

INTRODUCTORY UNITS ARE DIRECTLY RELATED TO THE SENTENCE IN ENGLISH AND UZBEK TEXTS

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Abstract

This article is devoted to the study of the semantic and functional properties of introductory constructions that are directly related to sentences and form independent sentences as part of a detailed text. These constructions form an additional plan of the message, introducing additional information into the semantic structure of the text.

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The study of introductory elements within the framework of an integrated approach allows us to approach the solution of such a theoretical problem as the distinction between “introduction” and “insertion”, and the question of the possibility and feasibility of distinguishing between “introduction” and “insertion” in general and in the English language in particular. In the English syntactic tradition there is no clear distinction between introductory and insertion elements. Most linguists limit themselves to only touching on the problem of introductoryness in their works, setting out a brief definition of words, phrases and sentences placed within another sentence. Most often they use the terms parenthetical clauses (elements, sentences). However, some foreign linguists are trying to distinguish between these constructions. The heterogeneity of the category of introductoryness is especially clearly reflected in the fundamental work of G. Sweet, which had a strong influence on the study of introductoryness not only in linguistics, but also in the theory of other languages. G. Sweet identifies three groups of introductory elements:

- 1) • inserted;
- 2) • parenthetic (introductory);
- 3) • appended (appendages).

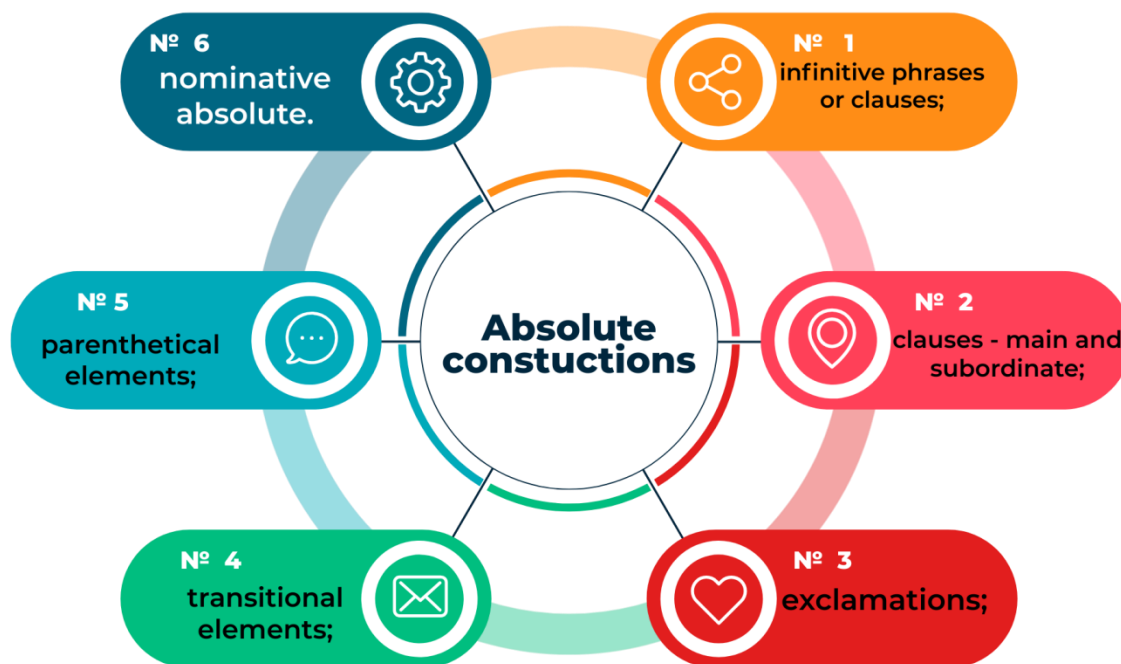
Inserted are considered by the author as subordinate clauses that are only in interposition. I hope, if everything goes well, to finish it tomorrow. "Parenthetical" are independent clauses that are wedged into another clause and are logically central to the entire structure. I shall finish, I hope, by the end of the week. And finally, "appended clauses". As you can see, the defining criterion for this classification is the type and position of the sentence. Other formal features and semantic relations between the inclusive and the specified types of sentences are not taken into account. For example, the same type I hope and you know belong to different groups. Such important features as stereotypy and similar semantic and functional meaning are not taken into account. Or, the introductory predicative unit in an interposition like I hope is indeed a semantically important part of the construction, but one can hardly agree that it is semantically leading in the sentence. Such predicative units are clearly "deficient" in terms of semantics and receive semantic clarification through the sentence that includes them.

