SYNTACTIC ANALYSIS: WHEN WILL THE DIFFERENCE BETWEEN THEORY AND PRACTICE END?

Namozov Abdimurot – PhD of Philological Sciences, Teacher of Samarkand State University

Abstract - The article focuses on the linguistic analysis of sentences in the text. In particular, the process of syntactic analysis, which is one of the manifestations of linguistic analysis, focuses on aspects that need to be taken into account. methodical advice on determining the application of the sentence in three syntactic tasks - a description of the method of teaching.

Keywords - Syntax, Syntactic Analysis, Parts of Speech, Participle, Verb, Participle, Filler, Instrumental Complement, Indirect Complement. Parts, Verb, Noun, Linguistic Analysis, Morphology, Consonant Category, Consonant Suffixes, Morphological Index, General Consonant, Accusative Consonant, Descendant Consonant, Direction Consonant, Place Consonant, Possessive, Syntactic Task, Conjunction, Simple Adverb, Complex Adverb, Morphological Feature, Syntactic Units, Grammatical Form, Syntactic Phenomena, Word Categories.

I. INTRODUCTION

It is worth noting that the significant changes that have taken place as a result of radical reforms in the educational process are bold steps taken towards the formation of a harmoniously developed personality of the next generation.

The most important thing is that such reforms are carried out on the initiative, determination and efforts of the leaders responsible for education, on the one hand, and on the other hand, to play a responsible and honorable role in this process at all levels of education. there is a spirit of kindness and support.

Indeed, reforms in every society are not possible in the right way, without resistance. It opens the way to ideas and innovations, gives spiritual strength and support to the representatives of the industry. There are also areas where we have to wait and wait for the results of the reforms.

In our opinion, the field of education is one of them. Indeed, it is very difficult and time-consuming to reform the education system as a whole, to introduce new ideas and innovations into it. Therefore, it is the responsibility of every educator to improve the quality and enrich the content of the education system by making a valuable contribution to its development.

"Today's teacher must be a universal specialist, both a teacher and a learner, that is, he must constantly work on himself, live in constant search," said the our head of state.

Admittedly, there is no perfect methodology for teaching, which is completed for each subject and accepted by all educators. Therefore, there is always a social need for renewal and improvement in the education system, which is developed by teachers at the center of reform. The content is constantly enriched and supplemented with new methods and technologies of teaching. In fact, the methodology as a set of such advanced methods of teaching should become a law of life from year to year.

II. LITERATURE REVIEW

The following scholars have considered syntactic analysis in their research: Sh.Mirziyoev [1], [2], A.Hojiev [3], A.Nurmonov [4], [5].

III. RESEARCH METHODOLOGY

In this research, we used of methods of scientific observation, abstract logical reasoning, statistical and systematic analysis, as well as selective observation and social survey.

IV. ANALYSIS AND RESULTS

As a participant and observer of the reforms and changes taking place in the process of mother language education, we also found it necessary to share our methodological recommendations and feedback on the quality of renewal, efficiency by removing something from it and adding something to it. As the head of our state said, "a methodology for teaching thinking should be created in schools. If the methodology of teaching in schools does not change, neither the quality of education, nor the content, nor the environment will change." In our comments, we have chosen to move away from generality as much as possible, to offer suggestions and conclusions on a specific topic.

We must admit that these did not appear suddenly, as a result of the desire and necessity to re-learn and teach the subject, to analyze, to repeat, to reinforce, to add something to it every time in the process of many years of teaching.

In mother language education, there are hours of repetition to teach and reinforce theoretical knowledge. It is a well-known fact that unless a theoretical concept is linked to practice, it will not be remembered for a long time. There are many types of linguistic analysis: lexical analysis, phonetic analysis, spelling analysis, morphological analysis, syntactic analysis and so on.

There are specific reasons for our focus on the process of linguistic analysis. The fact is that the analysis is not given enough attention in the process of teaching the native language, it is superficial. Or you may find that they are trying to come up with a "perfect" explanation on their own by collecting data from different types of analysis.

From the outside, the reader feels as if he has been searched and studied, in person. In fact, what? It is a fact today that such unsubstantiated, mixed analyzes are common in the process of mother language education.

Theoretical information is spent more time on teaching rules, but it is lagging behind to substantiate and test these concepts in practice. This, of course, requires a specific approach to the analysis process, reforms. The analysis of sentence fragments, which is an integral part of syntactic analysis, is a process performed on the identification of primary and secondary fragments. In this case, the correct identification of parts of speech, if there are divisions in them, attention to them. In the process of syntactic analysis, it would be superfluous to identify the groups of words involved in the sentence and count their morphological features. This is a departure from the boundaries of syntactic analysis. Through this, the reader does not feel that he has stepped into another type of analysis, in his view, the presentation of such data seems to perfect the analysis process. It is unfortunate that a similar pattern is observed in the written work of part-time students studying in their mother language. In the syntactic analysis of a sentence, future teachers define a noun as a noun, a verb as a participle, and an adjective as an adjective, which means that they have "traveled" to the process of morphological analysis.

