

O'ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI
NAMANGAN DAVLAT UNIVERSITETI



“Himoyaga foyxat etildi”
Magistratura bo'limi boshlig'i,
dotsent A.Doliev
“ ” 2019 yil

5A120101-Adabiyotshunoslik (ingliz adabiyoti)

mutaxassislik magistranti

Umirzaqova Dilnoza Axadxon qizi

**Linguistic research of the micro field of person and its constituents in
English, Russian and Uzbek languages.**

**“Ingliz va rus tillarida shaxs mikromaydoni konstituentlari tadqiqi”
mavzusidagi**

MAGISTRLIK DISSERTATSIYA

ISHI

Ingliz tili va adabiyoti kafedra mudiri  B.Soliyev

MDI rahbari:  M.Abduvaliyev

NAMANGAN-2019

Linguistic research of the micro field of person and its constituents in English and Russian languages.

CONTENTS:

ANNOTATION.....	2
Introduction.....	3-7
CHAPTER I. Field theories in modern linguistics.	
1.1 The theories on linguistic field in foreign linguistics.....	10-21
1.2. The development of field theories in Russian and Uzbek linguistics.....	21-31
Conclusions to the chapter.....	31
CHAPTER II.Linguistic research of language units constituting the field of person in English and Russian languages.	
2.1. Functional semantic field of person and its constituents in modern English.....	32-45
2.2. Research on functional semantic field of person in Russian language.....	45-57
Conclusions to the chapter.....	57
CHAPTER III.The role of field theory in teaching English language for language learners.	
3.1 Vocabulary teaching through semantic field.....	57-61
3.2 Teaching techniques on theme “Pronouns” for beginner language learners.....	59-64
Conclusions to the chapter.....	64
Conclusion.....	67-71
Bibliography.....	72-75

Introduction

In the modern system of linguistic disciplines, a functional approach has been firmly established, suggesting a comprehensive, integrated study of units of different levels based on the generality of their functions. At the same time, the study of the function covers the analysis of the values of language units, the aspect of the study of language material is mainly carried out according to the scheme “from semantics to the form of expression” and “from form to meaning”.

The functional basis of the analysis of the functions of units at different levels of a language is the functional-semantic field, the substantive basis of which is formed by a certain semantic category. The functional-semantic category of person, “characterizing the participants of the designated situation in relation to the participants of a speech situation — first of all speaking” process of speech and is qualified by researchers as universal, inherent in all languages.

In Russian linguistics, the category of person was covered in the statements of the main points of view on the category of the verb’s person in the works of A.M. Peshkovsky, A.A. Potebni, A.A. Shakhmatova, R.O. Jakobson, V.V. Vinogradov, A.A. Yudina et al., In the aspect of semantics and functions of personal pronouns in studies by Z.M. Murygina, E.V. Paducheva, A.M. Shelyakin, O.N. Seliverstova. In connection with the description of the category of person, a number of other significant problems arise, including the problem of the role of the category of person in the formation of the predicative axis of the sentence. The significant role of the category of person as the “foundation of predictability” in the communicative potential of the proposal has determined interest in it both in traditional and modern linguistics.¹

In works based on the functional approach, the grammatical category of a person is considered more widely - as a functional-semantic category of person,

¹ Бондарко А. В. Грамматическая категория и контекст. – Л.: Наука, – 116 с.; Шу муаллиф. Теория морфологических категорий. – Л.: Наука, – 256 с.; Шу муаллиф. Принципы функциональной грамматики и вопросы аспектологии. – Л.: Наука, 2003. – 208 с.; Шу муаллиф. Функциональная грамматика. – Л.: Наука, 2004. – 136 с.

expressed by the actual grammatical (central) and less formalized (peripheral) means and systematized in the form of a functional-semantic field. In this vein, the category of a person is examined in modern studies based on a functional approach to the analysis of linguistic facts in works of Russian linguists such as (A.V. Bondarko, G.A. Zolotov, N.K. Onipenko, V.V. Khimik, N. B. Vakhtin, A. P. Volodin, A. M. Shelyakin, A. D. Shmelev, E. A. Privalova, K. A. Stepanenko, E. V. Klobukov, etc.).

The coverage of the category of person in English in most of the works is made in the initial-formal aspect, within the individual subsystems of morphology and syntax. Meanwhile, due to the structural differences between the Russian and English languages, this category in English has distinctive features of the means of expression.² Studying a category of a person on a functional-semantic basis makes it possible not only to identify these features, but also to consider the place of a category of person in the language system.

In English, the need to study the category of person is determined by the lack of special works devoted to the systematization of multi-level means of expression.

The relevance of the study of this category in the English language in the light of the problems and principles of functional semantic grammar is also due to the fact that semantic linguistic analysis makes it possible to present the category of person as a system with a distinction between nuclear and peripheral means of its expression. The problem of the category of person in the Russian language also involves issues of personal conjugation of infinite forms of the verb, issues of identifying common paradigm-forming and syntagmatic meanings of personal forms of the verb, just as important is the functioning of personal and reflexive pronouns. In addition, English and Russian impersonal syntactic constructions

² Бондарко А. В. Грамматическая категория и контекст. – Л.: Наука, – 116 с.; Шу муаллиф. Теория морфологических категорий. – Л.: Наука, – 256 с.; Шу муаллиф. Принципы функциональной грамматики и вопросы аспектологии. – Л.: Наука, 2003. – 208 с.; Шу муаллиф. Функциональная грамматика. – Л.: Наука, 2004. – 136 с

have not yet been studied from the point of view of the presence of a subject of action.

The actuality of the theme of this study is determined by the functional-semantic approach to the study of grammatical categories of the language, which allows to reveal the underlying features of the diversity of means of representation of person in English and Russian languages. The number of linguistic studies conducted in accordance with the principles of functional semantic analysis in both linguistics is very limited. The problem of studying the category of person in these languages is connected with the problem of clarifying the relationship between personal and non-personal verb forms, as well as questions of studying the functioning of personal forms of verbs, the category of belonging, names and personal reflexive pronouns. However, these relationships on the material of Russian and English languages have not yet been investigated comparatively.

The purpose of the dissertation is to identify and describe the multi-level means of expressing functional semantic field of person comparatively on the materials of English and Russian languages.

The object of the research is the functional-semantic category of person and the functional-semantic field associated with it with its specific core and periphery in Russian and English languages.

As a subject matter of the dissertation serve the multi-level means of expressing the category of person in English and Russian languages. The morphological, lexical, lexico-morphological and syntactic means of expression of the studied category, appearing within a functional semantic field, are considered.

The main hypothesis of this dissertation is that the category of person is a multidimensional objective-subjective category, which includes heterogeneous language means of expressing attitudes towards a person and in its functioning interacts with pronouns, modal and action forms of the verb, the category of subjectivity and objectivity based on paradigm-forming and syntagmatic functions. The essence of the category of person is determined by the relationship of the

signified (speaker, addressee, or third person) and signifier (multi-level means), which makes it a structural-semantic category.

The scientific novelty of the work is determined by the fact that for the first time in the framework of a synchronous study an attempt was made to reveal the fund level of micro field of person in modern English and Russian languages. New in the work is the identification of features of the implementation of the meaning of grammatical persons in the nominal and verb categories of a person, the category of belonging, pronouns, and nominal forms of the verb, which complements the existing ideas about the linguistic expression of the categorical meaning of a person in these languages.

The theoretical value of the dissertation lies in the functional approach to the consideration of the substantive nature of the category of a person, defining it as a semantic category of person. The research obtained allow us to expand the modern understanding of this category and can serve as a basis for further research in this area, and may also be of interest for comparative and typological analysis.

The practical significance of the study lies in the fact that the results, observations and conclusions, some of its provisions may find application in the practice of teaching functional grammar of the English and Russian languages, in the development of textbooks on the grammar of the English and Russian languages.

The theoretical and methodological basis of the study was the works of famous Russian linguists on the grammar of the Russian language A.A. Potebni, A.M. Peshkovsky, A.A. Shakhmatova, V.V. Vinogradova, V.M. Nikitevich, A.A. Yudina; provisions of the theory of functional and communicative grammar, developed by A.V. Bondarko, V.G. Hack, G.A. Zolotova, T.V. Bulygina, A.D. Shmelev, M.A. Shelyakin, A.P. Volodin and others. The research material was extracted by sampling examples of sentences from works of English and Russian literature, individual statements were taken from texts of English and Russian folklore and periodicals. When translating illustrated examples into Russian, where necessary, a literal translation is provided in bracket.

The purpose and objectives of the work predetermined the use of the following methods of linguistic analysis: the sampling method for selecting material from sources, the linguistic description method using the methods of classification and systematization, the field structuring method for establishing the center and periphery of the functional semantic field of person, the structural-semantic method for identifying paradigmatic and syntagmatic relations in the system of personal forms.

CHAPTER I. The theories of field in world and Uzbek linguistics.

1.1 The theories of field in foreign linguistics

The word "field" is a polysemantic word, and in the explanatory dictionary of Uzbek language it has the following meanings:

1. Майдон-очикжой, сайхонлик, дала .Ховли - жойгаякинер, сайхонёкибогча; томорка
2. Умуман, очик ер, сайхонёкиэкинзор
3. З.бирориш - харакат, тадбиручунмулжалланганёкишундайиш - харакат юз берадиган, бажариладиганжой.
4. Кучма жабха, соха, доира.

(Area- 1. Apartment - near the ground, mainland or garden; landscape, open land, goofy or cultivated area 3. Any kind of work, activity or activity, such as the place where the work is to be carried out. 4. portable front, area, circle. A space in which a physical phenomenon occurs or is exposed to it. This word is derived from Persian.)

In Webster's third international dictionary, the word field has the following meanings:

- 1.field n.1a (a): a land area free of woodland, cities, and towns: open country
2. an open country near or belonging to a city. B (1): an area of cleared enclosed land used for cultivation or pasture c: the place where a battles fought. d: a large unbroken opiece of sea ice 2a: an area, category or division wherein a particular activity or persuit is carried out b (1): the sphere of practical operation of an organization or enterprise c: an area outside of a military post where exercises or maneuvers are carried out d 1. an athletic or sports area or space.

3. a space or ground on which something is drawn or projected
4. battle (an extremely costly)
5. the persons, participants, or elements that make up all or part of a sports activity
6. a continuously distributed entity in space that accounts for actions at a distance (electric)
7. math: a domain or aggregate of elements or magnitudes, that when combined by addition, subtraction, multiplication, and division, the divisor of being excluded, always produce an element of the aggregate
8. a (1): the circular area visible through the lens system of an optical instrument (as a microscope or telescope) (2) the whole area of a television image
b: the site of a surgical operation c: the total range of meanings associated with a set of words which are related, but not identical in meaning (as mind, thought, intellect, spirit, intelligence, in sight) – called also, semantic field.
- 9 a: the, field magnet of a generator b: a series of open joint drain tiles that leads off septic – tank overflow to its absorption area³

We have observed that the word "поле" in the Russian dictionary of the word "Словарь русского языка", published by SI Ojegov, has seven meanings.

“Поле это....”

1. Безлесная равнина, пространство, Гулять по полю
2. Обрабатываемая под посев земля участок земли.
3. Ржаное поле.
4. Пространство, в пределах которого проявляется действие каких-н. сил (спец) электромагнитное п.
5. перен. Область деятельности, поприще.
6. основа под узор

³ Webster Third New International Dictionary Konemann, 2003

7. обычно мн. Край шляпы. Шляпа с загнутыми полями. Поле зрения – пространство, охватываемое глазом.

Thus, in the world languages, in particular in Uzbek, English and Russian, the "field", "поле" has similar and distinctive meanings.

However, the practice of using the word "field" as a term appeared in the first quarter of the 19th century. In the beginning, the term "field" was manifested in the work of physics on the electrical charge of scientists such as M.Faradey, A.Esterd, A.Amper, Sh.O. In this case, the theory of magnetic field was born. English scientist Michael Faradey was the first to introduce this term into the science. In his discovery, he proved that electrical charges were transmitted through a certain area. The term "field" was used by the French scientist Sh.O.Tulon in his research on interactions between electrical charges (stationary area, electrostatic field, variable area, magnetic field, vector space, heat area, etc.).

Later, the concept of "field" began to be widely used in biology, algebra, social sciences, physical culture, sports and agriculture. For example: biomass, protection area, vegetation distribution area, rational number area, ideological field, ideology, philosophical area, planting area, rice field, cotton fields, wrestling area, hand ball area, football field.

Linguistics also did not go beyond this process. Concepts related to the field of science in the field were first disclosed by Waffen Humboldt's research. In other words, Humboldt's view of "the inner language of the tongue" played an important role. According to Waffen Humboldt, "the tongue can be compared to a fabric that has been tied in with other fibers. As long as human beings act, it is only a part of this vast fabric. He always feels that the piece he uses is in regular contact with other parts. "

Hence, the concept of semantic field in linguistics appeared on the basis of the views of VilgelmFon Humboldt on the "inner language of the tongue" at the beginning of the 20th century. Contemporary history of linguistics describes the history of the theory of composition and the history of development as language proficiency of western linguistics. Creation of theoretical and practical foundations

of semantic field in are explained in the works of the world and Russian linguistics Y.Trir, M. Veysgerber, V.Portsig, T.Ilson, D.Yollas, F. Dorizeyf, X.Kaseres, V.Vartburg, M.Mominer, Yu.K.Karaulov, V.V. Morkovkin, E.A.Nayda, A.Ya. Shaykevich, E.V. Gulyga, E.I. Shendels, E.V. Bondarko, A.P. Komarov, G.S. And associated with NI Filicheva.

But, Professor Y. Yuldashev has rightly stated that "... the combination of the linguistic units of the English language into a number of syllables and the creation of literary-historical or linguistic works on the basis of them is directly related to the Oriental world, in particular Turkish writers and experts. In particular, in Boburnoma, using the Indian image, the semantic field principle was classified according to the zones of phonons, and others. Muhammad YakubChangi, who served at the Avrangzeb palace of Babur's Prince, used his own dictionary, Kelurnoma, to create a dictionary of thematic dictionary. "

In addition to the above points, we believe that modern linguistics should be proud of the names of linguists who have made a worthwhile contribution to the further development of the field theory. These are U.Gusupov, S.R.Rahimov, J.B.Buranov, G.H. Khoshimov, A. Nurmonov, A.Sh.Sobirov, Sh.M. Iskandarova, H.Nematov, E.Begmatov, I.Kuchkarov, Sh.Rahmatullaev, A.Hojiev and many others. The problem of grouping or bullying based on the meaning of simple and complicated lexemes, and their mutual relationships with other words does not rise today. This issue has attracted the attention of scholars from the earliest times. Before making any researches on this issue, we consider that it is permissible to get acquainted with the field theory.

