

**SINTAKTIK BIRLIKNING INVARIANT TURI SIFATIDAGI PARENTEZ KOMPOONENTLI QO'SHMA GAPNING UMUMIY VA TIPOLOGIK NAZARIYASI MUAMMOLARI**  
(parentezli kirish va kiritma komponentlar maqomimni aniqlash hususida)

**ПРОБЛЕМЫ ОБЩЕЙ И ТИПОЛОГИЧЕСКОЙ ТЕОРИИ СЛОЖНОЕ ПРЕДЛОЖЕНИЕ С ПARENTEZНЫМ КОМПОНЕНТОМ КАК ИНВАРИАНТНЫЙ ТИП СИНТАКСИЧЕСКОЙ ЕДИНИЦЫ**  
(к постановке вопроса о парентезных вводных и вставных компонентах)

**PROBLEMS OF GENERAL AND TYPOLOGICAL THEORY OF COMPOSITE SENTENCE WITH A PARENTHETICAL CLAUSE AS AN INVARIANT TYPE OF SYNTACTIC UNIT**  
(to the statement of question of parenthetical introductory and insertive clauses)

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**Annotatsiya**

Maqolada sintaktik birliklarning invariant turlari, asosan qo'shma gaplar nazariyasi muammolari ko'rib chiqiladi, bu borada ularga yagona yondashuv talab qilinadi, chunki ularning u yoki bu tomonlari bilan bo'g'liq tushunchalar atamalar shunchalik ko'pki, natijada ular yuzaki va befarq tarzda tahlil va talqin qilingan. Maqolada muallif an'anaviy ravishda besh a'zoli deb hisoblanib kelingan sintaktik birliklarning mavjud invariant turlarini tizimli tahlilga tortish natijasida qo'shma gaplarning yana bir invariant turini aniqlagan va uni shartli ravishda "parentez komponentli qo'shma gap" deb nomlagan. U mazkur gapning parentez komponenti ikki turdan, y'ani: a) kirish va 2) kiritma komponentleridan iborat ekanligini, ular asosiy gapning kirish va kiritma bo'laklari vazifasini o'tashi ta'kidlangan, shu bois ularni gapning boshqa ega, kesim kabi gap bo'laklaridek o'zlarining kirish va kiritma bo'lak vazifasini bajarishi e'tirof etgan. Shu yo'sinda mazkur bo'laklarning mavjud "tenglashish va tobelashish" sintaktik munosabatlari kabi yangi "kirish va kiritish" sintaktik munosabatlarini ro'yobga chiqaruvchi kirish va kiritma bo'laklar ekanligini asoslab bergan, kirish va kiritma komponentlarning asosiy gapda kirish va kiritma bo'laklar vazifasini bajarishini isbotlagan va tegishli misollar bilan dalillangan.

**Аннотация**

В статье затрагивается проблема теории инвариантных типов синтаксических единиц, преимущественно сложных предложений, которая нуждается в едином подходе, поскольку существует огромное количество понятий и терминов, так или иначе относящихся к различным аспектам последних, прокомментированных и трактуемых поверхностно. В статье автором предпринята попытка инвентаризации существующих инвариантных типов синтаксических единиц, которые традиционно считаются пятичленными, однако автор выявил и установил еще один инвариантный тип сложного предложения, названный ими «сложное предложение с парентезным компонентом» двух подтипов: а) с вводным компонентом и б) с вставным компонентом, реализующих новые «вводные и вставные синтаксические отношения», названные автором соответственно: 1) введением и 2) вставлением по аналогии синтаксических отношений «сочинение» и «подчинение», следовательно, по мнению автора, вводные и вставные предложения выполняют, как и другие члены предложения, синтаксическую функцию вводного и вставного членов матричного предложения.

**Abstract**

The article touches upon the problem of the theory of invariant types of syntactic units, mainly of composite sentences which need a unified approach, for there are a huge number of notions and terms, one way or another relating to various aspects of the latter indiscriminately treated and commented on. In the article an attempt has been made by the author to take inventory of the existing invariant types of syntactic units, which are traditionally considered to be five-fold, but the author has revealed and established one more invariant type of composite sentence termed by him "a composite sentence with a parenthetical clause" of the two subtypes: a) introductory clause and b) insertive clause, realizing the new "introductory and insertive syntactic relations" termed by the authors accordingly: 1) introduction; 2) insertion like syntactic relations "coordination" and "subordination"; hence, as to the author, introductory and insertive clauses function, like other clauses, as introductory and insertive parts of matrix clause.

