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Conceptual principles of “agressive” lexical units in English

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INTRODUCTION

The actuality and necessity of the topic. It is not surprising that the head of our state Sh.Mirziyoyev is concerned about the fate of young people and the development of science, because the development of the nation, its development is primarily in the hands of highly educated, strong, intellectual and physically mature young people, is being fired [1:1].

In our country, a new cadre program capable of promoting and solving promising tasks with a high degree of professionalism and social activity, “National Program for Personnel Training”, Decree of the President of the Republic of Uzbekistan "On Measures to Further Improve the Foreign Language Learning System", the importance of science development in the implementation of the plans set out in the April 20, 2017 Resolution № PL -2909 "On Measures for Further Development of the Higher Education System", undoubtedly is great. This dissertation serves a certain degree of accomplishment of the tasks set out in the legislation and other normative-legal acts [2;3;4;].

Human problems are now crucial in understanding and perceiving the world. The role of man and his place in the universe is related not only to the study of human reasoning, but also as a matter of personal consciousness.

Studying human phenomenon in the center of the universe, studying it as a conscious, active factor in understanding the universe, the study of the ability of the individual to evaluate the universe as a social process constitutes the fundamental principle of anthropocentrism philosophy. Determining the essence of a person as a human being means the separation of man-made human beings, according to V.Gumboldt. One of these means is that the person becomes human only through language and consciousness [Gumboldt 1984: 55, 314, 349] and in this process the creative power of man and his inner capacity are activated. Thus, the study of the spiritual, logical, semantic-functional and linguistic features of the concept aggression in different languages is one of the promising directions of modern linguistics.

The actuality of our research is based on:

- The study of the conceptual features of aggressively meaningful lexical units in English is a requirement of the importance of determining the ideological characteristics of the national linguistic spectrum in the perception of the English and the Uzbek language;

- studying the conceptual features of aggressive lexical units is important in determining the forms of disclosure and the linguistic means of information within the context of various linguistics;

- in the English and Uzbek languages, is characterized by the need to study the conceptual properties of aggressive lexical units in the systematic investigation of human images as part of the universal lens view of the Universe.

Studying the conceptual features of aggressively meaningful lexical units in the English language in a variety of style texts creates opportunities for comparative research within separate cultural concepts. Although there were some scientific works that sought to explore the conceptual properties of aggressively meaningful lexical units, its role in the context of texts and its role in language semantics was first monopolized.

Degree of the study of the problem. From the point of view of the transition to the anthropocentric paradigm in the linguistic science in the early 20th century, firstly, the study of the general rules of the language system from the point of view of the linguistic universe, on the other hand, a new approach to the linguistic activity of the perception subject has begun. As a result, the ontological features of the lingual phenomena began to emerge as a human factor in the cognitive research.

Description of the source and factors of interest of the science for the language and human's image were investigated in the works of foreign and as well as in the scientific researches of linguist scientists of our republic such as: C. Boeckx (2010), N. Chomsky (2006), P.Eckert, S.McConnell-Ginet (2003), V. Evens (2007), A.Fillipovic', M.Putz (2014), D.Geeraerts, H.Cuykens (2007), D.Gentner (2003), M.Gonzalez-Marquez, I.Mittelburg, S.Cousin, J.SpiveyMichael

(2007), E.Hamaguchi (1977), P. Kockelman (2010), MichaelJ. O'Brien, R. Lee Lyman, Alex Mesoudian and ToddL. VanPool (2011), D.E. Rumelhart (1975), S.Samata (2014), F.Sharifian (2015), StolovaI. Natalya (2015), R.L. Trask (1999), S.Wacewicz (2015), V.Gumboldt (1984), Y.N.Karaulov (1976), V.N.Teliya (1988), Y.S.Stepanov (1997), A.D.Shmelev, T.V.Buligina (1997), N.D.Arutyunova (1999), A.A.Abduazizov (2003), Sh.S.Safarov (2006), D.U.Ashurova (2003), M.I.Rasulova (1996), A.E.Mamatov (2006), M.J.Daniyeva (2018).

In the dissertation work analyzed the scientific literature in English and Uzbek devoted to the study of conceptual features of aggressive lexical units in English. For example, such linguists as YE.V.Paducheva, L.P.Chaxoyan and Sh.A.Paronyan have studied semantic and cognitive aspects of verbal vocalization of intellectual, physical and psychological features of human beings.

The problem of systematic interpretation of various conceptual concepts in modern linguistics causes the most interesting research. Including, such concepts as “angry”, “mad”, “sad”, “frustrated”, “disturbed”, “depressed”, “disappointed”, “confused”, “distracted”, “embarrassed”, “perplexed”, “pissed”, “shocked” as well as the study of certain scientific works or the study of the paremiological field of a language. At the same time, studies on specific subject matter in linguistics and cognitive linguistics have been studied.

The **aim** of the research is to study the conceptual features of aggressively meaningful lexical units in English from the point of view of English linguistic culture and to define the characteristics of these units in linguistic perspective of the universe. The following **tasks** have been identified in our research:

- to identify the concept of cognitive linguistics and linguistic sciences such as conceptualization, conceptualization of aggressively meaningful lexical units in English, linguo cultural nature of linguistic units;
- to describe the peculiarities of the meaning of the aggressive lexical units in English;

- to describe the specific features of the formation of aggressive lexical units in English in different situations;

- to define the participation of aggressively meaningful lexical units in English literary texts;

- to analyze the aggressively meaningful lexical units in English by comparative-typological method.

As the **object** of research was selected as the English aggressive lexical units. As linguistic material, we have used a number of illustrated dictionaries in English and Uzbek, scientific and publicistic texts as well as examples from English and Uzbek writers.

The **subject** of the research is to study the English aggressive lexical units existing in language and their national-cultural values.

As a research **material**, we have used linguistic commentary, scientific meaning of aggressive lexical units in English. In these sources, the imagination of the human being is different and is reflected in its national characteristics.

Research Methods. The following research methods were used in the theoretical and practical analysis of the collected material:

- a conceptual analysis technique focused on studying the content of aggressive lexical units in English;
- comparative-visual and comparative-typological methods aimed at identifying the peculiarities of the material being studied;
- component analysis was used to clarify the semantic characters of the meaning of units studied;
- the semantic field constraint method was used to determine the meaning components in the structure of aggressive lexical units in English;
- a method of contextual analysis was used to define concepts in various texts.

Scientific novelty of research:

1. The features of aggressively meaningful lexical units in the English language have been studied semantically for the first time in the English linguistic culture. The study of the conceptualization of aggressively meaningful lexical units in English culture enables them to identify and clarify their intercultural specificities. The problem of interpretation of the English texts in the linguistic and linguistic aspect of the modern linguistics remains urgent. In addition, the conceptsphere of aggression “angry”, “mad”, “sad”, “frustrated”, “disturbed”, “depressed”, “disappointed”, “confused”, “distracted”, “embarrassed”, “perplexed”, “pissed”, “shocked” as well as covering all the concepts as well. In our study, we have tried to explore the peculiarities of the linguistic and national reality of these concepts in the English linguistic world. This research is important in theory and practice. Research on the linguistic reality of various conceptual units in the context of linguistic cognitive aspect of linguistics serves to further enrich the results of our research;

2. For the first time in the study, the characteristics of aggressive lexical units in English, methods and means of linguistic researches was defined. Their units were identified in artistic texts in the form of various linguistic structures. For the first time in our study, systematic analysis of the properties of aggressively meaningful lexical units in English, which has not yet been subjected to special research, has been described in structural-systemic relationships of the linguistic instruments in the language studied on the basis of the nominative semantic field studying within these concepts. Identified universal and national components that describe the characteristics of aggressively meaningful lexical units on the English language nomenclature;

3. The linguistic verbal analysis of the English culture of the conceptual concepts studied in the dissertation was analyzed. The analysis of these disks was conducted on the basis of linguistic approach. This approach will give a fuller representation of the important national-cultural identity of texts reflecting the ethical and ethical values of each nation's culture. The linguistic units belonging to

thematic groups analyzed in the study have been completely categorized into the meanings of the human being, which are described in the context of their social status, mentality, physical abilities, outward appearance, ability to work, and psychological structure.

Theoretical value of the research. The study investigated the features of linguistic and national reality in the English language of aggressive lexical units in the linguistic world. There are also ways to integrate modern linguistic cognitive linguistics and linguistic sciences into the content of foreign language teaching, the State Education Standard, curricula and textbooks. In the research, theoretical conclusions were made based on research methods used in modern linguistics; general theoretical conclusions on the peculiarities of the aggression conceptualization in the linguistic view of the world were analyzed by analyzing selected samples from English materials.

The scientific and practical significance of the research results. The results of our research include theoretical and practical aspects of lexicology, stylistics, intercultural communication and interpreting, special courses in linguistics, English language courses, lexicographical available for business.

Structure of research. The introduction of the dissertation consists of three chapters, conclusions and general conclusions for each chapter, the list of used literature.

CHAPTER I. THE BASIS OF CONCEPTOLOGY

1.1. Cognitive and linguocultural aspects in linguistics

The language is a semiotic system that has developed in a certain stage of the development of the personality, and has been developed in the form of phenomena characterized by polyphonic character in many systems.

The 21st Century is beginning to revive as a linguistic one, and is reflected in the change and progression of every period of time. For instance, in the twentieth century as a century of comparative-historical linguistics, the 20th century was a period of structuralism in linguistics, and in the 21st century anthropocentric paradigm began to lead. It should be noted that linguoculturologic studies have shown that the anthropocentric approach to speech is based on the ideas of the German linguist V. Gumboldt. The linguists' attention was drawn to the fact that the people of a particular culture [44: 184-191] .

Nowadays, the subject of "Cognitive linguistics" is very popular in linguistics. This is one of the most pressing topics of linguistics, which plays a major role in modern linguistics. The word *cognitive* is derived from the English word "cognize, cognate, understanding," which is not limited to philosophical theory of thought, but the link between language and reason, and the psychological, biological and deeply studies the relationship between neuro-physiological aspects with social, cultural and linguistic phenomena. Cognitive Linguistics is associated with a wide range of areas such as psycholinguistics, anthropology, ethnolinguistics, and sociology. The attributes and attitudes of objective things are characterized by the linguistic perceptions of their actions and their own perceptions. It is unreasonable to name a few things from human beings and to interpret the essence of these events from the perspective of human being.

Thus, in the anthropocentric paradigm language is the main component of human personality. Linguistic sciences today can be interpreted as a new direction in which linguistics is dynamically developing, which is being studied as a specific

form of relationships among people, which is the expression and stabilizing culture of the people. According to NM Makhmudov, "linguoculturology studies the language as a cultural phenomenon. It is a unique way of seeing the world through the prism of the national language, in which the language participates as an expression of national mentality. Today, linguoculturology has been developed and developed as a separate linguistic direction in Russian and other foreign linguistics. This course, which is aimed at studying and studying the relationship between language and culture, language and ethnos, language and mentality, is now starting to be used in more comparative aspect of Uzbek linguistics " [45: 50-55].

Cognitive linguistics considers linguistic thinking and national identity as a unique tool for perceptions and perceptions that are inherent in a complex of cognitive stereotypes inherent in a particular individual, social or ethnic group.

The analysis of the factors that shaped the social consciousness created opportunities for studying the relationships and mutual understanding between different cultures. This lexicon has led to the emergence of new research based on the study of the relationship between language and culture. Linguistic intelligence and cultural values (including cultural categories and devices) are expressed and expressed in the form of mental models of the objective universe image. In this context, the language is based on the context of cultural traditions, and the categories of national perception and understanding of the world are formed.

According to SV Vorkachyov, the development of linguistics today or the anthropocentric paradigm has given human beings "measure of all things" and has directed its vision to a specific center [32:65]. According to Sh. S. Safarov, the main task of cognitive linguistics is to investigate mental processes in human consciousness, and the object of its analysis is the source of knowledge, its application and transmission, and finally, a means to form it The language system you want to use. Foreign and Uzbek linguists emphasized the development of cognitive linguistics, both interlinked with natural and human sciences. According to Shafar Sapharov, cognitive linguistics is "the product of intercultural dialogue. It is difficult to communicate quickly, easily, without disagreements. That's why

cognitive linguistics can be found as an independent course, and it is inevitable that any subject chosen by science as a sophisticated subject will be covered by complex subjects. " [48:56].

In her article, Professor D.Ashurova points out the goals and objectives of cognitive linguistics, and urgent issues that await their solution. In addition, the modern cognitive linguistics, such as cognitive phonology, cognitive grammar, cognitive lexicology, and cognitive semantics, From a cognitive approach, concepts such as word categories, categorical division and conceptualization of language units, knowledge of language and the world have new interpretations [25:43].

According to S. G. Ter-Minasova, cognitology combined with linguistics has created a completely new direction of research - cognitive linguistics. Such a merger has identified subjects such as perception, language acquisition and recycling, planning, problem solving, thinking, teaching, acquisition, presenting and applying knowledge as the object of cognitology research [49:121].

Linguocognitive studies are focused on identifying the general principles of the formation of the hypocritical and mental contexts. The interest of researchers in this area is to identify the peculiarities of the mental units and to clarify specific cultural concepts and systematically explain the distinctive features.

L.V.Balashova analyzes the existing scientific trends in modern cognitive linguistics and differentiates between the two main linguocognitive and linguistic approaches. Developed on the basis of cognitive linguistics, linguistics studies the complex and multifaceted relationship between language and culture. It explores the capabilities of culture and language to interact in the interconnected and interconnected processes, and the content of the linguistic and non-religious units used in this process through the systems that are structurally integrated as well as the cultural norms. Linguistic sciences reflect the process of activity, react to real world and different cultures, as different languages have specific national dignity.

In addition to the two approaches to the above mentioned cognitive linguistics, LVBalashova, in the context of psychological, psycholinguistic, neuropsychological, semantic, logical, logical, and traditional linguistics, has used the term "meaning" and "concept", indicating that research is being carried out [27:29].

