



## Sentence structures and word order variations involving statives in English and the Uzbek language

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### ABSTRACT

This article explores the concept of “word order” in English and Uzbek, highlighting its critical role in sentence structure and meaning. It begins by examining definitions from major dictionaries and demonstrates how variations in word placement, such as with the word “only” can lead to drastically different interpretations. The article then outlines key grammatical rules governing sentence construction, including assertive, negative, and interrogative forms, and the use of complements, adjuncts, indirect objects, multiple adjectives, and adverbs. Special attention is given to “stative adjectives” and “participles” in Uzbek, analyzing their morphological features, syntactic functions, and theoretical significance. Through comparative and descriptive analysis, the article underscores the necessity of understanding word order to ensure clarity, coherence, and expressive depth in both written and spoken communication.

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## Ingliz va o'zbek tillarida stativlar ishtirok etgan gapning tuzilishi va so'z tartibining o'zgarishlari

### ANNOTATSIYA

#### Kalit so'zlar:

so'z tartibi,  
gap tarkibi,  
to'ldiruvchi,  
ko'p qirrali ravish,  
vositasiz va vositali  
to'ldiruvchi,  
morfologiya,

Ushbu maqola ingliz va o'zbek tillarida “so'z tartibi” tushunchasini o'rganib, uning gap tuzilishi va ma'nosidagi muhim rolini ko'rsatib beradi. U asosiy lug'atlardagi ta'riflarni o'rganishdan boshlanadi va so'zlarni joylashtirishdagi o'zgarishlar, masalan, “faqat” so'zi bilan qanday qilib keskin farqli talqinlarga olib kelishi mumkinligini ko'rsatadi. So'ngra maqolada gap qurilishi, jumladan, tasdiqlovchi, inkor, so'roq

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shakllari hamda to'ldiruvchi, qo'shimcha, bilvosita predmet, ko'p sifat va qo'shimchalardan foydalanishni tartibga soluvchi asosiy grammatik qoidalar bayon etilgan. O'zbek tilidagi "turg'un sifatlar" va "bo'lim"larga alohida e'tibor berib, ularning morfologik xususiyatlari, sintaktik vazifalari, nazariy ahamiyati tahlil qilinadi. Qiyosiy va tavsifiy tahlil orqali maqola yozma va og'zaki muloqotda aniqlik, izchillik va ifodali chuqurlikni ta'minlash uchun so'z tartibini tushunish zarurligini ta'kidlaydi.

## Структуры предложений и вариации порядка слов с участием стативов в английском и узбекском языках

### АННОТАЦИЯ

#### Ключевые слова:

порядок слов,  
структура предложения,  
дополнение,  
множественное наречие,  
прямое и косвенное  
дополнение,  
морфология,  
функция,  
причастие,  
теоретическое значение.

В статье рассматривается концепция «порядка слов» в английском и узбекском языках, подчеркивая ее важную роль в структуре и значении предложения. Она начинается с изучения определений из основных словарей и демонстрирует, как вариации в размещении слов – например, со словом “only” – могут привести к кардинально разным толкованиям. Затем в статье излагаются ключевые грамматические правила, регулирующие построение предложений, включая утвердительные, отрицательные, вопросительные формы и использование дополнений, адъюнктов, косвенных объектов, множественных прилагательных и наречий. Особое внимание уделяется «статичным прилагательным» и «причастиям» в узбекском языке, анализируются их морфологические особенности, синтаксические функции и теоретическое значение. С помощью сравнительного и описательного анализа в статье подчеркивается необходимость понимания порядка слов для обеспечения ясности, связности и выразительной глубины как в письменной, так и в устной коммуникации.

