COMMUNICATIVE DERIVATIONAL FEATURES OF PARAGRAPH FORMATION (ON THE EXAMPLE OF ENGLISH AND UZBEK LANGUAGES)

Botirova Gulsanam
1st year master's student of Samarkand State
Institute of Foreign Languages

Annotation: This article explores the communicative-derivational features of paragraph formation in English and Uzbek. Based on the analysis of authentic texts of various genres, the study reveals differences and similarities in paragraph structure organization, conditioned by the typological characteristics of the languages, as well as cultural and communicative norms. Particular attention is paid to the role of derivational processes (the choice of lexical-grammatical means and syntactic structures) in forming paragraph unity and coherence. The research demonstrates that in English, paragraphs are often formed on the basis of linear progression and explicit linking elements, while in Uzbek, implicit connection based on key word repetition and semantic proximity may prevail. The article also touches upon the influence of genre and functional style on paragraph organization. The findings of this study can be valuable for linguists, methodologists of foreign language teaching, as well as for specialists in the field of intercultural communication.

Keywords: paragraph, communication, derivation, paragraph division, paragraph structure, textual cohesion, textual coherence, lexico-grammatical devices, syntactic constructions, implicit connection, explicit connection, language typology, semantic integrity, thematic organization, communicative intention, text-forming elements

INTRODUCTION

A paragraph, as a basic structural unit of a written text, plays a key role in the organization and perception of information. It serves not only to divide the text into smaller, logically related fragments, but also to create a certain rhythm of reading, emphasize important ideas and control the reader's attention. The study of the mechanisms of paragraph formation is of considerable interest to linguistics, since it allows us to understand how linguistic and communicative means interact to create a holistic and coherent text. This article is devoted to the analysis of communicative-derivational features of paragraph formation, focusing on the role of the choice of lexical and grammatical means and syntactic constructions in the formation of paragraph unity and coherence. Research consider how different types of linguistic units (derivational elements) participate in the creation of logical connections, the expression of the author's position and the achievement of the communicative goals of the paragraph. The aim of our work is to identify general patterns and specific features in the organization of paragraphs, which, will contribute to the understanding of text formation processes and open up new prospects for research in the field of discourse analysis.

DISCUSSION

Our research has confirmed that typological differences between analytical English and agglutinative Uzbek have a significant impact on the formation of paragraph structure. In English texts, we observed a predominance of linear progression, where each subsequent

paragraph, as a rule, develops the theme of the previous one, relying on explicit connecting elements (conjunctions, adverbs, pronouns, repetition of key words). This tendency corresponds to the general orientation of the English language towards clarity and unambiguity in expressing semantic relations. In Uzbek texts, on the contrary, we have revealed a more complex and diverse picture. Linear progression is less common, and the connection between paragraphs is often implicit, based on semantic proximity, repetition of key words, associative links and a common thematic focus. Such an organization of paragraphs reflects the general tendency of the Uzbek language towards implicitness and situationality in expressing semantic relations. Our study showed that the choice of lexical and grammatical means and syntactic constructions plays a key role in the formation of paragraph unity and coherence. In English, derivation is often aimed at creating clear and unambiguous connections between paragraphs. The use of introductory constructions, adverbial expressions and conjunctions contributes to the consistent development of the topic. In the Uzbek language, on the contrary, derivational processes are more often used to create implicit connections based on semantic proximity and context. Repetition of key words, the use of pronouns and various syntactic constructions contribute to the creation of multi-layered connections that require greater cognitive activity from the reader [1,56-68].

We found that the author's communicative intention has a significant impact on the formation of paragraph structure in both English and Uzbek. In informative texts, both in English and Uzbek, paragraphs are generally more clearly structured, with explicit connections and linear progression. However, in fiction texts, both in English and Uzbek, there is greater variability in paragraph structure, with a freer use of implicit connections and deviations from linear progression. This confirms that the paragraph is not simply a formal unit, but serves as a tool for achieving the author's communicative goals. Although the results of our study generally confirmed the main typological differences between English and Uzbek, we also found some deviations from the norm. For example, in some Uzbek texts, especially in journalistic and scientific ones, there was a more frequent use of explicit linking elements, which may be a consequence of the influence of the English language or the general trend towards the internationalization of scientific discourse. Similarly, in some English fiction texts, there was a use of more implicit links, creating a more complex and ambiguous effect. These deviations indicate that the formation of a paragraph depends not only on the typological features of the language, but also on other factors, such as genre, style, individual characteristics of the author and the communicative situation.

