

9. Schlosberg D., Collins, L.B. From environmental to climate justice: climate change and the discourse of environmental justice // Wiley Interdisciplinary Reviews: Climate Change. 2014. No. 5(3). P. 359-374.
10. Sobrevila, C. The role of indigenous peoples in biodiversity conservation: The natural but often forgotten partners. The World Bank, 2008. P.1-102.
11. Williams T., Hardison P. Culture, law, risk and governance: contexts of traditional knowledge in climate change adaptation / Climate change and indigenous peoples in the United States: Impacts, experiences and actions. Cham: Springer International Publishing, 2013. P. 23-26.

ФУНКЦИИ ЭЛЛИПСИСА В КЫРГЫЗСКОМ И В АНГЛИЙСКОМ ПРЕДЛОЖЕНИЯХ

Осмонбаева Ж.А., Караева З.К. Ош (Кыргызстан)

***Аннотация.** В данной статье речь идет о важности и функции эллипсиса в предложениях английского и кыргызского языков. В статье осмысливается значение использования эллипсиса в диалогах, разговорной речи, монологах и вопросительных предложениях, изложены и прокомментированы точки зрения кыргызских и зарубежных лингвистов по поводу эллипсиса. Используются и обсуждаются три типа: клаузальные, именные и глагольные эллиптические предложения из одного из романов известного американского писателя Э. Хемингуэя «Старик и море» и несколько эллиптических предложений из произведений кыргызских писателей.*

***Ключевые слова:** Кыргыз, неполные предложения, опущение, функции, высказывание*

FUNCTIONS OF ELLIPSIS IN KYRGYZ AND IN ENGLISH LANGUAGE SENTENCES

Osmonbayeva Zh.A., Karaeva Z. K., Osh (Kyrgyzstan)

***Abstract:** This article deals with the importance and functions of ellipsis in English and Kyrgyz language sentences. The article also gives importance to the usage of ellipsis in dialogues, conversational speech, monologues and interrogative sentences in both languages. The viewpoints of Kyrgyz and foreign linguists on the ground of ellipsis were given and commented. The three types; clausal, nominal and verbal elliptical sentences from one of the famous American writer E. Hemingway's novels "The old man and the sea" and several elliptical sentences from Kyrgyz writers' works were used and discussed.*

***Key words:** Kyrgyz, ellipsis, omitted, functions, utterance*

Ellipsis creates difficulties in speaking and writing in English. We use incomplete sentences in our speech and in the literary texts; however, we don't analyze whether those sentences are important to identify or not.

In our teaching experiences in analyzing literary texts students are asked to find stylistic devices. In that case, they have difficulties in identifying complete and incomplete sentences. Learners believe that the English sentences must be complete all the time. Recently, we analyzed the text in the 3rd year book; the text which is entitled "A man of Destiny" by Bernard Shaw. That text was written in a form of a dialogue and students were asked to find incomplete sentences in the text. They could be able to find incomplete sentences; however, they were not aware of the term "Ellipsis". The text which we analyzed was written in the form of dialogue. Having reviewed relevant literature and examples students identified those sentences are elliptical. For example, there were the words such as; "Nothing, Good, your happiness" and so on. So there were many incomplete sentences used in the dialogue and students understood those kinds of sentences make the dialogues more realistic [1, p.183]. The text seemed to be boring for learners, because of usage of many incomplete sentences.

That problem led us to get more detail information about ellipsis.

To begin with, complete and incomplete sentences are distinguished by the presence or absence of word forms in the principal positions of two member sentences. In a complete sentence both principal positions are filled with word forms.

Literature gives the following examples for complete and incomplete sentences; when did you finish school? I came yesterday. On the other hand, in incomplete one or both of the main points are not filled, but it can be easily filled with. Below is given incomplete sentences as an example:

-Cheerful, aren't you?

-Ready?

In above sentences we can see predicate in the question form; however, there is no subject of the sentences. Those types of sentences are used in conversation; therefore, the Elliptical sentences are considered an integral part of conversational English.