### INTRODUCTION

Language is not merely a collection of words; it is a system governed by structure and order. One of the most crucial aspects of this structure is “*word order*” the arrangement of words within a sentence that enables clarity, coherence, and precision in communication. The positioning of a single word can dramatically alter the meaning of a sentence, highlighting the importance of mastering word order, particularly in a language as structurally sensitive as English. While the subject-verb-object (SVO) format forms the foundation of standard English syntax, various sentence types and grammatical elements such as complements, adjuncts, adjectives, and adverbs further influence the arrangement of words. Moreover, distinctions in word function and usage – especially with homophones, participles, and statives – demonstrate the depth and complexity of sentence construction. This article explores the fundamental rules and nuanced variations of word order, illustrating how linguistic choices shape meaning and emphasizing the importance of syntactic accuracy in both English and Uzbek contexts.

## LITERATURE REVIEW AND METHODS

Word order has long been a critical area of inquiry in both descriptive and theoretical linguistics, with scholars emphasizing its central role in meaning-making and syntactic clarity. In English, the Subject-Verb-Object (SVO) order forms the foundation of most sentence structures, a notion extensively analyzed by Fries, who provided one of the earliest systematic treatments of English sentence construction. His work paved the way for understanding how syntactic patterns underpin functional communication. Building on structural principles, Halliday proposed a functional grammar approach that underscored the interplay between syntax and communicative intent. His framework interprets word order not merely as a grammatical formality but as a dynamic feature influenced by discourse, thematic progression, and contextual meaning. Huddleston and Pullum, in their authoritative grammar of English, delve deeply into sentence structure, modifiers, and functional roles, presenting a highly detailed and formalized view of English syntax. Their treatment of constituents, complements, adjuncts, and modifiers has become foundational in understanding the nuanced ways in which word order governs meaning. Lexicographic sources such as the “Macmillan English Dictionary”, “Merriam-Webster”, and “Collins Dictionary” also emphasize the functional and interpretive significance of word order. These sources provide accessible definitions that align with more technical descriptions found in academic grammars.

Turning to Uzbek, research on syntactic categories such as statives and participles is critical for understanding the unique morphological features that influence word placement and sentence construction. Shoabdurakhmonov’s work further clarifies the function of participles and statives in Uzbek, addressing common misclassifications and advocating for clearer distinctions between verbal and adjectival categories. These insights are corroborated by Gulomov and Khodjaev, who explore how participial suffixes operate within broader syntactic roles, such as attribution and definiteness, offering a framework for understanding their contribution to sentence structure.

Collectively, this body of literature highlights the crucial interplay between morphology and syntax in determining word order. While English syntax is relatively rigid and rule-bound, Uzbek presents a more morphologically rich system where word order interacts dynamically with inflection and derivation. This study seeks to bridge these linguistic perspectives, offering a comparative analysis that demonstrates both the structural constraints and expressive flexibility found in each language.

## DISCUSSION

The concept of “word order” pertains to the arrangement or sequence of words within a sentence. To gain a comprehensive understanding, let’s examine various dictionary definitions. According to the Merriam-Webster Dictionary, word order is described as “the order or arrangement of words in a phrase, clause, or sentence”. The Collins Dictionary defines it as “the arrangement of words in a phrase, clause, or sentence, which in many languages, including English, plays a significant role in determining meanings expressed through inflections”. Similarly, the Macmillan Dictionary defines word order as “the sequence in which words generally occur, especially in a clause or sentence”.

The importance of adhering to word order becomes evident when even a slight alteration can completely alter the sentence’s meaning. Let’s consider the following example:

Sentence 1: *I only like non-vegetarian dishes.*

Sentence 2: *Only I like non-vegetarian dishes.*

Sentence 3: *I like only non-vegetarian dishes.*

Sentence 4: *I like non-vegetarian dishes only.*

In each of these sentences, the placement of the word “only” varies, leading to distinct interpretations. While the first sentence indicates a preference for non-vegetarian dishes, the second implies exclusivity in liking them. The third and fourth sentences convey a preference solely for non-vegetarian dishes, excluding other options. These shifts in meaning are achieved by altering the position of the word 'only' to emphasize different aspects of the statement. The typical sentence structure follows Subject (S) + Verb (V) + Object (O), where the subject initiates the sentence, followed by the verb, and then the object. However, certain types of sentences, like imperatives and interrogatives, deviate from this structure.

