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Group 402

Comparative analysis of the expressional means of the semantic field of "reason" in Modern English and Uzbek and problems of linguodidactics

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Introduction

"Education and upbringing, while being the product of consciousness, are the factors which define the level of consciousness and development. Without improving the system of education and upbringing one cannot alter the consciousness, and by not altering the consciousness, and consequently the mind, it would be impossible to achieve our highest goal-to build a free and prosperous society" [1.60]. This is the most important statement given by the president of our Republic Islam Karimov. The goal of education reform is to educate a healthy generation, both physically and mentally, which can be achieved through humanistic, democratic methods of teaching and socialization, giving higher priority to human values, national and cultural traditions and separation of educational institutions from the influence of political movements.

Our government pays great attention to education of population. Annually, about 53% of state budget is appropriated for further improvement of education system in the country. The country carries targeted activity for basic and professional education of talented children and youth overseas. Since the very day of Independence of Uzbekistan, thousands of young people have undergone courses on different prestigious programs or have been educated in solid universities abroad.

Today, Uzbekistan is large cultural and scientific center, possessing developed research capacities, comprehensive scientific base and qualified personnel. Sector of scientific research of Uzbekistan includes 362 academic, university and industrial-profile institutes, that includes 101 scientific-research institutes, 55 scientific-research subdivisions of universities, 65 design and engineering institution, 32 scientific-production associations and experimental enterprises, 30 data processing centers.

Since independence, dozens of new higher educational were established, such as: Tashkent Aviation Institute, Tax Academy, Navoi State Mining Institute,

Universities of World Economy institutions and Diplomacy, Tashkent Islamic University, Institute of national Art and Design, High School of National Dance and

Choreography, Tashkent University of Information Technologies, Tashkent Medical Academy, Samarqand Institute of Economy and Service. Uzbekistan pays great attention to education of population.

In the years our independence, particular attention is paid to preparing highly-educated, intellectual, innovative competent specialists for world system.The resolution of the President of Uzbekistan "On measures to further improve system of foreign languages teaching" dated from 10 December 2012 isbeing implemented in our country. №1875 decree indicates:

- "throughout the Republic, learning foreign languages, particularly English, shall be started as games and verbal communication in the first year classes of secondary schools, and step by step alphabet, reading and grammar should be taught from the second year;

- some special subjects, particularly technical and international specialties, are taught in foreign languages in higher educational institutions;

- students and teachers of general secondary, secondary special, vocational education institutions shall be provided with textbooks and teaching materials in foreign languages; these materials shall be published according to determined periods and funded by Republic targeted book Fund under the Ministry of Finance of the Republic of Uzbekistan."

This document serves as an important guideline in development of new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resourcesby students.

The purpose of this resolution is to form the continuous system preparing specialists who are capable for world requirement consists of being able to speak

fluently in world languages, exchange ideas with foreign specialists on the particular sphere, to have opportunity to use their ideas in the field of world science and technology and using them for the benefit of our count. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas.

Currently at 883 public schools in our region over 1600 teachers educate children to foreign languages.Starting from 2013/2014 school year, learning of foreign languages will begin from the first classes in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

Naturally, demand for specialists in this sphere will increase. Accordingly the Tashkent Regional State Pedagogical Institute in cooperation with the Uzbek State University of World Languages is working on this issue. Training of teachers of foreign languages is also continuing.

Furthermore, Uzbekistan is planning to align the educational system with the new internationally-recognized framework described by the CEFR in learning, teaching, assessment, with a national content. This will be aligned to international standards in the following divisions by level:

A1 - Elementary Schools, General English, Part I
A2 - Secondary Educations, General English, Part II
B1 - Vocational In 2012 Uzbekistan accepted the CEFR as a nation-wide educationalstandard of reference for learning, teaching and assessment of foreign languages. As English is the key language in economy, society, education, and industry, the Ministry of Higher and Secondary Education of Uzbekistan has undertaken an initiative to align English Language programs nationwide with the CEFR. Schools and High Schools, English for Specific Purposes, including language programs
B2 - Higher Education non-language programs and High School language programs

C1 - Language programs, Masters, Doctorate

Now, all educational, scientific and cultural-enlightenment facilities of the countryare connected to Educational portal, which contains over 25 thousand study materials and resources. This permits from actively introduce the methods of distance education into the education system as well as a broad complex of information and communication services for the country's students.

I would like to emphasis that the using innovative technologies gives us great opportunity to make an effective lessons not only teaching a foreign language, but also any other subjects as well. Computertechnologies, digital and broadband telecommunications and Internet acquire an enormous significance in our life. In order to develop our scientific works I have made my research work one of the important theme. My graduation paper is devoted to one of the actual themes of modern comparative linguistics:**The expression of means and comparative analysis of the semantic field of "reason" in Modern English and Uzbek and problems of linguodidactics".**In my opinion, this theme is not researched and it will be new approach to science of English language and of course Uzbek.

Actuality of the topic of the graduation paper: The study defining the expressional means of the semantic field of "result" is important because of very little work denoted to the comparative-typological study of semantic field in Modern English and Uzbek is done in our country. Moreover, there is no clear and full-completed theory on current theme. The term of the "field" is considered that some words or word combinations, phraseological units of a certain language linked with each other according to their essence or semantic features.

Aim of the research: The aim of the research is to analyze linguistic problems dependent on the semantic field of "result" and to lay a scientific foundation of their isomorphic and isomorphic features in two typologically dissimilar languages.

Tasks of the research:
1) to identify and justify the actuality of the chosen theme;
2) to define semantic units that express the field of result in English and Uzbek

languages

3) to further broaden the isomorphic (similarities) and allomorphic (dissimilarities) peculiarities of defining the semantic field of result in the compared languages.

4) tomake a qualitative and quantitative analysis of the word structure in Modern English and Russian;

5) to work out useful strategies and create cutting-edge methods for teaching the field of reason in Modern English at Uzbek schools.

Object of the research: The lexical means of field of reason in Modern English and Uzbek;conjunctions,the features of special moods of the verb.

Subject matter of the research: To analyze the lexical means of the field of reason in two above mentioned languages, the features of conjunctions that express the reason and to scientifically identify the similar and dissimilar features of them.

Materials of the research: In order to back-up the theories of the research we have employed a number of works on methodology of teaching based on solid empirical examples of the composite sentences from fiction and non-fiction works by Uzbek and English writers.

Methods of the research: The methods we have put forward to conduct a detailed research into our chosen topic are as follows:

I.   Comparativemethod;

II.   Distributionalmethod;

III. Contextualmethod;

IV.   Statisticalmethod;

V.   Transformationalmethod;

VI.   Methodofmodeling, etc.

The scientific novelty of the research lies in the following:

1) the structural and semantic features of word structure in the Modern English and Russian languages have been disclosed;

2) a detailed qualitative and quantitative analysis of the whole system of word

structure in Modern English and Russian has been made;

3) effective strategies, system of exercises and methical recommendations for teaching word structure in Modern English atUzbek schools.

Methodology of the research: The methodology of the research lies in the data we have collected in our graduation paper from works of renowned linguists as L.S.Barhudarov, V.I.Kaushanskaya, A.B.Haimovich, G.M. Hoshimov, M. Bloh, B.I.Rogovskaya, B.S.Ilysh and others.

Theoretical value of the research: The different approaches to the semantic field of "reason" of two typologically non-related languages have been further elaborated, and on the basis of the linguodidactic comparison useful methical recommendations have been carried out and offered.

The practical value of the research: The achieved results of our investigation can be used in giving general and special courses in English or Uzbek grammar and lexicology at high schools, in teaching Comparative linguistics, in the theory and practice of translation, interpretation of a text as well as when lecturing on methodology of teaching a foreign (English) language.

The field of application: The results of the research work can be used in the process of teaching at academic lyceums, professional colleges and higher educational institutions as well as in the theory and practice of translation.

The structure of the work: The work consists of introduction, the main part with 3 chapters, conclusion and the list of the used literature.Introductionnotes the specific features of the chosen topic, which is determined by the relevance and novelty, goals, tasks, objectives, etc.

In the first chapter, we have given the analysis of the philosophical and linguistic aspects of the concept in general and the description of the concept of defining the expressional means of the semantic field of "reason".

The second chapter, which consists of the three parts, there have been made a qualitative and quantitative analysis and on the basis of the achieved results there have

been identified isomorphic (similarities) and allomorphic (dissimilarities) features of the semantic field in Modern English and Russian.

The third chapter is led to the point of teaching above analyzed theme at (high) schools. The acceptable methodological manual with recommendations, system of exercises and effective strategies for teaching the semantics in Modern English at Uzbek schools has been compiled.

In the final part,we have summarized all the achieved results, drawn a conclusion and compiled the list of the used literature.

Chapter 1. Theory of semantic field in Modern Linguistics.

1.1. Theory of semantic field in Modern Linguistics.

The importance of languages in human's life is so great that it does not need much explanation. From very early ages, mankind has tried to learn about languages and made contributions to their development at every stage of life. Although language was perceived to be the way of only speaking and listening in the past, after the invention of letters, its significance doubled: there are now spoken and written types of language. In our age, much headway has been made so far in the sphere of linguistics. As language learning is an ongoing process, linguists will continue to investigate various aspects of Modern linguistics.

One of the integral parts of linguistics called lexicology attracts special attention of almost every linguist.Lexicology deals with words, word-forming morphemes (derivational affixes) and word-groups or phrases. All these linguistic units may be said to have meaning of some kind: they are all significant and must be investigated both as to form and meaning. The branch of lexicology thatis devoted to the study of meaning is known as semantics.

