

# Sentence Structure in English Grammar Study in National Groups

**Orasta Hamraqulova**  
Chirchik State Pedagogical University

**Abstract:** The aim of the article is to present different approaches to parts of speech classification in the English language. The topic is vital because of the interest to various explanations of the key principles that form the basis of numerous parts of speech classifications in the English language. As the research work is mainly theoretical, we have chosen descriptive and comparative methods of investigation. As a result we have studied H. Sweet's, H. Smith and G. Trager's classifications. Special attention has been paid to some controversial points like the problems of classification of different groups of verbs and "statives". In the future we can compare parts of speech classifications of the languages that belong to the Germanic family applying diachronic and synchronic approaches.

**Keywords:** parts of speech, syntax, morphology, verb, statives, adjectives and adverbs, prepositional phrases, adjective clauses, appositives, participial phrases.

The lexemes of each language are divided into classes, which are called "parts of speech" in accordance with their lexical meaning, morphological structure and syntactic functions. The theoretical foundations of the theory of parts of speech deal with the division of words into classes according to various approaches. In a foreign linguistic school, the number of such approaches is large. They can be logical, psychological, psycholinguistic, morphological, communicative, etc. The psycholinguistic approach is based on the study of deviations from generally accepted language norms (which parts of speech are not used by sick people). The structural approach studies the place of a word in a sentence. Semantic - correlation between parts of speech and extralinguistic reality.

One way to begin studying basic sentence structures is to consider the traditional parts of speech (also called word classes): nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections. Except for interjections ("ouch!"), which have a habit of standing by themselves, the parts of speech come in many varieties and may show up just about anywhere in a sentence. To know for sure what part of speech a word is, we have to look not only at the word itself but also at its meaning, position, and use in a sentence.

## Parts of a Sentence

The basic parts of a sentence are the subject, the verb, and (often, but not always) the object. The subject is usually a noun — a word that names a person, place, or thing. The verb (or predicate) usually follows the subject and identifies an action or a state of being. An object receives the action and usually follows the verb.

## Adjectives And Adverbs

A common way of expanding the basic sentence is with modifiers, words that add to the meanings of other words. The simplest modifiers are adjectives and adverbs. Adjectives modify nouns, while adverbs modify verbs, adjectives, and other adverbs.

## Prepositional Phrases

There are four basic sentence structures in English:

- A simple sentence is a sentence with just one independent clause (also called a main clause): Judy laughed.
- A compound sentence contains at least two independent clauses: Judy laughed and Jimmy cried.
- A complex sentence contains an independent clause and at least one dependent clause: Jimmy cried when Judy laughed.

• A compound-complex sentence contains two or more independent clauses and at least one dependent clause: Judy laughed and Jimmy cried when the clowns ran past their seats.

### **Coordination**

A common way to connect related words, phrases, and even entire clauses is to coordinate them — that is, connect them with a basic coordinating conjunction such as "and" or "but."

### **Adjective Clauses**

To show that one idea in a sentence is more important than another, we rely on subordination, treating one word group as secondary (or subordinate) to another. One common form of subordination is the adjective clause, a word group that modifies a noun. The most common adjective clauses begin with one of these relative pronouns: who, which, and that.

### **Appositives**

An appositive is a word or group of words that identifies or renames another word in a sentence — most often a noun that immediately precedes it. Appositive constructions offer concise ways of describing or defining a person, place, or thing.

### **Adverb Clauses**

Like an adjective clause, an adverb clause is always dependent on (or subordinate to) an independent clause. Like an ordinary adverb, an adverb clause usually modifies a verb, though it can also modify an adjective, adverb, or even the rest of the sentence in which it appears. An adverb clause begins with a subordinating conjunction, an adverb that connects the subordinate clause to the main clause.

### **Participial Phrases**

A participle is a verb form used as an adjective to modify nouns and pronouns. All present participles end in -ing. The past participles of all regular verbs end in -ed. Irregular verbs, however, have various past participle endings. Participles and participial phrases can add vigor to our writing, as they add information to our sentences.