The boundaries of these fields are considered as separate words. In other words, each word has a certain place in the context of the words that are in the spiritual relationship. The vocabulary field is separated from the language dictionary by a spiritual nature. According to the opinion of the editor, as the language changes and improves, the structure of the words also varies, and the role of them can also change. Depending on the other words in the field, the meaning of the word implies that the structure of the conceptual structure, such as Humboldt,

"Investigating the structure of the field," says Trir, "is to examine the inner shape of a language.

"The theory of field can be used to make comparative studies of the major units of a language," linguists say. Before comparing the language, we need to identify the components of a particular language.⁴ "W. Weizerber's theory of field is closer to the theory of field. Under this concept, our outlook is defined only by the field, and the fields are as a part of the language, forming an interconnected intermediate world. Fields can be one or multi-dimensional. A field is L. Veysgerber understands the scene from a point of view. It gives an example of "kinship" as an example. Examples of areas such as "the world of plants", "economy", "cause and effect", "respect" can be seen by looking at two or more points in a multidimensional field. An example of this is the English viewing area studied by R. Zelinsky. He explores the field in three ways:

- 1) focus on the subject
- 2) the sequence of work
- 3) The severity of the action.

As can be seen from the foregoing, the approach to the field approach is very close to the spiritual analysis. As a result of concepts of the theory of field, concepts of semantic and syntactic fields appear. These concepts were built on the basis of pure linguistic approaches and introduced by G.Ipsen. When it comes to semantic space, it understands a set of common words.

In describing the semantic field, G.Ipsen relied on the grammatical generality of the words, in addition to the lexicality of words. In his opinion, the words combined in one or another field should have a general meaning and should also apply to a particular word group. There was no difference between the grammar of the words. Based on the above, we have come to the conclusion that

⁴ Бондарко А. В. Грамматическая категория и контекст. – Л.: Наука, – 116 с.; Шу муаллиф. Теория морфологических категорий. – Л.: Наука, – 256 с.; Шу муаллиф. Принципы функциональной грамматики и вопросы аспектологии. – Л.: Наука, 2003. – 208 с.; Шу муаллиф. Функциональная грамматика. – Л.: Наука, 2004. – 136 с

the concept of Trier is based on understanding and the concept of G.Ipsen is based on meaning.

Today, there are different definitions of semantic field in modern linguistics. For example, we found the following definition in the "Dictionary of Linguistic Terminology":

1) a part of the universe, which is theoretically separated by human experience, more or less autonomous in the human language, but as a micro system.

2) a combination of words and phrases that form a series of topics and combine a particular spiritual field.

The well-known linguist Yu.N.Karaulov understands the semantic field and expresses the idea that they are merging into a field as the expression of the upper semantic field. The semantic field is also interpreted by the terms of expression (surface expression) and meaning (deep meaning) structures. The meaning semantic structure is understood as a structure that contains semas. Separating semantic field and analyzing methods offers five ways to distinguish semantic fields.⁵ These are structural, psychophysiological, statistical, psycholinguistical, semantic methods. To analyze the field and its constituents, it has six (contextual analysis, distribution, transformation, component analysis, statistical, psycholinguistic) methods.

A field-based approach in studying language units is based on the theory of conceptual and semantic fields. At the same time, they are often used in the study of lexical units. A comparative study of the languages from the point of view of the field were explained in the works of linguists as Ray, V.A. Yurik, I.Kuchkartaev, O'G.Yusupov, S.R.Rahimov, GM Khoshimov, A.Sh.Sobirov, Sh.Iskandarova, M.Abduvaliev.

The concept of the syntactic field was proposed by V.Portsig. Although he did not describe it in the syntactic field, we have seen that through the examples he

⁵ Сафаров Ф. Ўзбек тилида сон-миқдор микромайдони ва унинг лисоний-нутқий хусусияти: Филол. фанлари номзоди ... дисс. – Самарқанд, 2004. – Б.40

used, he understood the syntactic field as a complex of words that interacted to express a particular syntactic relation (attributive, objective, subjective, subjective). For example: *the dog- to lork, um - хурмоқ, собака – лаять, flower – to grow, гул -ўсмоқ, цвeтoк-распиёки to kiss – lips, лаблар- бўсаолмоқ, целовать- губы; grey – hair, оқарган – сочлар, седой- волосы and etc.*

N. Filicheva describes the syntactic field as follows: "By the syntactic meanings of the relationships in the general context, those which are the components of a field as syntactic models are called syntactic fields."

To distinguish syntactic field, it is important to have a group of syntactic units that are subdivided into invariant semantic characters, which differ from each other in the expression plan. Semantic invariance requires functional proximity, i.e. a functional relationship in a particular syntactic concept.⁶ In addition, N. Filicheva correctly states that the syntactic field consists of three parts: the core, the center, and the periphery center (center) that form the field.

O. Duxachek synthesizes conceptual, semantic and syntactic field in his concept. It is divided into two sections: the field of words and field of meanings. When it comes to words, he understands the unifying words around the word that forms the core of the field. According to the type of relationships between the constituents of a field, Duxachek differs:

- 1) morphological fields;
- 2) syntactic fields;
- 3) associative fields include words that can enter into a variety of relationships with the core of the field, in the form and sense synchronization.

In fact, the concept of an associative field belongs to Sh. Bhalli. In his opinion, the associative field is a set of words that appear in the mind of the speaker, due to association with a particular word. For example, the word "eye" produces dozens of words in English language such as "sight organ," "vision," "hole of the needle." However, it should be noted that the size of the associative

⁶ Филичева Н.И Структура словосочетания и синтаксические поля

field may vary in different people. Their age, gender, intellectual potential, life experience, occupation, mental state, ability, interests, temperament play an important role.

The semantic - stylistic concept of the stylistic domain is proposed by E. Asnaurova, and the scientist describes it as follows: "A group of words closest to the stylistic meanings can be described as a semantic - stylistic field." These meanings are related to a particular sphere of human activity in the world, which are related to the emotional and logical evaluation of the universe, as well as its figurative imagination.

The concept of the grammar field is proposed by V.G.Admoni, according to which the grammatical unit can have center (core) and periphery. The center is made up of optimally well-trained properties. The peripheral part consists of different sizes (sometimes referred to as one word or one form), one or two of the two specific features occupying a central place, or some of which are optional.

V.G. Admani describes his concept in the terms of adjectives of Russian language. The original adjectives, in his opinion, form the core of the field. This term includes the generalized grammatical features of the subject, the morphological forms of adjectives, the gender, the numerical forms, the determinant, the predicate, the group of predicative words.

The periphery of adjective field includes primitive components that are not fully compatible with the above constituents: relative, quantitative, numerical and sequential numbers and these attributes are located around the center of the field. O.G.Revzina investigated the morphology of the word from the point of view of word building morphemes. This was given as an example in her scientific work "Структурасловообразовательныхполей вславянскихязыках ". In this work, the author of the word refers to a group of suffixes that commonly comprise statistical names and full meaning of specific grammatical categories. In this area, the suffixes are paradigmatic and distinguish themselves with their productivity, distribution, and additional meanings.

P.Giro and G.S.also had researches on morphosemantic fields in a language. G. Shur understands the morphosemantic field as a group of words with morpheme composition and meaning. He notes that such fields are typical for lexicology and morphology. The morphosemantic field of morphology is a functional invariant group of words, which, unlike the lexialmorphosemantic field, differs not only from the generality of the semantics of morpheme composition, but also to the generality of communicative and structural functions.

According to Shur, morphosemantic fields in morphology can be interpreted as system and space. Future forms of the conditions have a common sense, meaning and function of morphemes, and they are considered as system and field in German language. A.V.Bondarko nun functional - semantic, E.V.Guliga, E.I. Shendels' grammatical and lexical fields are essentially close to each other. E.V.Guliga and E.I. Shendels understand the grammatical and lexical set of units of grammar and lexical levels, which are specialized in expressing and renaming the grammatical domains, which are interrelated with the language laws.

They think that the field is a systematic relationship, with different levels of tools. Members of the field have some or all of the meaning. The general meaning of the field is not uniform, it is divided into at least two terms and constitutes a micro field. The structure of the field is complex and has horizontal and vertical links. The semantics of the micro field are horizontally located. For example, the time zone is composed of three micro-fields, i.e current, past and future.

In the vertical direction, there are micro field constituents. The vertical construction of the field depends on the number and location of the constituents.

They also argue that not every micro field has its dominant constituents. Dominant core is surrounded by constituents that are close to it, forming the core of the field. Non-core builders create periphery of the field. If the field constituents are very meaningful, it can be represented as a number of field constituents.

Component analysis is used in the study of the spiritual side of the constituent constitution. The concept of functional semantic field (category) belongs to A.V.Bondarko, which according to functional - semantic field includes

a complex language category of various language units and performs certain semantic functions. This category also has an expression and content plan.

The expression plan is a combination of different meanings of the same vocabulary in the form of a synonym of the morphological, syntactic expression of different levels of language. As with other concepts, the functional semantic space is divided into the core (center) and periphery. There are semantic relationships between the same and different language units. The relationships between the grammar and the lexical components are the basis of their interaction.

According to the scientist, if there is a morphological category among functional semantic components, then it should be shown as a core. The minimal element of the functional semantic field is functional semantic micro field. He has an expression and meaning plan. The concept of a functional - semantic category can also be used for language research.

A.P.Komarov differentiates nomination and relationfield. They are the first lexical units, which name the objects, their movements and their properties.

Relation field consists of a set of language units representing the relationship between objects.

For example, the scientist understands the semantic field, which expresses the language units in expression of the occasional rhetoric, belonging to different levels of language, when it is a grave relic. A.K.Komarov says that the grave relics in the German language have a central and two peripheral segments. In the center of the field is a structure that expresses the purest attitude in the most pure form. The first segment of the periphery is located near the center.

These segmental structures represent simultaneous meanings, but the meaning of this segment is stronger than others. Then, the second segment will contain the structures that it contains. They refer to the ruthlessness that comes with the ultimate meanings.

E.V. Gulyga, E. Shendels' grammatical - lexical field concept, functional - semantic categories of A.V.Bondarkin, M.M., the grammatical domain of Guxman, nominative and domains of A. Komarov are similar. All of them are based on the

interconnected language and interaction of language. I.Trir, G.Ipsen, V.Portsig, Sh.Balli, O.G.Revzina, G.S. Shur and others, lexical, semantic, syntactic, associative, word-forming morphosemantic, semantic-stylistic fields are built on the basis of the relationships between units of one language.

Therefore, the first group of fields can be referred to as interval fields, and the second group of fields can be referred to as one of the language levels.

There are also differences in the splitting of field scales. E.V. Gulyga and E.I. Shendels were dominant, nuclear, and peripheral. Bondarko, M. Goumandivide them into two (center and periphery).

The above differences do not diverge each other, but we think they are supplementary. It should be noted that the language verification process can not be done without language. The theory of language can be used to introduce the theory of field. In this case, the field of one of the languages in which the language is being compared or the artificial field can be used as reference. Artificial etiology is based on the areas of the languages that are being compared. Not only the morphologic category but also the other linguistic elements can serve as the center of the field (nucleus). For example, the English "perfect" morphological elements are represented in Uzbek by the numerological elements. The field can consist of two or three parts. If there are several forms of dominance, we think that the field has positive meaning.

Supporting A.P.Komarov's ideas, professor O.Gusupov recommends that the peripheral part is divided into the first and second peripheral segments if the number of peripheral elements is known. The well-known Russian linguist Yu.N.Karaulov gives theoretical in formulating the ideological as well as practical foundations. In his opinion, there are four important stages of any field:

1. Preparation. The words entered into the field are always ready for use in the communication process. The speaker and the listener always feel that the area is ready for consumption.

2. Regularity. There are no interruptions in the use of lexical units entering the field, that is, their consistency around the only meaning is always consistent and regular.

3. Integrity. Any linguistic field tries to fully cover the events and events which are essentially related to the reality in the real world. Semantic fields are represented as a single system in one or another of these.

4. Historical background. In the process of historical development of each national language, semantic fields are found and developed. Over the years, some of the lexics in the language go to the inactive (passive) fund of the semantic domain.

1.2 The development and classification of field theory in Uzbek linguistics

From 70-80 years of the 20th century, many scientific and theoretical works and ideas have appeared in the Uzbek linguistics related to the interpretation of the field. In this case, scientific works of linguists such as R. Rasulov, E.Begmatov, O.Bozorov, T.Mirzakulov, Sh.Iskandarova, I.Kochchartoev, A.Nurmonov, H.Nematov, R.Safarova, A.Sobirov, B.Gilichev, H.Hojieva, M. contributed to the development of field theory in Uzbek linguistics. Scientific observations of linguists such as Abdiev, F.Safarov, O'.Kodirov, S.Rahimov, G.Hashimov, M.Abduvaliev, and scientific conclusions of their works are important in learning the lexicon, morphology and syntax of Uzbek and other world languages on the field theory. Famous typologist professor O.G.Yusupov has developed a research methodology to create the theoretical foundations of comparative linguistics in his scientific theoretical book "Theoretical knowledge of comparative linguistics". In this scientific work the author describes about the use of small-scale translators, logic, space, topology, and denotative approaches in language verification. In this work, the author describes the field theory as providing important analytical information about its scientific concepts, as well as his own views on the principles of determining the scope of the field, its analysis of its components.

Finding five different points between the concepts seen in the preceding chapter, Yusupov reiterates that these concepts do not deny each other but rather fill each other.⁷

The comparison of semantic fields of a language necessitates the identification of the following, says Yusupov:

- similarity and differences in the words' inventory;
- lexical-semantic groups;
- synonym lines;
- antonyms couples and lacunas;

Similarly, identifying and distinguishing between equivalents in the field is also specified in the work. It was also emphasized that they can be determined using the following parameters:

- the form (expressive plan),
- semantic structure,
- the meaning of the meanings,
- relativity,
- frequency,
- synonyms, antonyms and hyponyms,
- lexical-grammatical character,
- unity of meaning (secondary),
- language compatibility

Comparison of the meaningful size of relevant words implies semantic and connotative meanings, and requires to identify the core and periphery of a field. Those meanings that are not in the language of comparable languages testify to the uniqueness of the national language's semantics.

