



## FUNCTIONS OF WORD STRESS. ANALYSIS OF WORD STRESS AS A STYLISTIC MEANS

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<https://doi.org/10.5281/zenodo.15461347>

**Annotation:** This study analyzes the role of verbal stress in language and its significance as a stylistic tool. The research focuses on the importance of verbal stress in areas such as determining meaning, creating cues and accents, and enhancing the emotional impact of words. Stress also serves as an important tool for changing the meaning of a word, as well as for dealing with variations in lexical and grammatical elements in a language using tone, timbre, and tempo.

**Keywords:** language, stress in a word, linguistic, syllables in a word, accentual, rhythmic, semantic, linguistic, component, lexical stress, phonological, supersegmental, lexical aspects, morphological aspects, grammatical forms.

**Introduction:** Word stress and its importance as a stylistic tool are one of the current research topics in linguistics and stylistics. In modern linguistics, the role of word stress in the meaning, correctness of speech and its influence on it is gaining importance in everyday life and in the literary language. Stress acts as an important stylistic tool for determining and changing the meaning of language, as well as influencing the reader or listener.

The relevance of this topic is that the influence and stylistic functions of stress on language are widely studied not only in linguistic theory, but also in practical language activities. The role of word stress in the Uzbek language and other languages, its influence on meaning, as well as the creation of artistic and stylistic effects through stress in speech or writing, and the identification of interactions in creative and public speech are important tasks. Also, the phonosemantic properties of word stress, its emotional and denotative effects in speech, and changes in the general linguistic context undoubtedly require more in-depth research and analysis. As is known, the results of these studies contribute to the development of clear and effective language communication in our language.

The main objective of this study is: The purpose of this study is to analyze the functions of word stress in language and how it is used as a stylistic device. The study aims to study the importance of word stress in determining meaning and how it is used as a tool to enhance emotional and logical impact in language.

Based on the main objective of this study, the following tasks were set:

1. Identify the main functions of stress: Explain the role of stress in language as a marker, in determining meaning, and in attracting attention.
2. The role of stress in linguistics and stylistics: Explain how stress affects the structure and semantics of language, thus demonstrating its importance in stylistic research.
3. Analyze differences in word stress in different languages: Study the stylistic and phonetic characteristics of word stress in Uzbek, as well as compare stress systems in other languages.

4. Explore the theoretical and practical use of word stress: Explain in detail how stress is used to convey meaning and effect in different contexts and genres.

These goals and objectives help to clearly understand the role of word stress in linguistics and stylistics, and to analyze its lexical and grammatical properties.

**Level of knowledge of the research topic.** Researchers and scholars who have studied the functions of word stress and its analysis as a stylistic tool have conducted a number of discussions in the fields of linguistics, stylistics, literary studies, and philology. Studies in this area help to understand the practical and theoretical significance of word stress, its role in shaping the visual and emotional impact of language. For example, Shamsiddin Shomahmadov, in his work on the topic "Stylistic stress and its influence in Uzbek literature", touched upon the practical use of word stress, methods of stressing it, as well as the mechanisms of changing and influencing the meaning of a word through stress. He emphasized how word stress is used as a stylistic tool, in literary work, and in everyday speech.

Haydar Usmanov pays special attention to stylistic studies of word stress. His work is based on the characteristics of word stress not only related to words, but also to their positions. Usmanov covered the rhythmic and semantic impact of words through stress. He analyzed word stress as a creative and behaviorally understandable.

Valentina Rudenko explored word stress and its stylistic functions in Russian. Her research showed how stress is used in phraseology, as well as in literary processes, and the creative possibilities of its application. Rudenko assessed word stress as a theoretical means of expression in language and precise writing.

Nodira Abdurakhmonova studied the stylistic functions of word stress in the Uzbek language. She observed the combined influence of lexical, grammatical, and stylistic types through word stress. Abdurakhmonova tried to determine the lexical and grammatical logic of word stress and their importance in literary creation.

In his research on stylistics and types of stress in the Russian language, Gennady Beloshapka examined the phraseological and grammatical aspects of word stress, as well as its influence on speech, including the stylistic features of its application.

The functions of word stress and its analysis as a stylistic device have been carefully studied by a number of researchers in the field of linguistics and literary studies. These studies help to determine the importance of word stress in speech and writing, its semantic and emotional impact. Each scientist in his field has analyzed the development of word stress, its grammatical and lexical features, and today's analysis helps to advance a number of new studies.