Semantics is a branch of linguistics which studies meaning. Semasiology is singled out as an independent branch of lexicology alongside word-formation, etymology, phraseology and lexicography. At the same time it is often referred to as the central branch of lexicology. The significance of semasiology may be accounted by three main considerations:

1. Language is the basic human communication system aimed at ensuring the exchange of information between the speakers engaged in conversation, which implies that the semantic side forms the backbone of communication.

2. By definition lexicology deals with words, morpheme and word-groups. All those linguistic units are two-faced entities having both form and meaning.

3. Semantics underlines all other branches of lexicology. Meaning is the object of semantical study. However, at present there is no universally accepted definition of meaning or rather a definition reflecting all the basic characteristic features of meaning and being operational at the same time. Thus, linguists state that meaning is "one of the most ambiguous and most controversial terms in the theory of language ".

Semantics is concerned with the meaning of words. It studies the types of meaning, the change of meaning, the semantic structure of words, semantic groupings, synonyms, antonyms, homonyms etc. However, there is no generally accepted definition of the term "meaning of the word", as different linguists belong to different schools of linguistics, each of them give their own definitions.

Moreover, semantics is coming to the fore as the central problem of linguistic investigation of all levels of language structure. It is suggested that semantics has for its subject matter not only the study of lexicon, but also of morphology, syntax and sentential semantics. Words, however, play such a crucial part in the structure of language that when we speak of semantics without any qualification, we usually refer to the study of word-meaning proper, although it is in fact very common to explore the semantics of other elements, such as suffixes, prefixes, etc.

Linguists distinguished and analyzed "semantic fields", that is, groups of words of which meanings are closely interrelated. Originally, "field" is a concept applied in physics which describes the layout condition of a certain object, such as electric field, magnetic field and gravitational field, which separately shows the layout principles of electricity, magnesium and gravity in a certain space. This concept was later applied into linguistics to describe the inter-relationship between different words. Gradually, it turned into a new linguistic approach called semantic field theory. Semantic field is a closely knit sector of vocabulary characterized by a common concept (e.g. in the semantic field of space we find nouns (expanse, extent, surface); verbs (extend, spread, span); adjectives (spacious, roomy, vast, broad)). The members of the semantic fields are not synonymous but all of them are joined together by some common semantic component. This semantic component common to all the members of the field is

sometimes described as the common denominator of meaning, like the concept of kinship, concept of colour, parts of the human body and so on. The basis of grouping in this case is not only linguistic but also extra-linguistic: the words are associated, because the things they name occur together and are closely connected in reality.

The core of semantic field theory is to analyze the relationship between genus and species of lexical study. (Mei, 1987) It suggests that the words of a language system are related with each other and they form a complete lexical system. In this system, certain words could form a semantic field under a common concept. For example, under the concept of stationery, pen, eraser, pencil, ruler and etc. could form a semantic field.

In this semantic field, stationery represents the genus, or in other words, general concept; pen, eraser, pencil, and ruler represent species, or specific concept. In short, semantic field is a combination of a group of words that interact, dominate, distinguish and depend on with each other. The semantic range of the combination is called the field range of the semantic field. Semantic field can be also called lexical field or domain, which refers to the combination of a bunch of words with interrelated meanings and dominated under a same concept. It has two folds of meanings. Some words, from a language, which were dominated under one certain concept, combined together and formed a semantic field. This certain concept may be represented by a superordinate, while the semantic field isformed from either hyponyms or semantic features. For example, under the common concept of furniture, words like table, closet, bed, bookshelf, couch, sofa, chairs, etc., could be gathered as a semantic field.

We can give the following description to a semantic field.A *semantic field* is a set of words (or lexemes) related in meaning. Also known as a *word field, lexical field, field of meaning, and semantic system.* Linguist Adrienne Lehrer has defined semantic field more specifically as "a set of lexemes which cover a certain conceptual domain and which bear certain specifiable relations to one another".

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On the other hand, words that belong to the same semantic field are notonly semantically related, but alsointeract with each other. That is to say, when checking the meaning of a word, the first step is to compare the semantic meaning of the other words under the same semantic field. One suggestion as to how other importantrelationship that exist between concepts might be accommodated is via the notion of semantic fields (e.g., Jackendoff, 1977; Miller, 1978; Miller & Johnson-Laird, 1976). Proponents of this approach all agree that the notion of semantic field is difficult to define. The basis most often chosen for identifying semantic fields is people's intuitive judgments about the similarities of two words(Miller, 1978): "The greater the judged similarity of meaning, the smaller is the smallest semantic field that contains them both [p.94]." there are certain kinds of concepts which appear to provide focal points for the organization of semantic fields (e.g. color, motion, possession, etc.). Different concepts, which fall into one of these groupings, are often judged by subjects to be similar in meaning. On the other hand, there are other kinds of concepts that appear to cut across different semantic fields (e.g. space, time, quantity, cause, etc.). Different concepts falling under these kinds of heading are not necessarily judged to be similar in meaning – e.g., causative verbs such as give ("cause to have") and kill (" cause to die") fall under the heading of "cause" but are not intuitively

similar in their meaning. The function of this letter type of conceptual organization is assumed to be in providing internal structure for the semantic fields (Miller 1978).

Trier's paradigmatic semantic field

The semantic field theory was brought into its puberty by German scholar J.Trier in the 1930s,whose version is seen as a new phase in the history of semantics.Wu(1988:94-95) summarized Trier's semantic field theory as follows:

a.The vocabulary in a language system is semantically related and builds up a complete lexical system.This system is unsteady and changing constantly.

b.Since the vocabulary of a language is semantically related, we are not supposed to study the semantic change of individual words in isolation,but to study vocabulary as an integrated system.

c. Since lexemes are interrelated in sense, we can only determine the connotation of a word by analyzing and comparing its semantic relationship with their words.A word is meaningful only in its own semantic field.Trier's semantic field is generally considered paradigmatic.It deals with paradigmaticrelations between words such as hyponymy,synonymy and antonymy.

Hyponymy is the most common branch of semantic field theory. It contains all objects that belong to the same category. The most fundamental category is dualistic, for example, paddy field and upland field, autorotation and revolution, etc.

Another category is diversified, for example, navy, marine, air force, etc. Hyponymy can be multileveled, which means the basic level could be divided into more specific levels, and even more specific ones. For instance, we could   divide animals into human being and birds and beasts, yet birds and beasts could be further divided into birds, fishes, insects and mammals, etc. And the mammals could also be specifically divided into pigs, dogs, cows, wolves and horses, etc. And finally, for example, horses can be further divided into broncos, stallions, ponies and so on. These divisions implicate the system of hyponymy, which is basically the

superordinate-hyponym semantic field, also called general terms and specific terms. Take the example above for instance, if animals are the superordinate, human being, birds and beasts will be the hyponyms. On the other hand, if birds and beasts are taken as the superordinate, then birds, fishes, insects and mammals will be the hyponyms. Hyponymy is featured as being relative. The relativity of this semantic field has two-fold meanings. On the one hand, it means that the superordinate-hyponym relations are not relative instead of absolute or unchanged.

The antonymous semantic field formed by the word "fast" and slow/sober/loose/disloyal/faded/slowly/eat as an example, before determining the meaning of the word "fast", we will have to figure out the antonymous relations between fast and other words. For instance, fast means quick against slow, hile it means fadeless against faded.

Porzig's syntagmatic field

In contrast with Trier's theory, another German linguist Porzig developed a notion of semantic field which is called syntactic field by some scholars.Porzig's study was based on the analysis of the internal relation of the co-occurrence between words.It studied the probability for a lexical item to co-occur with others in the same context,e.g.,bite and teeth,lick and tongue,bark and dog,etc.They are bound together by what Porzig called essential meaning-relations.The general nature of these relations is like this:What does one bite with?This is illustrated by a few examples which are so banal that one may be inclined to overlook it and above all to underestimate its importance.However,because the appearance of one word in a syntagmatically – related lexical system always predicts the occurrence of the other and because there is a kind of expectancy and prediction between them.

Chapter 2. Comparative analysis of the expressional means of the semantic field of"reason" in Modern English and Uzbek.

2.1. Comparative analysis of the expressional means of the semantic field of "reason" in Modern English and Uzbek.

In the second chapter of our research work we will analize all expressional means of this field. In order to clarify the expressional means of the semantic field of the "reason" we gathered all words or expressions that express the reaosn of action or situation.It is acceptable that clauses of cause is one of the expressional means of reason. Clauses of reason give rise to some discussion, since the distinction between them and some other types of subordinate clauses is in some cases doubtful and to a certain extent arbitrary. It should first of all be noted that the term "clauses of reason" must not be taken to imply that the cause was necessarily planned in advance, or that it was consciously aimed at. This may have been brought about without anybody's intention. So these clauses might be termed "clauses of cause", but since that term is also liable to different interpretations, we may as well stick to the usual term "clauses of reason".