Those types of sentences are defined in which one or more word-forms in the principal position are omitted. It refers only to the structural elements of the sentence, not the informational ones. It stands for that those kinds of words cannot be omitted, because they have the following reasons to use: - those words have only grammatical, structural relevance; however, do not carry any new information [3, p. 8].

According to N.A. Kobrina, E.A. Korneyeva [3, p.8] elliptical sentences are only those having no word -forms in the subject and predicate positions. They gave several types of following elliptical sentences;

Firstly, sentence in the subject position, for instance: *Looks like rain, seems difficult, don't know anything about it.* Second, in the subject position and part of predicate position. In this case omitted part of sentence can be either an auxiliary verb or link verbs. We can make the following examples:

1. *Going home soon, see what I mean? Heard nothing about him lately.*

2. *Not bad, Free this evening, Nice of you to come, my friend's father.*

3. *In the place of predicate may be an auxiliary or a link verb used.* The following sentences can be example for that. *You see them? Everything ready? You sure? All settled?*

Next one is in the subject and predicate position ellipses occur in various responses. *What time do you come for lunch? -12 o'clock. What are you thinking of? -Baby. What do you want of us? -News. Where are you going? - Town.* Finally, in the predicate positions the following ellipses occur only in replies to questions. *Who is there? - A bear. What happens with you? - Nothing.*

V.A. Kukharensko defines the ellipsis which doesn't deal with the correct arrangement of sentences. Those types of sentences omit deliberately one member of the sentence. Here we would like to give example from the famous quotation of Macbeth; *What! All my chickens and their dam. At one fell swoop?*

V.A. Kukharensko discusses that ellipsis is mainly used in dialogues and colloquial speech. According to him elliptical remarks in prose stages in drama. Drama and dialogues save most important information which can be easily reassembled from the situation [4, p. 78].

Further, V.A. Kukharensko mentions that ellipsis is situational nature of our everyday speech that relies on speakers' awareness of the conditions that promotes normative colloquial omissions. He explained that the purpose of using elliptical sentences is to achieve the authenticity and possibility of fictitious dialogue [4, p. 79].

He also informs if ellipsis is used in telegraphic style that redundant words and connectives are left out. Here is an example from the history of the 20th s British railways used the following inscription over luggage: *"The use of this rack for heavy and bulky packages involves risk of injury to passengers and is prohibited."* Then many years later that sentence was reduced to the elliptical and it was written in the following way; *"For light articles only."* *"Please drive slowly! Drive slowly", "Slow".* Here the latter sentences are more appropriate and clearer rather than former sentence. He mentions that in creative prose one member sentences are mostly used in descriptions of nature, interior, appearance where they produce effective and laconic picture foregrounding and background of dialogue, focusing on emotions, attitudes,

moods of speakers [4, p. 79]. Especially, dialogues can show emotions and moods of the speakers well.

Cook in Fadli Muhdar [2, p. 8] argues that ellipsis is “omitting part of sentences on the assumption that an earlier sentence or the context will make the meaning clear. For example:

A: Can you pass me that sauce?”

B: Here it is.

Here instead of saying A with “yes” here sauce is “; B just says “here it is” It is known that the sauce will be understood with the word here it is. The situation gives the meaning of the sentences. So, the whole sentence does not have to be said.

In addition, Fadli Muhdar [2 p. 2] states that ellipsis is done in order to avoid repetition and make a sentence more concise. Although one more word is omitted, the meaning of the sentences is not differentiated from the complete sentence. In this case the meanings of omitted words can be understood within the context. This helps learners understand the meaning of the sentence through one or two words.

Functions of elliptical sentences in dialogues, conversations and interrogative sentences

Word order affects the nature of a prose text as well. It enhances its meanings and contributes toward its tone. Some writers have their own style of writing. Here, we would like to share one of Hemingway’s works.