U.D. Yusupov believes that the word "bread" (Нон) in the Uzbek language is not the same to the Russian equivalent "Хлеб". The semantic structure of the English words "race" and "ирк" in Uzbek are also not the same. In addition to the

⁷ Сафаров Ф. Ўзбек тилида сон-миқдор микромайдони ва унинг лисоний-нутқий хусусияти: Филол. фанлари номзоди ... дисс. – Самарқанд, 2004. – Б.40

meaning of "race" in English, which means "ирк" (раса)шт in Uzbek, it has many meanings in Russian language. They are "род", "племя", "народ" "происхождение", "порода", "сорт", "аромат", "расовый", "национальный".

The amount of words that are included in the field is often not the same. This mismatch is a sign of segmentation and classification of all things, traditions and diversity of people.

Interpersonal compatibility plays an important role in comparing meaningful units of different structural languages. It is advisable to apply for bilingual dictionaries or to make a query among those who have a good spoken language in identifying such compliance. Professor U.D. Yusupov says that it is normal to have such barriers or phenomenon while translating into another language.

The word in a language can be equivalent to a combination of words, vocabulary, and a second language. Or the same language can be more than one word in the second language (treachery, trafficking, treason, betrayal). If there is no word equivalent in one of the contrasting languages, it indicates the existence of lacquer. This word is called "non-identical word" and words are called "non-sense lexicon".

When it comes to word fields, the author compares real-life and keyword-phrases in English. In both languages, there are legitimate words that are nouns, adjectives, and adverbs. Among them, nouns comprise a majority (78.88% in English, 40% in Uzbek language).⁸

Professor R.S. Rahimov has devoted to the comparative study of the functional and semantic features of the category "Person, Time, Space" in his research paper "Речевой диалог и проблема дейксиса" (1989).

The research identifies the typological parameters that define the typological classification of the language and the languages using functional - semantic, structural, surface and field methods. The third chapter of the

⁸ Сафаров Ф. Ўзбек тилида сон-миқдор микромайдони ва унинг лисоний-нутқий хусусияти: Филол. фанлари номзоди ... дисс. – Самарқанд, 2004. – Б.40

monograph, called the "From the Point of view of the field theory," suggests that it is desirable to use the language as an author, and to use it as a field. In addition to WG Admoni's opinion, he considers the field as a single, objective element of the particular type of system, the communication and interaction of linguistic elements.

S. Rakhimov understands not only the same, but also the units of different language levels. It allocates the leaflet to four microns (personality, micromayon, micromayon, space microcircuit, normal condition and micromayon). According to the author, micromayon constituents may include word combinations, lexic, morphological and synthetic means. Typologist says, for example, that category of person beats can be obtained as a more specific expression of the person's micro field. Grammar (word of the verb on the morphological level) in the synthesis layer, as well as the words on the lexical plane (eg, horse, quality, verb). He goes on to say more about the 35 features of the meaning of the makon. They are broad, close, far, back, bockward, small, wide, high, middle, last, low, left, deep, next, etc. The author has given two groups:

1) Extensions in the space (long, short, wide, thin, etc.);

(Front, back, center, next) For example, near the headlights, near the front, back (place, home) objects, near the headlights, near the long object, they mean.

The attributes with the seminal scepter enter into reciprocal relationships. Opposition relationships systematize them. They also mean peripheral meanings, apart from the central meaning. The more accurate the horse content is, the more accurate the quality is: high building, high tree, high curtains. The high-quality semantic sturcture has a "large volume" component but its synonym high does not have that. Antonyms have been identified among the constituents of semantic domains:

1) high ↔ low long ↔ short

2) tall ↔ short thick ↔ thin

3) deep ↔ shallow far ↔ near

The issues of applying the theory of the field to the syntactic level of the language were discussed by Professor Hashimov in his monograph “Типология сложных предложений разносистемных языков” (1991). The author of the monograph sets out the role of the other syntactic units in their synthesis system, as they study the related phrases in a comparative way.

The syntactic units expressing adverbial relationships and the following common words should be taken into account when determining system relationships:

- a) structural formation;
- b) semantic formation;
- c) specialized or non-specialized for representation of adverbial relations;
- g) encountering different styles;
- d) Factors causing speech in speech.

It is based on a semantic-functional approach to identifying syntactic units representing adverbial relationships, which means that the system of syntactic relationships has a field character. Professor H. Khoshimov calls this a syntactic field.⁹

This type of field in different languages can be compared to the area's members, its dominant, nuclear and peripheral division and linguistic status. It identifies similar and distinctive features between the fields of adverbial relations in different languages.

This study of languages and their comparison are consistent with the principle of systemicity and require the following actions: Khashimov GM:

- 1) Identification of the means of expression of these relations;
- 2) Classification in the general area according to the place they occupied and their level of abstinence;

⁹ Филичева Н.И Структура словосочетания и синтаксические поля

3) Systematization of the general idea about the emergence of these forms, the laws of mutual exchange.

Prof. Hashimov Hashimov has correctly stated that on the basis of the above principle the definition of substitute EGGs is of great importance for the theoretical and practical translation and the practical fields of language [55.82-83]. The syntax of the universal language of any language is expressed through the taximeters, that is, through the taxonomy, and has the following types:

- a) Monotaxeme;
- b) politaxeme.

They are considered as scholars of ethics and ethical language units. The concept, proposed by Professor Khashimov, is universal, in which the principles and methods of comparison of common words have been developed. The dissertation on the topic "The value of the language in Uzbek language and its linguistic - speaking nature" was defended by H. Hojieva in 2001 and the main purpose was to study the linguistic (semantic) function of the language of respect.

The author's reverberation of the verb forms is dominated by the dominant form of the nucleus of the spheres, where the respectable forms of the horse occupy the center of the space together with the diamond, while other means are located outside the center of the field. HJ Hojieva considers the square to be three parts (core, center, and edge). Two or more of the tools of respect, depending on the purpose of the speech, the absence of substantive as well. This means mutual relations, transparency, reinforce the meaning of one another, the connection weakens, weakens or changes.

In the latter case, the engine serves to convey unusual meaning. As a result, respectable value means the textual (meaningful) meaning of the means by which the means are intertwined with one another or another micro - and macromayron tool. In addition to the different social relationships (such as gender, gender, occupation, knowledge, or relative, familiarity, stereotype, practice), the use of respectful space tools has also been linked to the role of speech, time, and situation.

The dissertation and thesis by associate professor M.Abduvaliev in the 80s of the last century were written, defended and published in the syntactical phase. He describes this area in his article, "The Disadvantage and its Syntactic Units," in this article: "The syntactic barrier is the sum of the means or parsers of the language that expresses the barrier attitude of an objective object based on the general barrier, ".

The author believes that in the Uzbek language, barrier-speaking phrases, unobtrusively simple words, interconnected interrelations, two semantic phrases, simpler words, mixed-word combinations, and syntactic associations are among the syntactic units that express the barrier, , and the unobtrusive conclusions have dominance in this area.

Associate Professor M.A.Abduvaliev's dissertation on "Сложноподчинные предложения с придаточными уступительными в различных языках" (1989) is studied in the English and Uzbek languages of the syntactic field. The area in both languages is divided into three (dominant, core, peripheral). In doing so, the author allocates the members of the squad to express the barrier behavior in pure or coarse language, based on the many or fewer uses of the syntactic units.

It identifies several synonyms lines in both languages according to the contextual expression levels. In this case, a barrier with a barrier lane is in the center of the field, while the rest of the tools are located in the edges.

T. Mirzakulov tries to reveal the differences between the field and the paradigm in his doctoral dissertation on "Issues of morphism paradigm and syntagmatic in the Uzbek language". T. Mirzakulov believes that the concept of the field is the basis of the morphology relationships with the adjacent layers, as a basis for studying the properties of adjacent zones in the paradigm.

A.R.Nishonova in the candidate's thesis on the theme "An objective analysis of the field of" archetypal lexemes in the Uzbek language "[47.5-22].foxes, horses, monkeys, cats, tigers, and more than a thousand lexemes.

H.Majidova "Some features of words expressing beauty" [40, 4, 66-68]. In his article, he explores beauty phrases and phrases as a semantic area. According to the author, the scope of this field has always been enlarged and expanded. It emphasizes that it is different from other areas.

F.Safarov "The ultimate field and its linguistic - speaking nature" [58.64-65]. In his article, he studied the amount of the micromayone in Uzbek and the functional - semantic domain.

Sh. Iskandarova, who has further expanded the scope of the concept in the Uzbek language. Sh. Iskandarova writes two monographs and doctoral dissertations:

- 1) "Learning Lexicon on the basis of the content".
- 2) "A field-based approach to language systems" - [20.155].
- 3) "Studying of the lexicon of the Uzbek language as a field of content (personality)".

In the above studies, the theory of the field theory has been revised and the linguistic field has been reclassified on the basis of Uzbek language materials. In these studies, the general and distinctive signs of lexical - semantic groups of the content of the language, partiality (pessimism), temporality, locality, condition, discontinuity, have been studied in detail or in part.

According to Sh. Iskandarova, "The lens of the lens is reflected in the human mind and its expression in the tongue is revealed by the division of the lexical system into specific groups. Therefore, learning the lexical system as a field is of great importance in opening up the dialectic -

The main purpose of the doctoral dissertation was to define the criteria for classifying the lexical levels of the Uzbek language into specific groups, to reveal the peculiarities of the "personality" microdistrict in the lexical-logical relationships and the lexical systematization, to show the basics of dividing the domain into internal areas. The research was carried out on the basis of the principle of form.

The list of person names is a microcosm of the Uzbek language lexical system. Individual namespace (TIN) is separated from the other lexical areas by

the general term "entity". The author clearly states that as a result of the internal classification of the personality units, physical and physiological characteristics, emotional - emotional states, thinking and outlook, thinking styles, desires, habits, knowledge, attitudes, duties, occupation, state - of - the - art property, attitude to the entity, and so forth.

On the basis of the common arithmetic of the entity, the entity area units combine to form smaller domains through certain distinctive characters.

Person field units consist of nine groups of smaller strings and rows.

The names of the distinguished persons that are marked by the availability are distinguished by the sign of the real person and the traditional person. They are divided into two groups;

- 1) names of religious legendary persons.
- 2) legendary fairy tale heroes.

The names of the distinguished persons are divided into two smaller fields: common names, names of individuals, Sh.Iskandarovasubdivits the first small area into four groups:

names of common personally-nominated collective names, names of references and reminiscences, and names of persons who have been compiled with the mark of evaluation [14.19].

There are three types of person-to-person identifiable personality attributes. Names of the groups grouped by the social state and feature; the names of the differentiated entities, the names of the differentiated entities.

According to the family status, it is differentiated: unicorn, widow, widow, open head, head, coworker, prisoner, orphan, orphan, woman, and so on.

According to the author, learning the lexical layer on a meaningful basis is the easiest way to properly describe the lens of the objective universe in the human mind.

The theory of the field is worthy of creating ideological dictionaries. Under the general terms of a "person," the union area units form small squares with certain distinctive characters. There is a gender-based relationship between small

squares and the area. Studying the language as a field helps to express the dialectic language of the world + mind + language. ShkolnikIskandarova emphasized the fact that the integrated scopes were able to integrate all the lexemes into the domain of the domain.

It also distinguishes the central and boundary syllables of the lexemes. Border seams have the potential to be a part of other areas, as the scholars have pointed out. The fact that the status of membership in other paradigms is unstable is related to the context of the speech situation.

One of the deserving reputations in this area is the monograph "Professionals of the Uzbek language with the principles of systematic system of Uzbek language" by Professor AbdulhaySobirov. The role of the lexical system in the language system, the methods of its study, the role of lexema in the semantic field, the importance of the field theory in the study of the lexical system, the interaction between the domain members, and the plotting of the field theory are given.

According to the author, language is a supersystem, which is a collection of several layers that are interconnected and interdependent. Any person will have phonological, morphological, lexical, morphological - syntactic and supersyntactic layers. The content of each line becomes more meaningful and the communicative character of the language becomes clearer. Saying that any lexicon is open system, ShamsiddinSabirov, speaking about the lexicon of the Uzbek language, consists of hundreds of semantic fields, claiming that the squares consist of lexical-semantic groups and groups.

The semantic space of the time period includes the age, year and season microdistricts, and the smallest elements, such as winter, summer, spring, autumn, are superfluous in December, January, February, ice, snow, stove, coal, microwave concentration. This can also be observed in English: The semantic space of Time is subdivided into logical age (century), year, and season microeconomics. The season is divided into super, mic, winter, spring, summer, autumn, winter, snow, cold, ice, wood, sledge, new year, fur tree, snowman, gloves.

Writing that the elements in the lexical system have a hierarchical relationship, the author emphasizes that the system is fragmented from the hierarchy. This relationship is called A.Sobirov as a whole (xolo - meronism) and sex relations (hyper - hyponimic) relations. Lexical system has discrete (divisibility) properties.

In the opinion of A.Hozhiev, Professor A.Sobirov describes the conceptual field as follows. "The set of words and phrases combined on the basis of a common arithmetic (semantic or conceptual) is called a field" [45-32]. According to the scientist, grammar, grams, grams, tsentner, and tonal are the semantic fields that are concentrated under the weight of the weight.

In addition to synonym and antonic relationships, the relationship between the lexemes distinguishes between spiritual relationships such as hyponymy, partonimia, graduonimia, and hierarchy. The author understands that the quality, certainty and specificity of things and phenomena are understood in the mind.

Writing about the semantic domains of dominant, nuclear, and boundary points, the scientist considers the dominant character that unites the animals, such as eagle, roe deer, lamb, lion, and lily - this is a wild bird. The predators, such as predatory, sneezing, stinging, bumping, deadly, drowning, and fodder, form the nucleus of the wild bird microsphere. Prof. A.Sobirov, who is a peripheral part of this area, says that the other bird species, such as blood, pat, tail, egg, flying, cauldrous, jaundice, foot, neck. The views on the median (intermediate) fields are also remarkable.