**Kalit so'zlar:** sintaktik birliklarning invariant turlari, murakkab gaplar nazariyasi, "teng bo'g'lovchi" va "tobe" sintaktik munosabatlari, ikki turkumli parentez komponentli qo'shma gap: a) kirish; b) kiritma, kirish va kiritma qismlari, kirish, kiritish, kirish va kiritma sintaktik munosabatlar, gapning kirish va kiritma bo'laklari.

**Ключевые слова:** инвариантные типы синтаксических единиц, теория сложного предложения, синтаксические отношения «сочинение» и «подчинение», сложное предложение с парентезным компонентом двух подтипов: а) вводного; б) вставного, вводные и вставные части предложения, введение, вставка, вводные и вставные синтаксические отношения, вводный и вставный члены предложения.

**Key words:** *invariant types of syntactic units, composite sentence theory, syntactic relations "coordination" and "subordination", composite sentence with a parenthetical clause of two subtypes: a) introductory; b) insertive, introductory and insertive parts of sentence, introduction, insertion, introductory and insertive syntactic relations, introductory and insertive parts of sentence.*

## INTRODUCTION

In modern linguistics many scientific investigations have been devoted to the study of problems of general theory of invariant structural-semantic types and subtypes of a large syntactic unit - a composite sentence (CS), but the question of the taxonomy of their invariant types and subtypes in language is still controversial, disputable, debatable and still remains open so far.

Our observations on the above types of syntactic units containing introductory words (Perhaps, he is tired.), introductory phrases (Frankly speaking, they are not specialists.) and introductory clauses (As you know, we are very busy.), as well as insertive words (Тайсон (боксчи) шу ерда яшайди; insertive phrases (Раҳим (акамнинг дўсти) яхши бола or even insertive clauses (Ахмад (хайдовчи) Қувада яшайди, etc.) in language(s) that function as introductory or insertive parts of the sentence show that modern linguistics is replete with notions and terms that are some way or other related to the above phenomena.

## LITERATURE REVIEW

Structural-semantic types and subtypes of a large syntactic unit - a composite sentence (CS) include such notions and terms as "introductory word", "introductory element", "introductory sentence", "introductory component", "parenthetical element", "paranthenetical element" in Russian linguistics [10, 5-127; 15,259; 6, 324; 12, 236] ; "introductory clause"[17, 259]; "parenthetical clause" [33, 976,1032, 1112; 28,99,137-138, 1067-1068]; "comment clause" [32, 196-197]; "interpolated clause" [34,1242]; "composite sentence with introductory clause" [20, 229-232; 22, 95; 246 12, etc.] in English linguistics or "kirish bo'laklar", "kirish gap", "izoh gaplar", "izoh bo'laklar"[1, 105-122; 13:79; 2;32], "undalmali qo'shma gap" [7, 105]; "ilova konstruksiyalar" [12,50], "kiritma gap" [37,260-262]; "qo'shma gap" [9, 67-69]; "kirish gapli qo'shma gap" [24, 229-232.] , etc. in Uzbek linguistics, etc.

There are also such notions and terms as "composite sentence", "compound sentence", "coordinate clause", "complex sentence", "principle clause", "subordinate clause", "host clause" (here we can add even "guest clause" as opposed to the latter), "cleft sentence" "semi-compound sentence", "semi-complex sentence", especially "anchor clause", "matrix clause", "introductory clause", "inserted clause", etc., often found in the scientific use of the English linguistics, which are the most abstract and controversial phenomena due to their undifferentiated, indiscriminate and unintelligible definition and use in terms of their structural-semantic and communicative functional properties in the syntactic system of language. In these research works the scientific foundations of the theory of the syntax of composite sentence and the other syntactic constructions related to it are founded on the material of the above mentioned languages, the object and methods of their research are defined, all of which are, as is seen from above mentioned, the terms that denote units of polytaxis as a syntactic level, with polytaxeme functioning as its invariant unit.

