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GRADUAL RELATIONS IN DEMARCATION OF SUBSTANCE AND ATTRIBUTIVE MEANINGS IN THE ENGLISH AND UZBEK LANGUAGES

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Abstract:

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

Research methods. *Logical analyzing and synthesizing, linguistic analyzing, graduonymy, comparative method, constructive method, synchronic classification method and others are used to make a linguistic research on the given issue. Graduonymic approach is chosen as the main way of the linguistic analysis of the substance and attributive meanings in the lexical and grammatical aspects of the language system in general.*

Results and discussion. *Demarcation of substance and attributive meanings in the English and Uzbek languages occurs in a gradual way as a form of language consciousness. However, substance and attributiveness, being sincrete (diffusive) in reality, semi-discrete (as concepts of substance and attributiveness) in human consciousness, and discrete (analytical) in language system, are realised in both English and Uzbek languages in the forms of gradual lines (rows). There are lexical, morphological and syntactical ways of the discrimination between substantive and attributive meanings in the languages. Obviously, there are some similarities and differences between the types of manifestation of these language meanings in English and Uzbek. It deals with the linguistic nature (vocabulary range, lexical features of semantics and derivation, morphological structure and syntactic construction) of these languages. The attempt to discuss these matters by the method of graduonymy*

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in the examples of language materials of the English and Uzbek languages is made in the work.

Conclusion. *The study of the demarcation of substance and attributive meanings in the systems of the English and Uzbek languages gives possibilities to prove the statement about the existence of gradual relations in the level of language consciousness. A clear understanding of such principles can solve many controversial situations that arise not only in national, but also in general linguistics due to the fact that the difference in subject and attributive meanings in language units is in graded relations.*

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

Introduction. The study of the internal essence and functions of the language on the basis of common real categories and laws can serve for obtaining concrete conclusions on the implementation of certain linguistic phenomena not only in one language system, but also in a number of similar and different linguistic systems. This principle, especially as a basis for research in the field of constructive linguistics, may give chances for studying the problem of the Language Picture of the World and its place in realisation of language possibilities (Commonness, Objectiveness, Possibility, and Reason) into the speech realities (Concreteness, Phenomenon, Reality, and Result), and comprehending the manifestation of linguistic phenomenon and relations which have grown from the superficial language units to the level of language consciousness [6;7].

The unified views of philosophers on the subject (substance, thing, creature, object) and attributiveness (acceleration, attribute, sign, quality, property) are that the substance is a complex of features, qualities. At the same time, substance and attributiveness are not separated from each other, live together and firmly demand each other. The same property can exist in several, diverse substances, such as a collection of different features (qualities). Therefore, quality (characteristic) refers to the common side of various nouns [6, 15].

Human consciousness and mentality actively refer to this reflection expressing the unity of substance and attributiveness, the nature of substance as a complex of qualities, the attribute as a side of substance, the difference between the things through their qualities (attributes). It represents distinctive features and properties of an object. For example: Is there a blue color in reality? No, there isn't. That is because consciousness forms the concept of colour as different notions and realities isolated from the things having this colour.

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The creative feature of human consciousness is manifested not only in the understanding of the qualities and features that distinguish objects from signs, but also in the combination of individual highlighted signs with objects, creating everything that even does not exist. For example, legendary creatures such as *monster*, *witch*, are the product of active creation of thinking [6, 30].

Language, which is a material form of thinking, has high activity if it is capable of such activity as sampling and, conversely, synchronization of samples that actively reflect the objective state. It is not just a shell, a box, a former of thinking, but also a kind of independent system, fertile for the seeds of mentality – it grows and gives rich seeds on the basis of its laws and rules. The language expresses and refers to certain systems selected objects and symbols, obeys specific laws. Here the human consciousness classifies representatives of substance, object, creature as units differed from the quality of *apple*, *dress*, *human*, then creates concepts such as *monster*, *angel*; language generalizes them, separating them from a reasonable object, making them one of the features of a series of the words meaning 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 formed and grouped in the language as quality and relative adjectives, verbs and their forms, pronouns, adverbs. In addition, for each of them, specific means of word formation and syntactic tasks are attached. This reflects the specific creative abilities of the language. Language, which is an expression of consciousness creates Language Picture of the World [7, 34].