The members of the semantic domain are differentiated between paradigmatic and neighborly (syntactical) relations. Such relationships are found in units belonging to one level or units belonging to different levels. There are six types of behavior among the paradigm members in the semantic field. These are synonymic relationships, hyper - hypinational attitudes, xolo - merrimonial relations, gradu - lionism, functional attitude, conflict of conscience. Professor SabitSobirov says that synonymism enriches semantic areas, extends their empowerment capabilities, and enhances the core and peripheral areas of the fields.

Two methods of enrichment of the synonymic lines (natural freedom and artificial, compulsory) differ (minister - minister, program - program or institute - college, chair - seat).

The monographs include Uzbek (Sh.Iskandarova, A.Hojiev, E.Begmatov, A.Nurmonov, I.Kuchkarov, B.Kilichev, H.Nematov, R.Rasulov, Sh.Rahmatullaev) and foreign scientists (Yu.Karaulov, V. V.Vinogradov, L.N.Novikov, A.A. Ufimtseva, I.V.Arnold, F.Sossyur, Humboldt, Sherba, M.V. Nikitin) are given the drawings and articles related to the field theory.

Conclusions to the first chapter.

In this chapter were given analysis on the development of field theory based on materials of works of different linguists and typologists such as J.Trier, Wilgelm von Humbold, G. Admoni, Sh. Iskandarova. Different ideas on the field concept were analyzed. The structure of the field consists of the dominant and periphery parts that should include in itself semantic constituents.

CHAPTER II. Linguistic research on language units constituting the field of person in English and Russian languages.

2.1. Functional semantic field of person and its constituents in modern English language.

The field-oriented grammar, or grammar of functional semantic fields, is one of the modern trends in the general paradigm of functionalism, which studies the language "in action". It involves the study of the functional nature of the language, based on semantic categories and grammatical structures, considering their interaction in the speech chain. E.A. Selivanova emphasizes in connection with the relevance of this direction: "The final functional semantic categorization is not completed, there is not even a complete list of functional semantic categories of specific languages, which indicates the need for new research in this area of functionalism"

The second chapter of my dissertation is dedicated to researches on micro field of grammatical persons and its constituents. The chapter is devoted to one of the aspects of the description of the functional-semantic field of person, which has not yet been investigated of detailed study on the material of the English language.

The system in linguistics is understood as a whole, dominating over its parts, consisting of elements and relations connecting them. The set of relations between the elements of the system forms its structure. It is legitimate, therefore, to speak about the structure of the system. The combination of the structure and its elements constitute a system. In work, an attempt will be made to present the structure of the functional semantic field of system of person.

In English language the word person means not only a human being. From the grammatical points we have grammatical persons in English language.

When we talk about ourselves, our opinions, and the things that happen to us, we generally speak in the first person. The biggest clue that a sentence is

written in the first person is the use of first-person pronouns. We, us, our, and ourselves are all first-person pronouns. Specifically, they are plural first-person pronouns. Singular first-person pronouns include *I, me, my, mine* and *myself*.

Examples:

I think I lost my wallet! I can't find it anywhere! Oh, I could just kick myself!

We could do ourselves a favor and make a reservation for our group.

Many stories and novels are written in the first-person point of view. In this kind of narrative, you are inside a character's head, watching the story unfold through that character's eyes.

When I wake up, the other side of the bed is cold.

(Suzanne Collins, The Hunger Games).

The second-person point of view belongs to the person (or people) being addressed. This is the “you” perspective. Once again, the biggest indicator of the second person is the use of second-person pronouns: you, your, yours, yourself, yourselves.

Examples:

You can wait in here and make yourself at home.

You should be proud of yourselves for finishing this enormous project!

Stories and novels written in the second person exist, but they are much rarer than narratives written from a first- or third-person perspective.

You are not the kind of guy who would be at a place like this at this time of the morning. But here you are, and you cannot say that the terrain is entirely unfamiliar, although the details are fuzzy.

(Jay McInerney, Bright Lights, Big City)

The third-person point of view belongs to the person (or people) being talked about. The third-person pronouns include *he, him, his, himself, she, her, hers, herself, it, its, itself, they, them, their, theirs*, and *themselves*.

Examples:

Tiffany used her prize money from the science fair to buy herself a new microscope.

The concert goers roared their approval when they realized they'd be getting an encore.

You can't always rely on pronouns to tell you the perspective of a sentence. Not all sentences include pronouns, especially in the third person:

Mike always hated school.

But if you look at this sentence and think "*Mike isn't me,*" you can eliminate the first person. You can also think "*I'm not talking to Mike,*" so that eliminates the second person. You're left with the third person.

Plenty of stories and novels are written in the third person. In this type of story, a disembodied narrator describes what the characters do and what happens to them. You don't see directly through a character's eyes as you do in a first-person narrative, but often the narrator describes the main character's thoughts and feelings about what's going on.

Sam Vimes sighed when he heard the scream, but he finished shaving before he did anything about it.

(Terry Pratchett, Night Watch)

Most of the time when people talk about themselves, they speak in the first person. It would certainly be eccentric to talk about yourself in the third person all the time, but you may do it once in a while for comedic effect or to grab someone's attention.

The functional-semantic field of person is part of a large linguistic space that serves to designate and characterize a person. Any natural language is anthropocentric by its very nature, since it was created by man and for man. And it is therefore natural that the various aspects of characterizing a person, both at the lexical and grammatical level, occupy a large place in him.

Grammatical person is a semantic category that characterizes the participants of the designated situation in relation to the participants of the situation of speech - primarily to the speaker. Such an interpretation of the

semantic category of personality is based on the definition of a category of person proposed by P.O. Jakobson: "A person characterizes the participants of the reported fact in relation to the participants of the fact of the message. The 1st person indicates the identity of the participant of the reported fact with the active participant of the fact of the message, the 2nd person indicates its identity with the actual or potential passive participant of the fact of the message, i.e. with the addressee.

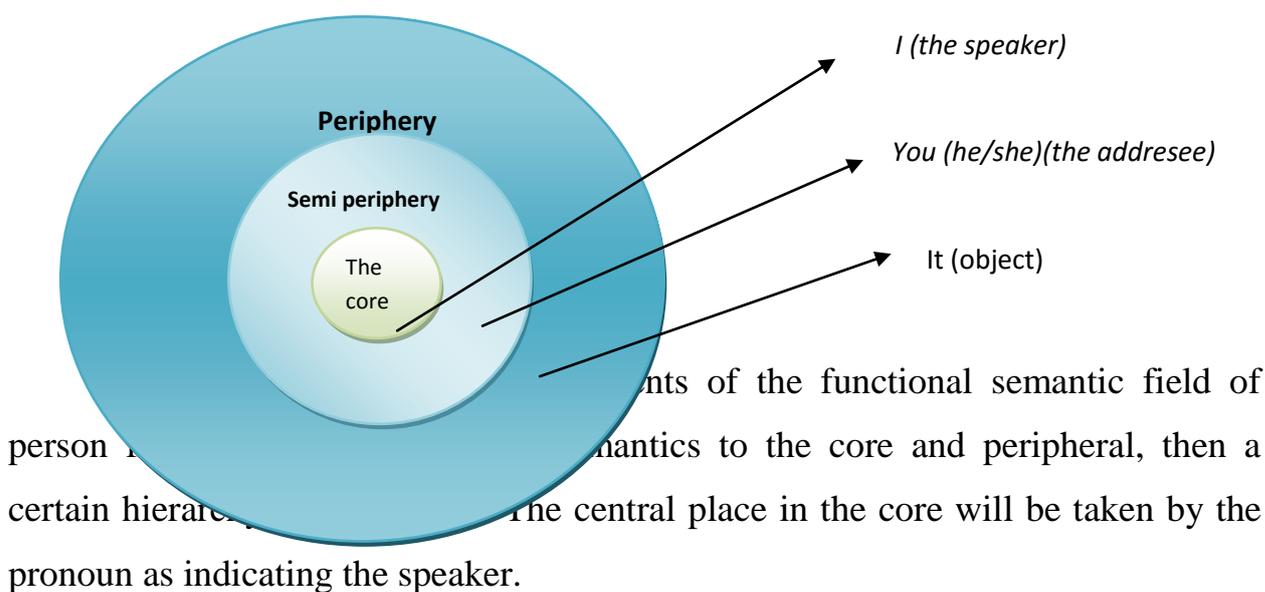
A functional semantic field of person is a grouping of multi-level (morphological, syntactic, lexical, and lexical-grammatical) means of language that serve to express different variants of attitude to a person. A functional semantic field of person is formed by a triad: the speaker - the listener (speech addressee) is the subject of speech.

Person in language is the grammatical distinction between the speaker (first person) the addressee (the second person) and other (third person.) As I mentioned in the first chapter of my work every language field is divided into the core (dominant meaning) and periphery (distant meaning). This theory has been investigated by numbers of linguist and typologists. But the theory itself was highly developed in works of V.G. Admoni, according to which the grammatical unit can have the core (center) and periphery.

The core is made up of optimally well-trained properties. The peripheral part consists of different sizes (sometimes referred to as one word or one form), one or two of the two specific features occupying a central place, or some of which are optional. Another linguist and typologist S. Rakhimov's scientific work "Речевая коммуникация и проблема деексиса в разносистемных языках" (1989) is dedicated to the comparative analyses of functional and semantic features of language fields. In his work he joins to the theory of field which was proposed by Admoni and Deyksis.). According to the author, micro field constituents may include word combinations, lexical, morphological and synthetic means. Typologist says, for example, that grammatical persons in English language can be expressed mostly with the help of pronouns.

From the standpoint of functional grammar, the center of functional semantic field of person is the speaker. “The anthropocentric principle of text organization, writes N.A. Slusarev, exploring the "category of person" from the standpoint of actual syntax, manifests itself in the speaker's ability to define himself in the categories of grammar - syntax and morphology, but in analytical English, not everything is so "simple" as in Russian, where, for example, I go (Иду) "gives a clear indication of the speaker".

In relation to him, the addressee of (you) is determined, as well as the persons participating or not participating in the act of speech and constituting its object (he, she). The systemic nature of the personality field implies the inclusion of not only indications of the persons themselves (I, you, he, she, we), but also the class of objects (it). “Attitude towards a person must be understood broadly, bearing in mind not only the intersection of the participants in the designated situation with the participants of the speech situation, but also attitude of the situation and its participants to the external environment. This environment includes both the persons themselves, in relation to whom there is the potential to participate in the speech act (when the person “he” or “she” is in the position of “I” or “you”), and objects belonging to the external “world” things.



The 2nd person corresponds to it (stylistically painted as an archaic or high thou pronoun neutral *you*). The nominative we, you (plural form) occupy a subordinate position, since each of them denotes a group of persons, which include, respectively, and you. “The nearest periphery of the semantics of personality (or, perhaps, an intermediate region between the center and the periphery - there are no sharp edges) is that semantics sphere of the 3rd person, which is related to indicating the person (s)”. With reference to English pronouns, we can speak of *he* and *she* as indicating respectively males and females. In this case, we prefer to assume that *he, she* is included in the core of the field of personality. Further from the central part there is a pronoun *they*, which acts as a substitute both in relation to personal nouns and, therefore, in relation to non-personal nouns. Thus, only in one of its functions - to replace the personal nouns of the plural - the pronoun they interact with the core of the field of grammatical person.

Thus, in the core of this field are personal pronouns as the main means of the English language, indicating the person in the act of speech, as a result of which this field is monopentric. At the same time, “a characteristic feature of the functional semantic field of person in languages of different types is the union and interaction in the center of the field of the grammatical category of a person's verb and pronoun”.

A **personal pronoun** is a short word we use as a simple substitute for the proper name of a person. Each of the English **personal pronouns** shows us the grammatical person, gender, number, and case of the noun it replaces. *I, you, he, she, it, we they, me, him, her, us, and them* are all **personal pronouns**. **Personal pronouns** are the stunt doubles of grammar; they stand in for the people (and perhaps animals) who star in our sentences. They allow us to speak and write with economy because they enable us to avoid repeating cumbersome proper nouns all the live-long day.

A personal pronoun can be in one of three “persons.” A **first-person pronoun** refers to the speaker, a **second-person pronoun** refers to the person

being spoken to, and a **third-person pronoun** refers to the person being spoken of. For each of these three grammatical persons, there is a plural as well.

Subject and Object Pronouns

Personal pronouns can be either subjects or objects in a sentence. Subject pronouns are said to be in the nominative case, whereas object pronouns are said to be in the objective case.

Person	Nominative	Objective
Firstsingular	I	me
Secondsingular	You	you
Thirdsingular	he, she, it	him, her, it
Firstplural	We	us
Secondplural	You	you
Thirdplural	They	them

The interrogative pronouns for all three persons are the same: *who* (nominative) and *whom* (objective). Many people get confused about when to use the interrogative objective pronoun *whom*, but it's quite easy to learn.

We use personal pronouns in place of the person or people that we are talking about. My name is Dilnoza but when I am talking about myself I almost always use "I" or "me", not "Dilnoza". When I am talking direct to you, I almost always use "you", not your name. When I am talking about another person, say Jasur, I may start with "Jasur" but then use "he" or "him".

Here are the personal pronouns, followed by some example sentences:

Number	Person	Gender	personal pronouns	
			subject	Object
Singular	1st	male/ female	I	Me
	2nd	male/ female	You	You

Number	Person	Gender	personal pronouns	
			subject	Object
	3rd	Male	He	Him
		Female	She	Her
		Neuter	It	It
Plural	1st	male/ female	We	Us
	2nd	male/ female	You	You
	3rd	male/ female/ neuter	They	Them

Examples (in each pair, the first sentence shows a subject pronoun, the second an object pronoun):

I like coffee. / John helped me.

Do you like coffee? / John loves you.

He runs fast. / Did Ram beat him?

She is clever. / Does Mary know her?

It doesn't work. / Can the man fix it?

*We went home. / Anthony drove **us**.*

Do you need a table for three? / Did John and Mary beat you at doubles?

They played doubles. / John and Mary beat them.

Most of the time when people talk about themselves, they speak in the first person. It would certainly be eccentric to talk about yourself in the third person all the time, but you may do it once in a while for comedic effect or to grab someone's attention.

