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LANGUAGES LEARNING DEPARTMENT

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GRADUONYMIC RELATIONS IN DIFFERENT SYSTEMIC LANGUAGES

(Monograph)

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The monograph aims to convey useful information in the field of Language teaching and Language proficiency by highlighting the issue of graduonymic relations in different system languages on the basis of common and different aspects between languages. In linguistics on graduonymy, there is sufficient literature analyzed and conclusions are made. Also, in the realisation of logical and linguistic categories, the phenomena of linguistic parallelism, inparallelism, interparallelism, inparallel graduonymy, interparallel graduonymy were first studied in the monographic plan in this study. Typological analysis has been carried out, taking into account the inter-level realizations of these phenomena in languages. In addition, in objective being, syncretic, and in human thought and language, discrete distinguishing features of the meanings of substance and attribute in Uzbek and English are evidenced by the fact that they are realized in the manifestations of inparallel and interparallel micro- and macrofields.

This monograph is aimed at language teachers, students and researchers teaching philological and non-philological directions.

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Abbreviations:

AM – attributive meaning
SM – substance meaning
LSG – lexical-semantic group
LSR – lexical-semantic relation
LPW – Language Picture of the World
A – article
Adj – adjective
B – backlingual
CDC – category of Degrees
CN – category of Number
CV – category of Voice
F – forelingual
M – mediolingual
ON – ordinal numeral
P/to – particle *to*
Ph – pharyngeal
S – stative(s)

Introduction

Today, in order to take a special place in world integration, it is of great importance that newly trained personnel are armed with language knowledge. Given the emphasis on in-depth knowledge of both our national language and foreign languages, it is natural that there is a need to improve the language skills of language teachers and language learners (linguists). This requires strengthening the language literacy (Language Awareness, Language Skills) of teachers and language learners teaching languages in philological and non-philological directions, and this goal requires intensification of the real training of both subjects of the educational process (teacher-student) and improvement of educational tools: programs, textbooks, manuals and other continuous means.

At a time when the interaction of linguistic units and pragmalinguistic features are in the center of attention of linguists and language teachers in world linguistics, research of the inner nature and functions of language based on universal dialectical categories and laws is the realization of certain linguistic phenomena not only in one language system, but also in a series of languages with the same system and different systems can be a basis for obtaining clear conclusions about it. This principle, especially when it is taken as a basis for research in the field of cross-linguistics, is considered as an urgent issue in our modern science – Language Picture of the World and its linguistic possibilities (GEOR – Generality, Essence, Opportunity, Reason). It is possible to determine the place of the language in the process of transformation into speech realities (SERC – Singularity, Event, Reality, Consequence), and also to perceive the occurrence of phenomena and relations that have grown from the most superficial units of language to the level of linguistic

consciousness in the human language system (mono-systemic or multi-systemic languages) is sure to create.

As a scientific concept and phenomenon, it was first studied in Uzbek linguistics and soon became known in world linguistics. It was a linguistic reflection of general dialectical categories of quantity and quality, as well as the three main laws – the transition of quantity changes to quality changes and vice versa, negation of negation, and the law of unity and struggle of opposites. The phenomenon of **linguistic gradation or graduonymy**, which is a direct and real manifestation of the paradigmatic relationship between objective existence – human consciousness – human language, is attracting the attention of world scientists day by day, and a number of solutions to problems are being given by researching this linguistic phenomenon.

In this monograph, graduonymic relations, which have been singled out in Uzbek linguistics as a special type of relationship between linguistic units in science, and which are entering European linguistics today deal with the contradictions of linguistic units based on the increasing/decreasing of a common sign, the amount/level of the sign, are discussed at all levels of the linguistic system – both in phonetics and in the lexicon. The question of its occurrence in morphology, syntax and even stylistics is based on different language systems. On this basis, the separation of graduonymy as a type of linguistic relations and its place among other LSRs (Lexical Semantical Relations) were discussed (Chapter 1). In this case, synonymy and antonymy occupy a special place among LSRs, because the graduonymic series embodies synonymy and antonymy by its essence: while the members of the gradational series develop on the basis of a common (dominant) meaning, the two ends (poles) of the chain show contradiction (contrast). Therefore, in this work, an attempt

was made to analyze the relationship between these two phenomena with graduonymy and their occurrence in different languages.

The second chapter of the study is directly devoted to the problem of the realization of graduonymic relations at language levels in different systemic languages, and this realization shows parallelism in its essence. It is proved that the concept of linguistic parallelism is a relatively new concept. Therefore, parallelism is mainly observed in the fields of concrete sciences (informatics and mathematics) and is the implementation of more than one mathematical, computational and logical operations at the same time, directed to one goal and task. In the field of philology, in particular, linguistics, this phenomenon is almost unexplored, and it has become an object of research mainly in the course of literary studies: poetry and stylistic analysis. But in purely linguistic studies, parallelism has hardly been treated and has not been developed as a research method. In this work, parallelism appears not only as a way of differentiating certain linguistic meanings and categories, but also as a specific direction of graduonymic relations. In this regard, parallelism is defined as inparallelism (linguistic alternation realized within one language) and interparallelism (typological equivalence observed within several languages) and gradual parallelism as inparallel graduonymy (inparallel gradual (graduonymic) relations) and interparallel graduonymy (interparallel gradual (graduonymic) relations) types are separated and analyzed. This means that the work is relatively new among the studies carried out so far, and that the research object and method are based on it.

As a result of monographic studies, the occurrence of graduonymic relations in Uzbek and English languages in different

system languages is shown on the typological plan at almost all linguistic levels: phonetic, lexical, grammatical, stylistic and even paremic aspects. It is important that this differentiation is not only gradual (graduonymic), but it is realized on the basis of examples (Chapter 3). For further concretization and practical proof of this distinction, the mechanism of differentiating the meanings of subjectivity and attributiveness in the Uzbek and English languages in the form of micro- and macrofields in a gradual parallel direction is presented. For this, the structural levels of the language are selected and typological analysis is carried out. No matter how different the differentiation of substantive and attributive meanings is at these surface levels, it also shows integral aspects – parallelism, based on the example of inparallel and interparallel graduonymic chains.

On this basis, it can be assumed that graduonymic relations occur not only on the surface levels of the language, but also in the internal linguistic mechanism of the language, in the process of giving the language picture of the world, the linguistic classification of the phenomena of existence, and, in particular, in the process of distinguishing the meanings of substance and attributiveness. A detailed study of this effect allows to open and understand the phenomena that lie at the core of the construction of the language(s), the interactions between its different level units, and to dive deeper into the essence of the linguistic mechanism.

CHAPTER I. GRADUONYMY AS A TYPE OF LINGUISTIC RELATIONSHIPS

1.1. Graduonymy as a scientific phenomenon

It is known from the existing researches that in linguistics the issue of lexical or semantic field (a set of meaningful words and phrases included in a system indicating mutual relations) is a problem of world linguistics, in particular, in the works of Uzbek linguists, namely S.Ibragimov, S.A.Azizov, M.Asamutdinova, D.Kh.Bazarova, Kh.J. Bakaeva, E. Begmatov, M.Buranov, H.A.Dadaboev, R.Doniyorov, Kh.Jamolkhanov, Sh.Iskandarova, A.Jurabaev, I.A.Ismoilov, Yu.Ishankulov, T.Khojamberdiev and became a source of research in a number of other works[1]. In particular, Sh.Iskandarova referred to the semantic field as an example of the personal microfield in her scientific work and revealed its principles, stepwise (hierarchical) relationship between the field units, common and different aspects of the field and related phenomena[2].

In fact, the main task of lexical semantics is to study the relationships between words, the degree to which they are related to each other, to classify lexemes into types and groups in terms of meaning, and examples of lexical relationships, including hyponymy, homonymy, polysemy, synonymy, antonymy and others. Therefore, all the above-mentioned semantic categories, in particular, works devoted to synonymy and antonymy, constitute a large number in world linguistics. There are also scientific

[1]Искандарова Ш.М. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони). Филол.фан. д-ри. ... дисс. автореф. – Тошкент, 1999. – Б. 3.
[2]Шу автореферат. – Б. 49.

studies related to the comparison of these lexical relationships[3]. However, while attempts have been made in Uzbek linguistics to study them "not only at the surface levels of the language, but also at the level of language consciousness[4]," we can see that the phenomenon of graduonymy has not yet been studied in English linguistics[5]. Therefore, in this work, we would like to pay attention to the way in which the phenomenon of gradation occurs in the systems of languages, in particular in English, among various linguistic relationships.

It is known that means of expressing the meaning of degree were expressed in the researches of linguists such as A.N.Kononov, T.I.Trunina, S.N.Ivanov, A.G.Gulomov, M.A.Askarova, H.Ne'matov, R.Rasulov and their followers, and the meaning of quality and its level category in the works of Z.Marufov, I.Madrahimov, I.Hamdamova, M.Sodikova, S.Giyosov, M.Koldoshev, Kim Byong Il. The expression of the meaning of grade (level) in Uzbek linguistics is studied in the scientific works of Uzbek linguists O.Bozorov, Sh.Orifjonova, etc[6]. In N.D.Shirinova's PhD dissertation, the meanings of

[3]Исабеков Б.О. Лексическая антонимия в современном узбекском языке. Автореф.дисс. … канд.филол.наук. – Ташкент., 1973. – 16 с.; Юнусов Р. Полисемия и синонимия имен существительных места в современном узбекском литературном языке: Автореф.дисс. … канд.филол.наук. – Ташкент., 1974. – 26 с.; Сайфуллаева Р.Р. Синонимия повествовательных предложений в современном узбекском языке. Автореф. дисс. ... канд.филол.наук. – Ташкент, 1982. – 23 с.; Сиддикова И.А. Синонимия как микросистема языка. Монография. – Ташкент, 2008. – 138 б.

[4]Ширинова Н.Д. Ўзбек тилида предметлик ва белги-хусусият маъноларини фарқлаш воситалари: Филол.фан.номз. .... дисс.автореф. – Тошкент: 2010. – 7-б.

[5]Жумабаева Ж.Ш. Турли тизимли тилларда лексик ва стилистик градуонимия. – Т.: "Мумтоз сўз", 2017. – Б. 67.

[6]Искандарова Ш.М. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони). Филол.фан. д-ри ... дисс.автореф. – Тошкент, 1999. – Б.3.; Исабеков Б.О. Лексическая антонимия в современном узбекском языке. Автореф.дисс. … канд.филол.наук. – Ташкент., 1973. – 16 с.; Юнусов Р. Полисемия и синонимия имен существительных места в современном узбекском литературном языке: Автореф.дисс. … канд.филол.наук. – Ташкент,

substance and attributiveness are distinguished from the chain of *reality – human consciousness – language*, from the surface levels of language to the language picture of the world, i.e. linguistic consciousness, and the scientific hypothesis that “the linguistic consciousness is characteristic of the internal mechanism of the language” was put forward[7].

The phenomenon of gradation, which is expressed in various ways in the Uzbek language, has been studied as a whole functional-semantic field[8]. It is important to note that *graduonymy*, which was studied for the first time in Uzbek linguistics, is fundamentally different from terms such as *graduierung* (in German), *gradation* (as a stylistic term in English). The term *gradation* is defined in Uzbek as follows: *"Gradation (amplification). This is a way of gradually increasing or decreasing expressiveness. If expressiveness increases one after the other, it is called climans* (in fact, on page 112 of O.S.Akhmanova's book "Slovar lingvisticheskikh terminov" (Linguistic Terms Dictionary) it is not climans, it is given as climax and anticlimax. - Commentary by J.Sh. Djumabaeva[9]), if it decreases, it is called anticlimax. Means of expressiveness such as metaphor, epithet, synonymy are used in this. Gradation is in the form of a sentence, a sentence fragment[10].

1974. – 26 с.; Сайфуллаева Р.Р. Синонимия повествовательных предложений в современном узбекском языке. Автореф.дисс. ... канд.филол.наук. – Ташкент, 1982. – 23 с.; Сиддикова И.А. Синонимия как микросистема языка. Монография. – Ташкент, 2008. – 138 б.

[7]Ширинова Н.Д. Ўзбек тилида предметлик ва белги-хусусият маъноларини фарқлаш воситалари: Филол.фан.номз. ... дисс.автореф. – Тошкент, 2010. – Б. 7.

[8]Элмуродова Л.Н. Ўзбек тилида даража функционал-семантик майдони (белги даражаси микромайдони): Филол.фан.номз. ... дисс. – Тошкент, 2011. – 25 с.

[9]Жумабаева Ж.Ш. Турли тизимли тилларда лексик ва стилистик градуонимия. – Тошкент: “Мумтоз сўз”, 2017. – Б. 85.

[10]Шомақсудов А., Расулов И., Қўнғуров Р., Рустамов Ҳ. Ўзбек тили стилистикаси. – Тошкент: Ўқитувчи, 1983. – Б. 234.

The attitude to the concept of gradation in Russian is given in the above-given book by O.S.Akhmanova can also be learned from the definition: "Gradation in English. gradation, fr. gradation. Obobshchennoe nazvanie, obedinyayushchee climax and anticlimax. Gradation voshodyashchaya. To je, chto climax. Gradation niskhodyashchaya. To je, chto anticlimax[11]".

The English language also has the concept of gradation in encyclopedic sources: "*gradation* noun. 1. one of the steps in a series showing how one thing slowly becomes something else, for example how something becomes more or less heavy, serious, or bright: subtle gradations of color 2. a mark on something used for measuring, for example one of the marks showing the temperature on a THERMOMETER[12]" (that is, “one of the successive stages showing the gradual transformation of something into something else, for example, how something becomes more or less heavy, serious or bright: subtle gradations of color 2. A sign of something to be measured, for example, the signs indicating the temperature on a thermometer”).

In French: "gradation nf. Angmentation on diminution progressive et par degrés" is interpreted as "a decreasing angle by degrees[13]". Of course, such definitions are fundamentally different from the explanations given to the phenomenon of graduonymy, therefore, under the term of stylistic gradation, if the increase/decrease of the phrase, metaphor, metonymic figurative meanings used in one text is observed, in graduonymy, in general, the arrangement of words based on denotative gradation is

[11]Ахманова О.С. Словарь лингвистических терминов. – М.: Издательство “Советская энциклопедия”, – 1966. – С. 112.

[12]Macmillan English Dictionary for Advanced Learners. – UK, 2006. – P. 617.

[13]Dictionnaires Le Robert Sejer, Paris. 2008. P. 343.

understood[14]. At this point, it is important to remember O.Bozorov's research, which includes the implementation of grading at all linguistic levels, i.e., phonetic, morphological, syntactic and stylistic aspects of the language[15].

Sometimes the term graduonymy is equated with intensification. In particular, intensification in Russian linguistics was specially studied by linguists such as S.S.Safonova, I.I.Sushchinsky, E.I.Sheygal[16], while in English linguistics, D.Bolinger[17] conducted special research in this field. In linguistic studies, agreeing with Sh.Bally's opinion that "regardless of whether we are talking about a certain subject or event, abstract concepts, we can call the differences in their quantity, volume, value, power and similar categories as intensification[18]". For example, in Russian linguistics, *очень*, which is one of the quantity markers, is contrasted with *слишком*, *чересчур*, and *больше*, which are markers of universal language units. S.E.Rodionova and I.I.Shegal connect intensity with the categories of quantity and quality[19], in particular, I.I.Shegal considers intensity as a category of transformation of quantitative changes into qualitative changes. Although here, not linguistic, speech grading is meant, but in

[14]Жумабаева Ж.Ш. Турли тизимли тилларда лексик ва стилистик градуонимия. – Т.: “Мумтоз сўз”, 2017. – Б. 68.

[15]Бозоров О. Ўзбек тилида даражаланиш. Монография. – Тошкент, 1995. – 131 б.; Бозоров О. Ўзбек тилида даражаланиш: Филол.ф.д. ... дисс.автореф. – Тошкент, 1997. – 51 б.

