

## FUNCTIONAL-SEMANTIC PROPERTIES OF GRADATION

*Associate Professor - M.M.Mirzakarimova*

*1st year student - R.K.Adkhamova*

*Andijan State Institute of foreign languages  
Department of English language and literature*

The cognitive approach in language assumes that language is studied not only as a unique object, but also as a means of accessing all the textual processes that take place in the human mind[1,506].

Issues of cognitive linguistics are actively discussed by both foreign and Uzbek linguists. The emergence of cognitive linguistics as a science is DJ. Lakoff, R. Langaker, M. Johnson, E. Related to research by Rosh et al.

Ye.S. In Kubryakova's work, on the one hand, the Basic Rules of cognitive linguistics presented in the work of foreign scientists are systematized, while on the other hand, a private concept of language learning has been proposed, the direction, subject and problems of Cognitive Research in Russian linguistics have been established[2,506].

Graduated characters will also be present in non-language activities. The subject and phenomena of the external world are characterized by characters with a transformative nature and are manifested at different levels. A certain object differs from another in size, height, width according to another set of signs. Various natural phenomena reflect the course of change of signs, such as the alternation of seasons, changes in the weather. The rate at which different processes occur can increase or decrease. The list of such phenomena in objective reality, united by the graduality of one common sign, will be infinite, belonging to the activity in which Infinity, multidimensionality, dynamism are inherent. In what way does a person, as a conscious subject, separate from the environment and accept graduated signs and phenomena? What processes of understanding gradation and gradualism are reflected through language tools? To answer these questions, it is necessary to consider "conceptualization", "categorization", "Concept", "category", "conceptual sphere" and other concepts that make up the terminological apparatus of cognitive linguistics.

Conceptualization and categorization are the main perceptual processes under study in the core of cognitive semantics. They reflect the classification activity, but differ according to the final result and goals. The conceptualization process focuses on the gradation of units based on human experience, while the categorization process focuses on the concentration of units that exhibit similarity in one relationship or another[2,506].

Conceptualization refers to the perception of incoming information, the perception of objects and phenomena[1,22]. The process of categorization is, in a broad sense, the formation and separation of a concept, in which the division of similar objects or phenomena into groups, classes is considered. Categorization in the narrow sense is the state of something, phenomenon, process and desired analyzed essence under a certain concept"[4,307], "a conscious comparison of an event or object with a certain category"[4,319]. In such a way that the result of conceptualization leads to the formation of the concept, and the result of categorization leads to the formation of the category.

As long as gradualism is considered on our part as a cognitive semantic concept, it is necessary to identify the underlying concepts based on this concept.

The research of methods for expressing gradation in the text should be carried out taking into account communication processes, namely: the type of discussion, the illocutive goals set by the subject of speech in the appropriate communicative state, the various characteristics of the participants in the speech. It is known that the listed factors are important language orientation studied in pragmatics[2,200] In the study of pragmatics, the human factor is important, which determines the holistic complex of

issues to be studied in the direction of this linguistics. First of all, the issues associated with the subject of speech: the illocutive goals of speech, the tactics of speech and the rules of speech circulation, etc. Secondly the range of issues that converge with the concept of speech "address".

Finally, the relationship between the human factor and the participants in communication, the problem of the interaction of speech, will be associated with their status in a certain state of speech. It is the language tools that represent gradation by the speaker that are cited as indicators of graduation in this study.

#### REFERENCES:

1. Болдырев Н.Н. Когнитивная семантика: Курс лекций по английской филологии. – Тамбов: Изд-во Тамб. ун-та, 2001. С – 22 (123 с).
2. Кубрякова Е.С. Язык и знание: На пути получения знаний о языке: Части речи с когнитивной точки зрения. Роль языка в познании мира. – М.: Языки славянской культуры, 2004. С – 9 (506 с).
3. Кубрякова Е.С. Проблемы представления знаний в языке // Структуры представления знаний в языке. – М.: ИНИОН РАН. – 1994. – С. 5-31.; Кубрякова Е.С. Язык пространства и пространство языка (к постановке проблемы) // Изв. РАН. Сер.лит. и яз. – 1997. – Т. 56. – № 3. – С. 22-31.; Кубрякова Е.С. Семантика в когнитивной лингвистике // Изв. РАН. Сер.лит. и яз. – 1999. – Т. 58. - № 5-6. – С.3-12; Кубрякова Е.С. О когнитивной лингвистике и семантике термина «когнитивный» // Вестник ВГУ. Серия Лингвистика и межкультурная коммуникация. – 2001. - № 1. – С. 3-9.; Кубрякова Е.С. Язык и знание: На пути получения знаний о языке: Части речи с когнитивной точки зрения. Роль языка в познании мира. – М.: Языки славянской культуры, 2004. – 506 с