SIGNIFICANCE OF LEXICAL GRADUONYMY IN ENGLISH

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Аннотация. Мақолада инглиз тилида лексик градуонимия масаласи таниыли лингвист-олимларнинг изчил фикрлари асосида таснифланган бўлиб, мазкур ҳодисанинг амалий аҳамияти ҳақида хулоса қилинган.

Аннотация. Вопрос о лексической градуонимии в английском языке классифицирован в данной статье с помощью научных мнений известных лингвистов, а также сделан вывод о практической значимости данного явления.

Annotation. The issue of lexical graduonymy in English is classified by the scientific views of famous linguists, also the decision on the practical significance of this phenomenon is made.

Калит сўзлар: градуонимия, синонимия, лексик градуонимия, стилистик градуонимия, градуонимик луғат, градуоним, гипоним, гипероним.

Ключевые слова сўзлар: градуонимия, синонимия, лексическая градуонимия, стилистическая градуонимия, градуонимический словарь, градуоним, гипоним, гипероним.

Key words: graduonymy, synonymy, lexical graduonymy, stylistical graduonymy, graduonymical dictionary, graduonym, hyponym, hyperonym.

The study of the phenomenon of synonymy (and antonymy) goes back as far back as the science of language. This, of course, is related to the fact that people, as a product of their first epistemological activity, began to understand/differentiate/separate the processes of existence, such as real and unreal things, events (and their characteristics), actions (and their states), which are similar (and different) to each other. It should be stated that synonymy is not only a lexical but also a linguistic phenomenon in world linguistics (such as L.Murphy, P.Edmonds and G.Hirst, S.Felbaum, D.Cruz, R.Sayfullaeva, I.Siddikova, R.Yunusov) has been consistently researched, not only printed, but also online synonym dictionaries have been created, and despite the fact that a lot of work is being done on the placement of synonyms in WordNet, unfortunately, we cannot say that enough research has been carried out on its relationship regarding linguistic ranking, similarities and differences. For example, the research conducted by H.Ne'matov, O.Bozorov, J.Jumabaeva in this regard can be cited as an example [2]. In

his scientific work, O.Bozorov gives some information about the interaction of the phenomena of graduonymy and synonymy, among other things, he supports the opinion of V.G.Pavlov and writes as follows: *"The phenomena of graduonymy and synonymy differ sharply according to their basic features. Because synonymy is based on the identity of the semes of two or more lexemes and phrasemes, graduonymy rests on the gradational difference in the main semes. From this, it is known that the main meanings are equal in synonyms, but not equal in graduonymy"* [1, 57].
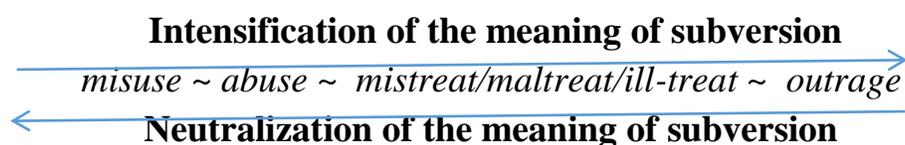
This definition is the best explanation given to the phenomenon of linguistic gradation, which actually grows out of synonymy, showing the mutual cooperation of synonymy and antonymy, and paves the way for the study and analysis of gradual relations as a separate linguistic phenomenon. In addition, in order to develop corpus linguistics in each language, including Uzbek, the importance of studying the difference and interrelationship between synonyms and graduonyms is becoming clear day by day. According to J.Jumabaeva, who specially researched the lexical and stylistic gradation in English, *"the creation of graduonymic dictionaries of words helps to distinguish synonyms and graduonyms."* Taking into account the modern requirements of language users today, we believe that this principle should be reflected not only in printed, but also in online dictionaries.

