

THE USE AND ANALYSIS OF PARENTHETICAL CONSTRUCTIONS IN THE
NOVEL "HARRY POTTER AND THE PHILOSOPHER'S STONE" BY JOANNE
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Abstract: This article provides information about the use of parenthetical constructions in J.K. Rowling's work "Harry Potter and the philosopher's stone", the syntactic analysis of sentences containing insertions, and their function in a sentence. At the same time, the use of insertions in the work is illustrated and analyzed with various examples.

Keywords: J.K. Rowling, "Harry Potter and the philosopher's stone", parenthetical constructions, parenthetical words, parenthetical phrases, characteristics of parenthetical words, figurative language, parts of speech.

Introduction. In linguistics, insertion constructions are a separate syntactic category that has expanded, become active, and to a certain extent systematized in scope. Insertion constructions are introduced into a sentence as various explanations and additional information according to a certain need, breaking the entire intonation of the main sentence, the chain of logical grammatical relationships between fragments or parts of the sentence, as well as independent sentences, and supplementing the main sentence in content.

Literature review. In the Uzbek language, insertion constructions are mainly divided into five types. These are word insertions, compound insertions, sentence insertions, complex insertions and sign insertions. In English, they (parenthetical constructions) are mainly divided into three types. They are parenthetical words, parenthetical phrases and parenthetical sentences. Uzbek linguists I. Toshaliyev, A. G. Gulyomov, M. Asqarova, M. Shamsiyev have provided valuable information in their scientific works on the occurrence and position of insertion constructions at the end of a sentence, in the middle of a sentence and sometimes at the beginning of a sentence.

Research methodology. In this article, the features of the use of interjections in speech are illustrated with examples taken from the work of world literature figure J.K. Rowling, "Harry Potter and the Philosopher's Stone."

The scientific description of the data necessary for the study was provided in a descriptive manner. The specific solution to the main problem posed by the study was determined using the distributive analysis method.

Result and discussion. Insertions can occur both within and at the end of simple and compound sentences. When studying J.K. Rowling's work "Harry Potter and the Philosopher's Stone", we can see that there are many insertion constructions in the work. The author used insertions mainly in the middle and at the end of the sentence. A total of 117 insertions were identified in the work, of which 103 were used in the middle of the sentence, 14 were used at the end of the sentence, and insertions were not used at all at the beginning of the sentence. When using insertions in the work, the author sometimes separated them with commas, sometimes with dashes, and sometimes with parentheses. Insertions are considered grammatically secondary in English, but pragmatically important. They rely more on punctuation and syntactic structure. Below is an analysis of examples taken from the work.

1. Parenthetical words:



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| <i>She told him over dinner all about Mrs Next Door's problems with her daughter and how Dudley had learnt a new word ('Shan't!').</i> |
| <i>'Er – Petunia, dear – you haven't heard from your sister lately, have you?'</i> |
| <i>'Only because you're too – well – noble to use them.'</i> |
| <i>The rumour is that Lily and James Potter are – are – that they're – dead.'</i> |
| <i>He'll be famous – a legend – I wouldn't be surprised if today was known as Harry Potter Day in future – there will be books written about Harry – every child in our world will know his name!'</i> |
| <i>'Hagrid's bringing him.' 'You think it – wise – to trust Hagrid with something as important as this?'</i> |
| <i>'Then she met that Potter at school and they left and got married and had you, and of course I knew you'd be just the same, just as strange, just as – as – abnormal – and then, if you please, she went and got herself blown up and we got landed with you!'</i> |
| <i>'Light – speedy – we'll have to get him a decent broom, Professor – a Nimbus Two Thousand or a Cleansweep Seven, I'd say.'</i> |

