

LEXIC AND SEMANTIC FEATURES OF CONJUNCTIONS DIFFERENCES IN COMPARATIVE MEANING

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Abstract. This article discusses exploring the lexic and semantic features of conjunctions in linguistic studies respectively. The relevance of this study is working on lexic and semantic spheres of conjunctions and working on facing problems of this theme and to give proper solutions for the given challenges in linguistics. While carrying out the research it can be obvious that a reflective overview of the difficulties associated with the principle of differences in comparative meaning, the necessity and value of overcoming these challenges, and the promise of emerging research and technology in mitigating such issues.

Key words: *lexic, semantic, comparison connectors, context-dependent, interpretations, subordinating conjunctions, coordinating, hypothesize, phrase, confidentiality, misinterpretation*

Introduction

Comparative conjunctions are used to show that two things are the same. They connect detail "a" to detail "b". Here are some comparison connectors you can use: Contrast Conjunctions are used to show how two things are different. **Short Conjunctions** : Similarly, Likewise, ...the same..., ...the same as... ,...also..., too, Both. **Longer expressions**: In the same way, X is similar to Y in that they... , X and Y are similar in that they... ,Like X, Y verb..., In like manner, One way in which X is similar to Y is that... ,Another way in which X is similar to Y is that... Contrast Conjunctions are used to show how two things are different. Contrast Conjunctions are used to connect detail a) to detail b): Short Conjunctions: However, In contrast, By contrast, ..., but ..., yet . . . are different because ... Subordinating Conjunctions: On the other hand, even though + [sentence], although + [sentence], whereas + [sentence], unlike + [sentence], while + [sentence], nevertheless. We use the conjunctions whereas and while to show a contrast between two facts or ideas in a sentence. These words can be placed at the beginning or in the middle of the sentence. For example: While I admit it's not perfect in many ways, I love it. Ex: Mark is probably around 60 years old and his wife looks to be in her 30s. Ex: Susan likes to go to parties and I prefer a quiet place.

Materials and methods. Descriptive method was used to do this research. There are 3 types of descriptive method, they are observational method, case study method and survey method. Observational method as a part of descriptive method was used to take the data. Many scientists have studied lexic and semantic features of conjunctions as it is expressed in these structures.

But. But a coordinating conjunction is used to connect opposite ideas. Coordinating conjunctions connect things of the same grammatical type. For example: • Susan always wants to be successful, but she is very lazy. • He doesn't know what you're up to, but he always supports you.

However

But is more formal than but. You can use at the beginning of a sentence, but not at the beginning of a sentence (in written English). For example:

• They have failed many times; but they still keep trying.

• I want to come to your party tonight. However, I have to visit my parents. If you use but, the sentence should read: "I want to come to your party tonight, but I have to visit my parents."

Nevertheless

We can use despite or in spite of to show a second point that we want to contrast with the first point. The difference is, however, a little more formal and strict. For example:

- Martin says his English is terrible. Despite this, he scored 8.0 in the IELTS Writing test.
- I knew a lot about this topic, but still his presentation was interesting.

Although / even though

These linking words are the same in that they both come with a preposition (subject + verb). Although, stronger, stronger.

It is also used if the given condition is negative but the outcome/result is positive.

For example:

- Roussel passed the exam even though he didn't study.
- Even though he treats her very badly, she still loves him.

On the other hand, it is used if the given condition is positive, but the outcome/result is negative. For example:

- Although Rose studied very hard, she did not get good grades.
- Although he tries to be more healthy, he finds it easy to eat fast food.

despite / in spite of

Although and even though or though have similar meanings. They are both more common in writing than speaking and are used to show a contrast between two things. Both are more common in writing than in speech. These two prepositions are followed by nouns or gerunds (verb + 'ing'). They are not followed by adverbs (subject + verb). A little more formal than the opposite. For example:

- Despite being one of the most successful people in the world, Denis has never felt happy.
- Despite studying hard, Denis did not get a good grade in the final exam.

