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A Study of the Phenomenon of Graduality in English Linguistics

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ANNOTATION

In this article the study of the phenomenon of graduality by English linguists is taken as the most important as well as this article is devoted to the study of graduonymy in English linguistics, as well as the study of the manifestation of graduonymy at different levels of language, as well as the analysis of the phenomenon of graduality in linguistics by clarifying the meaning of the word degree in linguistics. Information such as the increase or decrease of a degree sign relative to a norm or a particular situation, the fact that quality is a quantitative change, and that it occurs in the human mind and is expressed in language are reflected in this article.

KEYWORDS: Graduality, synonymy, antonymy, graduonymic series, dynamic stress, phonetic, morphological, lexical method.

Introduction. "Ranking is inherent in the semantic structure of lexemes and phrases, in which independent semantics contain general semantics that reflect the minority or plurality of a character" [14-90]. Based on these considerations, it is concluded that there is a gradual phenomenon in every language. Below we consider the phenomenon of gradualization of Indo-European languages into English belonging to the German family. In the field of linguistics, the phenomenon of graduality has been studied as a whole in the context of semantic relations until the 60s and 70s, and we do not observe that the phenomenon of graduality has been studied separately from semantic relations. This does not mean that the gradual phenomenon has not been studied in English. However, this phenomenon has been studied and included in dictionaries as a synonym for minority and plural cases, and in some cases as a species. A review of the work of British scientists in this field has revealed that there are a number of phenomena and concepts that are close to the phenomenon of gradualism, and each scientist has approached this phenomenon from a different perspective. Among them are: D. Bolinger, D. A. Cruz, E. Sepir, S. Balli, A.V. Kunin and others. Let's take a closer look at some of them below. The problem of graduality in English linguistics was first observed in the work of D. Bolinger in 1972, entitled "Degree words".

According to D. Bolinger, phenomena of graduality or intensification should be studied in connection with adjectives, forms, nouns and verbs. However, the adjectives do not fully express the meaning of the degree.

Manifestations of graduality and intensity are usually associated with adjectives, forms, and sometimes with nouns and verbs. Cross-sections involving horses are usually not identified by the horses or do not feel like they represent the essence of the question. Human or lawyer; he may be a good or bad lawyer, but his being

good as a human being did not make him a better lawyer, or conversely, his being bad as a human being does not mean that he will be a worse lawyer.

Here with the verbs: a person eats or does not eat, but if someone eats slowly or quickly, more or less does not reflect the level of eating. We do not yet know that even adjectives do not fully express the meaning of a degree. According to Bolinger, speech will not be parliamentary or parliamentary, but will never be more parliamentary or less parliamentary.

*The same is true when concerts are **symphonic**, styles are **Parisian**, and charts are **astronomical**.*

The latter quality represents the *astronomical* meaning of ‘huge’ and *reinforces* the meaning.

*The most **astronomical** budget in history* the largest, huge budget in history. The same is true in this example.

In his view, if adjectives do not consistently reinforce meaning, there will probably be no other lexical or “quantitative” categories that do not reinforce meaning. In his book, the scholar shows that most verbs and nouns have a systematic reinforcement of meaning, as well as lexical units, or divided components, which follow the 4 major categories (adjective, form, noun, and verb). puts forward the idea that Since the links between adjectives and adverbs have already been extensively studied, information is provided that includes mainly nouns and verbs. Equally, degree adjectives are usually studied in conjunction with adjectives, but this does not always mean that they are synonymous or close. For example:

He gave a beautiful lecture - he gave a beautiful speech;

does not mean the same thing as:

He lectured beautifully – he gave a beautiful speech

The similarity and closeness between the semantic reinforcement of the main verb phrases and the semantic reinforcement of the noun phrases are seen as two different connections. Nominals of action automatically require such intensifier verb phrases.

Wasting time so is bad (It is bad to waste time);

Such time-wasting is bad (it’s bad to waste so much time).

He plays ball so all the time (he always plays ball);

Such ball-playing all the time (play the ball all the time).

Destroying plant life so is reprehensible (it’s too bad to ruin plant life);

Such plant-life destruction is reprehensible (it is very bad to ruin the life of such a plant).

They twisted my arm so that I had to give in (he bent my arm so I had to give up);

With such (with all that) arm-twisting I had to give in (with such a stiff hand, I was forced to surrender).

The similarity between the semantic enhancement of the forms and the semantic enhancement of the adjectives is similar to the nominal action of such as, used as an intensifier, and involves a small change, not for the nominal.

Walking so slow = such slow walking;

Talking so pleasantly = such pleasant talking;

Speaking out so angrily = such angry speaking out;

Eating candy so eagerly = such eager candy –eating(of candy).

The use of adjectives and verbs with *so*, and nouns with *such*, forms 3 categories of the same lexical figure type.

The adjectives and verbs that share some of their properties (stativeness - nonstativeness) and participate in the same changes are self-evident in the emergence of the linguistic theory that word groups are more flexible. ini finds.

For qualities and horses, Charles Fillmore focuses on horses, suggesting that horses can be associated with qualities and accept small types of change [48-25].

For example:

John is quite an idiot – John is a little smarter

The word *iron* is also considered to be a strong quality of iron, yet “*ironly*” impossible.

An example is the word “*fun*”.

You make it sound so much fun!

You make it sound so much amusement.

However, there are a few horses that create a measure of the level of visibility between the very and the other horse, just as many horses have a content of fun -*very fun time - a time of great joy*, both masses (volume) and account (quantity) form a stereotype of verbs as a substitute.

Dirt - unpleasant or bad details about someone's private life, which are repeated or published to stop other people admiring them

*Journalists are always **digging for** (= trying to discover) dirt.*

Bullshit - complete nonsense or something that is not true

Bullshit! He never said that!

*He gave me some excuse but it was **a load of** bullshit.*

Bunk - complete nonsense or something that is not true

Most economists think his theories are sheer bunk.

Tripe - ideas, suggestions or writing that are stupid, silly or have little value

She said my last essay was complete tripe.

*People **talk a lot of** tripe about fashion.(CALD).*

D. Bolinger said that the study of degree words is more important than personal inner interest. But on the other hand, it is in a struggle with the structure, it must be said, that they are in a struggle with themselves. the structure is not a solution to the conflict, the study of degree words is a fun discovery and competition that does not come everywhere, their nature is changeable. Their main meaning is that the speaker is not interested in the emphasis, the speed of the emphasis, and the need to change places.

This is similar to the softening of the words taboo (prohibition) - for “drunk” (privy) their place is constantly changed; but taboo is simple in comparison, you change the position of a word at the same time, and the worst is never more than a few perfect synonyms.

Intensification includes many morphemes, including more and most, and the comparable suffixes actually contain functional elements.

Examples include adjectives and nouns such as spified, sizzled, tipsy, outhouse, backhouse, bathroom, powder room, which are considered to be close to the heart of grammar.

Charles E. Osgood's article "The Nature and Measurement of Meaning" was published long ago in the Psychological Bulletin, in which he spoke mainly about the spiritual relations of words similar to degree words, their dimension. The phenomenon of graduality has a general character: it is active in texts involving verbs, nouns, adjectives, forms, characterizing objects, signs and actions. In the structure of this phenomenon, graduality is directly manifested at philosophical levels such as quality, quantity, and volume.

Conclusion. The phenomenon of graduality is manifested, first of all, in direct connection with the thing in existence, the movement of events, the state. "Graduality is inherent in the semantic structure of lexemes and phrases, in which independent semantics contain general semantics that reflect the minority or plurality of a character." In the course of these considerations, it is concluded that there is a gradual phenomenon in every language.

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