[16]Сафонова С.С. Местоименно-союзные предложения с семантикой интенсивности в языке современной прессы: Автореф.дисс. ... канд.филол.наук. – Казань, 2002. – 27 с.; Сущинский И.И. Словарь усилительных словосочетаний русского и немецкого языков. – М., 1997 – С. 384.; Шейгаль Е.И. Интенсивность как компонент семантики слова в современном английском языке. Дисс. … канд.филол.наук. – М., 1981. – 156 с.

[17]Bolinger D. Degree words. – Paris: Lions, 1972. – 324 p.

[18]Балли Ш. Французская стилистика./перевод с французского К.А.Долинина. под.ред. Е.Г.Эткинда. – М., 1961. – Б. 202.

[19]Жумабаева Ж.Ш. Турли тизимли тилларда лексик ва стилистик градуонимия. – Т.: “Мумтоз сўз”, 2017. – Б. 68.

principle it is much closer to the problem of linguistic graduonymy. If it (gradation) is in language, it is not intensity, but graduonymy.

Nevertheless, it would not be correct to say that this phenomenon interpreted as *градуальность (gradualnost, graduality)* in Russian linguistics is exactly the same as the phenomenon of graduonymy developed in Uzbek linguistics. For example, S.M.Kolesnikova also called grading scale signs of adjectives in speech starting from zero as *градуирование (graduirovanie) or градуальность (gradualnost)*[20]. In fact, it is not based on ranking the gradable signs of quality (depending on the quantitative and qualitative development), but in the pragmatic aspect, the category of intensity, which includes quality changes based on the subjective factor in the context of the increase, is meant. For example, if the sequence of words *холодный→ прохладный→теплый→горячий* is taken, it is inappropriate to talk about intensity here, because there is no context. Intensity differs from the other categories given above according to the level of concretization (specificity) and the state of objectivity.

The graduonymic series can include all lexemes whose denotation is variable on the basis of the main distinguishing point (from less to more, from slow to fast (or vice versa), from neutral to coloring (or vice versa), from negative to positive (or vice versa). In addition, words and phrases with different connotative coloring in intensity if it is used with elements meaning intensity (strength) (*dang`illama qasr (huge and luxurious castle), misli yo`q qasr (incomparable castle), tengsiz qasr (incomparable castle)*), and in graduonymy (graduation) different words with

[20] Колесникова С.М. Семантика градуальности и способы ее выражения в современном русском языке. – М., 1998. – С. 17.

signs of real increase/decrease are involved: *uy→saroy→ koshona→qasr* – it is considered a graduonymic series according to its magnificence.

T.V.Matveeva suggests introducing the term "transcendental" instead of the term "intensity". Although the word "chrezmernost" itself implies semantic-functional increase/decrease, the words "*чрезмерность*" and "*чересчур*" are often used in a negative sense. Therefore, we think that this term is not exactly the same as intensity.

In the framework of cognitive linguistics, the category of intensity can be understood by such concepts as "relevance", "moving, acceleration". There may be all kinds of graduonymy evident in a process where there is intensity. For example: *Ko`chada kuchli yomg`ir yog`yapti. Qara, u yanada kuchaydi. Sel. – Selning quyishini qara, bunday kuchli jala quyganda uyda o`tirish kerak* (from the "Sado" newspaper)[21] (It is raining heavily on the street. Look, it's getting stronger. Flood. - Look at the pouring of the flood, when such a strong rain pours, you should sit at home).

It is also important to distinguish intensity from hyperbole. **Hyperbolization**, which gives an emphatic character, enhances expressiveness, and enriches the content, has the characteristic of unrealistic amplification. In the book "Uzbek Language Stylistics" exaggeration, i.e. hyperbola, is defined as follows: "Exaggeration – hyperbola is derived from the Greek word hyperbole, which means to exaggerate[22]". This also means exaggeration, unrealistic exaggeration in a certain context, not based on one theme.

[21]Жумабаева Ж.Ш. Турли тизимли тилларда лексик ва стилистик градуонимия. – Т.: "Мумтоз сўз", 2017. – Б. 68.

[22]Шомақсудов А., Расулов И., Қўнғуров Р., Рустамов Ҳ. Ўзбек тили стилистикаси. – Т.: Ўқитувчи, 1983. – 244 б.

Exaggeration is often present in a staid compound. For example: *do`ppisini olib kel desa, boshini olib keladi; ur desa, ko`zini chiqaradi* (if he says to bring his hat, he will bring his head); *ur desa, ko`zini chiqaradi* (when he hits, he pops his eye out); *ovozing yeti mahallaga eshitilyapti* (as if your voice is heard in seven neighborhoods). When talking about intensity and gradunomy, it is important to dwell on expressiveness. Expressiveness is carried out with the help of words used to give color to the text, stronger meaning and full reflection of the author's attitude, in the construction of graduonymic series it is also possible to rank some words according to their color, and this connotation is characterized by an inherent characteristic. In intensity, it is observed that a lexeme is used several times in a single text in different forms, i.e. in simple, neutral, bookish and expressive forms. In conclusion, it can be said that in order to completely distinguish between graduonymy, gradation, and intensity, exaggeration, that is, hyperbole, first of all, it is necessary to get acquainted with the works devoted to graduonymy in Uzbek linguistics and, in addition, the intensity categories such as gradation should be carefully studied in Russian, English and other European languages. In Uzbek linguistics, intensity has not been studied until now, and there are very few works devoted to gradation in stylistics. That is probably why there are cases of the same interpretation of gradation in the Russian linguistics and graduonymy in the Uzbek linguistics. We will also draw attention to the issues of gradualness and graduonymy, which have been studied in linguistics and are still relevant topics as an object of research, and express some of our considerations. The main purpose of this is to reveal the difference between *graduallik* ва *graduonimiya* in the Uzbek linguistics. *Gradualnost* or

graduirovanie is treated as a category in some research works, but we can observe that it is approached as a method (priyom) in researched works from the point of view of stylistic, artistic language analysis. But it cannot be denied that there are all the signs that are embodied in the phenomenon of gradation even in *graduirovanie*, which is being studied in the Russian linguistics. At the same time, we found it necessary to reveal that the lexical graduonymy studied in the Uzbek linguistics is quite different from it through the following points.

The analysis of works related to the phenomenon of gradation in world linguistics, especially in the Russian linguistics, shows that if this scientific problem is seen in the Uzbek linguistics at the level of language (and even at the level of linguistic consciousness), in the Russian linguistics it is studied on the example of speech. On this issue, the works of S.A.Tikhomirov, G.V.Kireeva, S.M.Kolesnikova, S.S.Kadyseva can be cited. Consequently, the term graduator was used only in the Russian linguistics. In particular, if we pay attention to the research of S.M.Kolesnikova and his followers, we can see that several terms related to gradualness are used in their work, including **graduator** (*graduator*), **gradosema** (*gradoseme*), **gradasionnaya shkala** (*gradation scale*), etc. Before we dwell on these terms, let's look at the definition of gradualism by Russian linguists: "Resultaty faktologicheskogo analiza govoryat o tom, chto, kak pravilo, graduirovaniyu podvergayutsya fiziologicheskie i psixicheskie sostoyaniya subyekta, yego parametricheskiye i otsenochniye kharakteristiki, takje graduiruyutsya vremenniye kharakteristiki i stepen rezultativnosti kakogo-libo protsessa. Ponyatiye gradualnosti otrajayet kovnost chelovecheskogo soznaniya graduirovat razlichniye velichini. "Sushchestvovaniye v zvuke

spetsialnikh sredstv, virajayushix graduirovaniye, svidetelstvuyet o znachimosti dannogo ponyatiya v lingvistike". It is clear from this definition that it is not about the gradation of language lexemes, that is, noun, adjective, pronoun, adverb or verb, but about gradation in speech. For this reason, Russian linguists who studied the phenomenon of graduirovaniye called the words that lead to the level of gradualness "graduators".

It can be recognized separately that although I.V.Nazarova states that no decision has yet been reached on the issue of gradualism, she expresses an opinion on two different ways to achieve gradualism: *explicit means* and *implicit means*. If explicit means are understood as quantitative and qualitative signs related to the external side of the lexical unit, then implicit means are defined as the presence of only quantitative (quantitative) signs in the semantics of the lexical unit: proyavlenie priznaka (M.V.Bondarenko, S.M.Kolesnikova, N.D.Fedyaeva)". In our opinion, it is necessary to pay attention not only to quantitative, but also to qualitative changes, because it is known in science that quantitative changes gradually turn into qualitative changes. However, he pointed out that there is no unanimity among scientists in the naming of explicit tools, that there are a number of terms such as specifier (N.Chomsky), qualifier, gradator (A.E.Levitsky), intensifier (I.I.Turansky, K.M.Suvorina), which generalize all of them. It shows that there is no complete agreement on the use of a single term. While conducting research related to the English language, the author gives the following examples of adverbs as means of expression of the category of gradualness: *absolutely, just, barely, completely, directly, exactly, extensively, hardly, perfectly, slightly, thoroughly*. I.V.Nazarova divides these adverbs-graduates into several groups according to whether they

are used at a higher or lower level when they are used in a syntactic unit, a phrase, and justifies them on the basis of examples. It should be noted here that the idioms given in the examples cannot always give the level indicated by the scientist, because in the process of creating a text, the author uses linguistic units, in particular, idioms, in an individual (specific) way, therefore the contextualization of these units the meaning may differ from the lexical meaning (occasionally the meaning and content they denote may be relative). In addition, we see that I.Nazarova treated the English unit *enough* as an explicit tool: *But to my way of thinking, to actually get to sleep you'd have to know that the next day would be hot as well, and the one after that, and that enough hot days lay in store in your lifetime to do all conceivable hot-day activities in a calm and measured manner with no sense of urgency whatsoever (H.Fillding). In our opinion, it does not show the high or low level of the word hot, but it refers to the quantifier of the word days (in turn, the quantifier of the hot seme, which defines the word days).*

The studied gradualnost in the Russian linguistics is sometimes confused with intensification, and in some cases it is recognized that it has similarities with gradation, which is a stylistic tool[23]. But linguistic graduonymy, in particular lexical graduonymy, as studied in Uzbek linguistics, is fundamentally different from intensification, graduality and/or gradation both linguistically and pragmatically-functionally, it can be justified through the above analysis.

Based on this, it is appropriate to say that the linguistic gradation phenomenon studied in the Uzbek linguistics is implicit, based on the dictionary meaning of the word, that is, manifested through signs of quantitative and qualitative changes of the inner

[23]Тарланов З. Заметки об идиостиле Н.С.Лескова//Южнословенски филолог LXIV 2008 – С. 488.

side of the linguistic unit. In the words of the scientists who founded the scientific phenomenon of graduonymy and caused its development and spread at the level of a separate phenomenon: "In the semantics of linguistic units, i.e., without other linguistic means, the mutual contradiction of a certain sign according to its growth/decrease (that is, the increase/decrease of qualitative and quantitative signs). The term graduonymy reflected in the Uzbek linguistics was artificially created on the basis of connecting the part of -onymy, which is a common component of synonymy, homonymy, antonymy, etc., reflecting a linguistic-spiritual relationship, with the Latin word *gradu* ("degree", "stage"). This definition, by itself, serves to show more clearly the difference of this phenomenon from the categories of graudirovaniye, gradualnost.

To better understand the phenomenon of linguistic gradation, it would be appropriate to examine the place of gradonymy among other lexical-semantic relations (LSRs).

1.2. The relation of graduonymy to other linguistic relations

Linguistic gradation by its nature is the direct manifestation of the following dialectical principles (laws) together in one event:
1) transition of quantitative changes to qualitative changes;
2) deny the denial;
3) unity and struggle of opposites.
In fact, the first law reveals in the graduonymic series, the quantity and weight of the same type of sign gradually changes from one quality to another, and the other to the next;

2) the second law includes the two extreme ends of the gradation series negate each other along with the confirmation of a certain sign;
3) the third law manifests that the words that are in a relationship of negation, contradiction, antonymy unite around one leading word and form one meaningful series – gradation, graduonymic series.

The study of the phenomenon of graduonymy is just beginning in linguistics, but the law of the transition of quantitative changes to qualitative changes, which is the main development law of nature and society and is reflected in its infinite phenomena, could not remain reflected in language and recorded in one way or another in linguistics[24]. For example, O.Yespersen in his work "Philosophy of Grammar[25]" shows that mutually differentiated objects in existence are manifested in graded forms in language, S.D.Katsnelson shows that there is always an intermediate third event between two contradictory events, reality (for example, "good" and "bad") and notes that there may be many more symbols and values among concepts or values).

The essence of grading on the basis of signs in existence is that qualitative and quantitative specificity is embodied in the signs-properties of things. For example, a person goes through the stages of infancy, youth, maturity, old age, and a plant goes through the stages of germination, seedling, growth, and withering – it (organism) grows and changes. Colors and symbols in nature are so diverse that they exhibit self-grading chains – for example, dyers distinguish and grade more than ten types of a single black color from light to dark.

[24]Бозоров О. Ўзбек тилида даражаланиш. – Т.: Фан, 1995. – Б.36.
[25]Есперсен О. Философия грамматики. – М.: Изд-во иностранной литературы, 1958. – 404 с.

Linguistic gradation has its own linguistic and speech characteristics as it reflects the law of transition of quantitative changes to qualitative changes. O.Bozorov stated that "in some cases, quantitative changes characteristic of a certain sign do not lead to the formation of a new quality, in other words, a quantitative change can occur within one quality. For example, the length-shortness, hardness-softness of sounds, cases of decrease-increase of original adjectives, narrowness-wideness of meaning volumes of lexical units are among them. Sometimes, due to the continuous increase in the quantity and weight of one type of sign, one type of quality changes to another, and the other to the next, gradually, step by step, in this way, a chain of quality changes is formed. For example, *ancient – middle – new* (period); *baby – infant – child – teenager – young man – senior man – old man* in the graduonymic series, quantitative changes go to the qualitative stage.

In linguistics, it is noted that graduonymy is associated with many semantic relations, such as synonymy, antonymy, hyponymy, meronymy (partonymy, holonymy), plesionymy. Nevertheless, the chain of gradation is embodied in its essence as a phenomenon that combines synonymy and antonymy: members of a graduonymic series show synonymy, while the two ends of the series represent contradiction (antonymy). Therefore, when talking about graduonymic relationships in different system languages, it is desirable to have a complete idea of the relationship between synonymy and antonymy.

1.2.1. Graduonymy and synonymy. As ancient as the science of language is (considering that the study of language goes back to the time of Aristotle), the study of the phenomenon of synonymy (and antonymy) goes back even further. This, of course, is related

to the fact that people, as a product of their first epistemological activity, began to understand/differentiate/separate the processes of existence, such as real and unreal things, events (and their characteristics), actions (and their states), which are similar (and different) to each other. Admittedly, synonymy is not only a lexical but also a linguistic phenomenon in world linguistics (such as L.Murphy, P.Edmonds and G.Hirst, S.Felbaum, D.Cruz[26], R.Sayfullaeva, I.Siddikova, R.Yunusov[27]) has been consistently researched, not only printed but also online synonym dictionaries have been created[28], and despite the fact that a lot of work is being done on the placement of synonyms in WordNet, unfortunately, we cannot say that enough research has been carried out regarding its relationship with linguistic ranking, similarities and differences. For example, the research conducted by H.Ne'matov, O.Bozorov, J.Jumabaeva in this regard can be cited as an example. In his scientific work, O.Bozorov gives some information about the interaction between the phenomena of graduonymy and synonymy, among which he supports the opinion of V.G.Pavlov and writes as follows: *‘‘The phenomena of graduonymy and*

[26]Murphy M.L. Semantic relations and lexicon//CUP. 2003. Synonymy. ELL. P.376-378; Edmonds P & Hirst G. Near-synonymy and lexical choice//Computational Linguistics, 2002, MIT Press. № 28 – P. 105-144.; Fellbaum C. WordNet: An electronic lexical database. – Cambridge, MA: MIT Press, 1998. – 423 p.; Cruse D.A. Lexical Semantics. – Cambridge University Press, 1986. – P. 88.