### **Absolute Phrases**

Among the various kinds of modifiers, the absolute phrase may be the least common but one of the most useful. An absolute phrase, which consists of a noun plus at least one other word, adds details to an entire sentence — details that often describe one aspect of someone or something mentioned elsewhere in the sentence.

Aristotle was the first to divide words into parts of speech. Being a logician, he singled out three classes in accordance with the ability of a word to be either a logical subject, or a logical predicate, or a bundle. His classification was purely logical. In addition, his main interest in the role of word classes was related to rhetoric (the art of speaking) [1, p. 403]. The first scientific classifications of parts of speech began to appear in the 19th century abroad and in Russia, although they were all influenced by the logical theory of Aristotle. In other words, they were based on logical and grammatical principles. Some linguists (for example, Henry Sweet) in the middle of the 19th century classified parts of speech in English using a logicalmorphological approach. He divided them into inflectional (having endings and, as a result, changing in form) and non-inflectional (having no endings and not changing in form). In the logical part of his theory, G. Sweet divided words into those that can function as a theme or its attribute (nominals, adjectives, verbs) [6].

During the first half of the 20th century, as a result of various discussions, three principles for classifying parts of speech emerged. O. Jespersen, L. Elmslev, B.A. Ilyish, A.I. Smirnitsky formulated them as follows [2,3,4,5]:

1. The grammatical meaning of the word;
2. Grammatical form;
3. The grammatical function of the word.

Despite the fact that the three principles cannot be applied equally in each case to any word in the class, they still remain basic for almost all normative grammars in the world. Each class of parts of speech consists of lexemes that have the same grammatical meaning, form, and function. Two American linguists, Henry Lee Smith and George Leonard Trager, proposed a double classification of parts of speech: morphological and syntactic. According to morphological features, they distinguish nouns; personal pronouns; adjectives; Verbs. The main criterion for this morphological classification is the markedness of the main forms of the word at the morphological level of the language [7].

For example:

Child - Child's (Possessive case for nouns).

Great-Greater (Degrees of comparisons for adjectives)

Do-Does (Ending in the 3rd person singular of verbs in Present Simple tense).

So any lexeme that does not have inflections, like most of the given group of words, is excluded from the list. The word "beautiful" is not a morphological adjective, since it does not have endings (suffixes) inherent in other members of this class of parts of speech (we are talking about endings / suffixes of the comparative degree -er and the superlative degree -est).

At the syntactic level, G. Smith and J. Trager recognize:

1. Nominals / Nouns;
2. Pronominals / Pronouns;
3. Adjectives;
4. Verbals / Verbs;
5. Adverbals / Adverbs;
6. Prepositionals / Prepositions.

This syntactic classification is based on the theory of "immediate constituents" by L. Bloomfield ("structural component analysis" - also called IC analysis, is a grammatical analysis system that divides sentences into successive components until, at the last level, each component consists of only word or significant part of a word).

The most generally recognized division of parts of speech into significant / independent and service / structural parts of speech. Significant parts of speech have a clear lexical meaning and perform independent syntactic functions in a sentence. In a sentence, they function as a subject, predicate, object, circumstance. They can be at the beginning or at the end of a sentence. This group includes nouns; Verbs; adjectives; adverbs; pronouns; numerals; words denoting the category of the state; modal words (let). Service parts of speech differ from significant ones in that their lexical meaning is more general. Sometimes the service parts of speech have no lexical meaning at all. They do not perform any syntactic functions in a sentence, but serve either to express various relationships between words in a sentence, or to clarify the situational meaning of a word (the article is a specific article), or to determine an independent part of speech (for example, the article is a "marker of a noun ", and the particle to is a sign of the verb). The service parts of speech include prepositions, articles; particles, unions.

