner form	Ички шакл	Окончание
Instrumental case	Инструментал келишик	Внутренняя форма
Intensity	Интенсивлик тезлик	Творительный падеж
Interjection	Ундов сўзлар	Интенсивность
Interrogative	Сўрок	Междометие
Intonation	Оҳанг, интонация	Вопросительный
Intransitive	Ўтимсиз	Интонация
Invariable	Ўзгармас, тусланмас	Непереходный
Inversion	Ўринни алмаштириш	Неизменяемый
Irregular	Нотўғри	Инверсия
Irrelevant	Ахамиятсиз	Неправильный
Isolating languages	Ажратувчи тиллар	Нерелевантный
Jargon	Жаргон	Изолирующие языки
Juxtaposed	Ёнма-ён қўйилган	Жаргон
Language	Тил	Соположенное слово
Lateral	Ён	Язык
Length	Узунлик	Боковой
Lengthened forms	Узайтирилган шакл	Длительность
Lexical	Лексик, сўзга оид	Протяжённые формы
Lexicography	Лексикография	Лексический
Lexicology	Лексикология	Лексикография
Lineal	Бир чизигда кетма-кет ёзилган	Лексикология
Lingual	Тилга оид	Линейный
Linguistic comparison	Тилга оид қиёслаш	Свойственный языку
Linguistic family	Тиллар оиласи	Лингвистическое сравнение
Linguistic geography	Лингвистик география	Семья языков
Living language	Тирик (жонли) тиллар	Лингвистическая география
Loan-word	Ўзлаштирма-сўз	Живой язык
Local languages	Маҳаллий тиллар	Заемствование
Locative Case	Ўрин-пайт келишиги	Местные языки
Logical	Мантикий	Местный падеж
Main	Асосий	Логический
Main clause	Бош гап	Главный
Main stress	Асосий урғу	Главное предложение
		Главное ударение

Mark	Белги	Признак
Masculine	Эркак жинс	Мужской род
Meaning	Маъно	Значение
Measure	Ўлчов	Размер
Media	Восита	Средство
Melody	Оҳанг	Мелодика
Metaphor	Метафора	Метафора
Metathesis	Метатеза	Метатеза
Metonymy	Метонимия	Метонимия
Mixed language	Аралаш тил	Смешанный язык
Modal	Модал	Модальный
Mode	Майл	Наклонение
Monosyllable	Бир бўғинли	Односложный
Mood	Майл	Наклонение
Morpheme	Морфема	Морфема
Morphology	Морфология	Морфология
Mother-tongue	Она тил	Родной язык
Name study	Ономастика	Ономастика
Negation	Инкор	Отрицание
Neogrammarians	Младограмматиклар	Младограмматики
Neologism	Неологизм, янги пайдо бўлган сўзлар	Неологизм
Neuter	Нейтрал	Средний, нейтральный
Neutral	Нейтрал	Средний, нейтрал
Neutralization	Нейтрализация, нейтраллаштириш	Нейтрализация
Neutralized	Нейтраллашган	Нейтрализованный
Nomenclature	Атамалар	Терминология, номенклатура
Nominal	Отга мансуб	Именной
Nominative case	Бош келишик	Именительный падеж
Notional	Мустақил	Знаменательный
Noun	От	Имя
Number	Сон, миқдор	Число, количество
Numeral	Сон	Числительное
Object	Тўлдирувчи	Дополнение
Objective case	Объект келишиги	Объектный падеж
Onomasiology	Онамасиология	Онамасиология
Onomastic	Ономастика	Ономастика
Open	Очиқ	Открытый
Open syllable	Очиқ бўғин	Открытый слог
Opposition	Оппозиция	Противопоставление
Oral	Оғзаки	Разговорный
Ordinal number	Тартиб сон	Порядковое числительное

