

# THE ROLE AND ESSENCE OF GRADATION IN THE FORMATION OF GRADING IN LANGUAGES

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## Abstract

1. Gradation is a complex and abstract concept that can be taken as a holistic, gestalt. At the same time, it will be possible to highlight the main components of this concept, its signs, determine the features inherent in its structure, which is strengthened in the language. In this regard, it is advisable first of all to consider the explanations of the concept of "gradation", which are presented in the comprehensive and linguistic (explanatory) dictionaries:
2. Gradation lot. gradatio-gradually elevated, amplification < Grado-level, stage] ad. One of the fragments of speech consists in reinforcing the meaning (content) of the other methodological tool[4].
3. Consistency when placing something, following a sequence; consistent stages when moving from one process to another, levels[5].
4. Consistency in the placement of something, sequence; separation of the process into stages, steps[5].
5. Consistency, slowness in the transition from one thing to another[6].
6. Consistency in transition from one thing to another and location, sequence (usually ascending)[6].
7. Evolutionism: evolutionism accompanied by an increase or decrease in volume, strength, meaning[7].
8. Dividing something into degrees; evolutionism, little by little, in one rhythm, consistent, level-by-level growth[6].

## Introduction

The cited dictionary interpretations of the concept of gradation make it possible to note the peculiarities of the thinking of gradation with the human mind: on the one hand, gradation is perceived as a holistic continuous process, and on the other hand, it is understood as a process divided into certain stages. In this, this "division" is ensured by the cognitive abilities of a person, since, as already mentioned, continuous changes to objective reality are characteristic. Two cognitive interpretations of gradation, recorded in the human mind, justify the differentiation of the corresponding signs and components of this phenomenon. First of all it is continuity and continuity, it is expressed in all dictionary annotations by the SEMAS "evolutionism", "consistency", "one finality", "gradual". Continuity, in turn, is closely related to fundamental components of gradation such as transformational motion, dynamics, which is expressed in terms of SEMAS "transition", "going", "process".

More precisely, change, movement, dynamics are based on consistency as gradation components. It is noteworthy that in most of the definitions, the side of the growth of the action

is noted, which is represented by the SEMAS “increase”, “increase” “increase”, while in one definition, the side of the decrease in gradation opposite the increase is noted.

Dictionaries note that the word " gradation "comes from the Latin word gradatio" gradually increasing", which also records only one (increasing) direction of the process. This situation can be explained by the fact that the language reflects the information that is most significant about the concept for a person. It is clear that in real life the processes of increase and decrease are manifested in the same way, however, increasing gradation is more significant in different manifestations of human activity.

The ability to “divide” a graduated process reflects the discreteness-like nature of gradation and allows it to distinguish certain stages (levels) of it. That is, another main component of gradation is the level (stage, thrust).

Based on the considered annotations of gradation, the following main components of this concept can be distinguished: movement / change (increase, decrease) and movement-change levels (stages). It is worth noting that the concept of gradation does not consist of any of these separated components. After all, each component can be considered as a separate concept.

At the moment, it is important to determine what processes and objects are inherent in the phenomenon of gradation, that is, what is gradation. The above definitions of this question Do not allow obtaining an answer. In a single definition, there is an increase or decrease in volume, strength and meaning. Hence the volume, strength and meaning can be calculated. Thus, the gradation concept assumes the presence of the corresponding sign. The characteristic features of this sign, namely the ability to change (increase or decrease), are considered gradualness. It is known that characters cannot exist in themselves, they are inherent in various objects and phenomena of reality. In this regard, gradation is accompanied not only by signs, but also by various processes, actions, States, objects (live or inanimate), which are characterized by gradual signs. In particular, the movement” moving in space, moving " is graded according to the movement speed sign: creep – creep – creep – walk – run – SAIL – run-fly. The emotional state of” fear “is graded according to the sign of” increased state”: fear – panic – tremor – horror – confusion. Objects can be graduated by the sign” size”: jajji – dwarf – liliput – deafness – (human, medium – sized creature) – pahlavon-giant. Thus, the gradation of actions, processes, States, objects is carried out indirectly – through a gradual sign characteristic of the listed phenomena. It is not for nothing that the category of Zero gradation (along with the categories of quantity and quality) is defined as an attributive, that is, a marked Category[6]. Let's take a closer look at such components of gradation as increase, decrease, level. That being said, they can also be interpreted as concepts in turn. The concept of” increase“,” increase " to increase, increase, rise, etc.k. are verbalized using linguistic units (indicators of gradation) such as, ETC.k. (It should be noted that in the most “pure” view, this concept is embodied in the magnification LB( linguistic unit), since it does not show boundaries in relation to harmonization, both semantically and lexically, and can be used together with any words denoting a gradual (gradualizable) sign. Based on the definitions of LBS denoting the concept of" increase "in dictionaries, it made it possible to distinguish two comonents of this concept:" larger (more) "and"divide".