However, the division of lexemes into significant and auxiliary in English is associated with certain difficulties. For example, verbs, which are generally regarded as a significant part of speech, in English include certain words that serve as structural elements. We are talking about auxiliary, modal verbs, linking verbs. The division of verbs into auxiliary and independent sometimes depends on the context, since the same verb can be an independent, modal, auxiliary, linking verb. The attribution of a verb to a particular group is based on its complete or partial preservation of lexical meaning, or the absence of it, as well as the syntactic role played in the sentence (predicate or part of it). An independent verb retains its lexical meaning in full (have (got) - "to have"). The linking verb partially loses its lexical meaning (have a rest, have a shower, have a good time, have meals). The auxiliary verb is devoid of lexical meaning and performs the auxiliary role of agreement in person and number between the subject and the predicate (have / has done smth.). The modal verb expresses the speaker's attitude to reality, i.e. "modality" (have/has to do smth.).

Phrasal verbs are a characteristic feature of the English language. This is a unique example of how the lexical meaning of an independent part of speech (verb) is influenced by the service part of speech (preposition), as a result of which the unity of the verb and preposition acquires a new lexical meaning (have one up - bring to court). However, neither the verb nor the preposition lose their basic morphological features.

So the question of dividing words into parts of speech is still debatable. Creating their classifications, domestic and foreign linguists relied on various principles (psycholinguistic, semantic, etc.). However, the key criteria by which a particular word is classified as part of speech are logical, morphological and syntactic. Despite the fact that the listed criteria are universal in nature and can be applied to languages of various structures (synthetic, analytical), in the classes of parts of speech, subgroups of words (more often small) with features that go beyond some criteria inherent in most representatives of speech can be distinguished. class. In relation to the English language, we are talking, for example, about “statives” - words that describe the state (alive, awake, asleep). On the one hand, these lexemes describe the attribute of an object/subject (and should be assigned to the class of adjectives). On the other hand, they cannot perform the function of a definition, since they cannot be positionally placed before a noun, and can only perform the function of a predicate. Representatives of this subgroup do not have degrees of comparison. However, the vast majority of relative adjectives also do not have degrees of comparison.

Thus, the words of each lexico-grammatical category (part of speech) have their own specific set of grammatical properties and specialized (basic) syntactic functions. However, the system of dividing words into parts of speech, which is based on universal principles, allows for variability in interpretation depending on each a specific language system, and each specific case, since in any language there will be deviations from a certain stereotyping caused by the presence of all criteria in the majority of representatives of a particular class of words.

## References:

1. Ташпулатова, Д. М. (2023). Халқаро таълим дастурлари асосида интеграцион ўқитиш механизмлари. *Образование наука и инновационные идеи в мире*, 18(3), 53-63.
2. Muqimovna, T. D. (2022). Mehnatning barkamol avlod tarbiyasidagi orni. *Scientific Impulse*, 1(4), 1811-1812.
3. Tashpulatova, D. M., Salomova, M. K. (2023). Integration of primary education disciplines learning problem. International scientific-online conference INNOVATION IN THE MODERN EDUCATION SYSTEM, 16(1), 140-144.
4. Tashpulatova, D. M. (2022). Boshlang 'ich ta'limning tashkiliy hujjatlari. *Academic research in educational sciences*, 3(9), 342-347.
5. Ташпулатова, Д. М. (2021). Бошланғич синф ўқувчиларини таълимнинг кейинги босқичларига тайёрлаш. МУҒАЛЛИМ, 6(12), 78-80.
6. Tashpulatova, D. M. (2021). Primary School Teachers Professiogram. *The American Journal of Social Science and Education Innovations*, 3(05), 11-15.
7. Жабборова, О. М., & Ташпулатова, Д. М. (2021). Бошланғич таълим методикаси. *Экономика и социум*, (10 (89)), 1358-1360.
8. Ташпулатова, Д. М. (2021). ЎҚИТИШНИНГ КРЕДИТ-МОДУЛЬ ТИЗИМИ АСОСИДА ОЛИЙ БОШЛАНҒИЧ ТАЪЛИМНИ ТАШКИЛ ЭТИШ. *Экономика и социум*, (11-2 (90)), 1056-1060.
9. Жабборова, О. М. (2021). Ташпулатова Дилором Муқимовна, Бошланғич синф ўқитувчиларига қўйиладиган талаблар. *Academic research in educational sciences*, (3), 575-582.
10. Ташпулатова, Д. М. (2021). Бошланғич синфларда жисмоний тарбия машғулотларини кластер усулида ташкил этиш. *Academic research in educational sciences*, 2(6), 33-36.
11. Musurmonov, R., Khimmataliev, D. O., Sultanova, D. A., qizi Tursunbaeva, Y. R., Khakimova, I. K., & Musurmonova, M. (2023). In the Conditions of New Uzbekistan the Main Issues of Science and Modern Education. *Telematique*, 7686-7694.
12. Musurmonova, M., Quzmanova, G., & Allayarova, S. (2022). Matnli masalalarni arifmetik usulda yechishning ba'zi tatbiqlari. *Academic research in educational sciences*, 3(4), 223-229.
13. Eshqulova, G., Musurmonova, M., & Axmedova, D. B. (2022). Boshlang 'ich sinf ona tili darslarida nutqiy ko 'nikmalarni rivojlantiruvchi o 'quv topshiriqlarini ishlab chiqishning ilmiy-metodik asoslari. *Talqin va tadqiqotlar ilmiy-uslubiy jurnali*, 1(1A), 72-75.
14. Soatova, N. R., Nurmamatov, S. U., Musurmonova, M. U., & Muhammadiyeva, S. B. (2022). Dazmol so'zining etimologiyasi va kelib chiqish tarixi. *Экономика и социум*, (11-2 (102)), 212-214.

