

THE FUNCTIONS OF SYNTAGMAS IN THE SENTENCE STRUCTURE AND TEXT

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Abstract. The article talks about the significance of syntagma in linguistics and its function in the text and sentence.

The purpose of the study is to determine the function of the syntagma in the text and sentence.

The scientific significance of the study is to determine the role of word, sentence, and syntagma in the process of text formation, its structure, and perception.

The practical significance of the study lies in the fact that the knowledge, important for the development of word theory and speech practice and syntagma, allowed us to determine which words relate to structural and semantic groups, semantically, intonationally, and grammatically correct sentence constructions. This contributes to solving complex problems in syntactic analysis, and teaching.

The article uses methods of structural-functional, empirical, and theoretical levels, as well as descriptive, typological comparative-historical, controlling, experimental, and generalizing methods.

The results of the study showed that a group of words presented in a syntagmatic refers to a specific speech situation and has situational content, and in writing it is expressed in intonational and intensional variants.

The value of the research is a contribution to the field of linguistics, including structural grammar, teaching the Kazakh language, and pedagogy.

The practical value of the results of the study – structural grammar, contributing to the solution of informative, communicative problems of the effectiveness of teaching the Kazakh language has been established.

Keywords: syntagma, text, sentence, structure, grammar, syntagmatic relations, speech unit, syntagmatic structure of the speech

Basic provisions

The syntagmatic structure of a sentence may be single or multi-component, that is, it includes one minimal elementary unit of speech or several units that act as a sentence. Syntagma is the original unit of speech creation and perception, therefore it is the reference unit in the formation of all types of speech activity and text transmission.

Introduction

A sentence is a speech structure that can be defined as a fragment of text, but it can also be qualified as a minimal text of an extremely concise genre (proverb, proverb, paradox, aphorism, poem, epitaph, etc.) [1, p.14]. The sentence is not built directly from words / or phrases // it is an intermediate speech structure // occupying a position between the minimum speech organizing unit/syntagma / and the text / as a complete unit of speech //sentence structure the text / to facilitate its syntagmatic division and perception /// syntagmas form all speech units / and the text as a whole /// laying brick to brick / a bricklayer builds all the floors / and thus the house // just like the subject of a speech / using syntagm / gradually / one by one / forms all sentences / and at the same time / the text as a completed unit. Sentences and punctuation have disappeared from the text, but when you specify the boundaries between syntagmas with the quality of pauses (longer and less long), it is unlikely that it has become more difficult to understand. Even despite the novelty of the design. It is formed not from sentences, but as a result of a sequential linear build-up of syntagmas, the perception of which allows you to accurately understand the content. Sentences perform a structuring function in the text. Many people would define the boundaries between them in a particular text in their way, although they would perceive its content quite adequately [2, p.87].

Materials and methods

The American scientists T. Bever, D.Slobin, and J. Fodor studied the structure of speech and showed that speech, and sentences, are «structural sequences consisting of various hierarchical units». Structural sequences are the concept of structure that directly form sentences conveyed by sounds, morphemes, words, and syntagmas. This view is considered unfounded, as no clear differentiation between the linguistic system and the speech domain is expected here, leading to a mixture of linguistic units of different spheres and levels. Neither common sounds, syllables, nor morphemes fulfill the function of speech creation and therefore are not evaluated as direct components of a sentence. From the outset, they have an established character. The basic methods used are structural-functional and comparative approaches to syntagmas. Empirical and theoretical level methods, descriptive, comparative, typological, and comparative-historical methods are used. To overcome some linguistic correlation and language difficulties, the following research methods as observation, experiment, generalization, and survey of the teachers' experience were used to find out more appropriate variants to explain the essence of the sentences and texts.

Syntagma is a phenomenon that allows people to define ways of language communication. Syntagma is the idea that language is made up of groups of words or phrases that interact with each other. These groups are called "syntagms" and they can be used to express complex ideas clearly and concisely. Syntagmas are essential for effective communication. The syntagms defining the author/receiver model also include the concept of the text-message model, which refers to communication through written messages. This model has become increasingly popular in recent years, with the rise of instant messaging and text messaging [3].