The problem of the Language Picture of the World (Uzbek: Olamning lisoniy manzarasi, Russian: Языковая картина мира) is one of the most relevant and rather controversial issues 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 basis of all human relations with the outside world. This means that the LPW should be understood as the language image of the world (reality) in the human consciousness, i.e. the worldview of the individual, achieved through personal experience and spiritual and cultural activities of a particular ethnic group.

Early theoretical interpretations of the "Language Picture of the World" are found in the works of W. von Humboldt. The scientist was the first of all 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

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organs of speech and hearing with language is due to the primary and inexplicable structure of human nature [6, 24]”.

Language is the main tool of thinking, a means of forming conceptual systems in it, preserving and presenting the long-standing experience of humanity, recreating the LPW, since this picture is connected and determined by all the numerous factors that are relevant to the life experience, way of existence, cultural stage of development, economic and social status, living conditions, rules of behavior, moral and spiritual state of the individual, the nation and the people. For example, the Eskimos give more than ten names for snow, and in the languages of Africa there is not even the word "snow" [7, 21]. Language not only names, distinguishes and generalizes (synthesizes), but also performs a very important cognitive function.

Overall, the study of the gradual relations in demarcation of substance and attributive meanings in the systems of English and Uzbek languages gives possibilities to prove the statement about the existence of gradual relations in the level of language consciousness, Uzbek and/or English Language Pictures of the World. Moreover, it can contribute to the solution of many scientific problems in the sphere of linguistic interpretation of relationships between language units.

Materials and methods. The problem of linguistic graduonymy was initially studied in the Uzbek philology and was spread to the world science as the phenomenon of language expression of dialectic categories, such as *quality* and *quantity*, and others. Linguistic graduonymy occurs in the language system, in its phonetic, lexical, grammar (morphology and syntax) and stylistic aspects. For instance, sounds in English language can stay in a gradual order according to their place of articulation: *forelingual* ~ *mediolingual* ~ *backlingual* ~ ***pharyngeal***. **Many lexemes are recognized as having 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 due to their leading roles in the sentence structure.

The scientific phenomenon of Language Graduonymy, linguistically expressing common real categories of quality and quantity and three main philosophical principles (laws): *The transition of qualitative changes into quantitative and vice versa*; *The rejecting the reject*; and *The unit and controversion of contradictions*; also a real form of paradigmatic relations of objective reality – human consciousness – human language, is attracting the members of world science day by day, as it is placed in the language system, its phonetic, lexical, grammatical (morphological and syntactic) and stylistic aspects [1; 2; 3; 4; 5].

1. Phonetic aspect.

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Various graduonymic relationships can be observed on the phonetic aspect. For example, the tongue consonants in the Uzbek language is regulated on the basis of the principle of movement from the *throat* to the *lips*:

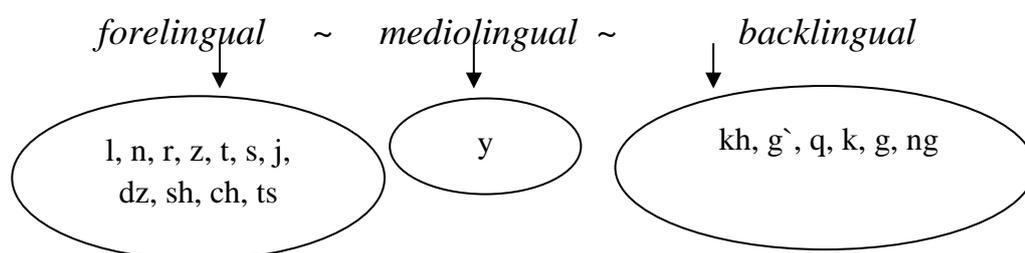


Figure 1. Grading of tongue consonants in Uzbek at the place of articulation (POA)

In English it can be like:

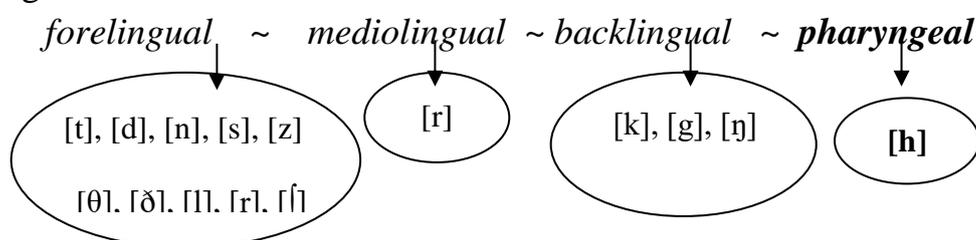


Figure 2. Grading of tongue consonants in English at the place of articulation

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 observe the semantic ranking of words.

