**2-TOM, 11-SON**

## SENTENCE TYPOLOGY AND CLAUSE STRUCTURES WITHIN THE FRAMEWORK OF COGNITIVE GRAMMAR: AN EXAMINATION OF CLAUSE TYPES AND THEIR COGNITIVE UNDERPINNINGS

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**
**Marina I. Solnyshkina** Dr.Prof., Department of Theory and Practice of Foreign
Language Teaching, Kazan Federal University, Russia
**Student of group 302-21: Meliyeva Rushona Qahramon qizi**

**Annotation**: This article explores the concept of sentence typology and clause structure within the framework of Cognitive Grammar (CG). It delves into how CG views language as a reflection of human cognition, emphasizing the interconnection between sentence forms and mental processes. The article categorizes clause types (declarative, interrogative, imperative, and exclamatory) and discusses how each reflects specific cognitive functions, such as asserting information, inquiring, giving commands, and expressing emotions. Furthermore, it highlights the role of key elements such as the subject, verb, and object in shaping the mental representation of events and actions. By emphasizing constructional schemas and the cognitive relationships between clause elements, the article demonstrates how sentence structure in CG is grounded in our conceptual understanding of the world. This approach provides a deeper understanding of how language reflects thought, moving beyond formal syntactic rules to focus on the cognitive processes that shape linguistic expression.

**Key words:** Cognitive Grammar, sentence typology, clause structure, declarative clauses, interrogative clauses, imperative clauses, exclamatory clauses, cognitive processes, mental representation, constructional schemas, subject-verb-object order, syntax and meaning, event representation, language and cognition, clause elements, participant roles, cognitive functions, linguistic form, cognitive linguistics.

**Sentence Typology in Cognitive Grammar: Clause Types and Clause Structure**

Cognitive grammar (CG), as a branch of linguistics, explores the relationship between linguistic structures and human cognition. One of the primary areas of focus within CG is the organization of sentences, which is informed by the way humans perceive and conceptualize the world. Cognitive grammar approaches sentence typology by emphasizing the cognitive processes that underlie sentence structures, rather than relying solely on formal syntactic rules. In this article, we will explore how CG addresses clause types and clause structures, analyzing them from a cognitive perspective.

### Understanding Cognitive Grammar

Cognitive grammar, first proposed by Ronald Langacker in the 1980s, is based on the assumption that language reflects human cognitive abilities. Rather than treating syntax as an autonomous, abstract system, CG posits that grammar is grounded in perceptual and conceptual processes. In this framework, meaning and form are inseparable, and language structure is seen as emerging from our mental representations of the world.

In CG, sentence structure is not merely a set of syntactic rules but is closely tied to conceptual structures, such as the ways we categorize experiences, perceive relationships, and organize events. As such, the sentence typology in CG is more about how humans cognitively structure their understanding of actions, participants, and relationships, using language as a tool to express these mental constructs.

### Clause Types in Cognitive Grammar

Clause types refer to the different ways in which a clause can be organized to convey specific meanings or functions within a sentence. Cognitive grammar approaches these clause types by looking at the underlying conceptual structures that guide their formation.

### a. Declarative Clauses

In cognitive grammar, declarative clauses are seen as expressing a mental representation of a state of affairs. These clauses generally follow a Subject-Verb-Object (SVO) order in English and assert information about the world. For example:

- **The cat chased the mouse.**

Here, the cognitive grammar analysis would focus on how the speaker conceptualizes the event, with the subject "the cat" acting as the agent and "the mouse" as the patient. The verb "chased" links the agent to the patient, while the overall structure reflects the cognitive process of representing an event involving an action and its participants.

### b. Interrogative Clauses

Interrogative clauses in CG are viewed as a way of expressing cognitive uncertainty or a request for information. These clauses are not simply syntactic forms (such as Subject-Verb inversion in English) but are rooted in the cognitive function of inquiry. For example:

- **Did the cat chase the mouse?**

From a cognitive grammar perspective, this sentence reflects the speaker's attempt to resolve a mental gap in knowledge. The inversion of the subject and auxiliary verb (i.e., "Did" before "the cat") is a formal reflection of the speaker's cognitive shift from certainty to uncertainty, signaling a need for confirmation or information.

### c. Imperative Clauses

Imperative clauses are expressions of the speaker's intention to elicit an action from the listener. In cognitive grammar, these clauses are not simply commands but are analyzed in terms of the speaker's conceptualization of the listener as the intended agent of an action. For example:

- **Chase the mouse!**

In this imperative, the speaker conceptualizes the listener as the agent who will perform the action of chasing. The clause structure omits the subject "you," but the cognitive function is clear: the listener is expected to interpret the action and perform it.

