FORM-CONTENT RELATIONSHIP IN SYNTACTIC UNITS

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A R T I C L E I N F O.	**Annotation**
Keywords: syntax, the synthetic level, system-theoretical way, grammatical forms, paradigmatic lines, syntagmatic relations.	The article focuses on evaluating syntax at the synthetic level of the Uzbek language in a new system-theoretical way and approaching them on the basis of validity. The ability to expand linguistic units is reflected not only on their meaningful capabilities but also on their relationship with grammatical forms. It is explained that only one of the paradigmatic lines that can enter into mutual syntagmatic relations in certain speech conditions can enter into syntagmatic relations with one of the members of another line.

The most necessary factor for the implementation of today's educational process in accordance with the requirements of the times is that each lesson becomes a unique circle of joy for students, and each educational center becomes a place of joy.

The spirit of the lesson, images and images, interesting exhibition, phrases allow the students to know through their feelings, to think, to see the beauty, to form their attitude towards the world, the student's worldview, thinking, educates the ability to think independently. However, do school and higher education textbooks and study guides that are currently available and used in practice provide full information to students about the theoretical aspects of education that we have mentioned above? begs the question. Yes, it can be said that it is being given, but literally not at the level of demand. That is, the textbooks on this are not sufficiently developed, and the existing ones are only in the hands of some specialists. What does the student learn in such a situation? Some substantial interpretations in higher education did not take place at all in school or high school textbooks. After all, although the new theoretical views of linguistics are not deep until higher education, they should be written as elementary data in the lower stages of continuous education, in accordance with age characteristics. For this purpose, the center of the sentence, the expander, the expander of the sentence, the expander of the word, the modal expander, the part of the sentence, [Pm], person-number, tense, affirmation-negation, inclination, participle, verb category, verb forms, independent verb form, independent participle form, grammatically formed sentence, semantic-functionally formed sentence, structure of the participle, possessive, possessive sentence, possessive sentence, noun clause, semantically-functionally formed sentence, grammatically formed sentence, possessive sentence, unexpressed possessive sentence, aggregate It is necessary that the knowledge under scientific terms about the important aspects of syntax, such as short sentence, broad sentence, compact sentence, (titled sentence) should be included in textbooks, more advanced forms of this should be studied in higher education, and the specialist should have appropriate and proportionate competence in this subject.

We believe that it is necessary to explain the following to the future specialist in learning syntactically simple sentences and to clarify the level of his understanding. In particular, one-word syntactic devices are formed by a single word with an independent meaning and include verbs, nominatives, nouns, infinitive sentences, vocative sentences, in particular, Boraman, Keldim. Autumn includes sentences like

According to their character, two-word syntactic devices consist of a simple phrase (e.g., eat food, read a book) and a simple sentence (e.g., the lesson has begun, spring has arrived).

Multi-word syntactic devices consist of the combination of more than two independent words: seven dim stars that are buzzing (complex combination). Honest work is the best habit. (Common phrase)

Of course, the center of syntax is the doctrine of the sentence. Each sentence expresses a complete thought, but the completeness of the thought in the sentence is relative: the content of some sentences is not clear and complete when taken separately. A sentence is distinguished from other syntactic units by the sign of predicativeness. Predicativeness is the grammatical meaning of a sentence that cannot be divided into parts in the system of forms.

According to the linguist A. Gulomov, predicativeness is a category characteristic of a sentence. Predicativeness is indicated by the participle, and therefore, this phenomenon consists of a combination of categories of modality, person - number, and time. Predicativeness is the basis of the sentence, which consists of the synthesis of affirmative - negative, modality (inclination), person, number categories.

The sign of predicativeness of the sentence is directly related to the concept of modality. Modality - expresses the relationship of the general content of the sentence to the objective existence.

Any sentence is distinguished by its grammatical structural completeness. In this case, it is necessary to emphasize that the idea that it is formed through a participle group or one of them and acquires intonation integrity is not a characteristic of Turkic languages in modern linguistics. Also, a sentence means a complete thought in speech. Its complete meaning may depend on several factors. It should also be noted that syntax is directly related to the morphology, lexicology and phonetics departments of the language. These areas cannot live without each other. This is how the overall systematization of the language is revealed, and the main essence of the syntax becomes clear.

It is no secret that it has become a tradition and a habit to study syntactic categories often in connection with morphological means, and at the same time, taking into account the fact that the sentence is made up of words and the word has a real life within the sentence, and is used in speech. If we take it, it is understood that the syntax is closely related to the lexicon.

Syntactic units are interconnected not only in terms of form, but also in terms of content. For two syntactic forms to be correctly connected with each other, only the correctness of the formal connection is not enough. For example, the verb to eat, due to the fact that it has a special grammatical meaning of transitivity, formally governs the noun in the accusative case. Hence, the dependent part requires that the income statement be present. The grammatical connection of a noun with a transitive verb in any accusative case is correct in terms of form. For example, noun+verb= to eat a stone. But the content does not allow the "noun" in any income agreement to be tied to the governor's piece.

In order for the subordinate part and the dominant part of the income agreement to be correctly connected, there should be substantive compatibility. The subordinate and dominant part must have a common theme that is repeated in both. This common theme is the basis for meaningful connection of subordinate and dominant parts. For example, the verb to eat can only be associated with words that are included in the semantic field of "eat" (meat, soup, apple, cherry, etc.). This is also proved by the fact that it is evaluated as an opportunity for expansion from the point of view of theoretical linguistics.