[27]Сайфуллаева Р.Р. Синонимия повествовательных предложений в современном узбекском языке. Автореф.дисс. ... канд.филол.наук. – Ташкент, 1982. – 23 с.; Сиддикова И.А. Синонимия как микросистема языка. Монография. – Ташкент, 2008. – 138 б.; Юнусов Р. Полисемия и синонимия имен существительных места в современном узбекском литературном языке: Автореф.дисс. … канд.филол.наук. – Ташкент, 1974. – 26 с.

[28]Webster’s New Dictionary of Synonyms. – Massachusets, 1984; Апресян Ю.Д., Ботякова В.В., Латышева Т.Э. и др. Англо-русский синонимический словарь. – М., 2000. – 544 с.; Ҳожиев А. Ўзбек тили синонимларининг изоҳли луғати. – Т., 1974. – 308 б.; Ушакова О.Д. Синонимы и антонимы: Словарь школьника. – М., 2008. – 96 с.; Жуков В.П. Словарь фразеологических синонимов русского языка. – М., 1987; Каргаева Т.А., Мисикова Б.Г., Таучелова Р.И., Цопанова Р.Г. Школьный русско-осетинский словарь синонимов. – Северная Осетия, 2003. – 164 с.; Гаврилова А.Н. Словарь синонимов и антонимов современного русского языка. – М., 2013.

synonymy differ sharply in terms of their basic features. Because synonymy is based on the identity of the semes of two or more lexemes and phrasemes, graduonymy rests on the gradational difference in the main semes. From this it becomes clear that in synonyms the main meanings are equal, and in graduonymy they are not equal[29]*".* This definition is the best explanation given to the phenomenon of linguistic gradation, which actually grows out of synonymy, so to speak, showing the mutual cooperation of synonymy and antonymy, and paves the way for the study and analysis of gradual relations as a separate linguistic phenomenon. In addition, in order to develop corpus linguistics in each language, including Uzbek, the importance of studying the difference and interrelationship between synonyms and graduonyms is becoming clear day by day.

First of all, in the analysis of synonyms in different languages, we see that they are divided into many types, such as pure synonyms, quasi-synonyms, contextual, occasional synonyms, logical synonyms, cognitive synonyms, stylistic synonyms. But in the dictionaries created in all these languages, it is emphasized that not all synonyms can always express the same meaning. In particular, it is recognized that there are very few pure synonyms in the English language, and it is shown with examples that synonyms given in thesauruses cannot replace each other. For example, the words *elated* and *happy* are borrowed, and *happy* can be used instead of *elated*, but it is emphasized that *happy* is not considered a synonym for the original meaning of the word *elated*. The following example will try to prove that the word *elated* can be considered as a hyponym of the word *happy*: Britt is elated. → Britt is happy. (Thus, we can't say: Britt is elated, but she's not

[29]Бозоров О. Ўзбек тилида даражаланиш. Монография. – Тошкент, 1995. – Б. 84.

happy) – Britt is in seventh heaven → Britt is happy. (So we can't say that Britt is in seventh heaven, but she's not happy). Britt is happy. Britt is elated. (So, we can say: Britt is happy, but she's not elated.) – Britt is happy. → Britt is in seventh heaven. (So we can say that Britt is happy, but not in seventh heaven)[30]. So, because the word *elated* has a higher, stronger level than the word *happy*, even when they change places, we can see that the original meaning and essence of one cannot be fully given by the other, which in itself indicates that the phenomenon of graduonymy has not been studied in English[31].

In order to study the relationship between synonymy and graduonymy in English, we turned to the thesaurus(s) and witnessed the presence of pure synonyms among mutually meaning units in the sources. For example, *abuse* vb *Abuse, misuse, mistreat, maltreat, ill-treat, outrage* all denote to use or treat a person or thing improperly or wrongfully. Abuse and misuse are capable of wider use than the others, for they do not invariably imply either deliberateness or wantonness {I can't abuse your generosity to that extent. You're doing more than enough for me already—Mackenzie}.

As can be seen from this analysis, although the words *abuse, misuse, mistreat, maltreat, ill-treat, outrage* are included in the dictionary of synonyms, we can observe not only a stylistic (connotative) difference between them, but also a denotative difference: therefore, *misuse* means "subversion" (destruction/ loss/destruction/subversive process) refers to the wrong doing, misuse, abuse of something, *abuse* means the termination, loss of

[30]Edmonds P & Hirst G. Near-synonymy and lexical choice//Computational Linguistics, 2002, MIT Press. № 28 – P. 105-144.

[31]Жумабаева Ж.Ш. Ўша манба. – Б. 94.

an object/action/situation with its consequences. This word by itself takes the next position in the direction of "increasing subversiveness" among the elements that are arranged on the basis of the differentiating scheme of *destruction/loss/subversiveness* and the words *mistreat/maltreat/ill-treat* take the status of the next intensive member in the form of a demonstration of oppressive-ignorant activity as words with very close meanings. *Outrage* occupies the last strong end of this graduonymic chain, therefore, this word means unlimited oppression, aggression, destruction. It seems that among the lexical units with the same meaning included in the dictionary, there is a specific gradual relationship:

Intensification of the meaning of subversion

misuse ~ abuse ~ mistreat/maltreat/ ill-treat ~ outrage

Neutralization of the meaning of subversion

Picture 1.2.1.1. Graduonyms on the seme "*subversiveness*" in English

Sometimes separate analogous words can form a separate graduonymic series, that is, the levels are determined according to the scale of use, and the members of the series consist of analogical units. As an example, words such as *hurt, injure, harm, damage, impair, mar, spoil,* which are not included in the graduonymic series of the word *abuse,* should be arranged in a separate graduonymic series because they show analogical meaning:

hurt ~ injure ~ harm ~ damage ~ impair ~ mar/spoil

There are not only differences between synonymy and graduonymy, but also commonalities. One of them is: openness (unrestrictedness) of synonymous and graduonymic series(s). That

is, the lines of meaning can be filled, first of all, based on the requirements of the time, speech, and society. Secondly, semantic lines are connected with speech units, phraseological expressions, types of independent lexemes, made-up words, word combinations, verbal figurative meanings of words, and their line is expanded with the means of speech semantics (contextual synonymy). Another common point is that both types of lines are united around one main lexeme (dominant). In this case, the main feature of the main lexeme is that the expressions contained in the lexeme`s seme are neutral compared to the defined and clarified expressions. For example, in the synonymous line of *child – offspring – generation*, child is a dominant word, and in the graduonymic line of *sapling – seedling – tree*, tree is a main word.

As mentioned above, no matter how widely synonymy has been studied in the science of language, the principle of separating graduonymy from it and thereby classifying language units on the basis of gradable units is still a pending issue. According to J.Jumabaeva, who specially researched lexical and stylistic gradation in English, "the creation of graduonymic dictionaries of words helps to distinguish synonyms and graduonyms[32]". Taking into account the modern requirements of language users today, we believe that this principle should be reflected not only in printed, but also online dictionaries.

1.2.2. Graduonymy and antonymy. The phenomenon of antonymy has a special place in the history of linguistics as a necessary form of semantic relations. There are still unresolved confusions in the field of semantic relations, such as the view of antonymy as a form of synonymy. However, synonymy and antonymy are in different types of spiritual relationships and are

[32]Жумабаева Ж.Ш. Ўша манба. – Б. 109.

well studied in the world, especially in the Uzbek linguistics. For example, issues of antonymy such as *konversivnost, dopolnitelnost* (addition), antonyms with "implicit gradation" have been researched[33]. Also, in O.Bozorov's research on gradation, there is brief information about the relationship between antonymy and graduonymy. The author of the article "On Antonymy in English" In Seok Yang divides antonyms into two categories[34]. On this basis, we focus on the analysis of antonyms that can form a graduonymic series, that is, antonyms whose poles are antonyms, and when both words are considered antonyms, they can form a graduonymic series separately, not mutually. Antonyms, according to English scholars, can have degrees, i.e., comparative and accusative degrees, while complementary and conversive pairs do not have degrees. Taking this into account, it follows that gradable antonyms can form a graduonymic series, that is, there can be no intervening words between single-married. By putting the word *normal* between *big-small* antonyms, it is possible to see that both antonyms are graded on the basis of connotativeness. To respond to another point in the above-mentioned article, it is appropriate to consider graduonymic relationships based on antonyms in English.

Antonyms are divided into groups according to their answers to questions asked to the pair “How-Adj - - -”[35]. The main reason for the division of antonyms into these groups is that they depend on the answer given to the question “How-Adj - - -”. Since polar and parallel antonyms can be answered using both antonyms, they are considered neutralizeable, as proven by the following

[33]Лайонз Дж. Введение в теоретическую лингвистику. – М.: Прогресс, 1978. – С. 485-495.

[34]In-Seok Yang. On antonymy in English//Language and linguistics. Volume 19, Scientific Journal. – UK, 1993. – P. 75-100.

[35]Ўша асар. – Б. 75.

examples: (1) a. How old is he? How young is he? (2) a. He's 60 years old/*young. b. He's 30 years old/*young. c. He's one day old/*young. (3) a. He's very young/*old. b. He's as young/*old as she is. All answers to these questions in (2) that contain *old* are valid, except for *young*. Therefore, the word *old* can be considered here as an unmarked member of the antonym pair *old/young*. It should also be noted that the presence of continuation sentences in (3) ensures the completeness of the answer. For example, "he is two years old/*young". The author, considering the pragmatic basis of the pairs of neutralizing antonyms, emphasizes that there is no sharp boundary between the pairs on the age scale of the antonyms *old* and *young*. He illustrates the following diagram, where *old* age begins with *youth* and *youth* continues until *old* age (the diagram is taken from In-Seok Yang. On antonymy in English. Language and linguistics. Volume 19, p. 90)[36]:

Continuum of age *young↔old*

0 Start terminus 0 → → → → → → → → → → → → boundary

Now, if we come to the issue of direct connection of antonymy with graduonymy, graduonymy is also related to antonymy as a separate linguistic phenomenon that combines synonymy and antonymy. Consequently, as the two poles and boundaries of the graduonymic series gradually reach the level of contradiction, this is also an example of antonymy in some sense. At the same time, analyzing the pairs that the scientist called neutralizing antonyms, we came to the conclusion that in most cases such antonyms can have a graduonymic series, and we present the location of these pairs in the graduonymic series below:

[36]Жумабаева Ж.Ш Ўша асар. – Б. 100.

Continuum of age *young old*

0 newborn → baby → infant → toddler → child → youngster → teenager → adult → oldster

Start terminus

0 → → → → → → → → → → → → → → → → → → 100

A similar line can be observed in the Uzbek language[37]:

ninni ~ chaqaloq ~ go`dak ~ bola ~ bolakay ~ o`smir ~ o`spirin ~ yigit ~ erkak ~ amaki ~ chol

This series is based not only on age, but also on the basis of gender (male) priority, and the opposite (female) chain can be expressed as follows:

ninni ~ chaqaloq ~ go`dak ~ bola ~ qizaloq ~ o`smir qiz ~ o`spirin qiz ~ qiz ~ juvon ~ opa ~ ayol ~ xola ~ kampir ~ momo...

The underlined words in this line show the (extreme) relativity of the units, their changeable and conversive character, and even their contextual-connotative coloring (such as dialect, individuality, uniqueness, slang). This once again proves that the graduonymic chain(s) consisting of different groups of antonyms is not only open, but also has a transpositional, conversional and even temporal nature of its (series) members.

[37]Остига чизилган сўзлар нисбий, темпорал, диалектик характерга эга бўлиб, асосан услубий (сўзлашув ва бадиий) колористикага эга.

As we said above, the antonymic series units are sometimes understood by the question How+adj…? and answered by a corresponding unit. For example, to separate units from this line a) How happy is he/she? b) How unhappy is he/she? Giving answers like:

a. He/She is contented.
He/She is grateful.
He/She is glad.
He/She is pleased.

b. He/She is sad.
He/She is unfortunate.
He/She is sorrowful.
He/She is distressed.
He/She is upset.

If we make the ranking series based on these examples, we will see that the following ranking series will be formed:

Intensification of *happiness*

contented ~ grateful ~ glad ~ pleased ~ joyful ~ happy

Neutralization of *happiness*

Picture 1.2.2.1. A serie of units answering the question *"How happy is he/she?"*

A relationship of relative increase (intensification)/decrease (neutralization) can be seen among the units under the "happiness"

theme in the row. A similar relationship can be observed in the following line:

Intensification of *unhappiness*

upset ~ sorrowful ~ sad ~ unfortunate ~ distressed ~ unhappy

Neutralization of *unhappiness*

Picture 1.2.2.2. A serie of units answering the question *"How unhappy is he/she?"*

It can be seen that the lexical units arranged along this line undergo a relative gradual change (increase/decrease) (which is a convenient example to avoid the misunderstanding of graduonymy: units grow/increase/intensify only on the basis of a certain distinguishing sign).

By aligning the above lines into one common graduonymic series, it becomes possible to identify antonymic units, more precisely, to visualize the place and position of antonymic pairs in the gradation series:

Intensification of *unhappiness*

...happy ~ joyful ~ pleased ~ glad ~ grateful ~ contented ~ upset ~ sorrowful ~ sad ~ unfortunate ~ distressed ~ unhappy...

Neutralization of *unhappiness*

Picture 1.2.2.3. Gradual units on *happiness/unhappiness* seme

Based on the above chain, the fact that the two extremes (polar) of the gradual series exhibit mutual contradiction is once again confirmed: *happy↔unhappy*. The units located between the polar

antonymy *happy ~ ... unhappy* are also distinguished by the fact that they also form a specific (partial) contradiction: *joyful↔distressed, pleased↔unfortunate, glad↔sad, grateful↔ sorrowful, contented↔upset...* These antonymic pairs of a complementary nature certainly represent an increase in polar antonymy (there is also a case for viewing this type of conflict as contextual antonymy).

Also, How+adj…?, more precisely, a) How happy is he/she? b) How unhappy is he/she? among the antonymic units that can be the answer to the questions, we observe the relative contradiction of auxiliary analytical tools, asking questions like: a) How happy is he/she? b) How unhappy is he/she? We can get following realisations (Appendix 3):

a. *He/She is so happy.*
   He/She is really happy.
   He/She is extremely happy.
   He/She is a little bit happy.
   He/She is quite happy.
   He/She is very happy.
   He/She is absolutely happy.

b. *He/She is so unhappy.*
   He/She is really unhappy.
   He/She is extremely unhappy.
   He/She is a little bit unhappy.
   He/She is quite unhappy.
   He/She is very unhappy.
   He/She is absolutely unhappy.

Based on these examples, if we build the ranking series, we will see that the following chain is formed:

Intensification of *happiness/unhappiness*

...a little bit ~ quite ~ really ~ so ~ absolutely ~ extremely...

Neutralization of *happiness/unhappiness*

Picture 1.2.2.4. A serie of gradual analytic units answering to the question *How happy/unhappy is he/she?*

The chain above exhibits polar/parallel antonymy among the auxiliary: *a little bit* ↔ *extremely*. The rest of the members between the antonymic pair are also extremely arranged in a specific position based on a specific contradiction, but they have a complementary character: *quite*↔*absolutely, really*↔*so...* this situation even has a sign of contextual adaptation and can represent a transition (transposition) (of course, such issues are a source of separate research and are not the purpose of this work).

At this point, we found it necessary to dwell a little on contextual antonyms. We begin the study of contextual antonymy by analyzing the contextual antonyms of colors. In this case, we will try to find out how the antonymic relations in color-denoting adjectives are always expressed with their antonyms through words that have the opposite meaning, and how this situation is presented in the two languages being compared. For example, if we take *black coffee/white coffee* in English, in Uzbek they are not used in the style of *black coffee/white coffee*, but in the style of *қора кофе/сутли кофе (black coffee/coffee with milk)*. Also, *black market/white market* (illegal/legal market) in English can be

translated as *black market/bazar* (illegal/legal market) instead of black market/white market in Uzbek[38].

