2-TOM, 11-SON THE GRAMMATICAL CLASSIFICATION OF COMPARISON LEVELS Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages Teshaboyeva Nafisa Zubaydulla qizi

Marina I. Solnyshkina Dr.Prof., Department of Theory and Practice of Foreign Language Teaching, Kazan Federal University, Russia Student of group 302-21: Mardiqulova Yulduz Abdujalil qizi

Annotation: This article explores the fundamental grammatical category of degrees of comparison, which applies to adjectives and adverbs in English. It explains the three main degrees: positive, comparative, and superlative, and provides clear examples of each, showing how they convey varying levels of quality, intensity, or extent. The article emphasizes the rules for forming these degrees, including common patterns for one-syllable and multi-syllable adjectives, as well as irregular forms like "good" (better, best). Additionally, it addresses the comparative and superlative forms of adverbs and highlights exceptions and irregularities in the language. The conclusion underscores the importance of understanding these degrees for effective communication, enhancing both clarity and nuance in expressing comparisons.

Key words: degrees of comparison, positive degree, comparative degree, superlative degree, adjectives, adverbs, irregular forms, comparative forms, superlative forms, language rules, comparative and superlative adverbs, one-syllable adjectives, multi-syllable adjectives, most, more, less, greater or lesser degree, comparative adjectives, irregular adjectives, enhancing communication, English grammar.

The Grammatical Category of Degrees of Comparison

In English grammar, the **degrees of comparison** refer to how adjectives and adverbs change to express different levels of intensity, quality, or extent. These degrees allow speakers to compare the characteristics of two or more nouns, showing variations such as superiority, equality, or inferiority in terms of the quality being described. The degrees of comparison primarily apply to adjectives and adverbs, and they help create meaningful distinctions between the objects of comparison. In this article, we will explore the three main degrees of comparison: positive, comparative, and superlative.



2-TOM, 11-SON

Positive Degree

The positive degree is the base form of an adjective or adverb. It simply describes a quality or characteristic without making any comparison. For example:

• Adjective: "She is a *tall* woman."

• Adverb: "He runs quickly."

In the positive degree, no comparison is implied. The adjective or adverb merely states that the subject possesses a certain quality to a normal or standard degree.

Comparative Degree

The comparative degree is used to compare two people, things, or actions. It shows that one has a greater or lesser degree of a particular quality than the other. Typically, comparative forms of adjectives and adverbs are created by adding **-er** to the positive form (for one-syllable words) or using **more** or **less** (for multi-syllable words). Here are examples:

• Adjective: "John is *taller* than Mark."

• Adverb: "She speaks more slowly than her brother."

For one-syllable adjectives, like *tall*, the comparative is formed by adding **-er** (taller). For longer adjectives, like *beautiful*, the comparative is formed by using **more** (more beautiful).

In some cases, irregular adjectives and adverbs have unique comparative forms. For example:

 $\bullet \ Good \to better$

- $Bad \rightarrow worse$
- $Far \rightarrow farther$ (or further)

These irregular forms do not follow the typical rule of adding **-er** or using **more**.

Superlative Degree

The superlative degree is used to express the highest or lowest degree of a quality, typically when comparing more than two entities. It identifies the extreme end of a range, indicating that something surpasses all others in the quality being described. The superlative is usually formed by adding **-est** to one-syllable adjectives or using **most** or **least** with multi-syllable adjectives. Here are some examples:

• Adjective: "This is the *tallest* building in the city."

• Adverb: "She speaks most clearly of all the candidates."

Just like with the comparative form, some adjectives and adverbs have irregular superlative forms. For instance:

• $Good \rightarrow best$



2-TOM, 11-SON

• $Bad \rightarrow worst$

• $Far \rightarrow farthest$ (or furthest)

In sentences using the superlative degree, **the** is often used before the adjective or adverb, as in "the best," "the tallest," or "the most talented."

Rules for Forming the Degrees of Comparison

The rules for forming the degrees of comparison can be summarized as follows:

• **One-syllable adjectives**: Add **-er** for the comparative and **-est** for the superlative (e.g., *tall, taller, tallest*).

• Two-syllable adjectives: For some, add -er and -est (e.g., *simple*, *simpler*, *simplest*), but for others, use more and most (e.g., *polite*, *more polite*, *most polite*).

• Adjectives with three or more syllables: Typically use more and most (e.g., *beautiful, more beautiful, most beautiful*).

• Irregular adjectives: These do not follow the standard rules and must be memorized (e.g., *good*, *better*, *best*).