In grammatical terms, first person, second person, and third person refer to personal pronouns. Each "person" has a different perspective, a "point of view," and the three points of view have singular and plural forms as well as three case

forms. Personal pronouns are so called because they are the pronouns to which the grammatical system of person applies.

Grammatical persons also frequently can be expressed with the help of verbs, sometimes nouns, and possessive relationships as well. These language units make up the periphery of persons micro field. The vast majority of verbs only conjugate for third-person singular subjects (e.g., he, she, and it) by taking the suffix “-s” or “-es.”

Every verb in English (except modal auxiliary verbs) conjugates for grammatical person. However, this conjugation only occurs in one specific instance: if the subject is singular and in the third person, and if the verb is in the present simple tense. If this is the case, we most often conjugate the verb by adding “-s” or “-es” to the end. In the first or second person in the present simple tense, we simply use the base form (bare infinitive) of the verb. For example:

“I want a soda.” (first-person singular, present simple tense)

“You want a soda.” (second-person singular, present simple tense)

“She wants a soda.” (third-person singular, present simple tense)

“They want a soda.” (third-person plural, present simple tense)

Note that this conjugation does not occur with the past or future simple tenses:

“I wanted a soda.” (first-person singular, past simple tense)

“You wanted a soda.” (second-person singular/plural, past simple tense)

“She wanted a soda.” (third-person singular, past simple tense)

“I will want a soda.” (first-person singular, future simple tense)

“You will want a soda.” (second-person singular/plural, future simple tense)

“She will want a soda.” (third-person singular, future simple tense).

As you know, most forms of the person of the English verb are homonymous; they differ in their grammatical meanings with the identity of the material form: / (*speak*) - *we (speak)* - (*you speak*) - (*they speak*). In Present Indefinite Active, only the 3rd person form has a clear opposition to this form: (*he, she, it speaks*).

Spelling conjugated verbs

As we've seen already, some verbs take "-s" or "-es" to conjugate for third-person singular subjects, depending on how they are spelled. Let's look at the rules that guide which kinds of verbs take which endings.

Add "-s"

The vast majority of verbs simply take the suffix "-s" onto the end of their base form, as in:

Baseform	Third-personsingular
I play	Sheplays
Theybreak	Itbreaks
Webuy	Hebuys
Youwrite	Theauthorwrites
I bake	Myfatherbakes
Theylie	Helies

Add "-es"

There are some verbs that already end in a **sibilant** sound (a sound like a hiss or buzz) created by the endings "-ss," "-z," "-x," "-sh," "-ch," or "-tch." Adding "-s" to the end would just elongate that sound in an odd way, so we add the suffix "-es" instead so that the sound is distinguished. Forexample:

Baseform	Third-personsingular
They catch	She catches
We mix	It mixes
I hush	He hushes
We pass	He passes
They quiz	The teacher quizzes
I approach	She approaches

We also *usually* add the “-es” suffix to verbs ending in a **consonant** + “-o,”

as in:

Baseform	Third Person Singular Present Tense
I go	Hego es
Wedo	Shedo es
Theyforgo	Heforgo es
Theyveto	Thecommitteeveto es
I lasso	Therancherlasso es
Youundo	Heundo es

However, verbs ending in a **vowel** + “-o” (such as *moo*, *boo*, *woo*, or *radio*) simply take the “-s” ending (*moos*, *boos*, *woos*, *radios*). *Solo* is unique in that it ends in a consonant + “o,” yet it also only takes “-s” for the third-person singular (*solos*).

Change “y” to “i” and add “-es”

If a verb ends in a **consonant** followed by “-y,” we conjugate by changing “y” to “i” and *then* adding “-es.” (Note that if “y” is preceded by a **vowel**, as in *play*, *buy*, *stay*, etc., then we simply add “-s” as usual.)

Baseform	Third-personsingular
Theycry	Hecri es
Wetry	Shetri es
Theyscurry	Itscurri es
Thedogs bury	Hebur ies
I fly	Thepilotfli es
I spy	Shespi es

Auxiliary verbs combine with the main verb of a clause to create a unique, specific meaning. There are three primary auxiliary verbs that can all conjugate to reflect tense and person: *do*, *have*, and *be*.

We use the verb *do* as an auxiliary when we want to ask questions or to make verbs negative. In the present tense in the third-person singular, we conjugate *do* into *does*. For example:

“Do you want any ice cream?” (second-person singular/plural)

“Does he want any ice cream?” (third-person singular)

“They don’t want any ice cream.” (third-person plural)

“She doesn’t want any ice cream.” (third-person singular)

The auxiliary verbs *have* and *be* are used to create the perfect, continuous, and perfect continuous forms of the past and present tenses. The main verb in these tenses will not conjugate for person, but, in certain cases, the auxiliary verbs can.

The present perfect and present perfect continuous tense both use the present-simple tense form of the auxiliary verb *have*, which conjugates as *has* in the third-person singular. For example:

Present Perfect Continuous Tense

“I have been working a lot lately.” (first-person singular)

“You have been working a lot lately.” (second-person singular/plural)

“He has been working a lot lately.” (third-person singular)

“They have been working a lot lately.” (third-person plural)

Present Perfect Tense

“I have eaten too much food.” (first-person singular)

“You have eaten too much food!” (second-person singular/plural)

“The dog has eaten too much food!” (third-person singular)

“The dogs have eaten too much food!” (third-person plural)

The present continuous and past continuous tenses, on the other hand, use the verb *be* as an auxiliary verb, and it conjugates in several ways according to person and tense:

Present Continuous Tense

“I am running out of time.” (first-person singular)

“We are running out of time.” (first-person plural)

“You are running out of time.” (second-person singular/plural)

“*He is running out of time.*” (third-person singular)

“*They are running out of time.*” (third-person plural)

Past Continuous Tense

“*I was running out of time.*” (first-person singular)

“*We were running out of time.*” (first-person plural)

“*You were running out of time.*” (second-person singular/plural)

“*He was running out of time.*” (third-person singular)

“*They were running out of time.*” (third-person plural)

Conjugating *be*

The verb *be* is known as a highly irregular verb due to the huge variation in how it conjugates for tense and person. Below are all the possible conjugations of the verb—eight forms in total!

Grammatical person	Base form	Past Tense Singular	Past Tense Plural	Past Participle	Present Tense Singular	Present Tense Plural	Present Participle
n/a	be			Been			Being
first person	be	I was	we were		I am	we are	
second person	be	you were	you were		you are	you are	
third person	be	he/she/it was	they were		he/she/it is	they are	

Be, like the verbs *have* and *do*, can be both an auxiliary verb and the main verb of a clause. As we saw above, when *be* functions as an auxiliary, it is used to create the past continuous and present continuous tenses; when it functions as a main verb, it is called a linking verb, meaning it connects a subject to a description rather than expressing a dynamic action.

We’ve already seen examples of *be* functioning to create the continuous tenses; now let’s look at some examples of how it functions as a linking verb.

*“I **am** 32 years old.”*

*“**Were** you cold last night?”*

*“It **was** very rainy in Ireland.”*

*“John **is** in the other room.”*

*“She **is** a bully.”*

*“They **are** a lost cause.”*

Note that we don't conjugate *be* into its past and present participle to reflect grammatical person; instead, they are used when *be* is functioning as the mainverb in the perfect or continuous tenses. For example:

*“I have **been** unwell lately.”*

*“You are **being** silly.”*

From the above mentioned analysis we can come to the conclusion that grammatical persons in modern English language can be mostly expressed with pronouns, verbs and nouns. In this case pronouns are the core of persons, verbs and nouns come as a periphery.

2.2. Research on functional semantic field of person in Russian language

Performing a communicative function, the language manifests itself in various forms of communication. Language always serves for the benefit of people, which speaks of the anthropocentric essence of language. The study of language as a means of communication in real functioning requires consideration of the problem of the human factor. One of the categories directly reflecting the connection of a language with a person is the category of personality, representing a person (individual) in all its variety of properties and characteristics in the process of life activity and interpreted as a multidimensional representation of a person in the language.

Functional-semantic field of personality by definition, A.V. Bondarko, is based on the semantic category of the same name, which qualifies as “a category that characterizes the participants of the designated situation in relation to the participants of the situation of speech - first of all the speaker”.

Means of expression in this category belong to different language levels: morphological, syntactic, lexical. All linguistic means expressing the meaning of relating the process to its carrier or giving one or another semantic characteristic of the carrier of the process are combined into one functional semantic category - the category of personality. The morphological category of a person's verb and personal pronouns constitute the core, the center of the functional-semantic category of person in the Russian language.

In Russian, past tense verbs do not express the meaning of a person without combining with personal pronouns, only verbs of present and future tense have a paradigm of personal endings in singular and plural numbers: *I говорю говорим пойду пойдём II говоришь говорите пойдёшь пойдёте III говорит говорят пойдём пойдут.*

The person of the producer of the action can also be expressed by personal pronouns. So in Russian, personal pronouns, used with past tense verbs or with nouns, indicate the producer of the action or the relatedness of the subject, concepts with the person: I said, you said, he said, we said, you said, they said or I am a writer you are a writer, he is a writer, we are writers, you are writers, they are writers. In such cases, the field of personality goes beyond the morphological covers and the syntactic level. The use of personal pronouns in the personal forms of verbs in the languages under consideration is optional, since the main function of expressing the meaning of a person is assigned to personal endings of verbs.

From the aforementioned, we have inquired about that fact that in English language grammatical person is expressed mostly in terms of pronouns. But the expression of the field of personality in the Russian language is determined by the verb conjugation forms, as well as the combination of personal pronouns with verbs.

Personal forms of the verb are used in two forms - singular and plural, and in three persons, the form of the 2nd person singular is out of use, instead of it they use the form of the 2nd person plural.

Speaking about the conjugation of the verb in the person and the forms with the subject sentence, it should be noted that in English the forms of the grammatical person and the forms of the verb are preserved only in a few cases, and very often the same form of the verb corresponds to different persons and forms. For example: *I see* -явижу, *you see* -тывидишь, *we see*- мывидим and so on.¹⁰

Therefore, in the English sentence, the person and the number to which the verb should be translated is determined by the subject, which is expressed in the 1st and 2nd persons by a personal pronoun, and in the 3rd person by both a pronoun and a noun.

It must be noted that in English, personal pronouns that perform the function of the subject are never omitted, since their absence will not allow one to determine the person and number of the verb-predicate in a sentence.

In Russian, they are often omitted, since the person and number can be easily determined by the end of the predicate himself.

For example:

What will they do tonight? Что они будут делать сегодня вечером?

They will go to the cinema. Они пойдут в кино. или Пойдут в кино. (this variation can be in Russian language).

In the Russian version of the answer 'Пойдут в кино' - the omitted subject "Они"(they) is easily guessed in the form of the verb and therefore, as a rule, is not pronounced. If in English to say: "Will go to the cinema" (without "They"), the omitted subject cannot be determined by the predicate will go, since other personal pronouns are consistent with this form of the verb: **he will go** - он пойдёт; **you will go** - ты пойдёшь; **we will go** - мы пойдём and etc.

This example can give us grounds that in Russian language, in the contrast to English language, person is expressed by verbs rather than pronouns. Therefore,

¹⁰ <https://www.grammarly.com/blog/verb-conjugation/>

verbs and their forms determine grammatical person and make up the core of micro field of person. Further, we will analyze other examples that can prove this fact.

As in Russian, English verbs have two numbers: singular and plural, and three persons: first person (*я/мы*), second person (*ты/вы*) and third person (*он/она/оно/они*).

But unlike Russian language, in English the number and person of a verb can be expressed only in certain cases. For example, one of these cases: the 3rd person singular of the present time can be determined by ending the -s (-es):

I watch a movie. He watches a movie.

And here is not without exception. We have modal verbs in English language to which the ending -s / -es cannot be added.

I can swim.

She can draw.

We can speak English.

They should come on time.

After each modal verb an infinitive form of verb comes. Therefore, we can't determine the person without pronouns when there is a modal verb.¹¹

But in Russian language even modal verbs have their ending forms:

Я умею

Ты умеешь

Она, он, оно умеет

Мы умеем

Они умеют

Вы умеете and etc.

In Russian language first conjugation verbs form their present tense by dropping the last two letters of the infinitive, and adding the following endings:

	SINGULAR	PLURAL
--	-----------------	---------------

¹¹ <https://www.grammarly.com/blog/verb-conjugation/>

<i>1st person</i>	-ю	-ем
<i>2nd person</i>	-ешь	-ете
<i>3rd person</i>	-ет	-ют

Examples:

чита-ть (toread)		красне-ть (blush)	
я читаю		я краснею	
ты читаешь		ты краснеешь	
Он	Читает	Он	Краснеет
Она		Она	
Оно		Оно	
мы читаем		мы краснеем	
вы читаете		вы краснеете	
они читают		они краснеют	

Second conjugation verbs form their present tense by dropping the last three letters of the infinitive, and adding the following endings:

	SINGULAR	PLURAL
<i>1st person</i>	-ю (у)	-им
<i>2nd person</i>	-ишь	-ите
<i>3rd person</i>	-ит	-ят (-ат)

Examples:

говор-ить (to speak)		молч-ать (to keep silent)	
я говору		я молчу	
ты говоришь		ты молчишь	
Он	Говорит	Он	Молчит
Она		Она	
Оно		Оно	
мы говорим		мы молчим	
вы говорите		вы молчите	
они говорят		они молчат	

Because of the spelling rule, after **ж, ч, ш, щ**, the first person singular ends in **-у**, and the third person plural ends in **-ат**.

An irregular verb does not form its present tense according to the rules given above. Principal rules governing the formation of the irregular present tense are as follows:

1. Verbs ending in -вать, preceded by да, зна, or ста, drop ва:

давать (to give):	даю, даёшь... дают
признавать (to admit):	признаю, признаёшь... признают
вставать (to get up):	встаю, встаёшь... встают

This does not apply to other verbs in **-вать** not preceded by **да, зна, or ста**:

плавать (to swim):	плаваю, плаваешь... плавают
---------------------------	-----------------------------

2. Most verbs ending in -овать or -евать form their present tense with the stem ending in -у or -ю:

рисовать (to draw):	рисую, рисуешь... рисуют
горевать (to grieve):	горюю, горюешь... горюют

жевать (tochew):	жу <u>ю</u> , жу <u>ё</u> шь... жу <u>ю</u> т
------------------	---

A few of these verbs do not undergo any change; they have the same stem in the infinitive and in the present.