Ernest Hemingway’s minimalist and understated technique had a strong influence on 20th-century American writing styles. One peculiarity of Hemingway’s writing is that he used many incomplete sentences. If we take his book “The old man and the Sea” he used many dialogues, conversational speech in the text. The writer focuses incomplete sentences in the discourse, as an example in verbal sentence, nominal sentence and clausal sentence.

The story of “The man and the sea” begins with the description of old man who fished alone in a skiff in the Gulf Stream and he had eighty –four days without catching a fish. The little boy also fishes with his parents and the boy saw the old man comes back each day without fish. He always helped the old man carry the line. The boy said to the old man to go fishing with him. The old man taught the boy to fish and the boy liked that. There was a conversation between the old man and the boy. For example; the old man said to the boy: *We haven’t. Haven’t been? The boy: “Yes”.*

In this short dialogue, it appears there is a clausal ellipsis used in the utterance of the Boy. The structure of answer is only the word “Yes”. Instead of “yes” he should answer “*We have*”. The omitted item can be guessed from

the old man question: *Haven't we?* If we take the same example of Kyrgyz sentence:

Бугун жыйналыш болобу? – *Will there be a meeting today?* -*Болот. Will or yes* (Н.Б)

– *Жолдош Кашкатаев ордунда бекен? Is Zholdosh Kashkataev in his office?* -*Yes. Here the word "Yes" expresses positive answer.*

– *Озундо* (Ч.А). He is in [5, p. 552].

Sometimes one of the defining elements is not mentioned. For example: *Let him know the rules, we know.* Similarly to the answer given to the interlocutor's speech in a dialogic speech can be a questioning greeting. Such question-and-answer conversations are organized on the basis of one of the words used in the previous conversation, or on the basis of new words. Those words perform the function of one or another member of incomplete speech, and the missing member is known from the general context. Interrogative sentences can sometimes be composed of a single interrogative pronoun or a single word with a full meaning. In this way, negative dialogues in the sense of a question expressed in response to the interlocutor's thoughts are often used to supplement and clarify the content of previous conversations. For instance,

Kyrgyzbay: –Urunchu, caught your son?

Urunchu: – Son! [5, p. 553]

He also uses ellipsis in questions when the context makes the sense of the word. Another example is that "Wh-word" used in questions too.

A: "there is someone coming?" B: "Who?" – He called you? - "Why" question also can be used here.

A: "It's opening on the 31st of this month."

B: "Where?"

In this case instead of giving full answer the boy answered where and the meaning of the sentence is understood with the help of first part of the sentence [2].

Here are examples from the "The old man and the sea" *The Old man: "What have you got?" The boy: "Supper".* From this dialogue above, we can listen to verbal ellipsis in the boy's utterance. In verbal ellipsis, the omission at the left is called operator ellipsis. Here the initial elements of the verbal group are omitted except the lexical verb which is Supper. The boy omitted the words I have got; instead, he gave short answer "Supper" [2, p. 46].

One more example, The Old man: *"I feel confident today."* The Boy: *"So do I".*

In this dialogue we find analyses in the categorized as verbal ellipses. The ellipsis "So do I" is used to agree idea of which the old man's speech. Instead of I feel confident today the boy answered so I do. Here the boy needs to answer "So do I" feel confident today [5, p. 52].

The old Man: "Do you think we should buy a terminal of the lottery with an eighty-five?"

The Boy: "We can do that." In this dialogue, we can do **that** is a nominal ellipsis in The Boy's utterance. That functions head of noun group. The presupposed item for *that* here is "buying a terminal of the lottery with an eighty-five". The complete form of the boy's sentence is we can do that buying a terminal of the lottery with an eighty-five [5, p. 44]. In the analyzes of the book of "The Old man and the sea" clausal and verbal ellipsis dominated.

Examples for nominal ellipsis from Kyrgyz language context:

- How many schools are there in the district?

- Thirty-six.

Nadyr was sentenced to two years of displacement.