The "decrease" concept is to decrease, shrink, decrease, weaken, fall, etc. expressed through language units and decreasing LB is the best indicator of this concept. Also, in the structure of the concept "gradation", such components as "further, much, less, less" are identified, which can also be considered as separate concepts. What is the content of these concepts? Their main linguistic indicators (like more, larger, less, smaller) imply a comparison with some kind of magnitude, norm, after all they form forms of the inflection level through a suffix like – roq in the language.

Hence, the concepts of "more" and "less" are defined in relation to the established level of the sign, which is defined in linguistic studies dedicated to gradation E. Since the time of Sepir[3] has been called the "norm" or "score (starting) point" [1]: more = "above the norm", less = "below the norm". As you know, the norm itself is relative, its content is "abstract and variable". This is explained by the fact that the grading has a relative nature in general. In addition, various interpretations of the norm are proposed by scientists.

According to the most common and universally accepted approach in linguistics, the norm is the level (size) of a property or sign that belongs to a class of certain objects (referents), that is, the average level of a sign. The norm depends on the following factors: 1) the type of graduated sign: those signs that have an objective nature, which are perceived directly through the sensory organs, are considered more accurate and stable in comparison with other signs (in particular, "size", "height", "age", "temperature", etc. belongs to the S); in relation to the group of graded objects (compare: large car-large bike, loving man – loving dog, etc.), which has a subjective character, refers to quality – assessment signs, that is, abstract and variable (for example, "beautiful – ugly", "kind – Evil") 2).k.); 3) according to the speech situation: in speech, the norm is set by the speaker depending on the situation, as well as on the individual characteristics of the perception of one or another graduated sign (in this case, the norm will always be subjective and situational); 4) will depend on macromadanic factors – the perception of the Ethnos about the object.

Contrary to its relative nature, the norm is considered such a component of gradation that, to one degree or another, concepts are regulated around it, that is, once a norm is established (in a specific context, communicative situation), these concepts become "as if they were supplemented" with the corresponding content (essence) in comparison with the norm. Hence, comparison is a necessary act of contemplation in the realization of gradation.

The interpretation of gradation as a discrete process made it possible to determine the individual stages of the change of character – the level of the character. Taking into account the change in the sign in two directions (increase and decrease), it is possible to distinguish the discrete gradation components of the sign: "major degree", "greatest degree", "minor degree", "smallest degree". The content of the mentioned concepts is also determined using the concepts of "more" and "less" in relation to the established norm of the sign (as the average level): a larger level = "level above the norm", a smaller level = "level below the norm". Thus, the concepts of "Norm", "more (much)", and "less (less)" are prime compared to the concepts of "larger rank" and "smaller rank". For the first time, the idea that "psychologically all comparatives are primitive in relation to their absolutes (positives)" was made by E. Sepir noted the features of linguistic gradation using the example of quantitative and measurable

signs[3]. E. In Sepir's quoted opinion, it is important to note the word "psychological", which, in our opinion, is closely related to the concept of "cognitive". We Think E. Sepir "laid the foundation" for the study of the peculiarities of understanding and understanding the cognitive characteristics of gradation. Of course, in the ratio of comparatives and positives, many factors must be taken into account: the type of gradating sign, the type of Norm (fixed (starting) point), the context, etc. It seems to us that this reflects the conceptual nature of gradation at a deep level.

The content of such components of the concept of gradation as "largest level" and "smallest level" (boundary gradual concepts) is somewhat complicated, and differs from the content of the concepts of "major level" and "small level" in that negation in an implicit form is maintained: the largest level = "a level larger than a major level, which means that there is no level greater than As such, boundary concepts can be treated as specific points of account.

The main components of the gradation, which are distinguished (gradual sign, norm (score point), increase, decrease, more, less, larger level, smaller level, largest level, smallest level), make it possible to consider gradation not only as a concept (holistic gestalt), but also as a conceptual sphere. In this regard, the next stage of this study is drawn up using what cognitive models of the conceptual field of gradation are used, and in which clarification of the question of what place is given to its components, which are considered as separate concepts, is associated with determination.

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