## METHODS

Nevertheless, almost all of the above mentioned syntactic phenomena are the ones treated as the results of scientific studies carried out strictly in line with traditional structural - rather constructive linguistics, where the prime attention of researchers was focused mainly on their structural, formal-semantic organization and functional properties, i.e. the research was conducted on the basis of the principle of linguocentrism, and not of anthropocentrism. According to the latter the main factor - the main driving force in the structural-semantic, communicative-pragmatic, linguoculturological, and, in general, in the linguo-cognitive organization and functions of linguistic units, including composite sentences, there is a human factor, without strict consideration of which, as cognitive linguistics shows and proves, it is impossible to give exhaustive and sophisticated solutions and decisions regarding their place, status and use in everyday communication for verbalizing a certain communicative need and intention of those who speak or write in a particular language.

## TILSHUNOSLIK

It should be noted that any linguistic phenomenon, including the CS, one way or another, is directly related to certain cognitive or conceptual semantics (contents), more precisely, "concepts" that are naturally verbalized to objectify a certain communicative intention of language speakers.

In this regard, from the point of view of speaker's world cognition and worldview, as well as of particular language picture of the world, hence from an axiological point of view, it is advisable to single out such communicatively important, necessary universal concepts as "attitude", "perception", "feeling", and "evaluation", represented by: a) subjective-modal assessment; b) objective-modal assessment) manifested in the framework of such conceptually opposite evaluative phenomena of axiological character as "truthfulness / falsity", "emotionality / non-emotionality", "expressiveness / non-expressiveness", "probability / improbability", "obvious / non-obvious", "agitation / calmness", "confidence / uncertainty", "decisiveness / indecisiveness", "doubtfulness / undoubtfulness", etc., in what is expressed and perceived verbally when interlocution takes place with the help of such communicative types of units as "monotaxemes" and "polytaxemes".

However, the linguality (one's knowledge of language) as such may differ from language user to language user due to his/her competence or incompetence to conduct full-fledged communication with others in his/her daily life and activities due to certain capability formed by the user to some extent, and this, in turn, indicates either high or average or low level of knowledge of a particular language for the actualization of the interlocution necessary for the communicative and pragmatic needs and intentions of language users. Thus, "assessment" is considered by us as a macro-concept which can further be divided into the following micro-concepts: 1) "objective-modal assessment"; 2) "subjective-modal assessment".

From the point of view of linguo-cognitive, linguo-pragmatic and linguo-culturological analysis, the micro-concept "subjective-modal assessment" seems to be the most promising and fruitful for us to investigate, since this concept has a multidimensional nature, directly related to the modus (subjective content) and "dictum" (objective content) of sentences - statements (simple, complex ones), widely used in daily communication, which, in our opinion, is directly related to the actualization of the necessary communicative-pragmatic intention of a speaker of a particular language.

So, we can assume that the concept of "assessment" as an axiological linguo-cognitive phenomenon claims to have a universal existence in thinking – in humane mind, hence in the conceptsphere of each native speaker, and accordingly, in one way or another, it is obligatorily objectified by special verbal (even non-verbal) means in any language.

Based on the foregoing, it can be postulated that any communicative-pragmatically important concept, in our opinion, claims to be universal in the conceptsphere of any mature native speaker, and, accordingly, to one degree or another is obligatorily objectified by special verbal (and sometimes, if necessary, prosodic and paralinguistic) means of language due to necessary, normative, generally accepted structures of linguistic knowledge within the framework of the degree of linguality that is peculiarly formed by a native speaker throughout his life. The concept of "assessment" is the most characteristic linguocognitive axiological phenomenon in the perception of the objective world and, accordingly, in the worldview, which is a picture of the world, hence any mature, adequately thinking person - a native speaker cannot but evaluate what he really feels, experiences, hears, visually perceives what is discussed, said, explained, substantiated, as well as what is reported, addressed, referred to, etc., on his own part when s/he is communicating, and on the part of the communicants participating in the acts of speech.

From this point of view, a systematic linguo-cognitive and linguo-culturological study of the entire conglomerate of monolithic linguistic units (lexical, syntactic and discourse), specialized for the representation of the universal micro-concept "subjective-modal assessment" in the typologically different modern (English, Uzbek and Russian) languages, seems to be very relevant, urgent and necessary for establishing their place in the subsystem of syntax and general linguistic status in language.