During the review of contextual antonyms denoting color in the English language, the following opinion was reached: *qora – black* corresponds exactly with the translation and is used more frequently with its lexical antonym (white) (black coffee/white coffee). In addition, it is observed that the word black is a contextual antonym with the words *gray*, *red*: *black hair – gray hair*; to be in the black (If a bank account is in the black, it contains some money, and if a person or business is in the black, they have money in the bank and are not in debt) – to be in the red (If you or your bank account are in the red, you owe money to the bank[39]). But sometimes *yellow/brown* is antonymous with *green* (brown and green leaves), *white, pink, blue* (*A pink-collar worker is someone working in the care-oriented career field or in the fields historically considered to be the women's work; A white-collar worker is a person who performs professional, managerial, or administrative work; work may involve skilled or unskilled labor*[40]). Here, based on these examples, one can see a specific gradation of working conditions according to the level of difficulty/ease:



Picture 1.2.2.5. The level of difficulty of working facilities

[38]Жумабаева Ж.Ш. Ўша манба. – Б. 106.

[39]https://dictionary.cambridge.org/ru

[40]https://en.m.wikipedia.org

Contextual antonymy related to color is also found in Uzbek: the colors of the traffic lights, in particular *red* and *green*, show contextual antonymy: *Qizilda o`tib ketdi, garchand ta`qiq hushtagini eshitgan bo`lsa ham. Yashil yonsaydi, tezroq yetib olardik unga.* – He passed on red, although he heard the prohibition whistle. If it turns green, we can reach it faster. This antonymy of color types is also found in the military context – *red* and *green* used in the military field have a specific function: *red* is perceived as a signal of danger, *green* is understood as a symbol of a peaceful situation, free of danger.

It should be noted that determining the relationship of graduonyms with other LSRs serves not only a deeper understanding of the essence of the phenomenon of linguistic graduonymy, but also serves many practical purposes. For example, despite the fact that many consistent dictionaries and language corpora have been created in English and almost all semantic categories are included in them, they are not sorted based on the gradual method; and on the contrary, unlike European linguistics, Uzbek linguistics studies the phenomenon of linguistic graduonymy on a scientific basis and serves to spread it to Europe, but it still needs to show leadership in creating language corpora. Of course, in this case, language corpora should rely on the levelling method in the semantic and functional description of language units, and it should be more convenient to use the groups and members living in the corresponding cells in our mind according to the need of speech, the content, purpose and form of thought.

In addition, studying the relationship of graduonymic relations with other LSRs will also have a positive effect on the language teaching process. In this case, when teaching language

units, teaching them by forming appropriate thematic groups and units, including graduonyms, synonyms, antonyms, serves to develop not only vocabulary, but also logical thinking and speed skills of language learners.

CHAPTER II. THE OCCURRENCE OF GRADUONIMIC RELATIONS AT LANGUAGE LEVELS IN DIFFERENT SYSTEMIC LANGUAGES

2.1. About the phenomenon of linguistic parallelism

Parallelism (Greek *parallelos* – standing next to each other) is the common and similar side(s) of two subjects/events being compared in science, known as incorrect repetition, and is realized in the language in the form of language (linguistic) parallelism[41]. The phenomenon of parallelism can be observed in many fields such as biology, physics, mathematics, computer science. For example, in computer science and computational engineering, parallelism can refer to small tasks that can be solved simultaneously. This refers to physical and programming systems that implement parallel processing of data in many computing nodes in one way or another. For example, on a dual-processor machine, an array can be divided equally, or both parts can be sorted on a separate processor, for fast grouping. Sorting of each part can take different time, so synchronization (execution of several operations at the same time) is necessary[42]. There are different types of parallelism in programming – bit-level parallelism, instruction-level parallelism, data parallelism, functional parallelism, each of which is specialized for performing specific tasks. In general, parallel computing is represented as the

[41]Carlson, Katy. Parallelism and Prosody in the Processing of Ellipsis Sentences. Routledge, 2002, pp.4-6. https://ru.wikipedia.org/wiki; https://www.textologia.ru/slovari/lingvisticheskie-terminy/parallelizm/ ?q=486 &n=1248

[42]Almasi, G.S. and A. Gottlieb (1989). Highly Parallel Computing. – Benjamin-Cummings publishers, Redwood City, CA.; https://www.textologia.ru/slovari/lingvisticheskie-terminy/parallelizm/ ?q=486 &n=1248

dominant paradigm in computer architecture mainly in the form of multicore processors.

In fact, parallelism originated at the level of biological (natural) consciousness and was transferred to the field of artificial consciousness. In the early 1970s, Marvin Minsky and Seymour Papert, specialists from the Artificial Intelligence Laboratory at the Massachusetts Institute of Technology, considered biological consciousness as a massive parallel computing machine through a theory called "The Society of Mind"[43]. In 1986, Marvin Minsky, in his book "The Society of Mind", put forward the idea that "consciousness consists of many small agents that are not capable of self-awareness". According to this theory, intelligence is the product of the interconnection of simple parts, called non-self-aware agents. When performing a certain cognitive operation, these parts automatically come into action at the same time and enter into interaction with each other. This process is considered (biological, natural) intellectual parallelism.

Thus, parallelism, as a natural intellectual phenomenon, is realized not only at the level of human thinking, but also at the levels of linguistic consciousness and human language, which are the forms of realization of human thinking. In this, one can observe the process of reflection of real and unreal phenomena existing in objective existence in the human mind. Human thinking, going along the path of syncretization (unification, generalization) of discrete (separate, separated) objects/phenomena in reality or, conversely, discretization of syncretized realities, does this through specific logical parallel operations.

[43]Минский М. Сообщество разума. – М.: АСТ, 2018. – Б. 57.

Logical parallelism, in turn, is realized in the form of linguistic parallelism, in which certain logical categories and concepts are realized in the expression of linguistic units. Linguistic parallelism is observed in the process of linguistic operations such as grammatical categories, expression of lexical and grammatical meanings, phonetic/phonological expression in language[44]; various linguistic units participating in the expression of a certain grammatical category are arranged in a way that simultaneously serves one purpose – to reveal this grammatical meaning.

However, studies show that the phenomenon of linguistic parallelism in science is limited to the study of parallel (alternative) use of repetition, anaphora, rhyme and syllabification in literary texts, and is less studied in a purely linguistic way (parallelism between language levels and/or between language units in the expression of linguistic meanings). In fact, the stylistic, connotative function of linguistic parallelism, which occurs even at the structural levels of the language, cannot be denied, since any parallel model, construction, structure, and even unity – whether colloquial, scientific, or poetic style – demonstrates an intensification built on the basis of the main denotative meaning – this situation can gradually grow from the microlevel to the macrolevel and thereby reflect various linguistic and speech phenomena. In the literary style, which represents the poetic expression of the language, parallelism has become a way of expressing mutual assimilation between phonetic, morphological,

[44]Toshxujaeva Sh.G'., Abdusamatova N.M. Erkin A'zam asarlarida sintaktik parallelizm//International Conference on Developments in Education Hosted from Saint Petersburg, Russia: https://econferencezone.org Nov, 24th 2022; Якобсон Р. Грамматический параллелизм и его русские аспекты//Якобсон Р. Работы по поэтике: Перевод/Сост. и общ. ред. М.Л. Гаспарова. – М.: Прогресс, 1987. – С. 99-132; Якобсон Р. Поэзия грамматики и грамматика поэзии//Семиотика: Антология/Сост. Ю.С. Степанова. Изд. 2-е, испр. и доп. – М., 2001. – С. 525–548.

and syntactic units in the process of conveying a lyrical idea: it is known that this can be sound parallelism (between sounds and syllables), lexical parallelism (through repeated words and phrases), or syntactic parallelism (between word combinations and speech)[45].

For example, we can observe syntactic parallelism in the following lines of A.Nedogonov:

Алмаз шлифуется алмазом,
Строка шлифуется строкой.

A similar situation can be found in the text of works written in Uzbek: *“gap shundaki, men adabiyot tarixi imtihonidan o`tmay turib, muhabbat dardiga mubtalo bo`ldim. Oqibatda na imtihondan o`tdim, na u dardga davo topdim. Endi o`ylab ko`rsam, imtihondan eson-omon qutulgan taqdirimda ham unga davo topmog`im gumon ekan* ("The fact is that I fell in love before passing the history of literature exam. As a result, I neither passed the exam nor found a cure for that pain. Now that I think about it, I doubt I'll ever find a cure for it even if I pass the exam unscathed) (from the work by Erkin Azam “Birth year of otoyi”)”. The event depicted in this example is expressed through parallel units (one action expressing two different meanings), the meaning of the parallel unit is expanded, that is, syntactic parallelism has emerged. N.Dzhusupov, who consistently researched the

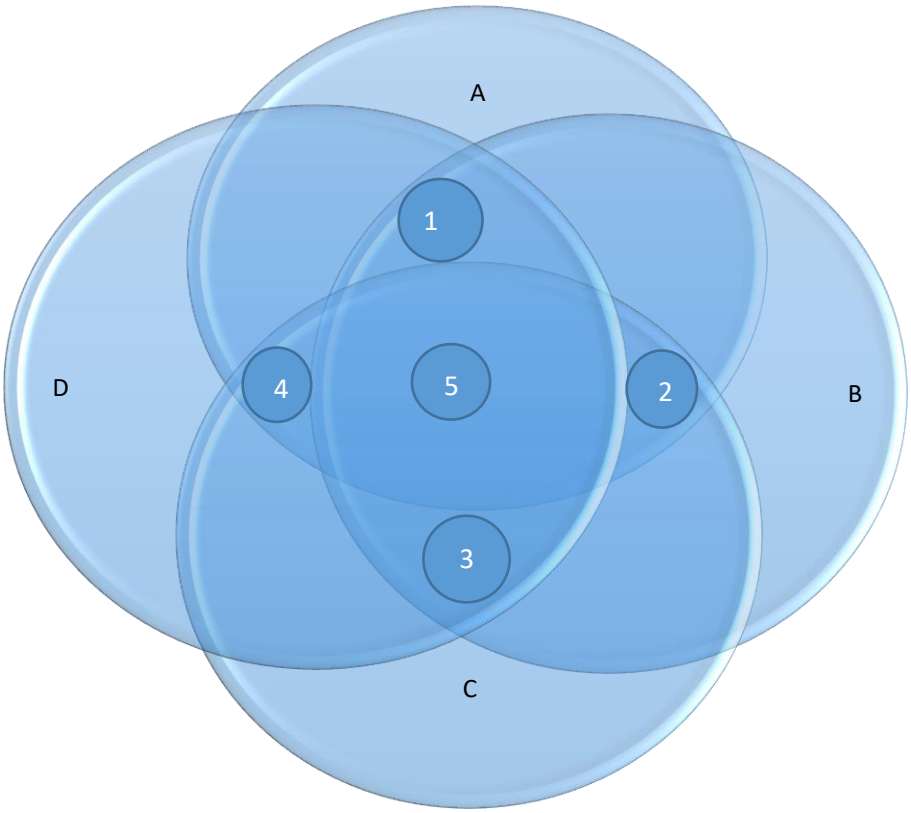
[45]Веселовский А.Н. Психологический параллелизм и его формы в отражениях поэтического стиля//Веселовский А.Н. Историческая поэтика. – Л., 1940; Leech G.N. A Linguistic Guide to English Poetry. – London–New York: Longman, 1969. – 237 p.; Leech G., Short M. Style in fiction: a linguistic introduction to English fictional prose. 2nd ed. – London: Longman, Pearson Education, 2007. – 404 p.; Short M. Exploring the Language of Poems, Plays and Prose. – London–New York: Longman, 1996. – 385 p.

parallelism of sounds, rightly stated that this type of phenomenon ensures not only the fluency, smoothness and readability of speech, but also the symmetrical absorption of the spiritual/logical load: *"...Another example of sound parallelism, put forward in the tenth line of the sonnet "scandal of Mrs. N and Professor D", seems to be very specific both from the point of view of the implementation of rhythm and rhyme. The selectivity of the attentational process when reading this line is, first of all, determined by the author's special playful manner in arranging words with the aim of putting forward certain sound parallels. In this case, this is the sound display of the combined consonants "n" and "d" in the word "scandal" in the subsequent names "Mrs. N and Professor D".* This specific way of perceptually highlighting sound parallelism is an integral part of a diverse series of means of prominence participating in the explication of various components of the conceptual-semantic dominant characterizing the collective image of the Cambridge ladies. The technique of sound parallelism in combination with other means of promotion from the previous line emphatically conveys the information that the life of socialite ladies is mainly built around the spread of gossip and rumors about the residents of Cambridge (neighbors, acquaintances, etc.). In fact, the use of parallelism opportunities in such places serves not only the signs of uniqueness, separateness, individuality, but also the activation of two or more units and the mutual semantic connection and interdependence between them.

As we said above, linguistic parallelism is being researched as a stylistic method mainly in the field of literature and music. The issue of linguistic parallelism, which manifests the relationship between *objective existence – human thinking – human consciousness*, and the realization of cognitive and communicative

goals at the level of structural layers of the language, remains relevant. In this case, linguistic parallelism shows its universal phenomenon not only according to its structure, but also according to its activation, which, in turn, is based on the separation of certain correspondences (similarities/commonalities) between units conditioned by an organizational model (pattern/device)[46].

In this work, since it is possible to compare linguistic parallelism in languages with the same system and different systems, first of all, we decided to divide it into two types – *inparallelism* and *interparallelism*. In this case, **inparallelism** is a linguistic method and means existing within one language, equivalent, alternative movement of units, while **interparallelism** means similarity, commonality, analogy observed within different languages.



[46]Ширинова Н.Д., Ҳамдамова Г. Грамматик маъноларни ифодалашда параллелизм// Адабий тил жонкуяри. Проф. М.Мирзаев таваллудининг 90 йиллигига бағишланган илмий мақолалар тўплами. – Бухоро, 2002. – Б. 76-78.

Picture 2.1.1. Realization peculiarities of inparallelism and interparallelism

Here, A, B, C, D are mutually inparallel or interparallel members, and in the process of expressing a specific linguistic meaning and/or function, they enter into a relationship of mutual alternation: inparallel means are equivalents within one language and demonstrate the capabilities of that language; and interparallel means express commonalities in different languages as mutually alternative elements within different languages. These generalities – inparallel or interparallel elements – are understood under numbers 1,2,3,4,5 in the picture; Criterion 5 – implies harmony common to all tools/methods in the conditions of inparallelism, or full or partial (integral) equivalence at the scale of the languages being compared in interparallelism relations.

Using the general model of inparallelism and interparallelism, it is appropriate to proceed to their direct analysis. First, on the basis of the study of inparallel relations, it is possible to observe the unique linguistic possibilities of individual languages and the mechanism of realization[47]. For example, evidence for inparallelism can be found by observing the participation of phonetic, lexical and grammatical units to represent the grammatical category of number in Uzbek[48]:

Table 2.1.1

Inparallelism on denoting the meaning of number of the word “kitob” (book) in Uzbek

[47]Ширинова Н.Д., Ҳамдамова Г. Грамматик маъноларни ифодалашда параллелизм//Адабий тил жонкуяри. Проф. М.Мирзаев таваллудининг 90 йиллигига бағишланган илмий мақолалар тўплами. – Бухоро, 2002. – Б. 76-78.