When you want to indicate the reason of an action or situation, you can use a cause clause. Cause clauses are introduced by conjunctions such as *because, as, so, so…that, or such….that.* The following examples illustrate the use of *so, so…that.*

- *You know my mother's ideas **as** to the necessity of constant company for her friends.*
  - *am sorry for her, **because**, with her disposition, she may not get over it I immadietely.*
- *My mother couldn't help it notwithstanding, **so** she cried until she had her cry out.*
  - *The lecture was boring and irrelevant, **so** some of the students began to fall asleep.*
    - *Peter was having problems with mathematics, **so** he went to see his tutor to ask for advice.*

– And *so you like this man's sisters, too, do you?*
– *I liked a red coat myself very well—and, indeed,* **so** *I do still at my heart; and if a smart young colonel.*
– *There were* **so** *many books on the subject* **that** *Cindy didn't know where to begin.*
– *There was* **such** *a lot of material to cover* **that** *Anvar found it difficult to keep up with his students.*
– *So high and* **so** *conceited* **that** *there was no enduring him!*
– *My ideas flow* **so** *rapidly* **that** *I have not time to express them*

As you know, a *semantic field* is a set of words (or lexemes) related in meaning. There are some types of semantic field, as the semantic field of "result", "purpose", "reason" and etc. In English we can express meaning of "reason" by using some adverbs.

The adverb is a part of speech which expresses some circumstances that attend an action or state, or points out some characteristic features of an action or a quality. [21.134]

Adverbs of cause and consequence: *therefore, consequently, accordingly, etc.*

– **Therefore** *she did as she was told.*
– *You are too sensible a girl, Lizzy, to fall in love merely because you are warned against it, and,* **therefore,** *I am not afraid of speaking openly.*
– *All that I can promise you,* **therefore***, is not to be in a hurry.*
– *I can make no claim* **therefore** *to have known how matters stood.*

Adverbial clauses of cause (or causative clauses) express the reason, cause, or motivation of the action expressed in the main clause or of its content as a whole. [11, 332]

Causative clauses may be introduced by the conjunctions *as, because, since, so, that, lest, seeing (that), considering;* or by the composite conjunctions *for the reason*

that, in view of the fact that, in so far as (insofar as), by reason of. Of these the conjunction *as* is preferable when the sentence opens with a clause of cause.

- **As** *he took up his abode with the Lucases, his arrival was no great inconvenience to Mrs. Bannet.*
- *You know my mother's ideas* **as** *to the necessity of constant company for her friends.*
- *I am sorry for her,* **because***, with her disposition, she may not get over it immadietely.*
- *I need say nothing here, on the first head,* **because** *nothing can show better than my history.*
- *Calls a house a rookery, when there is not a rook near it, and takes the birds on trust,* **because** *he sees the nests!*
- *Bessie would rather have stayed, but she was obliged to go,* **because** *punctuality at meals was rigidly enforced at Gateshead Hall.*
- *Ahab did not like Micaiah,* **because** *henever prophesied good concerning him.*
- *"I daresay she is crying* **because** *she could not go out with Missis in the carriage," interposed Bessie.*
- *Bessie would rather have stayed, but she was obliged to go,* **because** *punctuality at meals was rigidly enforced at Gateshead Hall.*
- *"I don"tthink I shall ever be afraid of you again, Bessie,* **because** *I have got used to you, and I shall soon have another set of people to dread."*
- **Because** *he is treasurer and manager of the establishment.*
- *During these eight years my life was uniform: but not unhappy,* **because** *it was not inactive.*
- **Because** *he is treasurer and manager of the establishment.*
- **Because** *fifteen pounds is not enough for board and teaching, and the deficiency is supplied by subscription.*

- *Partly **because** it is his nature—and we can none of us help our nature; and partly because he has painful thoughts, no doubt, to harass him, and make his spirits unequal.*
- ***Since** happiness is irrevocably denied me, I have a right to get pleasure out of life: and I will get it, cost what it may.*
- *My mother couldn't help it notwithstanding, **so** she cried until she had had her cry out.*
- *In **so** far as it is difficult to assign an external cause to certain happenings, they are written off as uncaused or spontaneous.*

As can be seen from the above examples, the causative clause may stand in preposition to the main clause, or follow it. It may also be embedded within the main clause, as in:

- *She loved to give, **since** she had plenty, and sent presents here and there to Lilian, the children, and others.*
- *Your uncle, I am sorry to say, is now on a sick bed; from which, considering the nature of his disease—decline—and the stage it has reached, it is unlikely he will ever rise.*
- *His changes of mood did not offend me, **because** I saw that I had nothing to do with their alternation; the ebb and flow depended on causes quite disconnected with me.*
- *I had nothing else to do, **because** it was the vacation, and I sat at them from morning till noon, and from noon till night: the length of the midsummer days favoured my inclination to apply.*

Each of the conjunctions and conjunctive phrases expresses a certain shade of causative meaning, and so they are not always interchangeable. *Because* usually introduces clauses with the meaning of real cause. This can be illustrated by the ability of *because-causes* (but not others) to be included in questions. Thus it is correct to say:

- *Did you ask him **because** he was famous or for another reason?*

- *But it is wrong to say: Did you ask him **since** he was famous...?*
- *Unlike **because**, the conjunctions since and as introduce clauses with an explanatory meaning, or else that of motivation.*
- ***Since** you are here, we may begin our talk.*

The other reason why causal conjunctions, though synonymous, are not always interchangeable with *because,* is that some of them are polyfunctional: *as* and *since* may be conjunctions of time, as well as of cause. For example:

His mood changed as they marched down to the clocks, (temporal relation)

The affinity between temporal and causal clauses is manifested by the fact that both kinds of clauses can be introduced by the conjunction as, and nothing but the context, the lexical meanings of the words involved, will enable us to tell whether the clause is temporal or causal. Thus the difference between the two kinds is not grammatical in these cases. Let us consider the following two examples: The rain neither enticed nor repelled, but only trickled down his big umbrella off onto the upturned collar of his old army-officer jacket as he walked down the path. There obviously cannot be a causal tie between the fact stated in the main clause and that stated in the as-clause. As they (Beaumont and Fletcher) are indissolubly associated in the history of English literature, it is convenient to treat of them in one place. Here the causal connection between the clauses is obvious. [11.292]

Compare also two since-clauses: For ever since he had fled from Kansas City, and by one humble device and another forced to make his way, he had been coming to the conclusion that on himself alone depended his future, with a clearly temporal meaning, and "So," said Helen, "since you obviously don't know how to behave in Great Britain, I shall take you back to France directly, you are well enough to travel", where the connection is causal.

There would be no necessity to analyze the meanings of the words, etc., if the subordinate clause were introduced by a conjunction which can have one meaning

only, for instance, the conjunction because. No clause introduced by this conjunction could ever be a temporal clause.

A special problem, which has received much attention, attaches to clauses introduced by the conjunction for. In many ways they are parallel to clauses with because, and we may wonder whether there is any valid reason for saying that because-clauses are subordinate and far-clauses co-ordinate. Indeed the following two examples seem to prove the parallelism:

It was Richie who played, for Lucien had discouraging business paper to read.

But at the same time there is a basic difference between the two types. Because-clauses indicate the cause of the action expressed in the main clause. They can be used separately as an answer to the question why...?, as in the following bit of dialogue: "I must have come." "Why?" "Because I must. Because there would have been no

Types of Adverbial Clauses

A for-clause could not possibly be used in this way. The reason is that a far-clause expresses an additional thought, that is, it is added on to a finished part of the sentence, as in the following extract: "What game are they all playing?" poor Fleda could only ask; for she had an inti-mate conviction that Owen was now under the roof of his be-trothed.

It would also be impossible to replace because by for in the following sentence: But either because the rains had given a freshness, or because the sun was shedding a most glorious heat, or because two of the gentlemen were young in years and the third young in the spirit — for some reason or other a change came over them.

This peculiarity of for-clauses as distinct from because-clauses is in full harmony with the fact that for-clauses can also come after a full stop, thus functioning as separate sentences, much as sentences introduced by the conjunction but do, as in the following extract: This thought, together with one other — that once more after dinner he was to see Roberta and in her room as early as eleven o'clock or even earlier —

cheered him and caused him to step along most briskly and gaily. For, since having indulged in this secret adventure so many time, both were unconsciously. The following solutions appear to be plausible:

(1) for-clauses are always co-ordinate, never subordinate ones,

(2) for-clauses are subordinate ones in all cases, and no objective difference is to be found between them and because-clauses,

(3) for- clauses occupy an intermediate position, the difference between coordination and subordination being here neutralized, and tend sometimes toward the one, sometimes toward the other extreme. Possibly the last solution is the most acceptable.

Causative relation may be found in compound sentence with the coordinating conjunction *for*. Its coordinate character is unmistakably shown by the fact that the clause with *for* cannot stand before the other half of the sentence.

Some causative conjunctions (*as, because*) may connect their clause to the main clause rather loosely, in which case the relation between the clauses is similar to coordination (such clauses may even be independent sentence). The causative clause generally expresses some grounds on which we can judge of the truthfulness of some idea expressed in the main clause.

In colloquial English a clause of cause may be joined rather loosely to a sentence which cannot be its main clause: *Are you going to the post-office? - Because I have some letters to post.* (I ask you this because I have some letters to post.)

A conjunction is a function word indicating the connection between two notional words, phrases, clauses, or sentences. [20.206]

Subordinating conjunctions join subordinate clauses to main clauses, although some of them may join a word or a phrase within a simple sentence. They are positionally less fixed than coordinating conjunctions and need not necessarily be

between the elements they join, but may precede both the subordinate and the main clauses.

