

## SYNTACTIC CHARACTERISTICS OF SIMPLE SENTENCES USED IN THE SPEECH OF A TEACHER

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**Abstract:** This article highlights the syntactic description of simple sentences used in the speech of a teacher, provides arguments based on examples, and reveals the role of simple sentences in the speech of a teacher.

**Keywords:** Linguistics, speech, teacher, simple speech, speech, oral speech.

## PEDAGOG NUTQIDA QO‘LLANADIGAN SODDA GAPLARNING SINTAKTIK TAVSIFI

**Annotatsiya:** Ushbu maqolada o‘qituvchi nutqida qo‘llaniladigan sodda gaplarning sintaktik tavsifi yoritilgan, misollar bilan dalillab berilgan, pedagog nutqida sodda gaplarning tutgan o‘rni ochiqqlangan.

**Kalit so‘zlar:** tilshunoslik, gap, pedagog, o‘qituvchi, sodda gap, nutq, og‘zaki nutq.

## СИНТАКСИЧЕСКАЯ ХАРАКТЕРИСТИКА ПРОСТЫХ ПРЕДЛОЖЕНИЙ, ИСПОЛЗУЕМЫХ В РЕЧИ ПЕДАГОГА

**Аннотация:** В данной статье освещается синтаксическое описание простых предложений, употребляемых в речи учителя, приводятся аргументы на примерах, раскрывается роль простых предложений в речи педагога.

**Ключевые слова:** Лингвистика, речь, педагог, учитель, простая речь, речь, устная речь.

Syntax is one of the most important branches of linguistics, serving to fully reveal the functional properties of language. It studies sentence structure, its internal regularities, and its role in communication; consequently, the syntactic features of any language have consistently remained at the center of linguists' attention. The primary object of study in syntax is the sentence, as it represents the most complex and essential syntactic unit of language. The sentence is formed through word combinations and subordinating relationships; for this reason, word combinations hold particular significance within the scope of syntax. The sentence is regarded not only as a means of expressing thought but also as the primary mechanism for conveying it to the listener or reader in a clear, fluent manner consistent with the norms of the language. This unit emerges on the basis of the language's syntactic structure and performs the role of the main carrier of thought exchange in the communicative process. Furthermore, sentence structure and its constituent components vividly reflect the specific characteristics of the language, its functional potential, and its role in social context. In this regard, the following observation is pertinent: "In essence, because the sentence is based on the free combination of words, the laws of word connection and word combinations are also studied in syntax. The study of word combinations constitutes an integral part of sentence theory; it cannot be considered in isolation, as it examines the linguistic essence of free speech units that enter into governing-subordinate relationships"[1:674-676]. Additionally, the fundamental function of language is to ensure communication among people, in which the role of the sentence is invaluable. All phonetic, lexical, and morphological elements of language ultimately serve the formation of the sentence and the assurance of its effectiveness in communication.

The study of the specific lexical-semantic, grammatical, pragmatic, information-transmitting, and socio-cultural features of pedagogical discourse is not confined to linguistics alone; these issues hold significant scientific and practical value for specialists in fields such as cultural studies, sociology, psychology, and economics. Such research directly contributes to enhancing the effectiveness of the educational process, as teachers' discourse serves not merely as a medium for knowledge transmission but also as one of the primary mechanisms for arousing motivation in students, fostering cognitive interest, and demonstrating the real-life and practical relevance of the instructional material. Sentence types, their syntactic structures, and their functional positioning within texts have long been traditional objects of investigation in linguistics. In particular, sentences employed in pedagogical discourse exhibit distinctive structural features and goal-oriented characteristics. Each sentence and its syntactic configuration is consciously selected by the teacher and serves the following pedagogical-pragmatic functions: capturing and maintaining students' attention, ensuring their active participation in the learning process, instilling confidence in the applicability and necessity of acquired knowledge in real life, and cultivating a positive emotional attitude toward the lesson topic. In this process, all levels of discourse—from lexical choices to the selection of syntactic models, prosodic features, and intonational contours—function as an integrated system that ensures the goal-oriented nature and high effectiveness of instruction. Thus, a deep and multifaceted analysis of these characteristics of pedagogical discourse is of fundamental importance not only from a linguistic perspective but also as a strategic task in modernizing the quality of education, developing teachers' professional competencies, and improving socio-cultural and communicative processes within society.

