



ISSN 1989 – 9572

DOI: 10.47750/jett.2023.14.03.061

Study Of The Gradual Relations In Differentiation Of Substance And Attributive Meanings In The English And Uzbek Languages

Shirinova Nilufar¹

Shirinova Nargiza²

Radjabov Nosir³

Journal for Educators, Teachers and Trainers, Vol. 14 (3)

<https://jett.labosfor.com/>

Date of reception: 15 Feb 2023

Date of revision: 09 Mar 2023

Date of acceptance: 06 Apr 2023

Shirinova Nilufar, Shirinova Nargiza, Radjabov Nosir (2023). Study Of The Gradual Relations In Differentiation Of Substance And Attributive Meanings In The English And Uzbek Languages. *Journal for Educators, Teachers and Trainers*, Vol. 14(3). 504- 512

^{1,2,3}Docent, PhD in Philology, Public Safety University of the Republic of Uzbekistan



Study Of The Gradual Relations In Differentiation Of Substance And Attributive Meanings In The English And Uzbek Languages

Shirinova Nilufar¹, Shirinova Nargiza², Radjabov Nosir³

^{1,2,3}Docent, PhD in Philology, Public Safety University of the Republic of Uzbekistan

Email: nilufar.shirinova@mail.ru¹, nargizashirino@gmail.com², nasirnasimovich@mail.ru³

ABSTRACT

Introduction. The issue of the demarcation of substance and attributiveness meanings in the English and Uzbek languages in a gradual way is studied in the article. Graduonymy, as a type of general linguistic phenomenon, serves as the main method for the manifestation of substantive and attributive meanings in different structures of the systems of English and Uzbek languages.

Research methods. Logical analyzing and synthesizing, linguistic analyzing, comparative method, constructive method, synchronic classification method, graduonymy, and others are applied to have a complete linguistic research on the given issue. Graduonymic approach is opted as the main method of the linguistic analysis of the meanings of substance and attribute in the lexical and grammatical systems.

Results and discussion. Differentiation of substance and attributive meanings in the English and Uzbek languages appears in a gradual (levelled) way as a formal way of language consciousness. Although substance and attributiveness, which are synthetic (syncretic, diffusive) in reality, semi-discrete (as concepts of substance and attributiveness) in human consciousness, and analytic (discrete) in the language system, are realised in both English and Uzbek languages in the forms of gradual series (rows, lines). Obviously, there are some lexical, morphological and syntactical methods of the demarcation between substantive and attributive meanings in the languages that bear particular similarities and differences between the ways of manifestation of these language meanings in English and Uzbek. It relates to the linguistic ontology (vocabulary range, lexical peculiarities of semantics and derivation, morphological and syntactic construction) of these languages. The specific discussion of these issues by the method of graduonymy on the examples of language materials and linguistic data in the English and Uzbek languages is given in the work.

Conclusion. The research of the discrimination of substance and attributive meanings in the systems of the English and Uzbek languages gives possibilities to ensure the theory about the presence of gradual relations on the stage of language consciousness. A clear comprehension of such principles can determine the solution to many controversial moments that arise not only in local (national), but also in general linguistics due to the fact that the demarcation in subject and attributive meanings in particular language units occur in levelled forms.

Keywords: substance (or substantive) meaning, attributive meaning, graduonymy, gradual series (line, row), lexical differentiation, morphological demarcation, syntactical discrimination, Language Picture of the World (LPW), language consciousness, microfield, macrofield.

INTRODUCTION

The observation of the inner essence and capabilities of the language on the premise of general categories and linguistic rules can serve for acquiring concrete conclusions at the implementation of sure linguistic phenomena not only in a single language system, but also in some of comparative and particular linguistic structures. This principle, as a foundation for studies within the discipline of constructive linguistics, might also additionally provide possibilities for learning the issue of the Language Picture of the World and its area in realisation of language opportunities (Commonness, Objectiveness, Possibility, and Reason) into the speech realities (Concreteness, Phenomenon, Reality, and Result), and comprehending the manifestation of linguistic phenomenon and relationships that have grown from the superficial language devices to the extent of language consciousness [1; 2; 3].