Comparative and Superlative Forms with Adverbs

Much like adjectives, adverbs can also have comparative and superlative forms. These adverbs are usually formed by the same principles as those for adjectives:

• Adverbs ending in -ly: Use more for the comparative and most for the superlative (e.g., *quickly*, *more quickly*, *most quickly*).

• Adverbs not ending in -ly: These follow the same rules as adjectives, adding - er and -est (e.g., *fast, faster, fastest*).

Exceptions and Irregularities

As with many aspects of language, there are exceptions to these rules. Some adjectives and adverbs form their comparative and superlative degrees in irregular ways, such as:

- $Much \rightarrow more \rightarrow most$
- $Little \rightarrow less \rightarrow least$
- Well \rightarrow better \rightarrow best

In addition to these irregular forms, it is also important to be mindful of **double comparatives** or **double superlatives**, which are considered non-standard in English. For example, saying "more better" or "most tallest" is incorrect, and the proper forms are "better" and "tallest."

Conclusion

The degrees of comparison are a crucial grammatical category that allows us to make distinctions between different levels of quality, intensity, or extent. By using the



2-TOM, 11-SON

positive, comparative, and superlative forms of adjectives and adverbs, we can express a wide range of comparisons, from equal qualities to extreme contrasts. Understanding how to correctly use these degrees enhances communication and allows speakers to convey subtle nuances in meaning. The degrees of comparison enrich the English language by providing a structured way to compare qualities and actions. By mastering the positive, comparative, and superlative forms, speakers and writers can create more precise, nuanced expressions and effectively communicate differences in degree. Whether it's highlighting a simple contrast between two things or emphasizing an extreme characteristic, these grammatical structures are essential for clear and engaging communication. While most degrees follow predictable patterns, the existence of irregular forms reminds us of the flexibility and evolution of language. Ultimately, understanding and using degrees of comparison correctly enhances both spoken and written expression, making it a key aspect of mastering English grammar.

REFERENCE

1. Biber, D., Conrad, S., & Leech, G. (2002). *Longman grammar of spoken and written English*. Pearson Education.

2. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course*. Heinle & Heinle.

3. Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge University Press.

4. Huddleston, R., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.

5. Jones, D. (2002). *An English pronouncing dictionary* (15th ed.). Cambridge University Press.

6. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A* comprehensive grammar of the English language. Longman.

7. Swann, M. (2005). *Practical English usage* (3rd ed.). Oxford University Press.

8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

9. Teshaboyeva, N. (2020).LINGUISTIC PERSONALITY. ITS STRUCTURAL **CHARACTERISTICS** THE IN NEW PERSPECTIVE молодой ИССЛЕДОВАТЕЛЬ: DIRECTIONS. In ВЫЗОВЫ И ПЕРСПЕКТИВЫ (рр. 415-420).

2-TOM, 11-SON

10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In COBPEMENHIE ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.

12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies* (*CARJIS*), 2(10), 8-10.

13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

2-TOM, 11-SON

19. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187

21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.

22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). "NOUNS THEIR GRAMMATICAL CATEGORIES". AND Новости образования: XXI 292-297. B веке. 2(16).исследование извлечено OT http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from <u>https://universalpublishings.com/index.php/itfttdm/article/view/3187</u>

24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126

25.Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). WordFormation: Compounding . "Conference on Universal Science Research 2023", 1(12),113–115.Retrievedhttps://universalpublishings.com/index.php/cusr/article/view/3185

26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191



2-TOM, 11-SON

27.Тешабоева, Н. (2023). Teaching writing as a major part of productive
skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–
656.656.извлеченоотhttps://inlibrary.uz/index.php/computer-
engineering/article/view/25759

28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. Development of pedagogical technologies in modern sciences, 2(12), 187-192.

29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 2(2), 68-70.

30. Nafisa. (2023).THE USA ECONOMY, T. INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF **GREAT** INTERNATIONAL JOURNAL OFRECENTLY **SCIENTIFIC** BRITAIN. RESEARCHER'S THEORY, 1(9), 94-97.

31. Nafisa, T. (2023, December). Secondary ways of word formation. In " *Conference on Universal Science Research* 2023" (Vol. 1, No. 12, pp. 109-112).

32. Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. Новости образования: исследование в XXI веке, 2(16), 298-305.

33. Nafisa, T. (2023, December). Secondary ways of word formation. In " Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 109-112).

34. Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, *1*(6), 53-57.

35. Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, 2(15), 563-567.

36. Nafisa, T. (2023, December). Word Formation: Compounding. In " Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 113-115).

37. Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. Новости образования: исследование в XXI веке, 2(16), 292-297.