

SEMANTICS - SYNTACTIC AND FUNCTIONAL FEATURES RELATIVE PRONOUNS

Tulaboeva Gulorom Tulaboevna
Senior Teacher, Tashkent State Transport University
Department of Foreign Languages

Saydaliyeva Dilfuza Zairjanovna
English teacher, Tashkent State Transport University
Department of Foreign Languages

Abstract

Like the already considered negative, indefinite and collective pronouns, demonstrative pronouns also serve as means of expressing syntaxes from the categories of substantive and qualifying, which are carriers of the syntactic-semantic sign of definitiveness (definiteness). Substantial definite syntaxemes are represented by singular and plural demonstrative pronouns this, these, that, those, and in different syntactic positions these pronouns either by themselves or in combination with a service element express various substantial syntaxemes.

Keywords: indefinite, indefinite quantitative, indefinite collective, qualifying taxeme pronouns.

From the indefinite pronouns some, any, every, etc., the pronouns both and all considered here also differ in their distributive features - as means of expressing collective syntaxes. In particular, this applies to the pronouns both and all, which express a qualifying collective syntax: they are typically used in a dependent position before a noun that has a possessive or demonstrative pronoun, or a definite article (all his clothes, both his brothers, all the unhappiness, etc., see examples of group b above), while for indefinite pronouns expressing one or another qualifying taxeme, for example, indefinite or indefinite quantitative, or indefinite collective (cf. the corresponding examples of the group), such usage is excluded. This difference in distributive order is evidently due to the absence of a sign of indefiniteness in the syntaxeme, the means of expression of which are the pronouns both and all. As for the substantive collective syntaxes expressed by the pronouns both and all,



then in the distributive relation we would associate their difference from the substantive indefinite syntaxes primarily with the presence of compound variants that include the pronoun both or all and a combination of an object pronoun with the preposition of (both of them, all of them, both of S, etc.), which can be replaced by compound pronominal variants like they both, they all, them both, them all. It is these components or complex, variants, not simple ones, expressed by the pronouns both and all, obviously, and are the main and variants of various substantive collective syntaxes, in particular the collective agentive (*They both* went there. *Both of them* went there), collective object (I see *them both*. I see *both of them*), collective indirectly - objective attribution (*We wrote to them both*. *We wrote to both of them*), etc. Substantial indefinite syntaxemes do not have such compound variants, and the prepositional group with of represents a separate syntaxeme, with which one or another substantial indefinite syntaxe is combined, expressed by the pronouns some, any, every one, etc.

With regard to substantive collective syntaxemes, one can note compatibility with the syntaxeme expressed by the adverb (adverbial particle) else, although this compatibility is realized, apparently, only on the material of the pronoun all; for example: For everything she did . . . was separated *from all else* that I heard or saw or touched (Snow). The peculiarity of the pronoun all indicates that it is necessary to take into account not only the general that unites the pronouns all and both as means of expressing the same syntaxeme, but also the specific that each of them has in the sentence structure. However, this applies to the pronominal variants of all other substantive and qualifying syntaxes, including those; which will be discussed next.

Representing the same substantial definite syntaxes, the pronouns this and that, these and those are their connotative variants (also in combination with prepositions), since they differ in semantic shades: this and these indicate close ones, that and those - to distant objects. This semantic difference between this and that (these and those) underlies some specific cases of their use recorded in dictionaries, when, for example, this refers to the last (second) of the objects named earlier in the text, that to the first (cf. examples: Work and play are both necessary to health, *this* gives us rest and *that* gives us energy, etc.).

Along with demonstrative pronouns, some other pronouns also serve as means of expressing substantial definite syntaxes, in particular he - him, she - her, they - them, which are among personal pronouns. The use of these pronouns,



however, has a pronounced combinatorial character: they are used in main clauses in the presence of subordinate clauses introduced by a relative pronoun (without a preposition or with a preposition).

