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Pragmatic Features of English Auxiliaries

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ABSTRACT

The article is devoted to the pragmatic features of English auxiliary words (discursive), the function of which is to help communicants in the process of communication or translation of a literary text, its implementation and perception. The study was carried out on the material of Uzbek and English scientific speech with the involvement of materials from Bukhara State University and the British National Corpus of English.

KEYWORDS: language, pragmatic, English, auxiliary words, Uzbek, correct meaning, interpretation.

Language is the most important means of human communication. In a number of cases, the use of language is the main component of action. Therefore, it is quite justified to study language as an instrument of action. It is in this aspect that linguistic phenomena considered within the framework of the distinguished modern direction of linguistics - linguistic pragmatics, or pragma-linguistics. Today, pragma-linguistics is a field of linguistic research that has as its object the relationship between linguistic units and the conditions for their use in a certain communicative pragmatic space.

The pragmatics of a literary or journalistic text implies an active position of the addresser in relation to the addressee, because the assessment of certain events and the main persons involved in these events, as a rule, is included in the intentions of the author. The pragmatic orientation of texts is characterized by universality, on the one hand, and specialization, on the other. Based on differences in style, subject matter, and content, English-language literature is classified as "high-quality", "average", "mass" during translation [1].

Thus, scientists-translators and researchers analyze "qualitative" literature in identifying the pragmatic features of auxiliary words in the English language, designed for the addressee. who, having familiarized himself with the original and the translation, develops and forms his own opinion and determines the correct only definition of auxiliary words that were correctly translated (the semantic meaning is correctly selected by the scholar of linguistic features) from English into Uzbek.

The artistic text includes linguistic means of transmitting the information that is basic for the implementation of the speech plan and linguistic means that help to perceive this information. An auxiliary function is carried out by conjunctions, prepositions, particles - service words; Recently, special attention has been paid to those means that perform not only a purely auxiliary function in the language, but are also used in the text to express logical connections (however, nevertheless, in general), the order of presentation of thoughts (first, further),

the degree of their reliability (of course, apparently), the attitude of the author to the event, the utterance, the specific word (interesting, it is important to take into account, in short), etc. Such means are called auxiliary words [2], or discursives.

Discursives are verbal ways of expressing an auxiliary function in communication. These include special lexical units: words, phrases and stable speech turns (sometimes sentences), the function of which is to help communicants in the process of creating a discourse, its implementation and perception.

Discursive are trans-categorical in nature: they include particles, interjections, introductory words and expressions, conjunctions, as well as words of significant parts of speech (verbs, nouns, adjectives, adverbs). The criterion for combining all these heterogeneous units into one class of discursive is their common function related to the regulation and organization of the communication process. We believe that this function should be considered auxiliary in relation to the main function associated with the expression of factual, prepositives information by communicative units. For us, discursive are units primarily of a functional-pragmatic level. The denotative meaning of most discursive is weak or non-existent.

The functions of discursive are distinguished by considerable diversity. They can be conditionally divided into two groups: regulatory and organizational.

Regulatory functions are associated with the expression of varying degrees of reliability of the statement (certainly, surely, perhaps), additional meanings (only, even, just), one's opinion (in my opinion, I think, I believe), content assessments (that's important, it's significant) and speech (in other words, metaphorically speaking), emotional attitude (fortunately, hopefully), performance of speech actions (we are talking about, I'll call you now, I'm quoting, I'm saying), placement of accents (precisely, I emphasize, actually, in fact), regulation of speech contact (so, well, there we are, right).

Organizational functions manifested at the level of the sentence and at the level of text and discourse. At the sentence level, discourses connect several sentences or their parts - these are signals of logical relations (however), the introduction of an example (for example), the addition of information (in addition), the search for a word (well, that means well). At the level of discourse, discourses point to its components: beginning (well, let's start with the first process, we'll start with), transitions from topic to topic (now, with regard to; then), conclusion (so, that's it, we'll finish, to sum up), the order and sequence of topics, ideas (firstly, finally, one part is), refer to fragments of the same text (as I've shown) or well-known information (as you know, as we all know).