Linguoculturology, a linguistic researcher's research, notes that linguoculturology is based on the cumulative function of the language, through which the experiences of a particular people, their perceptions of the world, and their perceptions of the universe are reflected in the linguistic units and transmitted from generation to generation. Under this concept, language is interpreted as the primary form of conceptualization and generalization of human experience, knowledge of the world, the preservation of socially significant historical events in human life. Ye. A. Kubryakova proposes to carry out research on traditional cognitiveism (the study of knowledge structures and their types, mainly by logical methods) and logical development of modern linguistics in cognitive-discursive directions: any two linguistic phenomena it is adequately defined and fully understood only in the event of a conflict; The purpose of cognitive linguistics is not simply "to focus on every linguistic shape, to examine the conceptual or cognitive structure of its cognitive replication, but to select the" pattern "for the given content or to determine the causes of its occurrence [42:36]» .

Well-known sociologist scientist Robert Watnov has published his book "Vocabularies of Public Life" "In our age, the analysis of culture is at the focus of more human subjects than in all other times. One of the most important features of this type of research is their interdisciplinary character. Anthropology, literary criticism, political philosophy, religion study, history of culture and cognitive psychology have rich sources, findings and find new ideas from them."

It should be noted here that E. Seir's wide-ranging confessions have remained true and important even though they have been around forty years later:

- first, "language is a symbolic guide to understanding culture" [Sapir 1949:162];
- secondly, "lexicology is an effective indicator of folk culture" [Sapir 1949:27];
- thirdly, linguistics is "strategically important for social science methodology" [Sapir 1949:166, Evans, Green 2006:97].

According to G.Ismoilov, the study revealed three distinctive features of culture:

1) Systematic character: "Culture is a system of socially significant programs, standards, benchmarks, paradigms, activities, behaviors and dialogue that coordinates the individual, discrete acts of these fields, and thus ensures that social networks and societies ensures that the [38:79]" .

2) The cumulative feature: "Culture is a unique historical memory of the people [50:124]" .

3) Communicative: Communicatively to communicate through one or another community-specific linguistic and cultural traditions. The result of this interaction is that of compromise and mutual understanding among people.

4). Culture is a way for people to communicate, and it is only a group of people communicating; culture is, firstly, communicative, and secondly symbolic " [38:75].

According to Professor V.V. Vorobyov, "linguistic cognition today can be called philological science. It studies a set of selected cultural values, explores the lively communication process in the occurrence and perception of speech, illuminates a systematic description of the linguistic imagination, and carries out educational, educational and intellectual functions of education" [29:46] .

Thus linguoculturology is a complex study of the interaction of culture and language with each other, the process of their interaction, their functionalities, and this process is studied on the basis of modern methods using systematic methods.

An analysis of the conceptual phenomenon of “aggression” lens in the sphere of the universe has shown that there are three components in the structure of the linguistic conception. That is, elements of cultural value, factual and imaginative elements. The concept information is stored verbally in memory, and therefore can be directly reflected in the speech, while the figurative element is nonverbal, and can only be described in the illustration. A set of concepts forms a conceptual framework.

The conceptosphere of the concept is multi-layered, which involves individual, group and national concepts. The interaction of different concepts is characteristic of one another.

The term conceptosphere is particularly important for scientific research because in such an analysis, the national characteristics of the conceptual sphere are taken as the main object, which is interpreted differently at each language level. The meaning of the word, the word, the concepts of these meanings, rather than their own, appears in a specific form of a person's "dictates". Linguistic concepts can be classified in different ways. From a point of view, concepts can be divided into emotional, educational, textual, and other concepts. The concepts classified by the tongue form individual, microgroup, macro-group, national, civilized, universal concepts [40:12].

In this or that discourse, it is possible to distinguish between pedagogical, religious, political, medical and other functional concepts. In the words of Lihachyov, the concept is the whole of the ability of the individual to have the same dictionary as the language itself.

The national concept of language is related to national culture and is associated with historical and religious experiences. Individual concepts are definitely related to family, society. As we have seen above, the language is not merely a means of communication but a mirror of culture because we see each language in national cultural concepts.

1.2. Notion of concept

Linguistics is a phenomenon based on cognitive activity, such as cooperation in areas such as psychology, sociology, and culturology. Cognitive Linguistics is also a part of science-related science.

In the linguistics, the term "concept" is understood by scientists as differentiated by the fact that they have extreme abstractness and essentially different habits. However, the definition of Concept by V.A. Maslova emphasizes the concept of "concept", meaning "conceptual linguistic originality, a semantic structure that deliberately suggests a particular ethnonym" [44:188].

According to Sh. Safarov, the function of cognitive linguistics is to study and preserve language with language, to apply and communicate the language, and to deeply engage in scientific research by linking the language system and its contents to the human brain.

According to Professor A. Abduazizov, cognitive linguistics includes "cognitive phonology, cognitive grammar, cognitive semantics, which are interrelated". At the stage of development of cognitive linguistics many problems of conceptual analysis are being made, research on the human consciousness is being carried out. [20:69].

A. Abduazizov notes that the center of complex events, such as the formation, transmission, and memory consciousness, is carried out by brain neurons. The phonological means are greatly differentiated by the difference in the shape and content of different units of the language, and by identifying different national, cultural and social features for every nation or ethnic group by means of different concepts, frames and frames. It is important to recognize that human language is "sound, sounds" and is a key component of cognitive linguistics because it is studied in cognitive phonetics and phonology, which is of great importance in the formation of content.

The relationship between human events and events is closely linked to the practical application of the theory of cognitive theory. In fact, we can think of things that are happening in the real world - subjects, events, phenomena, based on our experience, knowledge and skills that have been generated over the years and, in this context, we will achieve a great deal of loyalty.

As you know, the work of knowledge begins with a person's direct perception of reality. The perceptual perception creates a basis for the formation of the symbol of this reality in thought. During the process of perception of the facts, there is an object-object approach, based on the specific contradiction of the subject of the activity and the subject of the activity. All stages of the cognitive activity are based on the same treatment.

In modern linguistics, the cognitive trend is closely linked to lexical-semantic levels of analysis, according to which language is a common cognitive mechanism, but also the presentation of information in the form of cognitive weapons, the character system is also.

In cognitive linguistics, mechanisms for the full acquisition of information by human cognitive structures and methods are studied. Indeed, words expressing intensity also serve to express their perception of the existence.

One of the basic concepts of cognitive linguistics is the concept. This term was widely used in the 90's of the 20th century. Concept is essentially a Latin *conceptus*, meaning "conception." The term "concept" is often used as a synonym for the word "consciousness". The concept is also used extensively in such subjects as mathematical logic, cultural studies, and psychology.

As Y.S. Kubryakova noted, the term "concept" serves as an "umbrella" for cognitive psychology and cognitive linguistics and linguoculturology, dealing with issues such as pondering, understanding, data storage and processing.

Language is one of the tools that shapes and shapes the concept of human consciousness. The concept is the basic cell of the human mind.

Concepts appear in the human mind not only based on the linguistic meaning of the word, but also on the cultural and historical experience of the individual and the whole nation. The more the experience is, the larger the boundaries of the concept. In this case, the concept can manifest itself in many ways. Knowing the concept world means getting your own imagination.

The conceptualization of intensity is the language process in which the linguistic units are processed meaning. The intensifier also applies to the word, which in turn affects the concept of that word.

Concepts are seen as the heritage of the community in the minds of the people, its spiritual wealth and culture. It is the community's consciousness that is one of the most important tools to ensure survival of the concept.

The conventional notion and concept has its own distinctive and similar aspects. When the concept expresses the most important signs of what is happening in the material, the concept can also describe their superficial aspects. The word is interpreted by word. But understanding and word are not exactly the same thing. The concept is based on a generalized and distinctive characteristic of generalization of objects of a class. A common understanding is expressed in different languages by different words.

For example, as in English – *water*, in the German language *wasser*, in Uzbek *suvi*, in Russian *voda*. These examples show that the meaning of the word and the concept are interconnected. For this reason, the words in the languages of different nationalities may be in proportion to each other, in their own sense.

Also, the word is an expression of the concept and, on this basis, translates from one language to another. Some scholars say that the concept and the meaning of the word match, and in this sense, the meaning of the concept and the word is essentially the same. This issue remains controversial. The question can be asked: What is the meaning of the concept and the meaning of the word? Both describe and summarize the same subject or phenomenon. This can not be separated from each other.

The concept does not exist without the word and its meaning, and, conversely, is the expression of the concept, the idea. The meaning of the word is the language category, and the concept is different from each other, as it is a category of thinking.

As you know, the laws of thinking are related to the objective world. The meaning of the concept is not national, it is of universal character. That is why people of different nationalities can easily understand each other and exchange ideas. The word is national character and is formed on the basis of the specific language of the language. Therefore, the meaning of one word is not always compatible with the meaning of another language. In his research, B. Ismoilov speaks that in Russian “*stol*” although the concept is the same for the English and Russian people, it is in terms of English its lexical meaning “*table*” is not the same as the word. In terms of linguistic meaning, the word and the concept are closer to one another, but have a broader concept than concept. For example, in explaining the meaning of the word “*stol*”, we describe it as "the four-legged type of furniture used to write, write or eat." The concept illustrates the most important aspects of the table. As a conceptual linguistic category, the concept of consciousness is a language system.

Academician I.I. Meshchaninov explains the concept of consciousness. He believes that whatever is expressed in the language is not a category of consciousness. The conceptual categories are the concepts that can be expressed through different means at different levels of the language.

Based on the idea of I. I. Meshchaninov's conceptual category, later in the linguistic theory of "linguistic-semantic field", "functional-semantic field", "paradigmatic or syntactic field", "lexical-semantic field", "lexical-semantic group", "microfield", "macrofield" .

Conceptual language means are expressed through lexical-semantic paradigms, meaning the lexical units that form the semantic domain that converts to the center of the concept.

The lexical units included in this field are inextricably linked to each other. In short, the concept is reflected in the relationships between logic, psychology, linguistics and science. In short, the concept is multifaceted, integrative, ie logical - linguistic - gnoseological term. It is a conceptual thinking unit, based on its conception, meaning, and image, which is called generalization of knowledge or "quantum". It has a consistent level of content.

Linguistic concepts differ in the cognitive concepts. For linguists working in the field of linguoculturology, the concept is a sign of the specificity of a particular linguistic culture, and it is dependent upon the perceived and categorized phenomena of the phenomena in every nation, the eloquent lifestyle, necessity of living, culture. In cognitive linguistics, the concept is studied in terms of the meaning of the language units and is based on the language units in molding the concept that is thought as a unit of thought [48:37].

The concept center is always important because the concept serves to explore the culture, and the principle of values is based on culture. Cognitive concept, in its turn, is a product of human thought. The linguistic and cognitive similarities of the concept of "agression", which is the object of research, are observed, the main reason of which is their universality.

The concept reflects the interdependence and cooperation of logic, psychology, linguistics and philosophy. In short, the concept is multifaceted, integrative, ie logical - linguistic - gnoseological term. It is a conceptual thinking unit, based on its conception, meaning, and image, which is called generalization of knowledge or "quantum". It has a consistent level of content [62].

The development of the conception of cultural concept began with the publication of a series of scientific articles titled "Logical Analysis of the Language", "Cultural Concepts". In these collections, for the first time, the linguistic, logical analysis of cultural concepts and scientific theories and the philosophical problems of the consciousness were thoroughly interpreted.

In explaining the term concept, we now see the use of metaphors in scientific texts such as "genealogy of culture," "multi-dimensional sum of meaning," and "spiritual quantum of life." The concept of concept is one of the central concepts of cognitive linguistics attracting the attention of many researchers who study the structure and characteristics of human thinking. Despite the fact that conceptual problem is an object of effective research, it is still up-to-date and new interpretations and approaches.

The term cognitive linguistics is related to the English word "cognition." Thus, cognitiveism is related to linguistic change in mind, body, and world. Cognitive processes are well-known in our minds, body movements, and in our social and physical world. The first cognitive science that has emerged in philosophy is widely used in all fields of science. Including in linguistics. It is the center of "language cognitive", which is fundamental to systematic research in cognitive terms. In cognitive linguistics, language is regarded as an integral part of human cognition.

Cognitive Linguistics is a language cognitive tool, that is, a characteristic system that deals with learning as an object of cognition and transformation. Cognitive Linguistics is a complex research topic that besides linguistics and psychology also summarizes scientific approaches to science such as art theory, psycholinguistics, and neuro-logistics. It is well known that the formation of speech units and their understanding are the result of mental activity. The fulfillment of this activity must have a direct linguistic knowledge.

Determination of the language's mental processes is divided into two parts: the language of the human mind and the language consciousness.

Language is also an object that can interact and analyze biological and cultural phenomena. Cognitive Linguistics is divided into two major areas: cognitive semantics and cognitive grammar. Cognitive semantics is studied in terms of the semantic structure and the way it is acquired through the language.

Cognitive semantics researchers analyze science from a constructive point of view. Cognitive semantic researches are carried out in the human mind modeling of linguistic semantic researches.

Conceptual concept is an operational consensus - it is useful for categorizing and quantifying knowledge. Its object is a sign of the existence of a being, in some sense, the abstraction line is created, and it also creates its object.

Linguoculturology examines the relationship between language and culture in the language and expression of ethnic mentality.

The basis of linguoculturology is focused on systematizing the peculiarities of semantic characters of specific cultural concepts.

Linguistic studies have revealed three basic methods of comparison. This standard can be regarded as a "comparison in a specific direction" of the characteristics of the languages that are being compared, which can be characteristic of all the contrasting languages, and may finally be referred to as "metalanguage". That is, tangible language and language events can form the unnatural form of theoretical indivisible marks.

The difference between interconnection concepts is different from the order of the scales, but also in their structure. These constructions interact with the formation of conceptual blocks and, as a result, the concept has its own ethnocultural specificity, which is known as a conceptual bloc known in the mind of a particular nation.

It is based on the language units 'naïvenaya kartina' (simple landscape), and lexical semantics demonstrate the "perception" of the ethnos in the history of the people, its worldview and psychology, and the understanding.

1.3. The concept in linguoculturology as a linguistic unit

The emergence of the word "concept" in language research has led to the emergence of two scientific fields (linguoculturology, cognitive linguistics).

