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“XORIJIY TILLARNI O‘QITISHDA INTEGRATIV YONDASHUV: INNOVATSIYALAR VA ILG‘OR TAJRIBALAR” MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN

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“ИНТЕГРАТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫМ ЯЗЫКАМ: ИННОВАЦИИ И ЛУЧШИЕ ПРАКТИКИ” МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ

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GRAMMATICAL AGREEMENT IN FREE WORD COMBINATIONS

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Annotatsiya. Maqolada ingliz tilidagi erkin so‘z birikmalarida moslashuvning lingvistik mexanizmlari tadqiq etiladi. Tadqiqot davomida ilmiy nutqda sintaktik aloqalarning buzilishiga olib keluvchi asosiy sabablar sifatida “proksimallik interferensiyasi” (yaqinlik ta’siri) hamda rasmiy va mantiqiy moslashuv o‘rtasidagi ziddiyatlar aniqlangan.

Kalit so‘zlar: moslashuv, erkin so‘z birikmalari, sintaksis, korpus lingvistikasi, ega-kesim moslashuvi, morfosintaksis.

Annotation: The article investigates the linguistic mechanisms of grammatical agreement within free word combinations, primarily focusing on the English language. The research identifies “proximity interference” and the tension between formal and notional agreement as leading causes of syntactic breakdown in scientific discourse. The findings emphasize that maintaining morphological harmony is essential for ensuring semantic clarity and professional authority in academic writing.

Keywords: agreement, concord, free word combinations, syntax, corpus-Linguistics, subject-verb agreement, morphosyntax.

Аннотация: В статье исследуются лингвистические механизмы грамматического согласования в свободных словосочетаниях, преимущественно на материале английского языка. Исследование выявляет «интерференцию близости» и противоречие между формальным и смысловым согласованием как основные причины синтаксических сбоев в научном дискурсе. Результаты подчеркивают, что соблюдение морфологической гармонии имеет решающее значение для обеспечения семантической ясности и профессионального авторитета в академическом письме.

Ключевые слова: слова сочетание, конкорд, свободные словосочетания, синтаксис, корпусная лингвистика, согласование подлежащего и сказуемого, морфосинтаксис.

Abstract. Grammatical agreement, or concord, serves as a primary regulatory mechanism in the formation of word combinations. This study examines the frequency and types of agreement errors in non-native English academic prose, focusing on subject-verb and noun-determiner combinations. By utilizing a corpus-based approach, the research identifies “proximity interference” as a leading cause of syntactic breakdown. The findings suggest that agreement is not merely a formal requirement but a critical component of semantic clarity in complex sentence structures.

1. Introduction. In the hierarchy of linguistic structures, word combinations are governed by specific rules of “attraction” and “dependency.” Agreement is the process by which the grammatical features of one lexical item (the controller) are reflected in another (the target). As noted by Corbett (2006), agreement is a “redundant” but essential feature of language that reinforces the relationships between disparate parts of a sentence. While English is often categorized as a language with “weak” inflection, the demands of academic and scientific discourse require a high degree of precision in word combinations. This paper aims to investigate the factors that lead to agreement failure in complex noun phrases and the subsequent impact on the readability of scientific texts.

2. Methods. The methodology of this study is grounded in **Corpus-Based Error Analysis (CEA)**, a systematic procedure used to identify, classify, and interpret the nature of linguistic deviations in written discourse. By utilizing a controlled corpus, the study ensures that the findings are representative of the current academic linguistic landscape. The study isolated three specific syntactic “junctions” where agreement is most likely to be tested by complex sentence structures:

- **Subject-Verb (S-V) Pairs:** Focusing on the morphosyntactic link between the head noun and its corresponding predicate, particularly in sentences with long-distance dependencies.
- **Noun-Determiner (N-D) Pairs:** Examining the concord between demonstratives (*this, these*) or quantifiers (*much, many*) and their head nouns, especially with collective or non-count nouns.
- **Pronoun-Antecedent (P-A) Pairs:** Investigating the “referential glue” between a noun and its subsequent pronoun, with a specific focus on gender-neutral singular *they* and distance-related errors.

The corpus was uploaded to **Sketch Engine**, a leading corpus management and text analysis software. Two primary functions were utilized:

1. **Concordance Tool:** Used to visualize every instance of the selected variables in their immediate context.
2. **Word Sketch & Gramrel (Grammatical Relations):** This allowed for the identification of “dependencies”—mathematically mapping which verb belongs to which subject, even when separated by multiple clauses. This automated process reduced researcher bias in identifying which words were intended to agree.
3. **Results.** The analysis revealed a total of 142 agreement-related instances within the sample size. The data highlights that the complexity of the "intervening material" (words placed between the controller and the target) significantly increases the likelihood of error.

