

**SYNTACTICAL GRADUONYMY IN THE DIFFERENTIATION OF  
SUBSTANCE AND ATTRIBUTIVE MEANINGS IN THE  
UZBEK AND ENGLISH LANGUAGES**

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**Annotation:** The article deals with the analysis of the syntactical graduonymic relationships in differentiation of substance and attributive meanings in the language system.

**Key words:** graduonymy, lexical graduonymy, morphologicalo graduonymy, syntactical graduonymy, substance meaning(s), attributive meaning(s).

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 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 substance meanings (SM) in attributive meanings (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.**

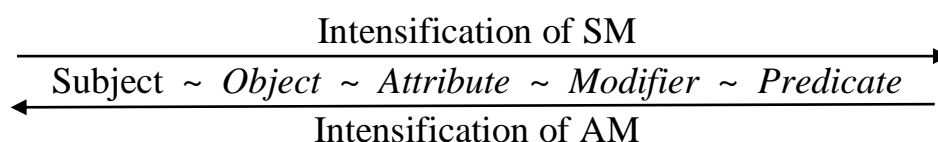
As in this article we are focused to learn the expression of syntactic graduonymic relations in the language system, we can see specific realization of these meanings in a graduonymic way.

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";

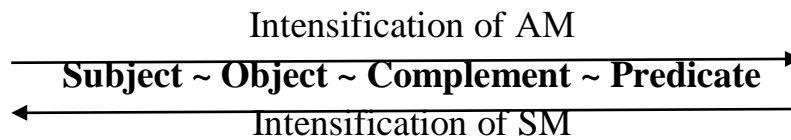
b) the formation of adjectives and adverbs based on their use in determiners and cases (a separate group of words specializing in expressing a sign of subjectivity or a sign of an action-state);

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 [1]. 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 1):



**Picture 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:



**Picture 2. Discrimination 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 in English, the distinction between AM and SM is very similar to the morphological sequence (Pic. 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 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.

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