



INTRODUCTORY WORDS AND THEIR CLASSIFICATIONS

Сайёра Дадаханова

Преподаватель Наманганского Государственного Педагогического Института

E-mail: s.dadaxanova@mail.ru

Annotation. Introductory words are actively used in texts of different styles, which play a minor role, but violate the integrity of the sentence and thus create a "ragged syntax". Hence, there is a large number of punctuation errors in the written works of schoolchildren.

Keywords: Introductory words, modal words, introductory-allied components, introductory constructions, syntax.

Introductory units in the works of Russian linguists have appeared since about the middle of the XX century. But today there are still a number of unresolved issues, due to the small number of studies that address a certain number of issues.

For example, related to the interpretation of the concept of "introductory units" (both the content and its volume). The grammatical and semantic properties of introductory words and phrases are also not fully understood.

Such linguists as A.I. Anikin, P.A. Lekant, L.I. Vasilenko, R.A. Markaryan dealt with the issues of studying introductory units.

The problem of introductory constructions as a means of expressing the modality of a sentence is also relevant. An important role in the study of the modality of introductory units is played by the works of V.V. Vinogradov, which were created back in the 1950s. In his work "On the category of modality and modal words in the Russian language" (1950), the author, in fact, was the very first to formulate problems related to the expression of modality by means of introductory units. V.V. Vinogradov identified the types of modal meanings and the means of their expression. In addition, V.V. Vinogradov created a classification of modal words, which consists of 12 categories, and described them in sufficient detail. It is interesting how, in this regard, the linguist defines the modal values of introductory units. He believes that modal constructions usually "form, as it were, a second layer of modal meanings in the semantic structure of an utterance, since they are superimposed on the grammatical ground of a sentence that already has a modal meaning".

Another merit of V.V. Vinogradov can be considered that he was the first to draw attention to the fact that that introductory units "can refer not only to the whole sentence as a whole or to its predicate, but also to its individual members." Apart from V.V. Vinogradov, such scientists as A.I. Ostanin, V.Z. Panfilov, G.P. Nemets, V.V. Vostokov, A.A. Kornilov, I.V. Stolyarov and others have been studying the modality of introductory units since the 1960s.

Also, from the twentieth century to the present, the attention of linguists has been drawn to the history of introductory words in the Russian language (V.A. Glukhova), to the peculiarity of their interpretation (R.M. Romanova, Z.M. Bazarbaeva) and semantic diversity.

In addition, there are works that are devoted to the issues of the functioning of introductory constructions as part of various types of sentences, as part of the text (V.V. Amosova, A.M. Baranov, I.M. Kobozeva, G.A. Zolotova, M.S. Chertkova), as well as the peculiarities of the connection of introductory units with

the statement as a whole (A.G. Rudnev, A.A. Shakhmatov, A.I. Anikin). Scientists are also investigating the union function of introductory units in the structure of a sentence/text, this can be seen in the works of N.V. Muravyeva, M.E. Boskova, T.S. Algazina, etc.

But, despite the large number of multidimensional works devoted to introductory units, we can say that so far there is no common opinion among linguists regarding the definition of the concept of "introductory units". Linguists, as a rule, use a variety of terminology in their work when analyzing them. In them, you can find concepts such as: «Вводные слова и словосочетания» (например, в работах Баранова, Бухарина, Кобозевой, Останина);

- "Introductory modal words" (these are the works of Anisimova, Zolotova);
- "Introductory" or "introductory-allied components" (in the works of Algazina, Lekant, Stolyarova);
- "Introductory modal units" (in the works of Amosova);
- "Introductory constructions" (in the works of Galkina-Fedoruk, Glushakova);
- "Introductory words and phrases" (in the works of Paducheva). It should be noted that introductory units can express a subjective attitude towards what is being said, as well as act as one of the central means of the author's appeal to readers. Introductory elements are widely used in various functional styles of speech.

Due to this, the texts of scientific works can themselves be a rich material for linguistic research on the functioning of introductory units in speech, their textual functions.

To date, a large number of different classifications of introductory units can be found in linguistic research. Most often, introductory constructions are considered as a kind of parenthesis.

