

The Problems of Grammatical Category in English and Possible Solutions for Them

Khakimova Dilshoda Oybek qizi

Faculty of English philology and teaching, Uzbekistan State World Languages University,
Tashkent, Uzbekistan,
dilshodaa.khakimova@mail.ru

Annotation:

The article sheds light on general information on grammatical categories of English, types of them, and their functions while they are come in sentences. The aim of teaching grammatical categories to students is to help them understand the structure and meaning of language. Grammatical categories refer to the different parts of speech, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions. By learning these categories, students can identify the function of words in a sentence and construct sentences that are grammatically correct.

Keywords: class, meaning, noun, morphology, syntax, morpheme, categorization.

I. INTRODUCTION

A grammatical category is a class of units (e.g nouns and verbs) or features (eg numbers and cases) that share a common set of features. These are the building blocks of language that allow us to communicate with each other. However, there are no clear rules defining these common features, and it is difficult for linguists to agree on exactly what falls into grammatical categories and what does not. The linguist and author R.L. Trask put it, the term category in linguistics "*is so varied that no general definition is possible; in practice, a category is simply any class of related grammatical objects which someone wants to consider.*"[1]

One of the simplest ways to create grammatical categories is by grouping words together based on their class. Classes are word sets that display the same formal properties, such as inflection or verb tense. Put another way, grammatical categories can be defined as sets of words with similar meanings. (Called semantics)

There are two families of classes: 1) lexical; 2) functional.

The lexical class includes: nouns, verbs, adjectives, adverbs.

The functional class includes: determiners, particle, prepositions, modals, qualifiers, question words, conjunctions

Grammar groups can be further subdivided according to the defining characteristics of the words. For example, nouns can be further classified into number, gender, case. Verbs can be classified by tense, modality or tone. Words can be classified into multiple grammatical categories. For example, a word can appear in both plural and feminine forms.

Grammar categories code conceptual areas and contrast them with other categories. This includes morphological markers that encode features such as number, case, gender, tense, in addition to word part-of-speech categories. In linguistic terms, morphology deals with the grammar of words, whereas syntax deals with the relationships between words. Words differ in terms of possible syntactic features (word categories or word classes) and morphological structures. Word stems can be combined with inflectional and derivational affixes, or modified to encode grammatical features. Words can also participate in synthesis processes to form new words of greater complexity (synthesis, derivation). Grammar forms are usually encoded by affixes combined with content words such as verbs, nouns and adjectives. Language learners must not only segment complex forms and identify word stems, but also identify functions of grammatical markers and establish inflectional paradigms. Once the system is fully mastered, the speaker will be able to use lexical items and inflected symbols within a reasonable syntactic range while adhering to restrictions on the use of these forms.

II. METHODS

Languages generally have open-class, often independent elements such as verbs and nouns, and closed-class elements such as function words (e.g., prepositions, subject markers) and morphological affixes, which determine tense, aspect, encodes case and many other distinctions. Grammatical relations are usually encoded by word order and/or closed class elements, and thus typologists analyze whether there is a principled difference in which aspects of language are encoded by grammatical categories. This question is related to the question of whether some aspects of the grammatical structure of human languages are innate, whether these concepts are primarily or very stably encoded in early childhood language [2]. Closed-category items include, in particular, tense, aspect, cause, voice, mood, and person, while other concepts, even though they are part of our everyday experience, do not seem to be grammatically encoded: for example, languages tend not to encode. Color is grammatical, nor the mental state of the speaker, i.e. whether he is interested or bored. Furthermore, the processes of grammaticalization in different languages show similarities, suggesting that these processes and representations are not the product of individual minds or cultures, but are common to all people. If there is a systematic conceptual separation between lexicon and grammar, two different acquisition mechanisms are needed: one to discover the potentially infinite-semantic richness of open-class lexical associations, and also to search the semantically limited closed set mechanism. Further typological studies of cross-linguistic differences have shown that form and meaning are not neatly carved into completely predictable packages consisting of closed-class objects with a limited set of meanings and lexical items with unrestricted semantics.

The term "grammatical" refers to syntactic and morphological relationships in language. The distinction between syntax and morphology is not absolute. This is because some languages morphologically encode what other languages encode by specific syntactic structures constructs. For example, English forms the passive voice through syntactic manipulation and morphology (Jamol hugs the dog → the dog is hugged by Jamol). Therefore, languages are different in that they are encoded by syntactic means and by morphological means.

Morphology and syntax are related to phonology as well as semantics and pragmatics. Familiar examples include elements such as noun plural marks and verb tense/aspect changes. The phonological and prosodic properties of a word stem may determine a word's inflection class or variant.

