

GRADATION IN THE CLASSIFICATION OF WORDS IN UZBEK LINGUISTICS**Yunusova Gulasal Shuhrat qizi**

Abstract: This study explores the gradation in the classification of words in Uzbek linguistics. It examines how words are systematically categorized according to their lexical, morphological, semantic, and functional properties. The research highlights the importance of hierarchical word classification for linguistic theory, language teaching, lexicography, and digital language resources. By analyzing existing classification systems and providing a structured approach, the study contributes to a better understanding of Uzbek vocabulary, facilitates curriculum development, and supports practical applications in pedagogy and linguistic research.

Keywords: Uzbek linguistics, word classification, gradation, lexical categories, morphology, language teaching, lexicography

Introduction

The classification of words is a central concern in linguistic studies, as it provides a systematic framework for analyzing language structure, vocabulary development, and functional use. In Uzbek linguistics, words are classified according to several criteria, including part of speech, semantic meaning, morphological structure, and syntactic role (Karimov, 2015; Raxmonov, 2018). Such classification is essential not only for theoretical research but also for practical applications, such as language teaching, lexicography, and the standardization of the Uzbek language (Salimov, 2016).

Gradation, or hierarchical differentiation, in word classification refers to arranging words from general to specific categories based on their characteristics. This approach allows linguists to study the relationships between different lexical items, their derivational and inflectional patterns, and their semantic and syntactic functions (Abduvaliev, 2017). For instance, nouns can be divided into common and proper nouns, and further into animate and inanimate entities, reflecting both grammatical and semantic distinctions. Similarly, verbs may be classified by aspect, tense, or transitivity, providing a more nuanced understanding of their roles in sentence construction.

Historically, Uzbek linguists have developed various systems for word classification, influenced by both Turkic grammatical traditions and modern linguistic theories (Nazarov, 2014). These systems aim to organize vocabulary in a manner that captures both structural properties and semantic relations. The gradational approach not only clarifies hierarchical relationships among words but also facilitates lexicographic work, enabling dictionaries and educational materials to present vocabulary systematically (Karimov, 2015).

The purpose of this study is to examine the gradation in the classification of words in Uzbek linguistics, focusing on how words are grouped from general to specific categories. The study also seeks to highlight the practical significance of word classification in language education, linguistic research, and curriculum development. By understanding these hierarchical structures, linguists and educators can more effectively analyze language patterns, teach vocabulary, and develop methodological tools for Uzbek language instruction (Raxmonov, 2018; Salimov, 2016).

Relevance of the Study

The study of word classification and its gradation in Uzbek linguistics is highly relevant for several reasons. Firstly, a systematic understanding of how words are organized is crucial for linguistic theory, as it enables researchers to analyze language structure, word formation, and semantic relationships more effectively (Karimov, 2015). Uzbek, as a Turkic language with rich morphological and derivational structures, requires precise classification to capture its unique lexical and grammatical patterns (Abduvaliev, 2017).

Secondly, the gradation in word classification is essential for language teaching and curriculum development. Educators rely on hierarchical categorization of words to design textbooks, exercises, and vocabulary learning strategies that progress from general concepts to more specific terms (Salimov, 2016).

Thirdly, the relevance of this study extends to lexicography and language standardization. Systematic classification helps in the compilation of dictionaries, thesauri, and language corpora, which are indispensable tools for both native speakers and learners of Uzbek (Raxmonov, 2018).

Finally, investigating the gradation of word classification addresses gaps in existing research. While numerous studies have explored Uzbek morphology and syntax, relatively few have focused on hierarchical structuring of vocabulary, particularly from the perspective of both semantic and functional gradation.

The following table summarizes the main areas of relevance and their practical impact:

Area of Relevance	Description	Practical Impact
Linguistic Theory	Understanding hierarchical word classification in Uzbek	Enables deeper analysis of language structure, word formation, and semantics
Language Education	Gradation of words for teaching and curriculum planning	Helps design coherent vocabulary lessons and exercises
Lexicography and Standardization	Systematic organization of vocabulary for dictionaries and corpora	Improves dictionary compilation, thesaurus creation, and language resources
Digital Language Resources	Structured data for computational linguistics and NLP	Supports development of Uzbek language software and educational applications
Research Gap	Limited studies on hierarchical vocabulary structuring	Provides theoretical and practical insights for further linguistic research

In summary, the relevance of this study lies in its contribution to linguistic theory, language education, lexicography, and digital language resources, making it significant for both scholars and practitioners in the field of Uzbek linguistics.

Conclusion

The study of gradation in the classification of words in Uzbek linguistics highlights the importance of a systematic and hierarchical approach to vocabulary analysis. Understanding how words are categorized—from general to specific levels—provides valuable insights into lexical, morphological, and semantic structures of the Uzbek language.

This research demonstrates that proper word classification is essential not only for linguistic theory but also for practical applications such as language teaching, curriculum development, lexicography, and the creation of digital language resources. By organizing vocabulary systematically, educators can design more effective teaching materials, while linguists and lexicographers can ensure consistency in dictionaries and language corpora.

Moreover, the study addresses gaps in current research by providing a structured approach to hierarchical word classification, emphasizing both semantic and functional aspects. This contributes to a deeper understanding of the Uzbek language and offers practical guidelines for further research and pedagogical practice.

In conclusion, gradation in word classification is a fundamental aspect of Uzbek linguistics that enhances both theoretical knowledge and practical language applications, making it a relevant and valuable area of study.

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