

Formation of Emotional and Interjectional Sentences Paradigms through Semantics of Intensification/Deintensification

Ziyaev Avaz Ikhtiyorovich

Doctor of Philological Sciences, Professor of the faculty foreign languages, Kokand State Pedagogical Institute

Isroilova Fotima Ilhomjon qizi

A student of the faculty of foreign languages Kokand State Pedagogical Institute

ARTICLE INFO.

Keywords: quantity, quality, intensification, deintensification, simple sentences, emotional sentences, interjectional sentences, syntactical level

Abstract

This article touches upon forming new emotional and interjectional sentences paradigms with the help of the philosophical law "transition from quantity to quality" which is the semantic way of forming new words and word-combinations what can be called gradual way of forming new words and word-combinations.

<http://www.gospodarkainnowacje.pl/> © 2023 LWAB.

It is known that the primary or fundamental methodology of any particular science is the teaching of dialectical philosophy. Its categories and laws show how things-phenomena related to each subject of science should be studied. This research of ours is based on the methodology of the law of transformation of quantitative changes into qualitative changes of philosophy. According to the teaching of this law, the whole universe, that is, the objects of the worlds of objective existence and thought, was formed as a result of the transformation of quantitative changes into qualitative changes.

This, for example, was proved by Mendeleev on the basis of the subject of chemistry. He determined that as a result of the increase in the atomic weight of a chemical element, another new element is formed from one element. The "Periodic Table of Chemical Elements" discovered by Mendeleev is a manifestation of the law of the transition of quantitative changes to qualitative changes in the world of chemistry [1; 14-18].

A change in quantity is associated with a decrease/increase or an increase/decrease of the sign. As a result of the transformation of quantitative changes in the language into qualitative changes of this problem, the issues of the formation of new language units and paradigms become important for current theoretical linguistics. In this respect, it is of great theoretical and practical importance to study how quantitative changes in language units lead to qualitative changes [1; 21-28].

This article is devoted to the study of the phenomenon of increase-decrease (intensification / deintensification) in the formation of emotional and interjectional sentences paradigms.

There are two types of expression of emotion in speech: a) through pure emotion or emotional speech; b) through the content types of the sentence (statement, question, command).

In traditional linguistics, these two types are combined and called the term "pronoun speech". This name is inappropriate, because, firstly, the term "exclamation" (exclamatory word group or exclamatory words) is also used for the type of intermediate word group, which expresses emotion-excitement and command-exclamatory words, and secondly, the term exclamation (unda+v) does not refer directly to emotion [5; 32-36].

Content types of the sentence that have an additional meaning to feeling (emotion) are always pronounced with a strong tone. Compare: *My brother has come - My brother has come!*; *Did you do this? - Did you do this!*; *Send him to work (send) – Send him to work!*. Therefore, a strong emotional tone creates a type of emotional sentences from usual indicative, interrogative, and command sentences.

The second type of emotional sentences are purely emotional sentences, which are mainly formed from purely emotional exclamations and exclamatory words: *Ie..., Oh!, Dod!, Animal!* like These words are said in different situations with a weaker, stronger, very stronger tone [3; 23-26].

Uzbek language has indefinite sentences such as "Winter", "Cold", and false possessive sentences in English correspond to them. Since English has to have a possessive in a sentence, Uzbek impersonal sentences take a false possessive "it". For example: *It is winter; It is cold.*

The possessive cannot be restored even in generalized sentences. Expressiveness is not exaggerated. This should be done in impersonal sentences as well. An incomplete sentence with omitted parts is effective because it has a concise form. Non-segmented sentences have an impressive expression as they consist mainly of exclamatory words (*Wow!, Brilliant!, Awesome!, Ouch!, Amazing!, Bravo!, Fantastic! And e.t.c*).

It can be said that the more parts of the sentence in a simple sentence, the lower the tone of each part, as a result, the overall tone of the sentence will be corresponding to it. Otherwise, that is, the fewer the parts of the sentence, the greater the chance of the tone of the sentence being pronounced. That is why logical and emphatic emphasis is used more in simple sentences with a small amount, forming the peak of the tone of the sentence (in the part representing the rhema) and making the intensification of the sentence stronger by subordinating the tones of other parts to it. The relatively high pitch of low-segmented sentences can be clearly seen in concise sentences with reduced segments [5; 65-68].