Orthography	Орфография	Орфография
Outer form	Ташки шакл	Внешняя форма
Paradigm	Парадигма	Парадигма
Parataxis	Паратаксис, Боғланган кўшма гап	Паратаксис
Parent language	Бобо тил	Праязык
Parts of speech	Сўз туркумлари	Части речи
Passive voice	Мажхул даража	Страдательный залог
Past tense	Ўтган замон	Прошедшее время
Pause	Пауза, тўхташ	Пауза
Perfect	Тугалланганлик маъноси	Совершенный
Perfective aspect	Тугалланганлик аспекти	Совершенный вид
Period	Нуқта	Период
Periphrasis	Перефраз, қайта тузиш	Перифраза
Permutation	Ўрин алмаштириш	Перемещение
Person	Шахс	Лицо
Personal	Шахсий, кишилик	Личный
Personal ending	Шахс кўшимчаси	Личное окончание
Philology	Филология	Филология
Phone	Фон	Фон, звук речи
Phoneme	Фонема	Фонема, звук языка
Phonemics	Фонология	Фонология
Phonetic change	Фонетик ўзгариш	Звуковое измерение
Phonetic harmony	Фонетик гармония (мос келиш)	Фонетическая гармония
Phonetic law	Фонетик қонун	Фонетический закон
Phonetic transcription	Фонетик транскрипция	Фонетическая транскрипция
Phonetics	Фонетика	Фонетика
Phonology	Фонология	Фонология
Phrase	Фраза, бирикма	Фраза, словосочетание
Pleonastically	Плеонастик, икки марта	Плеонастический
Plural	Кўплик	Множественное число
Polysemy	Полисемия, кўп маънолик	Полисемия
Polysyllable	Кўп бўғинли	Многосложный
Polysynthetic (languages)	Мужассамлаштирувчи тиллар	Полисинтетические языки
Position	Ўрин	Положение
Positive	Ижобий	Положительный
Possessive	қаратқич, эгалик	Притяжательный
Postposition	Сўздан кейин турувчи	Постпозиция
Potential	Потенциал	Потенциальный
Pre	Олд	Пре

Predicate	Кесим	Сказуемое
Predicative	Кўшма от кесимнинг от қисми	Именная часть именного составного сказуемого
Prefix	Сўз олдида турувчи кўшимча	Префикс
Preposition	Предлог	Предлог
Present tense	Ҳозирги замон	Настоящее время
Preterit	Ўтган	Претерит
Primary	Асосий, биринчи	Первичный, основной
Primary stress	Асосий урғу	Главное ударение
Primary tenses	Асосий замонлар	Главное время
Primary word	Асосий сўз	Корневое слово
Principal	Бош, асосий	Главный
Process	Жараён	Процесс
Proclitic elements	Проклитик элементлар	Проклитические элементы
Progressive	Давом этувчи харакат	Прогрессив
Pronoun	Олмош	Местоимение
Proper name	Атоқли от	Собственное имя
Prosody	Просодия	Просодия
Qualitative stress	Сифат урғуси	Качественное ударение
Quality	Сифат	Качество
Quantitative stress	Микдор урғуси	Количественное ударение
Quantity	Микдор	Количество
Reciprocal	Биргалик	Взаимный
Reduced form	қисқартирилган шакл	Редуцированная форма
Reduction	Редукция	Редукция
Redundance	Ошиқ, кўп	Избыточное
Redundant	Керадиган кўп	Избыточно-возвратный
Reduplication	Такроп	Повтор
Reflexive	ўзлик	Возвратный
Regression	Пасайиш	Регрессия
Regressive	Регрессив	Регрессивный
Regular	Одатий, тўғри	Правильный
Relation	Муносабат	Отношение
Relationship	Муносабат	Отношение
Relationship of languages	Тилларнинг қардошлиги	Родство языков
Relative	Нисбий	Относительный
Relevant	Ахамиятли	Релевантный
Reported speech	Ўзлаштирма гап	Косвенная речь
Rising	Кўтарилувчи	Восходящий
Rising tone	Кўтарилувчи ошанг	Восходящий тон
Root	Ўзак	Корень

