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PARADIGMATIC AND SYNTAGMATIC FEATURES OF EMOTIONAL- EVALUATIVE ADJECTIVES

Valiyeva Navruzaxon Dilmurod qizi

Teacher of Andijan State Technical Institute

E-mail: valiyevanavruza056@gmail.com

Annotation

This article deals with the paradigmatic and syntagmatic features of emotional-evaluative adjectives in English and Uzbek. The study shows that such adjectives actively participate in synonymic, antonymic, gradational, and stylistic relations within lexical-semantic groups. It also examines their combinability with nouns denoting persons, character traits, situations, and speech acts, where their emotional and evaluative meanings are fully realized. The analysis demonstrates that emotional-evaluative adjectives possess a complex semantic structure including the basic feature of the referent, degree, evaluation, emotional attitude, and stylistic-pragmatic marking.

Component analysis is presented as an effective method for identifying the integral and differential features of these adjectives and for revealing both common and language-specific characteristics in English and Uzbek.

Keywords

emotional-evaluative adjectives, paradigmatic relations, syntagmatic relations, synonymy, antonymy, gradation, component analysis, English, Uzbek, semantic structure.

Emotional-evaluative adjectives are clearly manifested in paradigmatic relations. Each such adjective enters a definite lexical-semantic group and forms synonymic, antonymic, gradational, and stylistic relations within that group [1; 1–27; 2; 1–41].

For example, on the positive pole, the series *good – nice – lovely – wonderful – excellent – outstanding* demonstrates a gradual increase in evaluative force. On the negative pole, the sequence *bad – unpleasant – nasty – awful – horrible – disgusting* shows a similar gradation of negative assessment [2; 92–160; 3; 4].

In Uzbek, the rows *yaxshi – yoqimli – ajoyib – zo‘r – benazir* and *yomon – xunuk – jirkanch – rasvo – qabih* likewise reveal increasing degrees of positive and negative evaluation [5]. These series show that emotional-evaluative adjectives differ not only in semantic content, but also in expressive intensity and stylistic coloring [2; 42–91; 2; 92–160].

At the same time, full synonymy is rarely found among such adjectives. Each adjective possesses its own semantic shade, stylistic coloring, and pragmatic load [1; 74–101; 1; 176–207]. In English, adjectives such as *beautiful, lovely, pretty, gorgeous*, and *attractive* all express a general positive aesthetic evaluation, yet each of them carries a distinct stylistic and emotional nuance [3; 4]. Similarly, in Uzbek, adjectives such as *chiroyli, go‘zal, suluv, dilbar*, and *maftunkor* are close in meaning, but differ considerably in their degree of evaluation and poetic-expressive coloring [5]. For this reason, identifying differential semes is especially important in the study of emotional-evaluative adjectives [1; 74–101; 2; 42–91].

The syntagmatic properties of these adjectives also play a major role in revealing their structural and semantic nature. Emotional-evaluative adjectives most frequently combine with nouns denoting persons, character traits, states, situations, and speech-related acts [1; 74–101; 1; 176–207]. English combinations such as *a charming woman, a nasty remark, a ridiculous idea, a sweet smile, a cruel joke*, and *a pathetic excuse*, as well as Uzbek combinations like *yoqimli qiz, go‘pol muomala, jirkanch odat, shirin tabassum, badjahl odam*, and *bema‘ni bahona*, clearly illustrate this tendency [3; 4; 5]. In such environments, the emotional-evaluative meaning of the adjective becomes aligned with the semantic nature of the referent. Thus, the syntagmatic

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environment is an important factor in shaping the actual meaning of emotional-evaluative adjectives in speech [1; 176–207; 2; 210–261].

The above observations show that the semantic structure of emotional-evaluative adjectives in English and Uzbek is complex and multilayered. Their meaning includes several interrelated semantic components: the basic feature of the referent, the degree of that feature, the evaluation attached to it, the speaker's emotional attitude, and stylistic-pragmatic markedness [2; 42–91; 2; 92–160; 2; 161–209]. It is the interaction of these components that determines the semantic diversity, paradigmatic position, and functional activity of emotional-evaluative adjectives in discourse [1; 1–27; 2; 1–41].

Thus, the method of component analysis makes it possible to reveal the internal semantic structure of emotional-evaluative adjectives, to identify their integral and differential features, and to compare their universal and language-specific properties in English and Uzbek [1; 74–101; 2; 42–91]. This approach creates a solid methodological basis for further analysis of the paradigmatic system, syntagmatic potential, means of intensification, and contextual semantic transformations of emotional-evaluative adjectives in subsequent sections [1; 176–207; 2; 92–160; 2; 210–261].

References

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