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ENGLISH INTENSIFIERS AS A COMPONENT OF LANGUAGE COMMUNICATION

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***Annotation.** The present article is about English intensifiers as a component of language communication. It investigates the types of intensifiers in the English language, their characteristic features and functions. Intensifiers can be divided into three semantic classes; emphasize, amplifiers, downtoners. Intensifiers are not limited to indicating an increase in intensity, they indicate a point on the intensity scale which may be high or low.*

In the normal and spontaneous conversation of everyday life the speakers not only exchange ideas or ask for information, or urge the listener to do something, but they naturally convey by language means various feelings and emotions reflecting their state of mind or the mood in which they may happen to be. In the article we'll try to describe our observations on English intensifiers as a component of language communication. Apart from the emphasis given by information theme or rhymes, language, provides means of giving a sentence, or a clause, or any unit in the sentence purely emotive emphasis. In conversational English we find various kinds of intensifiers, which give our sentence different emotional emphasis The first one communicative function which is mostly used during our speech or in intercommunication to each other. Communication presupposes a mutual exchange of statements, and message presupposes the transfer of information without a feedback with the reader or the listener [5,12].

Intensifier is a linguistic term (but *not* a proper lexical category) for a modifier that makes no contribution to the propositional meaning of a clause but serves to enhance and give additional emotional context to the word it modifies. Intensifiers are

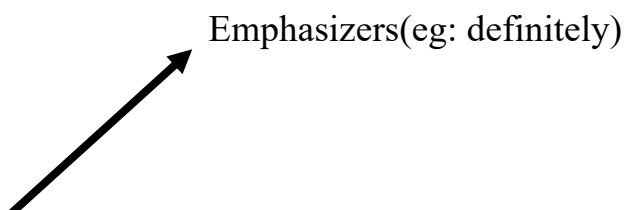
grammatical expletives, specifically *expletive attributives* (or, equivalently, *attributive expletives* or *attributive-only expletives*, they also qualify as *expressive attributives*), because they function as semantically vacuous filler [2,162]. Characteristically, English draws intensifiers from a class of words called *degree modifiers*, words that quantify the idea they modify. More specifically, they derive from a group of words called *adverbs of degree*, also known as *degree adverbs*. However, when used grammatically as intensifiers, these words cease to be degree adverbs, because they no longer quantify the idea they modify. Instead, they emphasize it emotionally. By contrast, the words *moderately*, *slightly*, and *barely* are degree adverbs, but *not* intensifiers.

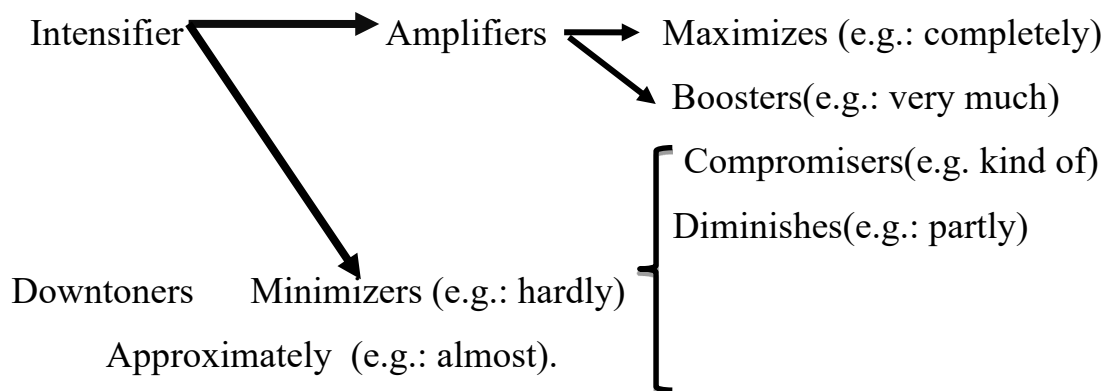
The other hallmark of prototypical intensifiers is that they are adverbs which lack the primary characteristic of adverbs: the ability to modify verbs. Intensifiers modify exclusively adjectives and adverbs. However, this rule is insufficient to classify intensifiers, since there exist other words commonly classified as adverbs that never modify verbs but are not intensifiers, e.g. *questionably* [3,78].

For these reasons, Huddleston argues that intensifier cannot be recognized as a primary grammatical or lexical category. Intensifier is a category with grammatical properties, but insufficiently defined unless we also describe its functional significance [1, 91] (what Huddleston calls a *notional definition*).

