

APPEARANCE OF PROMPT FORMS

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ANNOTATION

This article defines the impact of the direct address on the communication process, the role of the category of addressing in communicative purpose, the role and importance of the implementation of the goals and the organization of communication based on the grammar.

Key words: *direct, purpose, goal, role, category*

Syntax is also used to express the meaning of phrases and sentences and their grammatical constructions, including language usage.

Syntax is also used to study parts of speech. They consist of a primary (possessive, participle) and secondary parts (complement, determiner, case). Recently, the question of whether the cut is the basis of the sentence, and the status of the third part of the sentence, the motivation, the introduction and the introduction, has also been raised.

In this article, we will focus on one type of appeal - motivation. The problem of syntactic units that serve to define the content of a sentence, parts of speech, parts of speech, especially, sometimes interpreted as a "part not connected to parts of speech", sometimes as a "tertiary part of speech" One of the syntactic units that is being studied is stimuli, which have been studied by many scholars in our linguistics. For example, A. Fitrat, in his 1924 book *Nahv (Syntax)*, distinguishes between motivational sentences under the term "motivated speech" and defines motivation as follows: If it is said at the beginning of the sentence, either in the middle or at the end, it is a word that encourages such a sentence, and the name itself is a "horse of encouragement": "Guys, gain as much knowledge as you can." [1] Fitrat distinguishes the word "boys" in the example as "consonant horse". After Fitrat, Sh. Zunnun in his book "Rules of Language", published in 1925, states the following about motivation: "Words spoken in a sentence with a raised voice and approaching a person or something.

The word "consonant" is called: "Workers, unite" [2] (the word "consonant" is the word "consonant"). He said in his 1955 book, *Simple Speech*, that this idea is true only when words are used to describe a person, but that words are used to describe animals and inanimate objects. However, the above rule is a bit "narrow". Later, in the 1944 and 1976 editions of the book "Grammar of the Uzbek language" urges: 'reef was given, and this definition was a summary of all the opinions expressed and expressed about incentives up to that time. In modern linguistics, stimuli are also used to describe the person or object of thought.

But there is another important side to the issue. There are sayings in our speech that are based on motivations. We know that motivations are words (Poem, you are good. (U.Nosir)), phrases (Dear child, I have high hopes for you.) And speech (Salima shouted: It can also be expressed in the form "Moon"!). It is known from the theories of urges that the urges that come at the beginning of a sentence turn into strong emotions and are followed by an exclamation mark. A.Fitrat, Sh.Zunnun, A.Gulamov have comments on all this in their works (as well as in the textbooks "Grammar of the Uzbek language", "Modern Uzbek literary language").

Intersections, relative completeness, and tone are important characteristics for speech. If there are no punctuation marks in the word, only the tone in the speech can indicate whether the word is a noun or a sentence, and if so, what nature it is. [3] For example, Ukam. (Pronoun) Ukam? (Interrogative pronoun) Ukam! (Exclamation) All three sentences differ only in tone. Some forms of encouragement may have similar characteristics. Basically, the motivations that come at the beginning of the speech and are said with strong emotion. For example, Years! Years of talking to my pain alone without a witness! The unit is not motivated. To

be more precise, the unity of the years is told with great emotion. That is why this unit is no longer an expansive part of speech, but an independent speech - an exhortation. We can also cite the following statements as an example of our idea above: Mother! I have many wishes for you in my heart! or my homeland! I will not exchange worlds for you! Mother in law! and my homeland! we can also say units because in both examples the first thought tone is completed and the sentence is punctuated, and in the second sentence a new idea is said in a different tone. But the content of both parts is interconnected. The second sentence is logically a continuation of the first sentence.

Language is constantly changing and evolving. As our language develops, its undiscovered aspects will be revealed and new information will be added. The Uzbek people are distinguished from other nations by the richness and uniqueness of their speech. We have seen evidence of this in the examples above. Our observations have shown that it would be more accurate to say that in our language there are sentences that are used in close proximity to the words that come as a stimulus, not as stimuli that come in the form of speech. The results of the study also suggest that focusing on basic skills out of context does not lead to inferential reading comprehension improvement because such isolated skills remain in isolation and cannot compensate for students' lack of content knowledge. In other words, the basic blocks of reading are not enough for constructing meaning from the text and inferring what is between the lines because readers create meaning and make inferences depending on their prior content knowledge and on the strategies they employ to activate and connect this knowledge to the text they are reading. Therefore, one cannot expect students to think inferentially if they do not have enough prior content knowledge to base their thinking on. In support of this implication, some researchers found that content schema was more important for reading comprehension than formal and linguistic schemata. Freebody and Anderson (1983), for example, found that familiar text content aided comprehension more than familiar vocabulary. Nunan (1985), for a second example, found that the text which was linguistically easier but with unfamiliar content seemed to be significantly more difficult to comprehend than the text that was linguistically more difficult but with more familiar content. Taft and Leslie (1985), for a third example, found that third grade children with high prior content knowledge could comprehend up to 75% of the texts that were at a 5 th-6th grade readability level and concluded that readers with high background content knowledge can not only read better, but also comprehend beyond what is considered their normal reading level. Carrell (1987), for a fourth example, found that unfamiliar content schema negatively affected reading comprehension to a greater extent than unfamiliar formal schema and that reading familiar content even in an unfamiliar rhetorical form was relatively easier than reading unfamiliar content in a familiar rhetorical form. Moreover, of particular importance for foreign language students, Keshavarz, Atai and Ahmadi (2007) found that content schema had a greater effect than linguistic simplification on both reading comprehension and recall. The results of the studies mentioned above are in line with the implication that prior content knowledge plays a more significant role in reading comprehension than linguistic knowledge because readers can compensate for their linguistic deficiencies by guessing the general meaning according to assumptions derived from their content schema, but not the reverse. However, this does not mean that linguistic knowledge is not necessary for reading comprehension, but it is not enough for achieving a higher level of comprehension. The experimental group students in the present study reached a higher level of reading comprehension than the control group ones not only because they activated their own content schema and responded to whole texts, but also because they had a threshold level of foundational reading skills before the beginning of the study. This in turn enabled them to use global reading strategies to read strategically and inferentially. The implication here is that a certain amount of linguistic competence is needed before applying performance assessment particularly in the initial stage of

learning a foreign language. In line with this implication Takahashi and Beebe (1987, cited in Ellis, 1994, p. 181) state that “learners may need to reach a threshold level of linguistic proficiency before pragmatic transfer can take place.” In support of the same implication, Smith et al. (1997)

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