The unified opinions of philosophers on substance (thing, creature, object) and attributiveness (acceleration, attribute, sign, quality, property) are that the substance is a complex of functions and attributes. At the same time, substance and attributiveness are not isolated from each other, stay collectively and firmly require

everyone. The same feature can exist in several, various substances, which includes a set of various functions (traits). Therefore, characteristic refers to the general aspect of numerous nouns [4, 15; 5, 10].

Human consciousness and mentality actively deals with this image expressing the unity of substance and attributiveness, the character of substance as a complexion of traits, the characteristic as an aspect of substance, the distinction among the objects through their attributes. It represents distinct functions and qualities of an object. For example: Is there a blue colour in reality? No, there is not. That appears because human consciousness categorizes the concept of color as a specific notion and reality removed from the matters having this color.

The innovative function of human consciousness is manifested not only in the expertise of the substance and qualities that distinguish the things from their attributes, but also in the complexion of particular symptoms with substances, growing the entirety that even does not no longer exist. For example, mythical creatures which include monster, witch, are made by active productivity of human mind [4, 30].

Language, that is a material form of thoughts, has excessive activity if it is farable to such sampling and, conversely, synchronization of samples that actively replicate the objective state. It is not always only a shell, a box, a former of thinking, but also a type of impartial system, fertile for the seeds of mentality – it grows and offers wealthy seeds on the premise of its laws and rules [2;3;6;7]. The language expresses and refers to structures on objects and symbols, obeys unique laws. Here the human consciousness classifies representatives of substance, object, creature as devices differed from the qualities of apple, dress, human, then creates ideas which include monster, angel; language generalizes them, isolating them from the reasonable objects, making them one of the functions of series of words that means substance and conveys to us from such symbols as redness, sweetness, height, length, duality. Qualitative and quantitative, stable and variable, similar and different types of attributes, identified in the human consciousness are grouped in the language as qualitative and relative adjectives, verbs and their forms, pronouns, adverbs. In addition, for each of them there are attached specific means of word formation and syntactic functions. This reflects the unique creative capabilities of the language. Language, which is an expression of human mentality creates the Language Picture of the World [4, 14; 5, 12].

The issue of the Language Picture of the World (Uzbek: Olamning lisoniy manzarasi, Russian: Языковая картина мира) is one of the controversial questions of today's general linguistics, since it is formed as a result of the spiritual kind of human activity. Language Picture of the World (LPW) is formed on the premise of all human relations with the reality. This means that the LPW should be considered as the language image of the world (reality) in the human consciousness, i.e. the view of the individual, personal experience that is achieved personally and spiritual and cultural activities of a particular ethnic group.

Early theoretical interpretations of the "Language Picture of the World" are given in the works of W. von Humboldt. Obviously, the scientist was the first to notice the peculiarity of language to be not only a means and instrument of communication, but also a prerequisite for abstract, generalized thinking: "Mental activity – completely spiritual, deeply internal and passing without a trace through the sound of speech materializes and becomes available for sensory perception. The activity of thought and language, therefore, represent an indissoluble unity. By necessity, thinking is always connected with the sound of language, otherwise it will not reach clarity, and the idea cannot turn into a concept. The indissoluble connection of thinking, the organs of speech and hearing with language is due to the primary and inexplicable structure of human nature [1; 4, 24]".

Language is the main tool for thoughts' manifestation, a tool for forming conceptual systems in it, preserving and presenting the long-standing experience of humanity, recreating the LPW, since this picture is determined by lots of factors that deal with the life experience, styles of existence, cultural level of development, economic and social status, living conditions, behavior rules, moral and spiritual state of the person, the nation and the people. For example, there are more than ten names for snow in Eskimos language, and in the languages of Africa there is not even the word "snow" [4, 21]. Actually, a language not only names, distinguishes and generalizes (synthesizes), but also performs a very important cognitive function.

Overall, the study of the gradual relations in differentiation of substance and attributive meanings in the systems of English and Uzbek languages gives possibilities to identify the statement about the existence of gradual relations in the stage of language consciousness, Uzbek and/or English Language Pictures of the World. Furthermore, it can contribute to the solving of many controversial problems in the sphere of linguistic interpretation of links (relations) between language units.