It is essential to outline the approach to investigate the syntagmas within Kazakh language sentences and texts while designing the materials and methods for the research. Linguistic resources such as dictionaries, grammar books, and linguistic software were identified to analyze the syntagmas in the Kazakh and English language texts. These resources supported guidelines and criteria for annotating the syntagmas within the texts. They defined the constituents of a syntagma, helped to identify syntactic functions, and to mark syntactic boundaries.

The following methods were used to develop the research outlines:

– syntactic analysis: to analyze the syntagmas in the Kazakh language texts. This involves traditional syntactic analysis techniques, such as parsing sentences into constituent parts, identifying syntactic roles, and categorizing syntagmas based on their functions;

– functional analysis: it includes examining syntagmas in context to determine their semantic roles, discourse functions, or contributions to text cohesion and coherence;

– qualitative analysis: It focuses on syntagmas contextual meanings, pragmatic functions, and stylistic features. This involves close reading of text excerpts, linguistic interpretation, and discourse analysis techniques.

All these studies contribute to the formation and development of the syntagma theory. While reviewing the literature, we see that syntagma is closely related to psycholinguistics, functional linguistics, lexicology, morphology, syntax, and stylistics. The purpose of speech is to convey thoughts, ideas, and messages to others. As quoted by A. Baitursynuly, "People do not speak about themselves; they speak for others," [4] emphasizing that speech is social and communicative in nature. As a result, speech is often used to communicate information about others rather than oneself, and it is primarily used to portray oneself in the best light, rather than to convey thoughts and feelings of the speaker.

Results

It is very important to keep in mind that not all syntactically related words are included in the same syntagma. They may refer to different syntagmas. So, keywords are syntactically combined, but they are included in different syntagmas. Their relationship is inter-syntagmatic. By linking keywords, it combines groups of words as independent units, making them sentences, statements, and text, i.e. a single coherent speech. The status of the syntagma is determined by its three main functions: 1) to be a material in the structural and semantic organization of all the constituent speech units; 2) to promote an accurate understanding of speech and 3) to bring clarity to the structure of the sentence, contributing to the adequate qualification of its components [5, p.105]. In some languages, such as English, a part of speech membership of a word is determined not based on indicators, the inherent word as a vocabulary unit of a language system, or the grammatical unit of the system is based on its speech function, taking into account its syntactic position. In English speech, a grammatical homonym can act as a noun, adjective, or verb. The degree of generalization of the word in English is higher than in Russian or Kazakh. In the position of the subject, the word is qualified as a noun, in the position before

the noun it is often perceived as an adjective, and in the position of the predicate – as a verb. In Russian, Kazakh, and other languages, due to their inflectional nature, the partial belonging of a word is already defined in the dictionary system of the language and does not appear to be as hypothetical as in English.

This provision is reflected in dictionaries of the English language, in which nouns, adjectives and verbs are usually presented not as separate articles, but as different semantic and grammatical meanings of the same word. The word and its potential meanings. Grammatical indicators of syntagma are reflected in its intra-syntagmatic and inter-syntagmatic relations. The organization of a speech is carried out with the help of inter-syntagmatic communication between syntagmas in their build-up. In its essence, it is possible to distinguish grammatical, semantic and associative inter-syntagmatic connection, and in its direction – vertical and horizontal [6, p.89].

The theory of syntagma is closely connected with pragmatics of speech. In the native language it is important for formation and development of skills of written summary of the matter while teaching reading with adequate perception of the text. It is effective while studying foreign languages, which successful mastering is possible only with syntagmas, with the comprehension of the syntagmatic structure of the reviewed text, not separate words of a foreign language.

