

General Principles of Grammatical Analysis of Sentence in the English Language

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Abstract: This article discusses the general principles of grammatical analysis of sentences in the English language. The necessity of teaching students of a non-linguistic university the procedure for analyzing sentence structure, intended for an adequate understanding of texts in the specialty and overcoming the grammatical difficulties contained in them, is substantiated. Sentence analysis is considered as a specific type of work at the intersection of teaching language practice, grammar and translation. The importance of developing the skills of independent sentence analysis among students at the initial stage of education, who often experience difficulties in the field of practical English grammar and the basics of translation, is emphasized.

Key words: General principles, sentence structure, identification of meaning, formal and informal signs, grammatical difficulties.

The question of identifying the meaning of a foreign word, phrase or sentence in one way or another concerns everyone who deals with a foreign language. Those who are engaged in teaching or studying language are familiar with the combinations of words “reading and translating text”, “comprehension and translation”, “listening comprehension”, “testing reading comprehension”. In practical terms, it is not difficult for us to imagine what a sentence, text, reading and translation are. It is much more difficult to answer the question of what understanding is, since this process is not accessible to direct perception and is very difficult to describe [2]. But it has enormous theoretical significance, and the solution to practical issues depends on it: how best to teach language, reading, translation, compiling manuals, etc.

In linguistics, we can judge understanding by examining what is associated with it and accessible to visual perception, i.e. observing the behavior of language units. The main unit of the text associated with the transmission and perception of meaning is the sentence.

All difficulties in understanding the text arise in the sentence. What do we do when this happens? We reread the sentence, trying to understand the semantic connections of its constituent words, i.e. We begin to analyze the proposal. The higher the level of language training, the easier it is to cope with this. Those who know the language less well need help. Professionally oriented texts are more complex in structure than texts in school textbooks, and it is sometimes not easy for a student to independently overcome the difficulty that has arisen. The characteristic difficulties of the English language, associated with a small number of inflections and the polysemy of function words, also have an impact. In the English language, there is no agreement in case, by which one could judge the semantic connections of words, and prepositions and conjunctions, when they differ in meaning, often coincide in form. The fixed word order plays an unusually important role. Working with a professional text also requires a certain amount of knowledge from the field of language theory and the basics of translation, and these disciplines, as you know, are not included in the school course of teaching a foreign language [3]. In a word, there is a need to help a student who has not completed training at a linguistic university to independently conduct a structural and semantic analysis of a sentence and overcome the difficulties that arise in the translation process. This is what determines the purpose and objectives of the research carried out within the framework of this work.

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General characteristics of supply analysis. Before we begin to consider practical issues of analysis, it is necessary to clarify its theoretical parameters, determine its linguistic nature, purpose, connection with the stages of translation, the sequence of operations performed, and consider recommendations that should be taken into account when starting to analyze a sentence.

Sentence analysis, otherwise called syntactic division, lexical-syntactic analysis [1], syntactic parsing [2] or structural-semantic analysis [3], can be defined as dividing it according to formal characteristics into interconnected parts in order to identify its semantic content. It is especially important at the first stage of translation, the result of which is a working translation of the sentence. The second stage represents its literary processing and, in the strict sense of the word, is not a translation, but a literary processing of the results of the first stage, due to which the sentence acquires a higher status of compliance with the stylistic norms of the native language. It is at the second stage that lexical and grammatical transformations occur, substitutions, rearrangements, additions and deletions are made, which are traditionally considered when teaching the basics of translation. Analysis is also required here, but, unlike syntactic analysis of a sentence, it does not have visual support and its goals are different - based on the identified meaning, determine the stylistic register of the statement and select the corresponding linguistic means of implementation [4]. But one way or another, the starting point of a literary processed translation is always the data of the first stage, at which structural and semantic relationships are established that link the sentence together. In the term translation itself, this division into two stages is not reflected, and in the practice of language teaching it has to be used undifferentiated; but for the purposes of scientific research, the very fact of the existence of two levels of translation, of course, should be kept in mind. The first stage of translation is theoretically interesting in that it is directly related to the process of understanding a foreign language text and raises the question of the use of the native language in it. In this work, which has a practical orientation, the term translation is used in its narrowed meaning, limited to the framework of its initial stage. In a certain sense, translation is considered here as an indicator of understanding: adequate translation means correct understanding, inadequate translation means distortion of the meaning of the translated sentence.

