

## Synonymy within simple and complex sentences with explanatory-object clauses

*Hayitmurodova Maftuna F.*

*Teacher of the department "Russian language and literature". Navoi State Pedagogical Institute.  
Uzbekistan*

**Abstract.** *The article deals with the problems of synonymy within simple and complex sentences with explanatory-object clauses.*

**Key words:** *synonym, simple and complex, sentences, explanatory-object, subordinate clause.*

Synonymy of complex sentences with explanatory-object clauses and simple sentences is possible if the predicate of the subordinate clause of a complex sentence, expressed by an adjective or a verb, in a simple sentence corresponds to an addition to a deliberative verb, lexically identical to the verb to which the subordinate part refers, expressed by an abstract noun ; then the subject of the subordinate clause of a complex sentence in a simple sentence corresponds to a definition expressed by a noun in the genitive case, subordinate to the indicated abstract noun. For example:

1. The courtyard girl, out of breath, came running to report to Pyotr Vasilyevich that old Irteniev himself had arrived (LN Tolstoy). - The courtyard girl, out of breath, came running to report to Pyotr Vasilyevich about the arrival of the oldest Irteniev.

2. And he said that Dmitry Ivanovich tried to arrange a commune, or a cooperative, or a private trade ... (M.M. Prishvin) - And he told about Dmitry Ivanovich's attempt to arrange a commune, or a cooperative, or private trade ...

3. Dad, to our great joy, announced that, at the request of mother, the trip was postponed until tomorrow morning (Leo Tolstoy). - Dad, to our great joy, announced the postponement of the trip until tomorrow morning, at the request of mother.

4. I said that great souls understand each other (M.Yu. Lermontov). - I spoke about mutual understanding of great souls.

A verb that plays the role of a predicate of a subordinate clause of a complex sentence in a simple sentence corresponds to a verbal noun in the case or prepositional-case form that the verb predicate requires in a simple sentence. So, in the above examples, the verbs tell, declare, report control the prepositional form in combination with the preposition about (about).

Sometimes the explanatory clause depends on the verbal noun in the main part. In this case, in a simple sentence, the addition expressed by an abstract noun corresponding to the predicate in the subordinate part obeys the verbal noun lexically identical to the verbal noun of the main part of the complex sentence with which the subordinate part is associated. For example:

1. There was no hope that the sky would clear up (AP Chekhov). - There was no hope of a clearing of the sky.

2. It began with the fact that Katya complained to me about her comrades (AP Chekhov). - It began with Katya's complaint to me about her comrades.

If the subject in the subordinate clause is expressed by a personal pronoun, then in a simple sentence it corresponds to a definition expressed by a possessive pronoun. For example:

1. And I will prove that she is right (A.P. Chekhov). - And I will prove her right.
2. I see that he is grieving (NS Leskov). - I see his sorrow.
3. ... And then suddenly I feel that I want to be Cain, and the Sabbath (NS Leskov) ... and suddenly I feel my desire to be Cain, and the Sabbath.
4. We agreed that I would arrive at the station as early as possible (IA Bunin). - We agreed on my arrival at the station as early as possible.

If there is a direct object in the subordinate clause in the absence of a subject, then in a simple sentence it corresponds to an object in an indirect case with the meaning of an object, controlled by an abstract noun corresponding to a transitive verb in the role of a predicate subordinate clause. For example:

1. Osipov ordered that the gymnasium students be released (AM Gorky). - Osipov ordered the release of the gymnasium students.
2. Each person, Liza, should take care of putting all his ideas in order, in a system ... (AN Tolstoy) - Each person, Liza, should take care of putting all his ideas in order, in a system ...
3. Prokhor asks, so as not to excellently go with the cross on Easter and to the homes of the schismatics (NS Leskov). - Prokhor asks for a not excellent campaign with the cross on Easter and to the homes of the schismatics.

If there is both a subject and a direct object in the subordinate clause, then in a simple sentence they correspond to two additions - one with the subject, the other with the object meaning in the corresponding cases. For example:

1. He said that the postman had delivered the newspapers. - He announced the delivery of newspapers by the postman.
2. ... Dmitry Borisych knew very well that the authorities encouraged innocent activities ... (M.E.Saltykov-Shchedrin) -... Dmitry Borisych knew very well about the encouragement of innocent activities by the authorities ...

In a simple sentence, the subject of the subordinate clause expressed by a personal pronoun corresponds to the definition expressed by the corresponding possessive pronoun; eg:

I suppose you remember how I loved you (IA Bunin). - I suppose you remember my love for you.

