



THE CONJUNCTIONS AND CONNECTIVES IN TAXIS RELATIONS

Sapayeva Bibijon Rustamovna

Teacher, Foreign philology Faculty, Urganch State University

ABSTRACT

This article reveals the essence and difference of conjunctions and connectives and their influencing factor on para-taxis and hypo-taxis relations in English complex sentences. The view point is explained with the sample sentences including different conjunctions and connectives active in use.

KEY WORDS: *conjunction, connective, para-taxis, hypo-taxis, semantic-functional, syntactic functional, parts of speech, linking words*

Auxiliary words are the words that serve to express grammatical meaning but are not able to possess denotative meaning. They don't perform any syntactic function as a part of a sentence. These auxiliary words can serve to connect particular words or sentences in syntactic structures by adding a semantic meaning to the previous meaning, so they are a peculiar grammatical measure that stands between head words and adjuncts.

In the meantime, the auxiliary words include connectives, conjunctions, and particles. Another significant point is that they were historically independent words, but nowadays have lost lexical meaning and stand for grammatical meaning.

For example: *for, as if, in case, with, like, because of, about.*

I wrote it with a pen. - "With" is used as a connective, by expressing "by the means of something."

I bought a pencil and a note-book. "and" identifies "consecutiveness, clarification, and exemplification."

A word used to connect words, clauses, and sentences, most commonly applied to conjunctions. The Connectives are linking words, considered as a secondary part of the sentence, and they are used to identify both grammatical and lexical meanings that actually follow the noun, pronoun, infinitive, and participial and link them to the head word. They are mostly prepositions and conjunctions.

The Connectives differ from other functional parts of speech in not being, as a rule, adjuncts of certain head-words.

1. They typically connect two words, either of which may be considered their head words.
2. The words they connect may belong to various parts of speech.

Actually, the conjunction is a part of speech characterised by the following features:

1. Its lexico-grammatical meaning of relations between substances, actions, properties, situations
2. Its peculiar combinability. As a rule, a conjunction connects two similar units: words of a similar type or clauses,
3. It functions as a linking word in a sentence.

Many conjunctions are homonymous with adverbs and prepositions (*after, since, before*), pronouns (*that, so, neither*), and participles (*supposing, provided*).

The lexico-grammatical meaning of conjunctions is an abstraction from their lexical meanings. The latter are also very general, abstract and rather weak. Therefore, conjunctions can be treated as semi-notional words, though not as form-words, since they are not devoid of content.

Again, conjunction is a word used to join other words or phrases together into sentences. Its unusual combinability. A conjunction usually connects two



similar units: the same type of words or clauses: E.g. *This is crystal clear and they admit it.*

Conjunctions (like, but and although) combine clauses within a compound sentence. *Connectives are the words that connect words, word-combinations, and sentences that belong to various parts of speech. The words that we constantly use in our everyday speech, such as when, but, because, prepositions or adverbs, can be used as conjunctions in written and spoken English.*

As a matter of fact, conjunctions are used to join two sentences in complex types of sentences. On the other hand, connectives are used within a short or long simple sentence. Examples of conjunctions:

1. He secured low marks in the examinations because he didn't prepare well (conjunction).
2. He is a very strong man by body, but he is very weak by heart (conjunction).
3. They came out here in such a hurry, it is not my fault if they assume they are alone- (conjunction)
4. You probably picked up my keys instead of yours. (conjunction)
5. **Instead**, his eyes grow a little more curious, like his intrigue is actually authentic-(connective)
6. It is too expensive and, anyway, the colour doesn't suit you—(conjunction)
7. I thought maybe he did it as a dare, but today he got off the bus at the same stop as me- (conjunction)
8. I know that sounds weird, but it is just something I do- (conjunction)
9. But when my parents get into fights, shuffling cards just calms me down sometimes and gives me something to focus on-(connective)
10. But if that guy doesn't have anywhere to go, I feel like my mother would know how to help him since she works at a school- (connective)
11. But I did notice he laughed at all the right times—(connective)
12. I don't know what I'll say to him if he tries to talk to me tomorrow-(conjunction)
13. He stared at me for a few seconds, like he was trying to decide if he wanted to trust me or not. (conjunction)
14. What is even weirder is how everything about Atlas seems so contradictory-(conjunction)
15. I nodded and walked behind him as he made his way down the hall.- (conjunction)
16. I don't know what I'll say to him if he tries to talk to me tomorrow-. (connective)
17. I know what I did next was stupid, so you don't have to tell me— (connective)
18. I wondered how someone with such a great smile could have such shy parents- (connective)
19. I look around at the room, knowing full well I am not going to be able to tackle this by myself.- (connective)
20. As soon as my eyes lock with Ryle's, his whole face morphs into a smile (conjunction)-
21. I would have been here an hour ago if I went with my gut instinct-(conjunction)
22. I wasn't sure if he saw me or not. (connective)
23. I don't know know if I should say something to my mother- . (connective)

The analysis of the above examples shows that the distinction between conjunction and connective words depends not only on the grammatical meaning or syntactic function, but also requires an in-depth analysis of the semantic-functional meaning of these words in the sentence. In particular, the words used as a conjunction are the basis for the formation of parataxis relations in sentences. It can be concluded that the connective words are the main factors in the formation of hypo-taxis relations.

