TOSHKENT DAVLAT SHARQSHUNOSLIK UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/30.12.2019.Fil.21.01 RAQAMLI ILMIY KENGASH

TOSHKENT DAVLAT SHARQSHUNOSLIK UNIVERSITETI

DAVLATOV ZOIRJON ZOKIRALIYEVICH

TURK TILIDA YORDAMCHI FE'LLAR VA ULARNING O'ZBEK TILIDA IFODALANISHI

10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik

Filologiya fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI

Toshkent – 2025

Filologiya fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati mundarijasi

Оглавление автореферата диссертации доктора философии (PhD) по филологическим наукам

Contents of dissertation abstract of doctor of philosophy (PhD)on philological sciences

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida turk tilini o'rganishga bo'lgan qiziqish ortib borayotgan bir paytda, uning grammatik tizimini, xususan yordamchi fe'llar orqali ifodalanadigan nutq modellari va strukturalarini o'zbek tilida qiyosiy tahlil asosida o'rganish dolzarb bo'lib qolmoqda. Ayniqsa, tarjimashunoslik, til o'rgatish va ikki tilli grammatik tahlil sohalarida bu mavzuning ilmiy va amaliy ahamiyati yuqori. Shuningdek, turk va o'zbek tillari genetik jihatdan turkiy tillar oilasiga mansub bo'lsa-da, ularning grammatik tizimidagi ayrim tafovutlar, ayniqsa yordamchi fe'llar va ularning ifodalanish uslublaridagi farqlar til qiyosiy tahliliga bo'lgan ehtiyojni kuchaytiradi. Ushbu mavzuni chuqur ilmiy tadqiq qilish orqali ikki til orasidagi grammatik o'xshashlik va tafovutlarni aniq ko'rsatib berish, tarjima jarayonida yuzaga keladigan muammolarni ilmiy asosda hal etish imkonini beradi.

Dunyo tilshunosligida turkiy tillardagi yordamchi fe'llar masalasi grammatik, semantik va stilistik jihatlari bilan keng ko'lamda o'rganib kelinayotgan mavzulardan biridir. Dunyo tilshunoslari bu borada turli nuqtai nazarlar, metodologiyalar va yondashuvlar orqali mazkur fe'l turining xususiyatlarini ochib berishga harakat qilganlar. Ammo turk tilidagi yordamchi fe'llarning o'zbek tilida idodalanishi monografik planda tadqiq etilmagan.

Mamlakatimiz taraqqiyotining quyi bosqichida chet tillarni mukammal egallash o'z navbatida bu sohaning yetuk bilimdonlarini, tarjimonlarni yetishtirish imkonini beradi. Bu holat chet mamlakatlar bilan ijtimoiy, madaniy, iqtisodiy aloqalarni mustahkamlash imkonini yaratadi. Shu bois, xorijiy tillar, jumladan, turk tilining spetsifik belgilarini tadqiq etish va aniqlash muhim ahamiyat kasb etadi. Turk tilining fonetik, leksik, morfologik, sintaktik xususiyatlari turk va xorijlik tilshunoslar, xususan, rus turkshunoslarining qator tadqiqotlarida maxsus o'rganilgan. Bu yo'nalishda yaratilgan va nashr etilgan bir qancha monografiyalar, ilmiy ishlar mavjud. Xususan, turk tili leksikalogiyasi masalalari ham ayrim maxsus tadqiqotlarning o'rganish obyekti bo'lgan. Keyingi paytlarda o'zbek va turk tillarining leksik, morfologik, sintaktik xususiyatlarini qiyoslab tadqiq etish yuzasidan bir qancha ishlar amalga oshirilgan, xususan, turk tilida ayrim fe'llarning leksik-semantik belgilari o'zbek tilidagi muqobillari bilan qiyosiy aspektda o'rganilgan. Biroq bu yo'nalishda hali ham o'z yechimini topmagan, maxsus tadqiq etilmagan masalalar oz emas. Turk tilidagi yordamchi fe'llarning leksik-semantik ma'no ko'lami, grammatik xususiyatlari shular jumlasidandir.

O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son, 2019-yil 21-oktabrdagi "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to'g'risida"gi PF-5850-son Farmonlari, 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-son, 2022-yil 6-iyuldagi "2022-2026 yillarda O'zbekiston Respublikasining innovatsion rivojlanish strategiyasini amalga oshirish bo'yicha tashkiliy chora-tadbirlar to'g'risida"gi PQ-307-son, 2020-yil 16-apreldagi "Sharqshunoslik sohasida kadrlar tayyorlash tizimini tubdan takomillashtirish va ilmiy salohiyatni oshirish chora-tadbirlari to'g'risida"gi PQ-4680-son Qarorlari, O'zbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 12-dekabrdagi "Davlat tilini rivojlantirish departamenti

