

THE SENTENCE AND ITS INTONATION AND PUNCTUATION FEATURES

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Abstract:

The validity of this article and its relevance are justified by the role played by the text, especially fiction, as an object of humanitarian and philological research and thinking. The ability to interpret a text, as many researchers rightly note, allows you to join the author's vision of the world, enrich yourself spiritually, and improve a person's spiritual culture. When analyzing a literary text, the dominant place is usually given to lexical and stylistic means, but syntactic means, which have come to the forefront in modern literature, play a crucial role in creating the expressiveness of the text, in understanding the main idea of the work and the author's worldview.

Keywords: Punctuation, intonation, frequency punctuation marks.

Introduction

Since in the education system punctuation is studied on the basis of familiarity with the sentence, it is necessary to consider those features of a given syntactic unit that influence the choice of sign.

In modern linguistics, the sentence is interpreted in two ways. Some scientists (V.V. Vinogradov, P.A. Lekant) consider a sentence as a unit of language that has the potential to be a unit of communication. A sentence in this interpretation is considered as a model (sample), which is a syntactic abstraction.

Another group of scientists (V.A. Beloshapkova, B.Yu. Norman, G.A. Zolotova) consider a sentence as a unit of speech, the structural and semantic features of which are connected by a specific message.

To distinguish between these approaches, a number of works propose to use the terms "statement", "phrase", "sentence-statement" instead of the term "sentence" in the second concept (M.V. Vsevolodova, I.I. Kovtunova, P.A. Lekant, B.Yu. Norman, V.P. Paducheva, I.P. Raspopov, N.A. Slyusareva).

V.V. Vinogradov defines a sentence as "a holistic unit grammatically designed according to the laws of a given language (that is, further indivisible into speech units with the same basic structural features)", which is "the main means of forming, expressing and communicating thoughts and feelings." Each sentence from a grammatical point of view,

according to V.V. Vinogradov, represents “the internal unity of its verbally expressed members, the order of their arrangement and intonation.” In the syntactic concept of V.V. Vinogradov, the main grammatical features of a sentence are 1) intonation of the message, 2) predicativity as a complex unity of meanings of modality, tense and person.

In modern linguistic literature, the most consistent and complete approach seems to be the consideration of a sentence as a “complex, highly organized unit”, which has the following aspects: “the formal side of a sentence is represented by a set of word forms, indicators of grammatical meanings, the relative arrangement of sentence members, and intonation structure; substantive - specific lexical content, information content.” It is advisable to take this approach into account in the process of developing punctuation skills in younger schoolchildren.

V.A. Beloshapkova points out the need to distinguish between constructive (formal), semantic and communicative aspects in relation to a sentence. At the same time, characterizing the communicative side of the sentence, the scientist emphasizes its independence from the formal organization of the sentence.

V.V. Babaytseva, emphasizes that a sentence is one of the units that embody the functions of language: cognitive (language is a tool, an instrument of thinking) and communicative (language is a means of communication). The essential features of a sentence, according to the scientist, should be distinguished taking into account the structure and semantics of the sentence.

A structural feature - grammatical organization - is embodied in special structural patterns, special ways of expressing structural elements of patterns, in means and methods of grammatical design of syntactic connections and relationships.

The semantic feature of a sentence is predicativity (“the relation of the content of a sentence to reality in a modal-temporal sense”). V.V. Babaytseva notes that “the content (semantics) of a sentence is determined primarily by the nature of the thought expressed,” its completeness. It is the semantic completeness of the formulated thought that is the substantive criterion for distinguishing a sentence from a “non-sentence.”

The ability of a sentence to be a means of expression and formation of thought is the main thing in its construction. If the task is to isolate a sentence from the text, then attention is drawn primarily to the structural diagram of a given syntactic unit. Let us also pay attention to the fact that V.V. Babaytseva characterizes intonation as a means of expressing both structural and semantic features of a sentence. Thus, a sentence is formed when there is a need to express a thought. This need is determined by the act of communication. The completeness of a thought is indicated in writing by end-of-sentence signs.

Due to the fact that one of the main tasks of teaching punctuation to primary schoolchildren is to develop the ability to use different ways to indicate the end of different types of sentences, we consider it necessary to consider the point of view of scientists on the types of sentences distinguished both by the purpose of the statement and by their emotional coloring.

Most scientists (P.A. Lekant, V.A. Beloshapkova, V.V. Babaytseva, G.A. Zolotova) classify sentences based on the characteristics of the purpose of the statement, dividing them into narrative, interrogative and incentive. According to P.A. Lekant, the identification of these types is due to the fact that each of them serves to convey, respectively, three main forms of thought: judgment, question, motivation. Moreover, each type is characterized by a corresponding structure, intonation and formal indicators - the features of the verb forms used, function words, etc. Sentences of each of the three functional types can be emotionally charged (i.e. exclamatory), which can be judged by the peculiarities of intonation and the use of particles. The fact that intonation (together with other factors) determines the choice and placement of a punctuation mark makes this provision very significant for our research.

Let us briefly describe those features of the sentence that are taken into account when choosing punctuation marks.

The main content of a narrative sentence is a message about some fact of reality, phenomenon, or event. This is what is primarily indicated by the period at the end of the sentence. The intonation expression of this content is a lowering of tone at the end of the sentence.

Incentive sentences express will, an incentive to action. Their punctuation does not require any additional explanation.

An interrogative sentence expresses a question addressed to the interlocutor. With the help of a question, the speaker seeks to obtain new information about something, confirmation or denial of any assumption.” The grammatical form of an interrogative sentence “is represented by intonation, question words, and in writing is indicated by a question mark.” V.A. Beloshapkova, among the means of forming interrogative sentences, identifies interrogative intonation (raising the tone in a word with which the meaning of the question is associated).

Features of various types of interrogative sentences (which P.A. Lekant includes interrogative-rhetorical, interrogative-motivative, interrogative-negative, interrogative-affirmative; V.A. Beloshapkova – proper interrogative, interrogative-motivative and interrogative-rhetorical) do not affect the features their punctuation.

In our opinion, despite the monotonous punctuation design of interrogative sentences, familiarization with their types will contribute to the formation of the ability to distinguish interrogative sentences in speech (carry out the first step in the process of their intonation design), since the identified intonational types of interrogative sentences are united by the common semantics of “interrogative intonation”.

In modern linguistic literature, exclamatory sentences are classified as a special group. V.A. Beloshapkova classifies emotionally charged sentences as exclamatory sentences precisely taking into account the transfer of their meaning using a special exclamatory intonation, which conveys a variety of feelings: joy, annoyance, grief, anger. V.V. Babaytseva calls exclamatory sentences emotionally rich and divides them into narrative-exclamatory,

interrogative-exclamative, and motivating-exclamatory. It is important to note the scientist's statement that the exclamatory nature of a sentence, complementing the properties of narrative, interrogative and incentive sentences, can influence their structural properties, redistribute connections between words and change their character in a sentence. In addition, exclamatory (ironic) intonation can turn a statement into a denial, etc.

According to N.Yu. Shvedova, exclamatory sentences can express, firstly, an intellectual state associated with the process of comprehension (surprise, bewilderment, doubt, irony, contempt); secondly, various feelings (anger, fear, horror, tenderness).

Thus, the identification of different types of sentences (selection according to the purpose of the statement and the emotional coloring) in modern linguistics is based on the connection of their content with intonation and punctuation design. Therefore, it is advisable to familiarize students - in order to develop punctuation skills - with the different meanings of these sentences.

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