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## CONTRASTIVE STUDY OF GRAMMATICAL CATEGORIES OF VERB IN ENGLISH AND UZBEK

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**Annotation:** Our country is becoming a landlocked country in all disciplines, with excellent young people being encouraged to enhance their knowledge and professional capacities. Our state's governor is understandably concerned about the fate of young people and science, given that the nation's development is largely in the hands of highly educated, strong, educated, intellectually and physically young people. As a result, our president's focus on youth does not overlook any student research that is founded on modern linguistics research procedures and scientifically based it. This article compares and contrasts examples from English and Uzbek creative works, as well as basic theoretical discoveries on the characteristics of aspect of verbs in both English and Uzbek.

**Keywords:** English, Uzbek, languages, verbs, contrastive study, grammatical categories, cognitive linguistics.

### INTRODUCTION

On a scientific and practical level, the research findings' relevance. Our findings can be used to contemporary linguistic challenges in English language lectures, as well as specific courses in comparative typology, grammar, lexicology, stylistics, intercultural communication, and translation, linguistic studies, and English language courses. Cognitive linguistics is the study of language and how it is used in grammar. The subject of "linguistic science" has received a lot of traction in the area of linguistics in recent years. This is one of the most pressing linguistics concerns, and it is extremely important in modern linguistics. The term "cognition" comes from the English word "cognition, understanding, understanding," and it refers to research into the relationship between social, cultural, and linguistic phenomena that includes not only philosophical theories of thought, but also the link between language and reason, as well as psychological, biological, and

neurophysiological research. One of the most recent linguistic developments, cognitive grammar, aims to "define the relationship between language and language relationships through the use of linguistic ways of understanding." The core concept of cognitive grammar is the symbolic part of this grammatical structure. Symbolic modeling is demonstrated using a grammatical framework. Combining symbolic systems can be used to define stress links in complex speech information. In investigations, cognitive grammar has been proven to be constructive in frame structure and conformable to constructive grammar. Cognitive grammar is frequently used in terms of imagination within the framework of the framework. In this scenario, the number of slots corresponds to the number of cases being modeled. The phrase "cognitive linguistics" is taken from the English word "cognition."

In cognitive linguistics, language is regarded as a fundamental component of the human mind. Learning as a cognition and

transformation object is the focus of Cognitive Linguistics, which is a language cognitive tool or system. Cognitive linguistics is a large field of study that includes not just linguistics and psychology, but various scientific disciplines such as art theory, psycholinguistics, and neurologistics. It is commonly known that mental effort is required for the formation and understanding of speech units. To complete this task, you must have a direct comprehension of the language. It's crucial to consider the context of the term linguistic analysis when determining its meaning. The semantic syntactic element of the term is the only one that is active. The word moves to the speech through a combination of connective and differential (semantic) semantics of the word combination and speeches. "Different semicolons are distinguished from one another when referring to differential semantic groupings. As a result of this definition, it is clear that no word has the potential to combine language units that are beyond the scope of meaning.

The verb to fly generates the accumulation still in the form of prepositions in the cases above, for, from, up to, and towards. At the same time, this phrasing can include lexemes like a bird, a plane, or a collection of a collection, but it cannot include lexemes like a human or an animal. This denotes the semiconductor's distinctiveness. The principle of stress is used to generate a combination of verbs in the English language. Linguists distinguish between the concepts of valor and bravery. "The capacity to connect another word is determined by the word's validity. The valency is separated into three sorts of relief: Syntactic valency, semantic valency, and lexical valency are the three types of valency. It can be used in speech as a syntactic stretch, allowing words to be utilized in a precise order and interact with one another. When we look at syntactic stress in the context of a phrase, we can observe that the word is built around the

grammatical feature of the dominant word. "To go to school" in this case refers to the "to" descent in Uzbek, which is based on the grammatical character of the to do and school lexemes to the unit school. We can see how the components interact with syntactic semantic linkages when we look at syntactic valency.

Otherwise, the following string of words will remain unbroken: - He is a student. The preposition "to" is translated into English as "to somewhere" in this situation, adding to the third person's current condition of ambiguity. We can see that the verb to come in English can be encoded in the surroundings, such as, for, at, through, on, back, away, across, out, round, off, so, but to come as well as with the language units, has a different meaning in terms of semantic significance. This demonstrates the semantic extending property of the verb to come: "He emerged from such a wonderful world. Mrs. James, please come up to my room for a minute. I return from the mountain the next afternoon. He exclaimed, "Come on, Lizza!" Verbs that take action. It also provides an analysis of English verbs based on these alternatives, which means that each verb will interact with the alternate option system directly. The semantics and syntactic relationships of verbs have the ability to establish classes, according to the earliest study. The semantic classes of roughly 200 verbs with a variety of alternations were identified as a result of these analyses.

