

COMPARATIVE STUDY OF THE FUNCTIONAL FORMS OF VERBS IN ENGLISH AND UZBEK

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Abstract. This article discusses a comparative study of the functional forms of verbs in English and Uzbek. The functional forms of verbs as one of the most semantically ambiguous and multidimensional in linguistics has always been attractive to researchers. There is no doubt that the description of the types of species oppositions is a necessary stage in the development of the theory of aspectuality, especially in the light of the description of such phenomena in different system languages as Uzbek and English. The article analyzes and summarizes the most significant concepts and views with examples on the problems of the functional forms of verbs in English and Uzbek.

Key words: functional forms of verbs, comparative study, sentence structure, verb system of the language, structural verbs, lexical and grammatical signs.

Introduction

English is the dominant language in the world. There is no way to delay the influence of this language on other languages. However, its grammatical structure is considered relatively comprehensive for all who want to learn. The attention to comparative philology in the nineteenth century gave energy to grammatical translation, since it improved the comparison in language systems. At the end of this century, system-functional linguistics with the integration of grammar into discourse influenced the communicative approach through intermediaries in grammar. Larsen-Freeman, as a modern linguist, creates a convincing theory of grammar, which should be evaluated as a skill and not as a competence. The significant tendency of her speech made many linguists think about this change in emphasis, for example, from grammar to grammar. Every English teacher should know that grammar is not only the ability to read, but the language itself. From Larsen's

point of view, grammar is much more than knowing the rules of language acquisition, although it is always considered part of the construction, it also implies sensitivity to use. The teaching methodology requires the specificity of the methodology of foreign languages. In fact, grammar rules are more flexible than teachers think.

To master a language without resorting to the study of English grammar can only a small child or a person who, by virtue of circumstances, has fallen into a foreign language environment and has been divorced from his own.

"Digging" into the grammar, we systematize our knowledge. The grammar rules of English must be understood. A conscious principle creates a habit, and the use of rules gradually becomes automatic. Assimilated grammatical patterns act as a template, allowing you to cut into it more and more new forms. Learning English grammar and consists in the manufacture of such patterns; Therefore, the task is to master the maximum number of reliable samples. The more often they occur, the faster your spoken English is automated. The best tool for isolating, assimilating, and repeating samples frequently is a good English book, which is not only an instrument for expanding vocabulary, but also teaching grammar through the creation of a language microclimate.

Eight basic rules for learning English grammar.

- Much more important is a solid knowledge of the basics of grammar than a superficial acquaintance with many of its secondary manifestations.

- One should not look for clear logic in the English grammar, since in any language there are many inconsistent phenomena caused by the history of its development. Therefore, while studying grammar rules, study the exceptions to them at the same time.

- Grammar rules must be memorized by memorizing sentences in which they are used. This is easier than learning a rule formulated in an English textbook or tutorial. Examples containing the rule are remembered more strongly due to their specificity.

- When studying grammar, compare the rules of the English language with the corresponding rules of the native or other foreign language. This makes it possible to relate similar phenomena and help create associative relationships.

- First of all, you need to learn how to conjugate English verbs, bow nouns and pronouns, determine the structure of sentences and the order of English words in it. The particularities of the language are studied later.

- Make tables on the studied rules, thereby providing visibility of assimilation. Repeat English grammar on these tables.

- Independently formulate questions on the rules of grammar and answer them in your own words, using examples of English word formation.

- Create a standard model - a sentence, including several rules of the same English language in it at once, so that you can compare different rules with each other, compare them using the same model as an example.

As highly developed teaching methods in foreign languages, there was no lack of knowledge of grammar and its role in understanding the language in the classroom. Teaching grammar is largely accompanied by its methods. In the field of foreign language teaching methodology, there are some features that need to be discussed. In English and Uzbek, grammar is diverse in the form of a sentence structure. They belong to different language families. However, their similarities and differences should be taken into account in order to achieve more effective results in the educational process.

Most of the time when studying English grammar is devoted to studying the verb. Everyone who studied the language at school, attended courses or tried to learn English, could see for themselves. Why should you study this so carefully? The answer is simple. The system of verbs of this language is quite complex, the part of speech itself has various categories that need to be understood, and the number of tense forms makes a not very good impression.

The verb in English is one of the most basic parts of speech, if not the “most basic”, since it supports almost the entire language. Why? Yes, because our whole life consists of actions, and such a part of speech, as a verb in English, means actions when answering the questions “what to do?”