Grammatical and semantic connection is manifested both horizontally and vertically, covering both directions. Associative link functions only horizontally. All types of subordinate relations represent a vertical direction, reflecting the grammatical hierarchy of the combined syntagmas. Predicative and compositional associations represent a horizontal relationship. Associative communication can be qualified as a kind of semantic. Its isolation into a separate type is due to the fact that, in contrast to the actual semantic, associative relationship appears only in the horizontal, when there are analogies, correlation, comparison, and explanation. In general, the semantic relationship appears in such variants as the actual semantic (when syntactically related combined components), mediated (arising between syntactically unrelated components grouped around keywords, based on the relationship between keywords) and associative. Types of communication are realized not separately from each other, but in unity: grammatical and semantic. The associative relationship is represented, for example, in the following speech fragment: the sentence is not built directly from words / or phrases, // it is an intermediate speech structure, // occupying a position between the minimal speech organizing unit, / syntagma, / and the text / as a complete unit of a speech. // Sentences structure the text / to facilitate its syntagmatic division and perception. /// Syntagmas form all speech units / and the text as a whole. /// Laying brick to brick, / the bricklayer builds all the floors / and thus the house, // just as the subject of speech / with the help of syntagmas / gradually / one by one / forms all the sentences / and simultaneously / the text / as a complete unit.

Discussion

The status of the Syntagma is determined by its three main functions: 1) to be a material in the structural and semantic organization of all constituent speech units;

2) to promote an accurate understanding of speech and 3) to bring clarity to the structure of the sentence, contributing to the adequate qualification of its components [7, p.86]. For example, when figuring out how to transfer the value of predictability-one-part or two-part. For instance: It is necessary to quit smoking and need to quit smoking. A pause in the second version indicates two syntagmas and indicates the ambiguity of the sentence. The proposals have different contents, due in the first case-an impersonal structure, and in the second ratio of action as a fact (quit Smoking) and the highest degree of its obligation (it is Necessary). Speech is made up of syntagmas, and it can be adequately understood only at the level of the same minimal unambiguous speech units. Usually, syntagma is smaller than the sentence, but often it can coincide with it or with a separate predicative unit in a complex sentence. In some cases, depending on the communicative purpose and emotional state of the subject of a speech, it may include several one-part predicative units of the nominative or verb type. Academician L.B. Shcherba was engaged in the problem of syntagma for about thirty years. He went from a phonetic understanding of it to a syntactic one. In his recent speeches and recordings, which unfortunately remain unpublished, he speaks of it as the main speech-producing unit, which fully corresponds to a speech reality [8, p.34]. However, many modern linguists, speaking about syntagma, for some reason rely not on the latest conclusions of the researcher, but on his early views and thus falsify his final qualification for this speech unit. In oral communication, the division of speech into syntagmas is carried out using pauses. There is no division into words and sentences. The boundaries between sentences are not realized either by the subject of the speech or by its listeners. Words are recognized at the level of syntagmas, and thus the specific content of each syntagma is fulfilled. As a result of a sequential combination of syntagm values, the general content of a speech is formed. The traditional division of a speech in writing into sentences inevitably falls on one of the boundaries between syntagmas (usually with a long pause). Words of a language with their generalizing meaning can relate to any situation. In the language system, the word, reflecting the essential feature of reality (in a broad sense), is generalizing and denotes the reality type. Thus, the essential features of a reality are relevant here. However, in speech it is necessary to reflect a specific reality, highlighting it from all the same type. This is facilitated by the indication of those features that are unique to it. And this is done based on updating its accidental properties and qualities, to reflect what appropriate words are used. Combining into a single structural-semantic group, such a group of words creates a syntagma, which is a minimal speech unit with a specific situational meaning. Syntagmas, combining words grammatically and in meaning, mark their transition to the sphere of speech [9, p.45]. Hence, syntagma is a structure in which generalized language signs are transformed into a single minimal unambiguous speech unit. The group of words presented in syntagma, correlating with a specific speech situation, acquires a situational content. The relevance of a situational meaning for speech is paramount. Earlier I.A. Baudouin de Courtenay distinguished between a word in language and a word in speech, using different terms for their names [10, p.125]. Thus, he clearly

distinguished the spheres of language and speech, language and speech units in general.

For example: (1) a boy bought a pen.

The intonational structure of this sentence would be monosemantic. The monosemantic structure consists of different intonational and intonational variants. It is necessary to understand the structure and intonation of the units that make up the sentence. Here we can only determine its context. If the content of the sentence reflects the fact that the girl has bought a book, it consists of only one syntagma [11]. For example: did what?

If the sentence answers the question: who / bought the pen? it consists of two syntagmas and we have to make a mandatory break between them:

(2) the boy / bought the pen.

