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Classification of Interrogative Sentences

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Abstract: The development of syntactic science predetermines the growing interest of linguists in issues of communicative syntax, associated with the analysis of the features of the implementation and functioning of linguistic units in speech: with the limitations and patterns of their use, determined by the communication situation. In this regard, the study of the communicative and functional features of interrogative sentences and their specificity seems particularly significant.

Keywords: interrogative sentences, speech spheres, the analysis, individual linguistic units, interrogative constructions.

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Introduction

It is known that individual features of speech style are primarily manifested in syntax. The stylistic possibilities of language at this level of speech are virtually limitless. Syntax has neither a clear stylistic coloring of its units, nor their strict attachment to certain speech spheres. One or another type of sentence, construction, turn of phrase is usually used in a variety of speech spheres and is a general language means. And at the same time, it is rightly believed that it is syntax that conceals enormous stylistic possibilities, which consist mainly in its ability to convey the subtlest semantic nuances and shades of thought. The development of syntactic science predetermines the growing interest of linguists in the issues of communicative syntax associated with the analysis of the features of the implementation and functioning of linguistic units in speech: with the limitations and patterns of their use determined by the communication situation. The problem of communicative-functional characteristics of the text, individual linguistic units used in it, is considered more and more broadly and comprehensively in terms of the interaction and relationship of language and speech, language and thinking, language and objective reality. Particular attention is paid to the study of the pragmatic orientation of the utterance. In this regard, the study of the communicative and functional features of interrogative sentences, their specificity, seems particularly significant. A necessary stage of such a study is the study of the role of interrogative constructions in dialogic, monologue and indirect speech of a specific work of art.

The Basis of Classification of Interrogative Sentences

The existing classifications of interrogative sentences are based on the desire to distinguish, first of all, sentences that are interrogative in form and in the communicative task, i.e., prompting an answer, on the one hand, and sentences whose interrogative form does not correspond to the content, on the other. This is how interrogative sentences in the full sense are distinguished from sentences that are only superficially similar to interrogative ones, but in essence have an emotional-evaluative declarative meaning (What kind of habit do you have - to drop what you are doing and go and complain?). The scientist called such sentences quasi-interrogative. Among interrogative sentences in the full sense, three types are distinguished: 1) proper interrogative sentences, 2) attestation-interrogative sentences, 3) presumptive-interrogative sentences. Proper interrogative sentences express a question that requires in the answer a specific name of some unknown to the speaker "details" of the designated event (in the broad sense of the word). They are built exclusively on the basis of syntactic constructions that include interrogative pronominal words, which directly serve to indicate what specific “details” of the event the speaker is interested in. For example: - What do you want to do? - she asked, interrupting his speech. - To study, and then - to teach others. Where did Tatyana send you this morning? - To the drugstore. Certifying-interrogative sentences express a question that requires only an affirmation or denial of the reported subject in the answer. They can be of a general or specific nature. Certifying- interrogative sentences of a particular nature are usually built on the basis of simple syntactic constructions of the same lexical and grammatical composition as narrative ones. Moreover, they acquire the corresponding meaning in those cases when the essence of the question is expressed in them by a verbal predicate or any grammatical member, the function of which is a word that has an antonymous pair in the lexical system of the language (can - can't, difficult - easy, good - bad, etc.). For example: Will you come to play checkers in the evening? - I'll come; Is the station soon, coachman? - Not soon yet... Responses to certifying-interrogative sentences turn out to be quite diverse in speech reality. But in principle, all of them can be reduced to the words-sentences Yes - No, which fully exhaust the meaning of any answer to the certifying question. In presumptive interrogative sentences, a question about “details” of an event unknown to the speaker is combined with a presumptive answer that can either be confirmed by the interlocutor or rejected and replaced by another that corresponds to reality. In the "Dictionary of Linguistic Terms" by
D.E. Rosenthal and M.A. Telenkova, several types of interrogative sentences are distinguished: a) a proper interrogative sentence to which an answer is actually expected: How far do you live from here?; b) an interrogative-affirmative sentence containing a question to the interlocutor, from whom confirmation of what was said in the sentence is expected: But you have a cap on your head?; Don't you understand that it is your own fault?; c) an interrogative-negative sentence in which negation is expressed under the guise of a question: Is it really possible to stop halfway?; d) an interrogative-imperative sentence in which an incentive to action is expressed through a question: Why don't you ask me?; d) an interrogative-rhetorical sentence containing an affirmation or negation in the form of a question to which an answer is not expected: Who is not affected by novelty?. Other classifications of interrogative sentences are also known in linguistic science. Thus, A.N. Gvozdev in his "Essays on the Stylistics of the Russian Language" identifies two groups of interrogative sentences that are opposite in the nature of the expected answer. Interrogative sentences that do not have interrogative words and differ from narrative sentences only in intonation or interrogative particle: Have you read the book? Has he finished the translation? Has the secretary arrived? Such sentences assume only one of two answers (Yes or No), that is, here we are talking about the attitude of the expressed thought to reality. (Later, such questions were called modal.) Interrogative sentences in which the speaker does not know certain elements of the thought he is interested in, it is important for him to know the person or object, their qualities, place, time, reason, purpose of the action, etc. In these cases, interrogative sentences include interrogative words that act as parts of the sentence (who, what, when, why,

