Inter-Aspect Relations in the Education of Sentence Syntax
Gurbanov Vagif Tapdig

ABSTRACT
To turn to theoretical integrative results is required not only connections of distance of subject and scientific conceptions, aspect connections to wait for and even these connections in the teaching of the sentence syntax.
Because opportunities there arming with strategy of integration connected with classification principles of the sentence with is dealt in this article from the same problems. But the most become generalized integrative conception is such: “Language is the most important communicative means between people”.

INTRODUCTION
We met with issues, which created a problem during making of investigations related to education of syntax in the period of research that, those issues were related to failure to penetrate deeply to the theory of learning of sentence on lexical, morphological and semantic basis. It is the main purpose to turn inter-subject connection to integrative conceptions on the basis of concrete facts in the education of sentence. It means the learning of sentence on scientific basis.
Sentence is investigated from several aspects in modern works on syntax that, the followings of them are spread widely: logical, structural, communicative and semantic aspects. Let’s dwell on every distinguishing features of each of these aspects.

LOGICAL ASPECT OF LEARNING OF SENTENCE
Investigation of sentence from logical aspect is related to the best traditions of linguistics. Logical and syntactic direction is guided by dialectic unity of language and thinking. Mutual connection and relations of language and thinking is explained in this aspect.
P.V.Chesnokov writes: «There are no other forms and units mentioned out of these mutual relations, therefore, their nature may not be perceived separately» (Chesnokov P.V.1966).
For opinions of those who supported logical direction, the most significant feature of the sentence is related to formula and expression of the thought. Philosophers and philologists indicate three kinds of thought: «informative thought», «questioning thought», «and inciting thought».
In the words of new textbooks, «Sentence is used for the purpose of information or question or order». The difference of meaning and structure in these kinds of thought, as usual, dependence on purpose of expression is reflected in specific features of sentence (declarative, interrogative and imperative sentences).
Partition degree of the thought, the character of structural components of thought expressed in it determines a kind (one-member, two-member, non-parted) of simple sentence. Types of sentence indicated
in textbooks are two-member (two main parts), one-member (one main part) and word-sentences (non-parted). Pupils are acquainted with word-sentences in the course of learning of salutation, parenthesis and exclamatory sentences.

Logical aspect is closely related to the structure of sentence; so, thought is expressed with this or other structural scheme of sentence, partition degree of the thought determines partition level of sentence.

**STRUCTURAL ASPECT OF LEARNING OF SENTENCE**

Structural aspect of learning of sentence caused to creation of new direction – constructive syntax in modern period.

Components – elements of structural scheme, as usual, is focused in syntactic position of subject and predicate. Thus, it is necessary to concern the structural scheme of sentence to the term of grammatical base of sentence used in school grammar.

Structural scheme means “the first important feature of sentence” in constructive syntax. The most part of sentence is constructed on «noun» + «conjugated verb» scheme and it is called verbal sentences. Sentences constructed on the basis of «noun» + «noun» scheme are called substantive sentences. Syntax does not learn all concrete sentences in individual speech and in language of images. Its duty is to determine only structural scheme (model).

As mentioned above, syntactic position of subject and predicate is determined in structural scheme of two-member sentences. Besides main part of the sentence (predicate), the character of “subjective condition” is determined on the structural scheme of one-member sentences. For example, «subjective condition» is expressed in dative case in impersonal sentences («I am cold», «It is a pleasure for us» etc.).

When sentence scheme is constructed, all members of the sentence are included there in the practice of school, as a result, pupils meet with difficulties in distinguishing of the main components from components having no base. Subject and predicate is the structural minimum (structural basis) of the sentence of «It is raining today», adverb is not absolute component.

**COMMUNICATIVE ASPECT OF LEARNING OF SENTENCE**

Communicative aspect of learning of sentence is reflected in actual partition of the members of sentence.

For the opinion of the supporters of this theory, the main duty of the sentence is its performance as means of intercourse.

Actual partition, as usual, refers to logical structure, completes it.

During actual partition of sentence, present (existing) information, that is, communicative center, which is known from previous sentence and context and which is “new” spoken about appears. This center – «new» information may be expressed with main or secondary members. For example:

- Where do you rest in summer?
- I rest in village in summer.

By performing from fact spoken, it is questioned and it learns details not known on the basis of those known generally. Just it is appeared by means of these questions. «I rest in the summer» is known in the answer; new one is the component of «in the village». The means of grammatical expression of the new one in the sentence is the row words. Therefore, pupils must perceive the significant importance of intonation, logical stress and the row of words absolutely according to the requirement of new program in language lessons on VIII class.

**SEMANTIC ASPECT OF LEARNING OF SENTENCE**

Philologists (linguistics), who were supporters of different directions in the last years, display special interest in learning of language from semantic point of view.

Semantic aspect of sentence investigation caused to appearance of several aspects too that, semantic meaning of sentence in each of these directions is solved in different ways. One general feature for those directions is trying to partition of limits of speech semantics.