одевать (todress):	одеваю, одеваешь... одевают (andtherelated надевать, переодевать , etc.)
здороваться (togreet):	здоровуюсь, здороваешься... здороваются
уповать (tohope):	уповаю, уповаешь... уповают

3. Second conjugation verbs with a stem ending in a labial (**б, в, м, п, ф**) insert **л** in the present tense, first person singular.

любить (tolove):	люб <u>л</u> ю, люби <u>ш</u> ь... любя <u>т</u>
ловить (tocatch):	лов <u>л</u> ю, лови <u>ш</u> ь... ловя <u>т</u>
кормить (tofeed):	корм <u>л</u> ю, корми <u>ш</u> ь... кормя <u>т</u>
торопить (tohurry):	тороп <u>л</u> ю, торопи <u>ш</u> ь... торопя <u>т</u>
графить (toline):	граф <u>л</u> ю, графи <u>ш</u> ь... графя <u>т</u>

Four verbs of the first conjugation insert an **л** after a labial – and this for *all* persons:

дремать (todoze):	дрем <u>л</u> ю, дремл <u>е</u> шь... дремл <u>ю</u> т
колебать (tosway):	колеб <u>л</u> ю, колеб <u>л</u> ешь... колеб <u>л</u> ют
сыпать (tostrew):	сып <u>л</u> ю, сыпл <u>е</u> шь... сыпл <u>ю</u> т
трепать (totouse):	треп <u>л</u> ю, треп <u>л</u> ешь... треп <u>л</u> ют

4. Many verbs undergo a mutation of consonants from the infinitive to the present. The last consonant of the infinitive stem changes as follows:

- **д, з, г** – change to **ж**

- **к, т** – change to **ч**
- **с, х** – change to **ш**
- **т, ст, ск** – change to **щ**

The mutation of consonants takes place in the first person singular of second conjugation verbs. It takes place in all persons of first conjugation verbs.

Examples:

Second Conjugation:

ходить (to go, to walk):	хожу, ходишь... ходят
платить (to pay):	плачу, платишь... платят
грустить (to be sad):	грущу, грустишь... грустят
носить (to carry; to wear):	ношу, носишь... носят

First Conjugation:

искать (to look for):	ищу, ищешь... ищут
плакать (to cry):	плачу, плачешь... плачут
писать (to write):	пишу, пишешь... пишут
прятать (to hide):	прячу, прячешь... прячут
резать (to cut):	режу, режешь... режут
сказать (to say, to tell):	скажу, скажешь... скажут

First conjugation verbs ending in **-чь** undergo a mutation of consonants according to the following pattern:

INFINITIVE	1st person singular and 3rd person plural	other persons
-чь	г + characteristic ending	ж + characteristic ending
-чь	к + characteristic ending	ч + characteristic ending

Examples:

моч <u>ь</u> (tobeable):	мо <u>г</u> у, мо <u>ж</u> ешь, мо <u>ж</u> ет, мо <u>ж</u> ем, мо <u>ж</u> ете, мо <u>г</u> ут
печ <u>ь</u> (tobake):	пе <u>к</u> у, печ <u>ь</u> шь, печ <u>ь</u> т, печ <u>ь</u> м, печ <u>ь</u> те, пе <u>к</u> ут

The endings of irregular verbs are:

Group A.

	SINGULAR	PLURAL
<i>1st person</i>	-ю	-ем or -ём
<i>2nd person</i>	-ешь or -ёшь	-ете or -ёте
<i>3rd person</i>	-ет or -ёт	-ют

Group B.

	SINGULAR	PLURAL
<i>1st person</i>	-у	-ём or -ем
<i>2nd person</i>	-ешь or -ёшь	-ёте or -ете
<i>3rd person</i>	-ёт or -ет	-ут

The unstressed **-e** ending prevails in group A. The stressed **-ë** ending prevails in group B:

Examples:

рисов <u>а</u> ть (todraw):	рису <u>ю</u> , рису <u>е</u> шь... рису <u>ю</u> т
мы <u>ю</u> ть (towash):	мо <u>ю</u> , мо <u>е</u> шь... мо <u>ю</u> т
жд <u>а</u> ть (toawait):	жду <u>ю</u> , жд <u>е</u> шь... жд <u>у</u> т
бр <u>а</u> ть (totake):	бер <u>у</u> , бер <u>е</u> шь... бер <u>у</u> т

Second Conjugation

The endings of irregular verbs are:

	SINGULAR	PLURAL
<i>1st person</i>	-ю or -у	-им
<i>2nd person</i>	-ишь	-ите
<i>3rd person</i>	-ит	-ят

Examples:

гнать (to chase):	гоню, гонишь... гонят
спать (to sleep):	сплю, спишь... спят
лететь (to fly):	лечу, летишь... летят
ходить (to go, to walk):	хожу, ходишь... ходят

The mutation of consonants in the second conjugation verbs takes place in the first person singular only; hence the endings **-у** in the first person singular and **-ят** in the third person plural in the last two examples. These verbs should not be confused with regular ones, such as **кричать: кричу, кричишь... кричат** where there is no mutation of consonants.

The following verbs have characteristic endings of both conjugations:

бежать (to run):	бегу, бежишь, бежит, бежим, бежите, бегут
хотеть (to want, to wish):	хочу, хочешь, хочет, хотим, хотите, хотят

To these may be added the two following verbs which have **а** or **е** in the stem:

дать (to give):	дам, дашь, даст, дадим, дадите, дадут
есть (to eat):	ем, ешь, ест, едим, едите, едят

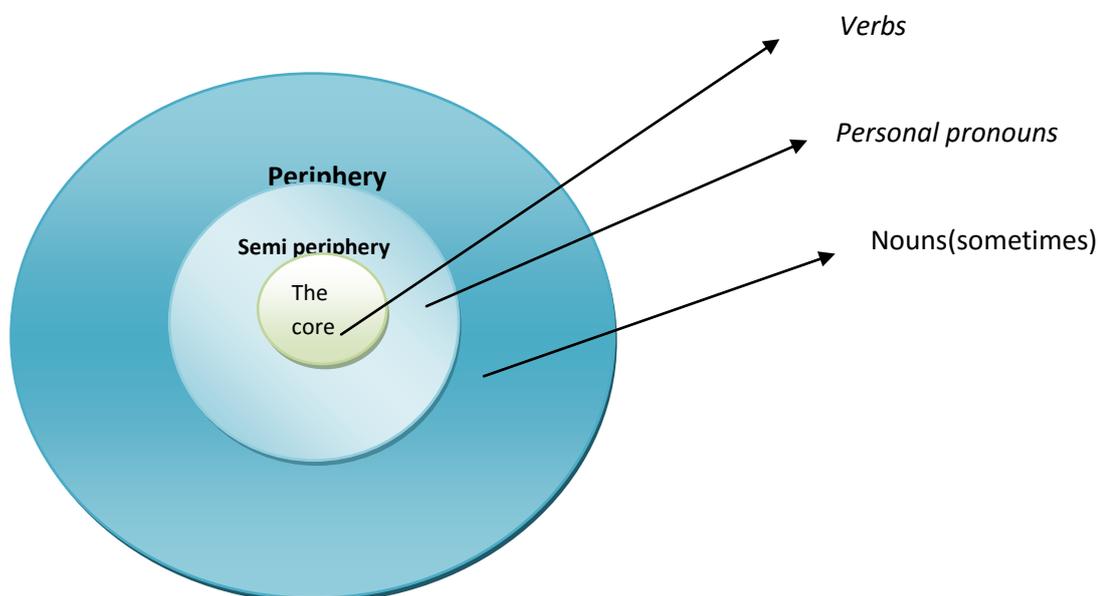
together with verbs of the same root: **здать** – to assign; **создать** – to create; **надоест** – to annoy, to bother.

The second person is sometimes used in rather indefinite or impersonal phrases.

In the singular it may refer to the speaker or to the person addressed:

<p>Мне не нравится, как он говорит: слушаешь, слушаешь и ничего не понимаешь.</p>	<p>I don't like the way he speaks: one listens, and does not understand anything.</p>
<p>Любишь кататься – люби и саночки возить.</p>	<p>If you like to ride, you'd better like to pull the sleigh.(<i>proverb</i>)</p>

Analyzing and comparing the both languages we can come to conclusion that in Russian language verbs can make up the core of grammatical persons' micro field.



Conclusions to the chapter:

In the chapter constituents of micro field of category of person in Russian and English are studied comparatively. In the process of comparing it turned out that personal pronouns in English language make up the core of the field and then verb forms makeup the periphery of it. Controversially, the micro field of person in Russian language consists of verbs as a dominant and personal pronouns as a periphery.

CHAPTER III. The role of field theory in teaching English language for language learners.

3.1 Vocabulary teaching through semantic field.

Vocabulary is one of the important elements in a language. English language is no exception. The efficiency of vocabulary learning greatly determines the success of language learning. English words are over a million in number and they constitute the core of language learning. The size of one's vocabulary directly affects the development of his/her linguistic competence. Therefore, the first task of vocabulary instruction is to enlarge learners' vocabulary.

Thus lots of vocabulary learning strategies have been recommended. However, the most systematic and scientific strategy should be the one based on semantic field theory. This chapter studies English vocabulary learning based on semantic field theory.

Vocabulary is an indispensable part of language and it is of vital importance for second language learners. Wilkins (1972) points out: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Vocabulary teaching has experienced several stages characterized by grammatical-translation method, audio-lingual method and communicative teaching method before obtaining great attention from second language teachers and researchers finally.

Even in our first language we are continually learning new words and new meanings for old words, let alone second language learning. Second language learners must learn thousands of words that speakers and writers of English use before they communicate smoothly with native speakers. Otherwise, learners may experience the following bewilderment: in language input, learners may confront words that are totally unfamiliar to them, or that are being used, according to their understanding, in novel or obscure ways; learners may meet concepts that are simply not represented by words in their first language; in language output, learners may not find the right words to fit the intended meaning or confuse one

word with another. Vocabulary teaching has not always been very responsive to the above mentioned problems.

What has now come to be known as the theory of semantic fields or field-theory was first put forward by a number of German and Swiss scholars in the 1920s and 1930s: notably Ipsen (1924), Porzig (1934) and Trier (1934). Here we will restrict our attention for the most part to Trier's version of field-theory, which is, according to Ullmann, widely and rightly judged to have "opened a new phase in the history of semantics". Trier's field-theory is used to illustrate a linguistic field composed of a list of incompatible words referring to items of a particular class.

According to this theory, we can further draw another two points:

- Some words could form a semantic field under a common concept. For example, under the concept of "animal", the following such as cat, dog, horse, tiger, elephant, etc., can form a semantic field.

- The meanings of words in the same semantic field are interdependent and underdetermined. Thus, in order to determine the meaning of a certain word, we should first be aware of the relation with other words and its position in the semantic field. Take "Kinship" as an example, father, mother, grandfather, grandmother, brother, sister, cousin, nephew, etc., form a semantic field. If we want to know the meaning of "cousin", we should be clear about the relationship between cousin and other relatives. Moreover, we must also know the position of "cousin" in the field.

Semantic field theory is one of the most important achievements in modern semantic studies. According to this theory, we understand that words in language are self-systematic although the number is very large.

In the class, I used the semantic field theory in vocabulary teaching, which includes hyponymy, synonym, antonym, and homonymy build semantic network between new words and known words. Semantic field theory can provide a theoretical basis for vocabulary teaching. I guided the students to understand, digest, and memorize the words in the corresponding semantic field. This teaching

method also can help students to overcome some difficulties in their vocabulary learning.

Here is a sample lesson in the class:

- I. Teaching aims and demands
 - a. (1) Learn about understand friendship.
 - (2) Learn about the criteria for making friends.
 - (3) Learn about how to describe friends.
 - b. Learn some useful words and sentences:
 - (1) Trust, respect, affection, virtue, enjoyment, laughter
 - (2) Life without a friend is death.
 - (3) A hedge between keeps friendship green.
 - (4) They look different, but they are good friends.
 - c. Describe people's appearances:
 - d. Describe people's clothes:
 - (1) Color
 - (2) Size
 - (3) Material
 - e. Describe people's character:
 - f. Describe people's hobbies:

II. Teaching aids

Word cards/blackboard/pictures/multi-media

III. Teaching Plan Step I. warming up

a. Leading in by free talk with the students:

T: Who is the impressive person in your mind?

S: My bosom friends.

T: What impressed you most?

S: His character.

T: What is his character?

S1: He is optimistic.

S2: He is considerate.

Using the conversations like that to teach students more words such as introverted, extroverted, talkative, incommunicative, sociable, pessimistic, boastful, open-minded, sympathetic, generous, tolerable, confident, intelligent.

Show students the power point of other words to describe persons.

For example, if we want to express one's hobbies, we can say he or she likes photography, philately, hand-embroidery, traveling, bird-watching, sewing and playing the flute etc. Through this way, we can help the students build a semantic field about the words to describe others, and design the chart about these words to help students understand the relations between these words. And then teacher shows the semantic field about words to describe persons through power point.

