LINGUISTIC AND NON-LINGUISTIC MANIFESTATIONS OF DEGREE AND GRADATION

Tukhtayeva Dilafruz Ashurovna
Teacher of the Department of Uzbek Linguistics and Journalism, BukhSU
Email: dilafruztukhtayeva1988@gmail.com

Annotation: *Since language is inextricably linked with mental processes, any of its phenomena is somehow related to logical categories and concepts. True, logical categories are not exactly the same as linguistic categories. Although not all aspects of logic are necessarily present in language, and even more importantly, linguistic phenomena occupy a territory far beyond the boundaries of logic, there is no doubt that there is a connection between logic and linguistics. A similar situation can be observed in the direct and indirect connection of linguistics with other sciences, such as mathematics and physics.*

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The description of any unit of language and speech requires an indisputable reference to their linguistic nature. This is inevitable, since the clearly defined linguistic status of a particular phenomenon allows us to assess the structure of the phenomenon, its relationship with other linguistic facts, and its functions.

Since the category of gradation is a phenomenon with a logical basis that reflects the fundamental features of human thinking, it is necessary, first of all, to clarify the logical essence of gradation.

Language is inextricably linked with mental processes, and any of its unity in one way or another operates in connection with logical categories and concepts. It should be noted that although there is a connection between logical and linguistic categories, they are not identical. Every situation in logic is reflected in language, that is, its expression in language exists, which, of course, is true, but sometimes linguistic phenomena go far beyond the boundaries of logic. Language, unlike logic, allows us to correctly, clearly, expressively describe and evaluate any subject of knowledge. This possibility is explained by the fact that, firstly, the language has an incredibly large number of synonyms, secondly, it is distinguished

by various archaisms, historicisms, neologisms, barbarisms, vulgarisms, dialectisms, thirdly, the language uses figurative expressions, hyperbolizations, metaphors, and finally, fourthly, the language is a developing, that is, semantically open system, in which new and new meanings are constantly being assimilated[36].

Thus, the concepts of language and logic do not coincide, but they also have aspects that are compatible with each other. Gradation is a vivid confirmation of this. The true linguistic basis of the graded units is not only closely related to the logical basis, but cannot exist without it. As A.D. Kiryan noted: "Each linguistic gradation also has a logical gradation at its core," reflecting this scale or gradation as a fundamental feature of human thinking. "Language forms combine logical forms as a syntactic-semantic construct, linguistic forms cannot be separated from logical forms, linguistic forms cannot exist outside of logical forms." In essence, language is a holistic "blend" of linguistic and logical forms[37]." These theoretical views of A.T. Krivonosov very clearly express the essence of gradation. As an example of a non-linguistic level scheme, one can cite Descartes' mathematical coordinate system, where the starting point is zero (0) in the center of the scale, and positive and negative numerical indicators are directed along the coordinate axes of the scale.

Later, in linguistics, using this property of the coordinate line, the idea was developed that it is possible to give a similar representation of the content of the gradation category in the relationship with antonymy and synonymy. In this case, the movement goes from one antonym to another in the direction through the reference point (norm, zero). In this case, words that express the manifestation of the same property are placed in the row of antonyms.

One of the important aspects of gradation relations is their connection with synonymy, and in modern linguistics there are two points of view on this.

The most prominent representative of the first point of view, S.G. Berezhan, considers gradualism and synonymy to be two opposite phenomena and notes that the existence of gradation relations and differences in the intensity of the attribute indicates that the units being compared are not synonymous.

According to the second point of view, the relations of degree intersect with synonymous and antonymic relations (Apresyan Yu.D., Sternin I.A., Novikov

[36] Курбатов В.И. Логика. Систематический курс. Ростов н/Д.: Феникс, 2001. 89 с.

[37] Кривоносов А.Т. Язык. Логика. Мышление: Умозаключение в естественном языке. М.- Нью-Йорк, 1996. - 20с

L.A., Sheigal E.I.). Such relations of degree in the field of lexical antonymy and synonymy have been considered in sufficient detail in modern linguistics.

Thus, Yu.D. Apresyan identifies lexical antonyms, shows that relations of degree develop between them, and calls them "quasi-antonyms"[38]. L.A. Novikov calls them antonyms of qualitative degree[39].

"Gradually, the oppositions cover the most important layer of antonyms in the lexical-semantic system of the language. First of all, adjectives are included in them: hot - warm - cold[40]. It seems that Descartes' non-linguistic mathematical coordinate system becomes the most fundamental tool for revealing the relationship of antonymy and synonymy to gradation in linguistics.

The second non-linguistic degree scheme is the thermometer used in medicine.

The need to measure temperature for cognitive and practical purposes arose in the middle of the 16th century. For such measurements, it was necessary to use the functional dependence of some parameters known from observations on temperature. The ability of air to expand when heated was known in the 1st century by Heron of Alexandria. In 1597, Galileo proposed a thermoscope to study temperature. It consisted of a glass container filled with air connected to a thin tube filled with a colored liquid. A change in temperature can lead to changes in temperature. A significant drawback of such thermometers was the dependence of their readings on atmospheric pressure. The design of a thermometer similar to modern liquid-glass thermometers is associated with the name of Galileo's student, Duke Ferdinand II of Tuscany. The thermometer was a welded glass vessel filled with alcohol with a vertically located indicating capillary. The graduations were made directly into the capillary tube with enamel drops.