There is only onecausal conjunction *for,* which denotes reason or cause,reason or cause:*as, because, since, seeing, so ... that, lest, considering.*

- *His work was of vital importance to him, **since** all his life was devoted to it.*
- *One day, **because** the days were so short, he decided to give up algebra.*
- ***As** she had never heard of such stories, she was puzzled at first.*

As to Rayevska N.M. clauses of reason or cause will also exemplify the synsemantic character of syntactic structures. Their formal arrangement is characterised by two patterns:

1)clauses included by the conjunction *that* correlated with the pronoun *such* or the pronoun so in the main clause;

2)clauses included by phrasal connective so *that.*

- *I enjoyed the counter-raid so thoroughly **that I came back restless**.*[9.pg.5]
- *The living room was crowded to the doors with a set of tapestried furniture entirely too large for **it so that to move about was to stumble continually over scenes of ladies swinging in the gardens of Versailles**.* [9.pg.32]

Variation in the lexico-grammatical organisation of such clauses is generally associated with variation in their meaning.

Instances are not few, for instance, when a clause of result is suggestive of the degree or the state of things indicated by the main clause. The meaning of such clauses is always made clear by contextual indication.

Examples of such clauses of result are:

- *He came down on Monday in a chaise and four to see the place, and was **so** much delighted with it, **that** he agreed with Mr. Morris immediately.*[8.pg.4]

- *Gardiner's in town **so** much in love with her **that** my sister-in-law was sure he would make her an offer before we came away.* [8.pg.43]

- *The living room was crowded to the doors with a set of tapestried furniture entirely **too** large for it **so that** to move about was to stumble continually over scenes of ladies swinging in the gardens of Versailles.*[9.pg.32]

- *He would be able to save enough money so that his three daughters would have reasonable incomes.*[13.pg,3]

Structural synonyms of sub-clauses of result presented by infinitival phrases may be illustrated by such patterns as:

- *I was going to wear it tonight, but it was too big in the bust and had to be altered.*[9.pg.48]
  *(Syn. I was going to wear it tonight, but it was **so** big in the bust **that** it had to be altered.)*

- *I was too absorbed to be responsive, so he went unwillingly home.*[9.pg.89]
  *(Syn.I was**so** absorbed to be responsive **that**......)*

- *'I'm sorry, madame, but we can't furnish it—it's far too hot to touch this noon!'*[9.pg.122]
  *(Syn. ....it's far **so** hot **that**....)*

- *I'm five years too old to lie to myself and call it honor.*[9.pg.190]
  *(Syn. I'm five years **so** old **that**...)*

- *My own generation was wealthy enough to do that.*[9.pg.8]
  (Syn. My own generation so wealthy that I could do that)

- *I were near **enough** to hear what he said but the policeman caught something in the tone and looked over with truculent eyes.*[9.pg.150]
  *(Syn. I were **so** near **that** I could hear what he said......)*

The latter variety does not give rise to any special discussion. Let us, for instance, take the sentence: *I have been putting together all the information from everyone's diaries, notes and letters so that we shall all be well-informed.*[12.30]

The head clause describes a situation, and the subordinate clause says what the result (or consequence) of that action was. Things are somewhat less clear with clauses of the first variety (those introduced by the conjunction *that,* with a correlative *such* or *so* in the head clause). Here two possible ways of interpreting the facts appear. Let us take a sentence with the adverb so in the head clause correlative with the conjunction *that* introducing the subordinate clause: *Jane was so admired, that nothing could be like it. [22.13]* One way to look at this sentence is this: the head clause tells of some state of things, and the subordinate clause of another state of things which came as a result or consequence of the first. Taken in this way, the clause appears as a clause of result. However, that is not the only possible way of taking it. The other way would be this: the subordinate clause specifies the degree of the state of things expressed in the head clause by illustrating the effect it had. If the sentence is taken in isolation, it is absolutely impossible to tell which of the two views gets closer to the mark. The question might be settled by finding (or adding) a sequel to this sentence, which would make the situation quite clear: one possible sequel would show that the state of things described in the subordinate clause had some interest in itself, so that it was not mentioned merely to illustrate the intensity of the state described in the head clause and in that case the subordinate clause would have to be taken as an adverbial clause of result. With another sequel, it would be obvious that the state of things described in the second clause had no interest as such, but was mentioned exclusively in order to illustrate the degree of the state of things described in the head clause. In that case the clause may be taken as an adverbial clause of degree.

Now reasoning of this sort are quite obviously non-grammatical. They are founded on an examination of a context outside the sentence, and a lexical, not a grammatical context at that. So from the grammatical viewpoint all this is irrelevant.

The choice between the two interpretations appears to be arbitrary: neither of the two can be proved to be the only correct one. It remains now for us to consider the mutual relations between an adverbial clause of result and an adverbial modifier of result in a simple sentence.

Adverbial modifiers of reason in a simple sentence are extremely rare. Here is a case in point: *She was shaken almost to tears by her anger.* Taking into account the lexical meanings of the words involved, we may perhaps term the phrase *almost to tears* an adverbial modifier of result. In the vast majority of cases the result is an action or a situation which cannot be adequately expressed without a subordinate clause.

There are many other ways of talking about the result of an action or situation. In some situations you may prefer to use ***andas a result*** or ***with the result that.***

- *The lecture was boring and irrelevant **and as a result** some of the students began to fall asleep.*
- *she hardly knew what she was saying **and as a result**hermother worried about her*
- *The lecture was boring and irrelevant, **with the result** that some of the students began to fall asleep*
- *...**with the result of that** he trusted he had every reason to be satisfied…*[8.pg.130]

As a result can also be used at the beginning of a new sentence.

- *The lecture was boring and irrelevant. **As a result**, some of the students began to fall asleep*
- *All of us, as a result, were feeling pretty tired.*
- *I was ill yesterday evening, as a result I had to stay at home*

The following words and phrases are used in the same way:

therefore

thus

in consequence

consequently

for this/that reson

Causal relations can be expressed by ***-ing*** clauses of result.

- *The government increased the duty on wine. As a result there was a fall in demand.*
- *The government increased the duty on wine, **resulting** in a fall in demand.*
- *I was tired. As a result I went to go to bed early*
- ***Feeling tired**, I went to bed early*
- *Joe hurt his knee **playing football.***

Wecansometimesusea***to-***
infinitiveclausetoexpressresult,althoughthisuseisratherliterary.

Lauracame hometofindher houseonfire.

Hegrewuptobeahandsomeyoungman.

Another expressional means of semantic field of result is subordinating conjunctions of the result or consequence. Some linguists speak of the heterogeneity of the 'perfect' members of 'order' opposemes. A form like had written, they say, usually expresses 'priority' , but a form like has written expresses ***'result'** .*

The subordinate clause is an extension of the pro-adverb so.

- *He is so pretty that all our girls are mad about him.*

The subordinate clause is an extension of the pro-adjective such.

- *It is **such** a good joke, too, **that** you should have gone this morning and never said a word about it till now. [8.pg.8]*
- *He is **such** a disagreeable man, **that** it would be quite a misfortune to be liked by him. [8.pg.19]*

The subordinate clauses in the last two sentence shave a distinct consecutive meaning, and may be called 'extensions of result' (instead of the traditional 'adverbial clauses of result').

- *He was so weak that he could hardly walk*
- *She ate so much that she fell ill*
- *It was so hot that we couldn't go out*

Subordinating conjunctions of result

- *We laughed so hard that our eyes and nose started leaking*

Main clause: *we laughed so hard*

Subordinating clause: *that our eyes and nose started leaking.*

Taking into account all unity of the language we find conjunctive adverbs as an expressional means of the field of result.There are several conjunctive adverbs that introduce a result: *accordingly, as a result, consequently, for this reason, hence, in consequence, therefore, thus.*

* **Thus** (very formal).

- *He was the eldest son and **thus**, heir to the title.*
- *He was thinking of her with some complacency, when **thus** accosted by Miss Bingley*.[8.pg.26]
- *Mrs. Hurst sang with her sister, and while they were **thus** employed*.[8.pg49]
- *And rising as she **thus** spoke, she would have quitted the room.*[8.pg.101]
- *All this was acknowledged to Mrs. Gardiner; and after relating the circumstances, she **thus** went on*.[8.pg.139]
- *I can hardly bear to hear it **thus** perpetually talked of.* [8.pg.301]

* **Therefore** (formal, used mainly in written English)

– *She is only seventeen and **therefore** not eligible to vote.*
- *"Design! Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and **therefore** you must visit him as soon as he comes."* [8.pg. 5]

- *Mrs. Long and her daughters must stand their chance; and, **therefore,** as she will think it an act of kindness, if you decline the office, I will take it on myself.*[8.pg.8]
- *They insist also on my seeing Mr. Jones—**therefore** do not be alarmed if you should hear of his having been to me—and, excepting a sore throat and headache, there is not much the matter with me.—Yours, etc.* [8.pg.17]
- *"Whatever I do is done in a hurry," replied he; "and **therefore** if I should resolve to quit Nether field, I should probably be off in five minutes.*[8.pg.41]
- *Mr. Darcy smiled; but Elizabeth thought she could perceive that he was rather offended, and **therefore** checked her laugh.* [8.pg.48]
- *"At four o'clock, therefore, we may expect this peace-making gentleman," said Mr. Bennet.* [8.pg.61]

***As a result:**
- *There has been a rise in the number of accidents. **As a result,** the government has decided to lower the speed limit.*

***As a result of** is followed by a noun, pronoun or gerund.
- ***As a result of the rise**, the government has decided to lower the speed limit.*

***So** (less formal)
- *There was nothing on TV, **so** I decided to go to bed.*
- *Mrs. Long does not come back till the day before; **so** it will be impossible for her to introduce him.*[8.pg.7]

Conjunction that introduce a result :**"so"**. The following two examples illustrate the use of *"so"*.