Intensifiers can be divided into three semantic classes; *emphasizers*, *amplifiers*, *downtowners*. Intensifiers are not limited to indicating an increase in intensity, they indicate a point on the intensity scale which may be high or low. *Emphasize* have a general heightening effect; *amplifiers* scale upwards from an assumed norm; *downtowner* have a lowering effect, usually scaling downwards from an assumed norm. The three classes are shown with their subclasses;

Types of Intensifiers:





Most of the common intensifiers are adverbs but there also some noun phrases a few prepositional phrases. Common emphasizees include;

A. actually, certainly, clearly, definitely, indeed, obviously, plainly really, surely, for certain for sure, of course.

B. frankly honesty, literally, simply, fairly, just.

Examples of the use of emphasizees: *I honestly don't know what he wants. He actually sat next to her. I just can't understand it. They literally tore his arguments to pieces. I simply don't believe it.*

While emphasizees in group A, seem to be free to co-occur with any verb or predication, those in group B tend to be restricted.[3,195,/4,113] for example, **honestly** tends to co-occur with verbs expressing attitude or cognition;

They honestly admire her courage. He honestly believes their accusation. Most emphasizees normally precede the item they emphasize (medial positions for verb phrases) but for verb phrases) but *for certain* and *for sure* are exceptional in being postponed.

Amplifiers are divided into (a)maximizes which can denote the upper extreme of the scale on (b)boosters, which denote a high point on the scale. Boosters are very much an open class and new expressions are frequently created to replace older ones whose impact has grown stale [4,183]. Most amplifiers can be contrasted in alternative negation with *to some extent*; He didn't ignore me *completely*, but he ignores me *to some extent*. Some common amplifiers are given below with examples of their use.



Maximizes: absolutely, altogether, completely, entirely, fully, quite, thoroughly, utterly, in all respects, most. Example:

I can perfectly see why you are anxious about it. We absolutely refuse to listen to your gambling. I entirely agree with you.


Boosters: badly, deeply, greatly, heartily, much, so, violently, well, a great deal, a good deal, a lot of, by far;

Amplifiers and comparatives can modify gradable adjectives and adverbs. The range for emphasizees and those downtoners not expressing degree is much under, as we can see from their co- occurrence with a non- gradable adjective such as non- scientific; *Your opinion is definitely (virtually, more, very non-scientific)*. Cf: *Your opinion is very unscientific.*

There are also restrictions on the use of particular intensifiers and these can sometimes be stated in semantic terms;

Most  Happy(“subjective”)
Tall (“objective”)
Utterly  Wrong(“negative”)
Right (“positive”)

Amplifiers and Comparatives are available for adjectives that refer to a quality that is thought of as having values on a scale, and for adverbs that refer to a manner or to a time that is thought of in terms of a scale. Thus, in *John is English* the adjective *English* does not allow amplifiers or comparatives if it refers to Johns nationality, but admits them if it refers to his behavior;

John is  *very English*
more English than the English.

We can also achieve an intensifying effect by repeating attributive adjectives or degree intensifiers.

An old, old man (“a very old man”)

Very, very good (“extremely good”)

Exclamatory how; more

Example: *They like her very much.*

I so wanted to see her “(I wanted to see her so much”).

I can well understand your problem.

M2 and final positions are open to most adverbs that are amplifiers: noun phrases and prepositional phrases are restricted to final position. In positive declarative clauses, final position is preferred for maximizers but M2 position is preferred for boosters, including maximizers when used as boosters, i.e. when they denote a high point on the scale rather than the upper extreme. Hence the effect of the maximizer *completely* in M2 position in *he completely denied* it is close to that of the booster *strongly* in *he strongly denied it*; On the other hand, when *completely* is final, as in *he denied it completely*, the intention seems to be closer to *he denied all of it*. In negative, interrogative and imperative causes, final position is normal in all cases. Similarly, while judge is non-gradable, misjudge is gradable since the latter is concerned with the result of the judging.

He badly judged the situation.

He badly misjudged the situation.

Though different by nature all intensifiers have in common a heightening or lowering effect on the whole sentence or some part in the sentence. Thus we distinguished between two groups of intensifiers according their place or use in the sentences structure. General sentence intensifiers which give emotive force to the sentence as a whole. Those which add emotive emphasis to a certain part of a sentence.

Thus, all types of intensifiers are used in the sentences as an expressive component of human communication. Moreover, in spoken language intensification plays an important role acting as a means of emphasis.

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THE EFFECTIVENESS OF USING THE DIRECT METHOD IN TEACHING: FOR ELEMENTARY LEARNERS

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Abstract. *The main objective of the study was to know the effectiveness of the direct method in teaching, especially in implementing for elementary learners. This study analyzed the favorable aspects of using direct method in elaboration students' skills, principally their speaking ability. This paper proposed to use direct method in teaching for succeed in learning target language.*

Key words: *direct method, speaking skill, young learners.*

Introduction. Choosing a proper method for learners is a substantial issue in teaching foreign languages. It is because correctly interpreted method plays a vital role in the process of language acquisition. Language learners prove their ability to know foreign languages, first of all, through fluency communication. So, there are many teaching methods for mastering new language effectively, such as GTM (Grammar-translation Method), DM (Direct Method), ALM (Audio-lingual Method), etc. Each of these methods has its function for language acquisition. One of them is the Direct Method, another name is the “Natural Method” which emphasizes on more speaking skills, and students’ oral communication that became the main goal of the target language teaching. This method was established in England around the 1900s and contrasts with the GTM (Grammar-translation Method) and other traditional approaches, as well as with