The emphasis is on the subject and object-oriented activity. The syntagmatic emphasis falls on the syntagmatic meaning of the subject receiving the new information.

If the sentence answers the question: What did the boy buy? It also includes two syntagmas, but both are structured and content-based:

(3) the boy / bought a pen.

Again, there will be a mandatory break between the two. The action now distinguishes between a syntagmatic meaning of the subject and a syntagmatic meaning of the object. The syntagmatic emphasis is on the syntagma that makes sense to the subject.

Since you can buy a book, give a book, read a book, write a book, give a book, etc., you can ask the following question: what did the child do / with the pen?

The answer is obvious: (4) the boy / bought / the pen.

Hence, the sentence consists of three syntagmas. The first and third syntagmas consist of known facts and the third syntagma provides new information. Therefore, he emphasizes not only pauses but also intonationally. He also has a syntagmatic emphasis.

The structure of a single sentence acquires different content formats with the same lexical content depending on its communicative purpose. The content changes the syntagmatic structure and its intonation each time. Through pauses, melodic and syntagmatic emphasis understanding can help distinguish the most important content from the adequate perception of syntagmatic and content.

Even about the simple sentence mentioned above, a sentence in English consists of syntagmas rather than individual words. The reader must therefore understand the combinations of words and their intonation.

A sentence expresses the unity of structure, intonation, and content. There are different sentences with a similar graphical form. The context helps to understand the syntagmatic structure of a particular variant and determine its intonation.

Speech is a personal creative output. It is created by the unit of speech of each speaker. Therefore, any speech chain must be broken down into its constituent variable speech components. Sound syllables and morphemes do not participate in its organization; therefore, it cannot be divided into these units in the speech aspect. The limit at which a sentence is divided into speech is the syntagmas that the author

indicates as the constituent units of its structure and content. For example, a text can be divided into syntagms (because they are made of them) according to their syntagmatic structure, sentences as speech units that structure its content, and complex syntactic units. Words as individual units of the language system do not form generalized direct speech. They can be speech units in a Syntagma, combine with other words, and have mutual situational meaning. The aforementioned scholars first applied the concept of 'direct components' in their research. We think they did so with some inconsistency because they could not separate language and speech domains, language units from language and speech.

«Every text and every sentence consists of minimal and monosemantic components of speech. Consequently, every sentence must have direct components, that is, units of speech. These are syntagms, and they represent the transition from the linguistic sphere to the speech sphere. They are characterized by minimalism, specificity, one-dimensionality, and specific expression of a fragment of the situation as initial speech structures. The word language reflects the essential feature of being, which makes it possible to unite all realities into one group with a given sign and contrast them with other realities with other meaningful features. The meaning of such a word is generalizable. The word as a part of the syntagma actualises the accidental signs of reality that distinguish it from other similar realities. Hence, syntagma means real reality, without any particular reality. J. A. Baudouin de Courtenay used different terms – lexeme and syntagma – to distinguish words in language and speech. But the term 'syntagma' in Baudouin's sense is not fixed in science. The very relevant fundamental scientific considerations involved in rejecting the use of the term have been left behind» [8].

Each syntagm has its special meaning and contributes to the overall meaning of the sentence. The sentence needs at least one syntagm to be complete, but the number of syntagms can be increased to make the sentence more vivid, precise, or complex. The language competence of the author also influences the number of syntagms used, as certain language structures may require more syntagms than others to convey the same idea.

Conclusion

In linguistics, a syntagma is an elementary segment in a text. This segment can be a phoneme, a word, a grammatical phrase, a sentence, or an event in a larger narrative structure, depending on the level of analysis. The syntagmatic analysis examines the relationships (rules of combination) between syntagmas. At a higher level, narrative structures reflect a true flow based on tension and relaxation; thus, for example, events or rhetorical personalities can be seen as syntagmas of epic structures. Syntagmas do not form new concepts; they concretize and clarify those concepts that designate words in a language system. Studying syntagma and syntagmatic structures provides insights that influence how sentences are taught. It recognizes the sentence as more than a sequence of words but as an implementation of a structural scheme where each word, as a lexical distributor, plays a crucial role in shaping the overall syntagmatic structure. This perspective contributes to a more nuanced understanding of language structure and sentence formation. The emphasis

on situational meaning and context aligns with the role of words in capturing specific meanings within given situations. Words, as minimal and variable units, can convey situational nuances effectively.