- For two years? ("Ala-Too") [5, p. 553]

Similarly to English language incomplete sentences, in Kyrgyz language also use in complete sentences in dialogues, in stylistic style. Kyrgyz language is a language where Kyrgyz people speak it as mother tongue. In everyday speech, conversation using grammatically complete sentences is not always appropriate. For example, if someone repeats the same thing in the same context, it will lead to a lot of length and the conversation will be weak in terms of style. Therefore, depending on different conditions, the main and defining parts of the conversation are widely used. The unspoken members of such conversations can be understood from the context.

For example: *Sakenbay is a medium-sized, broad-shouldered, quiet man and worked at institution for forty years* (Nominal ellipsis). *He finally retired* ("Ala-Too"). In this case, the grammatical owner of the second and third words is not pronounced according to the requirements of the style, but which word it is (Sakenbay) is known from the first sentence from the complete dialogue that was spoken before it. If we include the grammatical owner "Sakenbay" in the next two conversations, then these three conversations, which are closely related in terms of meaning, would be significantly worse in terms of style. Another example is:

- Where did the students go?

- Excursion.

In the second conversation of the dialogue above, the owner and the narrator are not mentioned. However, the owner "students" is known through the full conversation before the verb "gone" the narrator [5, p.549]. A speech in which one or more of the main or clarifying members of a sentence is not spoken, but which word it is is known from the context and the general situation, is a incomplete speech [6].

This type of speech is often found in oral narratives and works of fiction, and it gives the opportunity to express thoughts concisely and freely. The

order of using imperfect speech is always closely related to the complete speech before it, the context, and the speech situation. If we do not connect the incomplete conversation with the context and the complete speech before it, but take it as a part of them, the grammatical structure of the speech is complete, and the thought may not be adequately explained, or it may become completely incomprehensible.

For example, if we take the following words "*For a long the land was not plowed*" it cannot fully explain any idea. And if we take this word in context, "*once upon a time in Ak-Say, farmers planted crops. For a long the land was not plowed*" (C.A.) Here the main meaning of the sentence is that the land was not plowed since long time [5, p. 549].

Kyrgyz language incomplete sentences are also used in monologue speech (speech spoken by one person). In such a case, one or another part of the conversation that was mentioned in the previous conversation will not be mentioned in the next conversation. For examples: *The boy went further. He landed on the water's edge. Without stopping, he entered the water* (Ч.А.). These three simple conversations are related to each other in terms of meaning. In three sentences, the word "boy" is grammatically correct. But looking at this, if we include the boy in those three conversations, they would be worse in terms of style. That's why the boy was mentioned in the first conversation and not mentioned in the next ones [5, p. 550].

The next speech in the system of this context is incomplete in terms of its structure, because its owner is not mentioned, but the owner is known from the first speech. Although the grammatical structure of incomplete speech is not complete, they are still considered a separate syntactic unit, because they have a category of predicativeness, have a reporting intonation and express a certain idea. But the disadvantage is that if we take the conversation more personally, we cannot get a full understanding of the thought to be expressed.

The next conversation is given as an answer to the question posed in the first conversation. The question asked and the answer returned to it are closely related in meaning. Therefore, those sentences cannot be considered separate from the other, and only if it is integrated in the system of the dialogue, the flawed conversation in the system of the dialogue will have full meaning. The incomplete sentence in dialogic speech is usually that the words used in the previous conversation are not repeated, that's why they are often short in terms of structure, and in terms of meaning, they only inform the listener about something new and important. Both full speech and incomplete speech in the dialogue system are written starting from the beginning of the new paragraph, and a dash is placed in front of each of them.

For example:

- *When will they come back?*
- *Day after tomorrow evening (N.B.).*
- *Whose child are you?*
- *Arstanaaly's (K.M.).*
- *Where will go Zamia?*
- *To Przewalski (K. B.)*
- *What is your name?*
- *Zhapar (A.T.) [5, p. 556].*

The combined conversations in the question meaning of those two dialogues are complete conversations. The second speech in response to it is a flawed speech. None of the words used in the preceding interrogative greeting were repeated in these defective conversations, here the incomplete conversations are made up of new words. On the other hand, it is clearly visible that the words that make up the incomplete speech are closely related to those unpronounced words in terms of their meaning and form, and are subordinate to them.