The analysis of discourses in Uzbek and English scientific speech showed the dependence of many parameters of their use (general frequency, frequency and features of the use of individual subtypes) on the oral or written form of speech, individual preferences and mindset of the author, the level of spontaneity/preparation of the text (in oral speech), type of scientific discipline. Some national and cultural features of the use of discourses in Uzbek and English speech are also noted [3].

One discourse can have several different or similar pragmatic functions that implemented simultaneously or one at a time (isolatedly) in different contexts, and this indicates the ambiguity or, more precisely, the poly-functionality of discursive units. Many linguists tend to distinguish two types of poly-functionality [5]. In the case of simultaneous expression of two or more functions, we are talking about the syncretism of the discursive word. For example: The fact is that I cannot say that I limit / do not take all the other areas / that, say, Skalkin singles out / there are eight areas of communication. In this fragment of dialogic scientific speech, let us say, the discourse is syncretic: it functions simultaneously as an authorizing discursive, as an

assessment of the inaccuracy of speech, as a signal for introducing an example, and as a hesitant. Syncretism is a case of polysemy that is not resolved by the context - the plural meaning of the discourse remains. J. Bazzanella calls such poly-functionality syntagmatic [4].

When discursives have different functions in different situations, one can speak of contextually resolvable or paradigmatic poly-functionality of discursives. For example, discursives well and here can be used as an accent and hesitant, like can be a marker of someone else's speech, highlight the main thing, fill in pauses. However, each of these possible functions is used in a certain context as the only one. This article is devoted to this type of multi-functionality. Let us analyze the functions that some Uzbek and English discursives have in different contexts and their distribution between the main and auxiliary levels of communication.

The texts of Uzbek and English oral scientific speech served as the material for our study. Uzbek speech is presented in a dialogic form - records of the meeting of the sector's staff, preliminary discussion and dissertation defense, published in university bulletins. English - lecture texts on literature, chemistry, history and physics. Materials from Bukhara State University and the British National Corpus of English (BNC) were also involved. Examples were selected by a continuous sampling method.

The problems of polysemy of auxiliary words are widely discussed in modern linguistics. Researchers talk about the polysemy of language and speech, syntactic, lexical and lexico-grammatical, regular and irregular, polysemy and homonymy, intonational polysemy, syncretism, enantiosemy and diffuseness, etc. [four].

It should be noted that the terms "polysemy" and "polysemy" are traditionally considered synonymous. However, as A. Faizieva notes, polysemy is usually understood only as lexical polysemy of a paradigmatic nature, while polysemy is understood more broadly, and it can also be syntagmatic. The syncretism mentioned above is a manifestation of syntagmatic ambiguity. In addition, not only a single word, but also an expression or statement can be polysemantic [1]. However, since we consider discursives to be units of a functional-pragmatic level, and the meanings of these units are studied mainly through their functioning [3], we propose to use the term "poly-functionality" to designate the phenomena of polysemy of discourses, since it more accurately reflects the essence of the phenomenon we are studying.

The poly-functionality of discursive words is undoubtedly recognized as their integral feature [2]. Some linguists argue that no discursive marker is mono-functional [5]. The interpretation of the functions of discursives depends on many factors: on the general context and meaning of the utterance, on the place in the structure of the utterance, on intonation.

The multi -functionality of discursives manifests itself at different levels. Firstly, some discursive words are capable of performing non-discursive functions: they can convey factual information and be used as the main (rather than auxiliary) units of communication, and therefore play the role of a member of a sentence: compare, Uzbek, by the way, as a discursive and as a member of a sentence: The dates came together by chance, but very opportunely; or English you know as a discursive and as a subject and verb in the sentence Do you know what I did? (BNC). Thus, some of the functions of such lexemes and combinations go beyond the field of auxiliary communicative units.

