



## LINGUISTIC EXPRESSION OF GRADUATION IN ENGLISH AND UZBEK: A COMPARATIVE STUDY

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**Abstract:** *This article investigates the linguistic expression of graduation—a subsystem of the appraisal framework—in English and Uzbek languages. Graduation refers to the linguistic means used to scale the intensity or degree of an attitude, process, or quality. The study aims to compare how intensification and attenuation are realized across the two languages, highlighting both similarities and differences in lexical, grammatical, and stylistic resources. By analyzing examples from spoken and written texts in both English and Uzbek, the research reveals the interplay between language structure and cultural values in expressing degrees of meaning.*

**Keywords:** *graduation, appraisal theory, intensification, attenuation, English language, Uzbek language, evaluation, discourse analysis*

**Introduction:** Graduation, as part of the appraisal system in systemic functional linguistics, deals with the linguistic encoding of intensity, quantity, or degree. It plays a crucial role in expressing emotional and evaluative meanings, particularly in academic, journalistic, and literary discourse. In English, graduation is typically realized through degree adverbs, quantifiers, repetition, and syntactic patterns. Uzbek also contains rich means of expressing intensity and downtoning, often drawing on suffixation, reduplication, and culturally embedded metaphors.

Although extensive research has been conducted on appraisal systems in English, comparatively little attention has been given to how these systems operate in Uzbek. This study fills that gap by comparing how graduation is linguistically manifested in both languages, using data from corpora and authentic texts. Understanding these mechanisms deepens our grasp of evaluative strategies and enhances cross-linguistic and intercultural communication.

**Methodology:** This comparative study adopts a qualitative approach within the framework of appraisal theory (Martin & White, 2005). The data were collected from parallel corpora, including news articles, literary excerpts, and student essays in both English and Uzbek. Key linguistic features indicating graduation (e.g., very, slightly, absolutely in English; juda, sal, anchagina in Uzbek) were identified, categorized, and analyzed.

Analytical steps included:

Identifying graduation markers (force and focus) in each language.

Comparing their frequency, syntactic positions, and semantic impact.





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Interpreting the cultural significance of the usage patterns.

**Analysis and Conclusion:** The analysis reveals that both English and Uzbek use a wide range of linguistic strategies to express graduation. In English, intensification is frequently marked by adverbs (e.g., extremely, highly) and adjectives (e.g., massive, tiny), while Uzbek relies heavily on adverbs (e.g., juda, nihoyatda), affixation (-roq, -gina), and reduplication (e.g., katta-katta, sekin-sekin).

Notable findings:

**Intensification is more syntactically flexible in English**, allowing for diverse positioning and layering.

**Uzbek tends to favor morphological means** such as suffixes and reduplication, reflecting the agglutinative nature of the language.

**Cultural nuances** influence the choice of graduation markers; for instance, Uzbek may use more indirect or poetic forms, while English tends to be more direct.

In conclusion, while both languages have rich systems for expressing graduation, the tools and preferences differ based on grammatical structure and cultural discourse norms. These findings offer practical implications for translation, language teaching, and discourse analysis, especially in cross-cultural settings.

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