Language, culture, and ethnos are interconnected with one another and define the spiritual and social place of the nation, the nation. Culture - is a complex of values that can be transmitted from generation to generation for centuries.

"Concept" in cognitive psychology and cognitive linguistics mental / conceptual representation – meaning "imaginative representing of character".

The peculiarity of the concept as a lexical semantic unit is its linguoculturological nature. These features can be varied in different cultures. In terms of language semantics, the material depends on the interpretation of the material, the social, and the daily life. When material and social culture are represented in the form of nominations, the daily and daily activities are formed in the form of conjugation in lexical semantics.

The concept is a meaningful, symbolic, meaningful expression of the meaning expressed in the expression plan, which has a number of specific language realms that form the lexical semantic paradigm. The concept of linguoculturology involves two semantic characters. First, there are semas of all languages. They "bind" the lexical-semantic paradigm and constitute its conceptual or prototype basis. Second, it includes semantic characters associated with linguoculturology, ethnosemantic specificity, and linguistic mentality or language mentality.

Understanding the meaning of the word is not enough to know its semantic structure. We also need to be aware of the peculiarities, thinking styles, and features of the world through language elements. It is difficult to put these tasks into pure linguistic analysis of words.

It also requires that the subject matter of the literal situation be examined in order to understand the nature and essence of the linguistic phenomenon, and the issues that the speaker knows about him and that he can "cook" in his mind, and in his speech to the listener. is doing.

As you know, when one lives in a material world, he expresses his / her attitude to the surrounding entity (things, events, animals, and animals). For example, the positive and negative features of animals and birds are likened to, relocated, or metaphized by language, to human life, morals and state of mind. These facts are figuratively influencing human emotions and are sealed in their minds. Such language interpretation reflects the approach to the subject in the cognitive aspect.

Linguistics studies the peculiarities of the national conceptual consciousness in the process of transition from culture to consciousness. Many researchers have the same view of the idea that the concept of consciousness lies in knowing the universe, based on the knowledge of the universe. Based on the conceptual concept of linguocognitive approach, its field model is formed, which is determined by the core and the subgroup. According to M.Galiyeva, such approaches include Y.S.Kubryakova, Z.D.Popova, I.A.Sternin, V.N.Teliya and others [14:73].

According to Y.V.Babayeva, the linguistic conception takes on a functioning system of consciousness which reflects the structure of the society. The center of the linguistic concept is always at the center of values. In cognitive linguistics, particular attention is given to the types of concepts, their structure, and their relationships. Linguistic sciences seek to define the targets for the values of society.

Typologically, the conceptualization of many conceptual differentials varies from one another. In their semantic context, the following fundamental differences are observed:

- 1) "Inter-discursive metamorphoses", which maintains an integral conception of kinship identification and embraces all the concepts of conceptual, rational-discursive;
- 2) semantic portable models include metaphorical-emotional, and emotional units;

3) "conceptual", "language-system" units, which deal with the concept of a particular language and its forms of verbalization.

These semantic prototypes can serve as a major tool for typological comparison of linguoculturological concepts in languages or in particular natural languages.

Linguoculturological concepts are usually aimed at identifying the subject matter, the subjective, social, and mental perception of the ethnic consciousness that reflects the "national value".

Linguoculturological concept is a conventional mental unit that is used in the complex study of the mind and culture in the language system.

The comparative study of the lexical language of the language basically explains the lexical-semantic system of certain meanings and the extent to which these languages are expressed in linguistics.

A comparative study of the lexical system of languages should focus on functional semantic interpretation of certain language definitions in the use of meaningful lexical units and the formation of "grammar".

The contrastive description of the ethnocultural lexic units belongs to comparative linguoconceptology, which, in turn, is examined in light of the linguoculturologic concepts of the meanings reflecting the linguisticity of a particular ethnos. It is common to confuse the concept of "culture" and "linguoculturological concept". Because the concept of "culture" belongs to culturology, it does not cease its regular verbalization, but can be seen in any semiotic form of symbols.

The "linguoculturologic concept" is related to the implementation of direct language tools according to its description.

T.M. Nikolayeva shares the speech activity in the following categories of speech:

1. Speech stereotype (phrase, phrase "free" component of the context), speech of a stranger in the speech of the speaker;

2. Communicative stereotype (the use of the same phrase in a particular case), the label formats in the case of a practical interview, and also individual communicative stereotypes;

3. Dual categorization of mental stereotypes (dual or gradual categories of thinking, as well as the archaic period of mental illness), which represents negative facts about phenomenon, phenomenon, data [46:223].

Speaking process as a communicative process is characterized by dialogic, monologic, narrative, visual expression. Speech occurrences during speech. Speech accidents consist of positive or negative attitudes toward the situation. These relationships are often referred to in the process of emphasized dialogical and visual speech events. These speeches transcend the expression of the internal psychological, emotional appearance of people in relation to the object or situation, in the process of speaking in the process of expression. Ye.V. Paducheva speaks of speech phenomena, emphasizing that psychological, emotional expressions in dialogues are replicas, suggesting that the psychological processes of the two persons are interconnected, and that they form the reaction and stimulus [47:89].

There is also an interdisciplinary discussion of the events that occur during the speech activity, which is based on the intensification of the communication process participants. This process is based on LP. Chakhoyan and Sh.A. Paronyan's relations with the people of communication, pragmatism and interpolation.

Interactive intensification is a component of the social dialogue of the communicative language, and the communication carried out by the communicator is aimed at achieving a specific goal in the communication process. Interactional intensities are interrelated [59].

Structural semantic structure, variability and multilayeredness of "Linguistic conception" are distinguished. It is based on the component analysis, which is considered to be an effective tool in the comparative semantics of microlinguistic methodology.

Comparison of the subject concepts that are specific in the comparison of languages plays an important role in the disclosure of the concepts of ethnological characteristics of linguistics. In this comparison process, the reference and pragmatic characteristics of semantics are separated first and their equivalent in the languages being acquired. As a second process, the owner of the ethnocultural hypertension has a distinctive feature, and this feature is different in the contrasting languages.

Comparative study of the linguoculturology concept is a complex mental knowledge with "cultural environments", "semantic primitive" and the logical and moral characteristics of social adaptation.

All individual conceptualized differentiations are various. But, however, can be compared with similar semantic content:

1) Concepts that take place in the "inter-discursive metamorphoses" that play an important role in defining the type of concept and cover all the signs of the rational-discourse concept;

2) emotional-feeling emotions in semantic change, and metaphorical knowledge;

3) "Having meaning", the concept of a language that exists in a natural language, which includes all the characters in the language system, and its possibilities for its verbalization;

4) the concept of gnoseological and axiological evaluations, which describe the characteristics of all accessibility and evaluation features. All of these prototypes are described in the comparative analysis of linguoculturological concepts between languages.

A.L. Groyzman is physiologically classifying emotions, he classifies emotions and emotions as follows: dissatisfaction, suffering, sorrow, anger, harassment, sadness, fear, horror indignation, anger, abusive behavior, hatred, hatred, coldness, jealousy, jealousy, hostility, vengeance, malice, fury, anger, dishonor, disgust, disgust, indignation, guilt, conscience, complaint, and so on.

The speech process is characterized by a combination of dialogic, monologic, narrative, visual expression as a communicative process. Speech occurrences during speech. Speech accidents consist of positive or negative attitudes toward the situation.

It is difficult to imagine daily life of people without speech. Speech is primarily a means of communication. One of the greatest blessings given to speech is that it is not wrong to say that humanity is the foundation of progress.

CHAPTER II. LINGUISTIC ANALYSIS OF THE CONCEPT

“AGGRESSION”

2.1. The concept “aggression” and its verbalization

In the analysis of the emotional relationships that are the object of our research, we focus not only on classical linguistic approaches, but also on the cognitive and linguoculturological characteristics of the verbs belonging to that group. The contrast of our research is that we compare lexical-semantic analysis of the verbs and verbs of the emotional group and their cognitive aspects.

The development of cognitive linguistics and pragmalinguistics has led to many studies involving emotion. This is a hypothesis that the linguoculturologic process in the hypocritical view suggests the specific expression of emotions in different languages.

The word "aggression" comes from Latin "aggred", meaning "attack." It has existed for a long time in European languages, but its importance is not always the same. Before the beginning of the XIX century aggressive acts were aggressive, favorable, and hostile. Later, the meaning of this word changed and became even smaller. At the same time, the term aggression implies a variety of activities.

For example, Erikson says, "Strong action with aggression is understood, and strong action is self-assertion." He considers aggression an act of hostility, assault, destruct, or any other person or object. An attempt to bring harm or damage to an aggressor person or society is expressed in that term [12:101].

Izard determines the aggression to be more widespread - not to the human or the animal, but to the lifeless things. He describes the aggression as follows: aggression is any action that can threaten or harm others.

Some authors point out that aggression has been used for some actions, the purpose of which is to insult or insult not only the consequences.

Izard describes the true nature of aggression in action, even describing the aggression of any aspiration (tendency) to control others or to dominate them.

Such a definition is the intruder autoaggression towards lifeless objects; particularly aggression, indicates total aggression [39:236].

Despite the differences in the definition of aggression among different writers, there is almost always the idea of causing damage (aggression) on another subject. A.A.Club is known to be harmful to any non-viable object, to human practice and injury.

Psychological literature is often confused with aggression and aggression. According to Groysman, aggression is the property of a person who is aggressive and reactionary in aggressive situations. **Aggressive action** is a manifestation of aggressiveness. If aggressive actions are repeated from time to time, then we should talk about aggressive actions. There are also concepts about human behavior in conflicts and nervous situations [33:219].

According to the definition by Levitov, aggression is negative feeling towards aggressive actions against the other, which ensures the readiness of the others to correctly understand and understand. Attack, hostility, anger, injustice, etc. such qualities. In this regard, Levitov identifies potentially aggressive perceptions and aggressive interpretation as a stable personality of world view and outlook [43:170].

As many American researchers point out, it is important to know the reasons for it and how it is experienced in determining the aggression of the action.

According to Alfimova M.V. and Trubnikov V.I. the aggression was often associated with motives and even negative attitudes. These factors play an important role in actions, but their existence is not a requirement for aggressive behavior. Aggressive emotions can cause emotions. In addition, aggressors do not have to hate people who are guided by their actions. Most people suffer not from the negative, but to those who have a positive attitude.

However, not all authors mention the negative effects of aggressive behavior, for example V. Klein believes that aggressiveness has definitely healthy qualities

necessary for active life. This is determination, initiative, commitment to achieving the goal, and the elimination of barriers. These qualities belong to the leaders.

Rean A.A., Butner K. et al., Considers the aggressive manifestation as an adaptive feature associated with relief from some fears and anxieties. Fromm has suggested that two types of aggression (aggressive action): good aggression and dangerous aggression.

Fromm thinks that a person understands that psychological culture is capable of controlling only one natural beginning. If the mechanisms of control are weakened, then it is inclined to appear vulnerable to aggression, which can be regarded as synonymous with human destructions and cruelty [37:76].

From the same point, Fromm today, psychologists can distinguish between two types of aggression and give them the same meaning:

Constructive aggression (open aggressive impulses with appropriate skills and emotional responsiveness, open social experiences and self-discipline and behavior, socially acceptable).

Beneficial overt aggression (standards that violate ethical requirements elements that violate standards and offenses are directly reduced by emotional self-control).

A comparative study of the emotional emotions in different linguoculturologies is also underlined. The emotions are also the majority of people who consider it to be an uneven event. The typological structure of emoticon lexicon is specific in each language being considered.

K. Izard, who divided emotions into basic and non-essential, was interested in basic emotions such as: *hobby, joy, surprise, sorrow, anger, disgust, contempt, fear, shame, guilt.*

In contrast to K. Izard's theory, R. Cornelius points out that "there is no concrete emotion that exists only in the expression of emotions of different people and can be regarded as an evolutionary biological feature."

The emotions that are evident in different languages are not the same and, therefore, the typological analysis of emotions in different language levels has not lost its relevance and attracts researchers' attention.

As we have already mentioned, emotions analyze cognitive and conceptual aspects of aggressiveness. There are different ways to describe the emotions in the language, and classical approaches like L.Iordanskoy and A.Vejbitskaya are available. These linguists are semantic, while Dj.Lakova and Z. Keveches interpret cognitive aspects of aggression. Comparative biological analysis of emotionalism in cognitive terms in English and Russian can be traced in the works of well-known linguist Y.V. Apresyan [31:100; 23:30].

The scientist divides the emotional concepts of this field into 11 groups:

1. “*fear* – qo‘rquv”;
2. “*anger* – g‘azab”;
3. “*disgust* - nafrat”;
4. “*sad* – g‘am”;
5. “*joy* – quvonch”
6. “*shame* – uyat”;
7. “*sorrow* – achinish”;
8. “*angry* – xafagarchilik”;
9. “*proud* – faxr”;
10. “*jealousy* – rashk”;
11. “*thank* – minnatdorchilik”.

The author emphasizes the semantic field analysis of emotional units, not only focusing on their conceptual realization in the process of typological analysis of emotional concepts, but also comparing physiological, biological and neural types of emotional units in English and Russian.

He compares the synonyms of the types of emotions into different emotions and species, typologically, depending on the different emoticon aspects of the language units belonging to each emotional group. According to him:

- emotional kauzatsiya (*to fear* – qo‘rqitmoq, *terrible* – qo‘rqinchli),

- emotional state (*sad* – g‘amgin, *terribly* – qo‘rqinchli),
- emotional feeling (*to be afraid* – dahshatga tushmoq, *pity* – achinmoq / ayamoq),
- physiological reaction to emotion (*get white* – rangi oqarib ketmoq, *get red* – qizarib ketmoq, *catch cold* – muzlab ketmoq),
- behavioural attitude to emotional (*run in fear* – dahshatga tushish, *to feast to table* – stolga mushtlab urmoq).

Aneta Pavlenko identifies 20 emotional linguas in English as part of her own analysis, and gives an idea of the basics of their creation. The author expresses emotionality as follows: “*angry*”, “*mad*”, “*sad*”, “*frustrated*”, “*disturbed*”, “*depressed*”, “*disappointed*”, “*confused*”, “*distraught*”, “*embarrassed*”, “*perplexed*”, “*pissed*”, “*shocked*” and others [5:221].

