

PRINCIPLES OF THE FORMATION OF THE GRADUONYMIC ROWS

Otaboyeva Mazmuna Rakhimovna

Teacher of Interfaculty chair at Kokand State Pedagogical Institute

Annotation: This article is devoted to the phenomenon of graduonymy, one of the issues being studied in linguistics. Graduonymy is the decrease or increase of word meanings. The phenomenon of grading can be perceived by words that express the increase or decrease of the sign of a particular state or action, and these words form graduonymic series. The principles of graduonymic row formation have been studied in detail and are the main problem of this article. The article also provides ideas on how ranking series are structured, by what principles they are formed, and the relationship between synonymy and antonymy in the formation of graduonomic series. There is also given information about the place of graduonyms in the ranking, their place according to the ascending or descending of meaning. The scientific research of scholars devoted to the phenomenon of graduonymy has been studied and used as the information for the article.

Key words: Graduonymy, graduonimic row, decrease and increase of meaning, synonymy, antonymy, ranking, meaning of words.

When we study the phenomenon of grading in linguistics, we also study the cases associated with the construction of graduonymic rows and what criteria and principles should be followed in their construction. It is known that the phenomenon of graduonymy consists of a semantic set of words associated with the decrease and increase of the amount of sign (event). In Uzbek linguistics we observe the works of scientists who studied the phenomenon of graduonymy mainly as an object of their research, such as Sh.Orifjonova, O.Bozorov, J.Djumabaeva and others,. Sh. Orifjanova studied lexical ranking in her scientific work. O. Bozorov studied the phenomenon of graduonymy in a broader field, proving for the first time in science that linguistic grading is a linguistic law, and in his research considered graduonymy in detail in the phonological, grammatical and lexical system. In 2016, scientist J. Djumabaeva conducted her largest research in comparative linguistics with her doctoral dissertation named “Lexical and Stylistic Graduation in Uzbek and English”.

In Uzbek linguistics there are scientists who studied the problems of grading in meanings of the world as Jabborova, S. Giyasov and M. Narzieva. For the first time in linguistics, they introduced concepts such as character level, positive color level semantics as a novelty in linguistics. Also, S. Giyasov introduces the concept of "lexical gradual oppositions" (lexical rows of grading) and distinguishes the following rows:

"Overall positive assessment"

good - right – positive (In Uzbek tuzuk- durust – yaxshi- ijobiy)

"External positive assessment"

good-looking — beautiful — swish. (In Uzbek tuzuk – ko’rkam – suluv – go’zal – zebo)

When we consider the construction of graduonomic series in our study, one of the largest works devoted to the study of the phenomenon of grading in this regard is based on the

data of O. Bozorov's research "Leveling in the Uzbek language", we will cover this issue. In his scientific work, O. Bozorov puts words in binary opposition, believing that there is a third intermediate between them, and expressing the formation of graduonomic rows through these ideas.

The phenomenon of graduonymy between words is manifested in at least three or more members: *walk — run — hook; to enrich — to make poor — to impoverish*. However, O. Bozorov also makes the following point: "... it seems that there are two types of members of the graduonymy in terms of language.

Consider, for example, the chicken-hen relationship. If we look at the original phenomenon here, then we encounter natural levels like a chicken that has just hatched from an egg ... a one-day-old chicken ... a one-month-old chicken a hen. Each member of the chicken-chicken type graduonomic series has the ability to rank in speech, which can be expressed by other means, on the basis of which there are contradictions such as *puppy-dog, chicken-hen ...*”

Sh. Orifjonova, in her study named “Lexical Graduonymy in the Uzbek Language”, notes that lexical units have a certain degree of interrelationship, mainly in opposite meanings. According to the scholar, a row of words containing the word "middle" is a vivid example of such a series of ranks:

large-medium-small
young-middle-old
long-medium-close
high-medium-low

Sh. Orifjonova emphasized two important factors in the separation of graduonymic lexical rows: the spiritual factor and the factor of paradigmatic relations between words. “The essence of the semantic factor in the separation of graduonymic lines is that in the noun semantics in a number of words there are more or less certain signs of quantity, indicating different levels. She showed as an example the rankings such as *window-door-gate* and *pink-reddish-red* (In Uzbek *gulobi — pushti — qizg’ish — qizil — ol*; some equivalents cannot be found in English for example, *gulobi, ol*), quoting them from the annotated dictionary, showing one as "greatness" and the other as "redness." The factor of inter-word spiritual relations refers to the spiritual relations of synonyms, antonyms and hyponyms. The paradigm in the graduonymy is also compared to the rest of the words, such as the denotation, which occurs in the synonymous series. For example, the scientist believes that the words in the *window-door-gate* row are compared to the door.