Thus, in general terms, the translation process and the role assigned to the analysis of sentence structure are defined. In the question of how a proposal should be analyzed, knowledge of certain rules and recommendations plays an essential role. Need to know:

- what is the subject, predicate, addition, definition, circumstance in relation to the conditions of the native and foreign language;
- What is the fixed word order of an English sentence; that a narrative sentence, with the exception of cases of inversion, is constructed according to the formula S-P-O (Subject - Predicate - Object, subject - predicate - addition).
- Please note that:
- the subject and predicate, as a rule, are always present and are at the beginning of the sentence; the presence of a definition, addition or circumstance in it is optional;
- if the subject is expressed by a noun, then it can only be in the general case without a preposition, and the subject-pronoun can only be in the nominative case (a noun with a preposition or a pronoun in the objective case is never used as a subject);
- the subject comes before the predicate and is not separated from it by a comma;
- as a rule, there is an article before the subject, an expressed noun;
- if two nouns stand next to each other, then the first of them is translated as an adjective (similarly, if several nouns stand next to each other, then the last of them is a modifier, and all the previous ones are definitions to it);
- a noun with an apostrophe is a modifier;
- the subject is never next to the object: they are always separated by the predicate;



- the circumstance, like any other words at the beginning of the sentence before the subject, is separated from it by a comma;
- Personal forms of the verbs to be and to have, modal verbs, forms with the verbs shall and will always perform the function of a predicate; The conjugation of the verbs to be and to have in the present, past and future tenses must be known by heart.

The above list of rules and recommendations can be significantly expanded, in particular, by matching the meanings of English prepositions to the case meanings of the Russian language. For example, the preposition of conveys the meaning of belonging, answers the question of whom? or whose? and corresponds to the Russian genitive case. The preposition to means the direction of movement, the prepositions by and with correspond to the instrumental and instrumental cases, answering the questions by whom? or what? etc. Multifunctional function words and other forms and structures that are difficult to translate can be subjected to similar processing.

Analysis of a sentence presupposes knowledge of the general meaning and formal characteristics of the main members of the sentence. This includes information that:

- the subject answers the questions who? What? is, as a rule, to the left of the predicate; a subject noun can have a plural ending -s;
- the predicate answers the question what does it do?; determined by verbal characteristics: tense forms of the verb in the active and passive voice, independently or using tables [5], which should always be at hand (examples in the tables are given with translation, which in this case is no less important than knowledge of the verb forms themselves);
- the addition answers the questions of whom? what? What? by whom? how? about whom? about what? and etc.; is to the right of the predicate;
- the definition answers the questions: what? which? which? which? what?; stands before or after the word being defined; its distinctive feature may be the forms of comparative and superlative degrees of comparison;
- the circumstance answers the questions where? When? Where? Why? and etc.; usually stands at the end of a sentence, less often at the beginning, before the subject; when expressed as an adverb, it may have the suffix -ly.

The information provided can be given in a list [5], presented in the form of tables [3] or formatted in some other way, but it is important that it is communicated to students before they begin working on the text. Students can learn more about what forms the main members of a sentence can be expressed by working on English grammar textbooks.

Analysis and translation begins with the main members of the sentence: subject and predicate. Secondary members of the sentence are identified and transferred to the second place. This sequence is self-evident, since the subject and predicate convey the main meaning of the information contained in it. In addition, they determine the direction of further translation of the sentence. If they are identified correctly, this greatly facilitates the subsequent analysis of the proposal. Otherwise, adequate understanding and translation should no longer be expected.

From the point of view of formal indicators, or identifiers, the predicate is most easily defined due to its verbal characteristics. Of all the members of a sentence, only the predicate has a rich set of formal indicators. This includes grammatical indicators of sixteen types of tense forms of the active voice, ten forms of the passive voice, the ending -s in the third person singular of the present indefinite tense, modal verbs, indicators of person and number of such important verbs for analysis as to be and to have [2]. The subject has much fewer formal, or obvious, features. The ending -s in the plural can be considered an implicit feature, since it is also present in the verb in one of its forms.

The order in which the main members of a sentence are identified is not of fundamental importance. It all depends on the recognition of formal indicators and the arrangement of words in each specific sentence. Often the predicate verb is recognized immediately and is perceived as a kind of watershed -



the subject should be looked for to the left of it, and the object to the right. In such cases, the predicate is revealed first. In other sentences it does not have obvious signs and is surrounded by words that can also be taken as a predicate. In this case, it is advisable to start the analysis with the subject, remembering that it is at the beginning of the sentence, has no preposition, and answers the questions who? what?, used with an article, can have the ending -s and is expressed by a noun, pronoun, gerund, infinitive or subordinate clause.

Another point that needs clarification is the question of to what extent the analysis of a sentence is formal in nature and what part the meaning of words plays in it. Syntactic analysis, naturally, has a formal character, but if it is used as a tool for identifying the meaning of a sentence, it inevitably becomes semantic-syntactic, or formal-semantic. Of course, relying on form makes any analysis more visual and convincing. Taking into account semantic features inevitably complicates the analysis procedure and deprives it of such an obvious basis. But this contradiction cannot be eliminated, since it is inherent in the very nature of language. It is difficult to deny the fact that when reading a sentence, we rely not only on the form, but also on the meanings of words familiar to us. Therefore, supply analysis uses both formal and informal indicators. It begins with formal features, but then all facts related to identifying the meaning of the analyzed sentence are involved. First of all, this is, of course, the meaning of the word and its connection with the meanings of other words. But help can also come from other factors, such as context, linguistic conjecture, background knowledge, parallels, analogies, comparison with the native language [4]. Work on the text begins with a sentence. Its individual parts attract attention when understanding is difficult. This linguistic-psychological feature of text perception determines the structure of this work: first, issues related to the analysis of the entire sentence are considered, then its constituent elements are analyzed. The concept of constituent parts, or elements, of a sentence includes grammatical forms, phrases and constructions that reflect the characteristic features of the grammatical structure of the English language and represent the greatest difficulty in terms of translation.

