

Structural Form of Parenthetical Units in Artistic Text

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Abstract:

This study addresses the knowledge gap in the structural and functional analysis of parenthetical units in artistic texts, focusing on their syntactic, semantic, and stylistic roles. Utilizing a qualitative method of linguistic and textual analysis, the research examines various forms of parenthetical expressions and their impact on discourse structure. The findings reveal that parenthetical units serve multiple functions, including clarification, emotional engagement, and textual cohesion, enriching the expressive capacity of artistic texts. The results indicate that while parenthetical units enhance readability and stylistic diversity, excessive usage can lead to textual complexity. These insights have significant implications for linguistics, particularly in the fields of discourse analysis, cognitive linguistics, and translation studies, highlighting the importance of balancing structural coherence with expressive richness in artistic communication.

Keywords: Parenthetical units, structural forms, discourse analysis, syntactic features, linguistic variability, artistic text, expressive syntax, communicative linguistics.

Introduction

The structural form of parenthetical units in artistic texts remains an underexplored area in linguistic research, particularly in its syntactic, semantic, and stylistic implications. While previous studies have examined the role of parenthetical expressions in discourse, there is a knowledge gap regarding their specific functions in modern English literature. This study employs a qualitative method, analyzing selected literary texts to classify parenthetical units based on their grammatical structures and communicative functions. The findings reveal that parenthetical units enhance textual

expressiveness, aid in the delivery of additional information, and contribute to the overall coherence of the narrative. The results indicate that these units serve as an essential tool for authors to create intimacy with the reader and emphasize particular nuances in artistic expression. The implications of this research extend to linguistics, literary analysis, and language teaching, highlighting the importance of understanding parenthetical constructions in enhancing comprehension and effective communication in written discourse.

Methods

This study addresses the knowledge gap in the structural forms and functional roles of parenthetical units in artistic texts, particularly in Modern English. A qualitative linguistic analysis method was employed, focusing on a comparative and contextual examination of parenthetical units across literary works. The research analyzed parenthetical structures through syntactic, semantic, and stylistic lenses, identifying their role in enhancing discourse, conveying additional meaning, and influencing reader perception. The findings indicate that parenthetical units contribute significantly to the expressive and interactive nature of texts, often creating an illusion of direct engagement between the author and the reader. The results highlight the structural variety and communicative functions of parenthetical elements, with implications for text linguistics, stylistics, and cognitive linguistics, offering insights into how authors utilize these constructions to enrich textual meaning and reader engagement.

RESULT AND DISCUSSION

The science of mother tongue is one of the leading educational subjects in the school, which is the main tool for the maturation of the human personality, the development of thinking, and the ability to express the product of thinking through speech. After all, the mother tongue forms, develops, improves and manifests the nation's thinking. In research on expressive syntax, the phenomenon studied under the term parenthesis is similar to parcellation in some respects. Both events are realized in fiction according to the specific purpose of the writer. Both phenomena are represented graphically as "slices". In both cases, the relative part comes after the main part. The linguist I. Toshaliyev put forward the following points about the linguistic nature of the introductions in his candidate's thesis: "Introductions are inserted into the structure of a grammatically formed ready-made sentence, breaking both the grammatical connection and the complete intonation in the sentence, making it more complicated [1].

The meaning expressed by the introduction is often in the form of a secondary comment, additional information, which is introduced along the way, in a different direction compared to the content of the main sentence. This helps to understand the content of the main sentence, the part before the introduction and the part after the introduction together, even if only a little. Nevertheless, experts emphasize that this phenomenon in the artistic text does not "destroy" the understanding of thought, but on the contrary, creates an opportunity to easily understand the artistic intention of the writer. Comments and additional information related to the opinion to be expressed are given in parentheses. Intonationally, graphically and syntactically independent introductory constructions are used in the work for the purposes of providing information necessary for the full understanding of the speech, clarifying the places that are unclear for the listener or reader, explaining, reminding, expressing feelings. is used. It creates a special illusion of "friendship" between the hero of the work and the reader. By giving the "unspeakable" in parentheses, the character creates an atmosphere as if he is whispering into the reader's ear. This increases the reader's trust in the hero and brings him closer [2].

Parentheses vary by function. Some of them are intended to warn the reader about the "secret behind the curtain", while some of them perform the task of preparing for new information. Indeed, the positional-structural essence of both introductions and introductions in the sentence is that both

of them are included in the main sentence from the outside. In addition to "parenthesis // parentheses", the terms "vstavka" (introduction), "vneseniye" (Kyrgyz) and "vklineniye" (broken Kyrgyz, squeezed Kyrgyz) are also used as general names for introductions and introductions. In parentheses, as in parcellation, the sentence is "divided" into a base and a related part. But when parcellation is deparcellated, one whole sentence can emerge without any changes. In parentheses, the sentence in parentheses is formed independently.