Given that the majority of part-time students teach native language to students in the field, it is not difficult to understand how many students deserve a "contribution" to being "educated".

Doesn't that mean that the issue is very important? In fact, this unintentional, in-depth study of the data means that the learner does not have enough theoretical understanding of the type of analysis and has not tried it in practice. Doesn't this mean that the theory and practice in the process of analysis in mother language education are incompatible and disproportionate? Well, to master the process of syntactic analysis as in the brochure, what aspects should be the focus of the learner and the teacher in order to complete it?

Syntactic analysis is a practical work of the teacher, a test of the analytical strengthening, deepening, repetition of theoretical information studied by the student in the syntax section. In this case, the perfection of analysis and scientific substantiation will be a specific test of the acquired theoretical knowledge. Before embarking on this form of analysis, each student should ask himself or herself the question of what will be learned in the section and focus on finding a valid answer. Only then will the purpose of the work be clarified, and the scope of the work to be done will be limited. "Syntactic analysis is the definition of syntactic phenomena, syntactic units, their types, expression material, etc." explains academician Azim Khojiev. Hence, syntactic analysis also differs from other types of linguistic analysis in its content. The main focus is on the correct definition of syntactic units, to find out in which part of the sentence the words in the sentence come.

In this case, the parts of speech are found not randomly, but based on certain grammatical forms and features. For example, in the process of syntactic analysis, words in a group of verbs that are in the form of a person, regardless of their place in the sentence, are always marked as a cut. It is the teacher's achievement to achieve that the firm sentence is sealed in the student's memory with no change. In the process of syntactic analysis, there is a special logic and content in the definition of the cut, because the other parts of the sentence are directly and indirectly related to it. According to the firm conclusions expressed in the scientific literature, the cut is the center of the sentence.

Two words about the purpose and function of syntactic analysis. It is well known that in the process of mother language teaching, sufficient hours are devoted to the study and teaching of the topics of the Syntax section. Imagine: a significant part of the textbook "Mother language" for grades 8-9, as well as a certain part of the textbook "Mother language" for grades 10 and 11, published to reinforce and cover the topics covered.

Students were given sample assignments, exercises and tests to explore theoretical concepts on the topic. In our opinion, the results of our observations give the impression that in the process of teaching the mother language there is little attention to the independent work of the student, the process of practical work is lagging behind, and the above tasks are not required. If we pay attention to this view, which we witnessed in the native language class. This is a characteristic feature of almost all secondary schools for mother language classes.

During the interrogation phase, students repeat the information they have heard from the teacher verbatim. It is not difficult to understand that these were presented by the teacher in the previous lesson, as the students repeatedly told the same examples. According to our observation, one example was stated unchanged by 7 students. The teacher, too, rejoiced, applauded, reacted, and encouraged the students to give the same example.

Naturally, repeated concepts and examples, a lesson that does not follow the same pattern, extinguishes the interest of other participants in the lesson, creates in the student a tendency to indifference, not to work on themselves. The lesson we watched carefully was a

weak view from a traditional lesson scenario that had been conducted in one way or another for many years. This situation is also less consistent with the requirements of the principle from theory to practice, which is firmly established in our traditional lessons.

Under the condition of this principle, a well-armed reader with theoretical concepts should be able to independently find, interpret, analyze examples on a topic, in our opinion. After all, is it easy to find an example based on a rule, or to form a rule based on an example?

According to the principle of practice to theory, the student forms grammatical rules, concepts based on the results of his practical work. In any case, although it is semi-scientific in nature, the ability to find and interpret certain examples on the basis of the generated concepts emerges in the reader. These conclusions, drawn through practical testing, are also useful in the process of syntactic analysis of student sentences.

In-depth teaching of the process of syntactic analysis to students should be organized, first of all, in connection with the topic "Category of agreement" in the section "Morphology". Although it is repetitive for students, remembering the agreements and their morphological features facilitates the analysis process. This is because suffixes play an important role in defining the syntactic function of the word to which it is added, in addition to interconnecting the words in the sentence. For example, it is recognized in the process of syntactic analysis that the word in the main consonant is mainly in the sentence or the participle, the word in the accusative case is the determiner, the word in the infinitive is the indirect complement. This acknowledged conclusion must be sealed in the reader's memory so that it does not change, so that the reader does not mark the words in the above-mentioned agreements as other parts of speech. At the same time, refrain from calling words that have received another consonant suffix as a definite article or an unmediated complement.

