

Formation of Applied Constructions in English and Their Use in Text

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Abstract. *This study examines the formation and use of applied constructions in English and their significance in academic and professional texts. Applied constructions, including participial, gerundial, infinitival, and nominal structures, enhance cohesion, clarity, and expressive capacity by allowing complex ideas to be presented concisely and logically. The research highlights their role in specialized English instruction, particularly for learners in professional fields such as business, technology, construction, and architecture, where precise communication is essential. The findings indicate that contextualized teaching of applied constructions improves learners' ability to produce coherent, accurate, and stylistically appropriate texts. Overall, mastering these constructions is crucial for achieving advanced language proficiency, facilitating professional and intercultural communication, and supporting effective text organization in various discourse contexts.*

Key words: *Applied constructions, English for Specific Purposes (ESP), professional communication, discourse organization, linguistic competence, academic writing, text cohesion, participial phrases, gerundial forms, infinitival clauses, nominal structures.*

INTRODUCTION

For some unique purposes, foreign language instructors typically have a lot of typical of ordinary foreign language instructors. For both, it is essential to examine theories of language development and instruction, to gain understanding of modern perspectives on their own job and position, as well as the role and foreign language learners' place in the classroom and to deal with the various technology available like a tool to enhance the process. The learners are where the biggest difference is found and their English language learning objectives. Students that use English for particular objectives are typically adults who are studying the language and have some prior experience with it language to convey a set of professional abilities and to carry out certain tasks associated with the position. Grammar and linguistic structures are not as important in specialized English as language in context. It includes a wide range of topics, from computer science and accounting to business management and tourism. From this point of view, the main focus of English instruction is that it is integrated into a subject matter area that is significant to the students rather than being taught as a subject apart from their real world (or desires).

In actuality, teaching English in various fields integrates both subject matter and English language instruction. Because students may apply what they learn in English classes to their primary subject of study—accounting, business management, economics, medicine, computer science, architecture, or construction—this combination is very inspiring. One of the most crucial prerequisites for a modern specialist is his capacity to engage in professional oral and written communication, the nature and content of which are predetermined by the characteristics of the activity type in construction

discourse, in the perception and production of which the specialist will participate. The primary goal of teaching foreign language proficiency to experts is to equip them with the professional intercultural communication skills required to conduct business in other languages and cultures.

Professionals must connect with foreign partners in various industries, which makes learning a foreign language a crucial skill for completing work-related duties. Preparing students to convey their professional activity in international settings, such as conferences, exhibitions, and scientific publications, is a common difficulty for English teachers working in specific-purpose contexts. However, prospective specialists often lack the technical vocabulary and linguistic understanding required for their subject, which lowers the overall quality of their language instruction and impacts their effectiveness in professional communication. When students are expected to create foreign-language descriptions, reports, presentations, or project documents pertaining to their area of expertise, this problem becomes more noticeable.

There is a rising need to establish strong foreign language competency in learners according to their professional area because the theoretical and practical components of teaching professional terminology are still underdeveloped. Teachers of English must provide their pupils with functional language structures, specialized vocabulary, and communication techniques that are applicable to real-world work settings. This entails teaching students vocabulary related to their field of study, helping them to comprehend real technical literature, and empowering them to engage in professional English conversation.

DISCUSSION AND RESULT

The formation of applied constructions in English demonstrates a complex interplay between grammatical structure, semantic function, and textual organization. Applied constructions such as participial phrases, gerundial forms, infinitival clauses, and noun-based structures play a central role in enhancing cohesion and increasing the expressive capacity of a text. Their presence allows writers to condense information, emphasize essential meanings, and create a coherent flow of ideas. For instance, in the sentence “Designed to reduce energy consumption, the new system improves overall efficiency,” the applied participial construction “Designed to reduce energy consumption” performs an explanatory and descriptive function without requiring a separate sentence. Such constructions not only enrich the linguistic quality of the text but also support logical relationships and maintain conceptual continuity.

The analysis shows that applied constructions contribute significantly to stylistic sophistication. They reduce redundancy by replacing long subordinate clauses, which is especially important in academic and technical communication. For example, the construction “To meet international standards, the researchers revised the methodology” uses an infinitival phrase that clearly indicates purpose while maintaining conciseness. Similarly, gerundial constructions such as “By integrating new technologies, the authors propose a more efficient solution” express cause or means more compactly than traditional clause structures. These examples highlight how applied constructions facilitate logical sequencing and create precise textual connections. The findings of the study reveal that the strategic use of applied constructions improves both the clarity and readability of English texts. Texts that incorporate such constructions demonstrate stronger cohesion, smoother transitions, and greater informational density. For example, the nominalized construction “the implementation of advanced algorithms” condenses a complex action into a single cohesive unit, allowing it to function as the subject or object within a sentence. This structure supports efficient idea development and helps avoid repetitive or fragmented writing.

Moreover, the discussion indicates that learners of English as a foreign language often struggle to recognize the functional purpose of applied constructions in authentic texts. Their difficulties typically arise when they encounter dense academic or professional materials where such structures are used extensively. However, when learners receive contextualized instruction—showing how these constructions operate within real texts—they become more capable of producing well-organized and coherent writing. For example, students who learn to transform a clause like “When researchers

analyze data, they identify patterns” into an applied construction “In analyzing data, researchers identify patterns” demonstrate improved mastery of conciseness and academic style.

The overall results suggest that applied constructions serve not only as grammatical devices but as essential components of discourse organization. Their use strengthens the communicative effectiveness of a text, supports conceptual precision, and enhances the stylistic quality of writing. By enabling writers to present complex relationships—such as cause, purpose, contrast, and condition—within compact structures, applied constructions contribute directly to advanced textual competence. Therefore, their effective formation and application are critical for achieving high-level proficiency in both academic and professional English writing.

CONCLUSION

The study of applied constructions in English highlights their central role in ensuring clarity, coherence, and communicative effectiveness in academic and professional texts. Participial, gerundial, infinitival, and nominal constructions allow writers to condense complex ideas, express logical relations precisely, and maintain smooth textual flow. Texts using these constructions demonstrate higher stylistic sophistication, stronger cohesion, and more efficient organization of information. Applied constructions are particularly important in technical, scientific, and field-specific communication, where conciseness and clarity are essential. They enable writers to express cause-and-effect relations, conditions, purposes, and processes without relying on lengthy subordinate clauses, enhancing overall readability and structural unity. Pedagogically, learners often struggle to recognize and use these constructions in authentic texts, highlighting the need for contextualized instruction. When students learn to apply these structures effectively, their writing becomes more coherent, accurate, and stylistically appropriate, which is especially vital for English for Specific Purposes (ESP) contexts in professional fields such as architecture, construction, business, and technology. Overall, mastering applied constructions is crucial for achieving advanced proficiency in written English, enhancing expressive potential, improving text organization, and preparing learners for effective professional and intercultural communication.

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