Rule	Қоида	Правило
Script	Ёзув	Письменность
Secondary stress	Иккинчи даражали урғу	Второстепенное ударение
Secondary tenses	Иккинчи даражали замонлар	Вторичные времена
Semanteme	Семантема, маъно бирлиги	Семантема
Semantic change	Маънонинг ызгариши	Изменение значения
Semantics	Семантика	Семантика
Semasiology	Семасиология	Семасиология
Sentence	Гап	Предложение
Sentence stress	Гап урғуси	Фразовое ударение
Separable compounds	Былинадиган бирикма	Раздельные композиты
Sequence of tenses	Замонлар мослашуви	Согласование времён
Sex gender	Табиий жинс	Биологический пол
Shift	Силжиш	Сдвиг
Shortening	Қисқартириш	Сокращение
Sign	Белги	Знак
Significance	Ащамият	Значение
Simile	Ўхшатиш	Сравнение (в стилистике)
Simple	Содда	Простой
Simple word	Содда сўз	Простое слово
Singular	Бирлик	Единственное число
Slang	Слэнг, аргó	Аргó, слэнг
Slavonic	Славян	Старославянский
Sound	Товуш	Звук
Sound-change	Товуш ызгариши	Звуковое изменение
Sound-shift (ing)	Товушнинг силжиши	Мутация
Speech	Нутқ	Речь
Speed of utterance	Нутқ тезлиги	Темп речи
Spelling	Сўзнинг ёзилиши	Написание слова
Spoken language	Оғзаки нутқ	Разговорный язык
Standard	Стандарт	Норма, стандарт
State	Ҳолат	Состояние
Statement	Мулоҳаза	Высказывание
Stem	Негиз	Основа
Stop	Нуқта	Точка
Stress	Урғу	Выделение, ударение
Study of personal names	Антропонимика	Антропонимика
Style	Стиль, услóб	Стиль
Stylistics	Стилистика	Стилистика
Subject	Эга, мавзу	Подлежащее
Subordinate	Эргаш, тобе	Придаточный



Subordinate clause	Эргаш гап	Подчинённое предложение
Subordinate conjunction	Эргаш боғловчи	Подчинительный союз
Subordination	Эргашиш	Подчинение
Substantive	От	Существительное
Substitution	Алмаштириш	Субституция
Suffix	Суффикс	Суффикс
Superlative	Орттирма	Превосходная степень
Supine	Супин, ҳаракат номи	Супин, инфинитив
Suppletive	Супплетив	Супплетивный
Syllabic	Бўғинли	Слоговой
Syllable	Бўғин	Слог
Symmetry	Симметрия	Симметрия
Synchrony	Синхрония	Синхрония
Synecdoche	Синекдоха	Синекдоха
Synonymy	Синоним	Синоним (ия)
Syntactic	Синтактик	Синтаксический
Syntactical	Синтаксисга оид	Синтаксический
Syntax	Синтаксис	Синтаксис
Synthesis	Синтез	Синтез
Synthetic (languages)	Синтетик тиллар	Синтетические языки
System	Тизим	Система
Taboo	Табу, маън қилинган сўзлар	Табу
Tautology	Тафтология, қайтариш	Тафтология
Temporal	Замонга хос	Временной
Tendency	Тенденция, оқим	Тенденция
Tense	Замон	Время
Term	Атама	Термин
Terminative	Маъноси чекланган	Терминативный
Terminology	Терминология, атамалар билан шуғулланадиган фан	Терминология
Thematic	Тематик, мавзуга оид	Тематический
Time	Вакт	Время
Tongue	Тил	Язык (орган речи)
Traditional stress	Анъанавий урғу	Традиционное ударение
Transcription	Транскрипция	Транскрипция
Transition	Ўтиш	Переход
Transitive	Ўтимли	Переходный
Transliteration	Транслитерация	Транслитерация
Transposition	Транспозиция	Транспозиция
Trial	Учлик сони	Тройственное число
Ultimate	Сўнгги, якуний	Конечный
Unilateral	Бир томонлама	Односторонний

Unmarked	Белгисиз	Немаркированный
Unreal	Ноаниқ	Нереальное
Utterance	Нутқ	Высказывание
Variable	Ўзгарувчан	Изменяемый
Variant	Вариант	Вариант
Verb	Феъл	Глагол
Verbal system	Феъл тизими	Глагольная система
Vocabulary	Луғат	Словарь
Weak	Кучсиз	Слабый
Weak stress	Кучсиз урғу	Ударение слабое
Weakening	Кучсизланиш	Исчезающий
Word	Сўз	Слово
Word-order	Сўз тартиби	Порядок слов
Word-stress	Сўз урғуси	Словесное ударение
Writing	Ёзув	Письменность
Zero morpheme	Нол морфема	Нулевая морфема