The metrological basis of the thermometer was laid by the Paduan physician Santoiro. Using Galileo's thermoscope, he introduced two absolute points corresponding to the temperature during snowfall and the temperature on the hottest day, and organized a verification system in which all Florentine thermometers were calibrated according to the Sancorian-Galilee instrument, which was a model. At the beginning of the 18th century, a number of proposals

[38] Апресян Ю.Д. Избранные труды. Т 1. Лексическая семантика: синонимические средства языка. М., 1995. 249с.

[39] Новиков Л.А. Антонимия в русском языке. М., 1983. -97 с.

[40] Колесникова СМ. Градационные отношения в современном русском языке: Дис.... канд. филол. наук. М., 1993. 171с.

were put forward to link the thermometric scale to several easily and reliably repeatable points, later called "reference points". Fahrenheit played a significant role in the development of temperature measurements. He was the first to use mercury as a thermometric body and created a reproducible temperature scale. On the Fahrenheit scale, the temperature of a mixture of snow and ammonia is zero, and the second point corresponds to the temperature of a healthy human body. In the final version of the scale, the melting point of ice is 32 degrees, the temperature of the human body is 96 degrees, and the boiling point of water, which was originally taken, is 212 degrees.

Fahrenheit, a successful entrepreneur, was the first to mass-produce thermometers. The Fahrenheit scale is still used in the United States to measure technical and household temperatures. In 1742, the Swedish mathematician and surveyor Celsius proposed dividing the range between the melting points of ice and the boiling point of water into 100 equal parts on a mercury thermometer. In the first version of the scale, the boiling point of water was taken as 0 degrees, and the melting point of ice as 100 degrees. In 1750, this scale was “reversed” by one of Celsius’s students, Strimmer. Until the beginning of the 20th century, the Reaumer scale, proposed in 1730 by the French zoologist and physicist Reaumur, was also widely used. Reaumur used an 80% solution of ethyl alcohol as a thermometric body. One degree of the Reaumer scale, like the Florence thermometer, corresponded to one thousandth of the volume of the liquid. The melting point of ice was taken as the starting point, and the boiling point of water was 80 degrees.

It seems that the numerical parameters of the schemes of scientists such as Galileo, Celsius, Fahrenheit, Reaumur are different, but the principle of construction is the same.

The presence of a single principle for creating these measurements lies in the universality of scaling and gradation as features of human thinking.

At the same time, the norm has a flexible nature, since it depends on subjective factors and can shift in one direction or another.

From a logical point of view, the norm is rigid. In logic, as a rule, deviations from the norm are associated with the qualitative characteristics of the object (in the broad sense), which form the basis of a logical assessment.

Thus, in one part of the scale there are signs of objects with a low degree of manifestation of a certain property, and in the other part there are signs of a high degree of manifestation of the characteristic. In a word, the degree as a logical

process and the degree as its result (objects located in a certain sequence) are closely related to the concept of intensity.

The intensity of the manifestation of a certain property is determined, firstly, by the qualitative and quantitative characteristics inherent in the object, and secondly, by the subjective perception of reality inherent in the individual.

The objective intensity of a property or state is intended to reflect the differences in the degree of manifestation of the qualitative characteristics of objects of reality observed by the subject of the statement.

The concept of norm is interpreted differently in logic and linguistics. From the point of view of logic, the category of intensity of a property is usually understood as a category expressing the quantitative accuracy of a property. That is, intensity is manifested in the arrangement of units in a certain sequence on a scale of degrees.

At the same time, in linguistics there is also the concept of "intensity of a feature", in which the meaning of intensity is often associated not with the degree of manifestation of a feature, but with the degree of expressiveness of a feature. In this case, intensity is understood as a measure of expressiveness.

In a general philosophical and logical concept, the category of intensity can be represented at the intersection of the categories of quantity and quality corresponding to quantitative quality, since intensity, on the one hand, provides information about the feature (and its quality), and on the other hand, about the degree of manifestation of this feature (i.e., its quantity).

Researcher I.S. Neverova considers intensity to be "a special form of the category of quantity, that is, its aspect characterized as a non-discrete (continuous, indefinite) quantity"[41]. Quality can be inherent not only to objects and phenomena of the reality around us, but also to actions and situations.

It is precisely this understanding of intensity that allows us to trace its connection with the category of degree. If intensity is a qualitative and quantitative change in an object (in the broad sense of a subject), then gradation is a certain principle of recording changes in an object, attribute, etc.

Just as there are different degrees of a sign in reality, so in the linguistic consciousness of the speaker there are means of expressing a greater or lesser manifestation of the sign used in his speech activity. The lexical meaning of a

[41] Неверова В.С. Категория интенсивности качественной характеристики в современном французском языке: Дис. ... канд. филол. наук. Н. Новгород, 1997. 18с.

characteristic word includes the possibilities of semantic changes in the comparative degree[42].

There are several lexemes to express most of the parametric and general evaluative features of the language, which are combined into a lexical paradigm that characterizes a feature in the directions of decrease and increase, that is, in the scale of gradation.

As a component of the gradual-semantic complex, the gradation scale reflects an important feature of the semantics of the category of gradualness - subjective and objective relations. In the next chapter, we will try to substantiate these theoretical ideas on the example of proverbs.

Because the description of language and speech, as well as factual materials related to them, requires a comprehensive approach to their linguistic nature. For example, the scientist B. Jurayeva, starting to determine the relationship of the proverb to related phenomena, writes: "The true nature of proverbs can be revealed and read in their relationship (connections, contradictions, similarities, differences, etc.) with the phenomena to which they are related"[43]. This idea can be applied without any changes to the leveling and related phenomena. After all, it is a clearly defined linguistic status that allows us to assess the essence of any phenomenon, its relationship with other units of the language, and its functions.

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