If the predicate of the main part of a complex sentence with an explanatory-object subordinate is expressed by a passive participle or a short adjective, then the predicate of the subordinate part in a synonymous simple sentence corresponds to the addition expressed by a verbal noun with the preposition "o", and the subject is a definition to this noun expressed by a noun in the genitive case with the meaning of the subject of the action. If the subject of the subordinate clause is represented by a personal pronoun, then the definition to the object corresponding to the predicate of the subordinate clause is expressed by the possessive pronoun in a simple sentence. For example:

1. It is reported that the auditor will arrive. - The arrival of the auditor has been reported.
2. It is known that you will come. - It is known about your arrival.

In this case, the predicate in the main part of a complex sentence must contain the concept of the information contained in the subordinate clause. Otherwise, synonymy is impossible, for example:

- It's good that you come.

It is not always possible to find the corresponding synonymous simple sentences to complex sentences with explanatory-object clauses. In this zone of situationality, not syntactic synonymy is

realized to a greater extent, but syntactic isofunctionality, which is described in the work of Yu.Yu. Ledenev.

If the predicate in the subordinate clause of a complex sentence is expressed by a noun, then a synonymous simple sentence is impossible. For example:

- He said that my brother is a chess player. The corresponding simple sentence would have to look like this: He reported that his brother was a chess player, but structures of this type are not used in Russian.

Von Koren began to tell why it (the sea - P.G.) is phosphorized (A.P. Chekhov). A relative pronoun, which is why it is a member of a sentence and expresses a reason, therefore, in a synonymous simple sentence, it must correspond to a noun with the same meaning. But it is impossible to form a corresponding abstract noun from the verb "phosphorus", therefore a synonymous simple sentence is impossible. But if instead of this verb there was a verb that has a corresponding verbal noun (for example, worries - excitement), then the synonymous simple sentence would look like: Von Koren began to talk about the reason for his excitement.

There are a number of complex sentences that do not have synonymous simple ones, because the predicates of their subordinate parts do not have corresponding abstract nouns. For example:

1. I noticed that many girls have a habit of twitching their shoulders (L.N. Tolstoy).
2. I assumed that I had the appearance of a rather handsome horseman (L.N. Tolstoy).
3. I also remember that Mim was always angry for this movement (L.N. Tolstoy).
4. Let him think that getting to know her is not so interesting to me (M. Kazakov).
5. He walked along the road, taking care that the rubble under his feet did not creak (AM Gorky).

Opinion verbs (think, count, believe) in the main clause can either be used only with subordinate clauses, or only with duplex constructions. If they are used outside this connection, that is, combined with abstract verbal nouns, then they lose the meaning of opinion. For example:

- I think that he is capable of anything with his cruel, proud character (IA Bunin). - I think about his ability to do anything with his cruel, proud character, this simple sentence is not synonymous with a difficult subordinate, since the meaning of the sentence changes.

Synonymy of complexly subordinate clauses with explanatory-object subordinate clauses introduced by union words, which are interrogative-relative pronouns with adverbial meaning, is possible if the union word of the subordinate clause of a complex subordinate sentence in synonymous simple corresponds to an abstract noun with the same lexical meaning for with the exception of the interrogative seme, while the case of the noun is determined by the control from the side of the verb to which the subordinate part belongs. The predicate of the subordinate clause of a complex sentence expressed by a verb in a synonymous simple sentence corresponds to the addition expressed by the corresponding verbal noun, the subject is the definition to this addition expressed by the same noun in the genitive case. For example:

1. We asked when the train was coming. - We asked about the time of arrival of the train.
2. We asked where Nikolai lives. - We asked about Nikolai's place of residence.

His procurator asked where the Sebastian cohort was now (M. Bulgakov). - His procurator asked about the current location of the Sebastian cohort.

3. We asked why Nikolai went to Moscow. - We asked about the purpose of Nikolai's trip to Moscow.

4. We asked why Nikolai went to Moscow. - We asked about the reason for Nikolai's trip to Moscow.

Union words "where" and "from where" cannot be expressed by nouns, since they express direction (distance or approach), and not place, therefore, the synonymy of complex sentences with explanatory-object subordinate words introduced by the indicated union words and simple sentences turns out to be impossible. For example:

1. We asked where Nikolay had gone.

- And when, at last, it seemed necessary to him to know where she was going alone at this troubled time, Nikita Alekseevich caught himself ... (AN Tolstoy).

