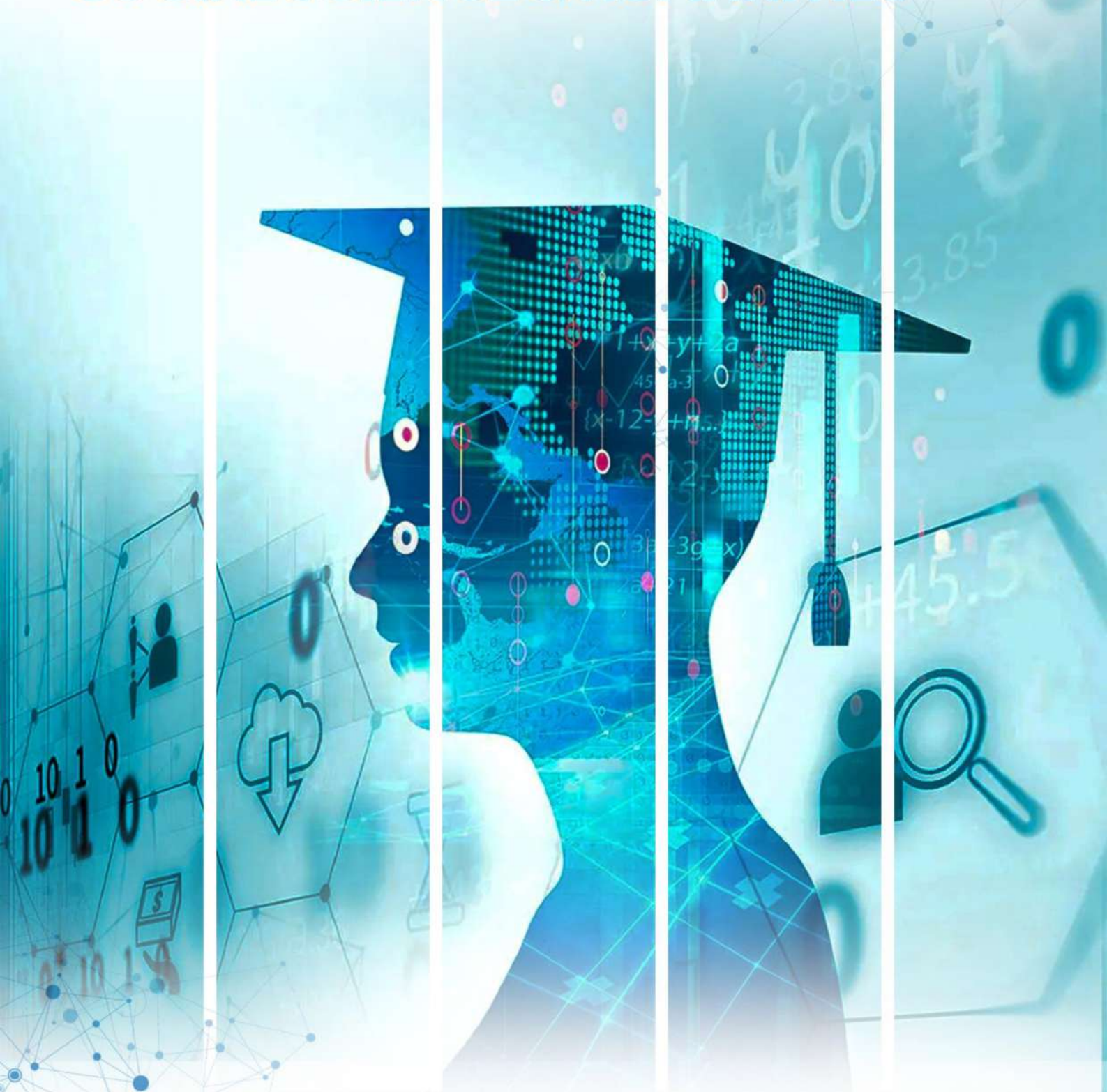
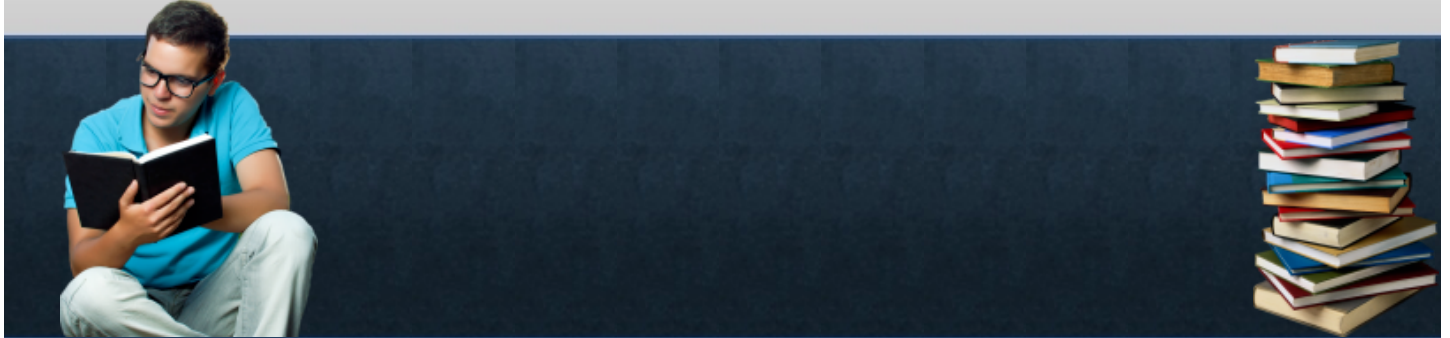