MATERIALS AND METHODS

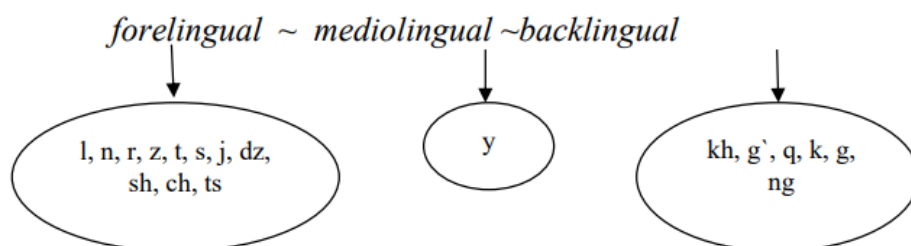
The issue of linguistic graduonymy was firstly studied in the Uzbek philology and was spread to the global linguistics as the phenomenon of language reflexion of dialectic categories, such as quality and quantity, and others. Linguistic graduonymy appears in the language system, in its phonetic, lexical, grammar (morphology and syntax) and stylistic fields. For instance, sounds in the English language can stand in a gradual principle according to the articulation zone: forelingual ~ mediolingual ~ backlingual ~ pharyngeal. In addition, many lexemes are considered as bearing certain increasing or decreasing meanings: infant → baby →

child → laddie/little girl → teenager → youth → lad/girl → young man/young woman → old man/old woman... Syntactic devices in the gradual row/Subject ~ Predicate ~ Object ~ Attribute.../ are levelled according to their main roles in the sentence structure.

The phenomenon of Language Graduonymy, expresses general real categories of quality and quantity and three main philosophical laws (principles): The transition of qualitative changes into quantitative and vice versa, The rejecting the reject; and The unity and controversion of contradictions; also a real type of paradigmatic ties between objective being – human consciousness – human language. It is attracting the world scientists day by day, as it is included in the language system, its phonetic, lexical, grammatical (morphological and syntactic) and stylistic fields [8;9;10;11;12;13;14;15;16;17;18].

1. Phonetic aspect

A number of graduonymic relations can be studied on the phonetic aspect. To illustrate this, the tongue consonants in the Uzbek language is regulated on the basis of the principle of movement from the throat to the lips:



In English it can be like:

Figure 1: Grading of tongue consonants in Uzbek at the place of articulation (POA)

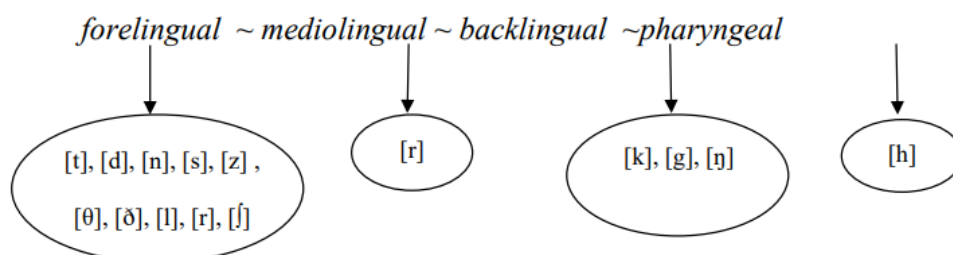


Figure 2: Grading of tongue consonants in English at the articulation zones

2. Lexical graduonymy

Lexical graduonymy is a levelling of words according to the quantity of any similar sign in the meaning of words. For example, in Uzbek: *ninni* → *chaqaloq* → *go'dak* → *bola* → *o'smir* → *yigit* → *chol* → *qariya*...; in Russian: *младенец* → *сосун* → *малыш* → *ребенок* → *подросток* → *юноша* → ... *старец*...; in German: *das Neugeborene* → *der Säugling* → *das Baby* → *das Kind* → *das Mädchen/der Junge* → *der Mann/die Alte/die Alte* → *der Greis/die Greisin*...; in English: *infant* → *baby* → *child* → *laddie/little girl* → *teenager* → *youth* → *lad/girl* → *young man/young woman* → *old man/old woman*... we can study the semantic ranking of lexical units [5;20; 6].

