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Zarina Usmonova Habibovna

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Tosheva Farangiz Bobomurod qizi

THE IMPLEMENTATION OF MODALITY CATEGORIES IN "A ROSE FOR EMILY" BY WILLIAM FAULKNER

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Zarina Usmonova Habibovna
Senior teacher of English language department
Tosheva Farangiz Bobomurod qizi
1st year student of master degree

Abstract. In "A Rose for Emily"⁴⁴ by William Faulkner, the author masterfully incorporates various modality categories to enhance the narrative and evoke a sense of mystery and intrigue. The implementation of modality categories in "A Rose for Emily" adds depth, complexity, and a sense of intrigue to the story. Faulkner's skillful use of epistemic modality, deontic modality, and evaluative modalities enhances the narrative by creating uncertainty, highlighting societal expectations, and conveying judgements. These modalities contribute to our understanding of Emily's character and her place within the community, making "A Rose for Emily" a compelling and thought-provoking piece of literature.

Key words: Gothic literature, nostalgia, rejection, modality, complexity, narrator, relationship, roses, uncertainty, guilt.

"A Rose for Emily" is a story written by William Faulkner. It was published in 1930. The story is narrated in a non-linear fashion, jumping back and forth between different time periods. It begins with the death of Emily Grierson, a reclusive woman from a once-prominent family in the town⁴⁵. The narrator recalls how the townspeople attended her funeral and how curious they were about her life. The narrative then shifts to Emily's youth, when she was courted by a Northern laborer named Homer Barron. The town disapproves of their relationship because he is beneath her socially and because they believe he will leave her. However, Emily refuses to let go of him, eventually poisoning him and keeping his body in her house. Throughout the story, Faulkner explores themes such as isolation, decay, tradition, and the effects of societal pressure on individuals. Emily's isolation from society leads to her descent into madness and ultimately to her gruesome act of preserving Homer's body. "A Rose for Emily" is often interpreted as a commentary on the decline of the old South and its traditional values. The decaying mansion symbolizes the fading glory of the Grierson family and their resistance to change. This short story has been widely studied and analyzed for its complex narrative structure, symbolism, and exploration of themes. It remains one of Faulkner's most famous works and is considered a classic example of Southern Gothic literature⁴⁶.

In William Faulkner's renowned short story, "A Rose for Emily", the implementation of modality categories plays a significant role in enhancing the narrative's depth and complexity. Modality refers to the attitudes, beliefs, and perspectives expressed by characters within a

⁴⁴ William Faulkner. These 13. Penguin Random House, – 1931

⁴⁵ <http://armytage.net/updata/enotes-rose-emily-guide.pdf>

⁴⁶ W.Faulkner. "A Rose for Emily – Introduction" Short story Criticism Ed. Thomas J. Schoenberg. Vol.42.Gale Cengage 2006 eNotes.com 14 Nov.2023

literary work. By analyzing the various modality categories present in "A Rose for Emily", readers can gain a deeper understanding of the characters' motivations and the story's underlying themes:

- One prominent modality category is uncertainty.⁴⁷ Throughout the narrative, uncertainty surrounds Emily Grierson, the story's protagonist. The town's residents are unsure about her mental state, her relationship with Homer Barron, and her actions in general. Faulkner strategically employs uncertainty to create suspense and intrigue, keeping readers engaged as they attempt to unravel the mystery surrounding Emily. For example, The townspeople are uncertain about his intentions towards Emily, and there is speculation about their relationship. Additionally, there is uncertainty about what actually happened to him, as his disappearance is shrouded in mystery and speculation. This uncertainty adds to the overall sense of intrigue and suspense in the story.

- Another modality category that emerges in "A Rose for Emily" is nostalgia. Faulkner portrays this sentiment through his vivid descriptions of the once-thriving town and its gradual decline over time. The townspeople reminisce about their past glory, longing for a time when traditions were upheld and societal norms were valued. This nostalgia not only reflects on a personal level but also serves as an allegory for the fading Southern aristocracy that once dominated society.

- The modality of rejection is also prevalent in "A Rose for Emily". As Emily defies societal expectations by engaging in a romantic relationship with Homer Barron, she faces rejection from both her family and community. Their disapproval stems from their strict adherence to social hierarchies and conventions which dictate who one should associate with based on class and reputation. This rejection significantly contributes to Emily's isolation and ultimately shapes her tragic fate.

- Guilt serves as another essential modality category within this story. As events unfold, it becomes evident that Emily bears guilt associated with her actions. Her inability to let go of her deceased father's presence leads to his body being kept in her home long after his passing. This guilt, combined with her fear of abandonment, fuels her desperate attempts to preserve love and connection, ultimately resulting in tragedy.

- The modality of denial plays a critical role in "A Rose for Emily." Emily's refusal to accept the passage of time and change is evident throughout the narrative. She clings to outdated customs and norms, refusing to acknowledge the transformation happening around her. This denial not only isolates her further but also highlights the destructive consequences that can arise from an inability to adapt

In conclusion, William Faulkner effectively employs various modality categories in "A Rose for Emily" to enhance the story's depth and complexity. Through uncertainty, nostalgia, rejection, guilt, and denial, readers gain insight into the motivations of the characters and the underlying themes within the narrative. Faulkner's masterful use of modality contributes to the story's enduring relevance and its exploration of human nature.

⁴⁷ "An Analysis on Rose for Emily" Yang Huang, July 2019, Journal of Social Science Studies 6(2): 202

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