

METHODS OF WORD COMBINATION IN SENTENCE CONSTRUCTION

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Supervisor:

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 301-21: **Abduraimova Mushtariy To'liqin qizi**

Annotation: This article explores various methods of combining words in a sentence, focusing on strategies that enhance clarity, meaning, and style. It covers techniques such as coordination, subordination, apposition, parenthesis, ellipsis, conjunctions of comparison, and correlative conjunctions, offering readers practical insights into how sentence structure influences communication. The article explains each technique with clear examples, demonstrating how they can be used to connect words, phrases, and clauses effectively. Additionally, it highlights more advanced strategies like inversion, serial commas, and juxtaposition, which add emphasis, clarity, and contrast to sentences. Through this exploration, the article aims to help writers and speakers refine their sentence construction, leading to more effective and compelling communication.

Key words: coordination, subordination, apposition, parenthesis, ellipsis, conjunctions of comparison, correlative conjunctions, inversion, serial comma, juxtaposition, sentence structure, clarity, communication, style, emphasis, contrast, language techniques, writing, grammar.

Language is a dynamic and intricate system that allows individuals to express their thoughts, ideas, and emotions. One of the fundamental aspects of sentence construction is how words are combined to convey clear and coherent meaning. In this article, we explore various methods of combining words in a sentence, which help ensure both clarity and precision in communication.

Coordination

Coordination involves joining words, phrases, or clauses of equal importance using coordinating conjunctions such as *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*. Coordinating helps to link related ideas in a sentence.

For example:

- "I enjoy reading **and** writing."
- "She wanted to go to the beach, **but** it started raining."



2-TOM, 11-SON

In both examples, the conjunctions "and" and "but" serve to combine words or phrases that are parallel in structure and meaning.

Subordination

Subordination is the opposite of coordination. It involves joining clauses of unequal importance, where one clause (the dependent clause) is linked to the main clause using subordinating conjunctions like *because*, *although*, *if*, *while*, *since*, and *when*. The dependent clause cannot stand alone as a complete sentence.

For example:

- "She went to bed **because** she was tired."
- "**Although** he tried hard, he couldn't finish the project on time."

Here, the subordinating conjunctions *because* and *although* introduce clauses that provide additional details but cannot function independently as complete sentences.

Apposition

Apposition involves placing two noun phrases side by side, where one noun phrase explains or modifies the other. This method helps to provide clarification or further detail about a subject.

For example:

- "My brother, **a talented musician**, plays the guitar."
- "The Eiffel Tower, **a symbol of Paris**, is visited by millions of tourists each year."

In both sentences, the second noun phrase in the apposition (e.g., *a talented musician* or *a symbol of Paris*) offers more specific information about the first noun phrase.

Parenthesis

Parenthesis uses additional information, usually enclosed in parentheses, commas, or dashes, to add further details to a sentence. This information is non-essential to the main point of the sentence but offers extra context or clarification.

For example:

- "The meeting (which was originally scheduled for Thursday) has been postponed."
- "The cake—though delicious—was a little too sweet for my taste."

Parentheses and dashes allow writers to insert these additional details without disrupting the flow of the main sentence.

Ellipsis



2-TOM, 11-SON

Ellipsis involves omitting words that are understood from context. This technique streamlines sentences by removing unnecessary repetition, making them more concise while still retaining clarity.

For example:

- "She wanted to go to the park, and I, too, wanted to go."
- "He took the bus, and she, the train."

In the second sentence, the ellipsis omits the repeated words "took" and "bus," allowing for a smoother and more efficient sentence structure.

Conjunctions of Comparison

When comparing two or more things, words can be combined using conjunctions such as *as*, *than*, or *like*. These help link ideas and show the relationship between them, whether in equality or contrast.

For example:

- "She is **as** tall **as** her brother."
- "This book is **better than** the previous one."

The conjunctions *as* and *than* are used to highlight similarities and differences between the subjects being compared.

Correlative Conjunctions

Correlative conjunctions are paired words or phrases that work together to connect words or phrases of equal grammatical value. Common correlative conjunctions include *either...or*, *neither...nor*, *both...and*, *not only...but also*.

For example:

- "You can **either** stay here **or** come with us."
- "**Both** the professor **and** the students were excited about the event."

In both examples, correlative conjunctions emphasize two options or two linked elements.

Inversion

Inversion occurs when the usual order of words in a sentence is reversed, typically for emphasis or stylistic reasons. This technique can be used in questions, conditional clauses, or when the speaker wishes to highlight a particular idea.

For example:

- "**Never** have I seen such a beautiful sunset."
- "Had I known about the party, I would have attended."

In these sentences, the inversion draws attention to the time or condition and creates a more dramatic tone.



2-TOM, 11-SON

Serial (Oxford) Comma

The serial comma, also known as the Oxford comma, is used when listing multiple items in a sentence. It ensures clarity by separating each item with a comma, including before the conjunction in a list of three or more items.

For example:

- "I bought apples, bananas, **and** oranges."
- "She invited Tom, John, **and** Sarah to the party."

The use of the serial comma can help avoid ambiguity, particularly when the listed items themselves contain conjunctions or additional elements.

Juxtaposition

Juxtaposition refers to placing two contrasting words or ideas next to each other to highlight differences or create a dramatic effect. This combination is often used in literary writing, rhetoric, and poetry to create tension or reveal an underlying meaning.

For example:

- "It was the best of times, it was the worst of times."
- "She is rich in spirit but poor in fortune."

By placing opposing ideas in close proximity, juxtaposition draws attention to the contrast between them.

Conclusion

The way words are combined in a sentence shapes the meaning, tone, and clarity of the message being conveyed. Whether through coordination, subordination, or more creative techniques like juxtaposition and inversion, understanding how to effectively combine words allows speakers and writers to express themselves in varied and engaging ways. Mastery of these methods not only enhances sentence structure but also elevates communication, making it both functional and aesthetically compelling. The ability to combine words in various ways is essential to effective communication, as it allows for flexibility and nuance in expression. By employing techniques such as coordination, subordination, apposition, and others, speakers and writers can craft sentences that are clear, concise, and engaging. Each method serves a distinct purpose, whether it's to clarify relationships between ideas, add emphasis, or create stylistic flair. Mastering these combinations empowers individuals to adapt their language to different contexts, whether they are writing academic essays, crafting persuasive arguments, or telling compelling stories. Ultimately, understanding and utilizing these strategies enriches language and enhances the overall effectiveness of communication.



2-TOM, 11-SON

REFERENCES

1. Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Longman.
2. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.
3. Jacob, S. (2018). *Practical English Usage*. Oxford University Press.
4. Levi, J. (1993). *Phrase Structure and Sentence Grammar*. University of Chicago Press.
5. Madsen, J. (2007). *Practical English Usage*. Oxford University Press.
6. Murphy, R. (2019). *English Grammar in Use*. Cambridge University Press.
7. Swan, M. (2005). *Practical English Usage*. Oxford University Press.
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 IN TESOL 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).



2-TOM, 11-SON

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/itftdm/article/view/3187>

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноеазиатский 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/itftdm/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>



2-TOM, 11-SON

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/itftdm/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.

