

RESEARCH ARTICLE

Actual Division of The Sentence in Literary Text and Its Linguopoetic Features

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Abstract

This article discusses the literary text and one of its syntactic devices, namely actual parts, as well as inversion, intonation, lexical means of the language, and grammatical forms that serve as the basis for actual division. The linguopoetic features of actual parts in revealing the writer's or poet's artistic purpose are disclosed.

KEY WORDS

Literary text, linguopoetic device, the creator's artistic purpose, actual division of the sentence, change in word order in the sentence, change in intonation, lexical and grammatical means.

INTRODUCTION

Let us try to analyze the following means that serve as the basis for the actual division of the sentence:

1. Change in word order.
2. Change in intonation.
3. Lexical and grammatical means.

Analysis of the literature on the topic (Literature review). The linguistic phenomenon currently studied in modern linguistics under the term actual division has in fact been studied by linguists for a much longer period. According to the oral information of Professor A. Rustamov, there was information about this phenomenon in the works of Central Asian philologists, in particular in the works of Zamakhshari. In these works, specific terms for this phenomenon were also used. In particular, mavzu (theme), mahmul (rheme). As always, like phonological theory, actual division spread into world linguistics through the works of European linguists [1: 96]. As a language unit, only the nominative plan – the proposition plan – pertains to the semantics of the sentence. The communicative plan, however, is the subject of utterance semantics, and therefore of speech semantics [2: 13].

Analysis and results. 1. Change in word order. In Turkic languages as well, the order of sentence parts is free. Therefore, the grammatical function of order is limited. It becomes clear that the real function of order is to single out the semantic significance of one of the parts in the sentence order.

In the Uzbek language, in the subject-predicate relation, the subject always comes first and the predicate later; in word combinations, the dependent part always comes first and the governing part later.

In the actual division of the sentence, the part of the sentence that is usually known to the listener comes at the beginning of the sentence. The part that gives unknown new information comes at the end of the sentence. Violation of this order leads to expressive coloring. It becomes clear that in actual division, word order has a certain function connected with the content of the sentence, that is, it singles out information unknown to the listener.

In some cases, actual division corresponds to syntactic division. In this case, the subject group is the theme, and the

predicate group is the rheme. For example:

Aslida esa bu jumboqning yechimi unchalik og'ir emas.

(Actually, the solution to this puzzle is not so difficult.)

(Tohir Malik. Shaytanat)

In this example, jumboqning yechimi ("the solution to the puzzle") is the theme in actual terms, while og'ir emas ("is not difficult"), which is syntactically the predicate, together with the word unchalik subordinated to it, forms the rheme. The communicative purpose is to give information about the solution to the puzzle.

If the communicative purpose changes, the order also changes, that is, whichever part should be informed about comes first, and the part giving the information comes after it. For example:

Ishonch qo'rquvdan ustun keldi.

(Confidence prevailed over fear.)

(Tohir Malik. Shaytanat)

Qo'rquvdan ishonch ustun keldi.

(Over fear, confidence prevailed.)

In the first sentence, ishonch ("confidence") is the theme, and the remaining part is the rheme; in the second sentence, qo'rquvdan ("over fear") is the theme, and the remaining part is the rheme. It is clear that here there is a mismatch between syntactic structure and actual division. In this mismatch, the rule belonging to syntactic structure loses its force, while actual division gains force, that is, the theme comes first and the rheme later.

Thus, although the position of sentence parts changes, their syntactic function does not change. In actual division, however, it serves as a distinguishing means. In other words, after its order has been changed, any sentence part whose

syntactic function remains unchanged performs the function of an actual distinguishing feature. It becomes the communicatively significant part – the rheme. In the above example, the sentence part qo'rquvdan has changed its position, but its function in the sentence has not changed, that is, in both places it performs the function of an object.

According to Q. M. Abdullayev, in Turkic languages the actualized part, that is, the rheme, has two positions: 1) the position before the predicate, 2) the end of the sentence; and accordingly there are two degrees of actualization – strong and weak actualization. He points out that all parts have such two degrees of actualization. From this point of view, the Uzbek language occupies a special place in the system of Turkic languages. Because in Uzbek some parts (for example, subject and predicate) have only one degree of actualization – the strong degree. For the strong degree of subject actualization, the final position of the sentence is characteristic. In adverbials and objects, these two degrees can be observed. However, such a state is not normal either for oral speech or for written speech. Usually, in Uzbek, the position of actualization of adverbials and objects by means of word order is the pre-predicate position. For example:

Men kecha kitob o'qidim.

(I read a book yesterday.)