If you want to use despite and in spite of, you need to add this fact. For example:

- Despite being one of the most successful people in the world, Martin never felt happy.
- Despite studying hard, Martin did not get a good grade in the final exam.

On the other hand, you use it to introduce the second of two opposing points, facts, or ways of looking at something. For example:

- He lacked experience, but on the other hand, he was hardworking and willing to learn.

Yet as a conjunction means "but" or "nevertheless." We use it to show contrast. Often occurs after "and".

For example: There are too many questions and too few answers.

- Difficulty concentrating. And yet, we know that we can only do our best by staying focused.

On the contrary / On the contrary

These two conjunctions are exactly the same and are used to contrast or compare on the contrary or on the other hand. Put By / In Contrast At the beginning of the sentence, a comma (,) is placed after the contrast. Example: Unemployment has risen in Great Britain. Conversely, the number of unemployed in Canada has decreased.

Results. We use "contrary" to deny that something is true and to explain that the opposite is true. For example: - Kevin: "You didn't like the movie, did you?"

- Lucy: "On the contrary, the movie was great. I think I'll watch it again."

"This" as conjunction for noun phrases. "It" has several different functions in English. This can be confusing, as some instances of "it" in academic writing are more optional than others. An important use of "that" is to introduce a specific type of conjunction called a noun clause to an independent clause. Often such "that" clauses serve as the direct object of a reporting verb eg. found, reported, , posted, argued, claimed, supported, and hypothesized to paraphrase, summarize, or quote. Turning these sentences into questions and answers is one way to see that "those" clauses act as direct objects.

- What did Smith report?
- Answer: more research was needed
- What did the authors hypothesize?
- Answer: there will be significant results
- What did Jones point out?
- Answer: confidentiality was maintained throughout the study
- In formal written English, for clarity, most academic writers choose to retain "that" when introducing a noun phrase Caplan, 2012. Omitting "this" can cause the reader to misread the subject of the original subordinate clause as the object of the reporting verb¹. • For example, if students see the sentence “Smith reported that more research is needed without the “this”,” they will interpret “more research” as what Smith reported. understand and then go back and say "it was necessary"².
- Any structure that leads to misinterpretation, even temporarily, can be an unwanted distraction from the writer's message.
- In spoken English, "that" may be omitted in such sentences. Intonation patterns—rising and falling—give listeners clues that may not be available in writing.

Analysis. According to analysis, one of the scientists Dorgeloh (2007) explained, “Conjunctions are also part of Syntax discussed in this research. They are also parts of speech. The eight parts of speech are verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections”.

A conjunction connects words, phrases or clauses. Incoherent or mispunctuated sentences often result from misused conjunctions. There are three kinds of conjunctions: *coordinate, subordinate and conjunctive adverbs* (also called *logical connectives*). Subordinate conjunctions are used to join subordinate clauses with independent clauses. Subordinate conjunctions are: *if, because, when, since, where, while, whereas, after, before, until* and *as if*.

1. *He saw Snow White which was unconscious in case.* The sentence is wrong because the sentence uses “*which*” as the conjunction. “*which*” as the conjunction is used to connect things meanwhile the subject of the sentence is Snow White so the conjunction should use “*who*”. The correct sentence is *He saw Snow White who was unconscious in case.*

Conclusion. Based on this research result that has been conducted, grammar, where this research focused in syntax, such as conjunctions, is not the only component in lexic and semantic features of the language.

Beside grammar, there are other components of conjunctions that must be noticed by the learners, such as mechanics, organization, word choice, purpose, audience, process and content.

Awareness of the other components of conjunctions that is very important for the learners. Grammar should not only be focused by the learners, other components in sentences are also need to be concerned in order to be able to create a good structure especially a narrative composition. It could be useless if grammar can be mastered well by the learners but other components in conjunctive structures are not noticed.

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