- *People want to read the screen better, **so** please dim the light.*
- *My daughter needs 28 more credits, **so** I don't think she will be able graduate this semester.*

***That's way:**
- *Cold temperature kill mosquitos. **That's way** you won't see them in winter.*

- *It was in nineteen-nineteen, I only stayed five months. **That's why** I can't really call myself an Oxford man.* [9.pg.138]
- *I hate careless people. That's why I like you.* [9.pg.64]

* **For this reason:**

- *The Colonel was confident that war was impending and **for this reason** he hurried his preparations to leave the country.*
- *I took dinner usually at the Yale Club—for some reason it was the gloomiest event of my day.* [9.pg.62]

* **Consequently** (used especially in written English).

- *This poses a threat to the food chain and **consequently** to human health.*
- *Mr. Bingley was obliged to be in town the following day, and, **consequently**, unable to accept the honour of their invitation.* [8.pg.10]
- *It originated in Mrs. Gardiner, who, fatigued by the exercise of the morning, found Elizabeth's arm inadequate to her support, and **consequently** preferred her husband's.* [8.pg.232]
- *He never distinguished her by any particular attention; and, **consequently,** after a moderate period of extravagant and wild admiration.* [8.pg.258]
- *Wickham's character had been so misunderstood, and **consequently** that he had been received and noticed as he was.* [8.pg.293]

* **Hence** (formal)

- *His mother was Italian, hence his name - Luca.*
- *Some time **hence** it will be all found out, and then we may laugh at their stupidity in not knowing it before.* [8.pg.207]
- *I lent him money before, and he never paid it back; **hence** my reluctance to lend him more.*
- *Her grandfather was Polish, **hence** her interest in Polish culture.*

In linguistics, as a resultative is a form that express that something or someone has undergone a change in state as a result of the completion of an event. Resultative appear as predicates of sentences, and a post verbal noun phrase (denoting the entity

that has undergone change) and a so-called resultative phrase (denoting the state achieved as the result of the action named by the verb which may be represented by an adjective a proposal phrase, or a particle, among others. For example, in the English sentence ' *The man wiped the table clean'* the adjective clean denotes the state achieved by the table as a result of the event described as the man wiped.

Resultative construction set syntactic patterns used to express resultativeness within these structures, the object NP is viewed as having undergone some change of state and the change is viewed as a result achieved through the action expressed by the combination of the verb and result phrase. The word order of the elements is said to be constant and crucial in conveying the resultative meaning; under this analysis, the output in its entirety is regarded as having a more complex meaning than the sum of its components individual meanings.

This constructional approach has been proposed in order to account for the semantic differences between standalone verbs that have no intrinsic resultative meaning and their resultative counterparts (e.g. hammer versus hammer flat).

Semantically, resultative constructions can be part of one of four major classes; causative, non-causative, property or path resultatives. These classes are distinguished by the relation between the noun phrase undergoing the change expressed by the resultative (referred to as the host) and the resultative construction itself.

In causative resultative, the host is the direct object of the resultative construction; the subject causes the host to undergo a change. In non-causative resultatives, the host is the subject of the resultative construction; the sentence states a change of state or position.

In property resultatives, the host comes to have the property expressed by the resultative construction. In path resultatives, the resultative construction describes a path that is traversed by the host.

	Causative	Noncausative

Property	
The gardener watered **the tulips** flat	
The lake froze solid	
Path	**Bill** rolled **the ball** down the hill
The ball rolled down the hill	

Defining the role and category of resultatives has inspired numerous approaches from linguists. Traditionally, certain tenses and aspects have been attributed to resultatives . Namely the present perfect aspect is pointed to in explaining resultative constructions like *'I've written them a letter'*.

There is a stress on the sense of completeness inherent in resultatives:

A: Have you cleaned the windows?

B: No, I haven't finished them yet.

B* Yes, but I haven't finished them yet.

In this example, answering negatively entails that either some or none of the windows have been cleaned, but you can not answer positively unless the entire task is completed. The task doesn't require successful completion as found in the example: *He hasn't passed his exam.*

The Continuative Perfect often corresponds to a Present Tense in other languages; English shares with some other languages the use of the Resultative Perfect, which denotes a past action connected, through its result, with the present moment, e. g.:

- *We have bought a new car. ... (Cf. We bought a new car last week). Look what you've done. Ten years have passed since we first met.*

We have a use intermediate between the Continuative and the Resultative Perfect when the reference is to a period of time that is not yet over, e. g.: *I've been to the pictures twice this week.* (But: *Iwent to the pictures twice last week).* To indicate completed activities in the immediate past the Perfect Tense with the adverb *just* may be used, e. g.: *George has just gone out. It has just struck twelve.*

In spoken English *I've got* is often equivalent to *Ihave: Guess what I've got in my pocket.*In a sentence like *He's got (= obtained) what he wants,* however, we have to do with a Resultative Perfect.

It has been demonstrated , however, that resultative exist independently of the perfect in sentences like *'I turned this offer down'* creating the need to reexamine the role of resultatives. To address this, it has been claimed that the resultatives expressed both a state and the preceding action it has resulted from. This emphasizes that the resultative describes how a state was acted upon . Therefore, it must use the passive form. However, this analysis doesn't account for phrases such as *I turned this offer down*, which uses the active rather than the passive voice.

In order to express the relationship between an action and its result we intend to follow the Guillaumenn approach. This aspectual approach shows the relationship between an action and its result. The Guillaumenn approach posits that the English verb has two moments one where any duration, any developments or any actualizations take place with event's duration.

The Guillaumenn Chart of notational chronology

Before	**After**
Cause	Effect
Condition	Consequence
Operation	Result

Yet another approach to resultativeness views it as "a fundamental semantic distinctive feature which cuts across almost all traditional categories:*verb, noun, adjective, infinitive, gerund, participle, particle, auxiliary*".It is claimed that the resultative should be a distinctive feature in language instead of being a subcategory within the verbal aspect realm.

One of the approaches of expressions that express the result is result-based oppositions in the lexicon .

This approach suggests the idea of viewing resultativeness as a system of oppositions. It hypothesizes that the resultative is not restricted to a tense or an aspect form.

It suggests that the resultativeness is expressed by oppositions of marked/unmarked forms throughout all language levels and subsystems.

Markedness is asystem that contrasts two language forms as distinguished based on simplicity and frequency of usage.(For example, irregular verbs will be marked whereas regular verbs will be unmarked. This subsystems include: morpheme, auxiliaries, lexical pairs, compounds, verb complements, tense aspect and voice forms, syntactic patterns, types of sentences, word order, stress and intonation

Gorlach in her book, proposes that resultativeness happens depending whether the subsystem is marked or not. For example, in the sentences *'I'm wiping the table'* the affix *-ing* is unmarked and expresses neutral state instead of resultative state **-**ed, on the other hand, is unmarked form of affix, thus making the following sentence express resultativeness: "I wiped the table"

There are some distribution within resultatives.

A resultative is either an adjectival phrase indicating the state of a noun resulting from the completion of the event denoted by the verb, or a verbal construction denoting the result state of an event. This verbal construction type of resultative is usually considered part of the field of aspect.

Adjectival resultatives.

This type of resultatives is aphrase that indicates the state of anoun resulting from the completion of the verb. In the English examples below, the affected noun is shown in bold and resulting predicate is in italics:

- John liked **his plate** clean
- Mary painted **the fence** blue
- The cold weather froze **the lake** solid

Subjects of passive and unaccusative verbs may participate in resultative constructions:

[*].**Passive: *The well** was drained dry.*

[*].**Unaccusative:*The door** swung open.*

Subjects of unergative verbs may also participate in resultative constructions, but a *'dummy object'* that is, an otherwise absent reflexive pronoun must be inserted:

[*] *Gordon laughed himself helpless*

[*] *The child screamed itself hoarse*

2.2. Isomorphic and allomorphic features of the semantic field of the "reason" in Modern English and Uzbek.

In this part of our research work we will analyse izomorfic and allomorfic features of the given languages. It means that we should take into consideration similarities and dissimilarities by comparing English and Uzbek grammar.

At first, we speak about izomorfic features. According to the English grammar,causal conjunctions are *because* and *as*. In Uzbek we have also causal conjunctions *(sabab bog'lovchilari)* like *chunki,negaki* which has the same meaning with the others. For example:

Well than, it will be dull because half of the interesting people are not coming.

Kecha sovuq o'tadi, chunki bamani odamlarning yarmi kelmaydi.

Perhaps he was killed by General because he knew the Coadist.

Ehtimol uni general o'ldirgandir, negaki u Koadistchilar bilan tanish edi.

Dissimilarities can be seen the following rules.

(1) In English there are four types of compound sentences:

 1) coopulative – *and, or*

 2) disjunctive – *or else, either ...or, neither....nor*

 3) adversative – *but, whereas*

 4) causative-consequative – *so, so that, accordingly*

In contrast in Uzbek we haveonly three of them:

 1) biriktiruv (coopulative)

 2) ayiruv (disjunctive)

 3) zidlov (adversative)

The fourth type is added to the complex sentences. Now we can analyze by some examples:

 My mother couldn't help it notwithstanding, *so* she cried until she had had her cry out.

 And so you're gladto leave me?

