



# Syntactic-Semantic Units in The Level Content Separation Methods of Level Syntaxes

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## Abstract.

In English, it is common to combine the elements more and less with adjectives. We have mentioned that most authors interpret this type of compounds as an analytical form of the comparative degree.

**Key words:** morphological, analytical form of the comparative degree, syntactic, component, adjective, adverb, paradigmatic syntagmatic

## Introduction

Interest in the problem of adjectives and adverbs, which was once covered in detail in all major and minor English grammar treatises and textbooks, seems to have waned somewhat in modern German studies. We are not aware that significant research has been done on this issue in recent years. Even the newly published grammars of the English language give little or no attention to this phenomenon. In this work, we try to study the phenomenon of gradation from the point of view of field theory, which is an integral part of functional-semantic linguistics, which is widely promoted nowadays. The field theory requires that the levels of the language system should be taken into account, as well as their interrelationship. This type of approach makes it possible to determine the nature of linguistic phenomena and to distinguish groups of elements and tools that manifest this nature in a certain speech environment

## Materials and review

We want to remind here once again that these compounds do not have the nature of any analytical form. The fact that this combination is not morphological, but syntactic, is seen in the fact that it is used instead of components in the sentence structure. This can be seen in the possibility of dropping the elements more or less from the sentence structure:

- 1) He could not make it true that this father was dead, and he gave up trying, for he was an honest boy, and felt that it was foolish to pretend to be more unhappy than he really was (L.Alcott. Under the Lilacs, p. 121). →... to pretend to be ... unhappy.
- 2) Her bare feet stuck out in a way that would have produced shrieks from a less well-trained infant (L.Alcott. Under the Lilacs, p. 14) → (He) would have produced shrieks from a ... well-trained infant.

In English, it is common to combine the elements more and less with adjectives. We have mentioned that most authors interpret this type of compounds as an analytical form of the comparative degree. We want to remind here once again that these compounds do not have the nature of any analytical form. The fact that this combination is not morphological, but syntactic, is seen in the fact that it is used instead of components in the sentence structure. This can be seen in the possibility of dropping the elements more or less from the sentence structure:

- 3) You should be more careful (J. London. Martin Eden, p. 45) → You should be so careful;
- 4) Miss Celia only smiled more kindly than before (L.Alcott. Under the Lilacs, p. 81) → Miss Celia only smiled very kindly than before.



This type of comparative syntax is expressed only by means of the lexical units more and less. Their other syntactic alternatives are not found. This syntax is not one of the main elements of the sentence structure and often takes the place of a subordinate component and directly interacts with different parts of the sentence. It is clear that such a relationship occurs with a component expressed more qualitatively:

5) But, gentlemen, many engagements, more open, and sacred in the eyes of the law and religion, have been broken (Th.Dreiser. An American Tragedy, p. 189).

6) And as he could see for himself, more beautiful, more richly appareled than ever the other could have hoped to be (Th.Dreiser. An American Tragedy, p. 73);

7) He was less confident on this score (American Plays, p. 24).

This syntax is combined with another structure in the sentence:

8) He looked upon the case more calmly (E.Voynich. The Gadfly, p. 14);

9) He came into his study less carefully dressed than usually (E.Voynich. The Gadfly, p. 193).

Comparative syntax can be subject to clauses expressed by adjectives:

10) The human face is more revealing than human behavior (W.Saroyan. Selected short Stories, p. 301);

11) He found him far less encouraging (G.Gordon. Let the Day Perish, p. 85);

She became more and more worried (G.Gordon. Let the Day Perish, p. 27).

In the material we collected, it was also observed that sometimes the comparative syntax enters into a subordinate relationship with the preposition+noun combination:

13) He knew he would feel more at home than in his present place (L.Alcott. Under the Libacs, p. 162).

Therefore, the combination of comparative syntax expressed by means of more and less elements with adjective and adverb is more common. When this syntax takes the place after a noun or verb, it is inevitable that the content of the level will be weakened, or even completely lost, because the possibility of replacing the more and less fragments that occupy such a syntactic place with other syntaxes with the meaning of the level will almost disappear:

14) She's solved more mysteries → She's solved (?) very mysteries;

15) The rest will interest you even less → The rest will interest you even (?) rather.