Most of these emotional concepts also apply to the semantics of aggressiveness.

As Russian linguist Y. Apresyan studies emotional clusters in Russian and English, he separates the various emotional means of speech into two groups:

1) synonym and analogs of different parts of the word, which contain different characters and types of emotion.

For example, for the concept "fear" (fear) - to be afraid, to be scared, to fear, fear, dread;

2) The means that emit different emotions, including the various aspects, especially:

- the causative (frighten),
- internal emotional state (sad scary),
- emotionally-based behavior (to be terrified),
- physiological reaction to emotion (turn white;
- to act emotionally and socially (run away in horror, strike the table with fist) [23:31].

According to anthropology and psychology researchers, speakers of different languages and different cultures have different emotions and cognitive

experiences. Rosaldo, for example, mentions emotions as he emphasizes that the individual reflects partial physical, at the same time ethical or moral relationships with the person.

The language emphasizes that this paradigm is not an emotionally-reflective mirror, but rather a designer. As mentioned above, emotions are often found in linguistic researches, with the exception of basic and non-essential species, by analyzing them with negative and positive types. At the same time, studies on emotional research are usually emotionally positive and negative, and some linguists have a positive, negative, and opposite study.

This negative emotion, in turn, includes semantics related to aggression. The linguistic picture of aggressive emotions is based on the linguist's view that expressiveness is a feeling of "good" (in experiencing positive emotions such as joy, pride) or "bad" (fear, anger, shame).

In particular, A.L. Groyzman classifies emotions and emotions as physiologically classifying negative emotions as follows:

1. *qoniqish hosil qilmaslik - to be not satisfied;*
2. *iztirob – upset;*
3. *g‘am-g‘ussa – sorrow;*
4. *g‘azab – angry;*
5. *aziyat chekish – worry;*
6. *xafa bo‘lish – sad;*
7. *qo‘rquv – fear;*
8. *dahshatga tushish – dangerous;*
9. *rahm-shafqat – kind;*
10. *hamdardlik – pity;*
11. *afsus-nadomad – regret;*
12. *haqoratlanish hissiyoti – to be stock of laugh;*
13. *nafratlanish – to hate;*
14. *nafrat – hateress;*
15. *sovuqchilik – get cold in relations;*

16. *hasad* – envy;
17. *hasadgo'ylik* – to envy;
18. *adovat* – make enemy;
19. *xusumat* – harm;
20. *yovuzlik* – evil;
21. *darg'azablik* – angry;
22. *ishonchsizlik* – unbelieve;
23. *uyat* – shame;
24. *jirkanish* – hate;
25. *afsuslanish* – regret;
26. *chidamsizlik* – unbear;
27. *viydon azobi* – feel unconsiouss;
28. *viydonsizlik* – unconsiouss;
29. *nolish* - complain and others.

As it is seen, emotions related to the next period of time cover the general or specific emotions of emotions, not within the framework of a particular morphological system.

This is a consequence of the development of language development in other areas, including psycholinguistic, cognitive linguistics, and extensive linguoculturological trends [33:237] .

2.2. Lexical units with aggressive meaning

The second level of conflictual speech occurs at the basic level of the conflict situation, that is, the opposite sides are explicitly in the process of describing their speech relationships. The direct collision covers all aspects of verbal or nonverbal, emotional-psychological aspects. Conflict speech - is aimed at blocking the opponent's goals, interests, comfort, and so on. At this level of conflict situation, the further development of the relationship will occur. In this case, the tension of the emotional situation plays an important role. These situations can also lead to aggressive situations in one or both opposing directions. As a result, an aggressive

speech situation can be triggered, and the process of speaking aggressive speech may begin. The English-language dictionary of aggressive words basically cites the following:

Aggression - a form of behavior characterized by physical or verbal attack. It may appear either appropriate and self-protective, even constructive, as in healthy self-assertiveness, or inappropriate and destructive. Aggression may be directed outward, against others, or inward, against the self, leading to self-destructive or suicidal actions. It may be driven by emotional arousal, often some form of frustration, or it may be instrumental, when it is used to secure a reward [5].

The next phase of the Conflict Process may involve a change in some elements in the conflict. These elements include emotional experiences, strategic goals, tactical issues of the opposing parties, the formation of aggressive situations against one another or the other. If we look at the semantics of the term "aggressive," this word is polynemantic, and that the various negative attitudes, namely, the act of defamation, attack, intimidation, violation of a lawful person's rights to another person, invasion of the country.

Webster-An Encyclopedic Dictionary refers to the word "aggression" as follows:

Aggression:

1. the action of a state in violating by force the rights of another state, particularly its territorial rights; an unprovoked offensive, attack, invasion, or the like;
2. any offensive action or procedure; an inroad or encroachment;
3. the practice of making assaults or attacks; offensive action in general;
4. psychol. outwardly or inwardly directed, overt or suppressed hostility either innate or resulting from continued frustration [58].

Thus, the dictionary contains general and adequate explanations of aggression. It is understood that aggression and premeditated emotional and physical injuries, or widespread use by any country of the other country. Psychologist Arnol H. Bass describes aggression as a response to another organ

injury to another organ (reaction that sends hurtful stimuli against another organism) [8:121].

This means that the concept of aggression is aimed at protecting the consciousness, the conscious violence, the specific targeted action. It is also desirable to find the difference between aggression and aggression. Absolutely aggressiveness acts as an act of aggression, as the starting phase of the real movement, and also the movement and speech process aimed at discriminating another person.

It is noteworthy that the word "aggressiveness" in English today has the same meanings as "persuasive", "persistent" and "solid". Aggressiveness, though not the foreground of aggression, is also a feature of the individual's commitment to action.

These two concepts are the process of emergence or emergence of the negative emotional emotion of a person. But aggression varies in different situations. In the spirit of hostility, the situation is reflected in contradictory situations.

As you can see, aggression is not just a country's occupation of another state, but a process related to the emotional states of aggressors in relation to each other.

Emotional states and emotional aggression can also be grouped into morphological, lexical-semantic attributes. This type of grouping helps to define the role of language units in defining natural language concepts and determine which language features are more important. In particular, the following morpho-semantic groups of words that express emotional and aggressive behavior in English can be summarized as follows:

1. Verbs expressing emotional states and emotional aggressiveness:

bark, bawl (out), blast, blurt out, burst out, choke, cry, curse, exclaim, explode, gasp out, growl, grunt, hiss, roar, scream, shoot, shriek, shrill, snap, snort, spark out, spit out, spurn, squeak, squeal, storm, swear, throw out, wail, whine, yell;

2. Adverbs representing hostility and aggressive emotionality. Usually, these rhetoric mean aggression with the verbs that express the behavior and condition of the subject:

angrily, furiously, fiercely, spitefully, waspishly, viciously, irritably, vindictively, indignantly, venomously, contemptuously, disdainfully, scornfully, offensively, resentfully, vexedly, threateningly;

3. Adverbs representing anarchy and the internal emotional process:

sharply, coldly, harshly, icily, tautly, wildly, hoarsely, derisively, acidly, coolly, dryly, grimly, sullenly, peevishly;

4. Nouns representing emotional state and aggression. These nouns are usually used with prepositions and are aggressive:

in (quiet, icy) fury / anger / contempt / frenzy / indignation / irritation; with (cold) anger / (angry) resentment / (nervous) violence / rage / (subdued, icy) fury / exasperation / annoyance / irritation / (burning) indignation / hate / contempt / scorn / disgust;

5. Adjectives expressing the aggressive process, the concrete emotional attributes of the movement:

angry, contemptuous, furious, menacing, rage-choked, peevish, hostile, derisive, mocking, irritable, cold, hard (voice, tone).

The lexical units based on the morphological features of emotional and aggressive expression in English are presented:

1. **Verbs expressing aggressiveness:** *blow, attack, charge, push, attempt, descend on, come at, besiege, go, offend, beset, bomb, cope with, blockade, react, remonstrate, crush, stand, throw, altercation, jostle, pit, break, discord, confront, suppress, fight, worry, debate, antagonize, upset, strife, take exception, dissent, overcome, contend with, plead, smash, dispute, face, rule, complaint, challenge, contend, compete with, blow, dash, brush, violate, bother, beat, overthrow, object, differ, displace, refute, invade, compete, contradict, antagonise, topple, except, check, digress, subdue, emulate, to pieces, rush, play, foe, storm, charge, lunge, scrap, reduce, win over, disapprove, affray, whip, clash,*

trial, demur, come down, disagree, conquer, equal, rebut, asunder, blood, entrap, argue, defeat, lick, outplay, wrangle, rival, squabble, skirmish, set on, bury, protest, collide, overturn, answer.

2. **Nouns expressing aggressiveness:** *offensive, descent, skirmish, beleaguer, hitting, advance, battery, strike, bout, storming, offence, offense, violence, carnage, adversary, protestation, competition, raid, oppose, invasion, fighting, tumult, siege, offensive, assail, collision, controversy, disturbance, destruction, licking, in pieces, guts, enemy, killing, resisting, opponent, onset, disorder, incursion, fracas, spat, push, affair, thrash, resist, master, apart, beef, butchery, pound, contest, opposition, array, disputant, objection, riot, seizure, attack, onslaught, master, displace, refute, apart, gore, quell, compete, humble, best, beef, butchery, pound, contest, opposition, array, disputant, objection, riot, seizure, attack, onslaught, quarrel, war, confusion, row, distress, descent, interference, encounter, action, depose, combat, annihilation, contention, rejoin, bloodshed, trounce, brawl, hostility, battle, commotion, counter, disagreement, problem, massacre, antagonist, effort, uproar, foray, assault, outbreak, disruption, warfare, altercation, vexation, anxiety, conquest, match, confrontation, surge, struggle, withstand, subjugation, offensive, militant, sparring, bellicose, fighting.*

3. **Adjectives expressing aggressiveness:** *overpower, worst, in two, trouble, fray, whipping, gore, quell, humble, best, sortie, flurry, vanquish, rivalry, gripe, ring, defy, quibble, melee, belligerent, boxing, hostile, ferocious, warlike, loathsome, monstrous, abhorrent, invidious, horrible, hideous, odious, damnable, displeasing, abusive, ghastly, detestable, unwholesome, nauseating, shocking, accursed, annoying, repellent, impertinent, nauseous, foul, horrifying, attacking, unpleasant, vile, forbidding, nasty, evil, disgusting, obscene, ugly, deplorable, cursed, objectionable, insulting, sickening, abominable, distasteful, repulsive, revolting, execrable, obnoxious, dim, bitter, inimical, contrary, bristling, unfriendly, virulent, malicious, recalcitrant, disagreeable, pugnacious, antagonistic, conflicting, spiteful, obstructive, averse, raging, antipathetic, hateful,*

acrimonious, rival, willful, repugnant, opposing, vicious, opposed, antithetic, ruffled, adverse.

4. Adverbs and participles expressing aggressiveness: *beating, opposing, brawling, angrily, furiously, fiercely, spitefully, waspishly, viciously, irritably, vindictively, indignantly, venomously, contemptuously, disdainfully, scornfully, offensively, resentfully, vexedly, threateningly, sharply, coldly, harshly, icily, tautly, wildly, hoarsely, derisively, acidly, coolly, dryly, grimly, sullenly, peevishly.*

If you look at English-language dictionaries, you can often find words that combine aggression's semantics. These words are primarily evaluated as aggression towards the competitor of the subject, actions to raise the body's wound, as well as the physical relationship between communicators. to fight - if someone fights another person, or if two people fight, they hit and kick the other person in order to hurt them fight with; fight about/over/for.

For example:

to punch - to hit someone or something hard with your fist (= closed hand); punch somebody on/in something.

to tear - remove something - to pull something violently from a person or place tear something from somebody/something.

to deprive - deprive smb. or smth. to prevent someone from having something, especially something that they need or should have.

The aggressive semantics of communicative (communication) verbs depend on the use of extra adverbs. In the communication process, communication between different types of communication can occur, including aggressive situations. The aggressive situation arises between the communicants in a verbal form and breaks the communication process.

These semantic characters can be found in the following English verbs:

to communicate - to express thoughts, feelings, or information to someone else, for example, by speaking or writing communicate smth. to smb.; communicate with; communicate to smb. that;

to converse - formal to have a conversation with someone;

to quarrel - to have an argument; quarrel with; quarrel about;

to argue - to disagree with someone, usually by talking or shouting in an angry way + about/over; + with;

to annoy - to make someone feel slightly angry and unhappy about something.

The aggressive situation is also characterized by a group of verb sheets that have meanings. In this case, the negative interaction between the subjects can also cause the interaction of the communication between the physical actors.

These meanings are expressed in terms of combinations of verbs:

– to affect [usually passive] - to make someone feel strong emotions;

– to disclose [formal] - to make something publicly known, especially after it has been kept secret disclose that;

– to compete - if one company or country competes with another, it tries to get people to buy its goods or services rather than those available from another company or country compete

– with/against; compete for; compete in; compete to do something.

In the general case, one of the priorities of the case is focusing on aspects of emotional issues related to aggressive processes. The development of emotional concepts like hatred, anger, insult, in turn, serves as a factor in the aggression of communications amongst the communicants, and the subsequent process leads to verbal appearances between subjects. The next process can go to the physiological communication. Of course, the physiological role is aggressive, as well as the psychological nature of the environment, the emotional state of the environment and communication, the ability of the subject to evaluate the situation, and the physical capacity of the object. Failure to assess the situation can also create an aggressive situation. For example:

They were intoxicated with passion, his emotions deceived him.

Aggressive concepts are derived from various combinations. Conceptual structure is a quantum or generalization of knowledge of various types and types. Concepts form the basis of various humanitarian cognitions, and serve as a basis

for them. Determination of the language's mental processes is divided into two parts: the language of the human mind and the language consciousness.

2.3. Emotyology - anthropocentric field of linguistics

One of the laws of contemporary humanitarian science development is increasing emphasis on human beings, their inner world, and their relationship with the environment. The human factor analysis in the language determines the development of anthropocentric paradigm of linguistic separation in the 80s of the century.

