

The Expressing of the Content of Gradation in the Text

Shaxnoza Sharipova

Teacher, Department of Interfaculty English, Karshi State University

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.

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

Introduction. In today's linguistics, the text is interpreted as a separate large unit of language and the main object of the field called text linguistics. 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. In the dictionary meaning of the word text, there are the concepts of connection and connection, therefore, learning to connect the text structure with the help of some connectors is one of the main problems of the field of "Text Linguistics".

A text is a form of speech, and in terms of its function, it is a complete speech unit. Each text has a complex structure and content, and it is an example of oral and written creativity.

Literature review. Linguist M.Kh. Hakimov writes about this in his dissertation on scientific text research: "In the dictionary meaning of the word text, the existence of the concepts of connection and connection, therefore, it means that the content of the text is connected to each other with the help of some connectors. learning has become one of the main problems of the field of "Text Linguistics".

Repetition, which expresses the interconnection of text units, and its several forms, some words related to the pronoun family, the functions of the appearance of the sentence characteristic of the interrogative form in the creation of a text are of special importance in text linguistics. holds rin. In this work, the author emphasizes that the term "text" should be distinguished from other linguistic terms such as "speech", "context".

Research methodology. The text is a device with a multifaceted, complex structure, therefore, its characteristic semiotic, communicative, structural, pragmatic, cognitive, nominative features should be taken into account when describing it. The text covers a certain content.

Analysis and results. 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:

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. “ the thing I miss most of all is *fresh light*: I can’t live without light. Artificial light, all the lines lie, it almost makes you for darkness. I have been here over a week now, and I miss you very much, and I miss the *fresh air* and the *fresh faces* of all those people I so hated on the Tube and the *fresh things* that happened every hour of every day if only I could have seen them – their *freshness*, I mean. The thing I miss most of all is *fresh light*”.(JFC)

3. 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.

4. “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.

“... the thing I *miss* most of all is *fresh light*: I can’t live without light. *Artificial light*, all the lines lie, it almost makes you for darkness. I have been here over a week now, and I *miss* you very much, and I miss the *fresh air* and the *fresh faces* of all those people I so hated on the Tube and the *fresh things* that happened every hour of every day if only I could have seen them – their *freshness*, I mean. The thing I *miss* most of all is *fresh light*...”.

This text also contains a number of units expressing the content of gradualism, among which we can include the following:

“miss- miss”, “*fresh light – Artificial light – fresh light*”, “ *fresh light - fresh air - fresh faces - fresh things – freshness- fresh light*”.

Here, using the word "fresh" in many senses, an emotional graduality is created with the help of repetition, and the emotional tone of the sentence is expressed.

Conclusion/recommendations. In this article, the use of units in the content of gradualness in the text was considered.

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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