Words that indicate the person and object to which the speaker's speech is directed are called interjection. Interjections are expressed by nouns or adjectives in the main agreement and serve to focus the listener's attention on the idea. Mainly personal nouns, words denoting kinship, craft, profession are used as an interjection. Interjections appear in different places of the sentence and are separated from other clauses by commas.

Interjectional sentences are mainly focused on the II person, and the participle of the impulsive sentence is in the first and second person. Interjections are similar to possessives, but possessives are dropped in sentences that contain an imperative. If the interjection consists of one word, it is called a single interjection if it consists of several words, and comes with its own determiner, it is called a general interjection.

The exhortation in the simple sentence expresses the speaker's urge to the listener. The main goal is to prepare the listener to receive and hear the speaker's speech. The level (low, medium, high) of the accent depends on the distance (close, medium, far) the listener is from the speaker. If it is near, it will be called in a lower voice, and if it is far away, it will be called louder and stronger. Strong pronunciation of the impulse can be done with the help of phonetic, lexical-grammatical, syntactic repetition tools: *Murodjo:n, come here!*; *Ho Murodjon, come here!*; *Murodjon, Murodjon, come here!*; *Murodjon, it's like you're at home.*

Interjection - a word or phrase that indicates the object or object imagined as the object to which the speaker's speech is directed. like introductions or introductions, expands the sentence, but does not enter into a syntactic relationship with its fragments, separated in writing by a comma or an exclamation mark. Interjection come at the beginning, middle and end of a run. At the beginning of the sentence. Interjection is pronounced with a special intonation and sometimes acts as a vocative sentence. An interjection, like an introduction, has an important place in a statement of opinion.

If the imperative is at the beginning of the sentence, it is strong. In the contexts, the impulse is also found in the middle and at the end of the sentence. Exhortation in such cases does not serve the function of preparing the listener to receive the speech. Incentives in the middle and at the end of the sentence serve to ensure that the speaker is in contact with the listener, to show the subjective attitude of the speaker to the listener (expressing respect, affection, begging, begging, etc.) , like Murodjon.

The impulses that perform such additional, secondary tasks are naturally expressed in a low, weak tone. In some cases, for example, if the listener is standing at a distance, he is called with a full voice, as a result of which he turns into a sentence: *Kadirjon! Come this way*. In this case, the imperative is a vocative sentence. Sometimes the exhortation is said with strong excitement. The impulse in this case is an emotional word: *Kadirjoon. ... I did not expect this from you!* The above shows that the intonation (tone of the call) has its own function in the formation of the impulse as a syntactic unit that does not enter into a grammatical relationship with the parts of the sentence, in the formation of the content of the call.

In the structure of a complex simple sentence, there are separate clauses and constructions, the existence of which is also important for intensification/deintensification. A separated part comes after a specific part and clarifies and explains its meaning [4; 31-34].

In particular, in the sentence: *I saw my neighbor, Akramjon, Akramjonni* is a separated complement, clarifying the meaning of the complement of my neighbor, explaining which neighbor, who exactly is.

In the above sentence, there are two messages, that is, that the speaker saw his neighbor there, and that the neighbor he saw in the status of additional message is Akramjon. This additional message is included in the main message of the sentence with low intonation (deintensification). That is why syntactic units of this type are called detached constructions. It can be seen that deintensification in this case is forming a separate segment, serving as its phonetic expression.

There are two semantic types of syntactic units distinguished by a low tone: a) clarify the meaning of the preceding general, abstract (abstract) meaning; b) gives additional content to the general content of the sentence without clarifying the meaning of a specific part. Detached possessive (also called detached annotator), detached participle, detached determiner, detached complement, detached cases act as postpositions and are in explanatory relation with them. Syntactic units of this type are strongly separated from the part to which they are related.

The separated part has the same syntactic function (such as a complement, determiner) with its explanation, and its meaning is in a genus-species, whole-part relationship with the meaning of the non-separated part. In a simple sentence, two parts with the same syntactic function and similar meaning stand side by side and cannot form a cohesive, controlled, adaptive connection with each other, so they are separated from each other by a pause (pause), and in written speech by a comma or a dash: *Dear Karim, the cook came to our house...* The gardener grafted the fruit - as if it were grafted. It can be seen that the declension of the participle has a stronger pause (tone) than the declension of the possessor [5; 65-68].