2. We asked where Nikolai came from.

- I am glad that I came, and did not ask where ... (A.N. Tolstoy)

If the subordinate part of a complex sentence is introduced by interrogative pronouns "who" or "what" in the nominative or indirect cases, then synonymy also turns out to be impossible, since the nouns corresponding to these pronouns have too generalized meaning: for "what" is an object, for "who" - a living being in general. For example:

1. We asked who came.

The question arises, who controls human life and all the routine on earth in general? (M.A.Bulgakov)

She bent over the railing of the terrace, looking anxiously, wanting to know who had come (M.A.Bulgakov).

2. We asked what the noise was.

Synonymy of complex sentences with explanatory-subject clauses and simple sentences is possible if the following conditions are met. If the predicate of the main part of a complex sentence with an explanatory-subjective subordinate is expressed by a combination of a passive participle and a linking verb "to be", then it is also a predicate of a synonymous simple sentence, consistent with the subject in gender and number. The predicate of the subordinate clause of a complex sentence in a synonymous simple sentence corresponds to the subject expressed by a verbal noun. The subject of the subordinate clause in a synonymous simple clause corresponds to the definition in the genitive case. For example:

- ... You could hear the crunching of stones under the horses' hooves (MA Bulgakov). - The crunch of stones under the horses' hooves was heard.

You could hear how the fire crackled and hissed in a lamp covered with a yellow silk shade in the form of a tent (A.I.Kuprin). - The crackling and hissing of fire was heard in the lamp, covered with a yellow silk shade in the form of a tent.

The synonymy of complex sentences with relative object clauses and simple sentences is possible under the same conditions as the synonymy of complex sentences with explanatory-object clauses and simple sentences. For example:

- Did the young man receive more from home than he expected? The young man got more than expected from home.

In a simple sentence, after an adjective or adverb, the comparative degree must be a noun in the genitive case. Synonymy is possible in cases where the verbs in the main and subordinate parts control the same object, if there are no such verbs, then synonymy is impossible. For example: He turned out to

be tougher than we expected (Lavrenev). A simple sentence It turned out to be tougher than our assumptions is not synonymous with this complex sentence.

Semantic differences between complex sentences with explanatory-object clauses and simple sentences synonymous with them are observed only in certain cognitive-syntactic parameters.

1. The system of relations between the components of the cognitive situation. With syntactic explication in a complex sentence, there is a two-level system of relations between the components of the cognitive situation: the terms of the content are directly related to each other in the main and in the subordinate clauses. The conceptual content of the subordinate part only in general correlates with the content of the core component in the main part. For example:

Within the framework of syntactic explication, in a simple sentence, a one-level system of relations between the components of the cognitive situation is observed: all members of the sentence from the side of the content are in direct relations: I - see - sorrow - his

2. Direction of relations between the components of the cognitive situation. In syntactic representation in the subordinate part of a complex sentence, the relation is directed from the subject (bearer of a feature) to the concept of a feature (action, property), and when explicated in a simple sentence synonymous with it, from the concept of a feature to the concept of its carrier. So, in the sentence I see that he is grieving, the attitude of the person to the action is revealed, as evidenced by a question directed from the subject to the predicate (What is he doing?). In the synonymous simple sentence I see his grief, the attitude of action to the face is revealed. This is confirmed by the direction of the question from the noun grief to its definition (whose grief?).

3. Actually the relationship between the components of the cognitive situation. The above questions show that in the subordinate clause of a complex sentence, the subject's possession of the action is expressed, and in a simple sentence, the belonging of the action to the subject.

4. Distribution of the conceptual content of a cognitive situation between its components. Since in the subordinate part of a complex sentence, the relation of the conceptual content, explicated in the subject, to the conceptual content, represented in the predicate, is expressed using the morphological form of the word playing the role of the predicate, insofar in this case the concept of relationship between subject and action merges with the concept of action. In syntactic representation in a simple sentence, the concept of the relationship between the subject and the action is explicated using the morphological form of the definition (his) and, therefore, merges with the concept of the subject (his grief means grief that belongs to him).

5. The nature of the scope of conceptual content. With syntactic explication in the subordinate part of a complex sentence, the concept of action is enriched by merging with it the concept of a relationship; in terms of coverage, the content of this concept turns out to be wider than the content of the concept of the subject. With syntactic representation in a simple sentence, the concept of the subject turns out to be broader than the concept of action, since it is enriched by merging the concept of relationship with it.