# FARS INTERNATIONAL JOURNAL OF EDUCATION, SOCIAL SCIENCE & HUMANITIES



Search by Title or ISSN: 

TOGETHER WE REACH THE GOAL

**SJIF Evaluation on Request**

The Editorial Staff who decide to use of this option will receive the SJIF Value within 7 days.

**SJIF Publishers Panel****Register journal - (Free Service)**

in a scored and prestigious database of scientific journals.

**Manage journal - (Free Service)**

This section allows you to place information about the journal, editors, and publisher, etc.

**SJIF Journal Rank**

Full list of journals from database of SJIFactor.com. It contains currently over **24000 journals** from all over the world.

**Certificate**

A proof of being indexed in SJIF Journal Rank List.

**Evaluation methodology****FAQ**

## International Journal of Education, Social Science & Humanities

**SJIF 2024:****8.09**Area: Multidisciplinary

Evaluated version: online

**Previous evaluation SJIF**

2023: 7.502

2022: 6.786


2021: 5.067

2020: 5.082

**The journal is indexed in:**

SJIFactor.com

**Basic information**

Main title	<b>International Journal of Education, Social Science &amp; Humanities</b>
ISSN	2945-4492 (E)
URL	<a href="http://farspublishers.org/index.php/ijessh/index">http://farspublishers.org/index.php/ijessh/index</a>
Country	 Finland
Frequency	Monthly
License	Free for non-commercial use
Texts availability	Paid

---

## ON THE ISSUE OF RELATIONSHIP OF GRADUONYMY AND SYNONYMY

<https://doi.org/10.5281/zenodo.11242589>

**Nematova Mokhibegim Fazliddinovna**

*senior lecturer of the department of "Interfaculty foreign languages" of Bukhara State University. Uzbekistan*

### **Annotation**

*This article is devoted to the phenomenon of graduonymy and synonymy in linguistics. Although synonymous and graduonymic paradigms intersect at certain points, they are not the same thing. Synonymy is mainly based on the differences between the semantic and semantic semantics of the word, while the separation of graduonymic paradigms is based on the semantic differences semantics associated with quantitative indicators in the denominator semantics of words. . Therefore, adjuncts in a graduonymic row can enter into a synonymous relationship. Although graduonymy and synonymy are similar, they are different phenomena. The article presents the differences between the phenomena of graduonymy and synonymy on a scientific basis.*