**Research methodology:** The methodology used in this study to analyze the functions of word stress and its role as a stylistic tool is fully based on the theoretical and practical methods of linguistics and stylistics. The methodology is aimed at understanding the structure, functions of language and its tonal and emotional impact, and uses such methods as theoretical methods of linguistics, stylometry and stylistic analysis. Experimental analysis.

This methodology is used to determine the importance of word stress as a stylistic device in language, its role in changing meaning, and its influence on language. The results of this study make an important contribution to the development of linguistics and stylistics.

**Analysis and results:** Any linguistic phenomenon in a language has its own specific function, and such a function cannot be expressed using another linguistic phenomenon.

Lexical stress has several functional properties that are similar and different in English and Uzbek. We have already noted that stress is one of the formative features of a word. Regardless of whether a word is monosyllabic, disyllabic or polysyllabic, it will certainly have its own stress.

The formative function of stress forms words phonetically, that is, it combines stressed and unstressed syllables in a sound sequence using articulatory means using volume, stress, and the main tone of the sound. The accentual-rhythmic structure of a word is a structural element of the phonemic structure and phonetic structure of a word, which is formed on the basis of the syllable structure, the connection of phonemes [1].

These three components of the phonetic structure of a word are combined within the framework of an accentual rhythmic structure, resulting in a word that can be used as a semantic and linguistic unit. According to J. Laver, lexical stress has a culminating function: as a main feature of a word, it allows the listener to consider how many separate words in the sentence uttered by the speaker are pronounced.

Word stress as a prosodic or supersegmental unit has a phonological, that is, a differentiating function, that is, the place and level of stress can distinguish words and their grammatical forms. The differentiating function of word stress is closely related to lexical and morphological aspects. If the place or level of stress can distinguish grammatical forms (word groups or morphemes) from each other, then such a stress is called a grammatical stress that performs a morphological function. There are two types of grammatical stress [6]:

- 1) morphological
- 2) demarcating (delimiting).

Morphological stress, which distinguishes morphological categories (word classes and morphemes) from each other by the position of stress, exists in Uzbek and English: **present** /'prez(ə)nt/ (ot), **present** /pri'zent/ (fe'l); in Uzbek **olma** (ot), **ólma** (imperative verb without participle).

Demarcating stress serves as a boundary or signal. For example, in Polish, the stress falls on the second syllable from the end of a word. Therefore, the distinguishing function of word stress performs both a lexical and a grammatical function at the same time.

The distinguishing function transforms word stress into a separate, supersegmental, prosodic and phonological unit, such a unit was called word accentuation by V.A. Vasilyev in internal and functional linguistic terminology. Several word accentuations in a freely accented language are determined by the number of degrees of differentiation of the last.

In English, the main and weak word accents only serve the function of distinguishing words from each other: **contest** /'kɒntest/(ot(tortishuv)) - to **contest** /kən'test/(fe'l(to argue)), **absent** /'æbs(ə)nt/ (sifat(kelmagan)) - to **absent** /æb'sent/ (fe'l (not going)). The following words are orthographically identical, but their belonging to the noun or verb class is determined only by the position of the word stress. If the stress is on the last syllable, the word belongs to the verb class, and if the stress is on the syllables before the end, the word belongs to the noun or adjective class. In English, the number of pairs of verbs and nouns determined by such stress is 131. In this case, not only nouns and verbs can sometimes form different pairs, such as nouns, verbs and adjectives. Of course, in this case we will again resort to lexical stress [9].

Like  
absTRACT

from  
ABstract

Quality  
ABstract

freqUENT	-	FRequent
preseNT	PReSent	PReSent
perFECT	-	PERfect
susPECT	SUSpect	SUSpect

In words that are differentiated by stress, the noun and adjective often receive stress in the same place.

Compound words in which the first component is stressed by the main stress and the second element is stressed by the tertiary stress are distinguished from free word combinations by contrasting the main stress with the tertiary stress: a'blue,bird – a,blue'bird, a'glass,house – a,glass'house, a'black board – a,black'board. Through such a small number of pairs, we can clarify the differences between word and sentence stress, and in the latter case, we can become aware of the word-boundary function of word stress.

For many reasons, word stress fails to perform its demarcation function due to the non-constant difference in the stress levels on the first and second syllables. In Uzbek, the initial stress marks the boundary of a word, and the next word usually begins with a weak stress. The occurrence of stress usually causes a pause in speech, which in Uzbek means that the word has reached its end. Therefore, word stress in Uzbek and Russian has a boundary-demarcation function. The onset of stress in English words is determined by their morphological structure.

