

PRAGMATIC TYPOLOGY OF THE FUNCTIONAL-SEMANTIC FIELD OF  
DEGREE IN ENGLISH AND UZBEK LANGUAGES

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**Abstract:** This study explores the pragmatic typology of the functional-semantic field (FSF) of degree in English and Uzbek, focusing on how gradability, intensity, and comparison are expressed and interpreted across two typologically different languages. The concept of degree is treated as a universal semantic category realized through a range of linguistic means, including morphological forms, lexical items, and syntactic constructions. The research aims to identify both common patterns and language-specific features in the expression of degree, as well as to analyze the role of pragmatic factors in shaping its meaning. The findings demonstrate that English primarily relies on analytic and morphological devices, such as comparative and superlative forms and intensifiers, while Uzbek employs agglutinative mechanisms, lexical markers, and expressive forms such as reduplication. Despite these structural differences, both languages share a common semantic core based on scalarity and gradation. However, the interpretation of degree is highly context-dependent and influenced by speaker intention, discourse context, and cultural norms.

The study also shows that degree expressions serve not only as markers of quantitative or qualitative comparison but also as pragmatic tools for expressing evaluation, emphasis, politeness, and implicature. The functional-semantic field of degree is organized into core and peripheral zones, where core elements provide basic gradation and peripheral elements introduce stylistic and contextual variation. Uzbek demonstrates a stronger tendency toward expressive and emphatic usage, while English often relies on more implicit and context-driven strategies. In conclusion, the research highlights the importance of integrating semantic and pragmatic approaches in the study of degree and contributes to a deeper understanding of cross-linguistic variation in functional-semantic categories. The results have practical implications for language teaching, translation, and intercultural communication.

**Keywords:** Functional-semantic field; Degree category; Pragmatic typology; English language; Uzbek language; Gradability; Scalarity; Intensifiers; Comparative linguistics; Pragmatics

### Introduction

The category of **degree** represents a fundamental semantic and pragmatic dimension in human language, reflecting how speakers encode gradability, intensity, quantity, and comparison across a wide range of linguistic contexts. Within modern linguistics, the notion of a **functional-semantic field (FSF)** provides a productive framework for analyzing how different linguistic means—lexical, morphological, and syntactic—collectively express a shared semantic category. The FSF of degree encompasses various grammatical and lexical devices, including comparative and superlative constructions, intensifiers, quantifiers, and evaluative expressions, which together form a structured system of gradation and scalarity [1]. From a cross-linguistic perspective, the study of degree in English and Uzbek reveals both universal and language-



specific features. English primarily encodes degree through morphological comparison (e.g., *-er*, *-est*), analytic constructions (*more*, *most*), and a wide range of intensifiers (e.g., *very*, *extremely*). In contrast, Uzbek expresses degree through lexical means, affixation, reduplication, and syntactic constructions (e.g., *juda*, *eng*, *-roq*), reflecting typological differences between an analytic and an agglutinative language [2]. These structural differences provide a valuable basis for comparative analysis within the FSF framework.

Pragmatics plays a crucial role in shaping how degree is interpreted in actual communication. The same linguistic form may convey different degrees of intensity or evaluation depending on context, speaker intention, and communicative goals. For example, intensifiers can function not only to amplify meaning but also to express subjectivity, politeness, exaggeration, or irony. Therefore, a **pragmatic typology of degree** must account for contextual variability, discourse functions, and sociolinguistic factors that influence interpretation [3]. In recent linguistic research, increasing attention has been given to the interaction between semantics and pragmatics in the realization of scalar meanings. The concept of **scalar implicature** demonstrates how speakers often imply degrees beyond what is explicitly stated, relying on shared knowledge and contextual inference. This highlights the importance of integrating functional-semantic and pragmatic approaches to fully understand the category of degree [4].

Despite the growing body of research on degree and scalarity, there remains a need for a systematic comparative analysis of the functional-semantic field of degree in English and Uzbek, particularly from a pragmatic perspective. Such an analysis can contribute to a deeper understanding of how linguistic systems encode gradation and how these mechanisms are shaped by communicative context. Therefore, the aim of this study is to investigate the functional-semantic field of degree in English and Uzbek languages and to develop a pragmatic typology of its realization in different communicative contexts. This research seeks to identify common patterns, language-specific features, and the role of pragmatics in shaping the interpretation of degree, thereby contributing to both theoretical linguistics and applied language studies.