Based on the results of our observations on the types of multi-level verbalizers of the concept "subjective-modal assessment" (in modern English, Uzbek and Russian), we can assert

that in languages there is a whole developed system of linguistic units specialized for verbalization of the above concept (which may be even creolized with non-verbal means).

### RESULTS

As a comparative-typological analysis of specialized means - verbalizers of the microconcept "subjective-modal assessment" shows, for adequate verbalization of this microconcept such important, meaningful types of language units are used : 1) simple sentences with introductory parts expressed by: a) introductory words (such as «Perhaps, he will help you», «Балки, у сизга ёрдам беради», «Наверно, он вам поможет»); б) word combinations (phrasemes) (of the type: "To tell the truth, I do not like him", "Ростини айтганда, мен уни ёқтирмайман", "Правду говоря, я не люблю его"); 2) complex sentences with a parenthetical (introductory) component (such as «As you see, we are not working», «Как вы видите, мы не работаем», «Кўриб турганингиздек, биз ишламаяпмиз») the latter part of which, from our point of view, claims to be the most specialized and adequate means of verbalizing the above micro-concept in the compared languages.

Speaking about the status of a composite sentence with a parenthetical clause which may be represented by introductory or insertive clause , it should be noted that in the special literature devoted to the study of the paradigm of syntactic units, there is still a traditional approach and, accordingly, the old theory of the paradigm of syntactic units, which claims that at the level of syntax there are the following invariant structural types of language units:

1) a simple sentence (I have come);

2) composite sentence:

composite sentence of asyndetic (earliest, becomponential) type; asyndetic compound type: CS=Cpn ( Jack is a doctor, his wife is a teacher) and

asyndetic complex type: CS=Cpl;( I know you were there);

composite sentence of syndetic (bicomponential) type:

composite sentence of a compound type: CS=Cpn: I came home and you stayed there;

composite sentence of a complex type: (CS=Cpl): When I came home, you stayed there)

composite (bicomponential) sentence with proportional clauses (CSPrcI): The

more you learn, the more you know.

semi- composite sentence of mixed type (syndetic):

semi-complex sentence(SCS= Cpn+sub.clause): I came home and you stayed there when Nick waved to you;

b) semi-compound sentence(SCS=Cpl+coor.clause): When I came home, you stayed there and Nick waved to you);

semi-complex-compound sentence (CS=Cpl+coor.clause): I came home and you stayed there when Nick waved to you.

hyper composite sentence: HCS=Cpl+and+Cpl; When I came, you stayed there, and you were happy because you met me.

As can be seen from the above, there is no mention of the real existence of such a widely functioning separate, universal invariant type of a complex sentence as a "composite sentence with a parenthetical clause(represented by introductory or intensive component)" in languages (compare: "As you see, I have come"-, Кўриб турганингиздек, мен келдим –Как видите, я пришел; "Jack (he is the policeman) is combing the city and surroundings" – Жек (у ўша полициячи) шаҳар ва унинг атрофларини тинтувдан ўтказяпти – Джек (он же тот полицейский) прочесывает город и окрестности).

Our observations on the syntax of such typologically different modern languages as English, Uzbek and Russian allow us to point out that the paradigm of syntactic units is not five-membered, as it traditionally used to be, but rather six-membered, since there are also such types of syntactic units represented by a composite sentence with a parenthetical (introductory or insertive) clause that do not fit, and cannot, and should not fit, within the framework of the above distinguished traditional types of CS in constructive - structural linguistics, compare, for example, the composite sentences with a parenthetical introductory clause(CSPIntC):

in English: As you know, the relations between them are not good;

in Russian: Как вы знаете, отношения между ними не хорошие;

## TILSHUNOSLIK

in Uzbek: Улар ўртасидаги муносабатлар, ўзингиз биласиз-ку, яхши эмас.

in English: You are that man, if I am not mistaken, who lost his way;

in Russian: Вы тот самый человек, если не ошибусь (ошибаюсь), который потерял свою дорогу;

in Uzbek: Сиз, адашмасам, йўлини йўқотган ўша кишисиз.

Here are examples for composite sentence with a parenthetical insertive clause (CSPInc):

In English: Jack (he is the doctor you want ) does not work on Saturdays.

In Uzbek: Жек (у сиз ҳохлаган доктор) шанба кунлари ишламайди.

