

Conditional Sentences as a Means of Verbalizing Values (In the Example of English)

Islom Urol ugli Minnikulov

Doctor of Philosophy in Philological Sciences (PhD), Senior teacher of Department of English Language Teaching Methodology, English Faculty 1, UzSWLU, Tashkent, Uzbekistan

ABSTRACT: This study deals with the analysis of the axiological potential of conditional sentences in the English language which is aimed at revealing axiological features of conditional sentences in English in terms of expressing values in a communicative context. In order to achieve the aim of the study, the following tasks are set: review of related literature; analysis of axiological characteristics of English conditional sentences; identification and classification of values expressed by conditional sentences in English. The results of research show that conditional sentences in English can: a) contribute to the verbalization of axiological picture of the world; b) verbalize some basic values as close relationship, trust, magic and anti-value such as badness as well as value and anti-value as life and death in a specific communicative context; c) express values with the help of whole syntactic meaning.

KEYWORDS: axiology, values, core values, human values, cultural values, conditional sentence, language means, verbalization.

INTRODUCTION

Language is perceived as a complex and complicated phenomenon which can be studied from different perspectives. The main reason for this could be that it can function differently in different situations according to the language users' intention. So, according to language functions, it can inform (some message), communicate (between addresser and addressee), transfer ideas, preserve information, transcend information from generation to generation, produce information, help to recognize information, evaluate objects or things and other functions. So, evaluative function of a language is one of the important and well-researched problems of a language. However, it can also be approached from different perspectives. This study is aimed at revealing the axiological potential of English conditional sentences to express some values. Below, we deal with the problem in question more thoroughly.

LITERATURE REVIEW

It is essential to note that there are a number of research works in which the concept of value is defined and dealt with. According to the aim and tasks of these studies, value is differently defined. Now, it is important to consider some well-known definitions suggested by some social scientists and linguists. A.Y. Alexandra defines the notion of value as the following: *the concept of value is manifold. Something judged good, proper, and desirable in human life is judged as valuable* (Alexandra Y. Aikhenvald, 2013, p. 53). So, it is connected with human and human activity and life. It may show what is good, proper or desirable for human being in his life. That thing can be valuable for them.

Another linguist, Hiroyuki Nemoto gives a definition to core values and describes them in the following way: *from the perspective of Smolicz's (1981, 1992, 1999) theory of core values deals with ethnic identities of minorities and their ethnic language use* (Hiroyuki Nemoto, 2011, p. 111). So, core values are connected with ethnicity of a nation which is reflected in their language and identity traits. As Hiroyuki Nemoto states that core values are viewed as *one of the most fundamental components of a group's culture and identifying values which are symbolic of the group and its membership* as cited in the work of Smolicz (1981: 76). It means that core values are issues of the whole social group and serve as a symbol of a group and can be a main part of their culture. It is also stated that *core values enable identifying social groups as distinctive, ethnic, religious, scientific or cultural communities*. We can infer from this that core values make society *distinctive, ethnic, religious, scientific or culturally* different from other societies. According to Hiroyuki Nemoto, as cited in Smolicz (1999) *whenever the element of their culture, which they regard as the most crucial and distinguishing aspect, is directly associated with their identity as a group, the element concerned becomes a core value for the group* (Hiroyuki Nemoto, 2011, p. 112). So, we can assume that core values

can be seen as the main components of a culture which shows a socially appropriate framework for the people.

According to Smith and Schwartz (1997), there is a difference between individual- and cultural value dimensions. The society or cultural group, not the individual person is the main assessing criteria of cultural value dimension (Hofstede, 1980, 1990; Schwartz, 1994b). In Shalom H. Schwartz (1999), values are defined as *conceptions of the desirable that guide the way social actors (e.g. organisational leaders, policy-makers, individual persons) select actions, evaluate people and events, and explain their actions and evaluations (cf. Kluckhohn, 1951; Rokeach, 1973; Schwartz, 1992). In this view, values are trans-situational criteria or goals (e.g. security, hedonism), ordered by importance as guiding principles in life (Shalom H. Schwartz, 1999, p. 24-25). We can say that values are guiding principles or criteria of selecting actions, evaluating people and events, and explaining their actions and evaluations. So, value can be also a tool or means of evaluation.*

RESEARCH METHODOLOGY AND MATERIALS

This research can be considered to be theoretical study focusing on qualitative nature of research. It is approached by the principles of axiological linguistics. Some methods of linguistic analysis are used in this research: a) linguistic description and generalization (to describe and review related literature and generalize some viewpoints and ideas); b) axiological analysis (to reveal axiological features of conditional sentences in English); c) contextual analysis (to identify values expressed by conditional sentences in a specific communicative context). Language material for this study are taken from *Harry Potter and The Deathly Hallows* by J.K. Rowling.

RESULTS AND DISCUSSION

It is important to deal with the analysis and results of work at this point. There are some cases for our study, we analyze and discuss some results of work.

Example 1. Context: I returned home to find a young man who had experienced a much older person's suffering. Albus was more reserved than before, and much less light-hearted. To add to his misery, the loss of Ariana had led, not to a renewed closeness between Albus and Aberforth, but to an estrangement (*In time this would lift - in later years they reestablished, if not a close relationship, then certainly a cordial one.*). However, he rarely spoke of his parents or of Ariana from then on, and his friends learned not to mention them (Rowling, 2007, p. 19).