### **Keywords**

*graduonymy, synonymy, graduonymy series, synonymous series, lexical graduonymy, identity, difference, word, word meanings, language, speech.*

### **Introduction.**

Every science studied by mankind has its own history of gradual development. This process continues continuously, one scientific research replaces the other, enriches it with news, analyzes and changes it. The formation of views on the phenomenon of lexical gradation indicates that there are actual problems waiting to be solved at the level of lexicology of the Uzbek language. In this regard, clarifying the issue of the interaction of the phenomenon of graduonymy with the views on traditional synonymy brings to light a new research carried out within the framework of word forms and their spiritual relations. In particular, such a relationship between synonymous words, which are one of the groups of lexical meanings, is based on the differentiation of the signs of words that are the same in terms of meaning. The grouping of words based on these relationships, i.e., the grouping of words based on the quantitative index of words (meaning), constitutes a graduonymic lexical series.

In his scientific work, O. Bozorov gives some information about the interaction between the phenomena of graduonymy and synonymy, among which he supports the opinion of V.G. Pavlov and writes as follows: the phenomena of graduonymy and synonymy differ sharply according to their basic signs. Since synonymy is based on the exactness of more than two lexemes and phrasemes, graduonymy relies on the gradational difference in the main sememes. From this, it is clear that the main meanings in synonyms are equal, and in graduonymy, they are not equal [Bozorov 1997, 84] Synonyms are always different from each other. can be used instead, it is considered as a close variant in terms of meaning when expressing the characteristics of an object or person, and if it is considered a meaningful lexeme, graduonyms are different in terms of degree, according to size, according to the scope of use, according to the context, according to the stylistic coloring, the members of the graduonymic series of lexemes are distinguished by mutual differentiation. The main feature in distinguishing the members of the graduonymic series from the units of the synonymous series is the difference in levels in terms of meaning and content. But until now, in the synonym dictionaries of many languages, they are presented in a mixed manner, which prevents the separation of graduonymy into understanding. Linguist G. Rahmonov in his dissertation entitled "Relationship between lexical synonymy and graduonymy in the Uzbek language" mentions the similarities and differences between graduonymy and synonymy as follows. The fact that words are the same in terms of meaning is called synonymy. There is another phenomenon that is semantically reminiscent of the paradigmatic relationship in the lexical meanings of words, in which words are based on the distinction of meaning. This linguistic phenomenon is expressed in linguistics by the name of the phenomenon of graduonimia. The creation of graduonymic dictionaries of words helps distinguish between synonyms and graduonyms. As for online dictionaries, of course, where synonyms and antonyms of lexemes are given, graduonyms should also be given [Jumabayeva 2016, 97].

As we have already mentioned, synonymy is based on the phenomena of sameness, mutual proximity or similarity, while graduonymy is based on the factors of difference. So, the phenomena of synonymy and graduonymy are sharply different from each other. But despite this, there is a spiritual relationship between them. How does this spiritual relationship manifest itself? In fact, if there is a possibility of contextually using one of the synonyms instead of the other, this cannot be the case with graduonyms based on denotative meanings, but in all cases the gradational differences between graduonyms can be strong or weak. In such

cases, the similarity of the semes increases, and this situation causes them to be close in meaning (unity, not exactness, as in synonyms), as a result of which they have the opportunity to use one instead of the other due to some contextual factors [Rakhmonov 2018, 38].