English, like many languages, contains homophones—words that sound alike but have different meanings—and versatile words that function as different parts of speech with or without inflections. This complexity underscores the necessity of adhering to proper word order for clarity and comprehension. Beyond subjects, verbs, and objects, sentences may include complements and adjuncts, which contribute to the sentence’s meaning. Complements typically follow the verb or precede the object, while adjuncts can occupy positions at the beginning, middle, or end of the sentence. Additionally, sentences may contain multiple adjectives and adverbs, each with its own placement rules. These rules ensure coherence and effectiveness in written communication. Let’s delve into each of these aspects in the following section.

Rule 1 – Subject + Predicate: Every assertive sentence consists of a subject and a predicate:

1. *I like apples.*

2. *It is a beautiful night.*

Rule 2 – Negative Sentences: The word “not” typically indicates negation in a sentence. In negative sentences, “not” usually follows the main verb. If there are multiple verbs, it is placed after the main verb and between the main verb and any helping verbs. Alternatively, the verb forms of “do” can be used in some cases to form negative sentences:

1. *I do not like apples.*

2. *It is not a beautiful night.*

Rule 3 – Interrogative Sentences: Interrogative sentences feature an inversion of the subject and verb positions compared to assertive sentences. Examples of interrogative sentences:

1. *Are you a student?*

2. *Have you found your purse?*

Rule 4 – Sentences with Complements: Complements come in two types: subject complements and object complements. Sentence structures with complements can be SVC (if it's a subject complement) and SVCO/SVOC (if it's an object complement). Examples of sentences with complements:

1. *My sister is a psychologist.* (SVC: my sister [subject] + is [verb] + psychologist [subject complement])

2. *She likes floral skirts.* (SVOC: She [subject] + likes [verb] + skirts [object] + floral [object complement])

Rule 5 – Sentences with Adjuncts: Adjuncts, including adverbs, adverbial phrases, adverb clauses, and prepositional phrases, can appear in a sentence any number of times and be placed anywhere. However, there are rules to guide their positioning. Common sentence structures with adjuncts include SVA, ASVA, SVAA, ASVAA, SVOA, SVCA, etc. Examples of sentences with adjuncts:

1. *We are leaving next weekend.* (SVA: We [subject] + are leaving [verb] + next weekend [adjunct])

2. *There is a new supermarket at the end of the street.* (SVPA: There [subject] + is [verb] + a supermarket [object] + at the end of the street [adjunct])

3. *He called me as soon as he found out.* (SVCA: He [subject] + called [verb] + me [object] + as soon as he found out [adjunct]).

Rule 6 – Sentences with Indirect Objects: When a sentence contains two objects, one being the direct object and the other the indirect object, the indirect object is placed after the verb and before the direct object, resulting in the pattern SVIODO. Alternatively, the indirect object may form part of a prepositional phrase:

*The English teacher gave us our marksheets.* (SVIODO: The English teacher [subject] + gave [verb] + us [indirect object] + our marksheets [direct object])

Rule 7 – Sentences with Multiple Adjectives: When using multiple adjectives to describe a noun, there is a specific order in which they should be placed:

- |                          |           |                       |
|--------------------------|-----------|-----------------------|
| 1. Determiner            | 5. Age    | 9. Material           |
| 2. Adjective of quantity | 6. Shape  | 10. Qualifier/Purpose |
| 3. Opinion               | 7. Colour |                       |
| 4. Size                  | 8. Origin |                       |

Examples of sentences with multiple adjectives:

1. *My mother gave me a big grey teddy bear for my birthday.*

– Determiner: My

– Colour: grey

– Size: big

– Qualifier/Purpose: teddy bear

2. *There was a large circular compartment in the cupboard.*

– Size: large

– Shape: circular

– Noun: compartment

Rule 8 – Sentences with Multiple Adverbs: Adverbs can be used multiple times and placed anywhere in a sentence. However, their positioning depends on which part of speech they are modifying. If an adverb modifies a verb, it comes after the verb; if it modifies an adjective, it precedes the adjective; and if it modifies another adverb, it precedes the adverb it modifies. Adverbs of frequency typically come after the subject, while adverbs of time are placed at the beginning or end of the sentence. When a sentence contains multiple adverbs, follow this order: manner, place, frequency, and time:

*I am wearing a yellow soft silk Banarasi saree for my best friend's wedding.*

– Adverb of manner: soft

– Noun: saree

– Adverb of colour: yellow

– Purpose: for my best friend's wedding.

– Adverb of material: silk

– Adverb of origin: Banarasi

Certain adjectives starting with 'a-' are primarily used in the predicative form, such as “afraid”, “afloat”, “alight”, “alike”, “alive”, “alone”, “asleep” and “awake”. Instead of using them directly before nouns, we use alternative expressions. For example:

– *The baby drifted off to sleep.*

– *I saw a man who was sleeping.* (NOT 'an asleep man')

– *He feels fear.*

– *He is a man who is frightened.* (NOT 'an afraid man')

Similarly, “ill” and “well” are typically used predicatively. When used attributively before nouns, we employ different words:

– *She is sick.*

– *She is a child who is unhealthy.* (NOT 'an ill child')

– *Who cares for the people who are unwell?* (NOT 'the ill people')

– *She speaks English fluently.*

– *I can speak English proficiently.* (NOT 'well English')



These statives are typically positioned after the verb and are commonly employed to convey emotions. Adjectives like “afraid”, “ashamed”, “alone”, “asleep”, etc., fall into the category of adjectives that can only be used predicatively:

- *She experienced fear after watching the horror movie.*
- *He experienced a sense of isolation even in a crowd.*

The stative plays a crucial role in Uzbek language morphology, carrying both theoretical and practical significance. To qualify as a part of speech, an adjective must possess three attributes: morphological, lexical, and syntactic. Similar to nouns, statives denote the inherent, unchanging attributes of a person or thing. Research on statives in Uzbek reveals these attributes, advocating for the classification of adjectives as a distinct part of speech.

Current classification schemes often conflate adjectives with verbs, obscuring their true nature and distinct characteristics. Statives, unlike verbs, do not directly relate to speech time but rather indicate time in relation to the subject or context. They participate in forming past tense verb forms, known as gerunds. Statives are primarily formed with suffixes such as -gan, -digan, -yotgan, -(a)r, -ajak, -gusi, -g'usi, and -(u)vchi. These suffixes denote various aspects of permanence, movement, or characteristics.

## RESULTS

Statives can replace verbs and perform their functions, taking on suffixes to express possession, arrival, or quantity. In oral speech, adjectives can be nuanced, allowing for the expression of multiple ideas within a simple sentence. This linguistic complexity arises from the principle of simplicity in expression. The form of the verb that is adapted to the quality is called the participle, mainly characterized by the form and sometimes by the feature of being associated with the verb root. In the participle construction, it serves in the role of specifying the relation to fire, and sometimes the state of being associated with the verb can also be seen. When the participle is formed by adding the suffix in the process of undergoing transformation, it performs the function of time. For example, “When I see this person, I suddenly remember”. In school textbooks, the following are mentioned as additional suffixes forming participles: “Additional suffixes such as -gan (kan, qan), -ydigan (adigan), -(a)yotgan, -(a)r are formed by adding suffixes to the verb bases”.