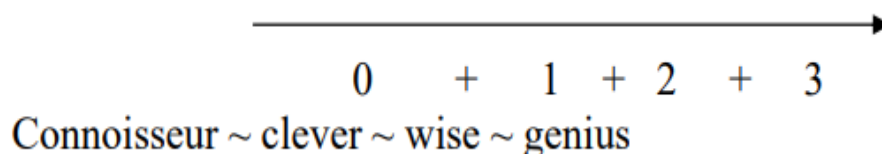


Figure 3: Lexical gradual line on the seme "Intelligence" in English

The lexical graduonymy manifests the scientific law of the transition of quantitative changes into qualitative ones, clearly reflects it in lexical graduonymy. For example, in the gradual lines: қадимги (ancient) → ўрта (middle) → янги (new); чақалоқ (infant) → гўдак (baby) → бола (child) → ўсмир (teenager) → йигит (youth) → чол (adult) → қария (old man)... in the Uzbek language we find that quantitative changes pass up to the quality stage.

3. Morphological gradation

In morphology, the levelling has been clarified and described a long time ago at qualitative stages, different diminutive/intensifying forms of qualities. Particularly, there was a special group headed by G.Jachnov, which also published a large scientific collection [19]. A.Bozorov, who deeply observed graduonymic relations in the Uzbek language system, makes lists of levelling manifestations in the system of lexical units [11, 86-87]. It follows that we may compare conditions referring to the categories of noun ownership and their morphological forms, and additionally, we may identify different levels in them. In particular, morphemes of possession place in a gradual line due to the seme of close/far relationships on subject's possession (the object which they own in common):

uyim – my house, closely own, the house belongs to me, I personally own

uying – relatively far affiliation with you

uyi – far possession

Obviously graduonymic links are quite reflected in the morphological aspect.

4. Syntactic graduonymy

Syntactic ranking is absolutely general (abstract). In particular, following lines:

a) in English

Subject ~ Predicate ~ Object ~ Attribute ~ Adverbial

b) in Uzbek

kesim (Predicate) ~ ega (Subject) ~ hol (Adverbial) ~ to'ldiruvchi (Object) ~ aniqlovchi (Attribute)

can be highlighted as containing gradual stages from the most dominant part of the sentence (Subject – in English, Predicate (kesim) – in Uzbek) to the less dominant one.

Above-mentioned facts allow to conclude that graduonymic relations are reflected on the syntactic surface [5, 45].

5. Stylistic graduonymy

In linguistics, many types and levels of styles are distinguished (particularly, German linguists note more than 30 types of styles [15]). Graduonymy on a stylistic surface is reflected in many languages, at the level of styles, namely vulgar (rude, offensive) ~ spoken ~ neutral ~ literary ~ poetic ~ higher ~ above.

Scientists, such as H.Nigmatov, R.Rasulov, S.Giyasov, S.Orifzhanova and others, mentioned the levelling in lexical synonymous rows [13]. Indeed, if to draw attention to the synonymic serie in Uzbek: turq ~ bet ~ aft ~ yuz ~ chehra ~ uзор ~ oraz... (the words bearing the meaning of “face” from the most negative seme “turq” to the most positive one “oraz”), it is clearly noticeable that this series of positive/negative personal relationships is complexly based on increasing/decreasing. In the lexemes in this series, the naming of the same “thing” and functions differ along the edges denoting various additional meanings (stylistic paint, personal attitude, etiquette of application). It can therefore be said that levelling is reflected in the stylistic sphere of the language.

6. Paremic level

The linguistic phenomenon Graduonymy has been studied in several scientific papers on levels of phraseology. The attendance of graduonymic relations among proverbs that are the object of research in the sphere of paremiology is specially investigated [8;9]. The following examples in the English and Uzbek languages significantly clarify these links:

In English:

Politeness costs little, but yields much.

He who begins many things, finishes but few.

Marriage halves our grieves, doubles our joys, and quadruples our expenses.

and in Uzbek:

Кун ғамини сахар е,

Йил ғамини баҳор е.

(Think about a day from the early morning, Think about a year from the spring)

Обрў мисқоллабкелар,

Қадоқлабкетар.

(Authority comes in drops, but leaves in floods)

Бир келин олдим, ўтирдим,

Икки келин олдим, тик турдим,
Уч келин олдим, югурдим.

