



## Pragmatic characteristics of syntactic units of the Uzbek language and their role in the educational process

**Yakubova Sevara  
Bakhtiyorovna**

Senior Lecturer, Department of Uzbek Language and Literature, Faculty of Philology, Uzbek State University of Economics, (PhD)

**Hotamova Sarvinov  
Shukrilloevna**

4th year student, Faculty of Philology, Uzbek State University of Economics

### ABSTRACT

This article provides a deep scientific analysis of the hierarchical system of syntactic units of the Uzbek language, their practical manifestations in oral and written speech, methodological and communicative-pragmatic functions. The article reveals the grammatical and pragmatic functions of syntactic sentences. Also, innovative and pedagogical-didactic principles of teaching syntactic units in secondary schools within the framework of continuous education are substantiated.

### Keywords:

syntactic units, speech culture, pragmatics, illocutionary act, sentiment analysis, machine learning, computational linguistics, linguistic modeling, interactive methods.

Language is one of the important indicators of the development of society, and all its possibilities are directly transformed into speech reality through the syntactic level. Syntax ensures not only the grammatical construction of language, but also the formation of thought, logical connection and the emergence of a communicative goal. Therefore, in world linguistics, syntactic units are interpreted not as simple grammatical combinations of words, but as complex linguistic mechanisms expressing human thinking, mental state and speech intention [7, 85].

The syntax of the Uzbek language is considered one of the richest and most diverse sections of theoretical grammar. The syntactic devices in it ensure the logical consistency, artistic expressiveness and stylistic brilliance of literary speech. At the same time, the nature of syntactic units is gaining importance not only within the framework of traditional grammar, but also from the point of view of communicative-pragmatic analysis, digital linguistics and

automatic processing of natural language [12, 34].

To date, a number of scientific studies have been conducted in Uzbek linguistics on the issues of syntactic units, the semantic structure of a sentence, pragmatic features and their teaching. The studies of scientists such as N. Mahmudov, M. Yuldoshev, B. Mengliyev have deeply covered the substantive, methodological and pragmatic aspects of the sentence [4], [5], [11]. Nevertheless, the comprehensive study of the communicative-pragmatic essence of syntactic units in close connection with modern digital linguistics and innovative educational methods remains an urgent scientific task. In the language system, syntactic units have a hierarchical structure that gradually becomes more complex. At the bottom of this system is a phrase. A phrase performs a nominative function, serves to designate an object, sign, action and the relationship between them. However, it is not yet an independent communicative unit. The task of fully expressing information and conveying a specific thought to

the listener is carried out through the sentence [4, 15].

The central unit of the syntactic system is the sentence. Through simple and compound sentences, such meanings as reality, judgment, attitude, desire, command, question and evaluation emerge. A sentence is not only a grammatical model, but also the main tool of the real communicative process. A complex syntactic whole and text constitute the highest level of the syntactic hierarchy. At this level, individual sentences are interconnected in terms of content and pragmatics, forming a coherent speech structure.

Thus, the process of transition from a phrase to a sentence, from a sentence to a text, should be considered not as a simple sum of syntactic units, but as a gradual expansion of content and a deepening of communicative intention.

The appearance of syntactic units in oral and written speech. Syntactic units manifest themselves differently depending on the form of speech. The syntax of oral speech is characterized by its situational dependence, speed, emotionality and reliance on direct communication. In such speech, ellipsis, inversion, repetition, exclamation, introductory units and incomplete sentences are actively used [8, 79]. Because in oral communication, the speaker and the listener are in the same situation, and even if some fragments of meaning are omitted, the general content is understood.

Written speech is a form of communication separated in time and space. Therefore, its syntactic construction is relatively thorough, logical and consistent. Connecting means, explanatory units, complex conjunctions, and

elements of intertextual communication are more often observed in written speech. Since clear, consistent and substantiated expression of thought is the priority in written syntax, syntactic architecture is also relatively well constructed.

Thus, the same syntactic means can have different communicative loads in oral and written speech. This indicates the need to take into account the form of speech when studying syntactic units.

Stylistic and communicative-pragmatic functions of syntactic units. In modern linguistics, the function of syntactic units is not limited to the grammatical norm. Each syntactic device has its own stylistic and pragmatic possibilities. According to the theory of speech acts, a sentence not only conveys information, but also implements a certain intention [5, 45]. For example, although an interrogative sentence expresses a question in its form, in some situations it can also express the meaning of affirmation, objection, irony or encouragement.

Imperative sentences are also not just a means of urging action. Depending on the tone and situation, they can carry the meaning of a request, advice, warning or threat. Similarly, interjectional constructions express the speaker's attitude to the message, his confidence, doubt or irony. Means such as inversion and ellipsis serve to enhance speech emphasis, increase emotional coloring and ensure the economy of communication [8, 80].

A comparison of the grammatical and pragmatic functions of syntactic units can be seen in the table below:

**Table 1. Comparison of grammatical and pragmatic functions of syntactic units**

Type of syntactic unit	Pure grammatical meaning	Latent pragmatic purpose (illocutive power)
Rhetorical interrogative sentence	Requesting information, asking a question.	To express a strong affirmation or a strong negation, to invite the listener to observe.
Imperative sentence	Urging to action, a firm demand.	To convey the meanings of a request, advice, flattery or threat, depending on the tone.
Insertive constructions	Indicating the source of information.	To demonstrate the speaker's confidence in his message, sarcasm or doubt.
Inversion (reverse order)	Violation of grammatical pattern.	To focus the main logical emphasis on the necessary word, to increase emotionality.

