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ABOUT THE METHOD OF ISOLATION OF THE DEFINITION

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Abstract: This article dedicated the method of studying the separation of definition. Which is considered one of the most complex theoretical questions of the syntax of a simple sentence, its study is considered one of the most difficult sections not only of the school (8th grade), but also of the university course of syntax, and teaching this syntax the phenomenon is always accompanied by certain difficulties of grammatical, punctuation and stylistic character.

Keywords and concepts: syntax, simple sentence, definition, defined word, separate and non-separate definitions.

Separation of the definition is one of the most complex theoretical questions of the syntax of a simple sentence, its study is considered one of the most difficult sections not only of the school (8th grade), but also of the university course of syntax, and teaching this syntactical phenomenon is always accompanied by certain difficulties of grammatical, punctuation and stylistic character. Scientists-linguists and methodologists have proved that isolation is not only the intonation of the word or group of words, but also the meaning that learning to separate is a complex work on grammar, style and punctuation. The particular concern is usually the question of the staging or absence of a comma, the complexity of which, in our view, is due to the following causes: the diversity of grammatical expression and the amount of the separate definition (it may express edited by word, a combination of words; separating both post-positive and pre-positive definitions; dependence of separation or non-separation from the morphological nature of the defined word; influence on the isolation of the duplexic nature of some types of deprecation; the ability to determine is complicated by additional semantics; the bookish nature of some types of designs with a common definition; studying at school and university with the most formal signs of separation; not enough disclosure of the grammatical essence and the importance of isolation in the lessons; excessive treatment of the problem - forming the ability to correctly set commas.

The student, who did not understand the essence of separation and its meaning, not only cannot properly use it in speech practice, but also does not see the differences in values that are created by the structure in the structures that meet in the text. As a result, this can lead to an incorrect understanding of the sentences and content of artistic, especially poems. Punctuation skills, which the student must acquire in the study of isolation, are very often under-sustained, as there are cases of so-called non-binding isolation. This is natural, because in order to master punctuation in isolation, one should clearly understand the subject of the latter.

In order to accomplish this task, it is necessary to identify the essence of the separation of definitions and the conditions for its application in the practice of modern literature language. Among the conditions of separation, the main role belongs to the order of words in sentences with definition. The effect on the isolation of the prevalence or non-prevalence of the definition, i.e. the presence or absence of explanatory words in the last one, is also noteworthy.

The ratio of separate and non-separate definitions depends on the definition and the definition of the word. Most often in these structures separate definitions are those that are expressed by suffering and valid communions, then by enreversions.

When the definition is separated, the question of the morphological nature of the defined word cannot be circumvented: definitions in personal pronouns, except in some cases, are always isolated; definitions related to identified noun names are also more common. The question of the scope of the separate group, i.e. the prevalence of the definition and the presence of explanatory words on its isolation, should be addressed. Among the separate definitions, the majority are common. A speaker or a writer, with a separate definition and wanting to emphasize or strengthen its meaning, seeks to make such a definition more complete by meaning by distributing it through explanatory words. But the prevalence of the definition is not always the reason for its isolation, as it can only serve as an external indicator of the al-separation.

The study of the conditions of separation should not overshadow the semantic recourse of the language, the clarification of its essence, the meaning, as is often the case in school practice, as the purpose, emphasizing the meaning, the importance of the definition, gives in some cases, there is a particular additional meaning that can be called adverbial.

The study of the essence and external conditions of separation of definitions is based on the semantic analysis of this phenomenon and is aimed at the student's understanding of the grammatical essence and, in the way, the meaning of separation, and not only on the assimilation of the essence phenomenon studied, but also on the ability to apply the received knowledge in practice. The techniques for achieving this goal may be different. It is useful, for example, to conduct a stylistic-grammatical analysis of excerpts from fiction, which will allow to analyze the importance created by isolation, its conditioning of context, external conditions of use, to see the author's use of various structures, the inadmissibility of excessive saturation of the text by isolation, the possibility or impossibility of replacing individual structures with other, close in value, etc.

Working on synonymous parallel structures is of great importance for learning about the essence of student speech and development. Our observations and the results of the analysis of students' knowledge, skills and skills in the process of studying the separation of definitions at the courses "Russian Practice," "Modern Russian Language," "Difficult Spelling and Punctuation Issues" show the effectiveness of the use of the possible syntax synonym, reception and replacement of some structures by others, close in importance, which contributes to the correct consideration of the essence of the separation of the division. turnover and complicated by the circumstances of the semantics. Here are the examples

a) Replacing a sentence (simple) with a separate definition of a synonymous, complex proposal with a detailed subordinate clauses:

1. Accustomed to the constant snares of rural boys, Mitya was all alert and swollen (V.A. Solowhin). - Mitya was all swelled and swelled, as he was used to constant snouts on the part of rural boys.

2. Stunned by the blow of the cargo fist, Bulain at first wobbled on the spot without understanding anything (A.Kuprin). - Due to the fact that he was stunned by the blow of the cargo fist, Bulanin first made a head on the spot, not understanding anything.

3. Slow by nature, Dmitry Cinderella was transformed when life demanded from him immediate and concrete actions (V.A.Solowhinin). "Although Dmitri Cinderella was slow by nature, he was transformed, and life required immediate and concrete action from him;

b) Replacing a sentence (simple) with a separate pre-positive definition of an appropriate synonomic simple sentence with a well-applied turnover.

1. Accustomed to the constant snares of rural boys, Mitya was all alert and swollen (V.A. Solowhin). - Accustomed to the foot-and-mouthed by the rural boys, Mitya was all

alert and snub.

2. Slow by nature, Dmitri Zolushka was transformed when life demanded immediate and concrete actions from him (V.A. Solowhinin). Being slow by nature, Dmitri Zolushka was transformed when life demanded immediate and concrete actions from him.

Thus, separation, presenting the intonation and semantic selection of certain members of the sentence (words or combinations of words), is the result of the interaction of all components of the sentence: lexical-semantic, grammatical, rhythmic and stylistic, so its study should not be reduced to the knowledge of only some punctuation rules. The path to learning to be isolated and separate is through a comprehensive approach to this multifaceted syntax phenomenon.

Used literature:

1. Panov M.V. On parts of speech in Russian language (1960) / Works on general linguistics and Russian language. T. 2. M., 2004. S. 151-164.

2. Polivanova A.K. Formal paradigms and classes of words in Russian language (2001) / General and Russian linguistics: Selected works. M.: RGSU. 2008. S. 154-175.