The onset of stress strengthens the initial consonant or consonant cluster that marks the beginning of a word or morpheme for the listener. This process is easily seen in the following words: selfish, 'shell–, fish va , self– 'interest, 'shelf- ice ; the 'street, , two 'streets, 'Bay,street va this 'treat; , race–,track va last 'rack, , test,run. In each of the given sets of sentences, the sequence of consonants between syllables is the same, but changes due to the onset of stress, determined by morphological structure. In addition, there are several cases where this type of word boundary signal is given, when the allophones in the stressed position are in a small pair as follows: a'name /ə'neim/ – an 'aim /ən'eim/ and a pair of strong allophones of consonants that serve to represent the prosodic signal of morpheme division,buy 'tin /ba'tɪn/– bite in /baɪ'tɪn/ etc. Therefore, the delimitation function is determined by the use of syllabic and morphological boundaries based on prosodic features. [10].

In English, word stress has a morphological aspect, which is usually known as the grammatical function of the morphophonemic function of word stress or stress sequence. Free word stress in English is determined by its changing position and level in various constructed words and by the expression of different grammatical (morphological) categories: diplomat ['dɪplə,mæt]–diplomacy [dɪ'pləʊməsɪ]–diplomatic [dɪplə'mætɪk], mechanic [mɪ'kænɪk]–mechanician [mɛkə'nɪʃən], diagnostic [daɪəg'nɒstɪk]–diagnostician [daɪəgnɒs'tɪʃən], history ['hɪstəri]–historian [hɪ'stɔ:rɪən], custody ['kʌstədi]–custodian [kʌ'stəʊdɪən], placid ['plæsid]–placidity [plæ'sɪdɪtɪ], plural ['plʊərəl]–plurality [plʊə'rælɪtɪ] [10].

The examples given are not only examples of stress sequences, but also of phonemic sequences that cannot be determined by morphological position. Both phonemic (segmental) and prosodic (supersegmental) sequences are studied by morphophonology, a special level of linguistics between phonology and morphology. The morphophonological function of word



stress is interconnected with its differentiation (phonological) function, since word formation in English is based on stress sequences (phonemic sequences), which contribute to the semantic definition of words.

This function of word stress, which leads to the correct semantic definition of the word as a phonological unit, is called identifying. Incorrect accentuation of a word violates its semantic function. The identifying function of word stress is important both theoretically and practically. All functions of word stress are closely related to each other, and incorrect accentuation (incorrect application of the place or level of word stress) violates the functions and, as a result, incomprehensible speech and communication are formed. This phenomenon occurs mainly because languages have different accentual patterns. Therefore, the accentual pattern of each word in English should be explained on the basis of a separate tone (basic tone of sound) order. For example, the word educational consists of a sequence of three tones: /,ɛdju' /—ohang oldi, /keɪ /— ohangdor bo'g'in, /ʃən(ə)l /—ohang orti; `purify so'zida ohangdor bo'g'in /'pjuə / va ohang orti tartibi /rɪ,fai / mavjud, internationalization so'zida beshta /ɪ<sup>5</sup> n,tə<sup>4</sup>næ<sup>3</sup> n<sup>2</sup> əla<sup>1</sup>r' / ohangdor bo'g'in /zeɪ / va ohang orti /ʃən/. The melodic syllable and the main stress are usually in the same place.

The word stylistics is related to the word style, and comes from the Latin word for a thin writing rod. The word style is actually a system of language elements that are combined depending on the performance of a certain function, characterized by a specific selection, combination of language units, etc. Style is the selection of language means based on expressive-stylistic features; the structure of speech in accordance with the norms of vocabulary and syntax. Thus, stylistics is a branch of linguistics that studies various styles, that is, the doctrine of the figurative means of language and the scope of their application.

The expression of human thoughts and feelings through language shows the direct connection of language with thinking. Through phonetic methods, each individual can express his emotions. This is precisely the case studied by a branch of linguistics called phonostylistics. Phonostylistics is a branch of stylistics that studies the expressive features of pronunciation variants of words and word combinations. In other words, the emotionality, expressiveness, sonority in pronunciation of speech sounds, the rules of their artistic use, and the aesthetic role are the objects of study of phonetic stylistics.

