



DOI: **10.5958/2249-7137.2021.01083.1**

THE ROLE OF INTRODUCTORY WORDS AND PHRASES WITH A MODAL MEANING IN THE PROCESS OF STUDYING LITERARY STYLES AND WORKS

Baymatova Asal Rustamovna*; Ishtukhtayeva Feruza Khurshid qizi**;
Toshmukhamedova Nafisa Shaxobiddin qizi***; Hasanova Sevinch Hotam qizi****;
Mukhammadieva Shakhzoda Farkhodovna*****

^{1,5}Students of Samarkand State Institute of Foreign Languages,
UZBEKISTAN

ABSTRACT

Introductory are words that are not grammatically related to the members of the sentence, are not members of the sentence and express the attitude of the speaker to the expressed thought, characterizing the way in which it is designed, etc. Introductory words are inherent in the intonation of introductory, expressed in a decrease in voice and their faster pronunciation compared to the rest of the sentence and in a kind of unstressed.

KEYWORDS: *Introductory Words, Modal Meaning, Assessment, Plug-In Constructs, Parenthesis.*

INTRODUCTION

Introductory words may refer either to the whole sentence or to individual members.

The speaker's attitude to the content of the statement, his assessment, additional emotional and expressive connotations of the meaning express not only individual words, but also introductory phrases.

By their expressed value, introductory words and combinations are divided into several digits:

The big group is made by the parentheses and phrases with modal value expressing assessment telling degrees of reliability reported (confidence, the assumption, doubt, uncertainty, etc.): of course, undoubtedly, certainly, it is indisputable, obvious, without any doubt probably most likely, as a matter of fact, certainly, needless to say, maybe, probably, perhaps, apparently, it has to be valid, etc.

Assessment of the reported facts in terms of their commonness is expressed by such parenthesis's as: happens, sometimes, as usual, as always, as usual, on custom, etc.

The emotional assessment of the reported is given by introductory words and phrases expressing the feelings of the speaker (joy, pleasure, regret, surprise, indignation, etc.): fortunately, to joy, to pleasure, unfortunately, to unhappiness, to surprise, to amazement, to sadness, to regret, to annoyance, strange deed, uneven hour, which is good, as on purpose.

Parentheses can specify assessment of a measure of what it is reported about (the most bigger, the most smaller, at least, etc.) and also to have other values expressing the relation speaking to the idea introduced by it.

As introductory words, either words specifically intended for this purpose are used (however, please say, therefore, etc.), or words of various parts of speech in cases where they express the above meanings (the overwhelming number of introductory words).

Without being syntactically linked to the members of the sentence, the introductory words nevertheless, in some cases, serve a constructive role and are necessary for the structure of the sentence. For example: He will take a platoon, or maybe a company (Schip). In these cases, the function of introductory words is close to the function of unions (dividing, opposing, joining, etc.).

Thus, the repeating introductory word "may" (possibly) serve to express dividing relations. For example: I do not know where Opanas's bones are buried: maybe under the rakita bush, maybe in the graveyard (Bagr.) (cf. Either... or).

The introductory words "however, opposite," etc., serve to express opposing relations. For example: The weather was windy, the wind, however, was not quite the same (Gonch.) (Wed and the wind...; wind...).

The introductory word "truth" can serve as a concession. For example: True, his lunch consisted of two or three dishes made by a retired soldier, but champagne was poured on the river (P.) (cf. Although... but...).

On morphological expression the parentheses in the vast majority correspond either to names, or to verbs, or to adverbs.

Parentheses of personalized type are expressed:

- a) Nouns (without pretext or with a pretext), for example: the truth, say, undoubtedly, fortunately, on a trouble, according to the legend;
- b) The adjectives (substantivized), for example: generally, by the way, most important;
- c) Pronouns (in combination with a pretext), for example: besides, opposite to that.

Parentheses of adverbial type are correlative with adverbs, for example: possibly, probably, undoubtedly rather is shorter, by the way, at last. Introductory words of the verb type are expressed:

- a) personal forms of the verb, for example: see, imagine, I think, they say, tell (introductory constructions of this type are on the line between introductory words and introductory sentences, since words of the type "I think, we believe" can be considered as single-component certain-

personal sentences, and words of the type say, tell - as single-component indeterminate-personal sentences);

b) Infinitives or infinitive combinations, for example: to see, to confess, by the way, to say the truth;

c) deceptions (in combination with a noun or name), for example: more precisely, to put it mildly, speaking the truth, speaking in conscience.

Introductory sentences

The meanings inherent in introductory words and phrases can be expressed in whole sentences that preserve the intonational features of introductory constructions.

In terms of structure, introductory proposals can be:

Two-part proposals.