Secondly, discursives can demonstrate exclusively pragmatic or discursive poly-functionality resolved by the context, lying directly in the field of auxiliary units. So, in different contexts, the English discourse well can be a hesitant within the replica of one speaker, marking the search for a word or someone else's speech, anticipate the listener's reaction or response to the speaker's words, express some emotions (surprise, anger,

disappointment, doubt), stand at the beginning of the final replica, used as an accent; can express agreement and sum up very well [1].

In the texts of the English lectures we analyzed, well was not very common - 27 uses (compare: so used 105 times). Although the lecture is a monologue scientific genre, the use of well, which precedes the answer to a question, turned out to be the most frequent here. The lecturer often asks questions and answers them himself: How do you measure the efficiency of a radiation chemistry process? Well, in photochemistry it was very easy because you had the idea of a photon. Well in this function accounts for a third of all uses (9 cases). 6 uses (22%) each fall on the well-marker of someone else's speech (You've got to start somewhere, and you say, well, if I've got a million electron volts) and the well-accent (Huck is a character in Tom Sawyer as one of Tom's friends, but significantly he's observed from the outside and, well, in any case, the focus is on Tom). In the hesitative function well, only two times are registered in our material: We know this from the evidence of Augustus himself, in that monument in Ankara he lists for ... the period... well, the last date that we can actually be certain about on the list is twenty-five BC. All these uses of well are discursive, such well is fixed by us as an auxiliary speech unit.

The main reason for the multi-functionality of discourses is probably their desemantization. J. Andersen writes that discursive markers on the way from single-valued to multi-valued go through an intermediate stage of grammaticalization, during which their propositional and non-propositional meanings are superimposed on each other, resulting in units that combine the properties of a full-fledged word and discourse [5]. Pleshenko notes that "as a result of changes in the semantics of lexical units, the role of the pragmatic component increases and the significance of the denotative and significative elements decreases," while there are changes in the use of the word [7]. If individual discursive words are subject to grammaticalization, then discursive phrases and expressions, on the contrary, are influenced by lexicalization, which is "associated with the automatism of speech and the fixing of the pragmatic function for the construction as a whole in a certain situation" [6].

Among the discursive that have undergone grammaticalization, we can name Uzbek discursive say, so you know, you understand, say (too), say (those), look, listen, I don't know, don't speak, in short, more broadly, having lost the grammatical category of time. The most frequent English discourses so, now, like, you know, I mean also in many cases have lost their primary meaning and are used to regulate communication.

Let us dwell on the lexeme say and consider its use in different functions. A quantitative analysis of 200 examples of the use of this lexeme from Bukhara State University (oral and newspaper corpora) showed that, for example, as a full-fledged verb in oral and newspaper corpora, it is used only in four (2%) cases out of 200, cf. : However, say the name the official refused the new owner. "When everything takes place, we will definitely say"; We will repair everything for them now and say: pay for heat in full. All other uses are discursive.

Special dictionaries contain only one meaning of this discourse. The dictionary edited by Nurullayeva interprets, say, as "an indication of a person, object, phenomenon, etc., which illustrate or specify something (indicates a certain arbitrariness in choosing someone as an example)" [4], i.e. performs the function of an exemplifier. In the Dictionary of Adverbs and Functional Words of the English Language, say is defined as a word expressing an uncertain assumption [7]. In both dictionaries, the lexeme is labeled "colloquial", however, as our material has shown, it occurs quite often both in scientific speech (lectures, scientific dialogues) and in newspapers.

As a discourse, let's say it is used as a performative also in 2% of cases (out of 200): Let's say right away: it is impossible to create a garden that does not require care!; In defense, we will only say that, alas, the gulf between beautiful and powerful theory and unattractive practice has been, is and will be. In all other cases, let's say it is used in the functions of evaluating speech, giving an example, and searching for a word, and the performative function in them seems to be leveled. Wed: Do you think that all this is happening somewhere on the outskirts of Bukhara, say, in the backyards of the village?; It is hard to imagine that in the next few years the value of the company will grow as rapidly and reach, say, \$270 billion. In the last example, let's say it is also a signal of inaccuracy in quantitative data. Note that the functions of speech evaluation, example introduction and word search, in our opinion, are expressed jointly, simultaneously, thus showing functional syncretism.