Let’s explain those limits by comparing the most general features of the following sentences:

1) Kamil reads more (scheme: «noun + adverb + verb»)
2) Kamil is excellent pupil (scheme: «noun+noun»)
3) Suddenly, it is rained (scheme: «noun + adverb + verb»)
4) Rain is warm (scheme: «noun + adjective»)

Each of the sentences given has its own special semantics; it reflects certain information, connection and relation among concrete facts, condition and event by means of
words included in the content of sentence. It is speech semantics. The above mentioned sentences may be divided into two groups from speech semantics point of view: the first group includes sentences related to the subject of Kamil, the second group includes sentences related to the subject of rain. Common features are observed between two sentences when we compare proper sentences: «Kamil reads more» and «Suddenly, it is rained»; «Kamil is excellent pupil» and «Rain is warm». These reflect themselves in the character of components in structural scheme of sentence as common feature. The previous two sentences combined from that point of view that, there information is given about acting person and his/her activity (action). In the next two sentences, information is reflected in thing and in its indication; it means language (grammatical, semantic) meaning of sentence.

Concept about «Grammatical meaning of the sentence» (language semantics) is included to the textbook of school in the 70s of the last century. Three sentence types corresponding to three common aspects of «grammatical meaning of the sentence» are distinguished in the textbook: declarative sentence, interrogative sentence, imperative sentence.

Aspect characterized of common grammatical meaning of the declarative sentence – to give information, the interrogative sentence – to give question and the imperative sentence – to declare order, request, admonition and other consist. Each of these meanings may be concreted. Thus, for example, information or question concerning to the movement of the executor may be concerned to the present, past and future tense. For example, it snowed; it will snow; who speaks? Who spoke? Who will speak?

The grammatical basis of sentence can be complicated depending on relation between thing and movement. For example; I write with pen. Who write with pen? Write a letter with pen.

**INTERASPECTS CONTACT DURING LEARNING OF THE SENTENCE**

The object of analysis i.e. sentence prevents a serious barrier among the research aspects. Famous Russian linguist and methodologist L.V.Sherba writes: «In particular, everything is so closely connected with each other in language, especially literary language of a complex system that, several elements related to it what do you touch also comes to action» (Шерба Л.В., 1926).

The multi-aspect learning of sentence bases on traditional syntax theory that, this is more characteristic for full research of the sentence by considering types of articulation.

As a result, it is necessary to say that, it is necessary to pay attention from its semantic and structure aspect to analysis in research for members and in the showing of the language characteristics of the sentence. It is known that, it is approached from a type communicative aspect to problem in itself of the semantic analysis of the sentence.

We note by summarizing our opinion that, the unity of the various parties, their interaction and passing to each other is characteristic for the sentence being multi-aspect syntactic unit. Border of various aspects is consistently is beyond to divide in the sentence of analysis; but, professor B.B.Babaysva from Russian methodologists may need to synthesize in term of member of the sentence of these aspects or members (Chesnokov P.V., 1966).

Research shows that, sentence is learned from aspects concerning to its grammatical meanings or the most important features and all these aspects must be synthesized in construction and realization more optimal of communicative purpose (Kolojvari I and Sechenikova L. 1996).

Simple and compound sentence is created for communication (intercourse) and also explained from this view point. Logical, structural and communicative must be turned to becoming generalized requirements during the analysis as follows:

1. Reading of the sentence (understanding of meaning with correct logical or expressive reading).
2. Determination of the structure.
3. If it is simple sentence, showing of means of expression of members or components.
4. If it is compound sentence, showing of relations between simple sentences.

Many gaps permitted by teacher are available associated with each of those mentioned. For example, teachers do not dwell on the purpose of the reading of sentence and also appreciate no importance. Then, phonological result expected from sentence teaching is not considered. The same comments are connected with unnoted of integrative conclusion related to morphological and syntactic of means of expression of the members of sentence. On the contrary of all of these, analyzed for members as simple sentence of compound sentence, in general, no logical, mutual relation and not understanding of unity correctly of this type analysis has showed. From this view point, teachers have really agree need to equipping theoretically, learning in relation between subject of their sentence and turning to general conclusions of conclusions as the following (Monakhova G.A., 2005).
1. Sentence is communicative means; members in its composition are phonetic, lexical, morphological and stylistic meaning carriers.

2. In particular, phonetic, lexical, morphological and stylistic analysis totaled in the analysis of sentence and this declares from expressed of the deep grammatical and semantic meanings of the language unit.

Pupils are to take hold of explanation ability of conclusions and achieve to real relation between subject and real integrative conclusions with construction on interaspects relations of the sentence teaching.

REFERENCES

2. Chesnokov P.V. General Units of language and speech. Rostov, Lchpedgiz, 1966, p. 142
3. Babaicheva V.V. Learning of the subject of word combination and sentence in 7th class, Russian language in school, Enlightenment, 1981, № 1, p. 19-26
6. Vinogradov V.V. Russian language. Grammatical education of word. 2nd Publishing house, Е., 1972
7. Voroskova E.A. Mutual relation of morphology and syntax in education of Russian language by little school pupils. Author dissertation candidate of pedagogical science. Еp 16

© International Journal of Life Sciences

NOTE: Authors/contributors are responsible for originality, contents, correct references, and ethical issues.