1. I thought maybe he did it as a dare, **but** today he got off the bus at the same stop as me- (conjunction)

2. **But** if that guy doesn't have anywhere to go, I feel like my mother would know how to help him since she works at a school. (connective)

The conjunction in these sentences served to connect two simple sentences in parataxis relation and to expand on the main idea expressed in the principal clause. The existence of the *I thought* predicative relation in this sentence necessitated the occurrence of the parataxis relation. As a result, the function of the word *but* is used to connect the next two simple sentences syntactically and functionally.

In the next sentence, a hypothalamic attitude is formed using the word *but*. That's where the principal clause (I feel like my mother would know how to help



him since she works at a school) is used after the subordinate clause (**But** if that guy doesn't have anywhere to go). In this case, the sentences are interconnected semantically and functionally as the word *but* have additional semantic meaning (in terms of) that interferes with using the subordinate clause after the principal clause.

The words listed above can occur in both conjunctive and connective functions. But there are words in English that fly only in hypo-taxis constructions. Including, of course, the only thing that happened once. For example,

1. It sounded like a cheesy pick-up line, and all I could do was laugh –

2. Anyway, it was dark outside, so I noticed the light right away-Sure enough, a few minutes later, I saw him sneaking back inside that empty house.

3. Once we know what we are going to do with all the stuff, I grab a note-book and a pen, and we sit at one of the tasks to write down design ideas.

5. You have come late for the examination. However, you can still take the examination. (connective)

These conjunctions caused the formation of the hypo-taxis phenomenon in syntactic relations. In this case, the main reason why the following sentence comes from the main sentence can be explained by the fact that the word in the connective function has a semantic-functional meaning.

According to the rules of applied grammar, there is a special group of compound sentences introduced without any conjunction or connective in English. In some literature, they are introduced as syntactic-stylistic constructions, and some sources, as the asyndetically connected sentences within composite sentences. E.g. *The connective is not used in the sentence, but its meaning is clearly understood from its content.*

We would like to continue the discussion in order to clarify the view with the following sentences, introduced with 'and' used as the conjunction and connective in the following examples:

As a conjunction, it establishes parataxis relationships between sentences.

1. One of the mother's main cares should be to train her children in obedience to their parents and, likewise)
2. Young Jolyon hadn't seen Bosinney for a long time and wondered how the latter was getting on with his cousin's house. (as a result of this)
3. Liza wouldn't give up hope that Herman was faithful to her and would keep the appointment. (That's why)
4. Becky couldn't have been in bed and (as well as)
5. The announcement was broadcast several times yesterday, and you claim you didn't hear it. (=but)
6. Sartorius: I may say that your proposal, Doctor Trench, seems to be an honourable and straightforward one, and that it is very gratifying to me personally. (=; likewise,
7. Miss Leslie was an efficient stenographer, and Maxwell would never have dreamt of dismissing her. Therefore, for that reason)
8. The eldest son was a gambler and ruined the whole family. (as a result).
9. Although the pain was terrible, Tim clenched his teeth and didn't utter a sound. (= as a result, for that reason)
10. The young girl fell in love with Jim and didn't disguise her feelings. (as a result of this)
11. The old man stumbled over a chair and fell down. (=as a result)

As a connective that forms a hypotaxis relationship:

1. As I turned, the silly branch gave way... and I was out in midstream with a gallon of Thames water inside me before I knew what had happened. (=so then)
2. And there was dust and cotton fluff everywhere: in your eyes and ears, up your nose, smothering your hair, and working its way through your clothes until your skin itched. (=then; with;-)
3. You can at least call from there if you want. And the apartment is air-conditioned. We might all cool off for a minute and get some fresh air. (=then, because; additionally)
4. Science is discovering more and more about the sun's influence on the Earth. (=onward)



In conclusion, it is worth noting that the syntactic-functional meaning of conjunctions and the semantic-functional meaning of connectives are the main factors in identifying the nature of the parataxis and hypo-taxis relations in composite sentences. This view point needs further explanation, taking into consideration the common and differentiating features of conjunctions and connectives.

REFERENCES

1. *B.S.Khaimovich, B.I.Rogovskaya. A course in English grammar. Moscow.1967*
2. *A.Anorbekova, Sh.Mirzayeva. Modern Uzbek literary language. Tashkent. Bayaz.2016*
3. *Collen Hoover. It ends with us.*