For example, English plural morphemes have three different realizations (s, -z, or -es) depending on the noun stem (e.g. cat-s, pig-s, fox-es). Similarly, grammatical categories can encode semantic distinctions such as tenses and modalities, or pragmatic distinctions such as honorifics (various morphemes that encode degrees of politeness). From a typological point of view, languages differ greatly in the division of roles between syntax and morphology, and in the

number of morphologically distinct categories.¹ Fixed-order languages and isolated languages have no grammatical forms and few function words. On the other hand, highly conjugated languages (such as Russian) can have very complex forms with multiple markers for words. Turkish represents an agglutinative language type in which affixes that encode grammatical categories are added to the stem. Each grammatical category is usually represented by a different morpheme. In Turkish, we find very regular patterns with a one-to-one correspondence between form and grammatical function. However, flexion can also be fixed or synthetic. In amalgamated languages, inflectional morphemes usually encode multiple functions (e.g. case and digits in German, or tense and agreement), and affix forms vary according to the inflection class of the stem, as in Russian. Increase. Finally, (poly) composite or embedded languages allow the addition of not only grammatical affixes, but also other words and their pronominated forms. In this way, multiple elements are integrated into a single word. This variation implies that the number of obligatory or optional grammatical categories possible in a language as well as the type of the morphology (additive or fusional/synthetic) will affect what the child will have to pay attention to when learning to segment and process inflected units. For inflectional morphology, children will need to notice the contrasts between different inflected forms of a verb (or noun), and establish a form-function mapping in making a first analysis of what each contrast may encode[3].

III. RESULTS

Grammatical Categories define relationships between words and phrases with certain parts of speech, depending on their position in the syntactic tree. Conventional relations encompass subject, object, and indirect object. Words in each language are divided into several parts of speech such as nouns, verbs and adjectives. Certain classes of words have two or more forms with slightly different grammatical contexts. These forms are not interchangeable and each can only be used in specific grammatical situations. This change in form entails the existence of grammatical categories applicable to the part of speech.

A grammatical category is therefore "a linguistic category that has the effect of altering the form of the word classes of a language". For example, nouns in English have a grammatical category number. Thus, although singular "dog" and plural "dog" exist, they are not interchangeable in the sentence. Nouns can only be singular or plural. because no other format is allowed. Adjectives in English vary in degree. A verb that expresses a tense. Case pronouns, etc. A traditional grammarian divides English words into what he classifies as parts of speech: nouns, pronouns, adjectives, verbs, prepositions, conjunctions, adverbs and interjections. Certain classes of words may have two or more forms in different grammatical contexts due to the presence of grammatical categories. Grammar categories are an integral part of traditional grammar, especially classical languages. English follows the Latin system because it is based on Latin grammar. The most common grammatical categories in English are gender, number, person, tense, mood, voice, and case.

Grammatical categories serve several functions in English grammar. They help to convey meaning and relationships between words, allowing speakers and writers to communicate effectively. For example, the use of different verb tenses can indicate when an action occurred or will occur, while the use of adjectives can describe the characteristics of a noun. Grammatical categories also help to organize language and make it easier to understand. By categorizing words into parts of speech, learners can identify their roles in sentences and understand how they relate to other words in a sentence. Grammatical categories can help learners to express themselves more accurately and precisely in English. By mastering the different categories, learners can choose the right words and structures to convey their intended meaning, and avoid errors or misunderstandings [4].

¹ Л. Бархударов. Структура простого предложения современного английского языка. М., 1966.

IV. DISCUSSION

Categorization is the process of grouping things or ideas based on their similarities or differences. It is an important cognitive skill that helps us make sense of the world around us. However, when categorizing information, it is crucial to use proper grammar to convey the intended meaning accurately. Common grammar error in categorization is confusion with verb tenses. Verb tenses are used to indicate the time of an action or event. When categorizing information, it is essential to use the correct verb tense to convey the timeline of events accurately. For example, if we are categorizing historical events, we must use past tense verbs to indicate that they have already occurred. Incorrect use of verb tenses can lead to confusion and ambiguity in the categorization process. Another common grammar error in categorization is incorrect use of pronouns. Pronouns are used to replace nouns and avoid repetition in writing. However, when categorizing information, it is crucial to use pronouns correctly to avoid confusion. For example, using "he" when referring to multiple people can be confusing for the reader. Instead, we should use specific names or pronouns that clearly indicate who we are referring to.

Lack of agreement between subject and verb is another common grammar error in categorization. When categorizing information, it is essential to ensure that the subject and verb agree in number. For example, if we are categorizing a group of people, we must use plural verbs to indicate that there are multiple individuals involved. Incorrect subject-verb agreement can create confusion for the reader and undermine the clarity of the categorization process.

V. CONCLUSION

The grammatical categories of English are a fundamental aspect of the language. They help to organize words into different classes and provide a framework for understanding how words function in sentences. The eight main grammatical categories of English are nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Each category serves a specific purpose and has its own set of rules and conventions. Understanding these categories is essential for effective communication in English, whether it be in speaking or writing. Overall, the grammatical categories of English are an important foundation for mastering the language.

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