**References:**

1. Mirziyoyev Sh. Oliy ta'limda foydalaniladigan nashrlar va axborotlarni uzatishning zamonaviy manbalari. 19 may 2018й.
2. Akramova Gulbahor Renatovna, Akramova Surayo Renatovna. Pedagogical and psychological conditions of preparing students for social relations on the basis of the development of critical thinking. Psychology and education. [Vol. 58 No. 2 \(2021\): Volume 58 No. 2 \(2021\)](#). P. 4889-4902 <http://psychologyandeducation.net/pae/index.php/pae/article/view/2886>
3. Aminova Feruza Hayitovna. Axiological analysis of socio-aesthetic problems in hadiths An International Multidisciplinary Research Journal 1457-1462, 2020. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=5&article=212>
4. Aminova Feruza Hayitovna. Основные принципы исследовательского обучения в школе 2018 international scientific review of the problems of pedagogy and psychology 19 april 2018 <https://scientific-conference.com/images/PDF/2018/1/basic-principles.pdf>
5. Amonov Ulugmurod Sulstonovich. Abdurauf Fitrat is one of the earliest researchers of uzbek folklore. "Academicia" An International Multidisciplinary Research Journal, India. June 2020. 669-673 p. [10.5958/2249-7137.2020.00616.3](https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=6&article=096)  
<https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=6&article=096>
6. Amonov Ulugmurod Sulstonovich. Folklore in the works of Abdurauf Fitrat. International scientific journal «Theoretical & Applied Science», USA. September 30, 2016. 12-15 p. [https://www.semanticscholar.org/paper/folklore-in-the-works-of-abdurauf-fitrat\\_amonov/dcc79abce08ba4602c2dc5b5ae3a87b345797d63](https://www.semanticscholar.org/paper/folklore-in-the-works-of-abdurauf-fitrat_amonov/dcc79abce08ba4602c2dc5b5ae3a87b345797d63)
7. Buryakov Yu.F. The history of non-ferrous metals in Uzbekistan in antiquity and in the Middle Ages. // Materials of the Republican Scientific and Practical Conference. NEVELLAND. - C11.
8. CM: Kuchersky N.I, Astanzaturian G.G. Berdnikov E.A. Navoi. CGA RUZ. F - M 20, OP. 16, units. XP.62, 1. 19. Norma.uz National Database of Legislation, 06.03.2020, No. 07/20/4629/0258)
9. Eshonkulova Dilafruz Husenkizi . Ways to develop critical thinking in adolescents An International Multidisciplinary Research Journal 184-188 2020, <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=10&article=024>
10. Жумаева Ф Р. Использование разных видов текстов в качестве дидактического материала на уроках русского языка. <https://cyberleninka.ru/article/n/ispolzovanie-raznyh-vidov-tekstov-v-kachestve-didakticheskogo-materiala-na-urokah-russkogo-yazyka>
11. Жумаева Ф. Р., Хакимова Н. Х. Формирование языковой и коммуникативной компетенции учащихся при работе над текстом. <http://eclss.org/publicationsfordoi/istanbulonline.pdf#page=168>
12. Ruziyevna J. F, Baxronovna M. F. [Tolerance is the basis for creating a humanistic culture in the world](#). Academicia: An International Multidisciplinary, 2020. <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=5&article=254>
13. Khodjjeva Farogat Oltievna The Actuality And The Content of Forming Critical Thinking Skills Of Primary School Pupils Psychology and Education Journal 2020. <http://psychologyandeducation.net/pae/index.php/pae/article/view/986>