2. Parenthetical phrases.

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| <i>Another time, Aunt Petunia had been trying to force him into a revolting old jumper of Dudley's (brown with orange bobbles).</i> |
| <i>Yet sometimes he thought (or maybe hoped) that strangers in the street seemed to know him.</i> |
| <i>No one, ever, in his whole life, had written to him.</i> |
| <i>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?</i> |
| <i>'Gallop in' Gorgons, that reminds me,' said Hagrid, clapping a hand to his forehead with enough force to knock over a cart horse, and from yet another pocket inside his overcoat he pulled an owl – a real, live, rather ruffled-looking owl – a long quill and a roll of parchment.</i> |
| <i>As Hagrid's story came to a close, he saw again the blinding flash of green light, more clearly than he had ever remembered it before and he remembered something else, for the first time in his life – a high, cold, cruel laugh.</i> |
| <i>'Look,' Harry heard one of them say, 'the new Nimbus Two Thousand – fastest ever –'</i> |
| <i>While Hagrid asked the man behind the counter for a supply of some basic potion ingredients for Harry, Harry himself examined silver unicorn horns at twenty-one Galleons each and minuscule, glittery black beetle eyes (five Knuts a scoop).</i> |
| <i>Harry took the wand and (feeling foolish) waved it around a bit, but Mr Ollivander snatched it out of his hand almost at once.</i> |
| <i>Not to worry, we'll find the perfect match here somewhere – I wonder, now – yes, why not – unusual combination – holly and phoenix feather, eleven inches, nice and supple.'</i> |
| <i>'First o' September – King's Cross – it's all on yer ticket.</i> |
| <i>'I think I'll leave it somewhere for Longbottom to collect – how about – up a tree?'</i> |
| <i>Flushed with their victory they started to run back up the passage, but as they reached the corner they heard something that made their hearts stop – a high, petrified scream – and it was coming from the chamber they'd just locked up.</i> |

3. Parenthetical sentences.

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| <i>Wheeling around they sprinted back to the door and turned the key, fumbling in their panic – Harry pulled the door open – they ran inside.</i> |
| <i>'I went looking for the troll because I – I thought I could deal with it on my own – you know, because I've read all about them.'</i> |



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| <i>Filch knew the secret passageways of the school better than anyone (except perhaps the Weasley twins) and could pop up as suddenly as any of the ghosts.</i> |
| <i>Dear Harry, (it said, in a very untidy scrawl) I know you get Friday afternoons off, so would you like to come and have a cup of tea with me around three?</i> |
| <i>All the same, it wasn't what you'd call the perfect end to the day, Harry thought, as he lay awake much later listening to Dean and Seamus falling asleep (Neville wasn't back from the hospital wing).</i> |
| <i>Filch knew the secret passageways of the school better than anyone (except perhaps the Weasley twins) and could pop up as suddenly as any of the ghosts.</i> |
| <i>They all scrambled through it – Neville needed a leg up – and found themselves in the Gryffindor common room, a cosy, round room full of squashy armchairs.</i> |
| <i>Harry could hear the drone of hundreds of voices from a doorway to the right – the rest of the school must already be here – but Professor McGonagall showed the first-years into a small empty chamber off the hall.</i> |
| <i>'Oh, of course, you wouldn't know – Chocolate Frogs have cards inside them, you know, to collect – Famous Witches and Wizards. I've got about five hundred, but I haven't got Agrippa or Ptolemy.'</i> |
| <i>It was a nice feeling, sitting there with Ron, eating their way through all Harry's pasties and cakes (the sandwiches lay forgotten).</i> |
| <i>Now the third brother was walking briskly towards the ticket barrier – he was almost there – and then, quite suddenly, he wasn't anywhere.</i> |
| <i>Hagrid wouldn't let Harry buy a solid gold cauldron, either ('It says pewter on yer list'), but they got a nice set of scales for weighing potion ingredients and a collapsible brass telescope.</i> |
| <i>There was somethin' goin' on that night he hadn't counted on – I dunno what it was, no one does – but somethin' about you stumped him, all right.</i> |
| <i>But all he'd tried to do (as he shouted at Uncle Vernon through the locked door of his cupboard) was jump behind the big bins outside the kitchen doors.</i> |
| <i>'You could just leave me here,' Harry put in hopefully (he'd be able to watch what he wanted on television for a change and maybe even have a go on Dudley's computer).</i> |
| <i>As he pulled into the driveway of number four, the first thing he saw – and it didn't improve his mood – was the tabby cat he'd spotted that morning.</i> |

Among the components of a compound sentence, the most common form of insertions at the end of a sentence is in the form of a clause. Especially, insertions at the end of a sentence or between sentences are very rare in the form of words or word combinations. However, insertions are used both within a sentence and at the end of a sentence.

Conclusion. In conclusion, J.K. Rowling used inflections in her work so skillfully that these inflections enriched the content of the work and paved the way for the reader to easily read and understand the work. The writer used all types of inflections and used them beautifully both in the beginning of the sentence, at the end of the sentence, and in the middle of the sentence.

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