- 1) *Not that* believes *Not of whom* you speak is my best friend. The prize goes to *him who* comes in first;
- 2) *She that* believes *Site whom* you saw is my best friend;
- 3) *They who* believe.... *They* do least *who* talk most.

In sentences of the third type, it is possible to use the demonstrative pronoun *those* instead of the personal pronoun *they* (cf. the example above: *Those who* wish to go may do so), while the pronouns *he* and *she* usually do not allow them to be replaced by the demonstrative pronoun *that* (let alone the pronoun *this*). We can say that the personal pronouns *he-him*, *she-her*, and also *they-them* (without or with a preposition) are combinatorial variants of substantive definite syntaxes, since their use is allowed only in the indicated correlative combinations. The system of variants of the above-mentioned definite identifiable syntaxeme, along with the demonstrative pronouns *this*, *that*, *these*, *those*, also includes the pronoun *it*, which is devoid of a specific semantic connotation characteristic of the pronoun *this* or *that* (indication of a near or distant object): *Who is it?* — *It* is the postman (cf. the examples above: *Who is this?* *Who is that?*). All this indicates that, when studying the systemic relations of variants of various substantive definite syntaxes, one should not lose sight of other pronouns that are functionally closely related to them.

In this respect, demonstrative pronouns can be compared, for example, with the indefinite pronouns *some* and *any*, which, being means of expressing indefinite quantitative syntaxes (from the category of substantive and qualifying syntaxes), are in close contact with another category of lexemes - pronominal adjectives *many*, *much*, *little* and others

The factual material presented, however limited it may be, quite clearly shows that substantive definite syntaxemes, expressed by demonstratives, and sometimes by personal pronouns of the 3rd person, occupy a special position among the elementary units of the deep structure of sentences. They cannot be functionally identified with any other substantial syntaxemes expressed, for example, by nouns, although often one or another substantial definite syntaxeme can be replaced in a sentence by a substantial syntaxeme expressed by a noun in combination with a demonstrative pronoun, as well as a personal pronoun; cf.: *These* are my children → *These boys {they}* are my children. Are



those your children? → Are those *boys (they)* your children? etc. These transformations become possible because both the original sentence and sentence-transforms include a substantial identifiable syntaxeme, however, in one case, the substantial syntaxeme is also a carrier of the attribute of definitiveness, while in the other it is devoid of this syntactic-semantic attribute. Another syntaxeme, expressed by the demonstrative pronoun *these* or *those*, which belongs to the category of qualifying syntaxemes, is endowed with the sign of definiteness in the transform.

Qualifying definite syntaxeme can be represented by all the demonstrative pronouns mentioned above, however, the system of its variants no longer includes the personal pronouns *he*, *she*, *they*, as well as *it*, which are capable of pointing to a substance, but cannot designate its attribute or characteristic. We also the pronouns *this* and *that* as variants of the qualifying definite syntaxeme in the dependent position of the noun: Look at *this* picture. By *this* time he was far away. Everybody is agreed on *that* point; in *this* place, *this* morning, since *that* time, etc. As with the expression substantive definite syntaxemes, the pronouns *this*—*that*, *these*—*those* often serve as connotative variants of the qualifying definite syntaxeme, which is especially pronounced in cases of their semantic opposition, also recorded in dictionaries, for example: *This* book is interesting and *that* one is not.

The specificity of definite syntaxemes, substantial and qualifying, is especially distinct in their comparison with the above-considered indefinite syntaxemes, substantial and qualifying. If we tried to replace in the given here sentences any definite, substantial or a qualifying, syntaxeme with the corresponding indefinite syntaxeme, expressed, for example, by the pronoun *some* or *any*, in most cases this would lead to a complete distortion of the sentence. The peculiarity of the syntactic-semantic content of both directly affects their environment. So, if the substantial indefinite syntaxemes expressed by the pronouns *some* and *any* are often combined with the elective syntaxeme of the whole, expressed by a noun or a pronoun with the preposition *of* (*Some of the boys* come very early. If *any of them* should see them, etc.), then for substantial definite syntaxemes.