The semantic-ideational completeness of a sentence is regarded as a relative property, since in certain cases, the full unfolding of the thought expressed in the sentence occurs only within the discourse context, through connection with preceding or subsequent sentences. Thus, although the sentence appears complete as a syntactic unit in terms of form, grammatical structure, and intonational contour, its semantic-ideational completeness is not absolute but rather exhibits relativity dependent on context. In pedagogical activity, when the need arises to convey thoughts concisely, stepwise, and precisely, the use of simple sentences is considered the most appropriate. This is because "a sentence with a single fully formed predicate is a simple sentence; in a simple sentence, there is only one fully formed predicate"[2:50]. A thorough analysis of the syntactic features of simple sentences employed in teachers' discourse undoubtedly makes a significant contribution to enhancing the communicative effectiveness of specialists in the field, as well as strengthening mutual understanding between teacher and student. According to the results of conducted analyses, simple sentences hold a dominant position in pedagogical discourse: during a 45-minute lesson, a teacher uses an average of 150–200 sentences, approximately 85% of which consist of simple sentences. This phenomenon can be explained by the oral nature of pedagogical discourse. "The distinctive feature of oral speech is that in this form of speech, compound sentences—especially their more complex varieties—are practically impossible to use. Furthermore, the syntactic analysis of oral speech also presents certain difficulties due to its continuous flow and highly situational character"[2:50]. From the perspective of the continuity of oral speech and the requirement for rapid and fluent expression of thought, the predominance of simple sentences in pedagogical discourse is both natural and logically justified. This characteristic serves to ensure the delivery of information in a clear, comprehensible, and easily assimilable manner for students during the educational process.

When simple sentences are subjected to syntactic analysis based on their communicative purpose, it has been determined that in pedagogical discourse, declarative and interrogative sentences exhibit quantitative predominance over imperative and optative sentences. Declarative sentences are actively employed in the stages of presenting theoretical material during lessons, particularly in the process of explaining new topics. This is because declarative sentences are regarded as “sentences intended to report on an event or phenomenon in objective reality and to record its existence”[3:17]. The quantitative dominance of declarative sentences in any form of discourse is a natural phenomenon, since “language is a societal asset; it facilitates interpersonal communication among members of society, accumulates knowledge about all events and phenomena occurring in human material and spiritual life, and informs others of them”[4]. It is well known that language serves not only as a mechanism for expressing thought but also as a primary factor in its cognitive formation; in this process, the leading role of declarative sentences is indisputable. In the following fragment of pedagogical discourse, declarative sentences are effectively used to convey theoretical information: “In 1066, at the time when the Danes attacked England, William, the Duke of Normandy, went there with the aim of assisting them.” Through this single simple sentence alone, the student acquires information about William being the Duke of Normandy, his journey there in 1066 to aid the English, and the Danish attack on England in that year. In some instances, declarative sentences may also express negation: “A declarative sentence is one that reports on a fact, event, or phenomenon, or expresses the affirmation or negation of the presence of a particular feature in a given subject”[5:28]. It can be stated that negative declarative sentences also hold significant pragmatic importance in teachers’ discourse, as they clarify concepts by affirming theoretical rules, theorems, and considerations while simultaneously negating alternative ideas. For example, in the following sentence used by a history teacher, information is provided about an uncompleted task: “We have not yet expressed our opinions about the book ‘The Great Freedom Party’.” According to the results of the conducted analyses, declarative sentences constitute approximately 50% of the discourse of school teachers.

