

THE USAGE OF UNITS IN THE CONTENT OF GRADUALNESS IN THE TEXT

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Abstract

This article is devoted to the analysis of the phenomenon of gradualism in linguistics, as well as the analysis of the phenomenon of gradualism at the text level. When studying a text, it is said that it should be distinguished from a phrase and a sentence, and that the text also has its own category and laws. The importance of considering the phenomenon of gradualness at the level of the text is that the content of gradualism is more understood in a compound sentence and text than in a separate word combination, simple sentences. After all, the phenomenon of gradualness has the characteristic of being manifested in an emotional, quantitative and logical form.

Key words: Graduality, text, dictionary meaning, graduonymic series, emotional gradualism, quantitative gradualism, logical gradualism.

Употребление единиц содержания постепенности в тексте

Аннотация

Данная статья посвящена анализу явления градуализма в языкознании, а также анализу явления градуализма на текстовом уровне. При изучении текста говорят, что его следует отличать от словосочетания и предложения, и что текст также имеет свою категорию и законы. Важность рассмотрения явления постепенности на уровне текста состоит в том, что содержание постепенности более понятно в сложносочиненном предложении и тексте, чем в отдельном словосочетании, простом предложении. Ведь феномен постепенности имеет свойство проявляться в эмоционально-количественно-логической форме.

Ключевые слова: градуальность, текст, словарное значение, градуонимический ряд, эмоциональная градуальность, количественная градуальность, логическая градуальность.

Introduction. The text is the largest unit of the language, consisting of clear sentences, united in content. A text is a large-scale means of communication, a product of speech activity, a form of written speech formed on the basis of certain laws. lib, the largest unit of language, is the main goal of this chapter to consider the use of gradations in text. We can also find a lot of units in the content of gradation in the text scale:

1. “All that right after she said I could *collect pictures* I thought about it; I dreamed myself *collecting pictures*, having a big house with famous *pictures* hanging on the walls...But I knew all the time it was silly; I’d never *collect anything* but butterflies. Pictures don’t mean anything to me...” (JFC)

2. Five minutes to go. Harry heard something creak outside. He hoped the roof wasn’t going to fall in, although he might be warmer if it did. Four minutes to go. Maybe the house in Privet



Drive would be so full of letters when they got back that he'd be able to steal one somehow.(JRHP)

Three minutes to go. Was that the sea, slapping hard on the rock like that? And (two minutes to go) what was that funny crunching noise? Was the rock crumbling into the sea?

One minute to go and he'd be eleven. Thirty seconds ... twenty ... ten – nine – maybe he'd wake Dudley up, just to annoy him – three – two – one – BOOM.

3. 'Stop!' he commanded. 'Stop right there, sir! I forbid you to tell the boy anything!'

A braver man than Vernon Dursley would have quailed under the furious look Hagrid now gave him; when Hagrid spoke, his every syllable trembled with rage.

'You never told him? Never told him what was in the letter Dumbledore left fer him? I was there! I saw Dumbledore leave it, Dursley! An' you've kept it from him all these years?!

'Kept what from me?' said Harry eagerly.

'STOP! I FORBID YOU!' yelled Uncle Vernon in panic. (JRHP)

We will begin to define the units of gradualness used in our first text. The lexical repetitions of "collect", "pictures", "anything" have been creating gradualness by combining the words belonging to an illiterate person living in a forest in his personal world of small butterflies with expressiveness and functional-stylistic features.

"Five minutes to go. Harry heard something creak outside. He hoped the roof wasn't going to fall in, although he might be warmer if it did. *Four minutes to go.* Maybe the house in Privet Drive would be so full of letters when they got back that he'd be able to steal one somehow.

Three minutes to go. Was that the sea, slapping hard on the rock like that? And (*two minutes to go*) what was that funny crunching noise? Was the rock crumbling into the sea?

One minute to go and he'd be eleven. *Thirty seconds ... twenty ... ten – nine* – maybe he'd wake Dudley up, just to annoy him – *three – two – one* – BOOM."

In this text, "Five minutes to go", "Four minutes to go", "Three minutes to go", "(two minutes to go)", "One minute to go", "Thirty seconds ... twenty ... ten – nine –", "three – two – one" such units represent the content of graduation.

We can see the phenomenon of quantitative gradualism in the text:

Five minutes to go

Four minutes to go

Three minutes to go

two minutes to go

One minute to go

Thirty seconds ... twenty ... ten – nine

three – two – one in the style of quantitative indicators, the numbers are placed from top to bottom, and gradualness is created.

'*Stop!*' he commanded. '*Stop right there, sir! I forbid you* to tell the boy anything!'

A braver man than Vernon Dursley would have quailed under the furious look Hagrid now gave him; when Hagrid spoke, his every syllable trembled with rage.

'You never told him? Never told him what was in the letter Dumbledore left fer him? I was there! I saw Dumbledore leave it, Dursley! An' you've kept it from him all these years?!



‘Kept what from me?’ said Harry eagerly.

‘STOP! I FORBID YOU!’ yelled Uncle Vernon in panic. In this text, we can mention the following units that represent the content of gradualness:

“‘Stop!’”, “‘Stop right there, sir! I forbid you to tell the boy anything!’”, “‘STOP! I FORBID YOU!’”. Units with the content of this gradualness in the tone of the command express emotional gradualness in the text.

Conclusion. As a result of the analysis, it was confirmed that many units in the content of gradualness can be found in the text as well. The text is the largest unit of the language, consisting of clear sentences, united in content. A text is a large-volume means of communication, a product of speech activity, a form of written speech formed on the basis of certain laws, rather than a sentence. We can also find a lot of units in the content of gradation in the text scale.

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