[48]https://www.grammar-monster.com/glossary/number.htm

Number		Language means
Singular	**Plural**	
kitob	*kito-o-o-b*	Phonetic
	kitob-kitob, kitob-mitob	Reduplication
	kitoblar	Affixation
	kitob-daftar	Pairing
	to`rtta kitob, ko`p kitob, bir necha kitob	Analytical (with auxilaries)

It seems that the linguistic system can use phonetic, repetition, affixation, pairing and analytical methods in parallel to reveal the grammatical meaning of a single plural within the number category is lined up and activated on the expression path. If we take into account the expression of the quantitative sign in Uzbek along with nouns in other word groups, we will have the following analytical information:

Table 2.1.2

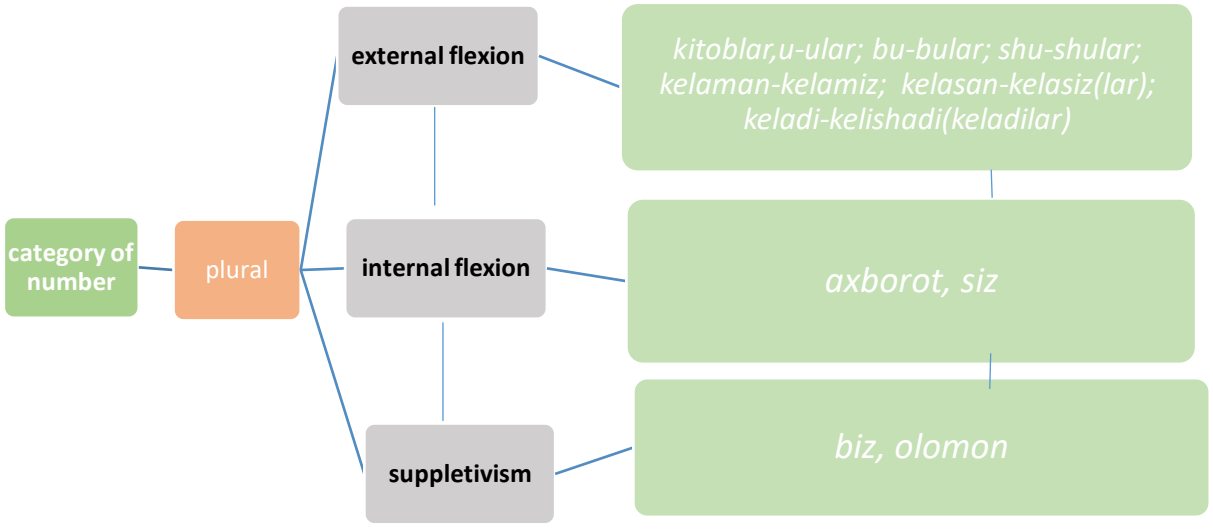
Inparallelism in expressing the category of number in Uzbek

Parts of speech	Category of Number	
	Singular	**Plural**
Noun	*kitob, inson, xabar*	*kitoblar, olomon, axborot*
Pronoun	*men, sen, u, bu, shu*	*biz, siz, ular, bular, shular*
Verb	*kelaman, kelasan, keladi*	*kelamiz, kelasiz(lar), kelishadi (keladilar)*

Through this table, it is possible to understand that different linguistic methods are activated when realizing singular and plural meanings in other word groups in the Uzbek language:

- External inflection (affixation) – *kitob-kitoblar; u-ular; bu-bular; shu-shular; kelaman-kelamiz; kelasan-kelasiz(lar); keladi-kelishadi (keladilar)*;
- Internal inflection – *xabar-axborot; sen-siz*;
- Suppletivism – *men-biz; inson-olomon*.

So, the inparallelism of the means involved in expressing the grammatical category of number in some word groups in the Uzbek language can be formulated as follows:



Picture 2.1.2. Inparallelism in expressing the category of number in Uzbek

We can see a similar situation in expressing the category of number in English:

Table 2.1.3

Inparallelism in the expression of the Category of Number in English

Word Type	Category of Number	
	Singular Example	Plural Example
Noun	*cat, mouse*	*cats, mice*
Pronoun	*I, me, you, he, him, she, her, it*	*we, us, you, they, them*
Determiner	*this, that, a, an, my, your, his, her, its*	*these, those, our, your, their*
Verb	*am, is, was, has, I play, he plays*	*are, were, have, they play*

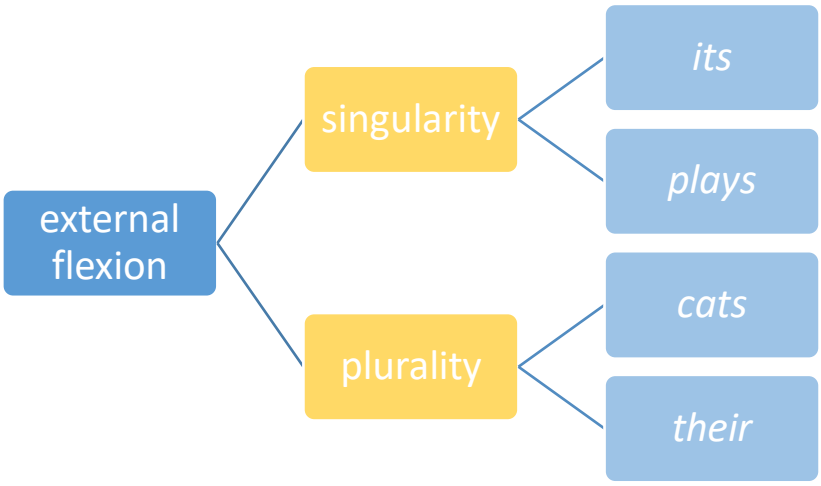
Analytical, inflectional and suppletive forms are used alternately to express the meanings of singularity and plurality: *cats, mice/a, an*. The articles *a, an*, which are specialized to express the meaning of unity along with ambiguity, participate in the English language as a separate (analytical, supplemental) number indicator.

Giving the meaning of the plural through the inflection method is one of the unique possibilities of the morphological system of the English language, and we can observe that it is activated to express many linguistic meanings and categories, including the number category[49]. In this case, the inflectional form *-s*, which is added to nouns and directly expresses the meaning of plural,

[49]Буранов Дж. Сравнительная типология английского и тюркских языков. – М.: Высшая школа, 1983. – С.80-86.

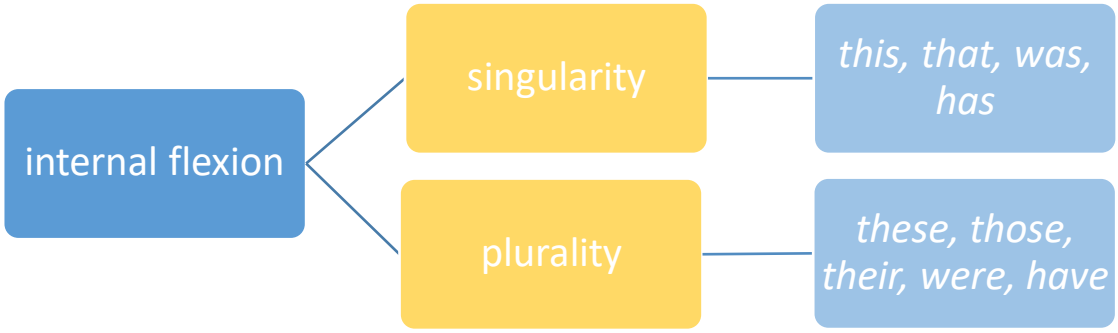
indicates the possibility of using external inflections (affixation) of the English language, while internal inflection (full and/or partial change or no change of the composition, structure, form, pronunciation and spelling of words in giving a grammatical meaning remaining) at the same time is embodied as a partner method in realizing the meaning of number.

In general, if we take into account the relative productivity of inflectional cases in English, both of their types – internal and external inflection – can be considered stable inparallel means in language units (such as nouns, pronouns, verbs):



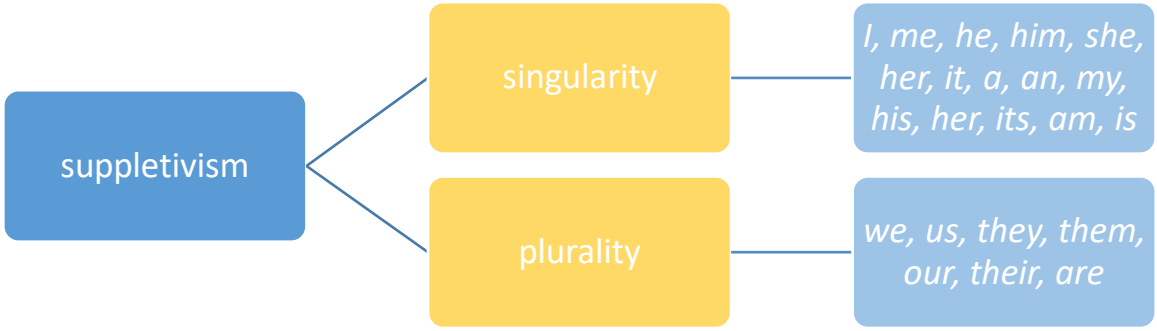
Picture 2.1.3. Expression of the meaning of number through *external flexion (affixation)* in English

While the above picture concerns the realization of inparallelism by the external inflection of the morphological units of English, the next case is related to the internal inflection that is productive in English, and shows equivalence, in particular, to express the quantitative marker:



Picture 2.1.4. Expressing the meaning of number through *internal flexion* in English

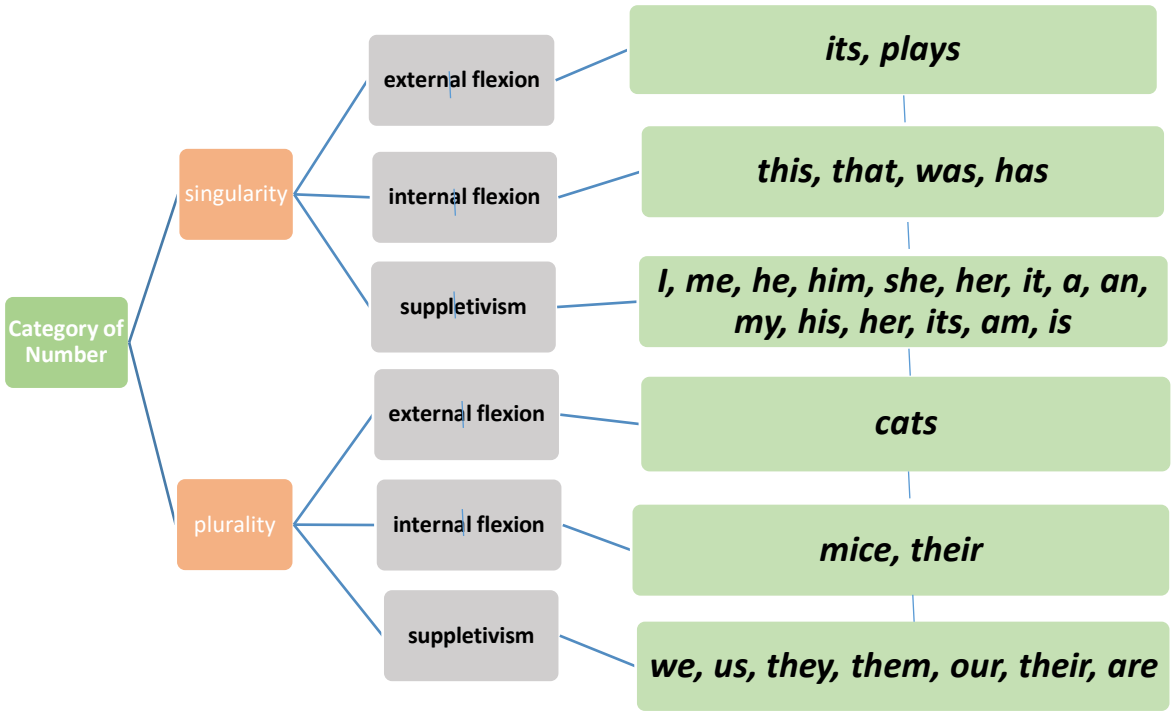
In this distinction, *suppletivism*[50] (the use of a different stem to convey a specific lexical or grammatical meaning) is also involved, showing equivalent form(s):



Picture 2.1.5. Expression of the meaning of number through suppletivism in English

It seems that English has a variety of possibilities for giving the grammatical meaning of number by lexical and morphological means, which are respectively classified as inparallel phenomena. Below, summarizing the above methods, we will try to show the inparallelism of methods and means of expressing the grammatical category of number in English:

[50]Буранов Дж. Сравнительная типология английского и тюркских языков. – М.: Высшая школа, 1983. – С. 80-86.



Picture 2.1.6. Inparallelism in expressing the category of number in English

In English, this classification, which shows equivalence in the expression of the number category with inflectional and suppletive forms, is a clear example of inparallelism.

Now, if we come directly to interparallelism, we will see that it can be expressed in the system of different languages (first related, then unrelated languages). And this, by itself, is based on distinguishing cooperation, coincidence, similarity in cross-linguistic elements in giving a certain lexical or grammatical and even stylistic meaning. For example, on the basis of the above examples, we observed that when expressing the number category in nouns in the Uzbek and English languages:

- Affixation;
- Analytical tools

show commonality (this grammatical meaning is not reflected in other word groups in the Uzbek language; at the same time, we believe that observing equivalence in nouns is enough to imagine the phenomenon of interparallelism). We will try to summarize this situation below:



Picture 2.1.7. Grammar means interparallelism on expressing the meaning of number in the Uzbek and English languages

In this picture, which is a direct privatized (language-level) continuation of the general model of in- and inter-parallelism presented in the work, it is not difficult to notice that there are common aspects and analogical cooperation in giving a certain grammatical meaning even in unrelated languages with different systems. It is this situation that represents linguistic parallelism in the language – **a universal (general) linguistic phenomenon that is not only in terms of its structure, but also in its activation as the basis of continuous and stable movement of language units**, and in this case, the separation of certain similarities between units related to one or another organizational pattern.

2.2. Gradual parallelism as a method of distinguishing linguistic meanings

Relying on the analysis of a number of works devoted to the phenomenon of linguistic parallelism in various linguistic aspects, it is possible to distinguish not only the common and different features of this phenomenon, but also to study equivalence relations and the principle of equivalence, that is, any language unit entering into mutual parallel relations has a specific category/meaning/task, is in the position of mutual alternative/partner/substitute for realization: if one linguistic method or tool standing in a parallel line dominates, it can be concluded that the second or subsequent method/tool will be neutralized. Such cooperation also determines the economy, compactness and purposefulness of the language, because in any case (however rich and diverse the means, resources and methods are) the language tries to realize its main task – active, mutually conditioned and purposeful interpretation.

Now, if we come directly to the phenomenon of gradual parallelism, we see specific characteristics of linguistic graduonymy, such as:

- openness of the ranking line;
- relativity of graduonymic series (variable, occasional, temporal, sometimes individuality);
- the presence of a dominant (neutral unit) in the gradual chain;
- gradation relations – the strengthening of one sign is formed due to the decrease of another sign (property) (feedback);
- graduonymic connections are not only surface level units of the language, but also characteristic of the internal mechanism of the language at the level of linguistic consciousness[51],

[51]Ширинова Н.Дж. Предметность и качество: от синкретности к дискретности. Научная монография. LAP (Lambert Academic Publishing): Saarbrücken, Germany, 2013. ISBN-978-3-659-

as well as characteristic of linguistic parallelism[52]:

- the participation of more than one partner linguistic elements in the implementation of one meaning/task/goal;
- the nature of these forms, methods and tools is not complete (limited), but open, unlimited and progressive;
- the prioritization/activation/differentiation/separation of a specific parallel unit(s) occurs at the expense of another (or more than one) tool/method`s reduction/neutralization/withdrawal;
- linguistic parallelism, in its essence, is an expression of relations existing not only in the surface level units of the language, but also in the cells of the linguistic consciousness, activated according to the goal of the communicator and according to the speech situation.

First of all, we decided to distinguish **internal** (inparallel) and **external** (interparallel) types of gradual parallelism. The study of each of them creates conditions not only for a deeper understanding of the scientific nature of the phenomenon of linguistic gradation (graduonymy), but also for proving the internal and external possibilities of related/same-systemic and unrelated/different-systemic languages in a certain sense, as well as general language and/or general linguistic principles involved in this purpose.