The use of interrogative sentences in pedagogical discourse is directly linked to their communicative-pragmatic functions. This is because “interrogative sentences are one of the types of sentences classified according to their observed purpose; they express the speaker’s appeal to the listener in order to obtain information about something unknown or uncertain”[6]. These sentences are actively employed in teachers’ discourse during the checking of homework, the summarization of students’ opinions on a new topic, and the organizational stages of the lesson (e.g., determining who is on duty, reminding students of previously covered material, or reiterating homework assignments). As an example: “When did the parliament established in England in the 13th century become bicameral?” Through this interrogative sentence, the teacher reinforces the new topic and assesses the students’ level of knowledge. At the same time, it is worth noting that a specific subtype of interrogative sentences—rhetorical questions—can be used in humanitarian disciplines such as literature, history, and civics education to evoke deeper reflection in students. According to the results of the analyses, interrogative sentences constitute approximately 20% of the total sentences in pedagogical discourse, which confirms their important role in interactive and diagnostic functions. The presence of imperative sentences in teachers’ discourse is indisputable, as they serve as one of the primary tools in assigning tasks to students, directing them toward specific activities, and motivating them. These sentences can express not only strict commands but also softer pragmatic nuances such as suggestions, requests, invitations, and advice, thereby providing convenience in the pedagogical context. In pedagogical discourse, imperative sentences are

most often used in the second-person plural form, which aligns with the collective nature of the lesson process and ensures that assignments are directed toward the entire class or designated groups of students. Furthermore, negative forms of imperative sentences (prohibiting certain actions) are utilized in the disciplinary and educational components of the lesson (e.g., requiring students to maintain focus or refrain from talking); in such cases, the sentence is addressed to the second-person singular. “Sometimes imperative sentences are directed toward a person who is not participating in the communication at all”[7]. This feature is applied to convey information or assignments to an absent student through other participants (e.g., “Anvar should thoroughly read the topic and complete the homework”). The conducted analyses indicate that imperative sentences account for approximately 25% of the total sentences in teachers’ discourse, reflecting their leading role in directive and organizational functions.

Optative sentences constitute one of the sentence types classified according to communicative purpose, in which the speaker expresses their personal wish, desire, or aspiration. However, in pedagogical discourse, these sentences are used relatively rarely or are almost entirely absent. The primary reason for this lies in the scientific and fact-based nature of the instructional process: educational activity is oriented toward the transmission of objective knowledge and the precise, reliable explanation of phenomena in real-world reality, leaving limited scope for expressing the teacher’s subjective wishes or personal aspirations. Consequently, optative sentences occupy a pragmatically restricted position in pedagogical discourse, with their occurrence typically observed only in exceptional cases associated with educational or motivational contexts. The distribution of sentence types in pedagogical discourse according to communicative purpose can be summarized in the following table:

Declarative sentences	Imperative sentences	Interrogative sentences	Optative sentences
50%	25%	20%	5%

According to emotional load, sentences in Uzbek are divided into exclamatory (emotive) and neutral (non-emotive) types. “An exclamatory sentence is one that expresses the speaker’s inner emotions and various emotional attitudes toward reality. The exclamatory sentence has its own specific structure and grammatical features. Intonation plays a significant role in exclamatory sentences, varying depending on the content being expressed”[8]. Although pedagogical discourse is distinguished by its specific prosodic features—such as tones of confidence, comprehensibility, fluency, and precision—the active use of exclamatory sentences is not observed. According to the results of analyses of lesson processes, emotive sentences constitute only 10–15% of the total volume of pedagogical discourse. The primary reason for this is that approximately 40–50% of modern teachers’ discourse is devoted to the theoretical explanation of new topics and the transmission of fact-based material; theoretical information, as a rule, is presented without emotional load, in an objective and neutral manner. Emotive sentences in pedagogical discourse primarily occur in the organizational and ritual stages of the lesson—such as greetings, farewells, motivational addresses, or processes of emotional encouragement. Neutral (non-emotive) sentences, on the other hand, account for 85–90% of pedagogical discourse. This dominance can be explained by the proximity of pedagogical discourse to the scientific style and the characteristics of scientific communication: in the scientific style, emotional load and exclamatory sentences are almost never used, as it is based on principles of objectivity, precision, and neutrality. Thus, the syntactic-emotional structure of pedagogical discourse demonstrates that it has been shaped in adaptation to the cognitive and informative objectives of the educational process.

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