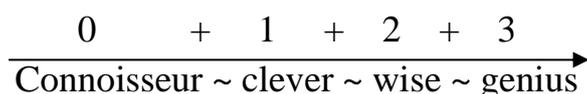


Figure 3. Lexical gradual line on "Intelligence" seme in English

The lexical graduonymy reflects the law of the transition of quantitative changes into quality changes, clearly manifests itself directly in lexical graduonymy. For example, in gradual rows: *қадимги* (ancient) → *ўрта* (middle) → *янги* (new); *чақалоқ* (infant) → *гўдак* (baby) → *бола* (child) → *ўсмир* (teenager) → *йигит*

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(youth) → *чол* (adult) → *қария* (old man)... in the Uzbek language we see that quantitative changes pass to the quality stage [9].

3. Morphological gradation. In morphology, the level has been distinguished and described a long time ago at qualitative levels, various diminutive/intensifying forms of qualities. In particular, a special group headed by G.Yakhnov was created, which also published a large scientific collection [8]. A.Bozorov, who specially studied graduonymic relations in the system of the Uzbek language, lists a lot of manifestations of the level in the system of lexical units [3, 86-87]. It follows that we check cases related to the categories of noun ownership and their morphological forms, and in them we also observe different levels. In particular, morphemes of possession make a gradual row according to the sense of close/far relationship on possession of a subject (the object which they own in general):

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

:

uying – relative affiliation with you

:

uyi – long possession

It can be seen that graduonymic relations are quite reflected in the morphological system.

4. Syntactic graduonymy. Syntactic ranking is extremely abstract, and it can be seen that the level on the syntactic surface is a kind of reality. 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.

From the above we can conclude that graduonymic relations are reflected on the syntactic surface [7].

5. Stylistic graduonymy. In linguistics, many types and levels of styles are noted (in particular, German linguists show more than 30 types of styles [4, 32]). Graduonymy on a stylistic surface is manifested at the level of styles such as *vulgar* (rude, offensive) ~ *spoken* ~ *neutral* ~ *literary* ~ *poetic* ~ *higher* ~ *above*.

Researchers, including H.Nigmatov, R.Rasulov, S.Giyesov, S.Orifzhanova and others, often approach the levelling in synonymous rows [5]. Indeed, if to pay attention to the synonymic sequence *turq* ~ *bet* ~ *aft* ~ *yuz* ~ *chehra* ~ *uzor* ~ *oraz*...,

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it is not difficult to notice that this series of positive/negative personal relationships is complex based on increasing/decreasing. In the lexemes of this series, the names and tasks differ in the same but pronounced seeds, that is, along the edges denoting various additional meanings (stylistic paint, personal attitude, circle of application). It can therefore be said that levels are reflected in the methodology system.

6. Paremic level. Graduonymy has been studied in several scientific papers on levels in phraseology. The presence of graduonymic relationships among proverbs that are the source of research in the field of paremiology is specially investigated [1]. The following examples in the English and Uzbek languages significantly present this relationship:

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 замини саҳар е,

Йил замини баҳор е.

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

Обрў мисқоллаб келар,

Қадоқлаб кетар.

(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 acquainted with the level of study in our science, we can return to the issue of interest – the analysis of the methods and means of distinguishing the meanings of substance and attributiveness in English and Uzbek.

Discussions. Gradual relationships are found in the expression of some language meanings, such as *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 researches on demarcation of substance and attributive meanings and gradual relations between language units expressing that differentiation show that there are different ways and means of the demarcation in both English and Uzbek languages. For example, there is a lexical way of differentiation of substance and attributive meanings in English: *Imitational words ~ ... Verbs*, which is very similar to the gradual row of lexical units in the Uzbek language. However, the morphological way of demarcation in Uzbek is different from the English version:

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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 legislation of the transition of quantitative changes to quality changes from diffusive/syncrete expression to the semantic-formal difference).