In addition to the above functions, lexical stress can also be used as a stylistic tool. That is, through stress, not only can a specific syllable of a word be highlighted, but it can also be used to further intensify the meaning of the word. In Uzbek, there are two cases when strong pronunciation of the vowel in the stressed syllable enhances the meaning:

1) 1) The stressed vowel is pronounced more strongly: for example, Boston wiped his rough hands on a towel in the light of the flickering lamp in the hallway. (**Chingiz Aitmatov**), *He has eyes as dark as a deer's, and a face as tense as a red apple.* (**Abdullah Qodriy**), *Seeing Khaldor digging for his Supersur car under a shed built next to the garage.* (**Anwar Obidjon**).

2) 2) The stress is moved to another syllable, rejecting the usual norms, and the vowel in this syllable is pronounced strongly: for example, Why is Zaynab fat and Silver thin?!(**Abdulla Qodiriy**), *He paused for a moment, then held the kettle in his lap with both hands and stirred the medicine until it was ready.* (**Abdulla Qahhor**), *His younger wife was sick*

*with a bad cold, so she stayed in the city with their six-month-old son, Bekhoja. (Anvar Obidjon), The car carelessly drove off and plunged headlong into the ravine. (Anvar Obidjon),*

When shifting the stress to a syllable and strengthening the meaning through strong pronunciation of this syllable, the stress cannot be shifted directly and to any desired syllable in any word. The shifting of the stress to exactly one syllable is related to phonetic conditions.

According to the evidence of the modern Uzbek language, in words with double consonants, the stress is shifted to the vowel before this double consonant and the meaning is strengthened by strong pronunciation of this vowel: opok qor, lalayib yuraveresenmi, kalloplik kilmoq, jikakkkina bola.

In some words before double consonants, the stress is actually on the vowel before the double consonant and the meaning is strengthened by strong pronunciation of this vowel. Therefore, this phenomenon should not be confused with the phenomenon of strengthening the meaning by moving the stress and pronouncing the vowel in the stressed syllable.

Words that function as both an adjective and an adverb can strengthen the meaning as follows. If the correct word is an adverb, the stress is on the first syllable, and the meaning is strengthened by strongly pronouncing the vowel in this syllable.

If the correct word is an adjective, the stress is on its last syllable, and the sign that this word denotes is expressed by moving the stress to the previous syllable and strongly pronouncing the vowel in this syllable.

Various linguistic phenomena affect the change of stress position, one of which is gemination. Gemination is the occurrence of two identical consonants. During the overlap of identical consonants, the stress moves to the vowel before the double consonant, and this vowel is pronounced strongly: *Lullaby, quiet, delicious, uphill.*

*He swam and swam for a while. (Anvar Obidjon)*

*They would play with the water in their mouths, enjoy it, and drink it to their heart's content. (Chingiz Aytmatov),*

It is known that many of the modern Uzbek words with double consonants (qatiq, achiq) were not historically double consonants: qatiq, achiq. As the facts of the Uzbek language show, double consonants in certain words arose due to the need to strengthen the meaning.

In some words denoting a sign, we can see both of the above two ways of strengthening the meaning by phonetic means. Through such words, the sign of an object or action can be characterized in terms of duration, length (in relation to time or distance), or in other ways: sometimes he waits, sometimes he sits quietly, sometimes he sees tall buildings, sometimes he speaks.

Of course, it is not difficult to notice and prove that this method can strengthen the meaning (the reason for strengthening the meaning). For example, strong pronunciation means increasing the intensity of the meaning. There is a commonality between the concepts of excess and strength, increase and strengthening.

Which method of intensification to use depends on the perspective from which the reinforcement is to be made.

In multi-syllable words, the emphasis is mainly on the stressed vowel: He is sitting quietly. It is raining heavily. I barely got home. So, the lengthening of the vowel enhances the emotion.

As mentioned earlier, it is somewhat difficult to call the stress in the Uzbek language exactly dynamic. The reason is that in most of the examples given above, the stress is based on the factors of length and duration rather than stress. Therefore, we can say that most of them are a clear manifestation of quantitative stress. In addition, when it comes to the length of sounds, consonants also have the same feature as vowels. For example, in the word *mazza* (derived from the word *maza*), which was used above to illustrate the phenomenon of gemination, the first syllable of the word *z* is elongated.

That is, this sound has a longer duration than the *z* sound in the word "maza".