In general, built on superficial criteria, concept cannot be accepted, but it had a noticeable impact on the further development of the theory of introductoryness simply because it included this phenomenon in the range of syntactic problems. In addition, the very fact of distinguishing between input and insert elements is positive. The category of introduction did not receive a systematic description. But here too we see an actual distinction between input and insertion structures based on structural characteristics. The author divides the group of "independent elements" into words, prepositional combinations and sentences. And although the introductory words "well" and "why" fall into the same group with addresses, and the introductory sentences "I dare say", "It seems" and "bless your soul" fall into different groups, the introductory sentences are not mixed with insertions.

The author includes in the first group such linguistic elements as ordinary remarks (This, I think, is madness) and mental parentheses (I have come today, which you will excuse). The latter are a special type of sentence in which the speaker interrupts the sentence by introducing his own remarks about some thought or expression. This type of introductory element has no antecedent proper and occupies a special place outside its own sentence (extra position). The second group of elements includes infinitive combinations, through which, the author explains the motive for choosing a particular expression, that is, the attitude to the means of expression (to bring the story short, truth to say). This classification indicates that actually distinguishes between introductory and insertion elements.

The main disadvantage of this theory is that the scientist did not identify criteria for determining introductory elements and therefore did not describe the entire category of introductoryness. The criterion of the absence or presence of grammatical connections between the introductory element and the including sentence is the basis for the classification.

The following groups combine into the general category of independent elements:



Despite the heterogeneity of the category, it is easy to verify that groups 1,2,4,5 represent introductory elements. In highlighting the nature of introductoryness, scientists have different points of view regarding the presence or absence of a connection between introductory and inclusive constructions. Some of them, pointing to two communicative plans in a statement with an introductory part, deny the existence of any connection between the parts and consider them as ordinary independent sentences, having the same status as the sentences that include them. This denial of the presence of a grammatical connection between the introductory unit and the including sentence is reflected in the content of the terms - many foreign linguists call introductory sentences “independent elements”. Highlighting the degree of independence of the introductory sentence from the main statement as the main criterion, considers three types of parenthesis:

- 1) full parenthesis, the main feature of which is the absence of a syntactic connection with the including sentence.
- 2) semi-parenthesis, which has weakened syntactic connections with the sentence that includes it.
- 3) pseudoparenthesis (pseudoparenthesis), which is not distinguished grammatically, but has the potential to become parentetic.

It is easy to notice that this author classifies not only introductory predicative units, but also more or less ordinary subordinate clauses, placed in a position of isolation, in the area of introductoryness. However, he considers only those sentences that have no grammatical connection with the enclosing sentence to be complete parentheses.

Among linguists there is also an opinion about the syntactic independence of introductory units. Outside the sentence, but introduced into its composition, are introductory words or introductory sentences. Insertions do not have any structural and syntactic connections with the including sentence and therefore can be eliminated without violating the meaning of the statement. Representatives of the structural approach hold a different point of view on the presence of a grammatical connection. Within this approach, there is a tendency to identify the phenomenon of introduction with either composition or subordination. By introducing coordinating or subordinating conjunctions into constructions with

introductory predicative units, structuralists turn them, respectively, into a complex or complex sentence. This essentially leads to the fact that introductory predicative units are recognized not as special formations in the language with their own functions, but as just variants of composed and subordinate parts of a complex sentence.

The phenomenon of introduction more subtly within the framework of the structural approach. Based on the results of transformation analysis, he comes to the conclusion that such formations can be restrictive relative clauses and non-restrictive relative clauses, or, as he also calls them, parenthetical relative clauses. Restrictive clauses do not belong to introductory clauses, but non-restrictive clauses are a type of introductory clause and can be removed from the text without disturbing its structure. The position that introductory parts can be omitted while maintaining the structural basis of the including sentence is shared by other scientists

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