In Russian: Джек (он тот доктор, которого вы хотите) по субботам не работает.

The above types of syntactic units are apparently characterized by a specific structural-semantic (as well as linguo-cognitive and communicative-pragmatic) organization, which is not typical either of CS, or Cpls, to say nothing of Cpls or mixed types of CS, since they have specific syntactic connections and, accordingly, such syntactic connections are completely different than those of traditional types of CS in language, not to mention their linguo-cognitive, linguo-pragmatic and linguo-culturological properties and aspects.

## DISCUSSION

All this requires a clear-cut statement of the question of determining the status of such types of CS and those on esadjacent to their already known types and subtypes, revealing their linguo-cognitive, linguo-pragmatic and linguo-culturological nature as specific types of CS which function as verbalizers of certain conceptual semantics, as well as components of linguistic pictures of the world, which testify to the inseparable connections of linguo-cognitive, linguo-pragmatic and linguo-culturological components in such syntactic phenomena as CS.

All this will make it possible, we hope, to clearly disclose and establish the real nature of syntactic relations and the types of syntactic connections between the components of such CS as a complex sentence with a parenthetical (introductory or insertive) clause, and, accordingly, the other invariant types of structures under study, endowed with the ability to represent one or another grammatical concept subject to verbalization. Moreover, all these questions that have to be considered from the standpoint of cognitive linguistics, will undoubtedly allow the researcher, in our opinion, to reveal the cognitive-conceptual, pragmatic and cultural essence of syntactic means, including CS in general, and a complex sentence with a parenthetical (introductory or insertive) clause, in particular.

Thus, the need for this kind of scrupulous study is determined by the fact that the system of verbal and non-verbal means representing the universal micro-concept "subjective-modal assessment" or "objective-modal assessment" in languages of different systems has not yet been established and disclosed, the general linguistic status of syntactic constructions with introductory or insertive parts has not been yet revealed, and such real types of CS as a complex sentence with a parenthetical (introductory or insertive) clause (for example: "As is known, there are seven continents in the world; Как известно, в мире семь континентов; Дунёда, маълумки, етти қитъа бор" (или же: These questions, I think, are very important for your work; Эти вопросы, думаю, очень важны для вашей работы; Бу масалалар, ўйлайманки, сизнинг ишингиз учун жуда муҳим», or: "Jack (he is the doctor you want ) does not work on Saturdays" in particular, which are intended for detailed verbalization of the specified microconcepts. In addition, a linguo-cognitive and, accordingly, linguo-culturological approach to syntactic constructions with parenthetical parts (SCWP) in general, and to a complex sentence with a parenthetical (introductory or insertive) clause, in particular, as one of the invariant types of complex sentence that most adequately represent the microconcept "subjective-modal assessment" or "objective-modal assessment" has not yet been implemented, which naturally belongs to the category of universal linguocognitive concepts that are subject to obligatory verbalization and objectification in any particular language.

The above constructions undoubtedly refer to such syntactic categories as CS in language, which requires the creation of theoretical foundations that allow the elaboration of an appropriate terminological apparatus, metaconcepts, metaterms and a metalanguage for studying all the possible types of CS in general, and of composite sentence with a parenthetical (introductory or insertive) clause (CSWPC), in particular. For convenience, the latter can be conventionally referred

to as composite parenthetical sentences along with such types of CS that have long been used in scientific researches as compound and complex sentences in the language.

So, we can say that CSWPC as a full-fledged invariant type of CS (containing at least two predicative units, each of which is equal to a simple sentence with a subject-predicate core) and a conceptually and culturally significant language unit also requires working out effective principles and methodology for their linguo-cognitive and linguo-culturological analysis, which directly contributes to the establishment of its invariant type and place in the paradigm of universal types of syntactic units in language(s).

Thus, in this work, under the CSWPC, we understand such an invariant type of CS as an integral linguistic sign, which canonically consists of two asyndetically/ syndetically related components (each of which is equal in structure to a simple sentence with its own subject-predicate core), between which are realized, not the usual coordinating and subordinating relations, but “parenthetical ones (represented by : a) introduction; b) insertion”), for the sake of verbalizing the communicative necessity and the intention of speaker/writer about the “subjective-modal assessment” or “objective-modal assessment” of what is being verbalized in the main matrix part of the CSWPC in one language or another, in which the parenthetical clause can occupy one of the three possible positions as to the matrix part: preposition, interposition and postposition and is separated from the rest of the sentence always by commas, brackets, dashes, etc.