The expansion possibilities of linguistic units mean that these units' internal potential (in terms of content and task plan) are manifested in speech in a certain way and can enter into syntactic relations

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with other linguistic units. As a result of such expansion, the possibility embodied in the linguistic unit becomes clear in speech. Therefore, the possibility of expansion of linguistic units is a linguistic phenomenon, and the possibilities of this unit also take place in the speaker's memory. The realization of these possibilities takes on a purely rhetorical or private form. For example, the verb to write expresses the creation of a certain resource (object) in written form as a result of performing a certain type of action, and therefore this verb-lexema as a linguistic possibility means a letter, a book, a story, a poem r has the ability to combine with words such as verse. When this linguistic ability is manifested in speech, it manifests various speech derivatives - word combinations, such as writing a letter, writing a book, writing a poem. If the lexeme to write is hidden as an opportunity to connect with the names of the written source (or its parts), then in speech derivatives such as write a letter, write a book, this linguistic opportunity is realized in a specific speech form. Although the range of possibilities of combination of the lexeme "yozmaq" with various words representing written sources is wide, only one of such possibilities has occurred in the derivation of "yashmaq". Thus, in each specific speech situation, only one of the paradigmatic lines that can enter into a syntagmatic relationship can enter into a specific syntactic relationship with one of the members of another line.

The expansion ability of linguistic units is related not only to their semantic possibilities, but also to their grammatical forms. Because not only lexemes, but also grammatical forms create the possibility of expansion. In particular, possessive suffixes can be expanded with the help of a marked or unmarked accusative noun determiner, indicating that the object, event, or event to which it is attached belongs to a certain person and number: My name is. Salim... (his)...-i/-si. such as. It can be seen that morphological forms also have expansion, in other words, as a possibility of meaningful syntagmatic relation, and they are called "forward-pointing means" (i.e., possessive, person, number, relative clauses) and "back-pointing means". (Conjugation, adjective, etc.) Will not be without benefit.

In order for the information to be understood correctly, in addition to the speakers' knowledge of the language, it is necessary to add the listener's knowledge of the world, the social situation in which the sentence is used, the knowledge of the speakers' mentality during the speaking process, and other knowledge. ladi In this case, one-word compound sentences are directly related to the above processes and help the pragmatic side for speech clarity. As a result of such a practical need, attention is being paid to the semantics and pragmatics of simple compound sentences.

Sometimes the dependent part serves to bring out the valence of the dominant part in a connected relationship, and is closely related to it, but in a free relationship the subordinate part does not bring out the valence of the dominant part. The form of the subordinate part does not depend on the dominant part. For example, a factory worker. Excellent in our class.

Free communication is similar to control that is part of bound communication. That is why in Uzbek linguistics, this type of compound has been studied as a control connection - under the name of noun control.

But the freely communicating elements differ from the control elements by an important sign. The main role is played by the content-grammatical feature of the dominant part, its categorical sign, in the emergence of the control relationship. The categorical feature of the dominant part predetermines the form of the subordinate part and the nature of its connection with the dominant part. For example, in Mashinada keldim device, the subordinate part (in the car) in the vehicle agreement is predetermined by the general categorical meaning (belonging to the verb category) and the specific categorical meaning (intransitiveness, proportion, etc.) of the dominant part.

In free communication, neither the general categorical meaning nor the specific grammatical meaning of the governing part requires that the subordinate part come in the form of control. Words such as rahmat (thank you for your help), gift (gift to children, gift from children, gift from children), letter (letter from my brother, letter to my brother, letter from my brother) do not require a consistent form for

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themselves. The fact that such words are freely connected with the words in the agreement of departure, place, and exit shows that they do not control the words of a certain agreement form, but that they are neutral in relation to these forms. "Let me" and "hello to my brothers" types of compounds are formed by dropping the auxiliary verb: allow me, say hello to my brothers. The subordinate part (to me, brothers) took the form required by the categorical and specific grammatical meanings of the controlling verb. The loss of the controlling verb also ended the control relationship and caused the occurrence of elliptic or cantamihation phenomena in linguistics.

In addition, sometimes the usual fillers and cases are connected to verbs with the help of conjugation or control relations, forming phrases and serving to complete them. In this case, the complement or case is subordinate, and the participle comes in the function of the governing word. But in the sentences where the determinants formed in the form of the case or complement are used, it is impossible to determine the word combination, and moreover, any governing component characteristic of its word combinations, in relation to these (determinants). These parts are related to the whole sentence, its integrated predicative base consisting of possessor and participle. They expand not a specific word, a part of a sentence, but a whole sentence. In such a situation, a form-content imbalance occurs. This requires some adjustments to the traditional classification of word combinations in terms of syntactic connection.

In all combinations of the above type, the form of the subordinate part does not depend on the general categorical meaning and specific grammatical meaning of the governing part. Therefore, this type of communication constitutes a special type - free communication. The step-by-step introduction of such phenomena typical of the syntactic level of a simple sentence into the educational system on a scientific basis indicates that there is a need for a deeper study of the form-content relationships of syntactic units.

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