

## THE PHENOMENON OF GRADATION IN LINGUISTICS

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**Annotation:** The concept and understanding of the phenomenon of gradation in world linguistics, as well as the level of observation are studied in the article.

**Key words:** gradation, graduator, gradoseme, gradation scale, graduonymy, linguistic units.

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 [2]), 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 [1, 71]. 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, gradirovaniyu podvergayutsya fiziologicheskie i psixicheskie sostoyaniya subyekta, yego parametricheskiye i otsenochkiye kharakteristiki, takje gradirovuyutsya vremenniye kharakteristiki i stepen rezultativnosti kakogo-libo protsessa. Ponyatiye gradualnosti otrajayet kovnost chelovecheskogo soznaniya gradirovat razlichniye velichini. "Sushchestvovaniye v zvuke spetsialnikh sredstv, virajayushix gradirovaniye, svidetelstvuyet o znachimosti dannogo ponyatiya v lingvistike" [1, 73]. 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 gradirovaniye called the words that lead to the level of gradualness "gradirovators".

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 gradualness 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 [1, 73]. 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 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 *gradirovaniye*, *gradualnost*.

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