As you know, the role of the verb in the formation of sentences (statements) is great. One of the important problems associated with verbs is their classification, and there are

different points of view.

From the point of view of participation-non-participation of grammatical meaning, the classification of a verb can be: 1) lexico-semantic; 2) lexical and grammatical; 3) grammar.

The lexico-semantic classification (semantic fields, lexico-semantic groups, thematic groups, synonymic series, antonymic pairs) are mainly carried out in lexicology. [1]

For grammar, in that opinion, lexico-grammatical and grammatical classification of the verb are important. The lexico-grammatical classification of the verb is based on the relationship of vocabulary and grammar. The largest and most comprehensive lexico-grammatical classification in a language is parts of speech. The lexical aspect of the parts of speech lies in abstract categorical meanings, such as actions, objects, signs, etc., expressed by the stem or root of the verb. The grammatical aspect is the grammatical meanings expressed by morphological categories (tense, modality, voice, person, number, etc.).

The basis of grammatical classification is only a grammatical sign. An example of this is the division of English verbs into standard and non-standard types.

The lexico-grammatical and grammatical classifications of the verb play a large role in the study and teaching of a foreign language, in the description of the grammatical structure of the language. They represent the grammatically relevant (meaningful) classification of the verb.

In our opinion, grammar-relevant classifications should be included in textbooks and manuals on the grammar of a foreign language. After analyzing the literature, the fact was revealed that the classification of verbs is given differently in different sources. There are even such books on grammar where classification of verbs is not considered at all.

Based on our research, we concluded that the following grammatically relevant verb types exist in English and Uzbek. They are types of verbs based on dependence and independence of meaning. According to their meaning and the role played in the sentence, verbs in both languages are divided into significant and structural.

The lexical meaning of the significant verbs is complete and they are expressed independently. Significant verbs are usually a member of a sentence, and they are given in dictionaries of the Uzbek and English languages without a marker. Structural forms of verbs

are an open system. A nomination of an event cannot be imagined without significant verbs, because they indicate specific actions, processes, states of substances in the objective world and are an important part of the nomination.

Structural forms of verbs cannot express meaning on their own, cannot fulfill the role of a sentence member. They serve significant verbs, are usually used to express grammatical meanings, help the main verb express modality, type, tense, voice, negation, taxis and other grammatical meanings. An important grammatical feature of structural verbs is precisely this.

In English, structural verbs are divided into link verbs, auxiliary and modal verbs, and in Uzbek into link verbs, auxiliary and helping verbs (*ko'makchi*) verbs.

Link verbs together with a noun, adjective or numeral form a compound nominal predicate. They connect the predicate (the nominal part of the predicate), expressed by a noun, adjective or numeral with the subject.

In English, they are divided into true link-verb (*to be*) and special and link-verbs (*look, seem, appear, feel, taste, become, get, grow, remain, keep, turn*). [3]

Some structural verbs of the Uzbek language (*edi, emish, ekan, bo'lmoq*) depending on context may be related (*Men kasal edim. I was ill.*) and auxiliary verbs (*U ham borgan edi. — He went there too.*)

Auxiliary verbs in English — *to do, to have, to be, shall, will, should, would*. They serve to form grammatical forms: *Do you speak English? He has come*. In the Uzbek language when verb *edi, emish, ekan, and bo'lmoq* serve as an auxiliary verb, they form verb forms: *U ketayotgan edi. (He was leaving)*

Link verbs exists in the Uzbek language are an obstacle in Turkic and in Uzbek linguistics as A. Gulyamov [4] and A. Khozhiev studied their significance, use and other qualities. [5]

It should be noted that in English the functions of Uzbek link verbs perform adverbs called some linguists as postpositive (*up, out, in, down, on, off* and others): *to cut up, to cut out, to cut in, to cut down, to cut on, to cut off*.

Modal verbs also exist in English: *can, must, may, should, ought to, shall, will*. They

differ in their form, grammatical signs, meanings, uses and a number of other features and serve to express such modal meanings as opportunity, probability, necessity, desirability of performing an action, as well as expressing emotions, surprise and pity. Apart from *can* (*could*) and *may* (*might*), modal verbs have no grammatical category. Of which neither one does not have the form of infinitive, participle and gerund, auxiliary verbs do not participate in the formation of the negative form, only the particle not is added. Therefore, they are considered Defective Verbs. Modal verbs in combination with the infinitive of the semantic verb serve in the sentence as a compound verb predicate.

As can be seen from the features of significant and structural forms of verbs, such division of verbs is carried out on the basis of lexical and grammatical signs.

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