Emotionology is a field of linguistics related to the expression of emotion during speech.

Emotism, which is spoken as one of the human factors of the language, is an emotional sphere of communication, which plays an important role in solving the problems of contemporary literary linguistics, such as language and thinking, language and perception, language and society. Recent studies in emotions (language of feelings), both published in Uzbekistan and abroad, confirm the importance of this area and consider various aspects of verbal abuse. [31:100; 32:67; 37:55].

Emotions are universal. For decades, linguistics has been used as a science that deals with intellectual issues and regulates only the language, that is, regulating the process of perception, perception and speech, but not taking into account emotions, in general, the human interpretation of the environment is coming.

According to the latest psychological theories, perceptions form the basic mind. Many issues in emotions related to expressing emotions are related to this problem. Nevertheless, it should be remembered that emotions are essentially non-verbal, and are mainly expressed in non-verbal constituents of dialogue - mostly in facial expressions, gestures, and others. Emotions are one of the most important

parts of non-verbal activity. It is therefore difficult to express emotions in words, and the expression of emotions only represents the edge of the iceberg.

One of the issues that scientists and thinkers have ever been interested in is the study of the nature of the verbal expression. One of the earliest details of the essence of Charles Darwin's sentiments is the existence of anatomical and physiological structures of these living beings and the external expression of their emotional expression [10:289-297].

According to Darwin's theory of support, when analyzing the emotional expressions of people of different cultures, anger, joy, sorrow, fear, and some other basic emotions can be seen by representatives of different nationalities, The manifestation of the human appearance not only confirms the inherent nature of the main feelings and the manifestations of their facial expressions but also the ability to identify them as genotypical basis to understand them [11:54].

However, all non-verbal emotions are also not expressed: some of them are taken in phylogeny and ontogenesis, which signify gestures as a conventional external expression of gesture situations.

Aggressive situations and aggressive behavior are one of the most important social problems in our time. The relationship between verbal and non-verbal aggression is complicated and versatile. This includes raising aggression, aggression, general aggression, aggression and aggression as part of emotional states. Some of these questions can be answered in the linguistic analysis of literary texts.

Literary texts are a warehouse of human emotional experiences. In literary texts, the oral talk of emotions provides more information than live speech because it shows ideas about how an emotion should be expressed. Therefore, the tool for describing aggressive situations includes information on the concept of emotions that encourage aggression.

The concept of modeling, in particular the concept of emotions, is one of the most interesting, promising and effective areas of science, which focuses on

language as a common knowledge mechanism that affects the process of information retrieval, storage and processing.

Language is not only a form of thinking and perception, but also a communicative means of communication and understanding. The value of cognitive subjects is perceived as intelligence-based coded information structure and the distribution of emotional concepts is carried out by analyzing the expressions used to express a particular feeling [51:72].

This dissertation covers the subject of aggression of a person in the English and Uzbek texts, that is, the problem of linguistic display of non-verbal forms of emotional situations that stimulates human aggressive behavior under certain conditions 'done.

At the same time, the emotional aspects of emotional linguistics include word-for-word verbal, verbal and non-verbal, universal and national emotional relationships, and social and biological scientifically justified the problems of emotional linguistics, such as the linguistic expression of such important events as aggression.

Literary texts containing aggression, along with true emotions, are among the linguistic components separated from the group of special tools - expressions and designs used to describe and express emotions, describing emotional situations in literary texts in three ways:

- *- The verbal expression of emotion,*
- *The oral expression of emotions*
- *definition of the emotional state.*

At the same time, the most frequent and frequently used method of describing hostility is the lexical description of sensory appearances. The analysis of the practical matter emphasizes three methods of describing the emotional appearance and the procedure: when explaining the emotional value of the explanations, the options are completely, precisely defined and unclear.

In the first case, the value of the view (system) is determined from the context and in the other, these are unrealistic. The most common expression of the

"aggressive" human senses in English is the expression of the whole face. At the same time, the English and Uzbek literary texts reflect the cultural elements of non-verbal expression of aggressive movements, which are part of the mimic, gestures, pantomimic and projection stereotypes.

How do these differences show in the English and Uzbek texts? In both languages, the dominant verb of anger was the expression of the face. The relative languages have a definition of the following symptoms of anger: redness (sometimes sharp change in the skin), "burning eyes", shimmering eyebrows, bruising lips and pearl teeth.

However, unlike the English language, there are almost no examples of how to extend the eye, to look at the skin, to show the facial muscles, to describe the temporal and swelling of the blood vessels. However, in general, both languages have a system of similar linguistic means and models that describe one's aggressive state.

The author of the work describing non-verbal emotions in the text (especially the feelings of the aggressive complex that interests us) has certain emotions. The emotiogenic effect of emotions that expresses the author's intentions in a relative fashion is derived from the generality of the author's and emotional concepts of a particular category, in a certain sense, because the meaning of these words is expressed in linguistically, in particular the linguistic descriptions of emotions analysis. Misconceptions in sensory concepts lead to different acceptance by different cultural figures within the text.

The use of the conceptual metaphorical approach can also be an expression of anger, aggressive incentives, and English and Uzbek culture, and in both the conceptual metaphor is 'is the expression of the punishment. Although the unity of emotional concepts is common to both languages and cultures, the metaphorical expression that expresses the anger partially interrupts English and Uzbek, thus seeking a national-cultural identity in the field of concepts allowing you to. The expressions used to express anger in English and Uzbek can be analyzed and

constructed in terms of the model of anger that is hidden in the semantics of the language.

This research is aimed at studying language tools used to describe aggressive situations in artistic texts based on materials in English and Uzbek. The goal was achieved through a series of tasks, one of which was to identify the real socio-psychological characteristics of the aggression phenomenon. The analysis of the basic psychological theories of aggression has allowed us to identify the scientific and daily concepts of this phenomenon.

If modern aggression trends often portray aggression as a bad part of the human person's danger to the dangers that threaten the vital interests of a human being, then strongly binds emotional concepts of consciousness, aggression and accumulated nervous tension.

This view is reflected in the model of aggression that the specific energy accumulated in the nervous centers should reach a certain limit and be an expression of aggressive actions, otherwise the aggressive tendencies will not be reduced. Although many facts are contrary to this view, according to our knowledge, the notion of anger is basically a basis for emotional aggression in language cultures.

As a result of the theoretical literature analysis, aggression is a combination of physical (including speech) actions supported by the feelings of the hostile complex, which includes the feelings of anger, hatred and hatred. Aggressive situations can not always turn into physical or verbal aggression, but the aggressive actions of the aggressive actions are not taken into account in our work, but most of the aggressive acts described in the textbooks analyzed by practical research will be increased.

The next problem solved in the research was to identify lexical and grammatical means to describe human aggression in comparative languages. The expression of the emotional state of the speaker in the literary text, the definition of the emotional state and the non-verbal and verbal expression of a particular emotion. In this case, the most commonly used method of expressing emotions is,

in turn, a lexical description of emotional states that can be explicit and direct. The spread of the open or closed captioning method depends on the source of emotion and the manner in which the text describes the emotions. For example, in the comparable languages, the emotional kinetic expression of the eye includes the distribution of the open method, primarily associated with a simple understanding of the mind.

The author of the work can not refer to gestures, detailed descriptions of the external eye attributes for characterizing the body's motions, and should show the name of the feeling, which requires the help of the phonological knowledge and the imagination of the students.

In the language similar attitudes of persecution and disgust, in our opinion, is due to the lack of bright expression characteristic of these emotions. We have come to the conclusion that the analysis of the verbal expression of the aggressive state of man is traditional. Both the English and Uzbek versions of the artworks illustrate the stereotypes of emotions, first of all, of emotions (gestures, pantomime stereotypes). These stereotypes based on cultural models of emotional physiological symptoms, according to our knowledge, reflect the linguistic elements of non-verbal expression of aggressive situations. The expression of these stereotypes varies with the differences in the linguistic texts.

Aggression, lat. *aggredio* - this concept today is used to describe different forms of behavior - the use of passwords and parody elements to identify different physical influences, including those that result in a separate or mass death. The true meaning of "aggression" can often be set at the context level.

Approximately, the concept of aggression is common in the field of public use, often associated with actions that undermine the physical or mental integrity of another person, cause material damage and prevent them from fulfilling their goals. Although it may be more or less traditional, it may be desirable to have at least one identical view on the content of the concept.

Normally, it is used today in psychology, which means that they act individually or collectively, to cause physical or mental harm, damage or other

person's death. The analysis of this definition testifies to the initial psychism of this concept, thereby determining the individual's and group's movements, goals, mechanisms, methods, and results in a wide variety of ways.

Regarding aggressive movements and pantomime, descriptive gestures, aggressive movements, and definite definitions of gestural and pantomimental elements, describing the gestural pantomimic components in both languages, suggest that the biological nature of gestures, and the closeness of similar linguocultures.

An analysis of aggressive picture verbal expressions shows that in comparable languages, all of them describe how harsh the emotions of a person who is experiencing emotions. Moreover, the width of the acoustic nature of the aggressive voice-of-speech enables the author to choose the appropriate image depending on how he imagines his or her creative work.

Considering the basic patterns of aggressiveness in English and Uzbek literary texts and their lexical context, despite the systemic differences between the comparative languages, the promotion of emotional lexicography and anger, despite the major means of describing hatred, both methods of speech and their functional analogues are common in both languages: adjectives and participants, as well as nominal combinations that are sensible. The dictionary, used to express hostility in English and Uzbek, is neutral in its semantics. It is classified emotionally, that is, emotionally and in a specific context, including the characteristic emotion.

Significant coincidences in the field of language tools and methods of reflecting human aggression have suggested that we approach the emotional concepts of hostility in the English and Uzbek-language cultures and have helped to solve the last task of the research - to examine the emotions in the comparative languages as conceptualization.

To solve this problem, the method of constructing a conceptual metaphor and script was used. We have shown that the expressions used to express enemy

feelings can be structured on the basis of science models of the emotions contained in the semantics of the languages.

This emotion is the most thoroughly analyzed material for the sense of anger, which is of utmost importance to aggression and is due to a large number of practical materials available.

Studies have shown that English and Uzbek have metaphors that describe the same conceptual metonymy and anger, so the concept of anger is common to both languages and cultures. For English and Uzbek linguistic cultures, the concepts of these concepts have been the same, but the same and unifying lines in terms of hatred and desires contained in dictionaries have the same conceptual structure that can be the subject of further research.

Particularly interesting is the issue of giving emotions to the Uzbek language from the English language and vice versa. While superficial investigation of the translation data does not have great difficulty translating emotional states and interpretation of standard characteristics of anger, hatred and anger, it should be emphasized that the metaphorical expression that expresses these emotions does not always cross in comparable languages. Thus, the analysis of the ways and means of forming the formalism, and the translation of the metaphorical expressions of the hostile emotions from one language to another, is one of the most promising tasks.

Such research is of interest not only from linguistics, but also from psychological point of view because there are many emotions that encourage aggression, but aggressive movements start with anger and hatred, can lead to multiple emotions that may end in a life of satisfaction.

As a result, we have justified and clarified the new material and the rules developed by modern science because not only national identity, but also universal steps in the verbal expression of emotions. This is especially important to us because modern comparative studies on linguistics are often focused on the national-cultural identity of the oral sentiments.

We have suggested that in the verbal expression of emotions there may be intercultural similarities and intercultural differences.

Learning the language and conceiving emotions is a promising and important aspect of comparative linguistics. Comparative analysis of the field of emotivity gives valuable information to the general theory of text, the typology of translation, the theory of translation, and, in particular, to the further development of the linguistic theory of emotions. Conceptual metaphors should be used to complement emotional concepts modeling with other language-based approaches, as well as relevant linguistic sciences.

The development of cognitive linguistics and pragmalingism has led to many studies involving emotion. This is a hypothesis that the linguoculturologic process in the hypocritical view suggests the specific expression of emotions in different languages.

The word "aggression" comes from Latin "aggred", meaning "attack." Psychological literature is often confused with aggression and aggression. Aggressive action is a manifestation of aggression, aggression - preparedness for acts of aggression towards another, which ensures that people are prepared to understand and comprehend the behavior of others.

A comparative study of the emotional emotions in different linguoculturologies is also underlined. There are different ways of describing emotions in the language.

According to anthropology and psychology researchers, speakers of different languages and different cultures have different emotions and cognitive experiences. Language is not a mirror reflecting mirror of this paradigm, but it is also a reconstructor.

Research on emotional issues of the next period covers the general or specific emotions of emotions, not within the framework of a particular morphological system. This is a consequence of the widespread development of

linguistic, cognitive linguistics and other areas of language development, including psycholinguistic communication.

The second level of conflictual speech occurs at the basic level of the conflict situation, that is, the opposite sides are explicitly in the process of describing their speech relationships. These situations can also lead to aggressive situations in one or both opposing directions. As a result, an aggressive speech situation can be triggered, and the process of speaking aggressive speech may begin.

If we look at the semantics of the term "aggressive," this word is polynemantic, and that the various negative attitudes, namely, the act of defamation, attack, intimidation, violation of a lawful person's rights to another person, invasion of the country.

Thus, dictionaries have general and sufficient explanation of aggression. It is also desirable to find the difference between aggression and aggression.

Emotional states and emotional aggression can also be grouped into morphological, lexical-semantic attributes. This type of grouping helps to define the role of language units in defining natural language concepts and determine which language features are more important.

As you look at English-language dictionary, you can often find words that combine aggression's semantics. The agronomic semantics of communicative communication verbs depend on the use of extra. In the communication process, communication between different types of communication can occur, including aggressive situations.

Aggressive concepts are derived from various combinations. Conceptual structure is a quantum or generalization of knowledge of various types and types. Concepts form the basis of various humanitarian cognitions, and serve as a basis for them. Determination of the language's mental processes is divided into two parts: the language of the human mind and the language consciousness.

