

## Types of Syntactic Units Encountered in Deixis

## Norova Bakhriniso Yuldashevna

English teacher, Tashkent State Agrarian University Department of Languages.

ABSTRACT

From the point of view of traditional linguistics, any sentence, regardless of its language, consists of primary and secondary parts of speech. The theory of secondary fragments is one of the most recent units of linguistics. We know that the usual classification of secondary parts consists of complement, determiner, and case.

**Keywords:** 

small syntax, sentence syntax, a large syntax, or a text syntax.

Syntax is part of grammar, from which the syntactic connection of two independent words and texts are studied. For this reason, some factors consider it expedient to divide a syntax into a small syntax or a sentence syntax, a large syntax, or a text syntax when it comes to a subject. Small syntax deals with word combinations and their types, sentences and their types, means and types of syntactic communication. This topic of large syntax is the text and its constituent units, lexical-grammatical means of text and semantic structure.

The division of syntax into two parts is connected with the emergence of textual linguistics. Until recently, there was a perception that speech was the largest unit of language. But the emergence of textual linguistics has denied this. A speech is a phenomenon consisting of one or more words, combining predicative, modal, and procedural, expressing a complete idea. As can be seen from the definition given, the sentence should have the above three characters. Any sentence must have a predicative property. Otherwise it becomes a collection of non-verbal words. Predicative has the connotation given in traditional grammars and is a kikr understood

from the cut. But in the definition of predicative it is not only possessed and possibly understood from the cut. It should be noted that there is also a predicative in monosyllabic sentences. In linguistics, predicate is often understood as an element that acts as a cut. But predicative is mainly said in relation to the element that illuminates the main content of ing.

Syntax is part of grammar, in which the structure of a sentence, the structure, the parts of speech, the types of sentences, the ways in which words relate to each other are studied. The doctrine of speech is the basis of syntax. The phrase is also checked in syntax because it is the building block of the sentence. No syntax can be studied in syntax. The formation of a compound word by adding two or more words is the object of study of lexicology.

We know from traditional grammars that when we say the main parts of a sentence, we mean possessive and participle. In the case of head pieces, it is expedient to consider first and foremost the definitions given in the section. B. Ilish describes the possessive as follows: possessive is one of the main parts of speech, and an action or feature expressed by a cut is not subject to the boss, and can be expressed by different word groups. The participle is also one

of the main parts, representing the action or property of what is expressed by the possessor, which is not subject to a single part of speech, and the methods of expression are different. This is why cutting from the head pieces is a problem. In traditional grammars, a participle is a soda-verb participle, a compound verb-participle, a compound modal verb-participle, a compound participle, and a compound verb. It is divided into types such as' l-cut.

Filler. It is usually connected to a participle expressed by a verb (noun, adjective, number, rhyme, form), completes its meaning, or is connected to a participle and gives information about it. When it comes to fillers, different types of fillers are also different, according to different scholars. Because if we look at the theoretical grammar of English, it is divided into types such as complementary and non-complementary, complex prepositions, prepositions relatives. One of the important features of the complement is that it is much closer to the possessive in the sentence than to other parts of speech. The classification of fillers from the point of view of purpose in some respects is reflected in the works of A. Smernetsky. In this case, he classifies the fillers on the basis of purely formal signs, that is, prepositional and non-prepositional signs. In modern English grammar, complements are studied into 3 main types, taking into account semantic features, including formal symbols. Object filler, add-on filler, subject filler.

*Identifier.* It is one of the secondary parts of speech, in which words and parts of speech are used to describe parts of speech, adjectives, and their signs. The identifier can follow the horse it is identifying and come before or after it. From the secondary parts, the filler and the case are connected to the verb, while the determiner is connected to the noun. The determinant is subject to both the holder and the cut, as well as the filler, as an element in the composition of the compound. One identifier can be subordinate to another. In English grammar, the determiner is part of the equestrian brikma, unlike other parts of speech. The equestrian brikma here, in turn, represents the attribute sign of the object represented by the noun phrase. Like other

parts of speech, determiners also have a broad syntactic process. The syntactic and categorical aggregation of adjectives is due to the similarity in their lexical-semantic properties.

Hol. It is a syntactic unit that fills in the blanks such as the position, place, time, cause, purpose, quantity of the cut. It also enters into a direct syntagmatic relationship with the verb because it is the part of speech that creates the verb tense. The case, like other parts of speech, is a complex unit consisting of a unit of form and amazmun. The syntactic form that occupies the state is represented bv certain morphological forms. Therefore, a pradegma of the form of morphological systems representing the syntactic unity of the situation is formed. The syntactic meaning of hol is expressed through the following morphological meanings: style of action, place of action, time of action, reason for action, purpose of action, amount of action, condition of action, Hall's methods of expression are different. They can be expressed in the form of prepositional groups of nouns, rhymes, and impersonal forms of verbs. According to its use as a part of speech, the filler is the exact opposite. The morphological and lexical bases of cases are much broader than those of complements. The case is expressed not only by the noun phrase but also by the form and adjectives.