## Methods

This study was conducted using a **comparative-functional and pragmatic approach** to analyze the functional-semantic field (FSF) of degree in English and Uzbek. The research is based on a qualitative methodology aimed at identifying structural, semantic, and pragmatic features of degree expressions across both languages. Data were collected from a combination of linguistic corpora, literary texts, and spoken language samples to ensure a representative range of usage contexts [1]. The selection of material focused on linguistic units expressing degree, including morphological forms (comparative and superlative constructions), lexical intensifiers, quantifiers, and syntactic structures. In English, examples included forms such as *-er/-est*, *more/most*, and intensifiers like *very*, *extremely*, and *quite*, while in Uzbek, the analysis included markers such as *-roq*, *eng*, *juda*, *nihoyatda*, and reduplication patterns. These units were categorized according to their semantic function and role within the FSF of degree [2].

A **comparative analysis** was applied to identify similarities and differences in the structural organization and expression of degree in both languages. Particular attention was given to typological distinctions between English as an analytic language and Uzbek as an agglutinative language, and how these differences influence the realization of scalar meanings. To examine



pragmatic aspects, contextual analysis was conducted on selected examples to determine how degree expressions function in real communicative situations. Factors such as speaker intention, discourse context, emotional tone, and sociolinguistic variables were considered. The concept of scalar implicature was also applied to interpret implicit meanings and inferential processes associated with degree expressions [3]. Furthermore, a **functional-semantic field model** was used to organize the analyzed data into core and peripheral zones, allowing for the identification of central and marginal means of expressing degree. This approach made it possible to establish a pragmatic typology of degree based on usage patterns and communicative functions [4]. Overall, the methodological framework combines comparative linguistics, functional-semantic analysis, and pragmatic interpretation, providing a comprehensive basis for examining how degree is expressed and interpreted in English and Uzbek languages.

**Results**

The analysis revealed that the functional-semantic field (FSF) of degree in English and Uzbek is structured around a shared core meaning of gradability but differs significantly in terms of linguistic realization and pragmatic usage. Both languages employ a combination of morphological, lexical, and syntactic means to express degree; however, their distribution and functional load vary due to typological differences between English (analytic) and Uzbek (agglutinative) [1]. In English, degree is predominantly expressed through morphological comparison (*-er, -est*), analytic constructions (*more, most*), and a wide range of intensifiers such as *very, quite, extremely*. These forms are highly productive and allow for fine gradation. In contrast, Uzbek relies more on lexical and affixal means, including *-roq, eng, juda, nihoyatda*, and reduplication (*katta-katta, yaxshi-yaxshi*), which often carry strong expressive and pragmatic nuances [2].

From a pragmatic perspective, both languages demonstrate that degree expressions are highly context-dependent. Intensifiers can function not only to indicate scalar increase but also to express emphasis, evaluation, politeness, exaggeration, or irony. However, Uzbek shows a greater tendency toward expressive and emphatic usage, often reflecting cultural and communicative norms, whereas English tends to use more standardized gradation patterns [3]. The functional-semantic field analysis allowed for the identification of **core elements** (basic comparative and superlative forms) and **peripheral elements** (stylistic intensifiers, contextual modifiers, and discourse-dependent expressions). Scalar implicatures were observed in both languages, where speakers imply degrees beyond literal meaning based on context and shared knowledge [4].

**Table 1. Comparative Analysis of Degree Expression in English and Uzbek**

Category	English	Uzbek	Pragmatic Function
Morphological degree	<i>-er, -est</i> (bigger, biggest)	<i>-roq</i> (kattaroq)	Basic comparison
Analytic constructions	<i>more, most</i>	<i>eng</i> (eng katta)	High degree / superlative



Category	English	Uzbek	Pragmatic Function
Intensifiers	<i>very, extremely, quite</i>	<i>juda, nihoyatda, g'oyat</i>	Emphasis, evaluation
Reduplication	Rare	<i>katta-katta, yaxshi-yaxshi</i>	Expressiveness, emphasis
Contextual modifiers	Context-based (e.g., <i>a bit, rather</i> )	Context-based (e.g., <i>bir oz, ancha</i> )	Nuanced gradation
Implicit degree (pragmatics)	Scalar implicature ( <i>not bad → good</i> )	Implicit meaning ( <i>yomon emas → yaxshi</i> )	Indirect evaluation

Overall, the results confirm that while the semantic category of degree is universal, its realization is shaped by linguistic structure and pragmatic context. The FSF of degree in both languages demonstrates a dynamic interaction between grammar, vocabulary, and discourse, highlighting the importance of integrating semantic and pragmatic perspectives in comparative linguistic analysis.

