

THE ISSUE OF THE SUBJECT AND ITS RELATION TO SYNTACTICS AND SEMANTICS

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Abstract

The subject is used in grammar to express the main concept of the sentence, and it includes grammatical, logical, communicative and semantic, syntactic concepts. This article examines the relationship of the subject in semantics and syntax.

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INTRODUCTION

The subject is considered the main clause of any meaningful sentence, and it not only includes the remaining parts of the sentence, but is also the main representative of the clause. If the participle represents the main meaning center of the sentence, the subject represents the base of the participle. The term subject is derived from the Latin word "subjectus", which means the subject of logic, on which a judgment is made. In English and Uzbek language grammars, the subject term is used to express the part of the sentence corresponding to the subject of the sentence. It should also be said that this term is left untranslated in European syntactic terminology, and is used as a possessive in Uzbek grammar. "Subject" includes the concepts of grammatical, logical, psychological, communicative, as well as semantic subject. Mainly in the analysis of sentences, it is used as a Grammatical subject, action performer or owner of the sentence.

MATERIALS AND METHODS

Comparing the English and Uzbek languages, we can see a number of similarities and differences in terms of grammar, lexical and syntactic-semantic aspects.

The term subject was originally introduced to science by Greek philosophers, who, according to them, have the same meaning as the concept of "substance". In his works, Aristotle combines the concept of "subject" with "substance" and treats it as an individual being. By the seventeenth century, the concept of the subject began to be interpreted in the epistemological sense, that is, "knowledge, thinking, learning speech". The materialists of the new era considered the concept of "subject" as matter that is sufficient to reflect, understand, and copy the objective and eternally existing external reality.

RESEARCH AND DISCUSSION

It can be said that the denotations of syntactic expressions are not individual things, qualities, properties, relations, isolated processes, but objectively existing systems of situations and relations that occur in real reality, or, if not, their imaginary analogues, or are abstract cases and abstract objects - systems. The complex nature of denotations is reflected in complex meanings, for example, in content

structures such as "movement creator - agent - movement - subject of movement - patient" and is expressed in the complex nature of syntactic relations.

One of the most common signs in the conceptual semantics of the subject is the function of the subject of actional marking. For example: The father is writing a letter. My father is writing a letter. In this sentence, the subject is engaged in the specific action "to write". In addition, in similar situations, the described situation can also be manifested in the function of the subject. Ted is sleeping. - Ted is sleeping. Here, Ted is used to represent this status symbol.

Here is another qualitative sign of this subject that belongs to this column, and this expression is among the signs that are used a lot in various discourses. For example, Ted's father is tolerable. Ted's father is very resilient. He is a man who has seen a lot of lakes, has a lot of hair, and if he falls into a mill, he will come out alive. Endurance and endurance have become common symbols for him. This adjective is often used as a characterizing subject.

Another characterizing, evaluative, and modifying sign of the subject is the qualifying sign of the sign, which is used to indicate that the subject has special characteristics. For example: Nick is a builder. Nick is a builder. When characterizing the subject, if the lexicon of profession is mentioned as the first sign, that is, his profession, it indicates that Nick has mastered his profession, that is, construction at a high level, and has risen to the level of an expert. As a result, people who know and know Nick well know him as a builder, not as a boxer, financier or father of two sons, but as a representative of his profession.

In our next model, the object in the sentence acts as the subject of the action understood by the verb expressed by the passive participle. We can cite the following sentence as an example of the subject of this case.

The wolf was killed by the hunter – Bo‘ri ovchi tomonidan o‘ldirilgan edi.

The word wolf in this sentence is grammatical, but not the subject of the action, the executor, but the victim - the object of the action to kill. Now death is dying. This wolf is considered as the representative of the situation, that is, the subject. Therefore, it is categorized as the subject of the case.

2. In the next speech, the situation changes a little, rather, the concept of perception is used here. The subject of perception is what a person perceives, or the cognitive category served as a target [TARGET] for the process of perception.

As an example: The rumors got to my ears. – Shivir-shivirlar mening qulog‘imga yetib keldi.

"In any living language the verb 'to hear' cannot be controlled. A person can inadvertently hear various words that are not intended for his ears. The rumors were not intended for his ears at this point, but he heard them." That is why rumors reached me as an object of perception. They are called subjects of perception.

3. In the next example, in the sample, the subject served as the carrier, owner of the potential sign.

For example: He will be an artist. - An artist will emerge from it. The subject of this sentence is He (he), who is still young, in adulthood, and has yet acquired a profession. But he wants to become an artist in the future. As is the case everywhere, people have different reactions to it. Someone says it will happen, but someone else says it won't happen. If we pay attention, this idea, that is, the existence of a potential sign, is more clearly expressed in Uzbek. Here it is said that an artist comes out of it, just as an artist enters into it. But this idea is a cognitive metaphor, which means "The child has an artistic talent, so sooner or later, this talent will manifest, emerge, he will become a great artist. The word "chikadi" in the Uzbek language predicts that this complex process will end positively with regard to Him. The conceptual model is as follows. Person (He) → Target (Painter).

Nontypical (unusual) work - means of expressing the function of the conditional subject of movement

are also available in the sentence. For example: It became unbearable the lambs from wolves. - Wolves prey on lambs.

Here, wolves act as the subject of the sentence. Recently, for various reasons, the life of sheep and lambs in the barns has become hell. Wolves do not look at large sheep, because they resist, it takes more sight to suffocate them, but "small victims" eyes freeze on the ground because of fear. It becomes a very popular target. Wolves, who understand this very well, choose lambs as their prey.

This is the meaning of the name of this model "unusual, atypical" movement. Wolves make a non-standard decision and easily destroy the sheep, which are thought to be stupid by nature. This situation is unusual, atypical for shepherds and not for wolves.

SUBJECT + ACTION (non-typical).

The following examples can be burned under this rubric.

They are hoping to get help from the scientist. The scientists are expected – to come to help the cattle-owners.

Farmers are waiting for help from scientists in the field to solve this problem.

In fact, practicing scientists hope to come up with appropriate measures to prevent the multi-million dollar damage caused by wolves to the forest and to provide guidance on their application in the field. They do not doubt that salvation and help will come from scientists.

CONCLUSION

Cognitive grammar, as a branch of general linguistics and scientific grammar, does not yet have its own conceptual apparatus and terminology. Because it does not have its own categories, here we witness the use of many terms and concepts of philosophy, logic, psychology, traditional linguistics and other sciences.

In order to develop as a field of linguistics, cognitive grammar must clearly delimit its research object, subject, analysis methods, etc.

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