Above we have considered the primary and secondary parts of syntax. They all encounter dexterity in the representation of time and space in the literary text. That is, they help increase text efficiency and ensure its economy.

If we consider that the main parts of the sentence are deictic means, the linguistic interpretation of this situation in the literary text, taking into account that in a certain process of communication is more specific to the state of mental perception and the author's speech. possible. "If we look at the semantic field of the owner dexterity:

- 1. A soldier came along after the last of the stragglers. He was walking with a limp.
- 2. Two men were lifting the hernia man to put him in. They had come back for him.

3. The tall english driver came around and looked in... He said "I hope you'll be comfy".

From the examples given, it can be said that it is clear that the use of the deisy phenomenon in a literary text is mainly for the purpose of not repeating the same syntactic unit more than once. In the above examples, the syntactic units that come with the anophoric dexterity function do not have the same differential syntactic semantic sequence. It is well known that having a dexterity in a literary text creates great opportunities for the analysis paradigmatic sequence at the syntactic level in this way on the basis of linguistic methods. The cut is one of the main centers of speech, through which predicativeness is expressed. If we talk about the deixis cut, we will see the occurrence of the deixis cut in the English literary text. In doing so, we try to consider the semantic field of the deix "cut", taking into account that deictic events can occur as a sign word that indicates different parts of speech in the sentence structure:

He was not happy at what he had said. He was filled with disgust at himself.

Based on the examples given, it can be said that in the literary text, the deixis phenomenon is mainly used in order not to repeat the same syntactic unit more than once. However, in modern linguistics it is known that the basic syntactic unit and its place in the sentence of syntactic elements in a deictic state, their interaction with other syntactic units, their differential syntactic features and semantic field at the syntactic level are not studied in detail. Let us consider the deictic state of a filler, which is one of the syntactic units in a literary text. The filler is one of the secondary parts, which indicates the action, directional signs, or the object associated with that action, expressed in the cut of the sentence.

- 1. We will focus on a few examples to illuminate the filler encountered in dexterity.
- 2. Would you like us to make cars? ... We'd take quite good care of them and return them to the Villa, 206, aren't you?

3. The major was unhooking the forceps now, dropping them in a basin.

As can be seen from the above examples, the deictic state of the filler is necessary in the artistic text to avoid repeating multiple syntactic units several times and to ensure text saving. Similarly, the identifier, which is one of the secondary parts of the syntax, also has its own distinct form. That is, in the determinant, along with other syntactic units, a state of desis is observed. This also ensures text productivity and economy. Here is an example:

- I held Catherine's hand and kissed her hand.
- Doctor saw Dr. Valenti's coming in the room... and the point of his moustackes stood straight up. He was a major, hia face was tanned and.

Let us consider the case of Deixis in the literary text. In the process of communication, the space dexterity that points to the place of its participants constitutes the content. The perception of reality and the linguistic expression of this perception require two basic linguistic-thinking movements: first, it is necessary to describe a piece of reality, and second, it is necessary to place it in a certain space. But the location in space itself also comes in two different looks. The objects are placed relative to each other:

- Registan is located in the center of Samarkand.
- The observatory is located at 50 degrees south latitude.

In these examples, space does not seem to have a deictic meaning. Because the participants of the dialogue have no place in the imagination and expression of such a time. The location of the communication participants in relation to their position at the time of communication is deistic:

Afrosiyab is one mile away (far away);

The observatory, two miles east of here, makes it much more difficult to distinguish the dexterity of space from the expression of space of nodetic content. In any case, all languages have a system of deictic expressions, which are divided into different groups in terms of meaning and grammatical features.

Place forms: here, there, over there- in English

Show pronouns: this (these), that (those)

Units in this group are used to describe individuals and objects in relation to their location "near" or "far" from the area of verbal communication. In such a classification, the distance or proximity of a space can be determined not only by the speaker but also by the listener-addressee. In addition, the direction in which the action is directed affects the use of the han deictic phrase. The direction in which the direction of motion leads also gives deictic meaning to the semantics of the cut. While such a difference in the distance and proximity of the deictic space is reflected in the speech ontogeny, the speaker-oriented space is quickly and clearly perceived, and this is probably why voung infants are "here," here. »Ouickly assimilate the deictic meaning expressed by TB. These deictic words are the units "he" and "there". Because in their content it is understood to refer to the object of the young child directly outside the field of vision.