Hence, the invariable conclusion about the future tense and past participle is exemplary in that it simplifies the process of syntactic analysis. What if the syntactic function of the words in the other consonant was the same as in the above consonant, invariant? We would like to focus on the analysis of some examples observed in mother language lessons. In them, it is natural that a reader who has forgotten or does not know at all the invariant syntactic function of the words in the accusative and accusative case will identify the words of Erkin and Sabir as having or possessing another part of the sentence.

When asked for an explanation of this, he says that he focused on the fact that the word is a noun, not on the conjunctions in the word. Perhaps the word is analyzed in the same way by the reader, even if the suffixes -to, -in, -from are added to the words Erkin and Sabir above? It is clear from this that knowledge of cognitive affixes is crucial in the process of correct syntactic analysis of the words in which they are involved.

As noted above, while the fact that the function of the words in the accusative and accusative case is fixed in the sentence helps the reader in the analysis, the fact that the words in the contraction of direction, place, and exit are in three different syntactic functions further complicates the matter. In order to simplify this complexity, we would like to describe in detail the method of teaching a relatively convenient method of syntactic function of words in 3 consonants.

1.There are words in the direction agreement Who? why? in response to questions and connected to the verb-predicate, the medium acts as a complement: To whom was the book given? The book was given to him. What did you write about? I wrote in a notebook.

If the words are in direction agreement Where? when? When? it comes to answering questions and connecting to the verb-predicate, it acts as a place and time holi: Where are you

going? I am going to Tashkent. When is the meeting scheduled? The meeting is scheduled for Monday.

The words in the direction agreement whom? why? where? If they do not answer the question and connect to the verb-predicate, they themselves act as a noun-: To whom is the book? Book to my friend. What is the cover? Cover the book. Where are you I am in Samarkand.

It would be best to add one of the sucking links, as long as it was after them in order to prove that the words in the direction agreement came as a noun-_predicate function. For example, since the above book was addressed to whom, we will add one of the following words: To whom was the book addressed? The book was for my friend. Since the noun was part of a adverb, the sucking links do not have an independent meaning, so they form a complex cut with the word that came before it.

2. The words in the location agreement Who? What? are in response to questions and connected to the verb-adverb, the medium acts as a filler: Who is the book? The book is in Akmal. What is the information written on? The information is written in the book.

The words in the location agreement Where? When? are in response to questions and connected to the verb-adverb, it acts as a place or time holder: When does the meeting begin? The meeting will begin at six. Where do you study? I am studying at university.

The words in the location agreement are answered the questions Who? what? where? when?, if it is not connected to the verb-predicate, as long as it is possible to use it with sucking links, the noun acts as a cut: Who has the gifts? I have presents. What is water? Water in a container. Where are the historical sites? Historical sites in Bukhara. When is the wedding? The wedding is on Saturday.

3. The words in the output agreement are answered the question from whom? from what? and connecting to a verb-adverb, the medium acts as a complement: Who did you ask? I asked the Almighty. What are you grateful for? I am grateful for the book.

Where are the words in the exit agreement? When? When answering questions such as, when connected to a verb-adverb, it acts as a case of place and time: Where are you from? I am from the village. When do classes start? Classes begin Monday.

If the words in the verb to come out are not connected to the verb-_predicate and if they can be used with sucking conjunctions, then noun-adverb: From whom? Letter from a friend. What is the thread? Yarn of silk. Where is the guest from? The guest is from Syrdarya. When is the lesson? Lesson is from Monday.

It became clear to the attentive reader that the connection or non-connection to the words in the verb category (predicate) is an important feature in the division of words in the verb into parts of speech. The state of speech is also important for the words in these agreements to come as a cut-off. For this reason, we have tried to prove our point with the example of question-and-answer statements.

In short, a sudden change in the process of mother language education or a branch of science, a reform of the whole, is not something that can be done immediately. Recognizing this, it is commendable that our teachers, who are at the center of the reforms, have a new approach to explaining a particular topic to students in their work, trying to make effective use of advanced methods and tools.

V. CONCLUSION/RECOMMENDATIONS

This is a departure from the boundaries of syntactic analysis. Through this, the reader does not feel that he has stepped into another type of analysis, in his view, the presentation of such data seems to perfect the analysis process. It is unfortunate that a similar pattern is observed in the written work of part-time students studying in their mother language. In the syntactic analysis of a sentence, future teachers define a noun as a noun, a verb as a participle, and an adjective as an adjective, which means that they have "traveled" to the process of morphological analysis. Given that the majority of part-time students teach native language to students in the field, it is not difficult to understand how many students deserve a "contribution" to being "educated". Doesn't that mean that the issue is very important? In fact, this unintentional, in-depth study of the data means that the learner does not have enough theoretical understanding of the type of analysis and has not tried it in practice. Doesn't this mean that the theory and practice in the process of analysis in mother language education are incompatible and disproportionate? Well, to master the process of syntactic analysis as in the brochure, what aspects should be the focus of the learner and the teacher in order to complete it?

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