(I took a bride (daughter-in-law), I sat, I took two brides, I got up, I took three brides, I ran)

Once we are partially introduced with the level of studying of graduonymy in linguistics, it is time to come to the investigation of the main issue of interest – the methods and means analysis of the demarcation of substance and attributive meanings in the English and Uzbek languages [20].

DISCUSSIONS

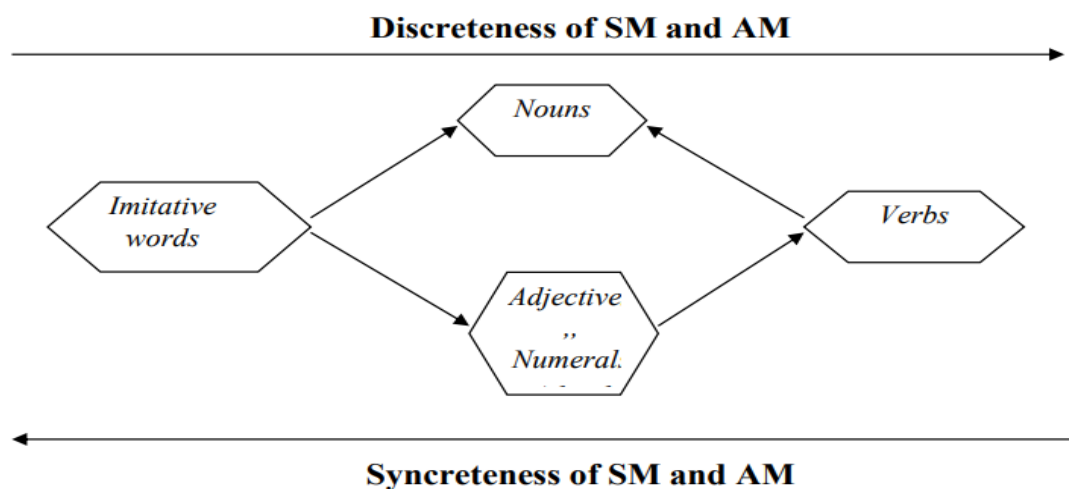
Gradual relationships are distinguished in the expression of some language meanings, namely substance and attributive meanings, which exist in the unity and syncretism in objective reality, but are actively defined in human consciousness and the language system. The studies on differentiation of substance and attributive meanings and gradual relations between language units expressing that demarcation show that there are different ways and means of the distinguishing in both English and Uzbek languages. For example, there is a lexical way of demarcation of substance and attributive meanings in English: Imitational words ~ ... Verbs, which is very close to the gradual row of lexical units in the Uzbek language. On the contrary, the morphological way of demarcation in Uzbek is different from the English type: Category of Number is in the initial position of the row, whereas the Category of Voice is ultimate. Other means, such as Degree forms of Adjectives and Ordinal forms are located within this structure. The leading role in differentiation of substance and attributive meanings is given to the syntactical way, which is common in both languages. Obviously, this ordering has mutual relationship; thus, intensification of certain meaning outcomes the neutralization (lowering) of another one and vice versa. Despite the active creativity of the language ability and the reflection of the reality and human consciousness as a specific system, the syncretism of substance and attributiveness can be manifested in the language. It is significantly noticeable not only in the system of similar (relative) languages, but also in different (not relative) language systems, such as English and Uzbek. Below we try to illustrate our opinion in the example of a series reflecting the gradual levelling in the difference between the meanings of substance and attributiveness in above-mentioned languages. Subsequently such means are differed into three types in accordance with three main parameters of the classification of language structures and series of words:

1. Lexical-semantic differentiation of SM and AM.
2. Morphological differentiation of SM and AM.
3. Syntactic differentiation of SM and AM.

1. Lexical-semantic differentiation

By the lexical-semantic method of the distinguishing of substance and attributive meanings, we can locate the above series (rows) of words in a number of the following levels.

At the beginning of the rows there are units, in which the meanings of substance and attributiveness are differed in the context only, speech application that is syncretic, diffuse. At the end of the series, there are units representing the dynamic, changing characteristic as “action/movement” [8, 43; 17].