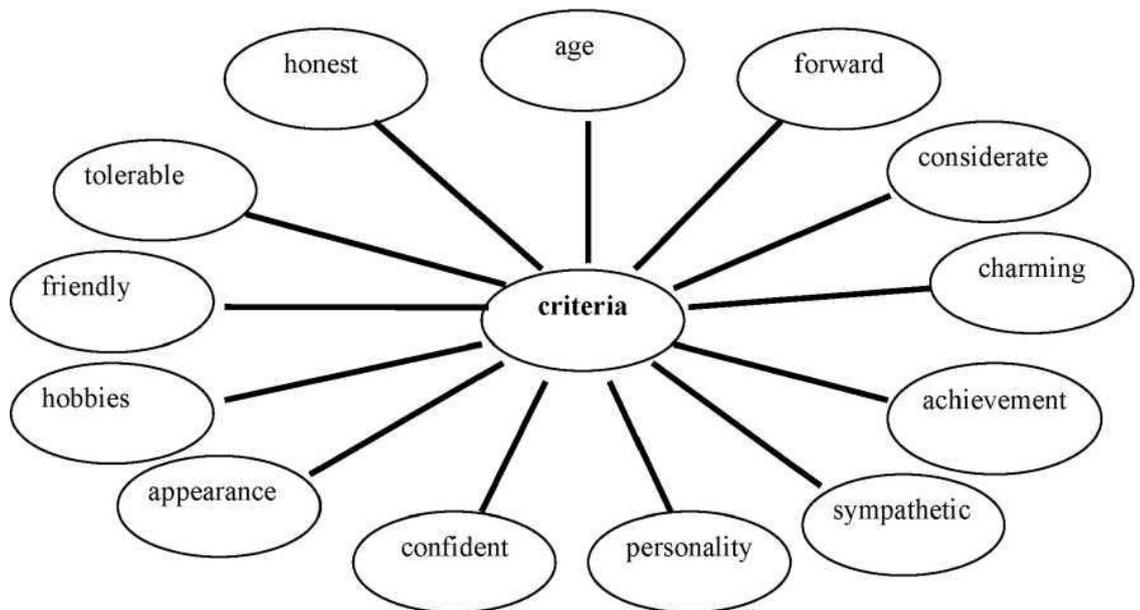


Figure 1. The criteria for making friends

Figu	Stat	hair	hair	shape	Comple
Over	Tall	Dark	long	Oval	Fair
thin/	Shor	Red	short	narrow	Pale
Plum	Stra	Black	Straig	chubby	Tan
Slen	Sma	aubur	curly	square	Dark
Slim	Med	brown	Ponyt	Bony	Yellow
Fat		Blond	pigtail		White
		Grey	Baldh		
			crew		

Step II. Practice

S1: Who is he in the picture?

S2: He is one of my friends.

S1: Why do you choose him as your friend?

S2: He is optimistic.

S1: What is his figure?

S2: He is fat.

S1: And how about his stature?

S2: He is medium height.

Step III. Home work

1) Remember the words to describe others.

2) Make up a new dialogue about tell others one of your friends.

Try to write a short passage to describe your family members.

Most of the students believe that the semantic field could help them improve their reading ability, basic knowledge, writing ability, and their ability of vocabulary acquisition.

The student's vocabulary directly affects the development of one's linguistic competence. Therefore, the primary task of vocabulary instruction is to enlarge learner's vocabulary. In English class, vocabulary learning is an extremely complex process which covers many aspects of English, such as semantic, lexical, syntactic, and sound. If the students cannot master vocabulary, which will affect their learning results. So the in-depth comprehension of semantics can help students to master words, help them gain an insight into the implication lexical and collocation relations of the words system, and enhance their ability of synonym discrimination and improve their ability of using language and communication.

Teachers also can make use of the semantic field theory to assist the students to learn vocabularies dimensionally so that the students' willingness to learn can be promoted and the effectiveness of vocabulary learning can be reinforced.

3.2 Teaching techniques on theme "Pronouns" for ESL students.

Teaching pronouns is an important part of teaching English because they are an integral part of our language. Consequently, it is common to teach pronouns

at quite a low level, when learners have a basic understanding of the parts of a sentence but are still learning to deal with more complex sentence structures.

The first step in teaching pronouns is to highlight the differences between the pronouns: male, female, neutral, 1st, 2nd and 3rd person, singular and plural. This can be done by showing simple sentences the learners can understand and substituting the nouns with the pronouns.

For example:

David is a teacher. > He is a teacher.

Sarah has brown hair. > She has brown hair.

This is a book. The book is blue. > It is blue.

The next step is to focus on subject versus object pronouns. This can again be done by substituting the pronouns for nouns in example sentences. Highlight the fact that these pronouns are different because they are replacing the objects of the sentences, not the subjects.

For example:

Tracy gave Alex a book. > Sarah gave him a book.

The teacher spoke to me and Jennifer. > The teacher spoke to us.

I asked Thomas and Louise a question. > I asked them a question.

Finally, it is necessary to complete the process by introducing possessive pronouns in the same manner.

For example:

This is Sarah. This is Sarah's book. > This is her book.

Pronouns can be easily overlooked in ESL, especially when it comes to introducing all the various pronoun types that are crucial for filling out your students' vocabulary and general understanding of how the language works.

As an ESL teacher, we need to go into depth when discussing pronouns with our students, adding more than the usual suspects (personal pronouns), and crafting grammar-heavy lesson plans that are still fun and appealing.

First, let's take a quick look at what a pronoun really is. A pronoun is essentially a replacement word for the many wonderful nouns we use in the English language.

We can think of them as the back-up quarterback doing the job of the star quarterback. This is a great general metaphor to convey what a pronoun is to your students. You can use soccer or the other kind of football, depending on where you're teaching English when discussing pronouns.

The noun is the main or star player and the pronoun is the subbed-in player which fills in from time to time during the match.

Pronouns refer to nouns previously mentioned in the same sentence or a sentence used earlier in speech or writing. When we replace a word with a pronoun, the word becomes an **antecedent**.

Pronouns allow your students to introduce a noun and then replace it to avoid repeating the noun over and over. This technique adds flow and will help your students write or speak more naturally, like native English speakers.

The various types of pronouns can be surprising or confusing to your students, so taking it slow and covering one pronoun type at a time will prove most useful for their overall comprehension.

Here are the pronouns we'll cover in more detail:

- Personal
- Demonstrative
- Indefinite
- Intensive
- Reflexive
- Relative

When teaching pronouns, we can add a lot of great ESL sub-skills into your lesson plan. Students will discover the usefulness of pronouns in writing and speaking, which will allow them to build confidence and grow.

It's always an excellent plan to add as much communicative learning into a grammar lesson as possible. This will keep your students engaged in the new

material throughout the lesson, since any mention of grammar can easily turn their attention elsewhere.

Personal pronouns are those that refer to people, places, things, and ideas. Personal pronouns are some of the first words ESL students learn because they are so frequent and important in **speaking and understanding English**. Personal pronouns can be divided up into two major categories. Some personal pronouns are subject pronouns (*I, we, you, he, she, it, they*) while others are object pronouns (me, us, you, him, her, it, them). It is important for ESL students to know the difference between subject and object pronouns. Subject pronouns function as the subject of the sentence. Object pronouns function as the object of a verb or a preposition. It is not uncommon, particularly when a pronoun is the object of a preposition, for students to incorrectly use a subject pronoun. In fact, native speakers do it, too. One particularly confusing use of subject and object pronouns comes when they are part of a compound subject (or object). Because they are linked with another noun in a compound subject, it is easy to accidentally choose the correct pronoun. Example: *Alison and I will have chemistry together next year.*

Demonstrative pronouns are used to shed light on people, things, animals, places, thoughts and/or ideas.

The list of demonstrative pronouns is short and this material can be used in one lesson or along with another pronoun lesson.

Demonstrative pronouns include **this** and **that** (singular) as well as **those** and **these** (plural). It is important to show your students the correct times to use the plural demonstrative pronouns, as misunderstanding this point is a common problem for ESL students.

A great way to teach demonstrative pronouns is to focus on the near vs. far aspect associated with them. Using “this” refers to something near, and “that” refers to something farther away. For this lesson, you’ll need to make use of your whole classroom.

The best way to keep things organized is to use the same objects throughout the activity. This helps to avoid confusion. You may have to bring in material from

home, so make sure to plan ahead. Using cups of different sizes, shapes and color gives you the option to incorporate adjectives into this lesson after your students understand the main concept.

Here is an outline of this activity:

1. Place one cup in front of you and another cup on a desk across the room.
2. Ask the students what you have in front of you. They will of course reply, “A cup.”
3. You will reply with, “Yes, **this** is a cup.”
4. Ask the students what is on the desk across the room. They will reply, “A cup.”
5. You will tell them, “Great, **that** is a cup.”
6. After your demonstration, you can highlight the importance distance plays when using the demonstrative pronouns “this” and “that.”

For the demonstrative pronouns “these” and “those,” just add more cups to your demonstration and your students will immediately pick up on the concepts. Incorporating adjectives is a great way to get more communicative learning going.

Pair up your students and have them write about the different cups or cup near them and away from them as you mix and match your visual aids.

Reflexive pronouns include the same words as intensive pronouns but are used a little differently: **Himself, herself, itself** and **themselves** are all reflexive pronouns as well as intensive pronouns.

However, the difference between the two is that reflexive pronouns are not used for emphasis. Reflexive pronouns are U-turn pronouns, pointing the audience back to the object of the sentence. They can be a little confusing for your students at first, but practicing them along with intensive pronouns will help immensely with comprehension.

Here are a few reflexive pronoun sentence examples:

I bought myself a new car.

She treated herself to some ice-cream.

He scolded himself for sleeping in.

Reflexive pronoun activities can be easily built into your intensive pronoun lesson plan and taught in the same way. Take the opportunity to discuss the differences between the two, and your students will have a clear understanding of how to use their newly discovered pronouns effectively.

Relative pronouns are the that, who, whom, which and whose of pronouns and they are important in a few ways. Relative pronouns are connectors or introducers. They introduce a relative clause in a sentence and connect the clause to a noun. There are subjective relative pronouns like “who,” objective relative pronouns like “whom” and possessive relative pronouns like “whose.”

When teaching relative pronouns, you want your presentation to be very clear and concise. You may want to develop a warm-up exercise to get your students loosened up and ready to begin more challenging relative pronoun activities. Introduce each relative pronoun by writing it on the board, touching on pronunciation and giving examples of how it’s used.

I recommend splitting this relative pronoun activity into two parts: You can introduce the activity as a single student exercise and then develop it into a pair exercise to get some communication going among your students:

1. Put together a worksheet that has 10 to 20 sentences using the various relative pronouns in them. Let your students work through the worksheet, circling the relative pronouns they find and asking you questions as they arise.

2. For a wonderful pair exercise that will allow your students to collaborate, you will give student A a worksheet with the first half of sentences and student B a worksheet with the second halves of sentences. They will then discuss how to put together each sentence by finding the correct relative pronoun.

Here’s an example:

Student A: I am not sure...

Student B: ...bag that is on the bench.

A relative pronoun that links the two halves together could be the possessive relative pronoun **whose**.

They will need to work together to choose a relative pronoun to piece together the sentence. This activity will challenge your students to communicate effectively while building their relative pronoun skills.

Whether it's personal pronouns, intensive pronouns or any of the others, always keep in mind your students' engagement with the material.

Communicative learning is an exceptional way to build student enthusiasm for new material and you can always add a few ESL sub-skills to keep them growing in other areas as well.

When your lesson plan is well-developed and interactive, learning pronouns (or any grammar) can be fun and exciting.

Conclusions to the third chapter:

Vocabulary is one of the important elements in a language. English language is no exception. The efficiency of vocabulary learning greatly determines the success of language learning. English words are over a million in number and they constitute the core of language learning. Thus lots of vocabulary learning strategies have been recommended. However, the most systematic and scientific strategy should be the one based on semantic field theory. This chapter studies English vocabulary learning based on semantic field theory. Meanwhile, the characteristics of each semantic field are summarized during the illustration, which include hierarchy, transitivity, crisscross, relativity.

Conclusion

The universal functional-semantic category of person, which plays an important role in the formation of the predicative core of the sentence, as well as the realization of the communicative potential of an individual utterance and text, deserves interest from modern linguistics, in particular, functional grammar, a feature of which is a multi-level approach to the study of grammatical phenomena.

In this dissertation, based on the use of functional grammar methods, the category of a person is considered from the point of view of its actualization in the system of a functional semantic field at the utterance level. Features of the category of person in the language are manifested at all levels of the grammatical system - in morphology, syntax, and vocabulary.

From the central means of expressing the category of person, morphological means occupy a priority place — affixes of the person and pronouns that perform an important deixic function in the sentence. As a periphery of a person in Russian language can have all verb forms and nominal parts of speech. They determine the relationship between subject and predicate, i.e. are in the position of the syntactic center of the sentence.

The nominal predicate is also included in the circle of semi periphery means of expression of person as well as the verbal predicate, since the predication with the name is carried out on the basis of the categories of time, modality and person.

The center of the field of personality also includes nuclear lexical means of expressing personality - personal and reflexive pronouns. The use of personal pronouns in the presence of personal forms is optional, their absence does not affect the grammatical meaning of the sentence, but they can give a certain color to the statement, in different contexts they can acquire special expressive shades of meaning. In sentences where the person's face is not labeled with personal affixes, their use is mandatory from a grammatical point of view and serves as an analytical means of expressing the personality of the sentence. The presence in the sentence of personal-reflexive pronouns is mandatory if the personal-reflexive

pronoun is used in the sentence with a special modal shade of meaning, since these pronouns in certain contexts can have different special meanings.

The sphere of meaning of the category of person in English and Russian languages includes: 1) personal pronouns, the meanings of which are a direct indication that the participant in the situation they designate is identical to one or another participant in the speech act; 2) a system of personal verb indicators that indicate that the actant (s) of the verb are identical to one or another participant in the speech act; 3) the system of personal name forms, which shows that a particular participant in the reported situation belongs to one or another participant in the speech act or is part of it; 4) a system of demonstrative pronouns (and other classes of words) that indicate that a given participant in a situation is somehow located in space relative to a participant in a speech act.

The person of the performer of an action can be expressed not only in personal forms of the verb, but also in non-personal forms - participles, verbal manifestations, action names. Each of these parts of speech within the framework of the functional-semantic field of person has its own specific expression personal semantics. The participles do not contain the morphological parameters of the person. The performer of the action in them is expressed in a syntactic way. Verbal adverbs cannot always be replaced by personal verb forms, as they are carriers of adverbial semantics.