Parenthesis is the introduction or insertion of any elements that relate to the content of a sentence or its constructive parts, but go beyond the boundaries of typical syntactic connections established between the constituent parts of a sentence.

It should be noted that among other types of parenthesis (insertion constructions, etc.), introductory units are connected, first of all, with the author's goal to characterize the utterance in a variety of ways, depending on which the main varieties of introductory units are distinguished.

- The following types of introductory elements are distinguished:
 - The modal quality of the message, first of all, the degree of reliability or ordinariness of the message (maybe, as usual, etc.);
 - An indication of the source of the message (according to someone, etc.);
 - Qualification of the way and nature of expression of thought (generally speaking, it is worth noting, I dare say);
 - Expression of the emotional coloring of the reported (emotional attitude to the facts reflected in the message on the part of a person, including the author himself – to my surprise, to our happiness, to his joy);
 - A contact function that provides contact and intimacy of speech interaction (imagine, agree, imagine, imagine)
 - Pointing out the logical relationship of the parts of the utterance or the parts of the utterance in the text (on the one hand, firstly, for example).

- Of course, there are other classifications of introductory units, for example, according to the degree of lexical and structural limitation of the range of introductory elements

Syntactically specialized adverbs (perhaps, probably), separate verb forms (it seems, of course), as well as separate case and prepositional forms of some nouns (for luck, for trouble);

- Lexicalized (phraseologically related) phrases (maybe, should be, actually, in one word);
- Free, however, lexically and grammatically standardized phrases of nominal or verbal type in one of the components (to someone's happiness, to someone's joy, according to someone's information);
- Predicative constructions (constructive analogues of a sentence) with a verbal or nominal predicate, lexically denoting a speech or cognitive action, or its result (He, I think, will never answer. A hundred paces away, he knew, was the house).

If introductory units are considered from a grammatical point of view, they can be represented by almost all parts of speech: personal verb forms, infinitive, participles and adverbs, nouns (with and without

prepositions) and pronouns (with and without prepositions), adverbs, predicatives, verbal and even nominal phraseological units.

Based on the above, it can be concluded that these classifications are based on various characteristics of introductory constructions: formal, grammatical and semantic.

LIST OF SOURCES USED:

