

LINGUISTIC AND EXTRALINGUISTIC FEATURES OF GRADATION

Andijan State Foreign Language Institute,
Department of English language and literature
Associate Professor **N. R. Mahmudova**
Andijan State Foreign Language Institute,
1st year student **S. S. Dadzhonova**

Since the gradation term refers to the phenomenon of intensification or weakening between the signs and characteristics of things in existence, we must not forget that these signs have cause and effect, conditions and factors.

Systematic study of these issues throughout the season makes it possible to understand the problematic aspects of the gradation issue.

In linguistics, two different areas of the pragmatic discursive aspect of gradation are distinguished, which characterize the types of lexical-semantic and gradational signs.

Lexical-semantic gradation analysis is aimed at determining the gradation step reflected in non-linguistic activities by semantic characters with corresponding referents. In relation to discursive gradation, the purpose of studying the gradation of fragments of meaning of a text is set, which, firstly, provides for the separation of text context, discursive conditions, and secondly, the identification of means of representing the gradation of the listed characters. In this way, two types of semantic and discursive graduated characters are distinguished. As noted above, semantic graduated characters are studied at lexical-semantic, as well as at other levels of the language, where the listed characters have special means of determining gradation. In addition, the expression of semantic gradual characters in the text is researched. Discursive graduated characters will be relevant only in discursive, after all, they will be text-oriented. Let's take a separate look at the separated types of Gradual signs.

Many of the studies considered above are devoted to semantic character gradation. Graduated characters are presented in the word sense in the form of semantic components, that is, SEMAS. This research is based on the theory of the component composition of lexical meaning and the theory of research of SEMA as a structural component of meaning, etc.

A feature of the graded semantic characters is Ye.I. Cited in sheigal studies¹. The author proposes the concept of the separation of graded characters based on the comparison of strict semantic characters: if the variants in strict semantic characters are according to the mutually exclusive complement principle, then their variants for graded characters reflect the semantics fields that partially influence each other, whose intersecting amulet principle is the leader. The scientist distinguishes between two types-parameter and quality-graded characters. The first of the distinctive features of the Gradual signs is that they have a scale, in which, in some cases, an accurate quantitative assessment can be obtained. In other words, the gradual signs can be interconnected with one or another point that reflects the stages of change.

The second peculiarity of the graduated signs is their relativity. The concept of relativity in relation to the graded symbols E.Developed and introduced by Sepir. E. Sepir writes that conflicting couples, such as large-small, more or less, lead to a false idea of an absolute estimate of the amount. The idea of relativity of the gradation signs presented by the scientist is Dj. Layonza, E.M. Vol'f, N.D. Arutyunova, E.I.Developed in the research of sheigal et al. Ye.I. The ambiguity of sheigal graded semantic characters justifies the existence of relativity in their content. Relativity characterizes an

¹ Sheigal E.I. Gradation V leksičeskoy semantike: Uchebnoe posobie K speskursu. - Kuybyshev: Kuybysh. Gos. PED. in-T, 1990. – 96 s.

object as a component of a system, the significance of which is considered variable, and not fixed. E.M. Wolff notes the relative nature of the graduated characters: the “very large – many – medium – small – very small” scale has no denotations except for the object of assessment; a large aircraft and a large bike, a good house and good weather are not comparable.

If we see text in the place of a subject of speech, then language tools that represent gradualism can be called gradators, intensifiers, deintensifiers. If we consider the text by the speaker, then it is considered much more acceptable to use the term graduation indicator.

Analysis of gradation indicators provides for the separation of their types according to the following parameters: 1) according to the degree of manifestation of the sign being expressed; 2) according to the derivative property of gradation; 3) according to its pragmatic function; 4) according to the explicate appearance of gradation. In addition, the content of the study assumes the consideration of the pragmatic properties of gradation indicators in various homogeneous discourse.

Above, we argued that gradation is created on the basis of expressiveness. Similarly, expressiveness is created on the basis of gradation. They are two related concepts, two processes that dictate each other. In this case, when gradation is created using language units, expressiveness-expressiveness occurs using the meanings of these Language units. Questions arise between these two elements as to which one is primary and which is secondary, and finding a solution allows them to comprehend the phenomenon of gradation in detail.

REFERENCES:

1. **Арнольд И.В.** Потенциальные и скрытые семы и их актуализация в английском художественном тексте // *Иностр. языки в школе*. – 1979. - № 5. – С. 10-14.; Болинджер Д. Атомизация значения // *Новое в зарубежной лингвистике: Лингвистическая семантика*. – М.: Прогресс. – 1981. – Вып. 10. – С.200-234.; Гак В.Г. Семантическая структура слова. – М.: Наука, 1971. – 215с.; Гинзбург Р.С. Значение слова и методика компонентного анализа // *Иностр. языки в школе*. – 1978. - № 5. – С. 11-15.; Кузнецов А.М. Структурно-семантические параметры в лексике. – М.: Наука, 1980. – 160 с.; Кузнецов А.М. От компонентного анализа к компонентному синтезу. – М.: Наука, 1986. – 124 с.; Новиков Л.А. Антонимия в русском языке. – М.: Изд-во МГУ, 1973. – 290 с.; Пелепейченко Л.Н. Переходные типы значений слов (на материале русского языка). – Харьков: ХГПУ, 1994. – 138 с.; Стернин И.А. Лексическое значение слова в речи. – Воронеж: Изд-во Воронеж.ун-та, 1985. – 171 с.
2. **Шейгал Е.И.** Градация в лексической семантике: Учебное пособие к спецкурсу. – Куйбышев: Куйбыш. гос. пед. ин-т, 1990. – 96 с.
3. **Sapir E. Grading.** A study in semantics // *Philosophy of Science*. – 1944. – Vol. II, № 2. – p. 93-116.