### d. Exclamatory Clauses

Exclamatory clauses express strong emotion or surprise and are closely tied to the speaker's mental state. These clauses can involve various syntactic forms but are unified by the shared cognitive function of expressing heightened emotional intensity. For example:

- **What a beautiful cat!**

Here, the exclamation reflects a cognitive shift to a heightened emotional state in response to the beauty of the cat, using the clause structure to express this emotion.

Clause Structure in Cognitive Grammar

The structure of a clause in cognitive grammar is seen as reflecting the mental processes of conceptualization and event representation. Clause structure in CG does not adhere strictly to formal syntactic rules; rather, it emphasizes the roles of participants (such as agent, patient, experiencer), the type of action (e.g., dynamic vs. stative), and the relationships between these elements.

**a. The Role of the Subject**

In cognitive grammar, the subject is often conceptualized as the central participant in the event, typically the one who initiates or undergoes the action. For example, in the sentence "The cat chased the mouse," the subject ("the cat") is the agent, the one who carries out the action. The subject's role is not just syntactic but also conceptual, as it reflects the focal point of the event in the speaker's mental representation.

**b. The Role of the Verb**

Verbs in CG are seen as the central components of clause structure because they express the dynamic nature of the event being described. The verb forms the link between the participants in the clause and expresses the type of action or state involved. For example, in the sentence "The cat is chasing the mouse," the verb "is chasing" denotes an ongoing action, reflecting the conceptualization of a dynamic event.

**c. The Role of the Object**

The object, typically the patient or recipient of the action, is another central element in clause structure. In the sentence "The cat chased the mouse," "the mouse" is the patient, undergoing the action of being chased. Cognitive grammar emphasizes that the object is not simply a syntactic slot filled by a noun phrase but is a key participant in the mental representation of the event.

**d. The Relationship Between Clause Elements**

Cognitive grammar focuses on the cognitive relationships between the elements of the clause. These relationships are not determined by formal syntactic rules but by the way participants interact within the conceptualization of an event. For instance, in

a transitive verb clause like "She broke the vase," the agent ("She") and patient ("the vase") are linked by the verb "broke," which conceptualizes an action affecting the patient.

Cognitive Approaches to Sentence Structure

One of the key contributions of cognitive grammar is its emphasis on the concept of *constructional schemas* — mental templates that speakers use to organize linguistic forms. In CG, sentence types and structures are seen as instantiated in constructions that combine both form and meaning. These constructions are not abstract but are grounded in the speaker's experiences and perceptions.

For example, the SVO order in English is a constructional schema that represents the cognitive preference for subject-focus in event representation. This is not a formal syntactic rule but a reflection of how humans tend to structure their understanding of actions, with the subject as the central point of focus. Similarly, other clause types, such as questions or imperatives, are linked to different cognitive constructions that correspond to the speaker's intent (e.g., seeking information, giving a command)

Conclusion

In cognitive grammar, sentence typology and clause structure are not simply a matter of formal syntax but are deeply rooted in human cognition. By examining clause types—declarative, interrogative, imperative, and exclamatory clauses—and their structures, we see how language reflects our mental representations of actions, participants, and relationships. Cognitive grammar's approach to sentence structure emphasizes the role of conceptualization and the mental processes that underlie the organization of linguistic forms, offering a deeper understanding of how we use language to express thought. Cognitive grammar offers a unique and insightful perspective on sentence typology and clause structure by highlighting the intricate connection between linguistic forms and human cognition. Rather than focusing on abstract syntactic rules, CG emphasizes the mental processes involved in conceptualizing events, participants, and relationships, which are then expressed through language. By examining clause types like declaratives, interrogatives, imperatives, and exclamatories, cognitive grammar reveals how each type reflects different cognitive goals—whether asserting information, seeking knowledge, requesting actions, or expressing emotions. This approach not only broadens our

understanding of sentence structure but also illuminates how language is fundamentally shaped by the way we think, perceive, and interact with the world. In essence, cognitive grammar underscores the idea that language is not just a tool for communication but a mirror of human cognition, offering a rich and dynamic way of understanding how we structure our thoughts and experiences.

## REFERENCES

1.      Croft, W. (2001). *Radical Construction Grammar: Syntactic Theory in Typological Perspective*. Oxford University Press.

2.      Langacker, R. W. (1987). *Foundations of Cognitive Grammar: Volume 1: Theoretical Perspectives*. Stanford University Press.

3.      Langacker, R. W. (1991). *Conceptualization and Symbolization*. In J. F. K. H. et al. (Ed.), *Cognitive Linguistics: Basic Readings* (pp. 91-121). Mouton de Gruyter.

4.      Langacker, R. W. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford University Press.

5.      Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press.

6.      Traugott, E. C., & Dasher, R. B. (2002). *Regularity in Semantic Change*. Cambridge University Press.

7.      Van der Auwera, J. (2008). *The Grammar of Meaning: Normativity in Pragmatics*. Mouton de Gruyter.

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.