Interestingly, in some languages, the distance and proximity of the deictic space, or the fact that the object of reality is in front of the speaker or outside his sight, finds its lexical-grammatical expression. In the northwestern part of the American continent, the pronouns in the Indian language tlingey differ from each other in the expression of "exactly (here)", "near here", "on that side".

The first type of use of the deictic unit I see in the example "I want you to put it there". From the content of this sentence we see that the speaker is referring directly to space. Is Jhonny there of the person talking on the phone?

Is Johnny there? In his question, the reference to space is symbolic. There is a unity in it. Takes on the meaning of "where you stand (is it?)". Scientists who discuss issues related to the deixis phenomenon try to determine which of the deixis of space and time is the main one. Thus, the space deix always merges with the hidden (gan) time deix.

## References

1. Amanov A.K. Principles of communicative competence and its practical reflection on

homework. International Interdisciplinary research journal (GIIRJ), 480-484, 2021. https://internationaljournals.co.in/index.php/giirj/article/view/724

- 2. Amanov A.K. *Cognitive and linguocultural Features of the English wedding ceremony.* Zien journal of Social Science and Humanities, 2021. <a href="https://zienjournals.com/index.php/zjssh/article/view/401">https://zienjournals.com/index.php/zjssh/article/view/401</a>
- 3. Artikov J.A. English for specific purposes in the aviation. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/110">https://peerianjournal.com/index.php/tpj/article/view/110</a>
- 4. Artikov J.A. Harlem renaissance Literature Langston Hughes. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/101">https://peerianjournal.com/index.php/tpj/article/view/101</a>
- 5. Ganieva M.G. Developing diagnostic assessment, assessment for learning and assessment of learning competence via task based language teaching. Academicia Globe: Inderscience research, 2022. <a href="https://agir.academiascience.org/index.php/agir/article/view/577">https://agir.academiascience.org/index.php/agir/article/view/577</a>
- 6. Ganieva M.G. Harlem renaissance Literature Langston Hughes. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/101">https://peerianjournal.com/index.php/tpj/article/view/101</a>
- 7. Ishankulova D.A. *Opening khayyam in England*. Academicia Globe: Inderscience research, 2022. <a href="https://agir.academiascience.org/index.php/agir/article/view/">https://agir.academiascience.org/index.php/agir/article/view/</a>
- 8. Khalikova L.U. Teaching professionally oriented foreign language vocabulary to students of non-linguistic specialties on the basis of an integrated course. ASEAN journal on science and technology for development, 2022. DOI10.5281/zenodo.6457513 http://ajstfd.com/
- 9. Khalikova L.U. *The theoretical bases of foreign language is teaching english vocabulary.* Международный научно-

практический электронний журнал "Моя профессиональная карьера", 2021.

- https://scholar.google.com/citations?vie w op=view citation&hl=ru&user=Vfj 4S AAAAAJ&citation for view=Vfj 4SAAAA AJ:Y0pCki6q\_DkC
- 10.Khalikova L.U. Работа с английским алфавитом и изучение отдельных грамматических. Academy №6 (69), 2021 Научно-методический журнал, 2021.
  - https://scholar.google.com/citations?vie w op=view citation&hl=ru&user=Vfj 4S AAAAAJ&citation for view=Vfj 4SAAAA AJ:d1gkVwhDpl0C
- 11.Khalikova L.U. Формирование мотивации у студентов неязыковых специальностей при изучении английского языка. Асадету №6 (69), 2021 Научно-методический журнал, 2021.
  - https://scholar.google.com/citations?vie w\_op=view\_citation&hl=ru&user=Vfj\_4S AAAAAJ&citation for view=Vfj\_4SAAAA AJ:20s0gNQ5qMEC
- 12. Khalikova L.U. Эффективные способы изучения английского языка. Academy №6 (69), 2021 Hayчно-методический журнал, 2021. https://scholar.google.com/citations?vie w op=view citation&hl=ru&user=Vfj 4S AAAAAJ&citation for view=Vfj 4SAAAA AJ:9vKSN-GCB0IC
- 13. Kiyasova R.M. Methods of teaching logistics terms to senior students using interactive classroom activities. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/103">https://peerianjournal.com/index.php/tpj/article/view/103</a>
- 14. Kiyasova R.M. *English for specific purposes in the aviation.* Peerian journal, 2022.
  - https://peerianjournal.com/index.php/tpj/article/view/110
- 15. Matyokubova Sh.F. Modern teaching methods in teaching languages. Interdisciplinary conference of young scholars in social science, 2021.

