

## Similarities and Differences of Gradation and Related Phenomena

AZIMOVA DILOBARXON BERDIALIQIZI  
*Kokand State Pedagogical Institute, Uzbekistan*

### ABSTRACT

*As the linguistics becoming to be learnt by a lot of scholars of different parts of the world, gradation is getting one of the hot topics of science. The aim of the paper is to explore the concept of gradation in linguistics, which refers to the systematic variation in the form or sound of words to express different meanings or grammatical functions. Gradation plays a critical role in both formal and informal speech, contributing to language flexibility and expressiveness. The paper categorizes various types of gradation, The study also draws comparisons between gradation in different languages, focusing on Uzbek and English languages. It concludes by emphasizing that gradation is an integral linguistic phenomenon, enhancing clarity and nuance in communication.*

**Keywords:** Gradation, ablaut, umlaut, vowel mutation, consonant gradation, morphological gradation, linguistic variation, phonology, comparative linguistics, grammatical function.

### INTRODUCTION

The word gradation is originated from the Latin word and means “step” (that is to increase or decrease in expressiveness). Moreover, gradation is the description of a thing, a sign, a characteristic, an action by means of stronger or weaker synonyms and words in a text or speech. In this case, the effectiveness gradually increases or decreases in its place.

According to him, if speech or text if the effectiveness increases, it is climactic, or vice versa, if it decreases, it is anti-climactic. Syntactic in the construction, the later of the components than the earlier if it expresses a more significant, important concept or content, such the construction creates an ascending gradation. If the components the later ones are less important, less important than the previous ones represents concepts, then a descending gradation occurs.

According to *Gradation in International Encyclopedia of Linguistics » Subjects: Linguistics*, “As a morphological process, “gradation” refers first to various forms of adjectives and adverbs employing in implicit or explicit comparative constructions that is the comparative adjectives and the superlative adjectives [10.1]. There are many words that have a specific pronunciation, known as the strong form, when spoken in isolation. However, except in certain positions, they have a different pronunciation when used in connected speech in both Uzbek and English linguistics. These words are referred to as gradation words, with gradation being the technical term for the reduction of strong forms to weak forms.

According to the Uzbek national encyclopedia gradation is a gradual rise. According to the theory of J. B. Lamarcknit's theory of evolution it is step-by-step development of the structure of living organisms in the process of phylogeny. As well as, Lamarck, G. does not depend on environmental conditions, but due to the internal striving for perfection, which is characteristic of all living organisms.

Gradation is called function words in linguistics. It was learnt by different scholars during the decades.

#### MATERIALS AND METHODS

The concept of gradation was extensively studied and formalized by early Indo-European linguists and it was particularly in the form of vowel alternation, also called ablaut. One of the most notable scholars in this area was Jacob Grimm, a 19th-century German philologist and one of the brothers famous for Grimm's Fairy Tales. Grimm's Law and his work on Indo-European

languages helped explain systematic sound changes, including vowel gradation, in Germanic and other Indo-European languages. However, the concept of gradation dates back to the ancient times, especially in the study of classical languages like Greek and Sanskrit, where grammarians like Pāṇini observed phonological alternations. His works, dating to around the fifth century BC, also cover forms of gradation in his description of word formation and morphology. In modern linguistics, gradation has been explored within different frameworks, including phonology and morphology, by many linguists working on various languages.

As mentioned above gradation is seen both oral and written materials and considered as main part of speech. Since gradation gives the main meaning of the speech, it is widely used as well as learnt in linguistics.

Structuralist linguists such as Sapir, “All grammars leak”; Sapir, in 1921, and Bloomfield accepted the notion of fluidity and uncertainty in the boundaries of linguistic categories. However, for post-Bloomfieldian structuralists like Joos and Hockett, the concept of continuity was strongly rejected. They viewed 'discreteness' as an essential feature of language structure, along with other principles like arbitrariness, duality, and productivity (Joos 1950; Hockett 1959; Lyons 1981: 70; Asher 1994: 876; Landsberg 1994: 2888).

The emergence of the book *Fundamentals of Systematic Lexicology of the Uzbek Language*, which incorporates the best aspects of world systematic-structural linguistics and synthesizes the achievements of Uzbek linguists, was a major event in the promotion of Uzbek lexicology to a higher level. The work describes the main concepts of systematic linguistics, linguistic oppositions and their manifestation at the lexical level, the place of the lexeme in the system of other language units, and the fact that it is a whole formed by the relationship of form and content. Throughout the history of linguistic studies, there have been various debates between those who believe that languages are structured, rule-governed systems and those who view languages as inherently flexible, resisting rigid rule applications. In ancient times, the analogists – Aristotle being one of them – emphasized

the orderly nature of languages and their tendency toward systematicity, while the anomalists highlighted the irregular and unpredictable aspects of language (see Robins 1990: 21f; Seuren 1998: 23-27). Similarly, in the 19th century, there were intense disagreements between the neogrammarians, who claimed that all sound laws had no exceptions, and linguists who argued that such a view was overly rigid.[9.1]

#### RESEARCH AND DISCUSSION

The complexity of linguistic and cultural issues becomes apparent through the diverse and layered use of language and culture within society. First, language and culture represent universal human traits (as defining qualities of humanity). Second, they reflect an individual's unique relationship with them (language and culture as a person's way of existing in society). Third, these categories are linked to specific ethnic groups (ethnic culture and language as distinctive qualities). Lastly, the interaction of language and culture is shaped by different social groups, serving as a medium for expressing values and social identity [1.9].