Verbal hierarchy is actually evident among lexemes whose three or more meanings are close to each other, but express stronger or weaker shadow. For example, if we take the words *walk* and *run*, it is not difficult to notice at a glance that there is an increase between them depending on the speed of movement. However, if we add the word "hook" and create a series of grading, it becomes clear that the speed of movement increases. We can extend this hierarchy as *stepping (throwing) — walking — running — catching — flying (running very fast) — flying like a whirlwind*.

The most important sign in the formation of graduonymic rows is that a general sign or movement is increasing (increasing) or decreasing (decreasing). There are graduonyms in the row, that is, participants in the ranking row. Without one of them, the phenomenon of

graduonymy may not be noticeable, with interruptions between the meanings of the increase or decrease of the hierarchy.

Ranking is displayed in special rows. It is necessary to take into account such issues as the number of organizers, the spiritual types. Independent semantics contain spiritual words that generalize more or less of a sign. As a result of the specificity of such meanings to three or more lexemes, hierarchical series arise.

The grading phenomenon is manifested in the graduonymic sequence. A member of a hierarchy consists mainly of three or more words. In multi-member rows, there will be an opportunity to show more changes in the quantity or quality of the overall character. Each graduonim in the ranking series has a different relationship to each other. These graduonomic relations are expressed in terms of quantity, quality, speed, change from one state to another, in the form of more or less, more than average, more than average, less-normative-more, more-normative-less. The main feature of the hierarchy is a set of hierarchies (hierarchies) or graduonyms that reflect the gradual increase or decrease of quantity or quality (start-continue-end).

According to O. Bozorov, "... the members of the hierarchy (taking into account their position) can be called lower, intermediate and higher hierarchies (graduonyms). The basis for the formation of the graduonymic line is at the beginning of the line (when the sign goes from a little more), in the middle (when the sign goes from one side to the other); also, ranking strings consist of words that belong to the same semantic category. There is a function of synonymy and antonymy in the formation of graduonymic series. Not all members of a synonymous series can participate in the structure of a graduonymic series. In addition, members of a synonymous series are not placed in a specific order. Each member in the graduonymic rows has its own place. With the change of position of a member in this row, the phenomenon of grading in it may not be noticeable. Also, words in a graduonymic sequence are not always synonymous with each other. The main thing that distinguishes the members of the graduonymic series from the members of the synonymous series is the difference in levels in terms of meaning and content. Although synonyms and antonyms form the basis of hierarchical series, not all members of synonyms and antonyms can participate in the graduonymic series formed on their basis.

According to J. Djumabayeva's work "Lexical Graduonymy in Uzbek and English", In Seok Yang's pamphlet "On Antonyms in English" divides antonyms into two collections. On this basis, we focus on the analysis of antonyms that can form a graduonymic series, that is, the poles are made up of antonyms, and when both words are considered antonyms, they can form a separate graduonymic series, not each other. " " According to this view, it is possible to create a hierarchy by placing the word normative or middle (normal) between antonyms such as big-small or high-low. Also J. Djumabaeva makes the following suggestion, considering that the right side of the 0 (neutral) level can form a separate, and the left side a separate graduonymic line in the graduonymic series where the poles are mutually antonyms: "... we propose to give our own graduonomic series, that is, individual lines up to 0 degrees, or above 0 degrees, as micrograduonymic series. "

In conclusion, hierarchical rows are formed within a single word group. Graduonymic rows consist of three or more members, and in such rows the phenomenon of grading is clearly visible.

The most important sign in the formation of graduonymic rows is that a general sign or movement is increasing (increasing) or decreasing (decreasing). There are graduonyms in the row, that is, participants in the ranking row. Without one of them, the phenomenon of graduonymy may not be noticeable, with interruptions between the meanings of the increase or decrease of the graduonymy.

References

1. Bozorov O. The dissertation for the degree of Doctor of Philology "Degree in the Uzbek language". Tashkent 1997.
2. Orifjonova Sh. "Lexical graduonimiya in Uzbek language" f.f. Abstract of the dissertation submitted for the degree of candidate Tashkent. 1996.
3. Djumabaeva J. "Lexical graduonymy in Uzbek and English" Monograph. Tashkent. "Classic word". 2014.