(2) Adverb of cause – *therefore* means *shuning uchun* and it is not an arverb of

cause in Uzbek grammar, we call this phrase as *ko'makchili qurilma.*

Therefore she did as she was told.(Shuning uchun u huddi aytilganidek qildi.)

You are too sensible a girl, Lizzy, to fall in love merely because you are warned against it, and, therefore, I am not afraid of speaking openly.

All that I can promise you, therefore, is not to be in a hurry.

I can make no claim therefore to have known how matters stood.

(3) But Uzbek language has also adverbs of cause *(sabab ravishi)* like *noiloj, ilojsiz, chorasiz* and they can answer the question *why?* These words can be translated as the preposion *by :*

    Men buni noilojlikdan qildim.

Causativeness is distinct from depictive constructions, though often both a resultative and a depictive reading is possible from the same sentence. For example, in *'John fried the fish dry'* a resultative reading suggests that as a result of *John's frying the fish became dry.* On the other hand , also possible is a depictive reading in which *John is already dry* and that is the state in which *he is frying the fish* (because e.g. he had been back from the beach enough to be dry).

Both depictives and causetives are important in the understanding of small clauses because their exact properties seem to vary considerably from language to language.

The main differences in the means of verbalizing the concept of "reason" in modern English and Uzbek languages are characterized by the totally different stages of development of these two cultures. It can be seen in the pragmatics of the means of expressing the reason or cause, linguo-cultural relationship, and in the grammatical systems of the languages, in the structure of the complex sentence. These dissimilarities can bring several difficulties in translation in both above mentioned languages.

My research is based on linguo-didactic, linguo-pragmatic, linguo-cultural

analysis. The cultures of the two languages (English and Uzbek) have many differences in their development for many years, not only in the perceptions of separate things, but also in the perceptions of the world, it is therefore very important not to confuse what exactly is the concept of "reason" means for a particular culture.

At the dawn of this third millennium with the greatest changes and opportunities at all levels, and particularly in the arena of communication between peoples, the situations of cross-cultural interaction are attracting an increasing interest of the wide range of specialists, including experts on linguistic and cultural study.

Apart from theoretical, methodological aspects of intercultural communication the scientists point out numerous difficulties which hinder interaction process. When considering any potentially unstable communicative situation one may reveal communicative errors which provoke intercultural tension, lack of mutual understanding and sometimes lead to an absolute communicative fiasco. One should keep in mind that intercultural transaction is such type of communication that is carried out under circumstances of culturally conditioned differences in interlocutors' communicative competence.

The effectiveness of communication is greatly influenced by this kind of differences. When contacting another culture the following question inevitably emerges: what makes one ethnos differ from another one? As a rule, linguistic differences are mentioned, distinctions in material and spiritual culture, and as well culturally determined specific patterns of behavior, attributes of conduct which occur in the sphere of communication.

The turn comes to the analysis of the conceptual field of the concept of "cause" of the above mentioned languages and we have decided to express it by the pictures.
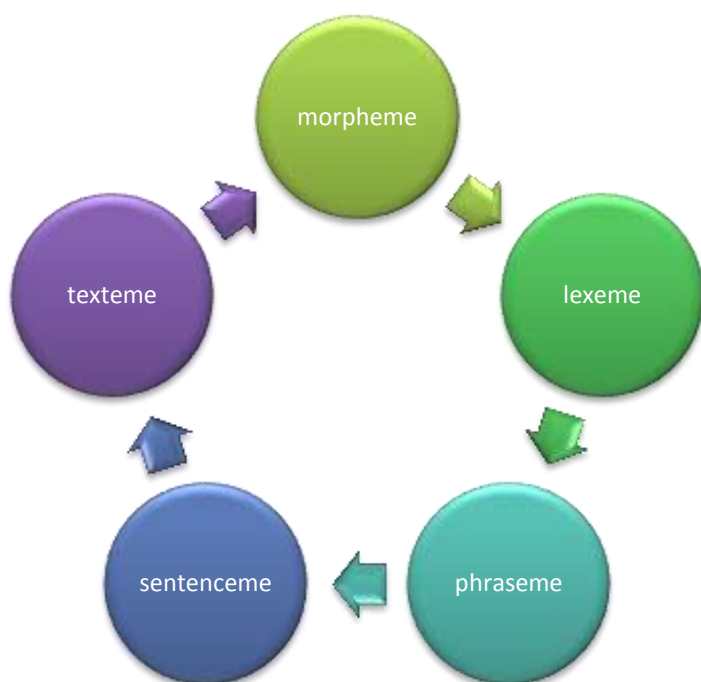
Our natural unawareness of acquiring and producing means of verbalizing some concepts, our desensitization to all of it cues not part of our own system, and the traditional lack of formal and technical instruction in foreign-language courses about the differences of means of verbalizing the concepts between languages combine to create a remarkably fruitful area for misunderstanding in intercultural contacts. The solution to this problem is raising to consciousness our own behavior and then contrasting it with the verbal system of the target language. The study of only writing and speech is simply inadequate for effective face-to-face interaction with foreigners.

In Uzbek language mostly coordinating conjunctions are used to express the relations of cause and reason between the clauses of compound sentences. It will be possible to put the word 'sabab'' (English counterpart- as a *reason*) between the clauses of the compound sentences that expressed the cause and effect.

And also some uzbek particles–*u, -yu, -da* are employed instead of coordinating conjunctions:

- *To'satdan eshi ksharaqlab ochildi-da, ostonada bobom paydo bo'ldi.*
  *[Suddenly the door was opened **and** my grandpa appeared]*

- *Ro 'zimatningrangi o'zgardi **va** ko'zlarida hamisha o'ynab turadigan tabassum ifodasi to'satdan yo 'qoldi. (Abdulla Qahhor)*

  *[Ro'zimat's face was paled **and** smile that is always sparkled in his eyes suddenly disappeared]*

Sentences mentioned above may be examples of means of expressions of field of reason. And conjunctions that linked with clauses of compound sentences express consequence of state or action.

Chapter 3:Linguodidactic problems and effective strategies for teaching the semantic field of "reason" at higher schools.

3.1. Effective strategies for teaching the semantic field of "reason" at Uzbek schools.

In this partof my research work, I am going to give some methodological recommendations on teaching English at Uzbek schools. As is known for many modern teachers, interactive methods are preferred in teaching foreign languages. That is why we shall start our recommendations by suggesting a number of useful interactive methods.

Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time period. These ideas are not evaluated until the end, and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that we need a lot of ideas to get good ideas. Basing on the main topic of our lesson, we can make up several thought provoking questions in order to involve our students.

The Case Study method is for detailed, documented studies and descriptions of a real-life situation, event, or problem. A critical incident analysis is a brief, more narrowly focused version of a case study. Case studies are also good while practicing grammar topics such as nouns. Besides, they encourage students to think critically. The University of Buffalo's website for Case Study Teaching in Science describes this teaching method beautifully: Case studies are stories with an educational message. They have been used as parables and cautionary tales for centuries, yet their formal use in the science classroom is recent. So recent, in fact, that until the early 1990s the case study literature in science was virtually non-existent. Until this time, faculty had neither taught with cases, nor written cases,or seen one. This only began to change as more and more faculty realized the inadequacies of the lecture method and began to seek novel methods of instruction. Enter the case study, a method imported from business, law, and medical schools.

Concept mapping is a drawing/diagram with a brief description of how someone or some group thinks certain concepts are related--there is no right or wrong approach. It serves as a conceptual structure pertaining to a subject and is developed by using any kinds of shapes to represent concepts plus segments to represent linking and the relationships between concepts. While teaching the categories of the noun, we may use this method. For example, students collect the theories in different grammar books on the categories of nouns and make a concept mapping.

Questioning Strategies

Questions should play an important role in every classroom – both students' questions and teachers' questions. Teachers can create an active learning environment by encouraging students to ask and answer questions. By asking and answering questions, students speak more and the classroom atmosphere gets more friendly and lively.

Role Playing / Simulation, as we know, in teaching the English language are also very useful. Because role plays gets students interested in the lesson and they help them to become more confident. *A guide to classroom instruction for adjunct faculty*suggests that "Role-play is the name given to one particular type of simulation that focuses attention on the interaction of people with one another. It emphasizes the functions performed by different people under various circumstances. The idea of role-play, in its simplest form, is that of asking someone to imagine that they are either themselves or another person in a particular situation. They are then asked to behave exactly as they feel that person would. As a result of doing this they, or the rest of the class, or both, will learn something about the person and/or situation. In essence, each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors".

In role playing, students assume the roles of various characters, such as historical or literary figures, scientists, political theorists, employees, etc. The role players may practice particular behaviors or skills while the other students observe
and then critique the performance and the outcome.

Our modern age requires the teachers need to use **technological aids** to make lessons more informative and effective. Planning for students' curriculum-based learning that integrates appropriate and pedagogically powerfuluse of the full range of educational technologies is challenging. Considerably detailed and deliberate planningdecisions need to be made, based upon multiple decision points, and chosen wisely from among a full range ofpossible educational activities that incorporate technologies in powerful ways. However, there are some possible ways that we change our activities into technology based ones. The following are the simple examples for activities that can be performed both with and without technical aids.

Answering for questions. Students respond to questions using traditional question sets or worksheets or through the use of an electronicdiscussion board, email or chat, Word or electronic boards.

Creating a map. Students label existing maps or produce their own; print basedmaterials or digitally. Here, dividing the group into 2 groups, we can ask students to draw the maps of Great Britain and Uzbekistan and write down the cities in those countries. This will be a good exercise for students to review their knowledge of proper nouns.

