

# THE SENTENCE AND ITS INTONATIONAL AND PUNCTUATION FEATURES

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## Abstract

This article reveals the socio-historical foundations of the formation of punctuation and sentence structure.

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## Introduction

In the education system, punctuation is studied based on the understanding of the sentence; it is necessary to examine the specific features of this syntactic unit that influence the choice of punctuation marks.

In modern linguistics, the sentence is interpreted in two ways. Some scholars (V.V. Vinogradov, P.A. Lekant) view the sentence as a linguistic unit possessing the potential to function as a unit of communication. In this interpretation, the sentence is regarded as a model (pattern) that serves as a syntactic abstraction.

Another group of scholars (V.A. Beloshapkova, B.Yu. Norman, G.A. Zolotova) views the sentence as a unit of speech, whose structural and semantic features are tied to a specific message.

To distinguish between these approaches, several works propose using the terms "utterance," "phrase," or "utterance-sentence" instead of the term "sentence" in the second concept (M.V. Vsevolodova, I.I. Kovtunova, P.A. Lekant, B.Yu. Norman, V.P. Paducheva, I.P. Raspopov, N.A. Slyusareva).

V.V. Vinogradov defines the sentence as a "grammatically formed whole unit according to the laws of a given language (that is, one that cannot be further divided into speech units with the same basic structural features)," serving as the "primary means of forming, expressing, and communicating thought and feeling." From a grammatical standpoint, Vinogradov believes that every sentence represents an "internal unity of its verbally expressed members, their order of arrangement, and intonation." In V.V. Vinogradov's syntactic concept, the primary grammatical features of a sentence are 1) the intonation of the message, and 2) predicativity, viewed as a complex unity of the meanings of modality, tense, and person.

In contemporary linguistic literature, the most consistent and comprehensive view is the consideration of the sentence as a "complex, highly organized unit" characterized by the following aspects: "the formal side of the sentence is represented by a set of word forms, markers of grammatical meanings, the mutual arrangement of sentence members, and intonational structure; the substantive side is represented by specific lexical content and



informational content." It is advisable to take this approach into account when developing punctuation skills in primary school students.

The semantic feature of a sentence is predicativity ("the relationship of the sentence's content to reality in terms of modality and tense"). V.V. Babaytseva notes that "the content (semantics) of a sentence is determined primarily by the nature of the thought expressed" and its completeness. It is precisely the semantic completeness of the formulated thought that serves as the substantive criterion for distinguishing a sentence from a "non-sentence".

The ability of a sentence to serve as a means of expressing and forming a thought is fundamental to its construction. However, if the task is to isolate a sentence from a text, attention is primarily directed toward the structural scheme of this syntactic unit. It should also be noted that V.V. Babaytseva characterizes intonation as a means of expressing both the structural and semantic features of a sentence. Thus, a sentence is formed when there is a need to express a thought. This need is driven by the act of communication. The completeness of a thought is denoted in writing by sentence-ending marks.

Since one of the primary objectives of teaching punctuation to primary school students is developing the ability to use different methods to mark the end of various sentence types, we consider it necessary to examine scholars' perspectives on sentence types, classified both by purpose of utterance and by emotional coloring.

We will briefly characterize the features of a sentence that are taken into account when selecting punctuation marks.

The primary content of a declarative sentence is a report on a fact, phenomenon, or event. A period at the end of the sentence primarily indicates this. The intonational expression of this content is a lowering of pitch at the end of the sentence.

Imperative sentences express a will or an urge to act. Their punctuation does not require any additional explanation.

An interrogative sentence expresses a question addressed to an interlocutor. Through a question, the speaker seeks to obtain new information, or confirmation or denial of an assumption. The grammatical form of an interrogative sentence is conveyed through intonation and interrogative words, and is indicated in writing by a question mark. Among the means of formatting interrogative sentences, V.A. Beloshapkova highlights interrogative intonation (a rise in pitch in the word that carries the meaning of the question).

Thus, the classification of different sentence types (based on communicative purpose and emotional coloring) in modern linguistics is based on the connection between their content and their intonational and punctuation formatting. Therefore, to develop punctuation skills, it is advisable for students to become familiar with the various meanings of these sentences.

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