Kecha kitobni men o'qidim.

(Yesterday it was I who read the book.)

Kecha men kitobni o'qidim.

(Yesterday I read the book.)

Men kitobni kecha o'qidim.

(I read the book yesterday.) [1: 108]

The examples given above can be presented as follows:

No.	Sentence part	Function	Theme	Rheme
1	I	subject	+	
	read	predicate group		+
2	I	subject		+
	yesterday read the book	predicate group	+	
3	the book	object		+
	yesterday I read	predicate group	+	
4	yesterday	adverbial modifier		+
	I read the book	predicate group	+	

2. Change in intonation. Another means that actualizes the sentence is the change in intonation (prosody). The place of the intonational invariant is where the logical stress falls. In actualization formed as a result of intonational change, logical stress, speech tempo, and pause also participate.

In prosody, word stress, syntagmatic stress (sentence stress), and logical stress (contrastive stress) are distinguished. Word stress serves to distinguish words, syntagmatic stress serves to distinguish syntagms, and logical stress serves to distinguish syntactic units semantically from others.

If a sentence consists of several independent words, then it has that many word stresses. These word stresses serve to distinguish the words from one another. For example:

Bu gapdan keyin Elchin ham biroz yumshadi.

(After this sentence Elchin also softened a little.)

(Tohir Malik. Shaytanat)

In this example there are seven words, and each word has its own stress. However, this sentence has one syntagmatic stress. In this case, the syntactic stress falls on the stressed syllable of the last word (yumshadi) and expresses the ordinary meaning of the sentence. The meaning of each word in the sentence is not emphasized separately, and no semantically important part is singled out.

If, in this sentence, some part is to be singled out semantically, the speaker distinguishes it by logical stress. In the distinguished word, three layers of stress overlap: word stress + syntagmatic stress + logical stress.

Word stress and syntagmatic stress are necessary; they ensure the integrity of words and the sentence. Logical stress is not necessary; this stress is used, depending on the communicative situation, to semantically emphasize a certain part.

Contrastive stress is of two types:

1. logical stress;
2. emphatic stress.

As A. Nurmanov notes, logical stress, which is one type of contrastive stress, according to traditional auditory observation, includes the following three components:

a) usually the stressed syllable of the word is pronounced with increased muscular tension. This increase mainly concerns the vowel sound. For example: Ahmad ertaga kinoga boradi;

b) in the part receiving logical stress, the usual stressed syllable is pronounced longer (or sometimes shorter) than in the case when there is no logical stress. Thus, there is a quantitative difference between the logically stressed part and the part without logical stress. This quantitative difference occurs due to either the lengthening or the shortening of the vowel in the stressed syllable;

c) the stressed syllable of the logically stressed part is also characterized by melody: in tone it is either higher or lower than usual. Thus, here the interval in pitch between the stressed syllable of the word with ordinary stress (word stress or syntagmatic stress) and the stressed syllable of the word receiving logical stress is important [1: 111].

It is clear that logical-contrastive stress is formed by the stronger pronunciation of the stressed syllable or by the melody of the stressed syllable. For example:

– Xudo ursin agar... boyo'g'li! – dedi titroqli nafas olib.

("May God strike me if... owl!" he said, breathing tremulously.)

(A. Qahhor. Mastona)

Emphatic stress, which is the second type of contrastive stress, is used to single out a certain part of the sentence semantically. The sign of singling out is an integral feature of both logical stress and emphatic stress. However, they also have a differential feature: logical stress относится to the semantic aspect of the sentence, while emphatic stress relates to its emotional aspect.

The emotional side of the sentence depends on the timbre of the voice. For this reason, voice timbre is basic for emphatic stress. It is known that emotional feelings may be positive or negative. These differences are also visible phonetically.

According to the observation of L. V. Shcherba, in Russian, to express a positive feeling, the vowel of the usual stressed syllable of the word is lengthened and strengthened. For example: the feeling of excitement: Какой чудесный вид; the feeling of affection: Он такой хороший, славный человек, and others. To express a negative feeling (for example, anger, rage, disgust), the first consonant of the word is lengthened: Ч-ч-орт бы тебя побрал!; Ах ты д-дрянь такая!; М-мерзавец!, and others [1: 112].

As A. Nurmonov has pointed out, emphatic stress in the Uzbek language has its own specific features. Positive or negative feelings are not distinguished according to vowel or consonant lengthening. To express emphasis, either a vowel or a

consonant in the word (except at the beginning of the word) is lengthened. For example: Qovun shiri-in ekan. Maz-za qilib yedik. Ishqi yo'q esh-shak, dardi yo'q kes-sak (Proverb). Ka-atta kanal. Bosh-shing-ni yegular and others. The repetition of words also occurs due to the expression of emotional need — emphasis. Whichever part receives emphatic stress, that part is repeated a second time [1: 111].