It is known that syntactic fragments, like units of all language levels, enter into mutual system relationships. According to linguists, certain objects included in the concept of "system" are combined and their interaction is observed. Intersystemic relationships of syntaxes are seen in their separation into separate groups based on a certain meaningful unity. The separation of groups, in turn, is based on the paradigmatic syntagmatic and hierarchical relationships of linguistic phenomena described by Ferdinand de Saussure. In the science of linguistics, these relationships are widely studied on the example of units of different levels. Comparative syntaxes are divided into different paradigmatic lines according to the generality and differentiation of their categorical and specific meaning fragments. Syntaxes is taken into account, and in the second, the feature of comparability comes to the fore. Syntaxes with the meaning of degree are mainly expressed by expressions such as very, pretty, rather, most, so, extremely. Such adverbs are called adverbs of degree; and in grammar manuals, it is noted that it has special characteristics compared to other types of idioms. The following syntaxes are included in this paradigmatic line:

16) That is very difficult question (W.Saroyan. Selected Short Stories, p.347);



17) He was pretty badly hurt (W.Saroyan. Selected Short Stories, p. 205);

18) For several days extremely confused battle went on (Ibid, p.92). When this syntax is expressed through the interrogative tool, its content acquires another syntactic-semantic sign, that is, an emphatic meaning. The authors of the system dictionary of ravishes define the meaning of so ravish as "a high point of the upper extreme on the intensity scale".

Compare:

19) Everybody went to little Hans funeral, as he was so popular, and the Miller was the chief mourner (O.Wilder);

20) He works so hard (N.Mailor. The Naked and the Dead, p. 645);

21) Before the war they had been so wistful, so charming (N.Mailor. The Naked and the dead, p. 261).

22) His clothing was so cold that the drops of water seemed warm (N.Mailor. The Naked and the Dead, p. 104)

Let's try to omit the so part of the above sentences:

Everyone went to little Hans funeral, as he was so popular → Everyone went to Hans funeral, as he was ..... popular. He works so hard → He works ..... hard. Before the war they had been so wistful, so charming → Before the war they had been wistful, charming.

In the last sentence (22), this type of transformation cannot be performed.

In the next translation, so is replaced by very rather, quite, pretty:

Everybody went to little Hans funeral, as he was very popular.

He works so hard → He works rather hard; before the war they had been so wistful, so charming → Before the war they had been very wistful, quite charming;

It is not possible to replace the interrogative in sentence 22 with other expressions. The fact that this sentence does not participate in the mentioned transformations testifies that the so syntax contained in it has another additional meaning. This is an emphatic meaning that exists in separate syntaxes.

Emphatic syntax is combined with a subordinate clause by means of the conjunction that:

23) He strikes her so heavily that she falls (N.Mailor. the Naked and Dead, p. 170);

24) She was so willing to do it, that nobody could prevent it (N.Mailor. The Naked and Dead, p.238).

### Conclusion

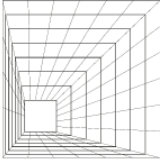
It is good to include another type of syntactic unit in the paradigmatic series of level syntaxes. The difference between this unit and the others is that in the case of little, a little, a lot expressions, a lot of, a great deal of, a good deal of prepositional compounds express quantitative level in certain texts. The level with a quantitative sign can be distinguished in the following examples of syntaxes:

25) You can see how much he thinks (W.Saroyan. Selected Short Stories, p.274);

26) See if he can't get a little money (W.Saroyan. Selected Short Stories, p. 95);

27) He enjoyed a pleasant long supper with much drinking of wine (W.Saroyan. Selected Short Stories, p. 144);

28) The youngest man not much older than myself (W.Saroyan. Selected Short Stories, p. 341).



Among level syntaxes, it is possible to include units with qualitative syntactic-semantic content. Linguistic units representing this type of syntactic-semantic sign include awfully, dreadfully, terribly, remarkably, absolutely.

For example:

29) It makes me feel terribly ashamed for what I said to you earlier this evening (Peter Abrahams);

30) Frost-bitten oranges were absolutely worthless (W.Saroyan).

Thus, the paradigmatic sequence of the level syntax reflects the relationship of syntactic units representing various additional meanings.

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