The results of this study have significant practical significance for teaching foreign languages, in particular, for teaching English to native speakers of Uzbek and vice versa. Understanding the features of paragraph organization in different languages will help students better understand texts in a foreign language and form their own written texts, taking into account the specifics of communicative norms and stylistic requirements. Our results may also be useful for translators, editors and other specialists working with texts in English and Uzbek. Our study contributed to the understanding of the relationship between the typological characteristics of languages and the organization of text structure, in particular, paragraph structure. The results confirm that a paragraph is not only a formal but also a communicative unit, the formation of which is conditioned by both linguistic and extralinguistic factors. In addition, the study emphasized the importance of studying derivational processes within the framework of text linguistics, since they play a key role in

creating semantic and structural connections between parts of the text. Our research is only the first step in studying the communicative-derivational features of paragraph formation in English and Uzbek [2,23-25].

There are many directions for further research. In the future, it would be interesting to consider:

• A wider range of genres and styles, including business correspondence, technical documentation and scientific publications.

• The influence of individual characteristics of the author and their stylistic preferences on the formation of paragraph structure.

• Changes in paragraph structure in different historical periods and in different socio-cultural contexts.

• The role of other text elements (introductory words, rhetorical questions, parallel constructions) in the formation of paragraph unity and coherence.

• Application of corpus linguistics methods to analyze large arrays of text data.

• Comparative study of paragraph formation in other pairs of languages with different typological characteristics.

METHODOLOGY

General principles of the methodological approach:

1. Contrastive analysis: Teaching should be based on the contrastive analysis of English and Uzbek texts, identifying differences and similarities in paragraph structure, derivational means and communicative strategies.

2. Communicative focus: Exercises should be focused on developing communicative skills, allowing students to understand and create texts that comply with the genre, stylistic and communicative norms of each language.

3. Authentic materials: Teaching should be based on the use of authentic texts of various genres (fiction, journalistic, scientific, business), so that students can become familiar with real examples of paragraph organization in different contexts.

4. Development of metacognitive skills: Students should be offered tasks that contribute to the development of their analytical and reflective abilities, allowing them to be aware of their learning strategies and control the process of paragraph formation.

5. Integration of skills: Teaching should be aimed at integrating various language skills (reading, writing, speaking, listening) in the study of paragraphs, creating conditions for their effective application in different types of activities.

6. Individualization of teaching: Taking into account the individual characteristics and level of preparation of students when choosing tasks and selecting materials [4,230].

The proposed methodological recommendations and exercises are only examples of how the results of the study of communicative-derivational features of paragraph formation in English and Uzbek can be used in the educational process. It is important that teachers adapt these materials to the specific needs and goals of their students, and use diverse and creative approaches that promote the development of linguistic and communicative competencies. Effective use of these methods will allow students not only to better understand and create texts, but also increase their awareness of the specifics of text organization in different languages and cultures.

ANALYSES AND RESULTS

A corpus was formed for the study, including:

• English language:
• Fiction (novels, short stories)
• Journalism (articles from newspapers and magazines)
• Scientific articles (from various fields of knowledge)
• Business correspondence (letters, e-mails)

The total volume of the corpus was 50 texts in each language, 10 texts in each genre, which ensured sufficient representativeness of the sample for comparative analysis.

Based on the statistical analysis of paragraph length, it was found that the average length of a paragraph in English texts is somewhat shorter than in Uzbek texts. On average, paragraphs in English texts contain 5-7 sentences, while in Uzbek texts this figure is 6-9 sentences. This difference may be due to the fact that the English language is more inclined to use linear progression and explicit connections, allowing for a clearer and more compact expression of thought, while the Uzbek language often relies on implicit connections and detailed description, which leads to an increase in the length of paragraphs [5,38-39].

Type of paragraph organization:

The analysis revealed that linear progression prevails in English texts, where each subsequent paragraph logically continues and develops the theme of the previous one. The use of explicit connecting elements (conjunctions, adverbs, introductory words) is also a characteristic feature of paragraph organization in English. In Uzbek texts, on the contrary, linear progression is less common, and the connection between paragraphs is often implicit, based on semantic proximity, repetition of key words, parallel constructions and contextual dependence. This emphasizes the general tendency of the Uzbek language to implicitness in expressing semantic relations.