2.2.1. Gradual inparallelism. As mentioned above, one type of linguistic gradual parallelism is **gradual inparallelism**, which implies the mutual, internal cooperation of several methods and tools in the creation of a specific linguistic meaning and/or

35163-1. – С. 66.; Ширинова Н.Д. Ўзбек тилида предметлик ва белги-хусусият маъноларини фарқлаш воситалари: Филол.фан.номз. .... дисс. – Тошкент, 2010. – 150 б.; Ширинова Н.Д. Лисоний сатҳларда градуонимик муносабатлар. Илмий монография. – Т.: Turon Zamin Ziyo, 2016. – Б. 15.

[52]Ширинова Н.Д., Ширинова Н.Д. Лисоний параллелизм масаласига доир//“Oriental Renaissance: Innovative, educational, natural and social sciences” scientific journal on January, 2023. – P. 256-259.

category within one language. Tables 2.1.1 and 2.1.2, dedicated to the expression of the quantitative sign in the Uzbek language, are an example of this type of parallelism. In this case, it can be seen that the use of more than one method and tools to express the grammatical category of number in Uzbek in a parallel way develops in the graduonymic direction. For example, in the representation of the meaning of number, "differentiation according to the level of productivity" is observed:

increase of the level of productivity

kitoblar ↔ ko`p kitob ↔ kitob-kitob ↔ kitob-daftar ↔ kito-o-o-b

decrease of the level of productivity

Picture 2.2.1.1. Gradual serie on productivity level of inparallel units meaning number in Uzbek

In this case, the form *kitoblar* in the Uzbek language appears as a strong member of the gradual parallel series as the most effectively used grammatical form of inter-stylistic (artistic, colloquial, scientific, journalistic and official-departmental styles), while in languages it is functionally limited (used according to the situation, realized in oral speech), stylistic and the form *kito-o-o-b*, which has pragmatic specificity (more conversational specificity), is embodied as the most common partner. Further ordering of parallel units is the use of analytical tools such as *ko`p*, *ancha*, *xiyla*, *to`rtta...*, *bir necha...*; repeated words (*kitob-kitob*) that are not only number but also sign (adjective) intensifiers in our language; and the form of *kitob-daftar*, meaning book and similar, related things, objects, on the contrary, is taking place at the end of the line as a common partner tool both lexically-

semantically, and methodologically, and functionally-pragmatically[53].

If we summarize this series directly, that is, if we analyze it in the direction from linguistic means (forms) to linguistic methods, such a chain will look like this:

increase of the level of productivity

Аффиксация↔Аналитик↔Такрор↔Жуфтлаш↔Фонетик

decrease of the level of productivity

Picture 2.2.1.2. Graduonymic serie of the means meaning number in Uzbek according to the level of productivity

It is noteworthy that if we take the parallelism in the expression of this grammatical category in the Uzbek language, not according to the level of productivity, but according to the scale of expressing the grammatical meaning, we can have another inparallel chain:

increase of the level of certainty

100 ta kitob ↔ kitob-kitob ↔ kitoblar ↔ kitob-daftar ↔ kito-o-o-b

decrease of the level of certainty

Picture 2.2.1.3. Graduonymic serie of the units meaning number in Uzbek according to the level of certainty

[53]Ширинова Н.Д., Ҳамдамова Г. Грамматик маъноларни ифодалашда параллелизм//Адабий тил жонкуяри. Проф. М.Мирзаев таваллудининг 90 йиллигига бағишланган илмий мақолалар тўплами. – Бухоро, 2002. – Б. 76-78.; Ширинова Н.Д., Ширинова Н.Д. Лисоний параллелизм масаласига доир//“Oriental Renaissance: Innovative, educational, natural and social sciences” scientific journal on January, 2023. – P. 256-259.

In the Uzbek language, the form *100 ta kitob* (100 books) is a strong member of the gradual parallel series, with the ability to give a definite number of plurals (in addition, it is possible to notice the strengthening of the sign in forms such as many books, one house book), and the form *kito-o-o-b*, which is individual and occasional the degree of certainty is embodied as a weak equivalent. In the next sequence of parallel units, there is a repetition *kitob-kitob*, and then the book unit, which is ranked in the strongest form according to productivity; and the *kitob-daftar,* meaning book and objects related to this world is placed at the end of the line as an alternative carrying a relatively abstract quantitative sign.

If we summarize this relationship directly, that is, if we analyze it in the direction of linguistic means (forms) to linguistic methods, such a relationship will look like this:

increase of the level of certainty

Analytical ↔ *Reduplication* ↔ *Affixation* ↔ *Pairing* ↔ *Phonetic*

decrease of the level of certainty

Picture 2.2.1.4. Graduonymic serie of the units meaning number in English according to the level of certainty

Ingradual parallelism can occur not only between linguistic methods and tools that give a certain grammatical meaning, but also between lexical units. For example, How+adj...?, which we analyzed in the first chapter of our work, more precisely, a) How happy is he/she? b) How unhappy is he/she? tools such as *so, really, extremely, a little bit, quite, very, absolutely*, which serve to realize their meanings, we also observe mutual parallelism of

auxiliary analytical tools (Appendix 2). The reason why we call this connection parallelism is that these tools bring out the lexical-semantic and grammatical meanings of "the level of happiness" and "the level of unhappiness" as inparallel alternatives: He/She is so happy/unhappy; He/She is really happy/unhappy; He/She is extremely happy/unhappy; He/She is a little bit happy/unhappy; He/She is quite happy/unhappy; He/She is very happy/unhappy; He/She is absolutely happy/unhappy.

All these equivalents are grammatically analytical tools, and the linguistic possibilities that cause their realization are analytical methods, showing lexical-grammatical inparallism. Taking into account the relative ranking of these inparallel elements, the following gradual inparallel chain is formed:

Intensification of *happiness/unhappiness*

...a little bit ~ quite ~ really ~ so ~ absolutely ~ extremely...

Neutralization of *happiness/unhappiness*

Picture 2.2.1.5. Inparallel gradual serie of auxiliary analytic units answering the question *"How happy/unhappy is he/she?"*

Considering that inparallelism grows from the micrograduonimic series to the macrograduonic series, 1.2.1.1-, 2.1.1-, 2.1.2-, 2.1.3-, 2.1.4-, 2.1.5-, 2.1.6-, 2.1.7- in the pictures we see more than one inparallel gradual and nongradual connections: in addition to the parallelism of analytical tools in the English language, in addition to mutual contradiction-pairing (parallelization), contrasting lexical meanings – "happiness-unhappiness" themes are nongradual (Appendix 3) and creating conditions for placement in gradual (Pic. 1.2.2.4) forms (in these analyses, we use the concept of "non-gradual" only for the purpose

of interpreting the above classifications, because we must not forget that in our linguistic consciousness all language units live only (!) in gradual relationships). Therefore, these relations can be interpreted as inparallelism of graduonyms, inparallel graduonyms relationship or inparallel graduonymy, which realize different (and even contradictory) meanings within one language (English).

Of course, as in any graduonymic series, the growth of relevance in gradual inparallel connections is in the direction of "feedback" – the alignment of units based on a specific theme or task is carried out according to the principle of "... increasing meaning and vice versa": "units representing the meaning of number increase the level of productivity and vice versa"; such as "numerical units of decreasing productivity and vice versa". In this case, the increase/intensification of the meaning is at the expense of the decrease/neutralization of the opposite meaning or function (in these parallel means, the increase in productivity is due to the decrease in productivity or inefficiency (and vice versa)), as is the perception of the law of transition of quantitative changes to qualitative changes. This is another important principle of gradational relations, in particular, gradual parallel relations – as the language begins to express a certain meaning or task, certain methods and tools (according to the purpose of the language, conditions, possibilities and situation) are dominated by another one (according to the language's purpose, conditions, capabilities and situation). If it goes along the way, it indicates that it is being realized.

2.2.2. Gradual interparallelism. Another type of gradual parallelism is related to interparallelism, which, unlike inparallelism, is expressed in different language systems.

As the phenomenon of linguistic gradation in objective reality is the transition of quantitative changes to qualitative changes, as a reflection of the laws of negation, unity and struggle of opposites, it takes place in the language system, in the system of its phonetic, lexical, grammatical (morphological and syntactic) and stylistic levels, they are also in the system of different languages shows integral realization and, of course, this process is carried out by the method of interparallel graduonymy.

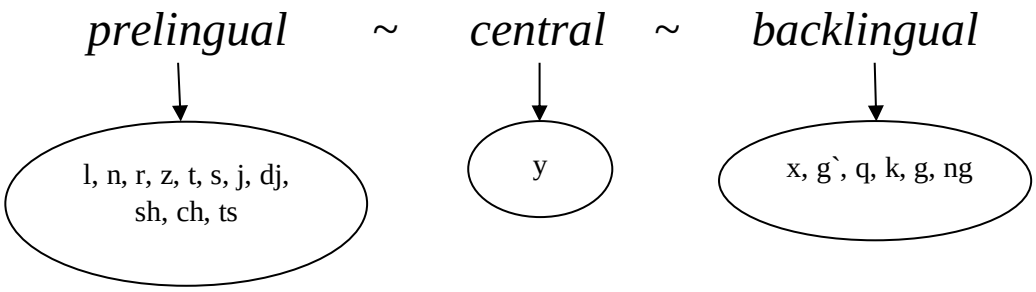
Interparallel gradual relations express cooperation, equivalence in the representation of a linguistic meaning, category, phenomenon within the framework of mutually related and/or unrelated languages. Of course, it is necessary to distinguish between partial equivalence (parallelism) and complete alternation (parallelism). Partial parallelism refers to incorrect similarity in the form, content, and/or functions of situations occurring in languages, while full interparallelism implies the exact repetition and integration of some linguistic phenomena in the form and/or content, sometimes functionally, of languages. Both cases are considered important for our study and can serve for a wider understanding of the essence of general linguistic principles.

In the first chapter of our work, we gave a partial example of inter-parallel cases along with the theoretical explanation of gradation relations. However, we believe that it is appropriate to consider graduonymic relations at different language levels for a deeper understanding of the phenomenon of interparallelism. Based on this, in the next section, we will focus on the inparallel and interparallel graduonymic series between the units of each linguistic level within the framework of the Uzbek and English languages.

2.3. Parallel graduonymic relations in linguistic levels

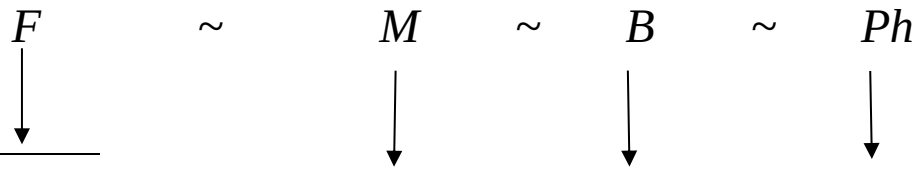
As mentioned in the above section, in order to study parallel (inparallel and especially interparallel) connections in different system languages, their cross-level analysis corresponds to the purpose of our work. Consequently, through this, we can have the necessary research methods to distinguish, separate, specific linguistic meaning or category(ies). Therefore, we will continue the analysis at the structural (phonetic, lexical, grammatical) and non-structural (stylistic, paremic) levels of the language.

2.3.1. At the phonetic level. Various graduonymic relationships can be observed at the phonetic level[54]. For example, in the Uzbek language, consonants are arranged based on the principle of gradation of the place of formation from the throat to the lips, and this can be shown in the following diagram:

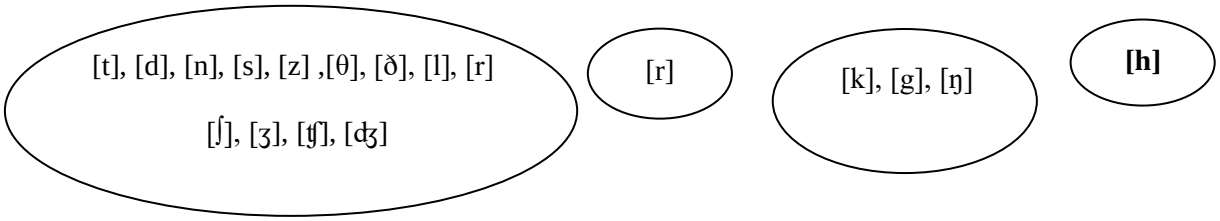


Picture 2.3.1.1. Graduonymy in the articulation place of tongue consonants in Uzbek

In English it can be like:



[54]Бозоров О. Ўзбек тилида даражаланиш. Монография. – Тошкент, 1995. – Б. 57-60.; Махмудов А. Сонорные узбекского языка. – Т.: Фан, 1980. – С. 27.; Миртожиев М. Ўзбек тили фонетикаси. – Т.: Тошкент Давлат университети нашриёти, 1991. – Б. 27.



Picture 2.3.1.2. Gradation of articulation place of tongue consonants in English

2.3.2. At the lexical level. Grading at the lexical level is called lexical (semantic) grading or lexical graduonymy, and it is understood that words are contrasted according to the amount of a similar sign in meaning. The issue of semantic levelling of words is considered in detail in Sh.Orifjonova's special research[55]. In the following examples we can observe the interparallel semantic ranking in words:

Uzb. *ninni → chaqaloq → go`dak → bola → o`smir → yigit → chol → qariya;*

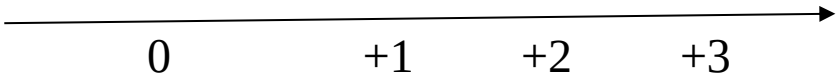
Rus. *младенец → сосун → малыш → ребенок → подросток → юноша → ... старец;*

Germ. *das Neugeborene → der Säugling → das Baby → das Kind → das Mädchen/der Junge → der Mann/die Alte/die Alte → der Greis/die Greisin*;

[55]Арипжонова Ш.Ғ. Ўзбек тилида луғавий градуонимия: Филол.фан.номз. … дисс. – Т., 1996. – 113 б.

Eng. *infant → baby → child → laddie/little girl → teenager → youth → lad/girl → young man/young woman → old man/old woman…*

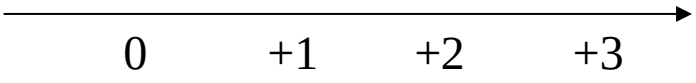
As a direct continuation of our thought, let's turn to the following gradation lines:



Connoisseur ~ clever ~ wise ~ genius...

Picture 2.3.2.1. Gradual serie due to the seme "Intelligence" ("Zakovat")

It is noticeable that the same chain can be created using the possibilities of the Uzbek language:



aqlli ~ dono ~ oqil ~ daho...

Picture 2.3.2.2. Lexical gradation due to the seme "Intelligence" ("Zakovat")

Therefore, the lexical layer of languages, no matter how different it is with its variety, uniqueness and individuality, shows commonality (interparallelism) in expressing some common meanings and goals.