Many ideas have not yet come to a consensus in this functional form of the verb. Academic Gani Abdurakhmonov provides information on additional suffixes such as -gan, -ar, -g'on, -digan, -mish, -jak, -si, -yotgan, -asi, -gusi as participial suffixes and gives the following examples: reading, standing, laughing, writing, thinking, future, coming, becoming, being. We consider the words “future, coming, becoming, being” in these examples not to be verbs in the verb system.

The reason is that suffixes such as -mish, -jak, -si, -g'usi do not create suitable participles for the current Uzbek literary language, this is in accordance with the goal of considering the diachronic aspect (historicity). In the textbook “Contemporary Uzbek Literary Language” by Ra'no Sayfullayeva, participial suffixes such as -gan, -(a)r, -(u)vchi, -mish, ajak, -asi (gusi) are counted. Sh. Shoabdurakhmonov also notes the additional suffixes selected by R. Sayfullayeva in the textbooks prepared for university students. Sh. Shoabdurakhmonov presents the student word by making an example of forming a participle with the suffix -(u)vchi. In the textbook titled “Contemporary Uzbek Literary Language” by Sh. Shoabdurakhmonov, the suffix -(u)vchi is identified as a participial suffix, while the reader's word is described as a personal ending. This information aligns with the

views accepted by philology specialist Nargiza Erkaboyeva in her textbook “Collection of Uzbek Language Presentations”. To address these inconsistencies, a review of the affix system is needed.

Another complex issue is the acceptance of participles' attributive and definitive functions. The participle can function attributively. For instance, we can observe the participle's function as a definitive attribute in phrases like “The brave person's action” or “The tree's falling leaves”. Academic Gani Abdurakhmonov provides information on the attribute of participles' definitional feature and gives examples such as “yozgansan” (you have written), “o'tarsiz” (without going), “o'tardingiz” (you went). Another scholar who has previously addressed this matter is Azim Khodjaev. He proposed the idea that “the present participle accepts the person-defining attribute”. He illustrates this with examples such as “coming” and “becoming”. In such cases, when the participle accepts the person-defining attribute, it takes the form of a verbal stem.

However, A.G.Gulomov firmly states in his work that the place of the participle is definite, and it functions definitively in the sentence. He provides information about the definitive and attributive functions of the participle in his textbook, where groups functioning definitively also include participles. If personal suffixes are added to the participle composition, in such cases, it is correct to consider suffixes such as -gan, -adigan, -yotgan, -ar, -ydigan, and other similar suffixes as forming tense-creating suffixes in the verb composition.

In cases where these ideas are mistakenly perceived by linguists, it is most appropriate to consider the suffixes -man, -miz, -san, -siz added to the participle as belonging to the aspect of shaping the verbal stem. Therefore, it can be seen that the participle in the sentence can only function definitively and in the role of a verbal stem, without accepting any person-defining attributes. The form of the verb that is adapted to manner is called the manner participle, and it performs the task of linking verbs. Manner participles are as follows: -(a)y, -(i)b, -may/masdan, -gach, -ganda, -guncha, -gani. These suffixes, depending on their addition, express the state of the movement, continuity, intermittency, starting point of the movement, occurrence time of the movement, purpose of the movement, and other situations related to movement.

## CONCLUSION

In both English and Uzbek, word order plays a vital role in conveying clear, accurate, and nuanced meaning. From the basic Subject-Verb-Object structure to more complex sentence constructions involving complements, adjuncts, and multiple modifiers, the placement of words directly affects how messages are interpreted. The flexible yet rule-governed nature of English syntax, along with the morphological and syntactic depth found in Uzbek—particularly in the use of statives and participles—underscores the importance of understanding not just “what” words mean, but “where” they belong. Through consistent patterns and structural variations, word order enables effective communication, supports grammatical integrity, and reflects the unique linguistic character of each language. As demonstrated, even subtle shifts in placement can result in significant changes in meaning, highlighting the importance of syntactic awareness in both everyday usage and advanced linguistic study.

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