2. Morphological difference. The difference in the meanings of substance and attributiveness based on the morphological method is interconnected with the division of words into series and the presence of specific morphological forms and categories for each series. Very often, 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) *-hчу* – quantitative feature;
- d) *voice* – relative dynamic feature.

This can be summarized in the following graduonymic line:

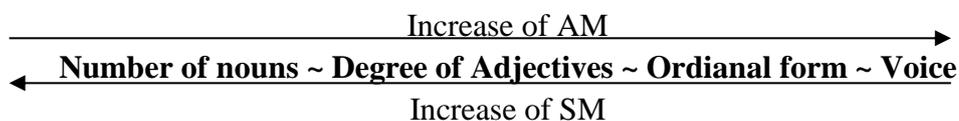


Figure 5. Gradual row of morphological means on demarcation of SM and AM in Uzbek

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):

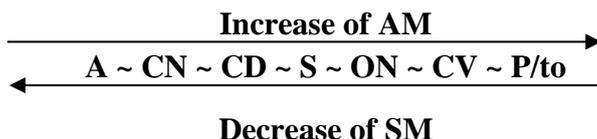


Figure 7. Gradonymic line of morphological means distinguishing SM and AM in the English language

Articles, standing for the expression of nouns are placed in the beginning of the gradual row which reflects neutralising of SM and enforcing of AM and vice versa, in

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the end of the row there is a form of the verb *-to*, which means dynamic quality – the strongest mode of AM. Different modes of AM – quantitative attribute (CN – Category of Number), qualitative attribute (CDC – Category of Degrees, S – Statives), ordinal attribute (ON – Ordinal Numerals) and the form of the voice in verbs (CV – Category of Voice) place **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 the row; the gradual row *A ~ P/to* stands as a gradual macrofield respectively. Thus, substantive and attributive meanings 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 form of gradual micro- and macrofields in both languages.

3. Syntactic differentiation. As the main peculiarity of the sentence is a distribution to the structural parts, the expression of SM and AM deals with the semantic characteristics of the parts of the sentence. We should emphasize that according to the common view of scientists (language historians) the main lexical semantic way of differentiation of SM and AM historically was formed from the parts of the sentence. The problem of the development of parts of speech from the parts of the sentence and owning 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 discussed in this work:

- forming of *nouns* through the usage of words in the position of the subject and object and perceiving certain forms (especially, number and case);

- forming of *adjectives* and *adverbs* (separate parts of speech specialized in expressing attributes of things or actions) through the usage of words in the position of the attribute and adverbial (hol);

- forming of *verbs* through the usage of words in the position of the predicate.

Therefore, historians of the language note with confidence that the difference and interseries specialization of substance and attributiveness, various manifestations of character (qualitative, quantitative, static, dynamic characters and others) is associated with syntactic means – parts of the sentence [5; 6; 7].

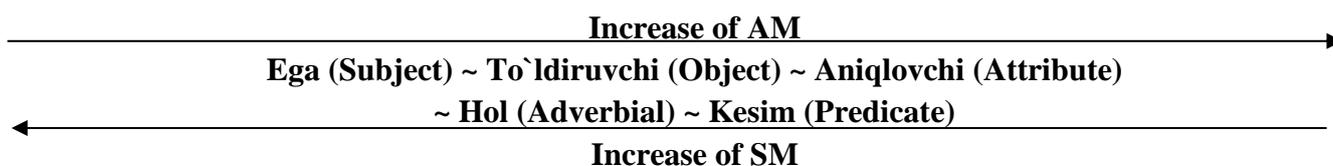


Figure 8. Differentiation of SM and AM in the structure of the sentence in Uzbek

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It is noteworthy that in English the graduonymic direction of distinguishing SM and AM through syntactic method, in particular in the construction of the sentence, practically does not differ from the syntactic graduonymic series given in the Uzbek language:

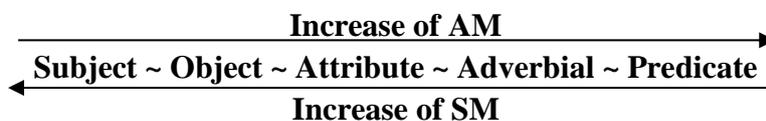


Figure 9. Demarcation SM and AM in the structure of the sentence in English

Obviously, the mutual arrangement of these components in English is very close to the morphological line of the differences between AM and SM (Figure 7) and is even a continuation of its generalized representation. This represents the abstract, generalized nature of the syntactic system in distinguishing the values of substance and attributiveness in both languages.