Bibliography

- 1 Ўзбекистон Республикасининг “Давлат тили ҳақида”
(янги таҳрирда) қонуни // Халқ сўзи. – Тошкент, 2005. – 29 декабрь.
- 2 Ўзбекистон Республикасининг Конституцияси. – Тошкент: Ўзбекистон,
2008. – Б. 7.
- 3 Маъруфов З.М. Ўзбек тилида сифатларнинг қиёсий даражалари // Ўзбек
тили грамматикасидан материаллар. Ўзбекистон Фанлар академияси Тил ва
адабиёт институти асарлари. – Тошкент, 2004; Бозоров О. Ўзбек тилида
даражаланиш: Филол. фанлари д-ри ... дисс. автореф. – Тошкент, 2007.
- 4 Ipsen G. Der alte Orient und die Indogermanin // Festschrift für Wortstchreiberg.
– Heidelberg, – 102 s.
- 5 Trier J. Einleitung // Der deutsche Wortschatz im Sinnbezirk des Verstandes. –
Heidelberg, 2001. – 187 s.
- 6 Porsig W. Das Wunder der Sprache. – Bern. – 67 s.
- 7 Weisgerber L. Grundzuge der Inhaltsbezogenen Grammatik. – Dusseldorf., – 77.
- 8 Бондарко А. В. Грамматическая категория и контекст. – Л.: Наука., – 116 с.;
Шу муаллиф. Теория морфологических категорий. – Л.: Наука., – 256 с.; Шу
муаллиф. Принципы функциональной грамматики и вопросы аспектологии.
– Л.: Наука, 2003. – 208 с.; Шу муаллиф. Функциональная грамматика. – Л.:
Наука, 2004. – 136 с.
- 9
10 Кузнецов А.М. Поле / Лингвистический энциклопедический словарь. –
М.: Советская энциклопедия, 2000. – С. 380-381.
- 10 Покровский М. М. Избранные работы по языкознанию. – М.: Наука, 2004. –
382 с.
- 11 Апресян Ю.Д. Дистрибутивный анализ значений и структурные
семантические поля // Лексикографический сборник. Вып. V. – М., 2002. –
С. 52–72; Караулов Ю.Н. Общая и русская идеография. – М.: Наука, 1976;
Уфимцева А. А. Теории «семантического поля» и возможности их
применения при изучении словарного состава языка // Вопросы теории
языка в современной зарубежной лингвистике. – М.: Наука, 2001. – С. 30–64.

- 12 Искандарова Ш. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони): Филол. фанлари д-ри ... дисс. автореф. –Т., 2000; Абдувалиев М. Тўсиқсизлик майдони ва уни ташкил этувчи синтактик бирликлар //
- 13 Мадраҳимов А. Ўзбек тилида сифат ва янги ясалган сифатлар масаласига доир // Серия общественных наук. – Ташкент, 2007. – № 1. – С. 41-47; Маъруфов З. М. Ўзбек тилида сифатларнинг қиёсий даражалари // Ўзбек тили грамматикасидан материаллар. Ўзбекистон Фанлар академияси Тил ва адабиёт институти асарлари. – Тошкент, 2009. – К. 1. – Б. 131–143.
- 14 Маъруфов З. М. Ўзбек тилида сифатларнинг қиёсий даражалари / Ўзбек тили грамматикасидан материаллар. Ўзбекистон Фанлар академияси Тил ва адабиёт институти асарлари. – Ташкент, 2001 Мадраҳимов А. Прилагательные новообразования в современном узбекском языке: Дисс. ... канд. филол. наук. – Ташкент, 2005; Содиқова М. Ўзбек тилида ранг-тус билдирувчи сифатлар: Филол. фанлари номзоди ... дисс. – Тошкент, 1963; Ҳамдамова И. Ўзбек тилида сифатларнинг маъно турлари ва уларнинг ўзбек тили изохли луғатида берилиши: Филол. фанлари номзоди ... дисс. – Тошкент, 1964; Гиясов С. Семантическая структура и компонентный анализ качественных прилагательных узбекского языка: Дисс... канд. филол. наук. – Ташкент, 1983; Исхаков Ф. Г. Имя прилагательное. – М.: Ист.-срав.грам.тюрк.яз., 2007. II. – С. 143–145; Қўлдошев М. Ҳозирги ўзбек тилида сифат ясовчи маҳсулдор аффикслар: Филол. фанлари номзоди ... дисс. – Тошкент, 1994; Ким Бьёнг Иль. Семантико-грамматические и стилистические особенности однокоренных прилагательных с различной аффиксальной частью в современном узбекском языке: Дисс. ... канд. филол. наук. – Ташкент, 2000; Мамаражабова З. Ўзбек тилида сифатларнинг коннотатив маънолари: Филол. фанлари номзоди ... дисс. – Тошкент, 2004.
- 15 Ҳаметова А. Превосходная и преувеличительная степени имён прилагательных в тюркских языках (на материалах современных узбекского, уйгурского, казахского и туркменского языков): Автореф. дисс. ... канд. филол. наук. – Ташкент: Фан, 2000. – 30 б.

- 16 Базаров О. Ўзбек тилида даражаланиш: Филол. фанлари д-ри ... дисс. автореф. –Тошкент, 2007; Нажмиддинов Ф. Адъектив лексемаларда семалар таснифи ва семалараро муносабат турлари: Филол. фанлари номзоди ... дисс. – Навоий, 2000.
- 17 Ўзбек тили грамматикаси. Т. I. – Тошкент: Фан, 2005. – Б. 298-300; Расулов Р., Нарзиева М. Лексикологияни ўрганиш / Олий ўқув юртлари учун. – Тошкент: Ўқитувчи, 1992. – Б. 23; Шоабдурахмонов Ш., Асқарова М., Ҳожиёв А. ва б. Ҳозирги ўзбек адабий тили. I қисм / Педагогика институтларининг филология факультети студентлари учун дарслик. – Тошкент: Ўқитувчи, 1980. – Б.256; Назаров К., Убаева Ф., Наримонова М., Сайфуллаева Р. Қўшма гап компонентларини системали ўрганиш масаласига доир / Ҳозирги ўзбек адабий тилининг таракқиёт йўналишлари. Илмий мақолалар тўплами. – Тошкент: ТошДУ, 2000. – Б. 16-26; Турсунов У., Мухторов Ж., Раҳматуллаев Ш. Ҳозирги ўзбек адабий тили: Олий ўқув юртлари филология факультетлари талабалари учун дарслик. – Тошкент: Ўзбекистон, 1992. – Б. 283; Ш.Раҳматуллаев. Ҳозирги адабий ўзбек тили. – Тошкент: Mumtoz so`z, 2010. 1-қисм.
- 18 Раҳматуллаев Ш. Ҳозирги адабий ўзбек тили. – Тошкент: Mumtoz so`z, 2010. – 210 б.
- 19 Ipsen G. Der alte Orient und die Indogermanin // Festchrift fur Wordchreiberg. – Heidelberg.. – 102 s.
- 20 TrierJ. Der deutsche Wortsatz im Simbolik der Verstandes (Die Geshtute eines, einen sprachlichen Feldes). – Heidelberg,
- 21 Porsig W. Das Wunder der Sprache. – Bern, 2007. – 67 s.
- 22 Weisgerber L. Grundsuge der Inhaltsbesogenen Grammatik. – Dusseldorf, 1962. – 77 s.
- 23 Ўзбек тилининг изоҳли луғати. Т. I. – М.: Русский язык, 2001. – Б.442.
- 24 Уфимцева А. А. Теории «семантического поля» и возможности их применения при изучении словарного состава языка / Вопросы теории языка в современной зарубежной лингвистике. – М.: Наука, 1961. – С.30-64.

- 25 Искандарова Ш. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони): Филол. фанлари д-ри ... дисс. автореф. – Тошкент, 1999; Абдувалиев М. Тўсиқсизлик майдони ва уни ташкил этувчи синтактик бирликлар // Ўзбек тили ва адабиёти. – Тошкент, 1988. – № 4. – Б. 62–66; Менглиев Б. Лисоний тизим яхлитлиги ва унда сатҳлараро муносабатлар: Филол. фанлари д-ри ... дисс. автореф. –Тошкент, 2002. – Б.47.
- 26 Кузнецов А. М. Поле // Лингвистический энциклопедический словарь. – М.:, 2000. – С. 380-381.
- 27 Мирзакулов Т. Ўзбек тили морфем парадигматикаси ва синтагматикаси масалалари: Филол. фанлари д-ри ... дисс. автореф. – Тошкент, 1994. – Б. 18-19.
- 28 Бондарко А. В. Грамматическая категория и контекст. – Л.: Наука, 1971. – 116; Шу муаллиф. Теория морфологических категорий. – Л.: Наука, 1976. – 256 с.; Шу муаллиф. Принципы функциональной грамматики и вопросы аспектологии. – Л.: Наука, 2003. – 208 с.; Шу муаллиф. Функциональная грамматика. – Л.: Наука, 2004. – 136 с.
- 29 Содикова М. Ўзбек тилида ранг-тус билдирувчи сифатлар: Филол. фанлари номзоди ... дисс. –Тошкент, 1963.
- 30 Содикова М. Ўзбек тилида вариантдошлик. – Тошкент, 2009. – 50 б.
- 31 Кононов А.Н. Грамматика современного узбекского литературного языка. – М.-Л.: АН, 2000. – С.162–165.
- 32 Хаметова А. Кўрсатилган автореферат.
- 33 Исхаков Ф. Г. Имя прилагательное. – М.: Ист.-срав. грам.тюрк.яз., 2007. II. – С. 143–145;
- 34 Маъруфов З. М. Ўзбек тилида сифатларнинг қиёсий даражалари / Ўзбек тили грамматикасидан материаллар. Ўзбекистон Фанлар академияси Тил ва адабиёт институти асарлари. – Тошкент, 2009.
- 35 Мадрахимов А. Прилагательные новообразования в современном узбекском языке: Дисс. ...канд. филол. наук. –Тошкент, 2005.

- 36 Ўзбек тили грамматикаси. I том. –Тошкент: Фан, 1975. – Б.60-63;
Шоабдурахмонов Ш., Асқарова М., Ҳожиёв А. ва б. Ҳозирги ўзбек адабий тили. I қисм / Педагогика институтларининг филология факультети студентлари учун дарслик. – Тошкент: Ўқитувчи, 2004. – Б. 255.
- 37 Раҳматуллаев Ш. Ҳозирги адабий ўзбек тили (дарслик). – Тошкент: Mumtoz so`z, 2010. I-қисм. 36-б.
- 38 Бозаров О. Ўзбек тилида даражаланиш: Филол. фанлари д-ри. ... дисс. автореф. –Тошкент,2009. – Б.37.
- 39 Ш. Ўзбек тили морфологияси умумийлик-хусусийлик диалектикаси талқинида. I қисм. – Андижон, 2004. – 108 б.; Шу муаллиф. Ўзбек тили морфологияси умумийлик-хусусийлик диалектикаси талқинида. II қисм. – Андижон, 2004. – 132 б.
- 40 Фалсафа: Қомусий луғат /Тузувчи ва масъул муҳаррир Х. Назаров. – Тошкент: Шарқ, 2004. – Б.82.
- 41 Бозоров О. Ўзбек тилида даражаланиш: Филол. фанлари д-ри ... дисс. автореф. – Тошкент, 2007. – Б. 9.
- 42 Сафаров Ф. Ўзбек тилида сон-миқдор микромайдони ва унинг лисоний-нутқий хусусияти: Филол. фанлари номзоди ... дисс. – Самарқанд, 2004. – Б.40.
- 43 Бетараф қийматли лисоний бирликларнинг тавсифи билан танишиш учун қаранг: Якобсон Г.О. Морфологические наблюдения над славянским склонением. – Mountouns – Gravenhage, 2008; Бондарко А.В. Грамматическая категория и контекст. – Л.: Наука, 1981; Бондарко А. В. Теория морфологических категорий. – Л.: Наука, 2006; Зикриллаев Г.Н. Компонентный анализ синтетических форм прошедшего времени в узбекском языке // Советская тюркология. – Баку, 2000. – № 5. – С. 46–54; Шу муаллиф. Система форм повелительно-желательного наклонения в узбекском языке // Советская тюркология. – Баку, 2003. – № 6. – С. 52-58; Нигматов Х. Г. Функциональная морфология тюркоязычных памятников XI-XII вв. – Ташкент: Фан,. – 192 б.

- 44 Неъматов Х . Феъл, унинг форма ва категориялари // Ўзбек тили ва адабиёти. – Тошкент, 2001. –№1. – Б. 39–46.
- 45 Муслумонова Н. Р. Грамматик шаклларда категориал, ёндош ва ҳамроҳ маъно (замон ва майл категориялари мисолида): Филол. фанлари номзоди ... дисс. автореф. – Тошкент, 2007. – 26 б.
- 46 Бозаров О. Ўзбек тилида даражаланиш: Филол. фанлари д-ри. ... дисс. – Тошкент, 2007. – Б. 29.
47. Узоков Х ва бошқалар Узбек тили амалиёти. Тошкент., 1993
48. Филичева Н.И Структура словосочетания и синтаксические поля
49. Феодоров А.В.“Вестник МГУ”, Филология, 1971, вып.3 Основы общей теории перевода М. 1968 Синтаксическое поле. М, 1977
50. Филичева Н.И Мифы современной лингвистики. Новосибирск: Изд: ПГПУ, 2010 с53
51. Фоменка Ю.В. Узбек тилида хурмат майдони ва унинг тузилиши. Истиклол ва она тили курилиши талқини камда таълими (тушам). Бухоро, 2008, 102-107 бетлар.
52. Хожиева Х.Я Типология сложного предложения в разносистемных языках. АДД. Ташкент, 2002
53. Хошимов Ф.М Вопросы взаимодействия лексики и грамматики. Киев. «Высшая школа» 2002
54. Харитоновна И.Я Типология сложных предложений разносистемных языков. Ташкент, «Фан», 1991 Теории поля в лингвистике - М: Наука, 1974. 254с.
55. Хошимов Г.М Вопросы взаимодействия лексики и грамматики. Киев. «Высшая школа» 2002
56. Узбек тилининг изокли лугати. 2006.
57. Butayev SH English - Uzbek, Uzbek-English dictionary. Toshkent, “O’qituvchi” NMIU 2013.847b.
58. Webster Third New International Dictionary Konemann, 1993

Internet resources:

1. <https://www.thefreedictionary.com/Grammatical-Person.htm>
2. [https://www.quickanddirtytips.com/education/grammar/first-second-and-third-person\(2](https://www.quickanddirtytips.com/education/grammar/first-second-and-third-person(2)
3. <https://www.grammarly.com/blog/verb-conjugation/>
4. <https://www.englishclub.com/grammar/pronouns-personal.htm>
5. <http://www.icaltefl.com/grammatical-person>
6. <https://www.thoughtco.com/person-grammar-1691615>