Single-component (most often uncertain-personal or impersonal).

Introductory sentences can join the main sentence either without the help of unions (examples see above), or with the help of unions (union words).

Plug-in constructs

Words, phrases and sentences that provide additional information to the main sentence, accompanying comments, clarifications, explanations, amendments, etc.

Like introductory constructions, insert constructions are usually not syntactically related to the main sentence, within which they are even more intonationally isolated by significant pauses characteristic of the so-called inclusion intonation.

Unlike the introductory constructions, the insert constructions do not express the attitude of the speaker to the thought expressed, do not contain an assessment of the message, an indication of its source, communication with other messages, etc. In addition, if the introductory constructions may take place at the beginning, middle and end of the main sentence, then the insertive constructions may be located only at the middle and, less often, at the end of the main sentence, but not at the beginning.

Insert words and phrases in some cases take the form of sentence members.

In other cases, insertion words and phrases are not framed as members of a sentence.

An insert sentence can be combined with the main sentence either without unions, or with the help of unions (compositional or subordinate), as well as allied words.

Insert constructions, on the one hand, are common in oral speech, and on the other, are widely used in the language of fiction.

Plug-in constructs

The plug-in constructs I have encountered can be classified into three main categories:

. Explanation Value

. Date

. The value of the application.

And also:

in the value of the introductory constructions.

Consider everything in order. The largest group is inserted constructs in the meaning of explanation. For example:

He announced that for each killed he would pay twelve thousand dinarii (about five thousand rubles in gold).

"About five thousand rubles in gold" - insert. As we see, it is completely devoid of structural connection with the proposal and has an additional character - explains what was said earlier.

The price per head was really set amazingly high - twenty-five thousand dinarii (about eight thousand rubles).

"About eight thousand rubles" - insert. Again, the meaning of the explanation. There is an adaptation of the text, Zoshchenko seems to confirm that he writes for everyone, simply and understandably, the style of his speech gravitates to the colloquial.

Here he got damn rich (and it was at the beginning of the nep) and, rich, began, of course, to acquire various valuable things, different paintings, carpets, lamps, blankets.

"And it was at the beginning of the nep" - an inset sentence. If in the first two examples the insert constructions were at the end of the sentence, here in the middle. N.S. Valgina writes that "they cannot begin a sentence, unlike introductory words, combinations and sentences." Here also the meaning of the explanation, the author refers us to a certain period to emphasize the reliability of the reported.

And if at the same time (that is, during torture) the convict dies or is injured, or if bleeding or self-harm follows, then this happened through his fault, because he did not want to confess and tell the truth.

"That is, when tortured" - insert. Explanation of the indicative pronoun, giving the author's speech a colloquial character.

The compiler writes about the execution in this style: "The latter (that is, persevering) went with strange pale in their face, with their eyes darkened and, as it were, erupting flames, with the appearance that they seemed obsessed with demons...."

"That is, persevering" - insert. As in the previous example, explains what was written earlier. Not without a structural connection with the proposal, but, rather, even draws closer to its members functionally and syntactically. According to N.S. Valgin, "their specificity consists only in the inset character, in the violation of the syntactic straightforwardness of the sentence."

One Swedish officer who was present at the treasury by a quarter of the traitor Patkul (under Charles XII) shot this criminal.

"Under Charles XII" - insert. Explains the duration of the action reported by the author.

The next group of inserts, at least numerous, are inserts with a date value. For example:

It is curious that the tsarist government appointed a very large amount for the head of the Russian provocateur Degaev (1874).

By the way, there was a famous case when the bandit, speculator and the most shameless adventurer, the Scottish Lowe (1716), who made several million by dark means, was appointed Controller General of Finance in France.

For example, there was such a famous case: the Kaluga governor Lopukhin (1819) for bribes terminated all cases in the province entrusted to him.

He was extradited to the French and shot by them (1810).

History has preserved this infrequently curious document - a letter from P. Tolstoy (dated June 10, 1706).

All of them are additional in nature, give the said shade of reliability. There is no structural connection with the proposals, although they could be revealed in sufficient time/involved turnover. For example:

History has preserved this infrequently curious document - a letter from P. Tolstoy, which was written on June 10, 1706.

History has preserved this infrequently curious document - a letter from P. Tolstoy, written on June 10, 1706.

But at the same time, the meaning of the proposal changes somewhat. Zoshchenko is not so important the time when this letter was written, he simply states this information, tells us the facts for, as already written above, giving credibility.

The third group is inserts in the meaning of the explanatory application.

However, there were bad prices out of hand: If they kill a smerd (peasant) - five hryvnias.

The law was not alien to humane considerations: Who will kill the breadwinner (uncle) - twelve hryvnias.