Completing charts/tables. Students fill in teacher-created charts and tables or createtheir own in traditional ways or using digital tools. For this type of activity our crossword puzzle on the names of the developed and developing countries is very appropriate.

Taking a test. Students demonstrate their knowledge through paper based,traditional format to computer-generated and scoredassessments. At the end of the lesson, teachers may take a test from the students to check how far students learned about the noun.

Completing a review activity. Students engage in some form of question and answer toreview content; paper-based to game-show format usingmultimedia presentation tools. For example, they ask questions on the grammar topic 'noun' such as 'what is the noun?', 'What types of nouns are there in English?', 'What are the functions of the noun in the sentence?' etc.

Teaching English to adult learners in some ways is easier than, working in other age groups of learners. They have a high degree of extrinsic motivation. This means they know the importance of learning a foreign language and secondly they will succeed very quickly. But the negative attitude of the teacher may negatively influence on their learning and have disastrous effect on their motivation. So, this also demands a special approach in creating motivation and organizing teaching process.

Teaching adult intermediate learners should also be differentiated from the strategy of teaching adult beginners. Adult intermediate learners may be motivated extrinsically and the success that they achieve will also be motivating. Working in the groups of adult intermediate learner's teacher should take into consideration their level of knowledge and interest. If a teacher chooses a theme of conversation taking into consideration of these factors. The learners will have desire to speak.

Adolescents also need to be taught by a special strategy of teaching. Pupils of this age are usually very exciting and at the same time they may present the teacher more problems than any other age group. We shouldn't forget that adolescents are brittle, they can easily get upset and change their attitude, they hate to be humiliated, and that's why the teacher should be very careful with his criticism. Pupils at this age can easily became discouraged and de-motivated. If the teacher can involve them into active work in improving their speech habits they will easily take part in the conversation.

A language is the most important means of communication. In the process of language learning a learner's speech becomes the perfect way of cognition, reprocessing, keeping and expressing of information and the language carrier develops as a socially active person capable of creativeness. In order to make the process of learning a foreign language more effective it is necessary to investigate iterative language principles and establish possibilities for interiorizing the language material recommended by linguistic programs in accordance with modern educational conception. Linguodidactics, relatively young field of linguistics, is appealed to become fundamentally theoretical science that organize the elaboration of objective approaches for learning linguistic theories and formation of different kinds of speech

activity (listening, speaking, reading and writing). In spite of the fact that a number of modern methodical approaches and programs based on teaching English with interactive methods have been worked out all over the world, nevertheless, there are still some problems investigated by linguodidactics.

Researches on the methods of teaching have shown that all the indicated problems will effectively solved, if we apply elaborations of various innovators for amplification of the technique of teaching that can increase essentially quality of teaching a foreign language. As far as the main purpose of teaching a foreign language is formation of learners' skills of using a language as means of intercourse, the leading principle should be the principle of a communicative orientation.

Communicative approach and communicative competence

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching.

The communicative approach proves that language is communication. Therefore, the final aim of communicative language teaching is communicative competence. Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. It represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse. Communicative competence requires the mastery of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the learner. Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner's

authentic needs to communicate information and ideas. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Communicative approach can be best defined with a list of general principles. In Communicative Language Teaching (1991), expert David Nunan lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably. In communicative way of teaching authentic and meaningful communication should be the goal of classroom activities. Second, learners learn a language through using it to communicate. Fluency is an important dimension of communication and communication involves the integration of different language skills. Learning is a process of creative construction and involves trial and error.

Intercultural competence and cross-cultural communication

Culture has taken an important place in foreign language teaching and learning

studies. It has been widely recognized that language is used as a main medium through which culture is expressed. It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstration the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's mother tongue is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language. Intercultural Communication is a relatively new field of study and incorporates a fascinating mix of elements. As well as giving learners a critical understanding of interculturality, it provides multi-disciplinary approach, enabling students with interests as diverse as business, education, journalism, languages, linguistics or politics to approach the subject from their particular perspective. Before, however, it is necessary to provide some information on the other aspect that immensely influences how culture is taught in language classes today - the understanding of culture itself.

The metaphor of an iceberg to understand culture has been used by numerous theorists. The visible part is the one that relates to Culture with a capital C, the invisible part represents the notion of culture with a small c. An intercultural approach to foreign language teaching recognizes the relevance of both notions of culture and the relationship of the two. Just like the invisible part of an iceberg, the invisible part of culture is the foundation of cultural representations. Thus, certain values, attitudes, and beliefs of a group of people are displayed in their music, traditions, and literature. Foreign language teaching today is not satisfied with a display of a culture's visible representations, but also wants to tackle its foundation. Culture can only be explained and understood if the connection between visible and invisible is considered a unit. Consequently, a definition of culture today considers «a whole way of life».

And what is competence? Competence can be described as *the combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely*. Other factors, such as attitude and physical ability, can also affect someone's competence. Competence indicates sufficiency of

knowledge and skills that enable someone to act in a wide variety of situations.

Just like culture, what is understood by the intercultural approachand its desired outcome intercultural competenceis difficult to define? Partly, this is because several academic fields acknowledge the importance of intercultural competence, and it is not only relevant in foreign language study and teaching. Thus, perspectives and input from areas such as business and marketing, social studies, linguistics, and cultural studies have had an effect on what is understood by intercultural competence today. This illustrates the importance of intercultural competence in our world and shows that it is not only a task to be mastered in the language classroom. Intercultural communicationaims to prepare students to familiarize them with traditions and customs of the other country and to make sure they can communicate with native speakers. Thus, communicative competence, i.e. skills such as listening, speaking, reading, and writing, are the main focus in the lessons, spiced up with cultural content.

As the world becomes more and more cultural various, the importance of the subjects connected with cross-cultural communication and its efficiency grows together. Data on culture are necessary to overcome cross-cultural distinctions and to develop the cross-cultural relations. Cross-cultural communication is an adequate mutual understanding of two participants of the communicative act belonging to different national cultures. Acquisition of skill of cross-cultural communication and attention emphasis on cultural distinctions allows us to learn how to behave in various cross-cultural situations. Many scientists define skills of cross-cultural communication as success of interaction with carriers of other cultures.

Interactive teaching and integrated skill approach

Interactive teaching is a special form of organization of the teaching process, based on the creation of favourable conditions for learners in order to make them feel their intellectual competence and strength that make the process of learning more productive. The using of interactive teaching model provide the modelling of real life situations, using the role plays, games, solving problems. Learners turn from the object of influencing into its subject. They participate actively in the process of learning. Interactive view sees language as a vehicle for the creation and maintenance of social

relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to "negotiate" meaning, or simply stated, to get one idea out of your head and into the head of another person and vice versa. From the very beginning of language study, classrooms should be interactive. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language—all they have learned or casually absorbed—in real-life exchanges. Even at an elementary stage, they learn in this way to exploit the elasticity of language.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching program. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are surely many advantages of using games. "*Games can lower anxiety, thus making the acquisition of input more likely"* (Richard-Amato). *They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings* (Hansen). They also enable learners to acquire new experiences within a foreign language, which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, *"add diversion to the regular classroom activities, break the ice, they are used to introduce new ideas".* In the easy, relaxed atmosphere, which is created by using games, learners remember things faster and better. Further support comes from Zdybiewska, who believes games to be a good way of practicing

language, for they provide a model of what learners will use the language for in real life in the future. We also state that games encourage, entertain, teach, and promote fluency.

Theintegrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Another important point should be considered here. Currently these days a heated discussion is arising from children's education concerning whether children should be encouraged competition or cooperation. Some believed that children should be inspired with a sense of competition. It is undoubted that competition is prevalent in our contemporary society. Competition makes people more ambitious, which is beneficial to cultivating and stimulating people's potential for the sake of success. Therefore, the competition arising from a more profound level of one's mind is of great importance to success. On the other hand, others insisting the belief that a sense of cooperation is the stone of one to adjust to the society and become more useful, which, of course, makes sense to some extent. Since there do exist a variety of controversy between individuals, companies, organizations and even countries, cooperation is of unparalleled necessity for the harmony of them. Therefore, children who are taught to

cooperate rather than to compete is more useful and essential to a team and furthermore, for there self-development. We believe that people need the strategies and spirit to compete with others meanwhile the capability to cooperate is essential. Initially, competition stimulate one's potential ability, which leads to the road of success. Cooperation creates efficiency for separation of works can be done in the same time. A teamwork needs a leader and assistants, therefore selecting a leader through a mechanism of competition seems to be of great importance.

In the content of our research we shortly outlined the expressional means of the semantic field of "reason". We found out adverbs and conjunctions of cause are widely used in speech and bear additional semantic-pragmatic meanings peculiar to linguocultural features of the language. That's why it is important to teach causal conjunctions and adverbs in language teaching. While teaching causal conjunctions and adverbs there appear the following difficulties to which teaching methodology should pay attention:

1. Reading and pronunciation difficulties ofcausal conjunctions and adverbs.
2. Translating them into Uzbek.
3. Understanding the contextual and pragmatic meanings ofconjunctions and adverbs.

Another difficulty arising with adverbs and conjunctionsis their translation to Uzbek. Usually there is used two way of translating them into Uzbek:

a. transliteration.

b. transcription.