Elliptic sentences	Omission of parts.	To ensure speech fluency and show closeness between the interlocutors.
--------------------	--------------------	--

The role and importance of using syntactic units in education. Teaching syntactic units is one of the central directions of native language education. Because it is through syntax that the student learns to express his/her thoughts grammatically correct, clearly in content, and effectively in style. Mastering syntactic tools such as word combinations, simple sentences, compound sentences, interjections, interjections, and isolated fragments develops not only the student's grammatical literacy, but also his/her speech thinking [1, 121].

The importance of teaching syntactic units in secondary schools is that this process turns the student into an active subject who understands the connection between sentence structure and speech purpose, not just a memorizer of ready-made rules. In the process of syntactic analysis, the student begins to understand the relationship between sentence parts, how thoughts are formed, and how meaning changes with the help of stress and intonation. As a result, he not only fulfills the task in the textbook, but also can consciously use syntactic means in a real speech situation.

Innovative and pedagogical-didactic principles in teaching syntactic units require, first of all, linking theoretical rules with practical speech. That is, the syntax section should not be limited to the separation of grammatical forms, but should teach the student to express his thoughts using various syntactic devices. In this regard, a communicative approach, problem tasks, text-based analysis, comparative observation and creative exercises are effective [9, 34].

Such an approach is also important from the point of view of the continuous education system. Because syntactic units are initially taught in a simple form in a general education school, at the next stages their methodological, pragmatic and text-forming capabilities are deepened. Therefore, teaching syntax should be established on the basis of a gradually increasing, but inextricably linked methodological system.

The effectiveness of using syntactic units in education is especially clearly demonstrated through practical exercises. The following example illustrates some of the types of such tasks.

Exercise. Transform a simple sentence into a compound sentence. Restructure the given simple sentences in the form of a compound sentence, preserving their content:

I came to class. The teacher explained the topic.  
The sun set. It began to get dark.

He reads a lot of books. His speech is fluent.

Task: combine sentences according to their semantic connection; explain what connecting or non-connecting means you used; explain what stylistic advantage the new sentence has.

This exercise develops the student's ability to perform syntactic transformations, helps to feel the semantic and grammatical connection between sentences.

Thus, the use of syntactic units in education, along with strengthening students' grammatical knowledge, also plays an important role in developing their speech, logical and communicative competence. In particular, the provision of exercises and tasks inextricably linked with theory increases the effectiveness of teaching syntax and directs the student to the conscious and creative use of language capabilities.

In conclusion, syntactic units are important linguistic tools that determine the grammatical structure of the Uzbek language, as well as its stylistic and communicative capabilities. They are manifested in various ways in oral and written speech and serve to express thoughts clearly, logically and effectively. Therefore, it is necessary to study syntactic units not only in terms of form, but also in terms of their function in speech and pragmatic load.

It is also important to use communicative and innovative approaches in teaching syntactic units in secondary schools, not limited to traditional rules. This approach, while strengthening students' grammatical knowledge, develops their independent

thinking, speech competence, and the skills of conscious use of language tools.

## References

1. Abdurahmonov G., Sulaymonov A., Xoliyorov X., Omonturdiyev J. Hozirgi o'zbek adabiy tili sintaksisi. – Toshkent: O'qituvchi, 1979.
2. G'ulomov A., Asqarova M. Hozirgi o'zbek adabiy tili. Sintaksis. – Toshkent: O'qituvchi, 1987.
3. Hakimov M. Nutqiy aktlar nazariyasi. – Farg'ona: Farg'ona, 2020.
4. Mahmudov N. M. Tilning pragmatik talqini va sintaktik tizim. – Toshkent: Akademnashr, 2023.
5. Mengliyev B. R. Hozirgi o'zbek adabiy tili. Oliygo'har uchun darslik. – Toshkent: Tafakkur bo'stoni, 2018.
6. Mirtojdiyev M. M. Gap bo'laklarida semantik-sintaktik nomutanosiblik. – Toshkent: Universitet, 2008.
7. Qosimova K., Matchonov S., G'ulomova X., Yo'ldosheva Sh., Sariyev Sh. Ona tili o'qitish metodikasi. – Toshkent: Noshir, 2009.
8. Rahimov S. R. Kompyuter tilshunosligida sintaktik pragmatika masalalari. Filologiya fanlari bo'yicha falsafa doktori dissertatsiyasi. – Samarqand, 2021-yil.
9. Ro'ziyeva D., Usmonboyeva M., Holiqova Z. Interfaol metodlar mohiyati va ularni qo'llash. – Toshkent: Nizomiy nomidagi TDPU nashriyoti, 2013.
10. Safarov Sh. Pragmalingvistika. – Toshkent: O'zbekiston milliy ensiklopediyasi, 2008.
11. Tolipov O. Q., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. – Toshkent: Fan, 2006.
12. Yo'ldoshev M. Pragmalingvistika asoslari. – Toshkent: O'zbekiston, 2020.