



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

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### Annotation

In all fields, our country is becoming a landlocked country, encouraging outstanding young people and broadening their knowledge and professional capacities. It is unsurprising that our state's leader is concerned about the fate of young people and science, because the nation's development, which is essentially in the hands of highly educated, strong, educated, intellectually and physically young people, is being fired. In turn, our president's attention to young people does not neglect any student study that has been built on modern linguistics research methodologies and scientifically based theoretical. This article discusses comparative examination of instances picked from English and Uzbek creative materials, as well as basic theoretical findings on the features of aspect of verbs, in both English and Uzbek languages.

**Keywords:** english, uzbek, languages, verbs, contrastive study, grammatical categories, cognitive linguistics.

### Introduction

The relevance of the research findings on a scientific and practical level. Our findings can be used in English language lectures on current linguistic issues, as well as particular courses in comparative typology, grammar, lexicology, stylistics, intercultural communication, and translation, linguistic studies, and English language courses. The study of cognitive linguistics and its use in grammar. In recent years, the subject of "linguistic science" has gained a lot of traction in the field of linguistics. This is one of the most pressing linguistics topics, and it plays a significant role in modern linguistics. The term "cognition" comes from the English word "cognition, understanding, understanding," which encompasses not only philosophical theories of thought, but also the link between language and reason, as well as psychological, biological, and neurophysiological research into the relationship between social, cultural, and linguistic phenomena.

The major goal of cognitive grammar, which is one of the most recent linguistic movements, is to "define the relationship between language and language relationships through the employment of linguistic ways of understanding." The





symbolic element of this grammar structure is the fundamental concept of cognitive grammar. A grammatical framework is used to illustrate symbolic modeling. Stress linkages in complicated speech information can be defined to combine symbolic systems. Cognitive grammar has been shown to be constructive in the structure of frames and conformable to constructive grammar in studies. In the framework of the framework, cognitive grammar is commonly employed in terms of imagination. The number of slots in this case corresponds to the number of cases being modeled. The phrase "cognitive linguistics" is derived from the word "cognition" in English. As a result, cognitiveism is linked to linguistic changes in the mind, body, and surroundings. Cognitive processes are well-known in our minds, bodies, and personalities. The earliest cognitive science, which developed in philosophy, is now widely employed across all scientific disciplines. In linguistics, for example. Language is seen as a fundamental part of human mind in cognitive linguistics. Cognitive Linguistics is a linguistic cognitive tool, or a system that works with learning as a cognition and transformation object. Cognitive Linguistics is a broad academic area that encompasses not only linguistics and psychology, but also scientific disciplines like as art theory, psycholinguistics, and neurologistics. It is well established that mental activity is required for the creation of speech units and their comprehension. This exercise requires direct language understanding to be completed. When considering the meaning of the word linguistic analysis, it is important to consider its context. Only the semantic syntactic portion of the word is active. The word moves to the speech through a combination of connective and differensial (semantic) semantics of the word combination and speeches. "When referring to differential semensic groups, different semicolons are distinguished from each other. It is understood from this definition that any word does not have the ability to combine language units that are beyond the limits of meaning. This is explained by their semantic difference. In the following examples, semantic and syntactic communication with English language action verbs can be divided into semantic or distinctive syllables:

- The bird flies toward the window.
- The bird flies from the window.
- The bird flies up to the window.
- The bird flies away from the window.
- The plane flies to Uzbekistan.
- The plane flies from Uzbekistan.





In the above examples, the verb to fly forms the accumulation still in the form of prepositions, for, from, up to, towards. At the same time, though, this wording can incorporate lexemes such as a bird, a plane, as a collection of a collection, but this verb can not incorporate lexemes such as a person, an animal. This indicates the distinctive semiconductor. The formation of a combination of verbs in the English language is based on the theory of stress. The concept of valor is differentiated by linguists. "The ability to join another word is based on the validity of the word. It is divided the valency into

three types of relief:

- 1) syntactic valency
- 2) semantic valency
- 3) lexical valency

It can be used as a syntactic stretch in speech, allowing words to be employed in a specific order and interact with other words. " When we consider syntactic stress in the context of a phrase, we can see that the word is constructed according to the grammatical character of the dominating word. In this example, "to go to school" relates to the "to" descent in the Uzbek language, which is based on the grammatical character of the to do and school lexemes to the unit school. When we look at syntactic valency, we can see how the components interact with syntactic semantic links. Otherwise, there will be a string of words that will not be split:

- He is a student. In this case, the preposition "to" is translated into English as "to somewhere," which adds to the third person's current state of uncertainty. 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 shows the semantic stretching characteristic of the verb to come: "He came out of such a marvelous world. Oh, Mrs. Artur, won't you come up to my room for a moment. I come back the next afternoon from mountain. Come on, Lizza! he said." Action verbs. It also offers the analysis of the English verbs based on these alternatives, that is, each verb will be in contact with the alternate alternative system itself. The earliest research shows that the semantics and syntactic relationships of verbs have the potential to create classes. As a result of these studies, the identified the semantic classes of about 200 verbs with a number of alternations.