¹SM – Substance Meaning; AM – Attributive Meaning

Figure 4: Difference between SM and AM in the English and Uzbek languages on the basis of the lexical-semantic method

From the above we can conclude that the mutual semantic contradiction of words in English and Uzbek based on the meanings of the series has the meaning of a number of levels, which ultimately encounter morphological contradiction. In these series, the vision of different stages of units of substance and attributiveness (accidence), which are inseparable from each other, influenced by the consciousness and creative spirit of the language (based on the law of the transition of quantitative changes to quality changes from diffusive/syncretic expression to the semantic-formal difference).

2. Morphological demarcation

The difference in the meanings of substance and attributiveness on the basis of the morphological method is interconnected with the distribution of words into series and the presence of specific morphological forms and categories for each series. Usually these classification forms are semantically combined with the words corresponding to them.

However, morphological form of

- a) number (category) means substance;
- b) degree – static characteristic;
- c) -нчи – quantitative feature;
- d) voice – relative dynamic feature.

This can be summarized in the following graduonymic line:

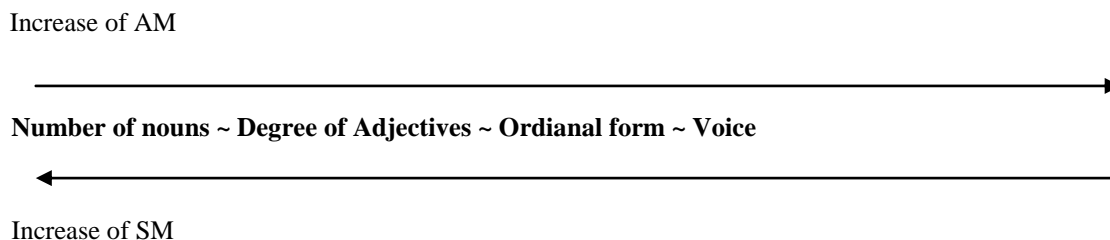


Figure 5: Gradual line of morphological devices on differentiation of SM and AM in Uzbek

Here the categories of the Number in Nouns, Degrees in Adjectives, Ordinal numbers and Voice in Verbs make a gradual microfield in differentiation of SM and AM; Number in Nouns and Voice in Verbs make a gradual macrofield respectively. We observed the differentiation between Uzbek and English morphological rows of SM and AM (it is characterised by the uniqueness of the English language):

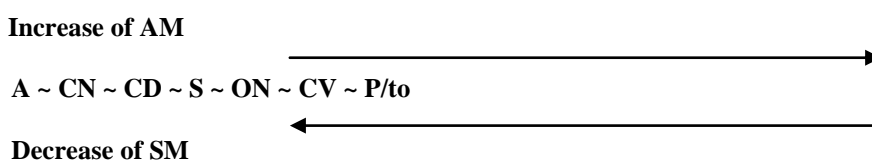


Figure 7: Gradonymic line of morphological means distinguishing SM and AM in the English language

Articles, standing for the expression of nouns are placed in the initial position of the gradual row which expresses neutralising of SM and intensification of AM and vice versa, in the end of the line there is a form of the verb -to, which means dynamic quality – the strongest mode of AM. Various modes of AM – quantitative attribute (CN – Category of Number), qualitative attribute (CD – Category of Degrees, S – Statives), ordinal attribute (ON – Ordinal Numbers) and the form of the voice in verbs (CV – Category of Voice) form A ~ P/to opposition (noun representative ~ the form of verb). Here articles, number forms in nouns, degree forms of adjectives and others make gradual microfields in this serie, whereas the gradual line A ~ P/to stands as a gradual macrofield. Thus, the meanings of substance and attributiveness are not only revealed in all superior forms and categories of the morphological systems of the English and Uzbek languages, but also stand in the way of gradual micro- and macrofields in both languages.