CHAPTER III. CONCEPTUAL FEATURES OF AGGRESSIVE LEXICAL UNITS IN ENGLISH

3.1. Structural and semantic activation of aggressive meaningful linguistic units

The general features of the meaning expressed in English are not always defined in the context of a lexema. English is characterized by its own analytical nature, and therefore focuses on analytical combinations to identify any lexical, lexical-semantic, syntactic-semantic attributes. That's why the English language is characterized by theoretical patterns.

There are several models in English that describe the occurrence and expression of aggression. These models are first determined using lexical determinants. These associations serve as an indication of the level of aggression in the emotional aggression unit [34].

These models will focus on:

A+prp+N: gray / pale / red with fury, purple / red / white-faced / pale / livid with anger, pointy / white / yellow with rage;

N+prp+N: a mask of fury / anger, a flash / a flush of anger, a look of hatred, an expression of annoyance / contempt, grimace of self-repulsion, a frown of revulsion;

V+Adv: flushed angrily, knitted (his) brows angrily, blushed furiously / angrily;

N+V+A: face became spiteful / furious, face was repulsive;

V+prp+N: (face) flushed with anger / stamped with conflict;

N+V(P)+prp+N: hatred showing on (his) face, fury imprinted on the face, destruction printed on (his) face, insanity stamped on his face, there was anger in (his) face.

A(P)+N: a red / white / burning / livid / sulky face;

N+V+A(P): face was / grew flushed / dully red, crimson, (carefully) impassive, face kept getting redder and redder, teeth were clenched;

N+V: face hardened / flushed / reddened, brow darkened.

These models are used to reveal the emotional aggression of the subject. These models show that the start of emotional aggression will be in two stages. The first step is to enter the psycho-emotional state of the subject, the second stage is the emergence of the emotional state of the subject, ie, emotionally speaking in the face and body. At the first stage, it is difficult to notice the process, but the second stage is the aggressive situation.

Thus, emotional aggression in the face of the second stage may be reflected in the following:

- His *eyes* darkened *with* inexplicable *anger* (Laurence).

The model of lexical units in the expositional expression of emotional aggression of the eye may have the following appearance:

A(P)+prp+N: steely with hatred, dilated with anger;

V+Adv: looked angrily / threateningly / indignantly / scornfully, look down contemptuously;

V+prp+N (A+N): look with hatred / hate / hostility / contempt / outrage / angry dignity / angry eyes / insolence / in a fury / in anger, regard with contemptuous eyes, gaze with distaste, stare in indignation, (eyes) glitter with rage / gleam with anger / sparkle with angry lights;

N+prp+N: a look of anger / hate / disdain / contempt, a glance of menace, a gleam of anger;

A+N: a malicious / angry / murderous look, furious / contemptuous / angry / menacing eyes, malevolent gaze.

N+V+prp+N: anger flared up in (her) eyes, the hate came into (her) eyes.

Ingliz tilidagi emotsional agressivlikni koʻzda ifodalanishida koʻp uchraydigan leksik birlik *to glare* feʼli hisoblanadi. Mazkur feʼl subyekt psixologiyasidagi oʻzgarish, uning raqibigan nisbatan agressiv xususiyati mavjudligini ochib berishga xizmat qiladi:

to glare - to look in an angry way .

- He *glared* at her, with raging dignity. “You’re breaking the law!”
(Cronin).

The emotional aggression *glare* has lexical determinants, which are represented by the verb, are reflected in the following models:

1. **A+(P)+N:** a sharp/ cold / (terrifically) dirty / black / ugly / hard look, bloodshot/ narrowed / flashing / burning / hostile eyes, lowering / derisive stare, cold / hostile eye;

2. **V+Adv:** look sharply / coldly

3. **N+V(P):** eyes flashing / flashed / snapped / blazing / blazed and winced / were frowning / narrowed / bursting.

These models demonstrate that emotional aggression in the eye and body structure discloses the process of manifesting features such as hatred, anger, aggression towards the opponent of the subject.

The adverbs *angrily*, *threateningly*, *furious*, and other similar contexts serve to expose aggression, traces of aggression. In general, these lexical units are used to describe the subject's aggressive state. An aggression in an emotional aggression is a situation where the individual's aggressive state can be expressed not in the context but also in the picture. For example:

- “I always suspected Dougall MacCulloch was a fool,” Father said, “and now I know it.”

- “Why?” I blazed, “Why?” We were standing at the foot of the stairs.

- *My father put his hands around the newel post and gripped it as though it were a throat* (Laurence) .

This is an example of an aggressive situation where a person(*father*)’s aggressive condition is given with the sentence *put his hands around the newel post and gripped it as though it were a throat*, but the earlier statements are intended to give the reader the opportunity to clarify the situation, in particular the reader's understanding of the situation.

Repetition of circumstances and actions will have an outline of the development of the aggressive process. For example:

- *His hands clenched fiercely.* He came down the two bottom steps and advanced towards them, his eyes fixed on Ree's thin bloodless mouth with threatening intensity. He was livid with rage and thirsting for battle. "Mrs. Page," he said in a laboured tone, "you've made a charge against me..." ... "I'm waiting, Mrs. Page". *The words came with a rush choking him* (Cronin).

In this example, the culmination point of the aggressive process is that of the hero:

- Fists tight (*his hands clenched fiercely*),
- body movements (*thirsting for battle*), (*advanced towards them*),
- change of tone (*said in a laboured tone; the words came with a rush choking him*), *yuz va ko'zdagi ifodalar* (*livid with rage,*) (*eyes fixed with threatening intensity*) is the main indicator.

The aggressive situation can be divided into several models based on the use of English language units. The aggressive situation is the main ingredient in the expression of aggressive actions. The lexical meanings of the rhymes depict the aggression or movement. Here are some models that describe these aggressive situations and actions:

V+(prp)+A+N: made a violent / angry gesture, turned away with a disdainful movement, swept (the books) with an angry gesture and so on;

V+Adv: flung angrily, spat contemptuously, waved furiously, jerked violently, wiped viciously, nodded unsmilingly, turned savagely, came up menacingly, leaned angrily, stepped forward menacingly and so on;

V+(A)+prp+N: pressed (his face) in fury, turned with rage, sat rigid with indignation / fury, turned with anger, stood helpless with rage and so on;

The aggressiveness expressed in the English emotional relationships is reflected in the following models:

1. **V+Adv:** say / burst out / cry / reply angrily, spark out spitefully, say / demand / state harshly / furiously / sharply / coldly / icily / waspishly / viciously / contemptuously / disdainfully, ask irritably, shout threateningly, etc.

2. **V+prp+(A)+N:** say with heat / with scorn / with disgust, burst with frustration, weep with anger, erupt with angry resentment, say in a quiet fury / with irritation / with contempt, cry with anger / in indignation, reply / speak / command with (subdued, still, cold) fury, interrupt with annoyance, etc.

3. **V+N+prp+N:** (there was) burning indignation in her voice / a trace of irritation in her voice / the menace in his voice / a menace in the phrase, etc.

4. **V+prp+A+N:** go on in a metallic, angry tone; say in a hard voice; curse in a rage-choked voice; throw the words in a low tone, etc.

5. **A+prp+N:** (voice) unrecognizable with hate / passion; passionate with anger / hate, etc.

In these models, the verbal verb formulas explain the meaning of aggression in the linguistic units and combinations that involve semantics such as hostility, aggression, hatred.

Here are the structural models of these emotional aggressive concepts:

AHD - a feeling of agitation and anxiety caused by the presence of imminent danger;

BED - the unpleasant feeling of worry that you get when you think that you are in danger or that something horrible is going to happen;

CCELD - the unpleasant feeling of worry that you get when you think that you are in danger or that something horrible is going to happen;

CED - a feeling of distress, apprehension, or alarm caused by impending danger;

CIDE - an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, unpleasant or bad that is happening or might happen;

LCE - an unpleasant feeling of being frightened or worried that something bad is going to happen;

LLA - a feeling of being frightened about what may happen if you do something;

LLC - a feeling caused by the possibility of danger to oneself or others who are important;

MWCD - an unpleasant, often strong emotion caused by anticipation or awareness of danger;

MWDS - the unpleasant feeling you have when you think you are in danger;

NSOED - the painful emotion caused by the sense of impending danger or evil, a state of alarm or dread, a feeling of mingled dread and reverence towards God or (formerly) any rightful authority;

NWEDEL - a distressing emotion aroused by impending danger, evil, pain, etc., whether the threat is real or imagined; the feeling or condition of being afraid;

WEDT - an emotion characterized by alarm, anxiety and tension, often caused by an expectation of danger or pain; dread;

WLD - an emotion experienced in anticipation of some specific pain or danger;

WNW - a feeling of anxiety and agitation caused by the presence or nearness of danger, evil, pain, etc.

The lexical-semantic conceptualization of the *alarm* nucleus with aggressiveness is as follows:

*I think that **alarm** is a sudden feeling of fear. It can be caused by my sudden, intense or first awareness/perception, realization, expectation/anticipation that something unpleasant or dangerous might happen. I believe this danger or pain to be imminent.*

The aggressive concept of aggression, that is, the aggressive concept that describes the contact situation, has a specific emotional sill. In the concept of fright, as an indicator of transition from emotional state to aggressiveness, it is possible to introduce immediate and sudden qualities, these are the decay and actualization units of the concept of fright.

The synonymic group of this concept of fear is the word of fear.

The lexical-semantic conceptualization of the given concept of *fright* can be explained as follows:

Fright: I think that **fright** is a sudden and intense feeling of startling, shocking fear, which is usually momentary and short-lived, caused by immediate and unexpected danger or when I feel anxious or nervous about something. Fright comes in a sudden sharp attack, it is characterized by great agitation.

The dependence of the English words Alarm, Fright, Panic with lexical-semantic nuclei is explained by the presence of Fear's semantics in these concepts. These concepts are, in turn, an internal emotional feature that emerges as a result of aggression. The same is true of lexical-semantic units such as Fear, Alarm, Fright, Panic, Dread, Terror, Horror, Apprehension and Anxiety. These semantic units generate the aggressive semantics that are derived from the existence of cosmic semantics.

This aggressive aggression is conceptualized in terms of meaning, such as event, situation, object evaluation. Among these semantic units, panic lexema is characterized by the intensiveness of the semantics. This lexema serves to describe the accidental emotional process:

I think that **panic** is a sudden strong feeling of fear. It is so overpowering, uncontrollable and irrational that I either cannot do anything at all, or am unable to think clearly/reasonably, or behave/act foolishly, extravagantly, hysterically. Though my fear of danger, causing panic, can be groundless, it is so quickly spreading that affects many people at once.

Semantic differentiation of lexical semantic nuclei given is as follows:

AHD - strong fear of something impending, especially of what one is powerless to avoid;

AHD - profound fear, terror; fearful, distasteful anticipation;

BED - feeling of anxiety about something unpleasant which may happen;

CCELD - a feeling of great anxiety and fear about something that is going to happen or that may happen;

CED - a feeling of extreme anxiety or unhappiness about something that is going to happen or might happen;

LCE - a fear of something in the future;

LLA - a feeling of being continually frightened and very worried about something that might happen;

MWDC - a great fear especially in the face of impending evil, extreme uneasiness in the face of a disagreeable prospect; usually adds the idea of intense reluctance to face or meet a person or situation and suggests aversion as well as anxiety;

MWDS - implies apprehension and anxiety but it also frequently suggests a loss of courage amounting to cowardice;

NHD - strong fear;

NSOED - extreme fear or apprehension; great awe;

NWEDEL - terror and apprehension as to something in the future;

WEDT - great fear, a terrifying apprehension of something;

WNW - refers to the fear or depression felt in anticipating something dangerous or disagreeable.

The linguistic definitions of the lexical-semantic unit of the Fear lexical unit are the meanings of different types of grunge, as well as the presence of aggressive emotional semantics that can be generated by cationic:

- *Fear* is a feeling caused by danger, threat; something dangerous, painful, evil, bad, horrible, that you are exposed to, or expect/anticipate;

- *Alarm* is a feeling caused by something unpleasant dangerous, some specific pain or danger;

- *Fright* is a feeling excited by sudden danger, by something that surprises you unpleasantly; or you are anxious, nervous about something;

- *Panic* is a feeling caused by danger;

- *Dread* is feeling about something unpleasant, impending, evil, something dangerous or disagreeable, fearful; terrifying anticipation, expectation;

- *Horror* is a feeling caused by something which you find extremely unpleasant; something shocking, terrifying or revolting; something life threatening, ugly; an aversive sight, activity or demand;

- *Awe* is a feeling caused by a slight fear of someone, something wonderful, rather frightening; something completely unknown; an authority (sacred/sublime); something grand/sublime, extremely powerful, deity;

- *Apprehension* is a feeling caused by something terrible, something unpleasant, something bad; the future events, trouble, something that you are going to do, you will have to deal with something unpleasant;

- *Consternation* is a feeling caused by awareness of danger;

The reasons for emotional aggressive semantics are divided into cognitive-valuation processes and eventual processes. Grammar and lexical expressions of fear, alarm, and horror concepts that have temporal features of caustic and aggression are made in three categories:

Fear: an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, unpleasant or bad that is happening (CIDE); an unpleasant, often strong emotion caused by anticipation or awareness of danger (MWCD).

Alarm: fear or terror aroused by awareness of danger (CED), sudden apprehension and fear resulting from the perception of the imminent danger (MWCD); suggests the fright which is awakened by sudden awareness of imminent danger (MWDS), fear resulting from the awareness of danger (WLD), frightened anticipation of danger (NSOED).

Horror: a very strong feeling of surprise and disbelief that you have when something very unpleasant or frightening happens (LLA).

Kelasi zamon - fear, dread, apprehension.

Fear: is the unpleasant feeling of worry that you get when you think that you are in danger or that something horrible is going to happen (BED), something horrible is going to happen (CCELD), something bad is going to happen (LCE), an unpleasant emotion or thought that you have when something dangerous or

unpleasant might happen (CIDE), fear or anxiety because something dangerous might happen (LCE), an unpleasant often-strong emotion caused by anticipation of danger (MWCD). ... caused by an expectation of danger or pain (WEDT), a sudden apprehension marked by anxiety caused by the prospect of danger (WEDT).