2.3.3. At the morphological level. Grading in the morphological system has been distinguished and described since ancient times in quality levels, various diminution/intensification forms of qualities. In particular, a special group headed by H.Yakhnov

worked in Germany on the problem of the lexical/morphological/ syntactic classification of meaning in various word groups in Indo-European languages, and published a special large scientific collection dedicated to this issue[56]. O.Bozorov, who specially studied the issues of gradation in the morphological system of the Uzbek language, enumerates many forms of gradation in the system of word groups[57]. Among these, if we examine the cases related to the category of possession in nouns and its morphological forms, we can observe different gradation lines in them as well. In particular, possessive morphemes are arranged according to the distance-proximity scheme in terms of ownership of the subject (generally the thing being owned):

uyim *my house, I owe*

:

uying *your house, relatively far privacy*

:

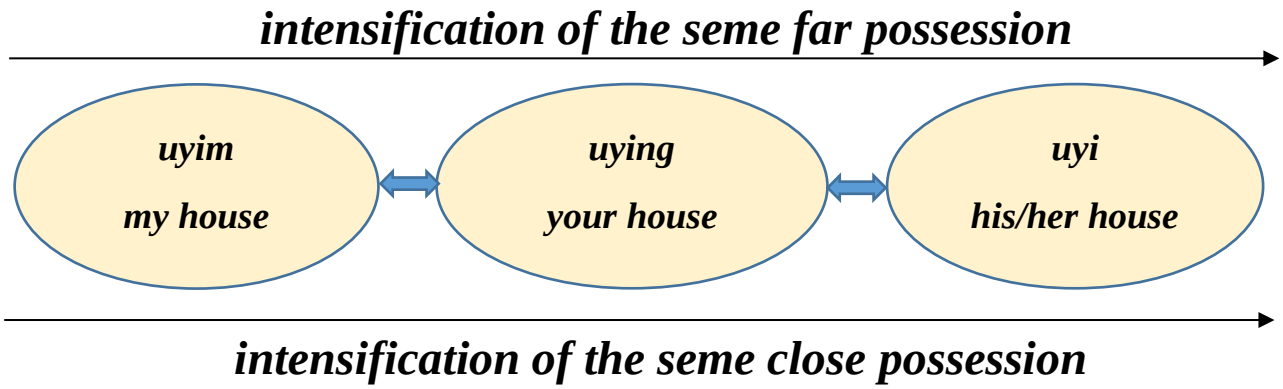
uyi *his/her house, far privacy*

We observe that in English, the expression of the possessiveness category by direct possessive morphemes is not as productively developed as in Uzbek, that is, not only the noun itself (and the morphemes added to it) are used to express possession, but we see the activation of demonstrative pronouns leading the meaning of possession: *my house*, *your house*, *his/her house*... Although here we also observe gradation according to the distance-proximity scheme (*my* (belonging to me, I personally

[56]Jachnov H. Kognition, Sprache und phraseologische/parmiologische Graduierung Harrossowitz Verlag. – Wiesbaden, 2005. – 480 p.

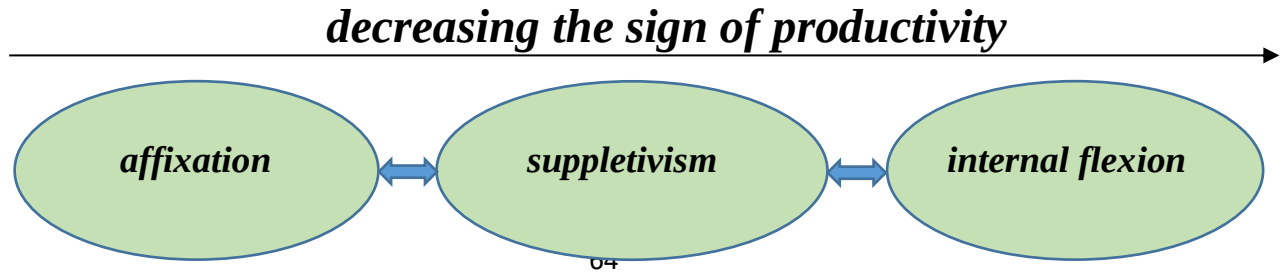
[57]Бозоров О. Ўзбек тилида даражаланиш. – Т., 1995. – Б. 86-87.

own, close possession) ~ *your* (belonging to you, relatively distant possession) ~ *his/her* (his, distant possession). This is not enough for us to conclude about interlanguage interparallelism, but if we look at this issue not between morphological form and grammatical methods, but from the point of view of the representation of the grammatical category at the morphological level, we have morphological inparallel gradation chains:



Picture 2.3.3.1. Interparallel graduonymy in the Uzbek and English languages

In addition, it is possible to directly rank the interparallelism in expressing the grammatical meaning of the plural in the Uzbek and English languages analyzed in the above section in a graduonymic series. In this case, inparallel means (forms and methods) are related in a certain sense according to the level of productive development and current productivity (synchrony) in the languages:



increasing the sign of productivity

Picture 2.3.3.2. Interparallel gradation in grammar means of number expression in the Uzbek and English languages

It can be seen that graduonymic relations are sufficiently reflected in the morphological system.

2.3.4. At the syntactic level. Taking into account the fact that syntactic gradation acquires a very abstract, general essence, as well as the grammatical differences between English and Uzbek languages, it is possible to see that gradation at the syntactic level is a unique phenomenon. In particular, according to the position of the parts of the sentence in the construction of the sentence following lines are separated:

a) In English:

Subject ~ Predicate ~ Object ~ Modifier ~ Attribute

b) In Uzbek:

kesim ~ ega ~ to`ldiruvchi ~ hol ~ aniqlovchi

If we take into account the phenomenon of interparallelism, which is the complete and/or partial repetition of possibilities and functions in languages, we can see the partial harmony of these two syntactic graduonymic series in both languages: according to the composition and position of the main clauses, the English

language has two contents (subject, predicate), and the Uzbek language has one. If it shows compositionality (section), it can represent assimilation in terms of ordering of secondary parts. Therefore, it is clear that interlanguage partially interparallel constructions can also develop gradually.

We can conclude from the above that graduonymic relations are also reflected at the syntactic level[58].

2.3.5. On a stylistic level. Many types and levels of styles are noted in linguistics (for example, German linguists rank more than 30 types of styles). At the stylistic level, graduonymy is first of all manifested in the gradation of styles such as *vulgar* (insulting, rude) ~ *colloquial ~ neutral ~ bookish ~ poetic ~ sublime ~ high*.

Researchers, including H.Ne'matov, R.Rasulov, S.Giyosov, Sh.Orifjonova and others, approach the stylistic color of synonymous lines on the basis of gradation[59]. In fact, if we pay attention to the synonym series *turq ~ bashara ~ bet ~ aft ~ yuz ~ chehra ~ uzor ~ oraz*, it is not difficult to see that this series is built on the basis of increasing/decreasing positive/negative personal attitude. In the lexemes of this line, the schemas of name and function are the same, but they differ according to the schemas of expression, i.e., the aspects that represent various additional meanings (stylistic color, personal attitude, scope of application).

A linguist J.Dzumabaeva, who specially studied the issue of stylistic gradation in the English and Uzbek languages, rightly states: *"Stylistic gradation differs in another aspect, that the lexemes belonging to this series are not only colorful, but also*

[58]Ширинова Н.Дж. Предметность и качество: от синкретности к дискретности. Научная монография. LAP (Lambert Academic Publishing): Saarbrücken, Germany, 2013. ISBN-978-3-659-35163-1. – 93 с.

[59]Неъматов Ҳ., Расулов Р. Ўзбек тили систем лексикологияси асослари. – Т., 1995. – 128 б.

epithets, metaphors, which are specific to the dialect, occasional, figurative, and contextual meaning change. , there can also be figures such as synecdoche. Therefore, stylistic graduonymy is considered infinite. Poets and writers can use their vocabulary and use many colorful words in their poems or works. These used words increase the positive or negative color of the meaning of a word in the lexical graduonymic series. Stylistic graduonymy is also characterized by the fact that the relativity in their placement is very high. The main reason for this is that it is impossible to determine the superiority or inferiority of these colorful words, to assign them a specific level[60] *".*

Based on the rich data presented in this work, we try to distinguish interparallel syntactic graduonymic relations. For example, in English, the series of gradational nouns distinguished by the sign "small" has the following form: *diminutive→tiny→ small→petit...*

This series can be considered as a stylistic graduonymic series according to the increase of color from negativity to positivity.

You can try to study the analogous situation in the Uzbek language (although the synonyms of this word are not given in the "Annotated dictionary of synonyms of the Uzbek language" (A.Hojiev) created so far): *katalak→mitti→mayda→kichik→ choq...*

We express the interparallel stylistic graduonymic series in both languages as follows:

from negativeness to positiveness

diminutive→tiny→small→petit...

katalak→mitti→mayda→kichik→choq...

[60]Жумабаева Ж.Ш. Ўша асар. – Б. 114.

from positiveness to negativeness

Picture 2.3.5.1. Interparallel stylistic graduonymy on the seme "kichik" (small)

Therefore, we can easily conclude that grading is reflected in the stylistic system.

2.3.6. Paremic grading. The view that graduonymy is characteristic of complex units of language with a stable character has been studied in several scientific works on gradation in phraseology. The presence of graduonymic relationships among proverbs, another stable unit which is a source of research in the field of paremiology, has been specially studied[61]. This can be clearly sensed through meaningful gradational relationships between paremic units with graduonymous components in English, such as:

Politeness costs little, but yields much.

He who begins many things, finishes but few.

Marriage halves our grieves, doubles our joys, and quadruples our expenses.

and in Uzbek:

Kun g`amini sahar ye,
Yil g`amini bahor ye.
Obro` misqollab kelar,
Qadoqlab ketar.
Bir kelin oldim, o`tirdim,
Ikki kelin oldim, tik turdim,
Uch kelin oldim, yugurdim.

[61]Abdullayeva N. Dictionary of English and Uzbek national proverbs containing graduonims. – T.: "Nurafshon business", 2019. – 440 p.; Абдуллаева Н.Э. Инглиз ва ўзбек халқ мақолларидаги градуонимик муносабатларнинг лингвопрагматик хусусиятлари. Филол.фан.бўйича фалсафа доктори (PhD) диссер.автореф. – Т., 2019. – 62 б.

From this, it can be concluded that there is interparallelism in terms of the use of adverbs with graduonymous components in both languages.

2.4. Interparallel gradual relationships in the expression of language meanings in different systemic languages (in the example of substance and attributive meanings)

After partially getting acquainted with the level of study of the issue of gradation in our science, it becomes clear that it is possible to analyze interparallel graduonymic relations in the expression of linguistic meanings in different language systems. For this purpose, we want to start researching the meanings of substance and attributiveness, which are widely spread between linguistic levels in different systemic languages, but have not yet found a clear solution in terms of interparallelism, the means of distinguishing them in different systemic languages – English and Uzbek, and methods and means of grading in them. For this, first of all, it is appropriate to get acquainted with a brief explanation of the meanings of substance and attributiveness.

Philosophers' unanimous views on substance (thing, being, object) and attribute (accident, sign, quality, feature, etc.) are that the existing being (substance) is a set of attributes. In existence, substance and attributiveness are not separated from each other, live together and strictly require each other. As the same being is a complex of different characteristics (attributes), the same characteristic can exist in several, different materialities.

Therefore, quality (characteristic) means the common aspect of various beings[62].

Consciousness and thinking actively approach this perception, reflecting the unity of substance and attributiveness in existence, that objectivity is a set of signs, that attribute is one side of the object, and that one object is different from another object by its sign-properties (attributes). He creates perceptual generalizations, separating the sign-property from the object, and the object from the sign-properties. Does existence have, for example, the color blue? No, there are only blue things, creatures. Thinking, for example, separates color (or quality) from the things embodied by this color as separate concepts, realities. For example, if the concept of red color is separated from the object, the concept of apple is understood as an object, a thing separated from its characteristics.

The creative nature of thinking is manifested not only in the understanding of qualities, signs-characteristics by separating them from objects and objectivity from signs-characteristics, but also in the ability to create things that do not exist by connecting separate symbols with objects. For example, mythical creatures such as monsters and witches are also products of active creativity of thinking[63].

If thinking, which actively reflects objective existence, has the capacity for activity such as discretization of syncrets and, conversely, syncretization of discretes, then language, which is the material form of thinking, is also highly active. It is not a simple shell, box, shaper of thinking, but a unique independent system, a

[62]Ширинова Н.Д. Лисоний сатҳларда градуонимик муносабатлар. Илмий монография. – Т.: Turon Zamin Ziyo, 2016. – Б. 15.

[63]Compact Oxford Dictionary & Thesaurus. – Oxford University Press, 2006. – 452 p.

fertile nursery for the seeds of thinking – it nurtures the seeds of thinking according to its own rules and gives a rich harvest. The language expresses the objects and characteristics separated by thought and puts them into certain systems, subjecting them to specific laws. For example, when thinking classifies the representatives of substance, objectivity, existence as units of existence derived from signs and attributes such as *apple, dress, human*, and creates concepts such as *giant* and *fairy* similar to them, language turns them into one of the features of the noun group, thinking separates them from objectivity and summarizes them. From the characteristics such as *sweet, high, long, two (dual),* conveys to us as an objectified, materialized unique reality or concept as *redness, sweetness, height, length, duality*[64]. The types of sign-properties separated in thinking, such as qualitative and quantitative, stable and variable, similar and different, are formed and grouped in the language as original and relative adjectives, verb and its adjective, adverbial forms, pronouns, adverbs. In addition, specific word-making tools and syntactic tasks are attached to each of them. In this, the unique creative ability of the language is reflected. Language, which is a reflection of thinking, creates a language picture of the world for a person[65].

Despite the active creativity of language and the reflection of existence – consciousness and thinking as a unique system, substance and attribute syncretism in existence cannot remain without its reflection in language. In the linguistic system, the

[64]Cruse D.A. Lexical Semantics. – Cambridge University Press, 1986. – Б. 43.; Murphy M.L. Semantic relations and lexicon. //CUP. 2003. Synonymy. ELL. – P. 376-378.

[65]Ширинова Н.Дж. Предметность и качество: от синкретности к дискретности. Научная монография. LAP (Lambert Academic Publishing): Saarbrücken, Germany, 2013. ISBN-978-3-659-35163-1. – С. 34.

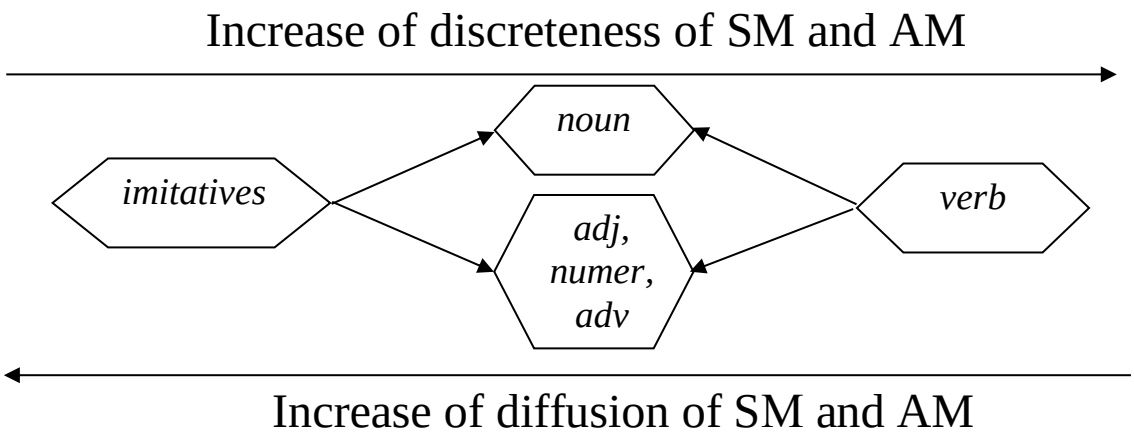
objectivity is separated into types, and the signs-properties are separated into types, together with the means of showing and expressing them, and vice versa, there are methods and tools that enhance SM in AM, or neutralize SM and AM, and combine them. Separation and description of these is one of the factors that once again proves the relevance of our chosen topic – the ability to differentiate, discretize and syncretize SM and AM is manifested in different-graded forms in linguistic units. For example, the phonetic, lexical-semantic and grammatical layers of the language system of syncret, mixed, human thinking and language in a discrete form of objectivity (substance) and attributiveness (sign) and the intermediate levels connected with them such as phrasemic and paremic gradually differentiates and forms specific micro- and macrofields in the process of this differentiation. This is clearly visible not only in the system of mutually relative languages, but also in the framework of different system languages, such as English and Uzbek. Below, we will try to justify our opinion on the example of lines reflecting graduonymic relations in distinguishing the meanings of substance and attribute in the English and Uzbek languages. As mentioned, such tools are divided into three types according to the three levels of language construction and three main signs of the classification of word groups:

1.Lexical semantic graduonymy in the differentiation of SM and AM.