The role of topic sentences:

In English texts, topic sentences are usually located at the beginning of a paragraph and express its main idea. In Uzbek texts, topic sentences can be either at the beginning or at the end of a paragraph, and sometimes they can be implicit. This indicates greater flexibility in organizing paragraphs in the Uzbek language. In English, lexical repetitions of key words and synonyms, as well as introductory words and phrases indicating the connection between ideas (e.g., however, therefore, in addition, on the other hand) are often used to ensure paragraph coherence. In Uzbek, pronouns, demonstratives, and repetitions of key words and their semantic analogues are often used to create coherence, but not always with the explicit use of linking lexemes.

Grammatical means:

In English, conjunctions, union words, and introductory constructions are often used to create coherence between sentences. Various types of subordinate and coordinating connections serve to explicitly express the relationships between ideas. In Uzbek, coherence between sentences within a paragraph is often ensured by word order, the use of adverbial participles and participles, as well as by syntactic parallelism. Conjunctions and union words are used to a lesser extent than in English. The analysis showed that the genre of the text has a significant impact on the paragraph structure in both languages. In scientific texts in both English and Uzbek, paragraphs are usually more clearly structured, with explicit connections and linear progression. In fiction texts, there is greater variability in the organization of paragraphs, with the use of more implicit connections and deviations from linear progression.

The author's goal also influences the choice of paragraph structure. In informative texts, paragraphs serve to logically and consistently present facts and ideas. In persuasive texts, paragraphs are used to argue and prove a certain point of view. In narrative texts, paragraphs create an atmosphere and develop the plot [7,231].

Based on the analysis, the following conclusions can be made:

• Typological differences: English, as an analytical language, is characterized by the predominance of linear progression, explicit connections and a clear paragraph structure. The Uzbek language, as an agglutinative language, is characterized by greater flexibility in the organization of paragraphs, the prevalence of implicit connections and a more detailed presentation.

• Derivational means: The English language actively uses explicit connecting elements (conjunctions, adverbs, introductory words), while the Uzbek language relies on implicit means (repetition, semantic connections, parallelism).

• Communicative aspect: The choice of paragraph structure depends on the genre of the text, the communicative goal and the individual characteristics of the author.

CONCLUSION

In conclusion of our study devoted to the communicative-derivational features of paragraph formation in English and Uzbek, we can confidently say that a paragraph, as a fundamental unit of text organization, is a complex and multifaceted phenomenon reflecting the specifics of the language system, cultural traditions and communicative strategies. My study allowed us to identify a number of key differences and similarities in the formation of paragraphs in English and Uzbek, confirming the hypothesis about the influence of typological characteristics of the language on the organization of text structures. The English language, which tends to be analytical, demonstrates a tendency towards linear progression, the use of explicit connecting elements and a clearer structure of paragraphs with a clearly expressed topic-centes, usually located at the beginning of the paragraph. The Uzbek language, being agglutinative, is distinguished by greater flexibility in the organization of paragraphs, the prevalence of implicit connections and expanded presentation, often using repetitions, contextual clues and semantic proximity between sentences. I have seen that derivational processes, that is, the choice of lexical and grammatical means and syntactic constructions, play a key role in the formation of paragraph unity and coherence. In English, derivation is aimed at creating clear and unambiguous connections, while in Uzbek it often serves to create implicit and multi-layered connections that require greater cognitive activity from the reader. The communicative intention of the author, as well as the genre and style of the text, also affect the organization of paragraphs. In informational texts, both in English and Uzbek, paragraphs are usually more structured, while in fiction there is greater variability and freedom in the use of various connecting elements. During the study, we also identified some deviations from the general patterns, which emphasizes the complexity and multidimensionality of text processes. These deviations indicate that the formation of a paragraph depends not only on the typology of language, but also on other factors, such as the individual stylistic preferences of the author, communicative goals, and social context.

References:

1. Arnold, I.V. (2002). Stylistics. Modern English. M.: Flinta. PP 56-68.

2. Kukharenko, V.A. (1986). Stylistics of the English language. M.: Education. PP 23-25.

3. Galperin, I.R. (1977). Stylistics of the English language. M.: Higher School. P 125.

4. Vinogradov, V.V. (1971). Stylistics. Theory of poetic speech. Poetics. M. :Publishing house of the USSR Academy of Sciences. P 230.

5. Turaeva, Z.Ya. (1986). Text linguistics. M.: Enlightenment. PP 38-39.

6. Ibragimov, A.M. (2006). O'zbek tili stilstikasi. Tashkent: Academy. P 165.

7. Ismatova, G. (2012). O'zbek tili badiiy matn stilistikasi. Tashkent: Uzbekistan. P 231.

8. Sotirova, V. (2014). Stylistics: The essentials. Bloomsbury Academic. PP 45-49.