- http://www.openconference.us/index.php/ysc/article/view/8
- 16.Matyokubova Sh.F. The theme of racial discrimination in "I, too" Langston Hughes. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/111">https://peerianjournal.com/index.php/tpj/article/view/111</a>
- 17. Matyokubova Sh.F. *Harlem renaissance in the USA.* Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/106">https://peerianjournal.com/index.php/tpj/article/view/106</a>
- 18. Mustafayeva K.N. *«T–X–T» yoʻnalishida yoʻlovchi bekatlarining ishini tahlil qilish*. Молодой учёный, 2022. <a href="https://moluch.ru/archive/401/88817/">https://moluch.ru/archive/401/88817/</a>
- 19. Mustafayeva K.N. Selection of a rational option for shunting operations at intermediate stations, Молодой учёный, 2022.
  - https://moluch.ru/archive/400/88553
- 20. Mustafayeva K.N. Sorting hills current problems in automation and telemechanics systems. International journal of innovations in engineering research and technology, 2022. <a href="https://repo.ijiert.org/index.php/ijiert/article/view/3027">https://repo.ijiert.org/index.php/ijiert/article/view/3027</a>
- 21. Mustafayeva K.N. Temir yoʻl stansiyasi yoʻllarida harakat tarkibini mahkamlash vositalarining maqbul turini aniqlash. Scientific Journal Impact Factor, 2022. <a href="https://cyberleninka.ru/article/n/temir-yo-l-stansiyasi-yo-llarida-harakat-tarkibini-mahkamlash-vositalarining-maqbul-turini-aniqlash">https://cyberleninka.ru/article/n/temir-yo-l-stansiyasi-yo-llarida-harakat-tarkibini-mahkamlash-vositalarining-maqbul-turini-aniqlash</a>
- 22. Normirzaeva D.M. *Literary identity of "the joy luck club" by Amy Tan.* Academicia Globe: Inderscience research, 2022. <a href="https://agir.academiascience.org/index.php/agir/article/view/">https://agir.academiascience.org/index.php/agir/article/view/</a>
- 23. Normirzaeva D.M. Developing task-based language teaching, post-method era and learning outside the classroom. Academicia Globe: Inderscience research, 2022.
  - https://agir.academiascience.org/index.php/agir/article/view/

24. Rakhmonova S.A. Tasks of translating technical material from English into Russian. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/114">https://peerianjournal.com/index.php/tpj/article/view/114</a>

- 25. Rakhmonova S.A. Modern teaching methods and ways toward quality in education. Interdisciplinary conference of young scholars in social science, 2021. <a href="http://www.openconference.us/index.p">http://www.openconference.us/index.p</a> <a href="http://www.openconference.us/index.p">hp/ysc/article/view/9</a>
- 26. Sidiqnazarova Z.M. Social problems raised in "Mother to son" Langston Hughes.

  Peerian journal, 2022.

  <a href="https://peerianjournal.com/index.php/tpj/article/view/112">https://peerianjournal.com/index.php/tpj/article/view/112</a>
- 27. Sidiqnazarova Z.M. Amy Tan and literary specification of her works. Academicia Globe: Inderscience research, 2022. <a href="https://agir.academiascience.org/index.php/agir/article/view/">https://agir.academiascience.org/index.php/agir/article/view/</a>
- 28. Shamuratova M.Sh. *Literary identity of "the joy luck club" by Amy Tan.* Academicia Globe: Inderscience research, 2022. <a href="https://agir.academiascience.org/index.php/agir/article/view/">https://agir.academiascience.org/index.php/agir/article/view/</a>
- 29. Shamuratova M.Sh. Developing diagnostic assessment, assessment for learning and assessment of learning competence via task based language teaching. Academicia Globe: Inderscience research, 2022. <a href="https://agir.academiascience.org/index.php/agir/article/view/">https://agir.academiascience.org/index.php/agir/article/view/</a>
- 30. Shermatov B.E. Social problems raised in "Mother to son" Langston Hughes. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/112">https://peerianjournal.com/index.php/tpj/article/view/112</a>
- 31. Shermatov B.E. Social problems raised in "The dream keeper" and "Mother to son" Langston Hughes. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/105">https://peerianjournal.com/index.php/tpj/article/view/105</a>
- 32.Xusanova I.A. Methods of teaching logistics terms to senior students using interactive classroom activities. Peerian journal, 2022.

https://peerianjournal.com/index.php/tpj/article/view/103

- 33. Xusanova I.A. *Harlem renaissance in the USA*. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/106">https://peerianjournal.com/index.php/tpj/article/view/106</a>
- 34.Xusanova I.A. Tasks of translating technical material from English into Russian. Peerian journal, 2022. <a href="https://peerianjournal.com/index.php/tpj/article/view/114">https://peerianjournal.com/index.php/tpj/article/view/114</a>