- Leave verbs: leave, go;
- Chase verbs: follow, pursue;
- Accompany verbs: follow;
- Roll verbs: bounce, float, move;
- Run verbs: bounce, float, jump;
- Vehicle name verbs: bike, car, bus, train.

As previously stated, verbs that depict the process of continuity may include actions such as going, walking, flying, swimming, moving, wandering, riding, and more. Consider the following scenario: She noticed Monroe lying in

total rest as she moved from the fields into the yard. She raced the final three feet and put her hand on his shoulder to shake him, but she knew he was dead as soon as she touched him, because the skin beneath her hand was entirely inactive. She went to a few more rooms before entering the mine. He takes me everywhere I want to go. As you can see, the predictions that result in dynamic conditions have been referred to as "process." Action verbs are used to describe activities that occur in humans, animals, and inanimate objects. Walking, exposure, tattoos, and other activities are related with them. On hand, face, mouth, and body movements, movement objects are plainly evident. Verbs that are related to foot motion, for example. The verb "go to" is responsible for the majority of this action. Hooking up with a foot, rehearsing, climbing, and whipping are all things that can be done.

The meaning of "walk" is determined by the meaning. There are also a variety of entertaining events, such as: Car goes (Mashina yurdi); clock runs (soat yurdi); train goes (poyezd yurdi). The verbs associated with the arm are as follows: a) ushlamoq -to get; b) silamoq – to pat; d) tirnamoq –to scratch; e) shapaloq tortmoq –to sting; f) chimchilamoq –to pinch; g) uqalamoq –to massage; h) qitiqlamoq – to tickle; i) changallamoq –to handle. Because they do not express a new linguistic meaning, the combination of the principle and auxiliary verbs does not have a common verb, that is, a new term. To make the combination of leadership and auxiliary verbs easier, utilize a combination of auxiliary verbs. These combinations are referred to as movement patterns in some textbooks. The following are the meanings of themotion style patterns:

- Getting started – ishni boshlash;
- opportunity to act - bajara oladi;

- continuation of the movement on a continuous basis - borib turibman, ishlab yotibdi, o'qib yuribdi;
- sudden movement of movement – ko'rib qoldi;
- to carry out actions for their own purposes - yozib oldi;
- performance for others - sotib berdi;
- duration of the movement - sinab yuribman;
- excellence of movement - ishonib o'tiribman;
- complete action -bajarib bo'ldi, o'qib chiqdi.

Action verbs in the English and Uzbek languages are compared. In the category of aspect and time, there are four main groups of forms in the English verbal system that convey the concepts of time and aspect, which are reflected in the present, past, and future forms. These are aspects that are uncertain, long-lasting, perfection us, and ongoing perfection. The English verbal system's grammatical category refers to the movement's attitude toward the speech moment. In the verb, the category of claws represents the reflection of time as a kind of substance. The movement can happen at the same time as the speech is being spoken, before the speech is delivered, or after the speech is delivered. As a result, the verbs are divided into three categories: the present, the past, and the future. This definition, provided to the grammatical category of time, is owing to the requirement to correspond with the everyday form's moments, and all forms of acts in our matter present themselves on these three occasions. As a result, the speech moment is used as the foundation for time forms. The aspect category, which is unique to English verbs, depicts the manner and nature of action over time. This means that the aspect category is a grammatical category that determines the nature of the action in the sentence. It can be concluded

that the grammar category's aspect of English verbal expression acts as a secondary function, while the category itself serves as a primary function. This condition demonstrates that aspect forms and time cannot be separated. The verb forms connected with the meanings of time and aspect are referred to be "tense" in English grammar. This phrase is distinct from "Time," which refers to the passage of time as a form of matter's existence. We'll try to review the underlying feature of the indefinite aspect in our present, past, and future in the sections below. The ability to communicate a work of speech is one of the primary characteristics of today's indeterminate. In nature, the sequence of events could be completely different. Specifically, in the example:

The world revolves around its own axis. The continuous movement was represented by the verb's form. Because the verb rotate is a half-completed verb. Take a look at the following scenario: - and in this stretch, too, one encounters seagulls and is reminded of the water, which inspired a separate act. Because the conjunction is a verb in its own right. The idea of the semantics of the aspect of the English verb system, without a doubt, reveals that perplexing forms have no meaning. Various aspects of the circumstance indicate that the characteristic aspect character is easily identifiable.

Conclusion. The current situation of uncertainty derives from a historically significant time of speaking. One of the key aspects of the current uncertainty is the use of the Historical Present. It is widely used in literature as a stylistic method to bring events to life and make them more beautiful. The current ambiguity also serves to communicate the importance of the future. This only happens when it comes to a specific program or plan. I, for example, leave late at night. As a result, the verb's ambiguous forms are tied to the speaking process, which is expressed in terms of movement.

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