The lexemes that join the semantic line are mainly of two types: 1) the type of semantic connection that is undoubtedly distinguished by all linguists - lexemes with the same meaning and function schemes in the sememe, and different expression schemes. It is appropriate to mention the previously considered (yuz) - (bet) - (aft) - (bashara) - (turq) series. The five lexemes in the same row have the same referential scheme, but different expression schemes. More precisely, in this case, the "personal negative attitude" is not expressed in the lexeme (face), it is neutral. This symbol is represented by lexemes (bet) - (aft) - (bashara) - (turq). The degree of negativity increases from (page) to (turq). Such a series includes the lexemes "positive attitude" and, based on its degree sign, (yuz) - (chehra) - (jamal) - (diydar) - (oraz). In this case, the same sign grows from (face) to (oraz). In turn, the lexemes "extreme bookishness", "with signs of "outdated" to the poem (uzor) and (rukhsor) are also added [Ne'matov, Rasulov 1995, 105]

### **Discussion.**

It should be emphasized that since the language is a system, the vocabulary system has a systematic nature, and there is no word (lexeme) in the language that does not have a place in a certain lexical paradigm. Since the phenomenon of spiritual leveling was not specifically distinguished, the words that level the meaning were in most cases absorbed into the composition of synonyms, for example, the words whispering-talking-shouting could not find a place in the dictionary of synonyms. The main factor of distinguishing synonyms and combining words into synonymous paradigms is the exactness of what synonyms mean, what they name, event, sign, feature, etc. This sharp difference separates graduoni-brain from synonymy. The leading factor in the combination of synonomic lines is that the words of the synonomic paradigm have one common denotation (so-called) and differ mainly by stylistic colors, scope of application within their paradigm, while the words of the graduonymic paradigm have different denotations. but the difference between these denotations is not in the qualities of the denotations, but in their quantitative indicators. It is known that in the dictionary, sometimes the most used variants of words with the same meaning are given, and then less common synonyms are given. In the dictionary of graduonymic lines, in the meaning of lexemes, the increase in size, the scope of use, the increase in speed, and the increase in luxury should be given on the basis of a

number of symbols. This, in turn, serves to reveal aspects of the phenomenon of graduonymy that are different from synonymy. Although the phenomena of graduonymy and synonymy are outwardly similar, they are essentially different phenomena [Jumabayeva 2016, 18]. Therefore, the main difference between synonymy and graduonymy can be shown as follows: a word associated with synonymous relations the members of the paradigm of people call, express and name the same denotation, the same reality in different ways.

The relationship between gradation and synonymy can be understood by examining the concepts of word meaning and semantic similarity.

Synonymy refers to the relationship between words or expressions that have similar meanings. Synonyms are words that can be used interchangeably in certain contexts without changing the overall meaning of a sentence or utterance. For example, "big" and "large" are synonyms because they both convey the idea of something being of significant size.

On the other hand, gradation refers to the concept of words or expressions having different degrees or levels of intensity or quality. Gradable words can be modified by adjectives or adverbs to indicate varying degrees of the described quality. For example, the word "hot" can be modified to "very hot," "extremely hot," or "scorching hot," indicating different levels of temperature.

While gradation and synonymy are distinct concepts, they can intersect in certain cases. Some synonyms may exhibit gradation, where different forms or intensities of a word convey varying degrees of the described quality. For example, consider the words "happy," "joyful," and "ecstatic." These words are synonymous to some extent, as they all convey a positive emotional state. However, they also exhibit gradation, with "ecstatic" representing a higher level of intensity compared to "happy" or "joyful."

The members of the paradigm of words connected with graduonymic relations are connected with relations of increasing or decreasing the same sign in different denotations. At first glance, the boundary between synonymy and graduonymy seems to be clear - if the denotations are the same - synonymy, although the denotations are different, these denotations, along with the meaning of the adjectives and words, are the same word. If the amount of z is different, it is called graduonimia. Synonymy mainly relies on the differences between the expression and task schemes (i.e., connotative schemes) in the meaning of the word, while graduonymic is based on the separation of lexical paradigms, with quantitative indicators in the naming, naming, (denotative) schemes of words. differentiates based on related qualitative difference schemes. Therefore, adjacent words in the

graduonymic series can enter into a synonymous relationship. words in the group (paradigms) are distinguished by the quality of a certain sign, such as minority or plural. For example, if we take a series such as breeze - breeze - wind - wind - storm - dust - whirlwind, then the degree of strengthening of the air flow is observed. Based on these differences, lexemes in the same row serve to form the phenomenon of graduonymy, which is a kind of semantic relationship between words. So, as long as the effect of graduonymic studies on synonymy views is observed, it is natural that there are cases of the transition of semantic relations between words from exactness to differences.