In general, such a combination is not typical. The immediate environment of a qualifying definite syntaxeme often includes an intensified rubbing the syntaxeme *very* (He lives in *this very* place. Come here *this very* minute! from *this very* day; at *that very* moment); the qualifying indefinite syntaxeme, expressed by the



pronouns some, any, does not allow such an environment at all, etc. All these differences of a distributive nature must be carefully identified so that the role of demonstrative and indefinite pronouns in the construction of sentences is fully disclosed. It is also essential to pay attention to the fact that, unlike indefinite pronouns, demonstrative pronouns are used to express a wide variety of syntaxes that cannot be classified either as substantive or, even more so, as qualifying syntaxes. We we have in mind such examples like I 'm not the sort of man that women love I've always known *that* (Maugham). I didn't come here *for that* (I bid.). It was about five years *after this* that I decided to live in Paris for a while (I bid.). I did not see him for several days *after that* (I bid.). Here the demonstrative pronouns *this*, *that* do not serve the purpose of denoting any objects or substances, in contrast to the examples above, where they are functionally in contact with nouns and can replace them or be replaced by them.

However, demonstrative pronouns here also have a certain syntactic semantics by themselves or in combination with a preposition, being means of expressing various definite syntaxes - definite object, or definite causal, or definite temporal, etc. These definite syntaxemes, devoid of a categorical syntactic-semantic feature, differ from substantial definite syntaxes in that the system of their variants does not include the demonstrative pronouns *these* and *those*. This circumstance allows the researcher to resort to the help of experiments with the replacement of one variant by another in distinguishing between those and other definite syntaxes. We also note that the pronoun *it* (without a preposition or with a preposition) can also be a variant of some definite syntaxes, devoid of the categorical sign of substantiality; cf.: I like her *for it* (Maugham). She just missed being beautiful, and in missing *it* was not even pretty.

Thus, when considering demonstrative pronouns from the point of view of their syntactic semantics, we also encounter the presence of such units that remain outside the three main categories of syntaxemes—substantial, qualifying, and procedural.



REFERENCES

1. Amanov A.K. Principles of communicative competence and its practical reflection on homework. International Interdisciplinary research journal (GIIRJ), 480-484, 2021. <https://internationaljournals.co.in/index.php/giirj/article/view/724>
2. Amanov A.K. Cognitive and linguocultural Features of the English wedding ceremony. Zien journal of Social Science and Humanities, 2021. <https://zienjournals.com/index.php/zjssh/article/view/401>
3. Sheraliyeva Sh. Application And Importance of Transport Terminology. Turkish Online Journal of Qualitative Inquiry (TOJQI) Volume 12, Issue 10, October 2023: 4742-4750 <https://itella.ee/ru/biznes-klijent/informacija-i-pomoshh/dogovory-i-uslovija/transportnaja-terminologija/>
4. Sheraliyeva Sh. Innovative technologies in transport. ACADEMICIA: An International Multidisciplinary Research Journal ISSN: 2249-7137 Vol. 12, Issue 03, March 2022 SJIF 2022 = 8.252 A peer reviewed journal <https://saarj.com>
5. Sheraliyeva Sh. The benefits of using drama activities on language/ situation/ motivation. International Scientific Journal Published: 12.11.2021 p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online) <http://T-Science.org>
6. Ganieva M.G. Cognitive and linguacultural features of the English wedding ceremony. Zien Journal of Social Sciences and Humanities . -Volume 3, 2021-yil. <https://zienjournals.com/index.php/zjssh/article/view/401>
7. Ganieva M.G. Principles of competence and practical reflection. Eurasian Journal of Learning and Academic Teaching, 2022. <https://geniusjournals.org/index.php/ejlat/article/view/484>
8. Ganieva M.G. Harlem Renaissance Lietrature Langston Hughes. Czech Journal of Multidisciplinary Innovations. -Vol.4 2022 CZJMI, 2022-yil. <https://peerianjournal.com/index.php/tpj/article/view/101>
9. Ishankulova D.A. Graves and the suspicious copy of Khayyam. Science and education. -2017-2024, 2022. <https://openscience.uz/index.php/sciedu/article/view/3261>
10. Ishankulova D.A. Исследования рубайята омара хайяма в англии. international Journal of Philosophical Studies and Social Sciences Том 2. -135-140,2022. <http://www.ijpsss.iscience.uz/index.php/ijpsss/article/download/190/175>



