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SEMANTIC AND SYNTACTIC FEATURES OF INCOMPLETE SENTENCES

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Abstract

This article analyzes the semantic and syntactic features of incomplete sentences in the Uzbek language. It examines the factors contributing to the emergence of incomplete sentences in the speech process, their ability to convey meaning, and the specific characteristics of their syntactic structure. Furthermore, the use of incomplete sentences in both dialogic and monologic speech is analyzed through examples, and their communicative functions are revealed. The findings indicate that incomplete sentences serve as an important syntactic device that ensures conciseness, expressiveness, and economy in speech.

Keywords: incomplete sentence, syntax, semantics, ellipsis, dialogic speech, monologic speech, communicative unit, sentence elements.

In linguistics, the sentence occupies a special place as a communicative unit. Any idea is expressed through sentences formed according to specific grammatical rules. The structure and semantic characteristics of sentences constitute one of the main objects of syntactic research. In the Uzbek language, sentences are classified according to various criteria, one of which is the distinction between complete and incomplete sentences. Incomplete sentences are among the most frequently used syntactic units in speech and possess distinctive semantic and grammatical features.

An incomplete sentence is defined as a sentence in which one or more sentence elements are omitted, while its meaning remains understandable through the speech situation or context. In such sentences, the formal absence of certain components does not hinder the complete comprehension of the intended meaning. This is because the omitted elements can be reconstructed from the preceding discourse or the communicative situation. Therefore, although incomplete sentences are syntactically reduced, they retain the ability to express complete meaning semantically.

Incomplete sentences most commonly occur in dialogic speech. For example:

— *Are you going to the library today?*

— Of course.

In this example, the response *"Of course"* functions as an independent sentence. In its complete form, it could be expressed as *"Of course, I will go."* However, since the meaning is clear to the participants in the conversation, the predicate has been omitted. This phenomenon contributes to the conciseness of speech and prevents unnecessary repetition.

The semantic characteristics of incomplete sentences are closely related to their ability to convey meaning. Although certain sentence elements are absent, the listener or reader can fully understand the intended message. This occurs through the process of semantic restoration, whereby omitted elements are reconstructed with the help of contextual information. For example:

— Who came?
— The teacher.

Although only the subject is expressed in the response, the meaning *"The teacher came"* is readily understood. Thus, the semantic structure of the sentence remains intact.

Incomplete sentences enhance communicative efficiency in speech. In everyday communication, speakers tend to convey as much information as possible using minimal linguistic means. This principle, known as linguistic economy, is one of the key factors contributing to the formation of incomplete sentences. For example:

— Would you like some tea?
— Fine.

In this case, the complete form *"Fine, I will have some"* is reduced. Nevertheless, the meaning of the response remains fully preserved.

Another important semantic function of incomplete sentences is the enhancement of expressiveness. Particularly in literary texts, authors employ incomplete sentences to convey a character's emotional state or to intensify the impact of events. For example:

"Night. Silence. The surroundings are still."

In this example, certain sentence elements are omitted; however, the expression effectively creates a vivid emotional atmosphere and enhances the artistic effect.

From a syntactic perspective, various sentence elements may be omitted in incomplete sentences. In some cases, the subject is omitted; in others, the predicate or secondary parts of the sentence may be absent. For example:

— Where are you going?
— To the university.

In this example, both the subject and predicate are omitted. The complete form would be *"I am going to the university"*.

An example of a sentence with an omitted predicate is:

The weather is warm today, and even warmer tomorrow.

In the second clause, the predicate *"will be"* has been omitted. Despite this omission, the meaning remains clear and understandable.

The omission of secondary sentence elements is also a common type of incomplete sentence. For example:

I read a book, and my brother too.

In this sentence, the phrase *"read a book"* is omitted in the second clause. The listener is able to reconstruct the omitted meaning from the preceding context.

In linguistics, incomplete sentences are often studied in relation to the phenomenon of ellipsis. The term *ellipsis*, derived from Greek, means "omission" and refers to the absence of certain linguistic units in speech. Syntactic constructions formed through ellipsis contribute to the brevity

and naturalness of communication. For example:

— *Who is on duty?*
— *I am.*

In its complete form, the response would be *"I am on duty."* However, due to communicative necessity, the sentence is shortened.

Incomplete sentences are widely used not only in spoken discourse but also in written texts. In particular, literary works employ such constructions to make dialogues more natural, to enliven characters' speech, and to enhance expressive effect. It can be observed that prominent representatives of Uzbek literature frequently utilized incomplete sentences in their works.

Thus, incomplete sentences represent a complex and distinctive linguistic phenomenon from both semantic and syntactic perspectives. Despite the absence of certain sentence elements, they successfully ensure the complete comprehension of meaning. Factors such as linguistic economy, communicative necessity, and expressiveness contribute to the emergence and widespread use of such constructions.

In conclusion, incomplete sentences constitute an important syntactic unit within the Uzbek language. Their primary feature lies in the omission of certain sentence elements without compromising the overall meaning. Incomplete sentences contribute to the conciseness, naturalness, and expressiveness of speech. Their frequent use in both dialogic and monologic discourse further emphasizes their communicative significance. Moreover, they represent a practical manifestation of the principle of linguistic economy and therefore hold considerable importance in contemporary syntactic studies.

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