Analysis: it is clear from the example, this conditional sentence as illustrated in the above passage can express a value of **close relationship** between the communicants. So, we can point out that conditional sentences can express a value of relationship between the speaker and the listener.

Example 2. Context: He had imagined it, there was no other explanation; imagined it, because he had been thinking of his dead headmaster. *If anything was certain, it was that the bright blue eyes of Albus Dumbledore would never pierce him again* (Rowling, 2007, p. 29).

Analysis: it is clear from this example, this conditional sentence can express a **certainty** as a value. In the example, the conditional sentence is used to express a certainty by a whole its syntactic meaning.

Example 3. Context: "Harry, the time for Disarming is past! These people are trying to capture and kill you! At least Stun if you aren't prepared to kill!"

"We were hundreds of feet up! Stan's not himself, and *if I Stunned him and he'd fallen, he'd have died the same as if I'd used Avada Kedavra!* Expelliarmus saved me from Voldemort two years ago," Harry added defiantly. Lupin was reminding him of the sneering Hufflepuff Zacharias Smith, who had jeered at Harry for wanting to teach Dumbledore's Army how to Disarm (Rowling, 2007, p. 70).

Analysis: it is clear from this example, this conditional sentence can express a **life** as a value. In the example, the conditional sentence is used to express a life by a whole its syntactic meaning. This value is expressed by a conditional sentence.

Example 3. Context: "It - it wasn't stealing!" said Hermione, looking from Harry to Ron with a kind of desperation. "*They were still library books, even if Dumbledore had taken them off the shelves. Anyway, if*

he really didn't want anyone to get at them, I'm sure he would have made it much harder to -" (Rowling, 2007, p. 101).

Analysis: it is clear from this example, this conditional sentence can express a **badness** as a value. In the example, the conditional sentence is used to express a badness as a value by a whole its syntactic meaning. This value is expressed by a conditional sentence.

Example 4. Context: "This is the one that gives explicit instructions on how to make a Horcrux. Secrets of the Darkest Art— it's a horrible book, really awful, full of evil magic. I wonder when Dumbledore removed it from the library. . . . *If he didn't do it until he was headmaster, I bet Voldemort got all the instruction he needed from here.*" "Why did he have to ask Slughorn how to make a Horcrux, then, if he'd already read that?" asked Ron (Rowling, 2007, p. 102).

Analysis: it is clear from this passage, this bolded conditional sentence can express a **trust** as a value. In the example, the conditional sentence is used to express a trust as a value by a whole its syntactic meaning. This value is expressed by a conditional sentence. Here, two conditional sentences are used to express a value of trust.

Example 5. Context: "But even if we wreck the thing it lives in," said Ron, "why can't the bit of soul in it just go and live in something else?" "Because a Horcrux is the complete opposite of a human being." Seeing that Harry and Ron looked thoroughly confused, Hermione hurried on, "Look, *if I picked up a sword right now, Ron, and ran you through with it, I wouldn't damage your soul at all.*" "Which would be a real comfort to me, I'm sure," said Ron. Harry laughed. (Rowling, 2007, p. 104).

Analysis: it is clear from this passage, this bolded conditional sentence can express a **magic** as a value. In the example, the conditional sentence is used to express a magic as a value by a whole its syntactic meaning. This value is expressed by a conditional sentence. Here also, two conditional sentences are used to express a value of magic.

Example 5. Context: "Now, *if Kendra hadn't died first,*" Muriel resumed, "I'd have said that it was she who finished off Ariana -" "How can you, Muriel?" groaned Doge. "A mother kill her own daughter? Think what you are saying!" (Rowling, 2007, p. 156).

Analysis: it is clear from this passage, this bolded conditional sentence can express a **death** as an anti-value. In the example, the conditional sentence is used to express a magic as an anti-value by a whole its syntactic meaning. This anti-value is expressed by a conditional sentence. Here also, two conditional sentences are used to express an anti-value of death.

CONCLUSION

As results of our investigation, the following conclusions can be drawn:

- Conditional sentences in English can verbalize axiological picture of the world;
- Conditional sentences in English can verbalize some basic human values as *close relationship, trust, magic* and an anti-value as *badness* and one value and anti-value as *life and death* in a specific communicative context;
- Values expressed by conditional sentences are achieved by the whole syntactic meaning of a conditional sentence in a context.

REFERENCES

- Alexandra Y. Aikhenvald. The Value of Language and the Language of Value. A View from Amazonia// HAU: Journal of Ethnographic Theory 3 (2): 2013, P. 53–77.
- Hiroyuki Nemoto. Smolicz's Theory of Core Values and Language Maintenance and Shift in Dutch Immigrants in Australia//Foreign Language Institute Kanazawa University. Studies of Language and Culture. Volume 15, March 2011, P. 111-126.
- Rowling J.K. Harry Potter and The Deathly Hallows. New York: Harry Potter Publishing Rights, 2007.- 759 p.
- Shalom H. Schwartz. A Theory of Cultural Values and Some Implications for Work// Applied Psychology: An International Review, 1999, 48 (1), P. 23–47.