Despite this creative ability and the ability to reflect consciousness and mentality as a kind of system, the actual syncretism of substance and attributiveness will not remain unrepresented in the language system. In the linguistic system, along with the means of differentiation of substance and attributiveness, there are several tools and ways to enhance attributive signs in the substantive signs and vice versa, and how to neutralize and/or intensificate one of these meanings. The ability to "differentiate", "discretize" the "syncretic" – is expressed in language units in different ways, namely, graded.

Summarizing the above, we have come to the following conclusions:

1. In objective reality, substance (object, thing, matter) exists as a “complex, identity of qualities/attributes/properties”, and quality (accident, property) – as “one side (type, phenomenon) of substance”; substance and quality function in unity and integrity, are reflected in an indissoluble, non-delimited form.

2. Consciousness (thinking), breaking this unity into parts (substance and attributiveness), groups them in the form of representations, differentiating substance from attribute and attribute from substance, and also creates new substance and qualities that do not actually exist in objective reality.

3. Language, being a form of thinking, forms the distinction between substance and attributiveness in its own ways and means.

Conclusion. Syncretic (diffusive) substance and attributiveness in objective reality, which are philosophically defined one through the other, are defined by creative human consciousness and combined into relatively independent conceptual categories, and language forms this distinction, makes special microsystems, develops lexical, morphological and syntactic ways to express each of them, combines them into certain paradigms. A special role is played by the significant

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parts of speech, which are the most powerful means of linguistic differentiation of the meanings of substance and attributiveness. Each of the significant parts of speech implements the values of substance and attributiveness in a peculiar way, reflecting in them the creative spirit of the language system. And the language system not only discretely expresses the substance and attribute that are syncretic in objective reality, but also creates the units, meaning substance and attributiveness that do not exist in reality, gives them reality, and calls a person to create and recreate.

The dialectical principle of the transition of quantitative changes to qualitative changes applies to the differentiation of actually syncretic substance and attributiveness and their linguistic design. These means within each microsystem form a graded (paradigmatic) series according to the degree of **syncretism – differentiation – opposition**; a striking manifestation of this is the number of gradual relations between significant parts of the speech where the beginning of the chain begins with the imitative words, the most diffusive unit in demarcation of substance and attributiveness, and ends with the verbs, which have highly developed morphological means to define these language meanings. The ways of distinguishing the values of substance and attributiveness duplicate the traditional lexical-semantic, morphological and syntactic classification – signs of the allocation of parts of speech. Each of these methods within each part of speech forms relatively independent lexical (lexical-semantic and lexical-derivational), morphological and syntactic microsystems, the elements of which are interconnected by the relations of graduality. Many contradictions that exist in the classification of the means of word formation in Uzbek, as well as in English linguistics, are associated with this graded nature of the differentiation of the meanings of substance and attributiveness in the language. The language system uses lexical, morphological and syntactic means of distinguishing the values of substance and attributiveness carefully – when such a distinction is achieved in one way, the others are neutralized, the strengthening of one method is compensated by the weakening of the others.

The syntactic method is the leading one among the methods of distinguishing the meanings of substance and attributiveness for languages. This once again confirms the primacy of the syntactic function in relation to the development of parts of speech, their general meaning, classifying and functional categories. As a result of studying the language expression of the demarcation of substance and attributive meanings in the English and Uzbek languages, we can conclude that gradual relations inherent in the units of the upper levels of language, which are inherent in the language consciousness, finds expression in the creation of the Language Picture of the World; the principle penetrates the whole system only if it is shared for the base – creation of the Language Picture of the World. A clear understanding of such principles can solve many controversial situations that arise not only in private, but

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also in general linguistics, due to the fact that the difference in substance and attributive meanings in language units is in graded relations.

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