In 17% of cases out of 200 registered examples in the newspaper and in 31% in the oral corpus, let's say it is part of discursive phrases let's say this, let's say it honestly, let's say it easier, let's just say it, let's say it straight: Tickets, frankly, are not cheap A: £35 is the most modest price; The situation at the front of the rebels is not very, let's say, good. In most cases, these discursive phrases express the speaker's assessment of his message in terms of its accuracy and reliability. Let's just say it can reduce categoricalness, express doubt, soften what has been said, but frankly, categoricalness, confidence and reliability increase. So, we see that the discursive word, say, manifests its multi-functionality both within the field of auxiliary communicative units and beyond it.

Some discursive, being prototypical, function only as auxiliary units: for example, the discursive here. In dictionaries and linguistic studies, its demonstrative, amplifying, emphasizing, anaphoric meaning, the meaning of an exemplifier are noted. Its use is also mentioned to express emotions of admiration, surprise, bewilderment, disappointment, gloating, etc. [7]. Thus, it can implement a whole range of functions, both regulatory (transmits a relationship) and organizing plan (used as a link).

It has the highest frequency, of course, in oral speech. In the dialogical scientific speech studied by us, this discursive is the most frequent. At the same time, three-quarters of all uses fall on accents: Since this issue cannot be / now resolved / we propose to leave introductory subject courses. About one quarter are hesitatives: I don't know how to e / formulate / the requirements for the first part; This makes it possible to organize / to some extent, let's say the case problem.

Several usages fall on votfatives, for example, accompanying the final part of the statement: Each means is / poly-functional / by definition // Here / this dual / this poly-functional / and at the same time / well, of course. Phatic here, as a rule, are distinguished by pauses and are percussive; they structure the discourse, divide it into parts, point to specific elements of its structure (more often to the conclusion). Sometimes in dialogue, here used by the listener to express agreement, confirm the speaker's thoughts. In the following example, however, we find such confirmation in the words of the speaker himself: Should we give a formal system of cases / <...> and further expand / so to speak / at the expense of the second paradigm // Do you understand? / Here // so here is the presentation problem of the system.

This is often used as part of discursive phrases with an amplifying meaning: well, well, well, like this, compare: And here is the so-called / previously existing introductory course / lasts two weeks; Well, for example / I'll explain right now. It is important that all the functions of the particle here lie within the framework of the proper discursive level.

Let us give examples of the functioning of the English lexeme *so* from the texts of lectures. *So* functions on two levels - as the main unit as an adverb (*so big*) and as an auxiliary unit as a union of consequence, goal, i.e. at the sentence level (compare: Liquid pentane / is about ten moles per liter / so it's a ten-thousand fold excess of the solvent / and so ninety-nine / point-nine-nine per cent / of all the energy goes into the solvent). In addition, as a signal that precedes the next piece of text (a new topic or, more often, a conclusion) - at the discourse level (compare: In a past the text wouldn't be finished and wouldn't have a beginning a middle and an ending // So / childhood is about the idea of memory; So we'll start with the Fairchild Family). In the latter case, *so* is usually separated from the previous context, and sometimes from the next, by a pause.

In conclusion, I would like to note that the material of Uzbek and English oral scientific speech analyzed by us showed that poly-functionality is characteristic of discursive (auxiliary words) of both languages. At the same time, the pragmatism and multi-functionality of different discursive words manifest themselves in different ways. Therefore, prototypical discourses, well, implement a whole range of functions at the level of auxiliary units of communication. The functions of other lexemes, including those that have passed into the category of discursive from the significant parts of speech (*say, so*), are manifested both at the level of the main and at the level of auxiliary units of communication.

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