3. Syntactic demarcation

As the significant peculiarity of the sentence is a distribution to the structural parts, the expression of SM and AM relates to the semantic characteristics of the parts of the sentence. According to the similar views of scientists (language historians), the main lexical semantic way of differentiation of SM and AM historically was developed from the parts of the sentence. The scientific issue of the progress of parts of speech from the

parts of the sentence and bearing their morphological categories during thousands of years was deeply studied in the work “Chleni predlojeniya i chasti rechi” (“Parts of sentence and parts of speech”) by I.Mechaninov (Leningrad: Nauka, 1978). The followings were analyzed in this work:

- nounforming through the words usage in the position of the subject and object and perceiving specific forms (especially, number and case);
- adjectives and adverbsforming (separate parts of speech adapted to the expression of attributes of things or actions) by the usage of words in the place of the attribute and adverbial (hol);
- verbsforming by the way of words usage in the position of the predicate.

Language historians therefore note with confidence that the difference and interseries specialization of substance and attributiveness, various manifestations of the attribute (qualitative, quantitative, static, dynamic characters and others) is tightly linked with syntactic units – parts of the sentence [4;5;20].

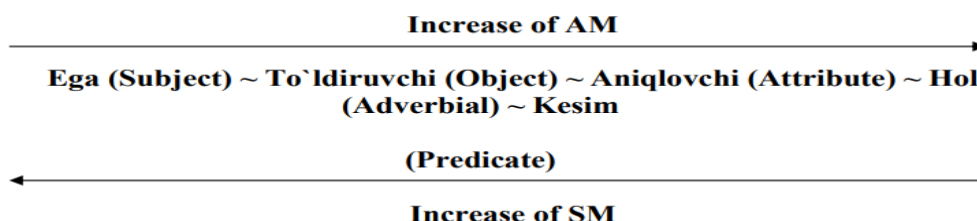


Figure 8: Distinguishing of SM and AM in the sentence structure in Uzbek

It is noteworthy that the graduonymic direction of SM and AM demarcation through syntactic method in English, in particular in the sentence structure, actually does not differ from the syntactic graduonymic rows in the Uzbek language:

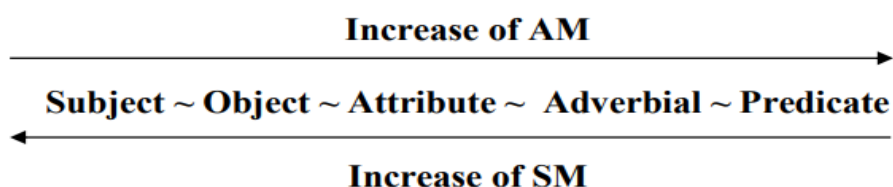


Figure 9: SM and AM demarcation in the construction of the sentence in English

Obviously, the mutual arrangement of these parts in English is very similar to the morphological line of the differences between AM and SM (Figure 7) and is even an outcome of its overarching function. This represents the abstract, generalized character of the syntactic system in distinguishing substance and attributiveness in both languages.

Despite this creative skill of the language and its ability to reflect the consciousness and the mentality, the actual syncretism of substance and attributiveness will not remain syncretic in the language system. In the language system, along with the means of demarcation of substance and attributiveness, there are several means and ways to enhance attributive sequences in the substantive meanings and vice versa, and how to neutralize and/or intensify one of these meanings. The ability to “differentiate”, “distinguish”, “discretize” the “syncretic (thing)” – is revealed in language units in different ways, that are graded, levelled [21;22;23;24;25;26].

Summarizing all above-mentioned, we have made the following conclusions:

1. In objective reality, a substance (thing, object, matter) lives as a “complexion, identity of attributes/qualities/properties”, and an attribute (accident, quality, property) – as “one side (type, phenomenon) of substance”; substance and quality function integratedly, and exist in indissoluble form.
2. Consciousness (thinking), breaking this complexion into components (substance and attributiveness), groups them in the form of representations, distinguishing substance from attribute and vice versa, and also invents new substance and qualities that do not actually exist in the real being.
3. Language, being a form of thoughts (thinking), reflects the distinction between substance and attributiveness in its peculiar ways and means.

CONCLUSION

Diffusive (syncretic) substance and attributiveness in the objective reality, which are philosophically defined one through the other, are defined by innovative human consciousness and integrated into comparatively independent conceptual categories; a language configures this distinction, makes particular microsystems,

promotes lexical, morphological and syntactic ways to explicit each of them, includes them into distinct paradigms. A special role is given to the significant parts of speech, which are the most powerful means of linguistic demarcation of the meanings of substance and attributiveness. Each of the main parts of speech implements the meanings of substance and attributiveness in a peculiar way, revealing the creative spirit of the language system in them. And the language system not only separately manifests the substance and attribute that are syncretic in objective reality, but also discovers the units, which mean substance and attributiveness that do not exist in reality, gifts them reality, and urges a person to create and recreate again.