Transcription is the most frequent way of translating adverbs and conjunctions of cause. It means to transform only pronunciation of nouns from one language to another. Here these pronouns are reformed by the speech sounds of other language.For instance *because*is translated into Uzbek as*biko'z*by the pronunciation. These phenomena can be observed with others also.

While transcribing adverbs and conjunctions they are completely adopted to linguistic features of translating languages. This phenomenon can be strictly seen in the sound which are not identical or existing in other languages. For example "th" letter combination is not peculiar to Uzbek so they are transcribed by purely sound "t". e.g.

Therefore - zeirfo'

The other way of transforming defining pronouns from one language to another is transliteration. Unlike transcription in usually transform only letter of formal features of the pronouns. Transliteration is used less frequent then other methods of pronoun transforming. It is quite difficult to point out strict difference between transcription and transliteration.

While translating English conjunctions into Uzbek we may have problem or confusing thanks to polysemy of the word. So it's much better guess and choose the meaning relating with the context. Let's say contextual meaning is the real, more close to the native one. Otherwise we could be mistaken.

While researching adverbs and conjunctions of cause in English we observed that they can also express some other semantic and pragmatic meanings which are belong to their etymology and transforming their meanings to common. That kind of usage ofadverbs and conjunctions is usually bear figurative notions and structurally occur in literary style.

3.2. System of exercises for teaching the semantic field of "reason"at Uzbek schools.

In the following paragraph of our paper we have tried to present some activities that are to be useful for teaching defining pronouns at Uzbek schools.One of the most important parts of teaching takes place long before the teacher begins any lesson. Planning, developing, and organizing instruction are a major part of any teacher's job. If a teacher is effective at planning their lessons, they will find that their day-to-day teaching tasks are much easier. In addition, the teacher should attempt to upgrade a couple of lessons each semester. This will help keep them and their material fresh

All instruction should be built around assessments. When a teacher sits down to develop a lesson, they should begin by determining how they will measure whether the students learned what they were trying to teach. While the instruction is the meat of the course, the assessments are the measure of success. Therefore, it is important that teachers spend some time creating and refining valid assessments for their students.

A great teacher has his own love of learning and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues. One of the ways effective teaching is motivation. In psychological and methodological literature two types of

motivation are distinguished. [23, 50] They are extrinsic and intrinsic motivation. The extrinsic motivation is concerned with outside factors which positively influence on the learner. Intrinsic motivation is concerned with factors which take place in the classroom and positively influence on the learners in learning a foreign language. As we stressed above people of different ages learn a foreign language and this requires a special approach and strategies of organizing teaching because the learners of different ages have different types of motivation. So, the motivation factors of children, adolescents, adult, beginners, adult learners (intermediate and advanced) students are different. Children are curious and this motivates them. Children often want teacher's

approval and they need changes of activity. They need such activities which are exiting and they need to be involved into active games, they will not usually sit and listen. So while working with children in order to improve their speech habits the teacher should involve them into activity by the help of games. That is why much depends here on the teacher's attitude and behavior.

LESSON PLAN

Date -/-/-

Form/grade (Group) -/-

The theme: The causal conjunctions in Modern English

Grammar topic: Conjunctions

The objectives:

- to explain learners about types of conjunctions
- to help learners to use the conjunctions in their speech

Equipment:

1) Text book;

      2) Blackboard;

      3) Computer set;

4) Summary of the lesson;

      5) Handouts;

      6) Visual aids;

      7) Technical aids:

a) computer

      b) Projector

      c) CD Player

8) Dictionaries;

9) Slides;

10) Presentation;

The preliminaries of the lesson: 3 minutes

1. Greetings;

2. Calling the register;

1. Pre-activities: 10 minutes

- brainstorm of what types of the subject the pupils know

- distinguish the types of the subject

- translate them into Russian

- find out what expresses types of the subject semantically despite of being wrong structurally.

To brainstorm the students' ideas about the subject, I have made up several questions to ask.

1. What is a conjunction?

2. What types of conjunctions do you know?

Duringactivities: 15 minutes

- explainthesubject

- givemoreexamples

- translate more example into Russian with the pupils

- gathermoreexamples

- teststhepupilsknowledge

Post-activity: 18 minutes

- role plays as mentioned in my methodological recommendation

- yes/no question games
- make up personal text by using more types of subject.

Role play is the best methods to involve every pupil in learning. First, I divide pupils into five groups; give the instruction of what to do and the set the time for preparation. The instruction is that make up five sentence based on the classroom equipment and tool and then explain the opposite group with gesture. It is a bit difficult, but more funny.

Yes/No game is also the best types of the teaching methods. First, I select the best student to answer my following questions:

1. Are you a pupil?
2. Are you ready for the lesson?
3. Is it your book? etc.

After this sample of how to play, I let every pupil work in pair. The time to win is one minute for them. So, they avoid saying yes/no to every question and then they change their place.

I give them one of exercises which belonging to our theme.

Examples of some suitable exercises:

Ex 1. Choose the correct conjunction from the list to complete these sentences.

while, because, but, and, so, when, then

- The weather was very cold …………John wore gloves.
- Paul was sad …………his cricket team had lost the match.
- We waited for Sue ……….. she didn't turn up.
- Mary had her dinner………..went to bed.
- The children washed their hands ……… they had finished gardening.
- We wanted to go to the beach ………. it rained.
- Charlie read a book ……… he waited for the train
- Paul dropped the cup ……. it broke.

- Julie was a good girl……she got a sticker.

Ex 2. Circle the conjunctions in the sentences below. Then, identify what type of conjunctions by circling the correct word at the end of the sentence.

- Emilio couldn't eat his desert until he had finished his dinner. (Coordinating, Correlative, Subordinating)
- Theresa ate her pecan pie on the porch whenever she could. (Coordinating, Correlative, Subordinating)
- Mike and Keith were best friends. (Coordinating, Correlative, Subordinating)
- I am neither ballerina nor a tap dancer. (Coordinating, Correlative, Subordinating)
- The baby cried and wailed to get his mother's attention. (Coordinating, Correlative, Subordinating)
- I will have both the apple pie and the pumpkin pie for desert on Thanksgiving day. (Coordinating, Correlative, Subordinating)
- While in the classroom, you need to keep your voice down. (Coordinating, Correlative, Subordinating)
- After recess, the children hurried inside. (Coordinating, Correlative, Subordinating)
- The painting was either too wide or too tall to hang on the wall. (Coordinating, Correlative, Subordinating).

Ex 3. Re-Write each sentences below and add a conjunctions (and, or, but) t complete the sentence correctly.

- My mum ....dad took me to the movies.
- John must study, ……..else he will not pass the test.
- David run fast,………he still did not win the race.
- My favourite sports are basketball………soccer.
- We will hike, swim, ………play at summer camp.

Conclusion

Every language has semantics and it is a branch of linguistics which studies meaning. Semasiology is singled out as an independent branch of lexicology alongside word-formation, etymology, phraseology and lexicography. At the same time it is often referred to as the central branch of lexicology.

Linguists distinguished and analyzed "semantic fields", that is, groups of words of which meanings are closely interrelated. Originally, "field" is a concept applied in physics which describes the layout condition of a certain object, such as electric field, magnetic field and gravitational field, which separately shows the layout principles of electricity, magnesium and gravity in a certain space. This concept was later applied into linguistics to describe the inter-relationship between different words. Gradually, it turned into a new linguistic approach called semantic field theory. Semantic field is a closely knit sector of vocabulary characterized by a common concept (e.g. in the semantic field of space we find nouns (expanse, extent, surface); verbs (extend, spread, span); adjectives (spacious, roomy, vast, broad)). The members of the semantic fields are not synonymous but all of them are joined together by some common semantic component. This semantic component common to all the members of the field is sometimes described as the common denominator of meaning, like the concept of kinship, concept of colour, parts of the human body and so on. The basis of grouping in this case is not only linguistic but also extra-linguistic: the words are associated, because the things they name occur together and are closely connected in reality.

There are some types of semantic field, as the semantic field of "purpose", "reason" and etc. In the first chapter we analyzed the expressional means of the semantic field of "reason". In English we can express meaning of "reason" by using adverbs, conjunctions and etc.

From the introductory part, we wrote about the actuality of the theme, and there we showed why we need to study the semantic field of "reason" by comparing in the English and Uzbek languages. There are some researches about the comparative

analysis of thesemantic field of "reason" in Modern English and other languages (not Uzbek), so our research is first which is devoted to comparative analysis of the semantic field of "reason" in Modern English and Uzbek and about the methods of teaching this expressional means at Uzbek schools.

As to its aim we carried out the following tasks:

1. We identified and justified the actuality of the chosen theme.

2. We analyzed the expressional means of the field of "reason" in the languages by comparing with the help of materials for the research.

3. We showed allomorphic and isomorphic features of the causal adverbs, conjunctions and etc. in Modern English and Uzbek.

4. We worked out useful strategies and interactive methods for teaching causal adverbs, conjunctions at Uzbek schools as to its subject and object matter.

5. We used comparative, oppositional, transformational, componential, statistical, contextual, distributional, inductive, and deductive methods for our research.

6. We compared the syntactical functions of thecausal adverbs, conjunctions and worked out its methodology as to comparison, because every method is based on comparison.

In the first chapter, we learned about the semantic field in Modern Linguistics. The second chapter is dedicated to the comparative study of the syntactical functions of the causal adverbs, conjunctions in Modern English and Uzbek. From the above study it appears that there are points of similarity and dissimilarity between English and Uzbek languages. I hope research will be continued.

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