For example: Bir kuni darsdan qaytayotib “marshrutka” bekatida Matlubani ko‘rib qoldim. (U mendan bir kurs quyi o‘qirdi.) (E.A’zam. –B. 19)

If we look at this example, the parentheses cannot enter the main clause without any change. It is used to convey additional information about the underlying filler. We observe the same situation in the following examples. That is, parentheses are used to indicate additional information related to some part of the base:

Boshqalar... Akbarov qani? (Topgan gapimni qarang!). (E.A’zam. –B.19)

Men uning yuzini dadil kaftlarim orasiga olib, ko‘ziga puflay boshladim va... shayton yo‘ldan ozdirdimi... labimni labimga bosibman! (Shu vaziyatda yigit kishi boshqacha yo‘l tutishiga ishonmayman.) (E.A’zam. –B.31)

Aytishicha, oilada atigi ikki farzand ekanlar – bittagina ukasi bor ekan (demak, seni urolmaydi, akasi bo‘lganda boshqa gap edi!); o‘zi yolg‘iz qiz, erka qiz ekan – “Adam nima so‘rasam olib beradilar” (demak, sen ham olib berishing, qozon-tovoqni o‘zing qilishing kerak!); adasi asfal’t zavodining direktori ekan (demak, asfal’t kerak bo‘lsa – marhamat!); buni qarang, mashinalari ham bor ekan – “Yap-yangigina turibdi, hech kim haydamaydi, adam “Dvijeniye katta”, deb qo‘rqadilar” (demak, bemalol, asfal’tlarning titig‘ini chiqarib bemalol minaverasan!); darvozaxonalraida esa, uylarin va o‘zlarini qo‘riqlaydigan kattakon bir olaparlar bor ekan (demak, u ham kirgan-chiqqanga tarjimai holini aytib beraveradi!)... (E.A’zam. – B.33)

– Siz ham bironta aspirant bilan yurasizmi? (Mayli, haqiqatning shunday qattiqquruq, lekin zinhor-bazinhor ochiq bo‘lgani yaxshi.) (E.A’zam. –B.63)

Thus, at the sentence level, not only sentence fragments, but also impulses and introductions can be separated from its structure. Although they are syntactically separated from the base, they are closely related from the semantic point of view. Semantic relationships such as time, cause, result, amount, degree, place, analogy, comparison are clearly understood between them. So, parcellation and parentheses are similar and at the same time completely different syntactic phenomena. Although the way of their formation is different, the "form of living" and the place are the same. In other words, both events serve an expressive purpose in a larger context than a sentence, in an artistic text. For parentheses, parentheses and hyphens are used as punctuation marks, while for parcellations, period, ellipsis, exclamation mark, question mark, question/exclamation, exclamation/question mark are fixed [3].

Parenthetical units can be expressed in a variety of ways, such as parentheses, dashes, commas, or even separate sentences. They may contain additional information, explanations, comments or emotional attachments. It should be noted that the parenthetical units are not mandatory elements of the sentence, and their removal does not change the main semantic load of the speech. The use of parenthetical units allows the author to express his attitude to what he is writing, emphasize the importance of certain information, or add some depth to the text. However, excessive use of parenthetical units can make the text difficult to understand or create unnecessary complexity for the reader. Thus, parenthetical units play an important role in the structure of the text, enriching its semantic component and making the statement more expressive and rich.

The study of parenthetical units is an important direction of modern linguistics, which is increasingly oriented to an anthropological approach and takes into account the human factor in the analysis of linguistic processes. PCs reflect personal parameters such as emotionality, imagery, evaluativeness, intensity, stylistic coloring, modality, etc. These options are universal for all languages and are regularly presented using computer punctuation. However, the syntactic structure of a particular language can affect the linguistic representation of a PC. For example, Analytical English may have unique characteristics of PC use compared to other languages. The study of the personal computer is relevant in the context of the development of communicative linguistics, text linguistics, semantics, stylistics, linguistic stylistics, rhetoric, psycholinguistics and cognitive linguistics. Studying computers allows for a deeper understanding of the specifics of human communication through language and its ability to convey different meanings and emotional colors [4].

Politeness is a British national trait. They are not as simple as we are, so they tend to use introductory words to be softer and more polite in their speech. The English language is rich in introductory words and phrases, so it is important to understand the difference between them in order not to confuse yourself and the interlocutor. And if you decide to take an international exam, you cannot do without using introductory constructions in the oral and written parts of the exam. For better memorization, we divided the introductory words and constructions into thematic groups.

Conclusion

This study addresses the knowledge gap in understanding the structural and functional significance of parenthetical units in artistic texts, highlighting their role in enhancing expressiveness and reader engagement. Using a qualitative linguistic analysis method, the research examines various types of parenthetical constructions and their syntactic, semantic, and stylistic functions in English. The findings reveal that parenthetical units serve as a means of adding additional information, clarifying concepts, and conveying emotional or evaluative nuances without disrupting the main syntactic structure. Results demonstrate that while these units enrich discourse, excessive use may hinder comprehension. The study's implications extend to linguistics, literary analysis, and translation studies, providing deeper insights into the expressive potential of parenthetical structures and their impact on communication in artistic and academic texts.

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