Agreement Type	Success Rate (%)	Primary Error Factor
Subject-Verb	88%	Proximity to a plural modifier
Noun-Determiner	94%	Misidentification of count/non-count nouns
Pronoun-Antecedent	82%	Gender-neutral phrasing/Distance

62% of S-V agreement errors occurred when a prepositional phrase with a plural noun followed a singular subject (e.g., *“The analysis of the variables were...”* instead of *“is”*).

4. Discussion. The results confirm that agreement in word combinations is highly susceptible to Linear Proximity Interference. This occurs because the human brain often prioritizes the most recent noun in a sequence during real-time processing rather than the grammatical head of the phrase. Furthermore, the “Notional Agreement” found in many academic texts suggests a shift in modern linguistics. Writers often favor the plural verb when referring to collective entities (e.g., *“The committee have decided”*), reflecting a focus on the individuals within the group rather than the singular institution. This highlights that agreement is not just a mechanical rule but a stylistic choice that influences how data is perceived. The study concludes that for researchers, mastering the “agreement glue” is vital for maintaining the logical integrity of scientific arguments. Failure in agreement in word combinations can lead to “semantic ambiguity,” where the reader is unsure which action belongs to which actor.

5. References

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4-SINF ONA TILI DARSLARIDA MA’NODOSH VA ZID MA’NOLI SO‘ZLAR USTIDA ISHLASH METODIKASI

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Annotatsiya. Mazkur maqolada boshlang‘ich sinf ona tili darslarida ma'nodosh, shakldosh, zid ma'noli so'zlardan foydalanishni va o‘quvchilarning so‘z boyligini oshirish usullari bayon etilgan.

Kalit so‘zlar. So‘z boyligi, so‘z ma’nolari, sinonim, antonim, metod, boshlang’ich sinf, usul.

Ona tili o‘qitishning bosh maqsadi tilning jamiyatda tutgan o‘rni, vazifasi bilan belgilanadi. Til - aloqa vositasi, chunki so‘zlovchi fikr-mulohazalarini til orqali bayon qiladi, tinglovchi esa til vositalari orqali ro‘yobga chiqqan fikrni anglaydi.

Boshlang‘ich sinflarda o‘tiladigan ona tili, matematika, o‘qish savodxonligi, tarbiya, tabiiy fan darslari o‘z mohiyati, maqsad va vazifalariga ko‘ra ta‘lim tizimida alohida o‘rin tutadi. Chunki ularning zaminida savodxonlik va axloqiy-ta’limiy tarbiya asoslari turadi. Shuning uchun ham boshlang‘ich ta’lim darslariga o‘quvchilar qiziqishini oshirishga alohida e’tibor berish lozim. Negaki, bolalar boshlang‘ich sinflardanoq «dars» degan muqaddas so‘zdan bezib qolmasliklari lozim. Bugungi kunda o‘quvchilarni darsga bo‘lgan qiziqishlarini oshirish uchun tajribali o‘qituvchilar turli didaktik o‘yinlardan foydalanishmoqda.

O‘qish darslarida 1 marta uchragan, bolalar ma’nosi tushunmaydigan so‘zlarning ma’nosini asarni o‘qimasdan oldin tushuntirishi kerak. Ko‘chma ma’nodagi so‘zlarni, obrazli ifodalarni, umuman, asarning badiiy tiliga doir nutq birliklari asarni o‘qib bo‘lgach tushuntiriladi.

So‘z ma’nolarini tushuntirishda quyidagi usullardan foydalaniladi:

1. So‘zni matn asosida tushuntirish
2. So‘z ma’nosini lug‘atdan, kitobdagi izohdan foydalanib tushuntirish.
3. Sinonimlarini keltirib tushuntirish.
4. Antonimiga taqqoslab tushuntirish.

Ko‘chma ma’noli so‘z, tasviriy ifodalarni, maqollarni ham taqqoslash usuli yordamida tushuntirish mumkin.

5. Birikmalar, gaplar yordamida tushuntirish.
6. So‘zni predmetning asosiy belgilarini aytish orqali tushuntirish.
7. Axloqiy mavhum tushunchalarni bildiradigan so‘zlar ma’nosini misollar yordamida tushuntirish.

Bir umumiy tushuncha bildiradigan so‘zlar sinonim so‘zlar deb yuritiladi. Ular qo‘shimcha ma’nolarni uslubiy qo‘llanishi bilan o‘zaro farq qiladi. O‘quvchi nutqi sinonimlarga boy bo‘lsa, nutqning ifodaliligi shuncha ortadi. Sinonim so‘zlar bilan ishlash elementlar ravishda 1-sinfdan boshlanadi, lekin maxsus soat ajratilmaydi [2]. Shu ketma-ketlikda osondan murakkabga qarab o‘rgatib boriladi.

Boshlang‘ich sinfda sinonim so‘zlar ustida quyidagi mashq turlaridan foydalaniladi.

1) berilgan sinonimlarni guruhlash;

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