Dread: a feeling of great anxiety and fear about something that is going to happen (CCELD), a feeling of extreme anxiety or unhappiness about something that is going to happen (CIDE), a feeling of anxiety about something unpleasant which may happen (BED), a feeling of great anxiety and fear about something that may happen (CCELD), a feeling of extreme anxiety or unhappiness about something that might happen (CIDE), a feeling of being continually frightened and very worried about something that might happen (LLA), a great fear of some harm to come (LLC), a fear of something in the future (LCE).

Apprehension: fear that something unpleasant is going to happen (CIDE), a feeling of fear that something terrible may happen (BED), a feeling of worry or fear about the future, or that something unfortunate or terrible may happen (CCELD), fear or anxiety over what may happen (CCELD), anxiety about the future, especially the worry that you will have to deal with something unpleasant or bad (LCE), being worried and nervous about... the future (LLA), anxiety about the future (LLC), suspicion, or fear of future trouble (NWEDEL), ... of future events (WEDL).

O'tgan zamon - alarm.

Alarm: is fright aroused by the first realization of danger (AHD96).

Consequently, aggressiveness concepts like Fear, Dread, Apprehension, and Alarm can occur during normal events. These events are the result of the aggression of the subject over the object.

It should be emphasized that the models representing English aggression have structural features. Aggression can be accomplished through the use of arbitrary, horse-drawn, and semantics of the verbs.

Aggression can only be due to the intonation aspects of the communication between communication, not only by the use of linguistic components, but also by

its structural nature. It was emphasized that aggression emerges as a negative consequence of the interaction between subjects. Therefore, aggression is considered as emotional sign.

The depiction of emotional states, of course, depends on the author's style in literary literature. At the same time, the author is focusing on the models of language units in disclosing the aggressive process. Our goal is not to focus on the comparative analysis of the use of aggression in literary literature, but we will not focus on these aspects.

3.2. Expressions of lexemes with aggressive-emotionally meaning in English

The aggressiveness of English-speaking emotion-related lexicon often goes beyond the lexema, ie the aggressive state is expressed by several units. These units may be implizite or explicit in appearance. The tone in the speech of the subject is expressed by intonation of aggressive words. For example:

- As they crossed the flags a groaning, hissing, booing sound went up from the loiterers in the courtyard, *voices full of fury and scorn* (Fitzgerald).

In this example, aggressiveness is an explicit of *voices full of fury and scorn* and the intonation of the subject in the speech process opens the exposure image. The aggressive visual expression of the emotionally-motivated verbs of the English language serves to illustrate the subject's aggressive state. For example:

- "What!" cried Mrs. Morel, *panting with rage*. "You shall not touch him for her telling, you shall not!" (Lawrence).

In the example below, scream (*cried*) is emotional expression of the verb (*panting with rage*) explains the aggressive process through the combination.

Such emotional aggression can also be expressed in English with other forms of exploding, feeling, storm, swear.

Isard, who is engaged in personal psychology, emphasizes that emotional aggression, first of all, is aggressive watering. Of course, this process is in

harmony with such concepts as anger, anger, hatred, that is, the parts of the emotional aggression complex. Enmity stimulates and strengthens hostile aggression, accelerates the implementation process, and results in explicit aggression. The occurrence of aggression may also have an adverse effect. Working with emotional features of aggression, F. Kolpashikova points out that aggression and emotional aggression are a verbal process that protects physiognomic features of human experience and reflects the following relationships.

Emotional aggression is an integral (negative) part of human existence that has been shaped and shaped over the centuries. Emotional aggression is a person's psychological trait, occurring in the event, in the unfavorable atmosphere, in the hostile environment, in the competitive process (through the occurrence of negative relationships). Arguments vary in individuals. Psychoanalysts split them into the process of studying human nature. These qualities are related to human temperament.

Emotional aggression, depending on the circumstances, can occur in different ways depending on the individual's temperament, and its expression, that is, its appearance, will have different appearance. The emotional aggression of a person has different expressions. For example:

- Almost as if he willed it, Woltz made his face a mask of anger. The mouth curled, his heavy brows, dyed black, contracted to form a thick line over his glittering eyes.

- Her face seemed to express hatred (Murdoch).

He looked at her, and his eyes were angry under knitted brows (Lawrence).

Hagen was watching him with his mouth curled up with distaste (Puzo).

In the examples below, the author describes the process of the occurrence of an aggressive person's personality and its realization. These circumstances are expressed as a face reflection of a person, a change in his emotional state, and the occurrence of aggression. An argument can also be seen in certain actions. For example:

- “I could kill you, I could!” she choked with rage, her two fists uplifted.

(Lawrence)

Fight the person 's arms (two fists uplifted), choked with rage refers to emotional aggression. The process of aggression depends on the physical interaction:

- Jim suddenly sprang to his feet, and brandished his fists. (Lawrence)

In this example, the combination *brandished fists* indicates the physical contact of a person against his prey or opponent. This is a funny point in the beginning of aggressiveness.

- “What’s the good of that to me?” he cried, hitting his fist on the wall.

(Lawrence)

An attempt to hit his opponent:

- He towered above me, as hard and straight and dangerous as his gun.

(Hartley)

- Morel was half crouching, fists up, ready to spring.

(Lawrence)

Connie stood with her hands on hips, her face pointy and white with rage. ... She rushed at him, kicking and scratching (Puzo).

The greatest possible level of aggression. Exercising aggressive actions against the opponent by bodily injury and vulgar speech.

- He was very angry and very rude. She merely turned away from him in disdain (Lawrence).

- Woltz leaned over the desk toward Hagen. “All right, you smooth son of a bitch, let me lay it on the line for you and your boss, whoever he is...” (Puzo).

Expository imagery in aggressive actions, ie aggression, moves to the subject's expression. For example:

- We regard one another from a vast distance, Mr. Troy and I (Lawrence).

- “That’s what you like, isn’t it?” she said viciously.

- “Leg-show and lingerie” - she spat out the last word (Braine).

In this example the pronoun “viciously”, and also metaphorical expression “she spat out the last word” depicts emotional state of character, aggressiveness. These combinations and phrases serve to disclose the subjugation of the subject, as well as to reveal the aggression of one's opponent.

In literature, the author uses a variety of imagery to describe the emotional state of personalities and the aggression resulting from this negative process. Sometimes these words and phrases are expressed directly by the expression of personalities, and sometimes the author uses visual, narrative methods to describe this emotional state. These approaches serve to uncover stereotypes and levels of personal emotions and aggression in this emotional environment.

Certainly, words and phrases are used to describe the condition and speech of the personage, and these words and phrases serve to explain the nature of the character, the emotional experiences associated with the situation. For example:

- “My God, everybody knows you were screwing that little tramp! And if that wasn't humiliation enough, you had to flaunt it right in front of my father!” Ted had never heard her speak with such fury (Segal).

The removal of the phrase in this illustration does not prevent the description of the emotional state of the personage. The phrase "speak with fury" in this example sufficiently opens the subject's emotional state.

Aggression is not merely the use of words, but the emotional state of the tone and tone of the use of these terms indicates the aggression-related processes, the extent to which aggression is formed.

These situations can be different in various linguoculturologies, and at the same time, characterize the characters' characteristic.

Thus, emotional aggression, in turn, constitutes the basis of physiognomics, contacts and behaviors. Emphasis on emotional aggression in natural language linguistics is the word and phrase that describes this situation. These concepts are emotional complexes such as emotional aggression, hatred, and anger.

- “I felt such a frightful cad. I felt so humiliated. You've been so wonderful, you've been so brave, you make all the rest of us look so dreadfully cheap and

second-rate". Now the tears were pouring down her kind, homely face. "...You are heroic and I'm just a silly fool of a woman" (Maugham).

In this example, the subject's emotions are illustrative, and the hero's admiration, the emotional-psychological process, and the process of aggression. These situations which are expressed with such as well as words and phrases - *frightful cad, wonderful, cheap, second-rate, heroic, humiliated a silly fool of a woman* are delivered by syntactic design.

The fact that the beginning of emotional aggression is illustrated by the author may help to understand the concept of aggression in the reader. For example:

- For the first time since it had all started he felt a furious anger rising in him, a cold hatred for his father's enemies (Puzo).

In this example, a furious anger rising in him, a cold hatred, is an indication of anger, negative emotional traits, and, ultimately, aggressive behavior.

The observed emotional aggression is also expressed by describing physiological symptoms. This expression is characterized by the personality emotionally depicted by the hero. For example:

- Andrew felt the blood rise behind his ears in quick surging waves (Cronin).

In this example illustrated by the occurrence of the aggressive state of the *blood rise* and exposure to wave expressions, the author's presentation of the emotional state of the subject is revealed through the physiological symptom, the increase in blood pressure.

However, depicting emotional aggression is considered as the result of physiological changes in the body of the subject. This emotional change in the subject creates aggression against the opponent. Absolutely the aggressive state arises from the fact that the emotional state of the subject is at the culmination point of the emotion. For example:

- His eyes had gone a pale tan and his face was bleached of color. He seemed at any moment about to fling himself on his older and stronger brother (Puzo).

As you know, aggression can occur in different situations in the subject. In this example, the subject describes the occurrence of the opponent's inability to control his emotions and his opponent's injustice.

Emotional aggression is the tension in the subject, the expansion of blood vessels, and the emergence of this symptom. The occurrence of a negative emotional situation can be attributed to the face of the subject, and this can also lead to emotional aggression. For example:

- Sonny's heavy Cupid face grew red with anger (Puzo).

The verbal picture of emotional aggression is also described by phono-proactive components in communication. This picture is expressed through speaking, sounds, change of pronunciation rhythms, changes in voice signals, and emphasis. For example:

- Dorothy clasped her hands and her voice, her cool, deliberate and distinguished voice, was tremulous with tears (Maugham).

Aggression is characterized by the disclosure of various emotional states among the subjects, or a negative feature of emotional state.

The situation of aggression is related to three different processes:

1. The first is the emergence of a conflict between subjects. Conflict can arise in the moment of the event, and also involves a number of factors, such as the emergence of internal emotional emotions towards the opponent who has accumulated during the time, economic and social disagreements of subjects.

2. The second process is that the conflict between the subjects is verbal, that is, the appearance of emotional aggression in subjects: substitution, change of face expression, aggressive words and expressions, migration to the expression plan is characterized by increased tendency to argument in body movements.

3. In the third stage, the relocation of negative emotional features, such as the hatred, anger and the like, is the beginning of the culmination situation and the beginning of aggressive actions. As can be seen, aggressive actions occur in the culmination point of the process, event.

The verbal look of the emotional aggression is evaluated as an indication of changes in the emotional state of the subject and is reflected in emotional expression.

1. Expository expression of emotional aggression is by emotionally traumatic expression. This situation is symbolic, and aggression or aggression can be considered as a stage. For example:

- Her black hair was disheveled and her brown *eyeswere gleaming with anger*, changed into a triggerfish topaz. (Braine).

In this example, the emotional-psychological state of the subject is loaded into the gleam (blinking, raging), and the reader is aware of the degree of emotional state of the subject and its aggressiveness. Of course, the emotional state or its aggression tendencies can also be determined on the basis of phonetic conclusions of one word or phrase.

The emergence of emotional aggression is determined by the appearance of the subject, face expression, the speech process, and body movements. The migration of this phrase into aggression is reflected in the following models:

1) First body changes occurring in the emotional process: eye movements, trembling, loudness or sound signals may be the first signs of exposure to aggression;

2) Movement of emotional aggression into a learner: aggressive expression in speech, etc.;

3) the aggression is focused on the subject or object.

- For the first time the Doctor *looked at me with contempt*.

4) Argessia's movements from speech to action: causing injury to his opponent, and so on.

It is also a case when the expatriate vizier is expressed in English with a look. This verb serves as a means of expressing and expressing the process of emotional aggression in the subject's eye. This situation can be expressed in terms of the use of the word, ie the narrator or the author, or the addressee. For example:

- Even to herself her reply rang false, and she *saw the look of disdain* which is called forth on Walter's stern face (Maugham).

In this example, the appearance of the look of the disdain depicts the process of monitoring the inner emotional state of the opponent's personality, and thus the process of hate in emotional aggression.

2. Implicit expression of the emotional argument may be the basis of the negative emotional symptoms in the subject. Any hatred causes an aggressive situation on the subject. It only creates an impulsive appearance of aggression. For example:

- There was *a shadow of hatred* on her lips. (Maugham)

An emotional state can cause aggression at any time.

Aggressiveness can lead to the situation, the attitude of the interviewers, the dialogue, the occurrence of the aggressive situation in the subject accidentally. Aggressive behavior is determined by body movements, face-to-face changes, and intonation in the speech process. For example:

- Suddenly his *face contracted with wrath*. "I hope he may never set foot i' my house again", he said. (Lawrence)

The analysis process shows that the aggressive situation, the aggression of the situation, depends on the emotional state of the subject and communicators. Negative appearance of emotional states leads to the development of aggressive situations. Aggressiveness, first of all, goes to a talk, and secondly, it becomes popular with the subject's actions. The next step is the use of words that express agrés, and then to body movements. This is a culmination of aggressiveness. The aggressive process is not always the same.

The accidental or accidental occurrence of the aggressive process may also depend on the emotional state, psychological state, and character of the communicants. There is a reason for any aggression to occur. The reason for the occurrence of emotionally-charged feelings may also be reflected in the process of dealing with the dominant position of the subject.

Aggression will be viewed as a culmination of communication between subjects and communications. The reason we call it a culmination is that in this case, communication between the communications media can begin. Of course, our task is not to cover the whole aggressive process. Therefore, we find it expedient to avoid the psychological factors that cause aggression. Our goal is to focus on the use of words and phrases because our English is aggressive. Therefore, in the next chapter, the semantic-structural features of word and word units that refer to aggressiveness are emphasized.

Emotional processes can be expressed by changes in the face structure of a subject.

But in these cases, aggressiveness is revealed through other language units. For example:

- Morel rushed to the door, but was too late. He returned pale under his pit-dirt with fury. (Lawrence)

- Connie stood with hands on hips, her face pointy and white with rage.