There has always been controversy in the areas of language studies, specifically in classification. The idea that grammatical categories are "hard" and that membership is all-or-none has persisted since Aristotle. This is opposed by the viewpoint that acknowledges that a certain amount of categorial flexibility, or gradience, must be allowed and that language elements cannot be intentionally and forcibly pushed into predetermined confines. The characteristic of fuzzy borders between two categories of form classes  $\alpha$  and  $\beta$  is commonly used to define gradient in grammar. Linguistic elements are frequently arranged along a linear scale with  $\alpha$  at one end and  $\beta$  at the other, with a hazy region in between, to illustrate this condition.

Gradation has a stronger or weaker meaning of thing, character, feature, action by increasing or decreasing through synonyms and words to describe. In this case, the effectiveness increases or decreases one after the other. If the sensitivity

increases, it is mentioned as climactic, and if it is vice versa, it is anti-climactic.

Significantly, Later components than the earlier express a more significant, important concept or content, such construction creates an ascending gradation; if of the components. The later ones are less important, less important than the previous ones that represents concepts, then a descending gradation occurs.

In gradation, speech that is close to each other in terms of content and function uniting is observed, as a result of which the thought is gradual developed and strengthened. More poetic speech than gradation is used in expressions. Compound sentence components in Uzbek inversion is mainly active in the language of texts characteristic of artistic speech style is the used stylistic method. In recent times, some constructions are Russian as a result of the exact translation from the language, it is legal and related to the style of official speech compound sentences whose components have undergone inversion in the language of documents also started to be used. But this is normal for the Uzbek language it won't happen.

Paying attention to the following example sentences, it can be considered as the following:

*He has told us*

Three of the four words are regarded as gradation words. In the example, weak form gradations are used, such as /hi z to ðs/, but in isolation, they would have their strong forms, which are /hi:/, /hæz/, and /ðs/. As will be shown in later sections, gradation words often lose the initial /h/ and /w/, and vowels, when not completely omitted, are reduced to /ə/, or weak /i/ and /u/.

Most learners tend to focus more on strong forms of gradation, which can make their pronunciation sound overly formal or even somewhat pompous. Despite both languages sharing this feature, the use of weak forms in English still needs to be learned and practiced because (i) words that have no weak forms in their Uzbek equivalents might have them in English, and vice versa, and (ii) the weak forms in English might differ from what is expected based on their Uzbek counterparts.

Furthermore, when reading texts, especially in a foreign language, people often tend to pronounce strong forms where weak forms should be used. To read texts naturally and fluently, it is important to apply weak forms appropriately. Additionally, from a perception standpoint, you may find that you do not easily recognize weak forms in the casual speech of native speakers. For example, Uzbek speakers sometimes miss the /d/ in sentences like "He'd like to go" or "I'd rather not," or the /ðət/ in "I know that John is right."

#### CONCLUSION

As conclusion, it is better to mention that there are some types of gradation as the following and each of the types of gradation plays an essential role in expressing grammatical, semantic, or phonological distinctions within languages:

1. Ablaut or vowel gradation - "sing" → "sang" → "sung"  
"drive" → "drove" → "driven"
2. Umlaut or vowel mutation –  
"Mann" (man) → "Männer" (men) (German language)  
"foot" → "feet" (in Old English, though it has been retained in Modern English).
3. Comparative and superlative gradation - in adjectives and adverbs
4. Consonant gradation
5. Quantitative gradation
6. Morphological gradation

All in all, gradation can be found in different forms and in different spheres of linguistics, literature and other sciences. They include changes in vowels (vowel gradation or ablaut), consonants (consonant gradation), and the formation of comparatives and superlatives in adjectives. The processes help in the modification of words to fit different contexts, making language more flexible and expressive. Moreover, it makes the speech understandable and the idea perfect.



14. Лингвистический Энциклопедический Словарь I Главный редактор В.Н.Ярцева. М.: Советская энциклопедия, 1990.
15. Miles J. 1967. Style and proportion. Bosto.
16. Haydarova, G. & Muhammadjonova, G. 2024. The fairy tale genre of folklore. *Models and Methods in Modern Science*, 3/1, 13-16.
17. Haydarova, G. 2024. Alisher Navoiy An'analari Va Xx Asr O 'zbek G 'Azaliyoti. *AlisherNavo'iant 21 stcentury*, 1/1.
18. Haydarova, G. & Haydaraliyeva, R. 2024. Features and Characteristics of Kuntugmish Doston. *Академические исследования в современной науке*, 3/1, 32-36.

**AZIMOVA DILOBARXON BERDIALIQIZI**

DOCTORATE STUDENT,

KOKAND STATE PEDAGOGICAL INSTITUTE,

UZBEKISTAN.

E-MAIL: <DILOBARKHONAZIMOVA@GMAIL.COM>