The separation of the detached adjective is unique. For example: In the sentence: *I bought three flowers, red, from the market*, the determiner *red* is moved from its usual front position (preposition) to the next

position (postposition). The word *red* in this sentence is not emphasized because it is an additional message.

Attitudinal, adjectival, possessive constructions formed with the conditional mood are included as syntactic units that provide additional content to the simple sentence and are separated by a low tone: In the sentence, *he stopped to see me*, a certain message is being conveyed. If the sentence is given in the form He, saw me, he stopped, the relative construction, seeing me, becomes an additional meaningful part and is therefore spoken in an isolated low tone.

Our observations have shown that intensification/deintensification is characteristic of both expressive and non-expressive aspects of syntactic units. Low, weak (deintensification) clauses in the sentence serve to separate constructions and form separate syntactic units.

Used literature

1. Bozorov O. Grading in Uzbek. - Tashkent: Science, 1995. 132 p.
2. Barkhudarov L.S. Essays on the morphology of modern English. M.: Higher School, 1975. 176 p.
3. Gulyamov.A.G. Problems of historical word formation of the Uzbek language. Affixation, part I. Word-forming affixes of names.. author. doctoral dissertation M., 1955. p. 14.
4. Kononov A.N. Grammar of the modern Uzbek literary language. M.: Publishing House of Academic Sciences, 1960. 446 b.
5. A. Nurmonov and others, Current Uzbek literary language, 2015, page 296
6. Ismoilov, K. (2021). Attitude to the Sufi orders: Yasaviya and Nakshbandiya. In *Euro-Asia Conferences*.
7. ISMOILOV, Q. (2023). A. ARBERRI-TASAVVUF SHUNOS. BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMYIY JURNALI, 3(3), 1-7.
8. Qahramon, I. (2023, February). ZAHIRIDDIN MUHAMMAD BOBURNING VALIY ZOTLARGA MUNOSABATI. In *INTERNATIONAL SCIENTIFIC CONFERENCES WITH HIGHER EDUCATIONAL INSTITUTIONS* (Vol. 1, No. 11.02, pp. 345-347).
9. Abdumuminovich, I. K. (2023). THE ROLE OF BLENDED LEARNING TECHNOLOGY IN IMPROVEMENT OF PROFESSIONAL COMPETENCE (on the basis of foreign sources). *International Journal of Formal Education*, 2(5), 205-211.
10. Ismoilov, Q. (2023). AMIR TEMUR VA TASAVVUF PIRLARI (ULUG 'SARKARDANING PIRLARGA MUNOSABATI). *SO 'NGI ILMYIY TADQIQOTLAR NAZARIYASI*, 6(6), 136-141.
11. Ochildiyeva, H. (2022). THE IMPORTANCE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING THE SUBJECT OF THE RUSSIAN LANGUAGE. *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW*,.
12. Ochildiyeva, H. (2022). Lexical and grammatical categories of nouns. *International journal of Social Sciences & Interdisciplinary Research*,.
13. Ochildiyeva, H. (2022). Lexical and Phraseological Means of Expressing Ethical Evaluation of a Person in Russian and Uzbek Languages. *MIDDLE EUROPEAN 120 SCIENTIFIC BULLETIN*.
14. Ochildiyeva, H. (2022). *SYSTEM OF WORK ON USE INFORMATION AND COMMUNICATION TECHNOLOGIES AT THE CLASSES OF RUSSIAN LANGUAGE AND LITERATURE FOR THE PURPOSE DEVELOPMENT OF RUSSIAN SPEECH OF YOUTH STUDENTS*.
15. Ochildiyeva, H. (2023). NUTQNI ALOQA VOSITASI SIFATIDA RIVOJLANTIRISH. *Scientific Bulletin of NamSU--NamDU ilmiy axborotnomasi 2023-yil_3-son*.
16. Ochildiyeva, H. (2023). MODERN FOREIGN LANGUAGE PERSPECTIVES ON CREATIVITY. *WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL*.