14. Muradova Dilfuza Zhurakulovna. 58-60 2020 The formation of communicative competence of pupils primary school. European Science 58-60 2020 <https://scientific-publication.com/images/pdf/2020/52/european-science-3-52-.pdf>
15. Rasulov Jasur Saparovich Effects of training based on neuropedagogy International Scientific Review of the Problems and Prospects of Modern Science and Education 30.08.2018 <https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/1376-effekty-obucheniya.html>
16. Rizaev S. Navoiy Gorno-Metallurgical. - Tashkent: Shark, 2008. - C. 86.
17. [Ryziqulova Amina Totliboyevna. The role of national values in ensuring the stability of marriage and family relations in modern uzbek families.](#) ACADEMICIA: An International Multidisciplinary Research Journal 88-93 2020 10.5958/2249-7137.2020.01126.X. <https://saarj.com/wp-content/uploads/ACADEMICIA-OCTOBER-2020-FULL-JOURNAL.pdf>.
18. Sattorovna Jamilova Bashorat, Sadriddinovna Nuriddinova Shaxnoza The spiritual description of adults in uzbek children's prose-the place of literary psychologism. Academicia: an international multidisciplinary research journal. Year: 2021, Volume:11, Issue:1
19. See: Batalova I. Gaev Y. Combine, time, fate. Tashkent. Abu Ali Ibn Sina Medical Literature Sina Ali. - C. 57.
20. Shalatonin B.S. "Shadows on the rocks" - T: A. Kadyri, 1999. - C.20.
21. Shamsutdinov R., Мўминов Н. Ўзбекистон Тарихи. - Т.: Shark; 2013. - б. 25.
22. Temirov, Odinaeva Z. Cadimgi Dipboard Con-metallurgy Tariosi. - T.: Yanga ASR Avlodi, 2008. - B.8.
23. Temirov, Odinaeva Z. Cadimgi Dipboard Kon-Metallurgy Tariosi. - T.: Yangang ASR Avlodi, 2008. - B.15
24. Tukmuradova Malika Elmurodovna. Impact of digital education on delivering English lessons An International Multidisciplinary Research Journal 1787-1791, 2020 <https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=11&article=289>
25. Usmanov K. The history of Uzbekistan. - T: "Shark", 2007. - p.64.
26. Xalilova Ruxsora Raupovna. [The Formation Of Professional Speech Of Students In The Learning Process At The University.](#) European Journal of Research and Reflection in Educational Sciences Vol 7. 2019 <http://www.idpublications.org/wp-content/uploads/2019/09/Full-Paper-THE-FORMATION-OF-PROFESSIONAL-SPEECH-OF-STUDENTS-IN-THE-LEARNING-PROCESS-AT-THE-UNIVERSITY.pdf>
27. Абилова Гаухар Оринбековна. On the issue of training highly qualified teachers. International Scientific Review of the Problems and Prospects of Modern Science and Education. 2018 <https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/952-on-the-issue.html>
28. Ахатова Дурдона Ақтамовна. Didactic Opportunities to Ensure Compliance With The Goal And Content Of Education in The Modernization Process International Scientific Review of the Problems and Prospects of Modern Science and Education 12 dekabr 2019 yil <https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/2071-didakticheskie-vozmozhnosti.html>
29. Ахатова Х. А. 2019. Факторы повышения эффективности воспитания гармоничного поколения в образовании **International Scientific Review of the Problems and Prospects of**

Modern Science and Education 12 dekabr 2019 yil. <https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/2070-factory-povysheniya-effektivnosti.html>

30. Баходир Маъмуров. [Акмеологик Ёндашув Асосида Бўлажак Ўқитувчиларда Таълим Жараёнини Лойиҳалаш Кўникмаларини Ривожлантириш. Том 1 № 1 \(2020\): Таълим ва инновацион тадқиқотлар.](http://interscience.uz/index.php/home/article/view/15) <http://interscience.uz/index.php/home/article/view/15>
31. Башорат Жамилова, Мохигул Каххорова. Болалар детектив насридаўсмирлар руҳияти тасвири. [Том 1 № 1 \(2020\): Таълим ва инновацион тадқиқотлар.](http://interscience.uz/index.php/home/article/view/37) <http://interscience.uz/index.php/home/article/view/37>
32. Лукмонова С.Г. Цифровые образовательные ресурсы в педагогической деятельности [Digital educational resources in teaching] // XXI International scientific review of the problems of philosophy, psychology and pedagogy. <https://scientific-conference.com/h/sborniki/yuridicheskie-nauki2/2249-media-security-trend.html>
33. Маҳмудов Мэлс. [Дидактик Лойиҳалаш – Замонавий Таълимда Самардорлик Кафолати. Том 1 № 1 \(2020\): Таълим ва инновацион тадқиқотлар.](http://interscience.uz/index.php/home/article/view/14) <http://interscience.uz/index.php/home/article/view/14>
34. Рўзиева М. Ё. Туркий халқлар фольклорида ранг ифодаловчи сўзлар ва уларнинг семиотик таҳлили. [Том 1 № 1 \(2020\): Таълим ва инновацион тадқиқотлар.](http://interscience.uz/index.php/home/article/view/34) <http://interscience.uz/index.php/home/article/view/34>
35. Эльчиева Динара Толубаевна . Формирование познавательного интереса и познавательной активности младших школьников European Science50, 2020 June. <https://scientific-publication.com/images/PDF/2020/53/EUROPEAN-SCIENCE-4-53-.pdf>