In English, stress can also affect meaning, that is, it can be an intensifier. Expressive prosody, of course, is fundamentally different from the usual systematized morphemes. The first function of expressive stress is comparison, that is, comparing the object being expressed with another possible object:

*He wants to buy the latest book of*

*Hemingway* (He wants to buy Hemingway's latest book.) The speaker is expressing a desire to buy Hemingway's latest book, not the first or second. Phonetically, comparative stress is produced by a special articulatory energy and occurs mainly in connection with the intonation of the sentence, which is observed on the highly stressed word in the final parts of the sentence. In addition, the interrogative tone can be expressed on the comparative stressed word in the sentence. In normal interrogative sentences, the tone is actually on the last word: *Shall I hand him a sheet of paper?* But when the word *yellow* with expressive stress is added *Shall I hand him the yellow paper?* Therefore, comparative stress has a significant effect not only on the articulatory changes in a word, but also on the tone of speech. Comparative stress expresses differences such as anger, contradiction, and bitterness, which are always difficult to express in normal speech, by slowing down the pace of speech in the stressed word.

Another type of accent is called rhetorical accent. This type of accent is determined by the quantitative (quantitative) nature of the vowel. For example *He lives in a large room*. In ordinary speech *large* The word is not distinguished by a separate stress and tone.

The above examples cannot be expressed on the basis of grammatical norms. Expressive accents are not limited to any articulatory means. For example, the quantitative indicator of a vowel in rhetorical accent is three or four times longer than usual. However, length alone is not an independent feature, of course.

Usually, some people understand expressive stress and logical stress as one phenomenon. In fact, this is not the case. The reason is that through logical stress, a separate part of the sentence is also highlighted, but in this process the semantic side of the word is emphasized. Expressive stress, in addition to the meaning, expresses the speaker's emotions and subjective attitude to reality (anger, approval, delight, surprise, irony).

Another function of lexical stress is to create poetic rhythm (iambic rhythm) in English. English poetry is based on rhythmic patterns. Such patterns are present in almost all words. Rhythm is expressed through the sequence of stressed and unstressed syllables. In poetry, stress is the separation of a syllable of a word as part of the rhythm. For example, iambic rhythm is a stylistic device in which an unstressed syllable is replaced by a stressed syllable.[10].

Shook down on me,

The dust of snow

From a hemlock tree. (Robert Frost).

As we mentioned above, no linguistic phenomenon arises by itself. The significance of stress can be determined by its single distinguishing feature. Of course, the number of homonyms that are distinguished by stress in the Uzbek language is limited, while in English there are many of them. Out of context, the division of such words into categories and the correct control of meaning is carried out only with the help of the stress phenomenon.

Considering the above functions of lexical stress, its role not only in normal speech, but also in artistic speech and stylistics is incomparable. As we have seen, stress has a strong influence on the meaning and intonation of a word and at the same time a sentence in both languages. Stressed syllables can distinguish a separate syllable, word, and word of special importance in sentences.

Based on the data provided in the study, the following conclusions and suggestions can be made.

### **Conclusion:**

Stress plays an important role in linguistics and stylistics, as it plays a major role in the formation of words and their meaning, in increasing expressiveness in speech and writing. The functions of stress as a stylistic tool are multifaceted: it helps to determine the meaning of a word, affect it emotionally, emphasize a point in a sentence or text, and also rhythmize and aesthetically complement speech. In addition, stress can enhance the spiritual and aesthetic impact, create wonders of the language, and create new images and images in literary or speech creation. The influence of stress as a stylistic tool is very wide, and it is used for various purposes, depending on the independent characteristics of each language, from literary creation to everyday speech and the use of mass media. The precise and correct use of word stress helps to achieve successful results in every creative work, speech, and writing.

### **Suggestions:**

1. Conducting practice-based research in the study of word stress: To determine the interpretation of word stress as a stylistic tool, it is advisable to analyze its use in various contexts, sentences and texts, and to further clarify the everyday and literary meanings of language.
2. Developing linguistic curricula: Organizing courses and seminars in higher education institutions to study the stylistic functions of word stress, enabling students and researchers to fully understand the stylistic elements of language.
3. Conducting research with an interdisciplinary approach: Conducting research in the fields of philology, psychological writing, sociolinguistics, and communication in order to deepen the connections between word stress and stylistics.
4. Carrying out lexical-stylistic research: In-depth study of various stylistic and grammatical forms of word stress in each language, identifying their national characteristics, and determining their use in creative writing.

Thus, the functions of word stress and its interpretation as a stylistic tool are of important and practical importance for linguistics and literary studies. Research in this area helps to understand the changes and development of language, and at the same time serves to expand the creative possibilities in speech and writing.

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