Incomplete conversations cannot be considered separately from the previous complete conversation; otherwise, the person will not be able to explain any conclusive idea. So, we should always consider the complete and incomplete speech in the system of causal dialogue in a close unity, only then will it be known what is the unspoken part of the incomplete speech, and only then will it be able to achieve its full meaning [5, p.551].

Finally, having analyzed above given information we came to conclusion that there were similarities of using incomplete sentences in both English and Kyrgyz language sentences. Above examples proved that both languages use incomplete sentences in everyday conversations, in monologues and question-answer dialogues and in literature as well.

Conclusion

Having analyzed above mentioned incomplete sentences both in Kyrgyz and English language contexts we came to conclude that incomplete sentences are used in both contexts. Thus, incomplete sentences are considered one of the parts of syntax, so it is important for learners of languages to be aware of those sentences in given contexts. Therefore, those types of sentences are valued to be learnt by language users in both contexts of Kyrgyz and English. For writing and speaking in both Kyrgyz and English we, learners should practice the ways of avoiding repeated words in the sentences. In this case the knowledge of ellipsis helps us to make our sentences, dialogues and stories concise and meaningful. Learning ellipsis will also help us to understand stylistic meaning of the sentences in a context.

Literature

1. *Аракин В.Д.* Практический курс английского языка. Курс 3 Владос. Москва., 2006. 183с.
2. *Fadli M.* The Analysis of Ellipsis in "The Old man and The Sea". English department of faculty of letters/ University of Husanuddin., 2007.2с.
3. *Kobrina H.A., Korneyeva E.A., Ossovskaya M. I., Guzeyeva K. A.* An English Grammar Syntax. М.:«Просвещение». 1985. 8с.
4. *Kukhareno V.A.* //A Book of Practice in Stylistics, Москва Высшая школа., 1986 . С.78-79
5. *Орузбаева Б, А. Турсунов, Ж. Сыдыков, А. Акматалиев, С. Мусаев жана Т.Сыдыков* Кыргыз тилинин жазма грамматикасы. Азыркы кыргыз адабий тили. Бишкек «АВРАСИЯ ПРЕСС». 2009,2015 ., С.549-554
6. Словарь английского языка. URL: <https://www.merriam.webster./com> (accessed 1.05.2024).

ЗАЩИЩЕННОСТЬ НАСЕЛЕНИЯ ОТ ПРИРОДНЫХ УГРОЗ И ОПАСНОСТЕЙ В ЗОНАХ ВНУТРИКОНТИНЕНТАЛЬНОГО ГОРНОГО КЛИМАТА

Плешкова А.Е., Максимова С.Г., Барнаул (Россия)

Публикация подготовлена в рамках проекта РНФ «Изменения климата, ледников и ландшафтов Алтая в прошлом, настоящем и будущем как основа модели адаптации населения внутриконтинентальных горных районов Евразии к климатообусловленным изменениям среды» (2022-2025 гг.)»

Аннотация. *Восприятие климатических рисков и опасностей является важной характеристикой устойчивого развития, особенно в зонах с различными природными ландшафтами внутриконтинентальных горных районов. Климатические изменения и экологические проблемы нередко приводят к возникновению различных опасностей, таких как наводнения, лесные пожары, оползни и другие стихийные бедствия. В данной статье мы рассмотрим, насколько население чувствует себя защищенным от природных рисков и опасностей.*

Ключевые слова: *природные угрозы, защищенность населения, внутриконтинентальные горные районы*

PROTECTION OF THE POPULATION FROM NATURAL THREATS AND HAZARDS IN THE ZONES OF THE INLAND MOUNTAIN CLIMATE

Pleshkova A.E., Maximova S.G., Barnaul (Russia)

Abstract. *The perception of climate risks and hazards is an important aspect of the sustainable development of the population, especially in areas with different natural landscapes of inland mountainous areas. Climate change and*