Perhaps, one of the topical issues related to the linguo-cognitive nature of CSWPC is also the question of their taxonomy into communicative-pragmatic types. Based on what modus setting is embedded in the parenthetical component of the CSWPC, the latter can be classified into a number of communicative-pragmatic types:

CSWPC, the parenthetical part of which can verbalize and represent the microconcept of “subjective-modal assessment”, expressed in its following manifestations: 1) surprise; 2) regret; 3) joy; 4) amazement; 5) confidence; 6) assumption; 6) opportunity; 7) impossibility; 8) sequence of thoughts, actions, states; 9) clarification; 10) message; notification (of the type: they say, report); 11) confirmation (of the type: see, understand, believe, etc.); 12) underlining assessment (without exaggeration); 13) pardon; 14) agreement; 15) permission; 16) justification (such as: in truth, in conscience, except for jokes); 17) approval, confirmation; 18) doubt, uncertainty; 19) conviction, confidence; 20) regret, sadness; 21) joy; 22) satisfaction; 23) conclusion; 24) proof, alibi, etc. What concerns the CSWPC verbalizing canonically the microconcept of “objective-modal assessment” represented by insertive clause, they are aimed at objectifying such concepts as “apposition”, “additional information”, “addition/supplementation”, “emphasis”, “irony”, “grotesque”, “comment”, “description”, etc.

As can be seen from the above mentioned communicative-pragmatic types of CSWPC, expressing the cognitive, modus-dictemic content of the latter, simultaneously objectify their linguocultural features, which is most clearly reflected in their types and varieties, such as, for example: «Гапнинг пўст калласини (индаллосини) айтсам, ....», «Не кўргиликки, ....», «Не бахтиқароликки, ....», айланай, ..., ўргилай, ..., онанг ўргилгир, ..., онанг айлансин, ..., барака топгур, ..., умринг узоқ бўлгур, ..., дийдоринг ўчкур, ..., тилинг кесилгур, ..., яшшамагур, ..., онанг қоқиндиқ, ..., онанг гиргиттон, ..., отанг бўйингдан ...., as far as I guess, ..., as far as I fancy, ..., as the sailors say, ..., if my memory doesn't fail me, ..., as is known, ..., as he chanced to be, ..., as she should have, ..., само собой разумеется, ..., должно быть, ..., кажется, ..., стало быть, ..., что называется, ..., вы вообразите, ..., скажите на милость, ..., не в укор будь сказано, ..., между нами будь сказано, ..., сколько я помню, ..., как выражаются моряки, ..., если память мне не изменяет, ..., если на то пошло, ..., and many others, as well as in CSWInsC: “Jack ( he is a driver)...., The boys (the naughtiest ones I have ever seen)...., Tyson (he is a champion boxer) ...., etc.

As can be seen from the examples, in the above parenthetical (introductory or insertive) clauses of the CS, interesting linguocultural semantics (phenomena) are verbalized which is directly related to the original, inimitable life activity and national culture of peoples who speak the compared languages and practice their national cultures, therefore, such sentences can be considered as “linguoculturemes: “Сиз, гапнинг индаллосини айтсак, бизга халақит беряпсиз”;

## TILSHUNOSLIK

”Офайни, гапнинг пўст калласи, сиз бу ишларни қила олмайсиз”; Анна, зуб даю, он тебя не любит”.

There are also linguo-pragmatic semantic features of the parenthetical components of CSWPC, which are widely and strictly verbalized by phraseological units in certain contexts for their adequacy in use and proper understanding by communicants.

**CONCLUSION**

Thus, CSWPC is a cognitively significant, communicatively and pragmatically important type of such a syntactic-semantic unit as CS, functioning in languages as the most significant and specialized verbalizer of the microconcept of “subjective-modal assessment”(in cases of introductory clauses or “objective –modal assessment (in cases of insertive clauses), the semantics of which actually contains knowledge structures of linguistic, cognitive, cultural, communicative-pragmatic and stylistic nature, each of which deserves being scrupulously studied and scientifically described.

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