2.Morphological graduonymy in the differentiation of SM and AM.

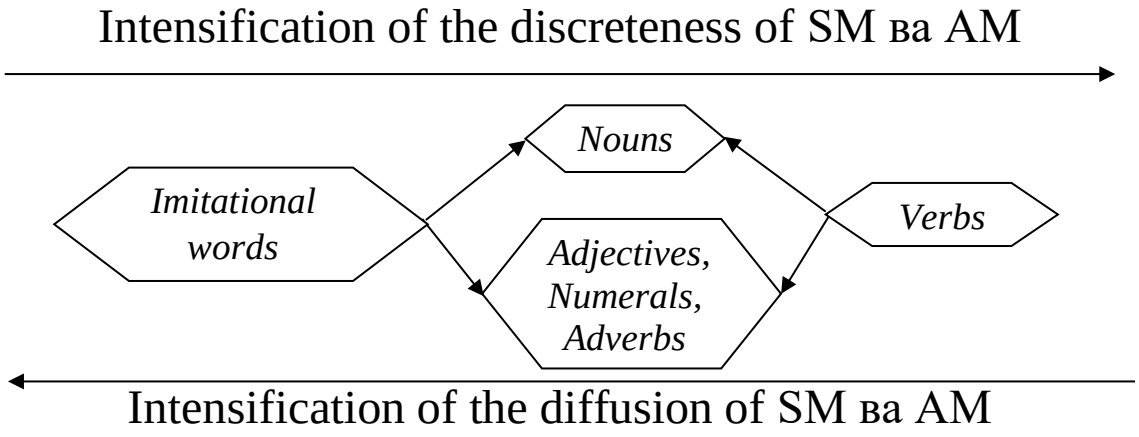
3.Syntactical graduonymy in the differentiation of SM and AM.

2.4.1. Lexical-semantic graduonymic relations. According to the principle of distinguishing between substance and attributive meanings based on the "meaning of the category" using the lexical-semantic method, the above-mentioned categories of words can be placed in the following ranking:



Picture 2.4.1.1. Inparallel discrimination of SM and AM by lexical semantical means in Uzbek

If we observe the realization of these relations on the basis of the lexical-semantic possibilities of the English language, we will have the following hierarchy:



Picture 2.4.1.2. Inparallel discrimination of SM and AM by lexical semantical means in English

1. At the beginning of the inparallel graduonymic series, there are imitations, showing substance and attributive meanings are different in the conditions of contextual, speech use, and in their original sense they are syncretic and diffuse.
2. At the end of the series, there are verbs that present a dynamic, changing characteristic as "action-state".

It can be concluded from the above that in English and Uzbek languages, the mutual semantic contradiction of words based on the category meanings has the essence of a chain of interparallel gradations, which ultimately collides and intersects with morphological contradiction. In this line, one can see various stages from diffuse/syncretic expression to sharp semantic-formal differentiation under the influence of thinking and the creative spirit of language of the unity of substance (object) and accident (sign-property), which are inseparable from each other in existence.

2.4.2. Morphological graduonymic relationships. Differentiation of substance and attributive meanings based on the morphological method is related to the division of words into categories and the existence of specific morphological forms and categories for each category. In many cases, these classifying forms are combined with semantically corresponding words.

For example, the classification morphological forms in the language were in the position:

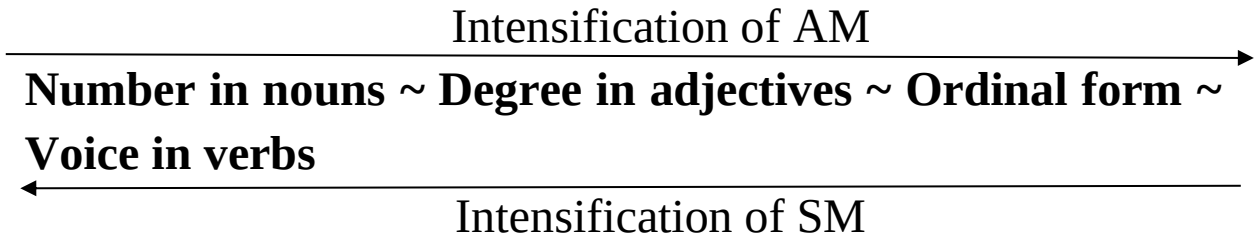
a) *number* (category) – objectivity;

b) *degree* is a static characteristic;

c) *-nchi* – quantitative sign;

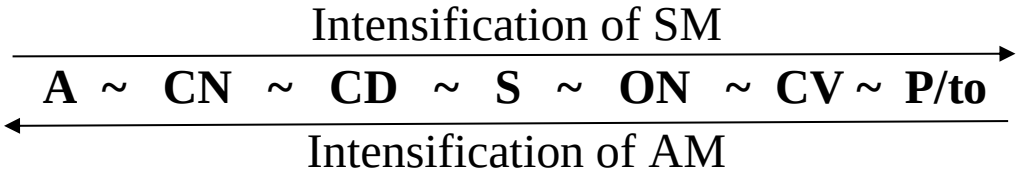
g) *voice* is a dynamic sign

are specialized forms to express their meanings. This can be summarized in the following graduonymic line:



Picture 2.4.2.1. Inparallel graduonymic serie of morphological means on the discrimination of SM and AM

In this case, number and degree, form of order, and voice in verbs and *-nchi* – have the characteristic of a mutually gradable microfield in differentiating between SM and AM, while the relationship between number and voice in verbs takes the form of a graduonymic macrofield. We observe that the morphological order of distinguishing SM and AM in English is somewhat different from that in Uzbek (as mentioned above, it is characterized by the peculiarities of the English grammatical system):



Picture 2.4.2.2. Graduonymic serie of morphological means on differentiation of SM and AM

In this case, the decrease in the SM row leads to the increase in AM (and vice versa), while at the beginning of the gradation row there are articles that have a nominative index in English and appear as strong representatives of SM, while at the end of the row there is a strong form of the sign – the verb form *to*, which expresses a dynamic sign. Various forms of AM – quantitative sign (CN – Category of Number), qualitative sign (CDC – Category of Degrees, S – Statives), ordinal form (ON – Ordinal Numerals) and relative form in the verb (CV – Category of Voice) are located between the A ~ P/to opposition (nominative index-verb form opposition). In this case, it is observed that the number in the article and nouns or even the degree in adjectives, etc. – is a mutually gradable microfield, and the A ~ P/to gradual row reflects the macrofield of expression of SM and AM. Thus, in English and Uzbek, substantive and attributive meanings are not only expressed within all leading forms and categories in the morphological system, but are also realized in the form of micro- and macro-fields that acquire a specific interparallel gradual connection, as evidenced by the examples of both languages.

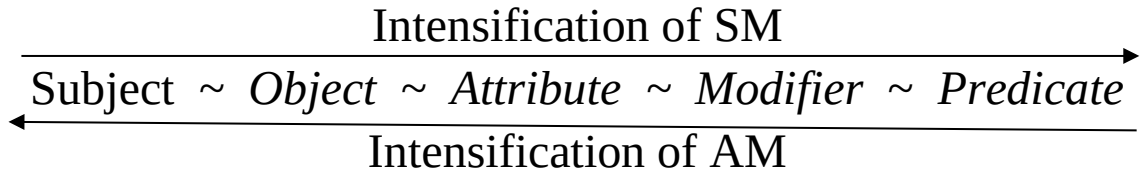
2.4.3. Syntactic graduonymic relations. Since the main feature of speech is its division into structural parts, the expression of objective and characteristic meanings is inextricably linked with the semantic features of parts of speech. It should be emphasized that the most basic lexical-semantic method of distinguishing substance and attributive meanings (word groups and their "group meanings"), according to the unanimous opinion of language historians, historically developed from parts of speech. The issue of the development of word classes from parts of speech over the millennia of linguistics, the formation of which was based on the adoption of a morphological category specific to a part of speech

as “their own” was discussed in detail in I.I.Meshchaninov’s famous work “Parts of Sentences and Parts of Speech” (reprint: – Saints-Petersburg: Nauka, 1978), which was translated into many languages of the world. In this work:

a) the formation of noun classes based on the use of words in speech as possessives and complements, in which they acquire specific forms (including number, agreement) and gradually adopt this form as “their own”;

b) the formation of adjectives and adverbs based on their use in determiners and cases (a separate group of words specializing in expressing a sign of subjectivity or a sign of an action-state);

c) the formation of verbs through their use in the participial position. Therefore, language historians confidently emphasize that the differentiation and interclass specialization of subject and feature, various forms of feature (qualitative, quantitative, static, dynamic, etc.) are associated with syntactic means – parts of speech[66]. Based on the above, we will try to show the differentiation of SM and AM in speech construction in the Uzbek language in the following chain (Picture 2.4.3.1):



[66]Неъматов Ҳ., Расулов Р. Ўзбек тили систем лексикологияси асослари. – Т., 1995. – 128 б.; Ширинова Н.Д. Лисоний сатҳларда градуонимик муносабатлар. Илмий монография. – Т.: Turon Zamin Ziyo, 2016. – 123 б.; Ширинова Н.Дж. Предметность и качество: от синкретности к дискретности. Научная монография. LAP (Lambert Academic Publishing): Saarbrücken, Germany, 2013. ISBN-978-3-659-35163-1. – 93 с.

Picture 2.4.3.1. Discrimination of SM and AM in the sentence structure in Uzbek

It is noteworthy that the syntactic graduonymic direction of distinguishing SM and AM in English, in particular in speech construction, is almost indistinguishable from the syntactic graduonymic series shown in Figure 2.4.3.1:

Intensification of AM

Subject ~ Object ~ Complement ~ Predicate

Intensification of SM

Picture 2.4.3.2. Discrimation of SM and AM in the sentence structure (in the example of the English language)

It can be seen that although the mutual location of the components of this series differs from the position of the sentence fragments in the syntactic hierarchy (see section 2.3.4) in English, the distinction between AM and SM is very similar to the morphological sequence (Fig. 2.4.2.2). It is close and even a generalized continuation of it.

Generally speaking, all of these syntactic graduonymic series, which reflect the weakening of the meaning of substantivity and the strengthening of the meaning of attributiveness, are conflicting graduonymic series of linguistic units such as lexical-semantic, morphological (2.4.1.1-, 2.4.1.2-, 2.4.2.1-, 2.4 .2.2 pictures) and it can be said that it (now on the syntactic level) repeats and consolidates it. This means that the syntactic system acquires an abstract, generalized character in the inter-parallel gradual differentiation of SM and AM in both languages under analysis.

Conclusion

The study of linguistic graduonymy or linguistic gradation in the system of languages, which, as a scientific term and phenomenon, as well as a linguistic research method, quickly entered world linguistics through the research of Uzbek scientists, is a reflection in the language of universal dialectical categories of quantity and quality and the three main laws – the transition of quantitative changes to qualitative changes and vice versa, the laws of negation of negation and the unity and struggle of opposites, a direct real manifestation of the paradigmatic relations of *objective being – human consciousness – human language*, which opens the way to solving a number of outstanding problems in the science of language.

In this monograph, first of all, the issue of the close connection of graduonymic relations, in particular with synonymy and antonymy, was considered in more depth based on the ideas that graduonymic relations, which are developed in our science as a specific type of relationship between linguistic units – the increase/decrease of a common feature, the contrast of linguistic units based on the quantity/degree of the feature – have various manifestations in the language system, that linguists have tried to study it as a specific phenomenon, and that this has served to improve holistic graduonymic research. As a result, it was substantiated that the graduonymic series is a connection that, by its nature, embodies, generalizes and develops synonymous and antonymic relations.

Also, the principle of openness of the graduonymic series, which is characteristic for linguistic graduonymy, was reflected in examples of interlevels in languages of different systems. This is,

of course, due to the fact that the language is always in a state of change/renewal/exchange and the desire for economy/savings.

The members of the graduonymic series by their nature exhibit relativity (variability, occasionality, sometimes individuality), since any graduonymic series is formed on the basis of individual and stylistic choices, and therefore begins to live in the individual linguistic consciousness.

Gradual relations – the strengthening of one sign is established at the expense of the weakening of another sign (feature) (feedback) – are undoubtedly established. This is explained by the fact that language, as a product of logical operations, acts on speech efficiency and compact communication. Such factors increase the practical significance of language, open the way for pragmatic research in the direction of studying graduonymic relations.

One of the main innovations in the monographic study is the fact that graduonymic connections can be manifested not only within one, but also within several languages, entering into parallel connections, and that, along with the differential aspects identified by comparing languages, there can also be mutually integral aspects, equivalent (alternative) connections, assimilation and synthetic connections. Therefore, this provides sufficient grounds for concluding about the mutual cooperation, integration of languages, and the existence of universal linguistic connections.

By identifying, studying and interpreting the phenomenon of linguistic parallelism, which has not yet become popular in linguistic research in typological analyzes of one or more languages, the participation of more than one partner linguistic elements in the implementation of one meaning/task/goal in equivalent relations; the secret of these forms, methods and tools

is not of a complete (limited) nature, but of an open, unlimited and progressive nature; prioritization/activation/differentiation/ separation of a certain parallel unit(s) – occurs at the expense of reduction/neutralization/withdrawal (replacement) of another (or more than one) means/methods. Linguistic parallelism, by its essence, is an expression of relations existing not only in the surface level units of the language, but also in the cells of linguistic consciousness, and we have seen the reflection of many principles, such as activation according to the goal of the communicator and according to the speech situation.

As a result of our monographic research, the occurrence of graduonymic relations in the Uzbek and English languages in different system languages was shown on the typological plan at almost all linguistic levels – phonetic, lexical, grammatical, stylistic and even paremic. Importantly, it was proved on the basis of examples that this differentiation is not only gradual (graduonymic), but also realized during parallel gradation relationships.

In order to prove this distinction in a practical way, the meanings of substance and attributiveness, which exist in a non-separated (syncrete, diffusive) way, and are interpreted through the other, were chosen: these linguistic meanings are separated from each other by the creative thinking of a person, and the creative language takes this separation into itself. Form as a specific linguistic independence and individuality, develops specific lexical, morphological and syntactic methods for the expression of each, unites them into certain microsystems (paradigms). In the work, the mechanism of differentiating the meanings of substance and attributiveness in the Uzbek and English languages in a gradual parallel direction was demonstrated. For this, the structural

levels of the language were selected and typological analysis was carried out. No matter how different the demarcation of substantive and attributive meanings is at these surface levels, it also shows integral aspects – parallelism, based on the example of inparallel and interparallel graduonymic chains.

In addition, it was proved that graduonyms live and develop in the form of micro- and macrofields in graduonymic series: graduonymic members of the microfield are located in close positions, and members of the macrofield gradually grow further from the central part of the chain to the poles.

The hypothesis put forward through the aforementioned analytical studies is that graduonymic relations occur not only at the surface levels of the language, but also in the internal linguistic mechanism of the language, in the process of giving the language picture of the world, the linguistic classification of the phenomena of existence, and, in particular, in the process of distinguishing the meanings of substance and attributiveness has completely found its provement.

To sum up, the study of the mechanism of differentiation of SM and AM, which are essentially logical categories in the English and Uzbek languages confirms the graduonymic relations between the units of the phonetic, lexical and grammatical levels of these languages, clearly manifested in the presentation of the linguistic consciousness, Uzbek or English language pictures of the world. In the English and Uzbek languages, independent word groups themselves, classifying and functional grammatical categories, and even sentence fragments rely on the same principle in expressing one feature, so this principle is also characteristic of the linguistic consciousness, the general stage that determines the semantic-functional features of all level units of the language.

Only when the principle is characteristic of the linguistic consciousness, it finds its reflection in the characteristics of all links and units of the language system. A clear understanding of such principles is not only specific, but also a solution to some problems arising in general and cross-linguistics, in particular, many controversial situations that arise as a result of not taking into account the gradual relationship between substance and attributive meanings in linguistic units.

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