11. Ishankulova D.A. Opening Khayyam in England. *Academicia Globe: Inderscience research*, 2022. <https://agir.academiascience.org/index.php/agir/article/view/>
12. Kiyasova R.M. Methods of teaching logistics terms to senior students using interactive classroom activities. *Peerian journal*, 2022. <https://peerianjournal.com/index.php/tpj/article/view/103>
13. Kiyasova R.M. English for specific purposes in the aviation. *Peerian journal*, 2022. <https://peerianjournal.com/index.php/tpj/article/view/110>
14. Saydaliyeva D.Z. Intelligent traffic flow management. *American Journal of Interdisciplinary Research and Development*. -60x84, 2022-yil. <https://ajird.journalspark.org/index.php/ajird/article/view/149/142>
15. Saydaliyeva D.Z. The role of innovative technologies in the English Lesson. *European journal of molecular and clinic medicine*. -журнал, 2021-yil. 2021/8 https://ejmcm.com/article_7254.html
16. Saydaliyeva D.Z. Forms of pronouns. *Eurasian journal of learning and academic teaching*, 2022. <https://geniusjournals.org/index.php/ejlat/article/view/2151>
17. Sidiqnazarova Z.M. Social problems raised in "Mother to son" Langston Hughes. *Peerian journal*, 2022. <https://peerianjournal.com/index.php/tpj/article/view/112>
18. Sidiqnazarova Z.M. Amy Tan and literary specification of her works. *Academicia Globe: Inderscience research*, 2022. <https://agir.academiascience.org/index.php/agir/article/view/>
19. Shamuratova M.Sh. Literary identity of "the joy luck club" by Amy Tan. *Academicia Globe: Inderscience research*, 2022. <https://agir.academiascience.org/index.php/agir/article/view/>
20. Shamuratova M.Sh. Developing diagnostic assessment, assessment for learning and assessment of learning competence via task based language teaching. *Academicia Globe: Inderscience research*, 2022. <https://agir.academiascience.org/index.php/agir/article/view/>
21. Tulaboyeva G.T Mother-daughter relations in the novel "The Jou Luck club" by Amy Tan. *Eurasian Journal of Humanities and Social Science*. -60x84 1/8b/m12.5, 2022-yil. ISSN(E) 2795-7683. May 2022. <https://geniusjournals.org/index.php/ejhss/article/view/1496>
22. Tulaboyeva G.T Multicultural literature of the USA. *Eurasian Journal of Learning and Academic Teaching*. -60x84 1/8b/m12.5, 2022-yil. ISSN(E)



2795-739.

May

2022.

<https://geniusjournals.org/index.php/ejlat/article/view/1507>

23. Tulaboyeva G.T Grammar and utility functions of pronouns. Eurasian journal of learning and academic teaching, 2022.

<https://geniusjournals.org/index.php/ejlat/article/view/2153>

24. Xusanova I.A. Methods of teaching logistics terms to senior students using interactive classroom activities. Peerian journal, 2022.

<https://peerianjournal.com/index.php/tpj/article/view/103>

25. Xusanova I.A. Harlem renaissance in the USA. Peerian journal, 2022.

<https://peerianjournal.com/index.php/tpj/article/view/106>

26. Xusanova I.A. Tasks of translating technical material from English into Russian. Peerian journal, 2022.

<https://peerianjournal.com/index.php/tpj/article/view/114>.