The most common types of sentences are the most interesting from the point of view of analysis: simple and complex sentences. Both of them may contain various kinds of phrases and constructions that make it difficult to understand the meaning. The proposed analysis of different types of sentences is carried out on the basis of examples from another work [2], in order to highlight the differences in approaches that become more noticeable when using the same linguistic material, i.e. provided there is a common basis for comparison. The meaning of unfamiliar words from different parts of a sentence is established not step by step, but at the end of the analysis, by discarding endings and determining the meanings of words using a dictionary. There is no moment of analysis of the meaning of the word, as well as its working translation. The opportunity is missed to try to determine the meaning of a word by its root, by its connection with the environment, to use a linguistic guess, to clarify in which case it should appear in the working version of the Russian equivalent of the translation. Taking into account such moments is useful in that it affects the course of the analysis, can speed it up, make it possible to correct its direction, make a forecast and, ultimately, facilitate its further process.

The attitude towards meaning is the main difference between the compared sentence analysis options. It depends on the definition of the purpose of the analysis and the role assigned to formal and informal features in it. In the first case, the purpose of the analysis is to determine the morphological status of a word, or its belonging to one or another part of speech in order to facilitate finding its meaning in the dictionary.

At the same time, sentence analysis is recognized as the main means of complete and correct understanding of the English text [3]. It is important to clarify that we are talking about understanding with the help of a dictionary, and not on the basis of the semantic connections existing in the sentence. The essence of the analysis comes down to the question of how, without knowing the meaning of a word, to establish what function it performs in a sentence and what part of speech it belongs to, in order to quickly and easily determine its meaning from the dictionary. In the second case, the analysis of a sentence serves as a means of identifying its meaning on the basis of formal and semantic connections, and syntactic division is considered as the initial stage of this process. Obviously, being a



means of determining the meaning of a word from a dictionary and a means of identifying the meaning of a sentence are not the same thing. We can talk about two different functions, or purposes, of sentence analysis. The approach to it is different in both cases. The first gives preference to formal indicators with a clear underestimation of semantic features; the second is based on taking into account both. It is clear that the first approach serves purely practical purposes, although it inevitably raises theoretical questions [1]. The second approach is more complicated, since it requires a theoretical understanding of the issue and is based on such hard-to-reach concepts as understanding, meaning, meaning, not limited to the grammatical aspect of the word. But it is he who can answer the question of why difficulties still arise in understanding and translating the text, despite a seemingly good knowledge of grammar and a good dictionary at hand.

As for the frequent use of linguistic terms that are difficult for a student, this is most likely due to a mixture of two types of sentence analysis. One of them could be called descriptive, or descriptive, and the other, for lack of a better term, semantic-distinctive. The latter aims to identify the meaning of a sentence, while the first allows one to check knowledge of the names of the elements and components of a sentence identified during the analysis. It deepens and systematizes knowledge about the structure of a sentence, but is not a tool for identifying its meaning. Descriptive analysis can be represented as the second, theoretically oriented stage of sentence analysis, and for educational purposes it would be very useful in its final phase, in particular when mastering a systematizing grammar course at a linguistic university. However, there is no need to use it when determining the meaning of a sentence; this only complicates the analysis and distracts from its main purpose. The last remark becomes especially important when analyzing sentences with a more complex syntactic structure.

Complex sentences, due to their prevalence, structural diversity and difficulty of understanding, certainly deserve closer attention. The greatest difficulty is presented by subject subordinate clauses, predicate subordinate clauses, and non-conjunctive subordinate clauses specific to the English language. Identifying their distinctive features in terms of sentence analysis is a promising area of research.

A special place among translation difficulties is occupied by polysemantic forms, in particular multifunctional function words. This can be illustrated with the following example. When we are dealing with a sentence that contains one or more subordinate clauses, we can represent it as a chain of simple sentences connected by conjunctions. The understanding of the entire sentence as a whole depends on how we translate these conjunctions. The difficulty is that the same conjunction in English can have more than one meaning. This is difficult for a Uzbek-speaking student, since he is accustomed to a one-to-one correspondence: one word - one part of speech - one meaning, and therefore one translation.

The difficulty of working on special texts for students of non-linguistic backgrounds at the initial stage of training makes sentence analysis one of the most reliable means of identifying its semantic content. A necessary condition for the analysis is basic knowledge from the field of practical grammar accessible to students, which allows one to establish the categorical affiliation and syntactic function of a word based on formal features, as well as recommendations based on the patterns of use of words in a sentence.

Sentence analysis makes it possible to search for accessible ways to overcome grammatical difficulties in students' independent work on reading and translating educational texts in their specialty. The connection between analyzing a sentence simultaneously with identifying the meaning of a sentence and removing the grammatical difficulties contained in it determines its value in improving the practice of teaching the basics of professional English.

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