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МӘТІН МЕН СӨЙЛЕМДЕГІ СИНТАГМАЛАРДЫҢ ҚЫЗМЕТІ

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Аңдатпа. Мақалада синтагманың лингвистикадағы рөлі және мәтіндегі, сөйлемдегі қызметі туралы мәселе қарастырылады.

Зерттеудің мақсаты – мәтіндегі, сөйлемдегі синтагманың атқаратын қызметін анықтау.

Зерттеудің ғылыми маңыздылығы – мәтінді қалыптастыру, оның құрылымы мен қабылдау үдерісіндегі сөз, сөйлем және синтагма рөлінің анықталуы.

Зерттеудің практикалық маңыздылығы – сөз теориясы мен сөйлеу практикасының дамуына маңызды және синтагма туралы білім қай сөздер құрылымдық-мағыналық топтармен сәкес келетінін, сөйлемнің мағыналық, интонациялық, грамматикалық жағынан дұрыс құрылуын анықтауға мүмкіндік берді. Бұл синтаксистік талдау жасауда, оқытуда күрделі мәселелердің шешілуіне ықпал етеді.

Мақалада құрылымдық-функционалдық, эмпирикалық және теориялық деңгейлердің әдістері, сондай-ақ сипаттамалық, типологиялық және салыстырмалы-тарихи, бақылау, эксперимент, жалпылау әдістер де қолданылды.

Зерттеудің нәтижелері синтагмада берілген сөздер тобы белгілі бір сөйлеу жағдаятымен корреляцияланып, ситуациялық мазмұнға ие болатыны, ал жазбаша түрде интонациялық және интенционалды нұсқаларда көрініс табатыны анықталды.

Зерттеудің құндылығы – тіл білімінің салаларына, оның ішінде құрылымдық грамматика, қазақ тілін оқытуда, педагогикаға қосатын үлесі мол.

Зерттеу қорытындысының практикалық маңызы – құрылымдық грамматика, қазақ тілін оқытудың нәтижелі болуына ақпараттық, коммуникативтік проблемаларды шешуге ықпал ететіндігі айқындалды.

Тірек сөздер: синтагма, мәтін, сөйлем, құрылым, грамматика, синтагматикалық қарым-қатынас, сөйлеу бірлігі, синтагматикалық сөйлеу құрылымы

ФУНКЦИИ СИНТАГМЫ В СТРУКТУРЕ ПРЕДЛОЖЕНИЯ И ТЕКСТА

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Аннотация. В статье рассматривается вопрос о роли синтагмы в лингвистике и ее функции в тексте, предложении.

Цель исследования – определить функцию синтагмы в тексте и предложении.

Научная значимость исследования заключается в определении роли слова, предложения и синтагмы в процессе формирования текста, его структуры и восприятия.

Практическая значимость исследования заключается в том, что знания, важные для развития теории слова и речевой практики и синтагмы, позволили определить, какие слова соотносятся со структурно-смысловыми группами, семантически, интонационно, грамматически правильными построениями предложения. Это способствует решению сложных задач в синтаксическом анализе, обучении.

В статье использованы методы структурно-функционального, эмпирического и теоретического уровней, а также описательные, типологические и сравнительно-исторические, контрольные, экспериментальные, обобщающие методы.

Результаты исследования показали, что группа слов, представленных в синтагме, соотносится с конкретной речевой ситуацией и имеет ситуативное содержание, а в письменной форме выражается в интонационных и интенциональных вариантах.

Ценность исследования – вклад в области языкознания, в том числе структурной грамматики, преподавания казахского языка, педагогики.

Установлено практическое значение результатов исследования – структурная грамматика, способствующая решению информационных, коммуникативных проблем результативности обучения казахскому языку.

Ключевые слова: синтагма, текст, предложение, структура, грамматика, синтагматическая связь, речевая единица, синтагматическая структура речи

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