### Discussion

The findings of this study confirm that the functional-semantic field (FSF) of degree in English and Uzbek is both universal in its semantic core and language-specific in its structural realization and pragmatic deployment. While both languages encode gradability and scalar relations, the means by which these meanings are expressed reflect their typological differences—English as an analytic language and Uzbek as an agglutinative language. This distinction significantly influences not only the formal representation of degree but also its functional distribution within discourse [1]. One of the key insights of this study is that English relies more heavily on standardized grammatical mechanisms, such as morphological comparison (*-er, -est*) and analytic constructions (*more, most*), which provide a relatively fixed and systematic way of expressing degree. In contrast, Uzbek demonstrates greater flexibility through the use of affixation (*-roq*), lexical intensifiers (*juda, nihoyatda*), and reduplication, which often carry additional expressive and stylistic meanings. This suggests that Uzbek degree expressions are more closely tied to pragmatic and emotive functions, while English tends to maintain a clearer distinction between semantic gradation and stylistic emphasis [2].

The analysis also highlights the crucial role of pragmatics in interpreting degree. In both languages, the meaning of degree expressions extends beyond their literal semantic value and is shaped by context, speaker intention, and communicative goals. For example, intensifiers can serve to emphasize, exaggerate, or mitigate meaning depending on the discourse context. Scalar implicatures further illustrate how speakers convey implicit degrees that are not explicitly encoded, relying on shared knowledge and inferential reasoning. This demonstrates that degree is not only a semantic category but also a pragmatic tool for managing interpersonal communication [3]. Another important observation is the division of the FSF of degree into core



and peripheral zones. Core elements, such as comparative and superlative forms, provide the basic structure for expressing gradation in both languages. Peripheral elements, including contextual modifiers, stylistic intensifiers, and discourse-based expressions, expand the field and allow for greater variability and nuance. Uzbek, in particular, shows a broader and more expressive peripheral zone, which may be linked to cultural communication patterns that favor emotional and emphatic expression [4].

The comparative analysis also reveals that certain pragmatic functions of degree—such as politeness, understatement, and irony—are realized differently across the two languages. English often employs indirect strategies, such as understatement (*quite good, not bad*), to achieve pragmatic effects, whereas Uzbek tends to use more direct and intensified expressions. These differences highlight the importance of cultural and sociolinguistic factors in shaping the pragmatic typology of degree [5]. From an applied perspective, the results of this study have important implications for language teaching, translation, and intercultural communication. Understanding how degree is expressed and interpreted in different languages can help learners avoid misinterpretation and improve communicative competence. In translation, attention to both semantic and pragmatic aspects of degree is essential to preserve meaning and stylistic effect. In conclusion, the FSF of degree in English and Uzbek represents a dynamic interplay between linguistic structure and pragmatic function. While the underlying concept of gradation is shared, its realization is shaped by typological, contextual, and cultural factors. A comprehensive understanding of this interaction is essential for advancing both theoretical linguistics and practical language use.

## Conclusion

In conclusion, the functional-semantic field (FSF) of degree in English and Uzbek demonstrates both universal and language-specific characteristics shaped by structural, semantic, and pragmatic factors. The study confirms that degree is a fundamental linguistic category expressed through a combination of morphological, lexical, and syntactic means in both languages. However, the realization of this category differs significantly due to typological distinctions: English primarily relies on analytic and standardized grammatical constructions, while Uzbek utilizes agglutinative forms, lexical intensifiers, and expressive devices such as reduplication [1]. The findings also highlight the central role of pragmatics in interpreting degree. Degree expressions are not limited to literal gradation but serve broader communicative functions, including emphasis, evaluation, politeness, and implicature. The interaction between semantic structure and pragmatic context determines how meaning is conveyed and understood in real communication. Uzbek shows a stronger tendency toward expressive and emotive usage, whereas English often employs more implicit and context-dependent strategies [2]. Furthermore, the FSF model proves effective in organizing degree expressions into core and peripheral zones, allowing for a clearer understanding of their functional distribution. Core elements provide the basic framework for comparison, while peripheral elements introduce flexibility and stylistic variation. This structural organization reflects the dynamic nature of language and its adaptability to communicative needs [3]. From a broader perspective, the comparative analysis of English and Uzbek contributes to the development of cross-linguistic and functional linguistics by demonstrating how universal semantic categories are shaped by language-specific systems and cultural norms. The results have practical implications for language teaching, translation studies, and intercultural communication, emphasizing the importance of integrating semantic and pragmatic knowledge in linguistic analysis. In summary, the study underscores that



the category of degree is not merely a grammatical phenomenon but a complex interaction of linguistic form, meaning, and communicative function. Future research should further explore corpus-based and experimental approaches to deepen the understanding of pragmatic variation and its role in shaping functional-semantic fields across languages .

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