First of all, in the analysis of synonyms in different languages, we see that they are divided into many types, such as pure synonyms, quasi-synonyms, contextual, occasional synonyms, logical synonyms, cognitive synonyms, stylistic synonyms. But in the dictionaries and encyclopedias created in all these languages, it is emphasized that not all synonyms can always express the same meaning. In particular, it is recognized that pure synonyms are very rare in English, and it is shown with examples that synonyms given in thesauruses cannot replace each other. For example, when the words *elated* and *happy* are given, *happy* can be used instead of *elated*, but it is emphasized that *happy* is not considered a synonym for the original meaning of the word *elated*. The following example will try to prove that the word *elated* can be considered as a hyponym of the word *happy*: *Britt is elated. → Britt is happy.* Thus, we can't say: *Britt is elated, but she's not happy*, like in Uzbek: *Britt yettinchi osmonda (Britt is over the moon) → Britt baxtli (Britt is happy).* So we can't say that *Britt yettinchi osmonda, lekin u baxtli.* Accordingly, we can say: *Britt is happy, but she's not elated.*, like in Uzbek: *Britt baxtli, lekin yettinchi osmonda emas.* So, even because the word *elated* has a higher, stronger level than the word *happy*, when they change places, we can see that one cannot fully convey the original meaning and essence of the other, which in itself indicates that the phenomenon of graduonymy has not been studied in English.

In order to study the relationship between synonymy and graduonymy in English, we turned to the thesaurus(s) and found that pure synonyms are also present among mutually synonymous units in the sources. For example, **abuse** v *abuse, misuse, mistreat, maltreat, ill-treat, outrage* all denote to use or treat a person or thing improperly or wrongfully. *Abuse* and *misuse* are capable of wider use than the others, for they do not invariably imply either deliberateness or wantonness {I can't abuse your generosity to that extent. You're doing more than enough for me already – Mackenzie}.

As can be seen from this analysis, although the words *abuse, misuse, mistreat, maltreat, ill-treat, outrage* are included in the dictionary of synonyms, we can observe not only a stylistic (connotative) difference between them, but also a denotative difference. Therefore, misuse means "subversion" (destruction/loss/ subversive process) refers to the wrong doing, misuse, abuse of something; abuse means the termination, loss of an object/action/situation with its consequences, i.e. one's own. This word by itself takes the next position in the direction of "increasing subversiveness" among the elements that are arranged on the basis of the differentiation scheme of destruction/loss/subversiveness, and the words *mistreat/maltreat/ill-treat* take the status of the next intensive member in the form of a demonstration of oppressive-ignorant activity as words that are very close to each other. Outrage occupies the last strong end of this graduonymic chain, therefore, this word means unlimited oppression, aggression, destruction. It seems that among the lexical units with the same meaning included in the dictionary, there is a specific gradation relationship:

Intensification of the meaning of subversion

misuse ~ abuse ~ mistreat/maltreat/ill-treat ~ outrage

Neutralization of the meaning of subversion

1-picture. English graduonyms grading according to the seme of "subversiveness"

Sometimes separate analogous words can form a distinct graduonymic series, i.e. levels are determined according to the scale of use, and the members of the series consist of analogical units. As an example, words such as *hurt, injure, harm, damage, impair, mar, spoil*, which are not included in the graduonymic series of the word *abuse*, should be arranged in a separate graduonymic series because they possibly show analogical meaning in connection with *damage, stain, and spoil* [3]:

Intensification of the meaning of subversion

hurt ~ injure ~ harm ~ damage ~ impair ~ mar/spoil

Neutralization of the meaning of subversion

2-picture. English graduonyms grading according to the seme of "damaging"

There are not only differences between synonymy and graduonymy, but also commonalities. One of them is: openness (unlimitedness) of synonymous and graduonymic series(es). That is, the lines of meaning can be filled, first of all, based on the requirements of the time, speech, and society. Secondly, semantic lines are connected with denotative (naming) units of speech, phraseological expressions, types of independent lexeme semes, made-up words, word combinations, figurative meanings of words, and their line is expanded by the means of speech semantics (contextual synonymy). Another common point is that both types of lines are united around one main lexeme (dominant). In this case, the main feature of the main lexeme is that the expressions contained in the lexeme seme are neutral compared to the defined and clarified expressions. For example, in the synonymous line in Uzbek: *бола (child) – фарзанд (child, offspring) – зурриёд (offspring)*, *child* is the dominant word, and in the graduonymic line of *ниҳол (sprout) – кўчат (seedling) – дарахт (tree)*, *daraxt (tree)* is the main word.

As mentioned above, no matter how widely synonymy has been studied in the science of language, the principle of separating graduonymy from it and thereby classifying language units on the basis of gradable units is still a problem, which is waiting to be solved.

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