1. Андреев А.А. Применение сети Интернет в учебном процессе // Информатика и образование. 2005. – №9. – С.2–7.
2. Анохин С. Возможности применения технологий Интернета в образовании // Народное образование. – 2006 – №5. – С.157–162.
3. Арефьева С.А. К вопросу о стилистических ошибках в письменной речи учащихся // Русский язык в школе. 2000. – №2. – С. 19–28.
4. Бабайцева В. В. Вводные, вставные и присоединенные компоненты // Русский язык в школе. – 2011. – № 7. – С. 67–73.
5. Газаева, Л. В. Словосочетание и простое предложение: современные подходы: учеб.пособие для пед. вузов / Л. В. Газаева. – Владикавказ: Изд-во СОГПИ, 2005. – 116
6. Абдулвохидов Э. Педагогическая концепция Чингиза Айтматова в развитии педагогической и публицистической мысли. // ACADEMICIA: An International Multidisciplinary Research Journal. ISSN: 2249-7137. Vol. 11, Issue 3, March 2021. Стр. 1050-1057.
7. Абдулвохидов Э. Место и значение художественной литературы в повышении эффективности деятельности учителя. // International Conference on Innovations in Applied Sciences, Education and Humanities Hosted from Barcelona, Spain. Jan. 29th 2023. <https://conferencea.org>
8. В.М. Toshpulotovna.IMPORTANT AREAS OF COMPUTATIONAL LINGUISTICS/ International Multidisciplinary Journal for Research & Development 11 (05)2024
9. В.М. Tashpulatovna.Development of Lingvokultural Inofons Competence on Russian Lessons/International Journal of Formal Education 2 (1), 65-69 1 2022
10. Дадаханова, С. 2024. Средства выражения побуждения в современном русском языке. Зарубежная лингвистика и лингводидактика. 2, 2/S (авг. 2024), 291–296. DOI:<https://doi.org/10.47689/2181-3701-vol2-iss2/S-pp291-296>.
11. Dildora, S. (2023). NAMANGAN TOPONIYASIDAGI ETNOTOPONIMLAR XUSUSIDA. Journal of Academic Research and Trends in Educational Sciences, 365-370.
12. Ahmadjanovna, D. G. (2024). Improving the scientific and methodological aspects of preparing students for effective communication techniques and innovative technologies in teaching foreign languages. Ta'lim innovatsiyasi va integratsiyasi, 15(3), 81-88.
13. Egamberdiyeva, Shamsiya. "BOLALAR FOLKLORIDA BESHIK QO'SHIQLARI POETIKASI." O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI 2, no. 17 (2023): 61-67.
14. Mamajonovna, Egamberdiyeva Shamsiya. "UMUMTURKIY TILLAR ALLALARIDA ALLITERATSIYA VA ASSONANS." TADQIQOTLAR 32, no. 2 (2024): 46-50.
15. Mamajonovna, Egamberdiyeva Shamsiya. "PROBLEMS IN THE STUDY AND CLASSIFICATION OF TURKISH LULLABIES." International journal of artificial intelligence 4, no. 03 (2024): 588-591.
16. Madaminova, M. S. Q. (2024). Building Fluency And Comprehension: Effective Techniques For Reading Instruction. Academic research in educational sciences, 5(CSPU Conference 1), 748-752.
17. Madaminova, M. (2023). MAKTAB O'QUVCHILARIGA INGLIZ TILIDA MATN O'QISHNI O'RGATISHNING INTERFAOL TEXNOLOGIYALARI. Ilm-fan va ta'lim, 1(2).
18. Rustamovna, Pardaboyeva Dilfuza. "RUS BOLALAR FOLKLORINING O'RGANILISHI VA AHAMIYATI." TADQIQOTLAR. UZ 32.2 (2024): 51-56.
19. N.T. Ibragimova. Presentation as one of the methods of teaching a foreign language
20. N.T. Ibragimova.ISJ Theoretical & Applied Science, 10 (66), 363-366
21. N.T. Ibragimova. INTERACTIVE METHODS IN TRAINING RUSSIAN LANGUAGE FOREIGN STUDENTS/Теория и практика современной науки, 37-39
22. Tojiddinovna, N. H. (2024). METHODOLOGY OF DEVELOPING STUDENTS'LEXICAL

23. Отаханова, Шохсанам. "ПРОБЛЕМНЫЙ МЕТОД ОБУЧЕНИЯ КАК СРЕДСТВО ФОРМИРОВАНИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ И ЯЗЫКОВЫХ НАВЫКОВ У УЧАЩИХСЯ." Yangi O 'zbekiston ustozlari 2.26 (2024): 111-116.

24. Отаханова, Шохсанам. "ВЛИЯНИЕ ПРОБЛЕМНОГО ОБУЧЕНИЯ НА УЧЕБНЫЙ ПРОЦЕСС." ILM FAN XABARNOMASI 1.2 (2024): 573-578

25. Р. Хайрутдинова. ANALYSIS OF METHODS FOR FORMING LEXICOGRAPHIC COMPETENCE OF FOREIGN STUDENTS IN TEACHING THE RUSSIAN LANGUAGE/Interpretation and researches 2 (13), 37-40, 2024

26. Хайрутдинова, Р. (2024). АКТУАЛЬНОСТЬ РОМАНА ДОРИАН ГРЕЙ. International Journal of Education, Social Science & Humanities, 12(6), 890-893.

27. Олимова М. ЖИЗНИ И ТВОРЧЕСТВА ИС ТУРГЕНЕВА С АКЦЕНТОМ НА ЕГО ЦИКЛ ОЧЕРКОВ" ЗАПИСКИ ОХОТНИКА" //ILM FAN XABARNOMASI. – 2024. – Т. 1. – №. 2. – С. 579-581.

28. Абдулвохидов, Элёр, and Лола Нехочина. "Педагогические основы творческой деятельности ЛН Толстого." Science and Education 3.5 (2022): 1516-1520.