Graduonymy and synonymy are both concepts within the realm of semantics and lexical relationships. Let's break down each term and then explore their relationship:

**Graduonymy:** Graduonymy refers to the relationship between words that vary in degree or intensity but share a common root or base meaning. In other words, graduonyms are words that represent different levels of the same concept. For example, "hot," "warm," and "tepid" are graduonyms because they all relate to the concept of temperature but at different degrees.

**Synonymy:** Synonymy, on the other hand, refers to the relationship between words that have similar meanings. Synonyms are words that can be used interchangeably in certain contexts without changing the overall meaning of the sentence. For instance, "happy" and "joyful" are synonyms because they convey similar emotions.

#### Relationship between Graduonymy and Synonymy:

While graduonymy and synonymy both deal with word relationships, they differ in their focus. Graduonymy emphasizes the hierarchical or graded nature of words, focusing on the varying degrees of a concept. Synonymy, on the other hand, emphasizes the similarity in meaning between words.

However, there can be instances where graduonyms can also be considered synonyms, particularly when the gradation in meaning is subtle. For example, "small," "little," and "tiny" can be considered both graduonyms and synonyms because they represent different degrees of smallness but can also be used interchangeably in certain contexts.

So, the phenomenon of gradation, which is considered inter-linguistic relationship, is manifested in the semantic series and system of words, depending on the abundance of a certain sign of several words, in which dominant and surrounding words are distinguished. Adverbs may or may not be synonymous. In this dictionary, words are classified as: 1) according to their meaning (non-

synonymous words); 2) according to their color (synonymous words) The most general laws of existence are manifested in the gradation of words: a) the law of the transition of quantitative changes to qualitative changes is revealed as the sign is gradated and increased or expanded in the gradation; treated) When the words unite around a single word (dominant) and organize a meaningful whole, the unity of opposites and the law of conflict are completely impossible [Bobojonov, Islamov 2007, 8].

In conclusion, we can say that grading serves as one of the factors of uniting lexemes into paradigms (groups). Of course, whether gradation lines are considered as a form of semantics or studied as a form of LMGs is a separate research issue. So, the most important sign of the gradation series, i.e., the difference between the degree and the specificity, and under the leadership of the different quality (as a result of the reduction or increase of the general sign) new lexemes (graduation terms) are created.

## REFERENCES

- 1.Bozorov O. Fundamentals of Linguistic Graduate Study // Modern Bukhara Philology. Bukhara, 1994. -I juz. -B. 35-38
2. Hurford J., Heasley B., Smith M. (2007). Semantics (2nd ed.). Cambridge, UK: Cambridge University Press.
- 3.Orifjonova Sh, "Lexical graduonimiya in the Uzbek language" Ph.D. dissertation, abstract. Tashkent, 1997. Page 10
- 4.[https://www.google.com/search?q=graduonimiya&rlz=1C1GGRV\\_enUZ897UZ897&oq=Gradunomik+qatorlar+va+ularni+umumlashtirish+sxemalari&aqs=chrome.1.69i59j0i512i546l4.10636j0j9&sourceid=chrome&ie=UTF-8#ip=1](https://www.google.com/search?q=graduonimiya&rlz=1C1GGRV_enUZ897UZ897&oq=Gradunomik+qatorlar+va+ularni+umumlashtirish+sxemalari&aqs=chrome.1.69i59j0i512i546l4.10636j0j9&sourceid=chrome&ie=UTF-8#ip=1)
- 5.Azimovna A.Z., Abdulloevna A.A. USE OF MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE // Vestnik nauki i obrazovaniya, 2020. № 10-4 (88).
- 6.