REFERENCES

1. Danka Siroka. A linguistic picture of the world and expression of emotions through the prism of expressive lexis // Journal of Education Culture and Society No. 2_2013. P. 297-308.
2. Cruse D. Lexical Semantics. – Cambridge, 1986.
3. Allan K. Natural Language Semantics. – Oxford: Blackswell Publishers. 2006. – P.1-3.
4. Shirinova N. Substance and attributiveness: from syncreteness to discreteness. – Saarbrücken, 2013.
5. Shirinova N. Gradual realations in the language aspects. – Tashkent, 2016.
6. Compact Oxford Dictionary & Thesaurus. – Oxford, 2006.6. Levinson S.C. Pragmatics. – Cambridge: Cambridge University Press, 2008. – 420 p.
7. Murphy M. Semantic relations and lexicon. // CUP. Synonymy. ELL. – Cambridge, 2003.
8. Abdullayeva N. Linguopragmatic peculiarities of gradual relations in the national proverbs of the English and Uzbek languages. Dissertation for the degree of candidate of philological sciences (PhD). – Tashkent, 2019.
9. Abdullayeva N. Dictionary of English and Uzbek national proverbs containing graduonyms. – T.: Nurafshon Business, 2019. – 448 b.
10. Aripdjanova S. Lexical graduonymy in the Uzbek language. Dissertation for the degree of candidate of philological sciences (PhD). – Tashkent, 1996.
11. Bozorov O. Graduonymy in the Uzbek language. Dissertation for the degree of doctor of philological sciences. – T., 1997. – 270 b.
12. Bolinger D. Degree words. – Paris: Lions, 1072. – 324 p.
13. Nematov H., Rasulov R. Principles of the System Lexicology in the Uzbek language. – Tashkent, 1995.
14. Rahmonov G`. Interrelations between synonymy and graduonymy in the Uzbek language. PhD dissertation. – Fargona, 2018. – 132 b.
15. Vohidova, Nofiza. Lexikalisch-semantische Graduonymie. // Erscheinungsdatum: 2016-12-12.
16. Zeki Hamawand. The notion of gradation in meaning. An inquiry in Cognitive Grammar // Cognitive Linguistic Studies, Volume 3, Issue 2, Jan 2016, p. 207-232.
17. Djumabayeva J. Lexical and stylistical graduonymy in the Uzbek and English languages. Dissertation for the degree of doctor of philological sciences. – Tashkent, 2016.
18. Djumabayeva J. Lexical graduonymy in the Uzbek and English languages. – T.: Mumtoz so`z, 2014. – 152 b.
19. Jachnov H. Kognition, Sprache und phraseologische/parmiologische Graduierung Harrossowitz Verlag. – Wiesbaden, 2005.
20. Yusupov U.K., Mengliyev B. Modern Uzbek language. – T.: Adabiyot uchqunlari, 2017. – 264 p.
21. Liudmyla Marchuk, Oleh Rarytskyi. Psychological Preconditions of Gradation Functioning in the Individual World Picture // Psycholinguistics (2019), 26 (2), 278-295 pp.
22. Christian Lehnmann. Comparison and gradation // <https://www.researchgate.net/publication/349962951>
23. Alessandro Capone. The Attributive/Referential Distinction, Pragmatics, Modularity of Mind and Modularization // Australian Journal of Linguistics. Vol. 31, No,2, May 2011, pp.153-186.
24. Kai-Uwe Cartensen. A cognitivist semantics of gradation // Zeitschrift für Sprachwissenschaft 2013, No 32(2): 181-219.
25. Yulia Solovieva, Luis Quintanar. Revision of Conception of Gradual Formation of Actions for Education and Psychological Development // Frontiers in Psychology. 30 July 2020.
26. Levinson S.C. Pragmatics. – Cambridge: Cambridge University Press, 2008. – 420 p.