- He took hold of my arm and turned grey with fury. (Hamsun)

- "You mean Hugh made Ted say he'd go?" Her face had gone white and her eyes were like dark holes in a sheet of ice. (Hartley)

In the examples *pale under his pit-dirt with fury*, *white with rage*, *grey with fury*, *dark holes in a sheet of ice* we have mentioned, not only the emotional state of the subject, but also aggressiveness in this emotional state.

3.3. The pragmatic foundations of aggressiveness

Emotional-psychological processes serve as an important tool for aggressiveness. The analysis of the pragmatic factors of aggressiveness factors indicates the emergence of two different ecstatinguistic factors:

- 1) relationships between subjects;
- 2) The emergence of a social space in the relationship between subjects.

Relationships between subjects are dependent on the emotional state of participants in the situation and the factors that contribute to their conflict.

The pragmatic reasons for aggression in socio-psychological relationships in a communicative situation may look like this:

The aspect of social-psychological state is far from aggression:

(1) *It was not his fault; it was simply the way life was lived part of the general **horror** of the established order.*

The factor of aggressiveness, which is determined by the role of emotional aggression in the social situation and is related to kinship:

(2) *Out of fear for the welfare of their families, man devised the scheme of insurance.*

The situation related to the emotionally-sensitive nature of the subject's mind: (3) *Now that she had lost, greater than her sense of loss, was the fear that she had made a public spectacle of herself.*

Providing the psycho-emotional state created as a result of the aggressive influence of the subject:

(4) *With a sensation of **terror** instead of fear she thought that the dreaded crisis was about to burst.*

The role of participants in emotional states is determined by the social relationship infrastructure, depending on the social status of the subject [47:97]. Dominant, aggression is made by a person with a high social status. In other words, the aggressiveness of the managing staff over his / her subordinates is frequently observed:

(5) *The wide rooms were too narrow for his rolling gait, and to himself he was in **terror** lest his broad shoulder should collide with the doorways or sweep the bric-a-brac from the mantel. He recoiled from side to side between the various objects and multiplied the hazards that in reality lodged only in his mind.*

In the social situation, gender-related personality traits play an important role in the emergence of emotional aggressiveness:

(6) *She was torturing her mother and father with the **dread** that she should leave the family in the lurch and enter the house of prostitution;*

(7) *She added that Thea's bad manners with the older girls were being talked about all over town, and that if her temper did not speedily improve she would lose all her advanced pupils. Thea was full of fear. She felt she could never bear the disgrace if such thing happened.*

In a social society, the circumstances surrounding the status of a person, the social situations surrounding the person may also be the cause of the aggression on the subject:

8) *He was simply the average roan of small intelligence, great vanity, and snobbishness, so he felt **terror** of public opinion. There could be only one reason for the flight of Lorella's daughter - rottenness. The only point to consider now was how to save the imperiled family standing, how to protect his own daughter, whom his good nature and his wife's weakness had thus endangered.*

A situation in society can be sensitive to the subject's aggression. This is explained by the change in the role of a subject in society to the negative side of the relationship between individuals:

(9) *It was... mental or moral **fear** of the great social mistake he had committed in allowing himself to fall into this unhallowed relationship with her.*

Losing a family's position in the community, aggravating the relationship can cause emotional states such as fear of family members. This leads to a change in relationships to the specific negative aspects:

(10) *Dick gave up hovering between a general scorn of the whole thing and a **fear** that Alice would shame the family.*

Emotional concentration (consternation) emerges in the aggressive situations of fear. This is explained not only by the relationship between entities in the society, but also by the social appearance of religious customs:

(11) *To the **consternation** of his congregation, his firstsermon was quite similar to the address given before the Convention. Again he said, and at length*

and with distressing detail, that the Church had wandered away from the Master's teaching, and that Mammon had been instated in the place of Christ.

A process in society is usually negative, which can be caused by a negative influence on the person in the mind of the subject (ie person), ie, a defect and, at the same time, an aggressive situation:

(12) *As her personal mannerism grew more and more odious to him, he began to dull his perceptions with champagne. He had it for tea, he drank it with dinner, and during the evening he took enough to insure that he would be well insulated when he got home. It was scandalous, and it did not occur among brewers. He was violating the Noblesse oblige of his guild. His father and his father's partners felt alarm.*

Emotional fear is also evident in cases involving the loss of a subject in society. This emotional situation is related to the external pressure on the subject:

(13) *To care about one's reputation means **fear** of what the world says.*

(14) *My **dread** is, however, that in your eyes and in the others I may appear to be compromised.*

(15) *The **fear** of the tongue, that terror of little towns, is usually felt more keenly by the minister's family than by other households. Whenever the Kronborgs wanted to do anything, even to buy a new carpet, they had to take counsel together as to whether people would talk.*

The characteristic of contact between different social circles is considered as emotional concentration. In such cases, aggression is the foundation of the causation:

(16) *The next afternoon, accompanied by Arthur, she arrived in a carriage, to the unqualified delight of the Silva tribe and of all urchins of the street, and to the **consternation** of Maria.*

The occurrence of aggressive state, in turn, is caused by the emotional rising, ie, from the minimum emotional state to the maximum emotional state. These events can be expressed with the verbs in English *rise of mount*.

For example:

- Francis' gorge rose in indignation. (Lawrence)

- For the first time since it had all started he felt a furious anger rising in him, a cold hatred for his father's enemies. (Puzo)

- Ted felt his anger mounting. (Segal)

- Suddenly her blood rose in a jet. "Say you're not drunk!" she flashed. (Lawrence)

- But in spite of himself, his blood began to boil with her. (Lawrence)

- Listening, as the words continued Mel sensed that Cindy was getting close to boiling point. (Hailey)

The metaphorical aggressive process will result in strong anger and hatred. This can result in negative communications between the communications and even contacts:

- "Because I forgot, simply". He fumed a little. (Lawrence)

- The voices rose in pitch and derision. Steam was getting up. (Lawrence)

- "Me?" She suddenly burst into anger. "You get out of my kitchen!" (Maugham)

Increased emotional pressure on the subject serves as a driving force of aggression. It is difficult for the subject to manage the mental state. As a result, aggressive words move to an expression plan:

- "Hugh!" Marian exploded. "Hugh! Do you mean that Hugh persuaded Ted to enlist?" (Hartley).

- Jason suddenly erupted with angry resentment (Segal).

- Boy, did she hit the ceiling when I said this ... Boy, did she hit the ceiling. (Salinger)

Emotional pressure can, in turn, not depend on aggressive behavior, depending on the individual's psychological condition. This phenomenon entails

the ability of the subject to control his / her emotions, an act of departure from the situation, as well as environmental and natural phenomena:

- But the wind coming over the causeway, the salty freshness of the air cooled his anger (Puzo).

- Now, though his brain smoked with hatred, though wild visions of buying a gun and killing the two young man jangled the very bones of his skull, Bonasera turned to his ... wife ... (Puzo).

- He was fueled by rage to toil day and night, serenae noctes vigilare, as Lucretius put it (Segal).

- Rage flamed up in him, contorting his own face (Puzo).

- He was the slow-burn type. But he was burning now (Hailey).

- Andrew left the house shouldering with anger (Cronin).

- Anger flared up in her eyes (Hamsun).

Symptoms of different types of emotional processes, emotional states and emotional aggression are the following:

- I just lay on the floor for a while, and kept calling him a moron sonuva bitch. I was so mad, I was practically bawling. (Salinger)

- Brasi glared at her, malevolent, insanity stamped on his face... (Puzo)

- He was beside himself with rage (Lawrence).

He lost his temper and suddenly shouted, "Do you hear me? Don't ..."
(Cronin)

The aggressiveness of the English linguistics is seen as a manifestation of the physiological symptoms of emotional anger.

Aggressiveness is a psycho-emotional character of people, if we talk about the general situation of each ethnicity. An analysis of the expression of aggression in English indicates that aggressive word combinations include all types of morphological phrases.

Language is also a subject that can and should be interacted with biological and cultural events. Cognitive Linguistics is divided into two major areas:

1. cognitive semantics

2. cognitive grammar.

Cognitive semantics is studied in terms of the semantic structure and the way it is acquired through the language.

Cognitive semantics researchers analyze science from a constructive point of view. Cognitive semantic researches are carried out in the human mind modeling of linguistic semantic researches.

Cognitive Linguistics is a language cognitive tool, that is, a characteristic system that deals with learning as an object of cognition and transformation.

Cognitive Linguistics is a complex research topic that besides linguistics and psychology also summarizes scientific approaches to science such as art theory, psycholinguistics, and neuro-linguistics. It is well known that the formation of speech units and their understanding are the result of mental activity. The fulfillment of this activity must have a direct linguistic knowledge [32:90].

In our mind the meaning component is separated, abstracted, and expressed in different ways in the language:

- Relationships are things that surround the subject and the subject (affiliate relations, classification relations, cause-and-effect relationships, target relationships, etc.),

- Different realities surrounding human beings (eg, ownership, relationships, emotional rationality of different types),

- relationships between people (such as blood relations, friendship and psychological relations, different emotional relationships among people, and so on).

In addition to the lexical-semantic field of meaning, other words that are meaningful may also be included. It is formed in the sense of some words in the occurrent, situational-bound form of the "reaction".

The pragmatic expression of aggressiveness is primarily due to the situations that arise in the course of events, the emotional situation that causes this conflict.

Of course, in this case, a different social environment is considered as an important pragmatic factor of aggression.

In a dialogue communication between communicators can be controversial, and anomalous communicative situations. From a pragmatic perspective, the various social situations, the domination of communication between the communicants, and the economic problems between the communications operators create aggression. These situations and situations have specific structural and dynamic features in the language and speech process.

Aggressive situations appear as an indication of the emotional state of communicators, as well as the psychological traits. Of course, the conflict that arises in the course of the events is caused by the fact that emotions can not be controlled. In this communication process, the verbal relationship between the dominant subject and the contingent was later revealed. This process has a verbal view of *terror, dread* and similar aggressiveness.

As a result of aggression, the subject and the object will generate an emotional process such as *Fear, Alarm, Fright, Panic, Dread, Terror, Horror, Apprehension*. These semantic units are derived from the actions of one person over another and form a subtle aggressive semantics.

Aggression is viewed as an indirect connection with the social community. Situations related to the status of a person in the social environment, the social aspects surrounding the person, including the role of leadership (in relation to his subordinates), also lead to an aggressive situation in the subject.

In the social context, the gender-related personality also creates emotional aggressiveness. This aggression is caused by the intolerance of sexual orientation, that is, the aggression of a physically dominant person (male) towards a weak (feminine) subject.

In the general case, one of the priorities of the case is focusing on aspects of emotional issues related to aggressive processes. The development of emotional concepts like hatred, anger, insult, in turn, serves as the first factor in aggression among the communicants, the second is that the verbal relationship between subjects and the third culmination phase will bring.

CONCLUSION

Aggressiveness can be triggered by conflict situations and through the communication of communications. In this case, the aggressiveness of the communicative process, dietary statements, and their verbalization were analyzed as linguistic objects.

1. The aggressive situation of the emotional situation in the communicative process is carried out through verbal expression of speech.

2. Communicative communication aggression in the speech process is based on the communication, communication, psycho-emotional states of communication. Psycho-emotional state is caused by the mutual negative attitude of the communicants in the speech process.

3. The aggressive situation arises between the communicants in a verbal form, and this dialogue breaks the process of speaking in a positive mood.

4. Aggression is different in individuals. Psychoanalysts split them into the process of studying human nature. These qualities are related to human temperament. Emotional aggression appears and is expressed in different ways, depending on the individual's temperament.

5. Specific linguistic models have been added to the definition of aggressiveness expression. In these models, the semantics of aggression are primarily accomplished by cursing, horses, and semantics of the verb. Aggression can only be due to the intonation aspects of the communication between communication, not only by the use of linguistic components, but also by its structural nature.

6. As mentioned above, aggression is a consequence of the culmination of psycho-emotional processes that occur in the minds of subjects as well as the occurrence of contact situations. Hence, aggression is viewed as emotional object relationship.

7. Aggressiveness moves to the point where it is expressed in the expression of the person's actions, as well as the use of words that express aggressiveness and

body movements, that is, in contact situations. The next process is the culmination of aggression.

8. The aggressive process develops accidentally or suddenly, depending on the emotional state of the communicators, the psychological state of the vatemepartment. There is a reason for any aggression to occur. The reason is the occurrence of emotions accumulated over a certain period of time, such as migration, as well as the verbal expression of the subject's intentions to dominate the opponent.

9. The main linguistic indicators (lexical-semantic and syntactic semantic) that were used in communication, speaking and speaking situations were defined as the occurrence of aggression. The lexical and syntactic indications vary depending on the conflict situation.

10. In modern conditions of society, communicative, conflict-prone and aggressive situations are becoming a global problem. This is due to factors such as the sharpness of the global economic and political situation, the tension in the various spheres of society, and the threat of international terrorism. The prevention of aggression, including aggression, does not only have a political, philosophical or psychological significance but also requires extensive research from linguistic point of view.

11. Psychological aggression is defined by hostility, which is a complex motivating situation, including anger, anger and hostility, and hatred. It is acknowledged that the English and Uzbek languages have a part of special paramotor tools that distinguish stereotypes for describing these emotions in a lexical and grammatical background, in general, the English and Uzbek linguocultural textual texts, and mimic, gestural , the pantomime aggressive expression is often the same.

12. The expressions used to express hostility in English and Uzbek are not a collection of random language groups. Cognitive models of these emotions, hidden in the language's semantics, can be created by linguistic analysis.

13. One of the possible ways to model the emotion concept is the conceptual metaphor. The metaphorical expressions used in this language should be selected and analyzed in terms of linguistics to describe the feelings of interest to the researcher to disseminate the concept of emotion and to reflect the ideas of this feeling in the tongue.

14. The feelings of anger and hatred apply to the fundamental human feelings universally recognized. The concept of emotions is the same for those who speak English and Uzbek, and there are some differences in their language.

15. The findings of graduation qualifying studies show that aggressiveness is evident in conflict situations, structural and dynamic expression, intensely oriented, political, social, behavioral, and more.

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