15. Musurmonov, R., Burkhonov, A., & Musurmonova, M. (2021). Innovative activity-a factor of educational efficiency. *European Journal of Molecular & Clinical Medicine*, 8(3), 1238-1241.
16. Musurmonova, M., & Zamidova, K. (2021). Boshlang'ich sinf o'quvchilarida massa, sig'im va vaqt o'lchov birliklari to'g'risidagi tasavvurlarni shakllantirish metodikasi. *Academic research in educational sciences*, 2(10), 281-289.
17. Musurmonova, M. (2021). Boshlang'ich sinf o'quvchilariga uzunlik va yuza o'lchov birliklarini o'rgatish usullari. *Экономика и социум*, (8 (87)), 302-311.
18. Musurmonova, M. (2021). To'plam tushunchasi. to'plamlar ustida amallar bajarish. *Экономика и социум*, (8 (87)), 292-301.
19. Musurmonova, M. (2021). Methods of teaching length and surface units for primary school students. *Экономика и социум*, (8), 302-311.
20. Musurmonov, R., Musurmonova, M., & Zamidova, K. (2021). Geometriya fani va uning rivojlanish davrlari tarixi haqida. *Экономика и социум*, (4-2 (83)), 911-915.
21. Musurmonov, R., & Musurmonova, M. (2021). Globallashuv sharoitida maktab darslarining intizomiy omillari. *Academic research in educational sciences*, 2(5), 1268-1274.
22. Karimovna, Q. X. (2022). Ixtirochilik masalalarini yechishga o'rgatish bosqichlari. *Academic research in educational sciences*, 3(12), 183-188.
23. Abdullaev, Z., Ziyadullaev, D. S., & Muhamediyeva, D. T. (2022, June). The task of assessing the risk in the operation of a complex free formal system. In *Journal of Physics: Conference Series* (Vol. 2176, No. 1, p. 012071). IOP Publishing.
24. Арсланова, Г. Д. (2023). Диагностика личности младшего школьника. *Academic Research in Educational Sciences*, 4(3), 297–301.
25. Orasta, K. (2023). VOCABULARY TEACHING STRATEGIES USING IN ESP CLASSES. *Gospodarka i Innowacje.*, 33, 134-137.
26. Murodiljonovna, G. U. (2022). INKLYUZIV TA'LIM VA UNING BUGUNGI KUNDAGI RIVOJLANISHI. *Conferencea*, 108-111.