- 1) Leave verbs: leave, go,...
- 2) Chase verbs: follow, pursue
- 3) Accompany verbs: follow...
- 4) Roll verbs: bounce, float, move,...





5) Run verbs: bounce, float, jump,...

6) Vehicle name verbs : bike...

As we have already mentioned, the verbs that describe the process of continuity may include movements such as to go, to walk, to fly, to swim, to move, to wander, to ride, and more. For example: As she walked from the fields into the yard, she saw that Monroe lay in complete repose. She ran the last three steps and put her hand to his shoulder to shake him, but at a touch she knew he was dead, for the flesh under her hand was so completely inert. She went to several other rooms and finally came into the mine. He takes me every place I want. As you can see, the predictions that form dynamic situations have been described as "process". These dynamic actions are directly related to the role and function of a subject, and include verbs that have an active mobility sign.

Verbs of action represent activities characteristic of human, animal, inanimate objects. They are associated with walking, exposure, tattoos, and so on. Movement objects are clearly visible on hand, face, mouth and body movements. For example: verbs related to Foot action. This action is mainly given by the "go to" verb. Hooking up with a foot, rehearsing, climbing, whipping can be done. The meaning of the "walk" depends on the meaning. There are also many colorful events, 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;

The combination of the principal and auxiliary verbs does not have a common verb, that is, a new word, because they do not represent a new linguistic meaning. A combination of auxiliary verbs can be used to facilitate the combination of leadership and auxiliary verbs. In some textbooks, these combinations are referred to as movement patterns. The motion style patterns refer to the following meanings:

- 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.

Comparative analysis of Action Verbs in English and Uzbek languages. With regard to the category of aspect and time, there are four different groups of forms representing the meanings of time and aspect in the English verbal system, which are reflected in the present, past and future forms. These are uncertain, long – lasting, perfectionous and continuous perfection aspects. The English grammatical category of the English verbal system refers to the attitude of the movement to the speech moment. The category of claws in the verb is the reflection of time as the form of matter. The movement can take place simultaneously with the speech moment it is spoken, before the moment of the speech and after the speech moment. Accordingly, the verbs are of three different forms, called the present, the past and the future. This definition, given to the grammar category of time, is due to the need to coincide with the moments of the everyday form, and all kinds of actions in our matter are manifested on these three occasions. Thus, the speech moment is regarded as the basis for time formats. The aspect category specific to the English verbs shows the way and nature of the action over time.

This indicates that the aspect category is a grammatical category that defines the nature of the action in relation to the category of time. It can be concluded that the aspect of the English verbal expression is a secondary function of the grammar category, and the category category serves as a primary function. This situation indicates that aspect forms can not be separated separately from time. In English grammar, the verb forms associated with the meaning of time and aspect are termed "tense". This term is different from the term "Time", which represents the time as the form of existence of matter. Below we will try to briefly review the underlying aspect of the indefinite aspect in our present, past, and future. One of the main features of present day indefinite is to transmit a work of speech. The sequence of action may be entirely different in nature. Specifically, in the example:

- The earth rotates round its axis. The form of the verb represented the ongoing movement. Because, the verb to rotate is an incomplete verb. Let's look at the following example:

- And in this reach, too, one first meets the seagulls and is reminded of the sea in which a separate act was drawn up. Because the conjunction is a fully formed verb. Without a doubt, the concept of the semantics of the aspect of the English verb system demonstrates that confusing forms have no meaningful aspect. Various features of the situation suggest that the characteristic aspect character is easily



influenced. The current state of ambiguity stems from the historic moment of speaking. The usage of the Historical Present is one of the primary characteristics of the current uncertainty. It is frequently employed as a stylistic device in literature to make events more alive and lovely. The current state of ambiguity also serves to convey the significance of the future. Only when it comes to a certain program or plan does this happen. For instance, I depart late at night. As a result, the ambiguous forms of the verb's meaning to the verb are linked to the speaking process, which is stated in terms of the movement.

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