For example:

He jumped up from his place and shouted:

— Get out, you vile creature! Did I take you out of the madhouse thinking you were a human being!

(Tohir Malik. Shaytanat)

In the text, in the part Yo'qol, gazzanda! the lengthening of the consonant z expresses emotional need — emphasis, and serves to actualize the sentence.

— You will go, — said Nodirmohbegim, crying, — just come to yourself a little, you will go...

(Abdulla Qahhor. Dahshat)

In this example, the word ketasan is used twice and receives emphatic stress. Through repetition, such meanings as consolation, grief, and helplessness are being expressed.

Jonfig'on stuck his head out of the window and shouted:

— Speak, yes, speak!.. Your words are words, and ours are not words?!..

— It is not in your mind-a, it is not in your mind! — said Jonfig'on sarcastically.

(Abdulla Qahhor, Jonfig'on)

In both of these examples, the words are repeated. In the first example, the word gapir is repeated and receives emphatic stress. In the second example, the part xayolingda yo'q is repeated, and emphatic stress falls on this part. The particle -a occurring between the repetitions expresses a sarcastic meaning. One more example:

— Animal! Not a cow, an animal! — he said, shutting the cowshed door hard.

— Animal!

(Abdulla Qahhor. Adabiyot muallimi)

In this example, the word hayvon is repeated three times. Emphatic stress falls on this word.

It is clear that logical and emphatic stress are actualizing means, and the part on which this stress falls is the communicatively significant part, that is, the rheme. The remaining parts of the sentence are the theme.

In the pronunciation, a pause occurs before the parts actualized by means of logical and emphatic stress.

4. Lexical and grammatical actualizing means. Lexical and grammatical means play a major role in the actualization of the sentence. In this case, logical stress occurs together with these means and performs the function of an actualizing means. These means include the words ham (also/even), faqat (only), yolg'iz (only/alone), hatto (even), o'zi (itself), and the affixes -gina, -oq, -yoq, -ma.

Such lexical and grammatical means can be divided into two groups:

1. means that single out a certain part;
2. means that emphasize a certain part.

Means that single out a certain part include faqat (only), yolg'iz (only/alone), birgina (only one), -gina, and the like. For example:

Only Niso grandmother used to inquire about him.

(Abdulla Qahhor. Boshsiz odam)

In this example, the word faqat is used to single out Niso grandmother and serves to actualize the sentence.

Only Qalandarov can solve this issue.

In this example, the affix -gina is added to the subject and singles it out for emphasis. In the Uzbek language, the element -gina can be added to any word participating in the sentence — both to independent meaningful words and to auxiliary words. According to the sound with which the word it is attached to ends, it is used in three phonetic variants: -gina, -qina, -kina.

Halima only writes. Is it possible that he does not recognize you.

The particles faqat and nahotki are used to single something out and perform the function of actualizing the sentence.

Means used to emphasize a certain part include ham (also/even), hatto (even), o'zi (itself), -oq, -yoq, and the like.

— Listen, — said Maston in a low whisper, — a wolf... If we do not climb up to this peak, we will die whether that owl

hoots or not. First of all, this is not an owl, but a screech owl, do not be afraid. One should be afraid of the wolf.

(Abdulla Qahhor. Maston)

In the repetition *Sayrasa ham o'lamiz, sayramasa ham*, the particle *ham* expresses emphasis, the affix *-ma* participates and strengthens the emphatic meaning, and it serves to actualize the sentence.

The particle *hatto* also expresses the meaning of emphasis: *Hatto seni ham so'radi*. (He even asked about you too.)

His grandfather did not burn Zunnuniy's manuscript, but preserved it — that itself is a big matter.

(Tohir Malik. Shaytanat)

In this example, through the word *o'zi*, the fact that Zunnuniy's manuscript was preserved is being emphasized, and it serves to actualize the sentence.

The part that comes together with the above lexical and grammatical means is the logically stressed important part — the rheme.

CONCLUSION

In conclusion, syntactic units enter into syntagmatic relations, form a certain whole, and express a communicative purpose. In expressing the communicative purpose, this leads to the actualization of the sentence. In the actualization of the sentence, it is divided into two parts: the theme (known) and the rheme (new), which forms the communicative center. Change in word order, change in intonation, and lexical and grammatical means serve as the basis for the actual division of the sentence.

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