2-TOM, 11-SON

CLASSIFICATION OF PRIMARY AND SECONDARY PREDICATION IN LINGUISTIC STRUCTURES

Jizzakh branch of the National

University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 302-21: Rustamova Zohida Zafar qizi

Annotation: This article explores the concepts of primary and secondary predication within linguistic theory, examining how different types of predicates convey core and supplemental information about the subject in a sentence. Primary predication is the fundamental relationship between subject and predicate, where the predicate directly expresses an action, state, or attribute of the subject. Examples include verbal, copular, and existential predication, each serving to establish the main assertion or characteristic of the subject. In contrast, secondary predication provides additional information that modifies or elaborates on the primary predication. Types of secondary predication include adverbial, resultative, causative, and concomitant predication, each offering contextual details like manner, result, cause, or simultaneous action. The article concludes that understanding these distinctions not only aids in syntactic analysis but also enriches one's appreciation for the expressiveness and structure of language, enhancing both comprehension and communication.

Key words: primary predication, secondary predication, linguistic theory, subject-predicate relationship, verbal predication, copular predication, existential predication, adverbial predication, resultative predication, causative predication, concomitant predication, syntax, sentence structure, language analysis, communication.

In linguistic theory, predication refers to the relationship between a subject and a predicate in a sentence. A predicate typically expresses something about the subject, such as an action, state, or property. Predication can be divided into primary and secondary types, each serving a distinct role in sentence structure and meaning. Understanding the different forms of predication helps to clarify how languages convey information and organize thoughts.

Primary Predication

Primary predication refers to the direct relationship between the subject and the predicate in a sentence. This is the core function of predication where the subject is described

or characterized by the predicate. It typically involves verbs and their arguments (such as subjects and objects). There are various forms of primary predication, which include:

Verbal Predication

In verbal predication, the verb functions as the central element of the predicate, which asserts an action or state of being of the subject. The most common type of verbal predication can be seen in simple declarative sentences:

- Example: "She runs."

In this example, "runs" is the verb, and it expresses the action performed by the subject "she."

Copular Predication

In a copular sentence, the predicate typically consists of a copula (a form of the verb "to be" or similar) and a complement that provides further information about the subject. The copula serves as a linking verb, establishing a relationship between the subject and its attribute.

- Example: "The sky is blue."

Here, "is" serves as the copula, linking the subject "the sky" with the complement "blue," which describes the subject.

Existential Predication

Existential predication expresses the existence or presence of something. It is commonly used with verbs like "exist," "there is," or "there are," often in contexts where the existence of something is being asserted.

- Example: "There is a book on the table."

The structure here implies the existence of the book in a certain location, with "there is" being the existential verb phrase.

Secondary Predication

Secondary predication refers to additional predicative information that is not central to the primary subject-predicate relation but still offers important contextual or descriptive information. Secondary predication typically provides details about the manner, state, or circumstance in which the primary action or state occurs. This can involve adverbials, secondary predicates, or additional modifiers.

Adverbial Predication

Adverbial predication involves the use of adverbs or adverbial phrases to modify the action of the verb or the entire predicate. These secondary predicates provide information on how, when, where, or to what extent the action occurs.

- Example: "She speaks fluently."

Here, "fluently" is an adverb that modifies the verb "speaks," providing further detail about how she speaks.

Resultative Predication

Resultative predication expresses the result or outcome of an action. It typically involves a secondary predicate that describes a state or condition brought about by the primary action. This is commonly seen with verbs like "make," "put," "turn," etc., followed by a resultative phrase.

- Example: "She hammered the metal flat."

In this example, "flat" is a resultative predicate that describes the state of the metal after it has been hammered.

Causative Predication

In causative predication, a secondary predicate expresses the cause or reason for an action. This often involves causative verbs that convey an action caused by someone or something. The secondary predication elaborates on the agent or cause of the action.

- Example: "The coach made the player run."

Here, "run" is the action caused by the coach, and the sentence structure shows that the coach is the cause of the player's running.

Simultaneous or Concomitant Predication

Simultaneous or concomitant predication expresses actions or states that occur at the same time as the main event. The secondary predicate describes something that happens in parallel with the primary event.

- Example: "She entered the room singing."

In this sentence, "singing" is a concomitant predicate that describes the action occurring simultaneously with her entering the room.

Conclusion

The distinction between primary and secondary predication is crucial for understanding the complexity of sentence structure in linguistics. Primary predication is the core assertion about the subject, involving verbs or copulas that directly describe the subject's action, state, or identity. Secondary predication, on the other hand, provides supplementary information about the manner, result, cause, or simultaneous nature of the action. By recognizing these two types of predication, we gain a deeper appreciation for how language conveys nuanced meanings and relationships within sentences. The study of primary and secondary predication reveals how language structures not only the main actions and states but also the nuanced, layered information that enhances meaning. Primary predication establishes the essential relationship between the subject and predicate, forming

the foundation of any sentence. Secondary predication, however, adds depth, providing context, details about timing, cause, result, or manner, and connecting ideas that enrich the narrative or descriptive content. Understanding these distinctions allows for more precise analysis of syntax and meaning, helping us appreciate how even small grammatical structures contribute to the overall coherence and expressiveness of language. Whether in casual conversation, storytelling, or technical writing, recognizing these types of predication helps us become both clearer and more effective communicators.

REFERENCES

1. Chierchia, G., & McConnell-Ginet, S. (1990). Meaning and Grammar: An Introduction to Semantics. MIT Press.

2. Comrie, B. (1985). Tense. Cambridge University Press.

3. Dixon, R. M. W. (2005). A Semantic Approach to English Grammar. Oxford University Press.

4. Jespersen, O. (1924). The Philosophy of Grammar. George Allen & Unwin.

5. Lyons, J. (1977). Semantics (Vol. 1 & 2). Cambridge University Press.

6. Radford, A. (2004). English Syntax: An Introduction. Cambridge University Press.

7. Stowell, T. (1981). Origins of Phrase Structure. PhD Dissertation, MIT.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING

LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, *2*(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25. Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. *Development of pedagogical technologies in modern sciences*, 2(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 2(2), 68-70.

30. Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, 1(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. *Новости образования: исследование в XXI веке*, 2(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, *2*(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In *" Conference on Universal Science Research 2023"* (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, *2*(16), 292-297.