The Persian king Cambiz (son of the famous Cyrus) proposed to the daughter of the Egyptian pharaoh Amasis II (529 BC).

Poet Leonid Semenov (a friend of Blok) for revolutionary activity was beaten to death by city police.

The worker (weaver) revolutionary Pyotr Alekseev (1849-1891), sentenced to ten years of hard labor, made famous speech at the trial.

In all of them the syntactic link remains. Applications are issued by the author in the form of plug-in designs for creation of effect of a live conversation with the reader. Zoshchenko kind of interrupts himself, seeking to report as much as possible new and interesting to the reader.

Also in the book there are plug-in designs with value introduction, for example:

This high price so worked on imagination of citizens that (the history tells) "murderers hourly entered Sula's house, carrying the chopped-off heads in hands".

"The history tells" - the plug-in offer, value introduction as information source.

And those gala days when it isn't aren't absolutely clear to us (it is ashamed to admit).

"It is ashamed to admit" - a plug-in design, value introduction, points out the expressional nature of a statement.

Having investigated materials of this book, having reviewed various examples, having tried to find out their value, we will try to draw conclusions from everything above-written now.

Plug-in and parenthetical constructions enrich his work, making this story very picturesque and brought closer to real life.

Unlike other writers, Zoshchenko remains faithful in the stories to one functional style, namely colloquial everyday which it peculiar transforms and uses for characteristic not only typical for the era, but also the most this era

In an interview with I. Eventov, the writer reveals the secret of the language of works as follows: "I try to bring language closer to the living speech that I encounter in everyday life. The evening does not pass so that I do not put any word in the notebook, a fragment of the phrase, a street shout, a fragment of the future plot. Then in the manuscript I seam, try to make the speech natural, smooth. "

How do the insertion and introduction structures contribute to this?

By examining this book by writing out examples and classifying them according to the meaning, we can see that, filling work with all kinds of inserts and introductory expressions, Zoshchenko leads a conversation with the reader, supporting the conversation using these constructions, as, for example, here:

And we, sorry, do not believe that now this is not happening at all like it happened before.

In addition, as Kulakovsky notes, "imitation of dialogue with the reader allows you to create a special comic atmosphere of the work."

Using introductory with the meaning of modality gives us the opportunity to feel the author's irony:

Well, of course, love.

The insert constructions also give the text a colloquial character. So you hear live speech, interrupted at times by the author to explain some detail, for example, the time of what is happening:

But once, half a century later (43 BC), when the price for the head accidentally jumped even higher, such a massacre occurred that it seems that the world did not know anything like that.

Reading the book, we have the feeling that we are sitting with the author in the kitchen, and he tells us with the inherent irony of various stories from life over a cup of tea. And just to create the effect of comic, the writer uses introductory and insertion constructions:

And everything else flowed, of course, in the wonderful light of serene existence.

This high price so affected the imagination of citizens that (the story tells) "the killers hourly entered Sulla's house, carrying their heads chopped off in their hands."

With all the seemingly simplicity of the Zoshchenko language, we can see that his work is read easily and with interest, it is saturated, rich in expressions (belonging to the colloquial style). Introductory and insertion constructions help the writer express attitude to the narrative, to make the author feel, his sparkling irony, his lively dialogue with the reader. The use of introductory constructions sometimes where it seems not necessary, also contributes to the creation of a comic effect and a relaxed atmosphere.

BIBLIOGRAPHY

- Brewster, Jean and Dennis Girard. 1992.
- The Primary English Teacher's Guide. England: Penguin Group. Brown, H Douglas. 2000.
- Principle of Language Learning and Teaching Fourth Edition. New York: Pearson Edition. Brumfit, C J Moon and Tongue, R. 1995.
- Teaching English to Children. New York: Longman Group Ltd. Gower, Roger, Diane Phillips, and Steve Walter. 1995.
- Teaching Practice Handbook New Edition. England: Heinemann. Hadfield, J. 1998.
- Elementary Communication Games. England: Longman. Harmer, Jeremy. 1991.
- The Practice of English Language Teaching New Edition. New York: Longman. -----, 1998.
- How to Teach English. Harlow: Addison Wesley. Haycraft, John. 1997.
- An Introduction to English Language Teaching. England: Longman. Phillips, Sarah. 1996.
- Young Learners. Oxford: Oxford University Press. Scoot, Wendy A and Lisbeth H Ytreberg. 1998.
- Teaching English to Children. Harlow: Longman. Suyanto, Kasihani K.E. 2007.
- English for Young Learners. Jakarta: Bumi Aksara. Wright, Andrew. 1984.
- Games for Language Learning. Cambridge: Cambridge University Press. . 2003.
- Longman Dictionary of Contemporary English New Edition. Harlow: Pearson Education.