where, why, etc.): Who opened the window? How to get to the station? Who were you visiting? A special place in the classification of A.N. Gvozdev is occupied by the rhetorical question. According to the definition of the scientist, it is a categorical, usually emotionally charged statement, only having the grammatical form of a question. A.N. Gvozdev considers an indirect question as a special category. It is expressed by a subordinate clause and conveys the content of the question posed by someone. In form, it resembles a direct question. It is introduced into a sentence using relative pronouns, pronominal adverbs, and the particle li: He asked to find out who will go to Moscow.

Interrogative sentences are divided into general interrogative and specific interrogative. This distinction depends on the nature and volume of the information that needs to be obtained. General interrogative sentences contain a question about the situation as a whole: (What should we do?; What happened?), specific interrogative sentences - about a specific action, actor, signs, circumstances (Did you do this?; How did you get here?; What songs does she sing?). . The next line of classification is the degree of awareness of the speaker about what is being asked. This criterion allows us to divide interrogative sentences into 3 groups: · actually interrogative, which reflect the speaker's complete ignorance of the matter (Is there another road here?; Who was here?); · vague interrogative, which contain a question with a hint of guesswork, uncertainty, doubt (Are you waiting for me?; Do you seem upset about something?); stating-interrogative, in which the question is combined with the statement (So, I wasn't mistaken?; After all, you already have a ticket?).

Methodology

This study employs a qualitative research approach, focusing on the syntactic and communicative-functional analysis of interrogative sentences. The research methodology involves a systematic examination of interrogative sentence structures based on existing linguistic classifications and theoretical frameworks. The study utilizes descriptive and comparative methods to analyze various types of interrogative constructions and their functions in different speech contexts.

The data for this research is collected from linguistic literature, including academic studies on syntax and communicative linguistics. Additionally, examples from literary texts, dialogues, and authentic speech samples are analyzed to understand the role and function of interrogative sentences in real communication. The classification of interrogative sentences follows the models proposed by prominent linguists such as A.N. Gvozdev, D.E. Rosenthal, and M.A. Telenkova.

The study also applies a functional-pragmatic approach to examine the expressive and stylistic roles of interrogative sentences in discourse. The findings aim to contribute to a deeper understanding of how interrogative constructions function in various speech spheres and their impact on language expressiveness.

Results and Discussion

The analysis of interrogative sentences revealed their significant role in structuring discourse, enhancing expressiveness, and maintaining communication dynamics. The study confirmed that interrogative constructions are not only tools for eliciting information but also serve pragmatic functions, such as emphasizing emotions, making rhetorical statements, and reinforcing dialogue coherence.

The classification of interrogative sentences based on their communicative intent demonstrated distinct functional differences. Proper interrogative sentences primarily function to obtain direct answers, while certifying-interrogative and presumptive-interrogative sentences influence the speaker's expectations and assumptions. The study also highlighted the stylistic and rhetorical impact of interrogative sentences, particularly in literary and conversational contexts, where they contribute to character development and audience engagement.

Overall, the findings support the idea that interrogative sentences play a crucial role in communicative syntax, not only in terms of information exchange but also in shaping the overall interactional structure of speech. Further research could explore their usage in different linguistic registers and cross-linguistic comparisons.

Conclusion

Thus, interrogative sentences contribute to enhancing the expressiveness of language. They perform different functions. The communicative-pragmatic function and the function of maintaining contact are performed by both interrogative sentences proper and sentences with secondary meanings (for example, interrogative-imperative). The emotional-expressive function is inherent in interrogative-rhetorical, interrogative-affirmative, interrogative-imperative and some types of sentences in primary functions (which depends on the context). Naturally, interrogative- rhetorical constructions have a special emotionality. Most of the units under study carry a large stylistic load, performing a characterological function, which is due to the author's desire to plausibly convey the speech manner of the narrator and the characters of each of the stories. The dialogization of the text is facilitated by the use of rhetorical questions, proper, indefinite, affirmative-interrogative sentences in the speech of both narrators and characters, which activate the attention of readers, involve them in the thoughts of the narrator (character). In dialogic speech, interrogative sentences also have a text-forming function: they are cues-stimuli in question-answer dialogic unities, and are often a kind of "framework" on which the dialogue is built. Since the stories have different narrators, each with their own speech style, there are differences in the total number of interrogative sentences and the types to which they belong, as well as in the functions they perform. The topic of the work cannot be considered exhausted, since a more detailed comparison of the types and functions of the units under study in the works of the cycle, in their different speech layers, is possible.

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