to'g'risidagi Nizomni tasdiqlash haqida"gi 984-sonli Qarorlari hamda mazkur faoliyatga tegishli me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu tadqiqot muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot O'zbekiston Respublikasi fan va texnologiyalari taraqqiyotining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. O'zbek tilshunosligida fe'l so'z turkumi muammolari, xususan, fe'l turlari, yasalishi va grammatik kategoriyalari haqidagi muhim ma'lumotlar birinchi bor A. Kononov, A. G'ulomov, M. Askarova, A. Hojiyev, Sh. Shukurov, G'. Abdurahmonov, Q. Mahmudov[1] kabi mashhur olimlarning tadqiqotlarida o'z ifodasini topgan bo'lib, bu ilmiy ishlar fe'l nazariyasining shakllanishi va rivojlanishiga asos bo'lgan. Fe'llarning ayrim semantik turlari, ularning valentlik xususiyatlari va semantik jihatlari I. Kuchkarto'yev, R. Rasulov, S. Muhamedova, M. Abuzalova kabi olimlarning doktorlik dissertatsiyalarida[2], shuningdek, T. Musayev, U. Sharipova, Z. Siddiqov, D. Abdullayeva, G. Narimova, G. Isakova va Sh. Karimjonova kabi tadqiqotchilarning nomzodlik dissertatsiyalarida o'rganilgan[3].

Turk tilshunosligida fe'llar harakat-holat bildiruvchi so'zlarning grammatik kategoriyalari, fe'llarning vazifadosh shakllari mukammal, atroflicha tadqiq etilgan bo'lsa-da, yordamchi fe'llar, ularning turlari, mazkur fe'llarga xos semantik-leksik, funksional xossalar va ularning o'zbek tilida ifodalanishi maxsus o'rganilmagan. Odatda, turk tilidagi qo'shma fe'llar haqida so'z ketgandagina, yordamchi fe'llar qayd etib o'tiladi. Ayni yordamchi fe'llar vositasida anglashiladigan mazmunlar asosida qo'shma fe'llarning turlari farqlanadi. Masalan, M. Ergin fe'llarni ma'nosiga binoan tasniflamaydi[4]. T.Banguo'g'lu o'timli va o'timsiz fe'llarni harakat-holat ma'nosini bildiruvchi so'zlarning ma'no turlari deb e'tirof etadi. Shu bilan birga, *olmak/bo'lmoq* yordamchi fe'lining *–miş* shaklli o'tgan zamon, *-r, -maz* shakli hozirgi-kelasi zamon, *-ecek* affiksli shakli kelasi zamon fe'llari bilan qo'llanishidan hosil bo'ladigan fe'l shakllari murakkab fe'llar (karmaşık fiiller) nomi ostida o'rganiladi.

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[1] Кононов А.Н. Грамматика современного узбекского литературного языка. – М.; Л.: АН СССР, 1960. – 446 с; Ғуломов А., Аскарова М. Ҳозирги ўзбек адабий тили. – Т.: Ўқитувчи, 1987. – 196 б; Ҳожиев А. Ўзбек тилида кўмакчи феъллар. – Т.: Фан, 1966. – 223 б; Шукуров Ш. Ўзбек тилида феъл майиллари тараққиёти. – Т.: Фан, 1980. – 144 б; Abdurahmonov G'., Sh.Shukurov., Q.Mahmudov. O'zbek tilining tarixy grammatikasi.-T.: O'zbekiston faylasuflari milliy jamiyati, 2008. – 528 b; Абдураҳмонов Ф. Ўзбек тили грамматикаси. – Т.: Фан, 1996. – 324 б.

[2] Кўчкартоев И. Сўз маъноси ва унинг валентлиги: – Филол.фан.номз. дисс. – Т., 1977. – 144.с; Расулов Р. Ўзбек тилида холат феъллари ва уларнинг облигатор валентликлари. – Тошкент, 1989, – 131 б; Мухамедова С. Ўзбек тилида йўналма харакат феълларининг предикативлиги ва валентлик: Филол.фан. номз. дисс. автореф. – Т., 1999. – 22 б; Abuzalova M. Substantsial morfologiya, valentlik va sintaktik qurilma: Filol.fan.dok.diss. avtoref. – Buxoro., 2018. – 41 b.

[3] Мусаев Т.Т. Ўзбек тилидаги сезги феъллари: Филол.фан. номз.дисс.автореф. – Тошкент, 1992. – 145 б; Шарипова У. Ўзбек тилидаги юмуш феълларининг маъно-валентликлари: Филол.фан. номз.дисс. – Тошкент, 1996. – 152 б; Сиддиков З.У. Ўзбек ва турк тилларида кўрув лексемалари семантикаси: Филол.фан. номз.дисс.автореф. – Тошкент, 2000. – 27 б; Абдуллаева Д. Семантик-синтактик валентлик ва ўзга гапли қурилмалар: Филол.фан. номз.дисс.автореф. – Самарқанд: СамДУ, 2002. – 22 б; Наримова Г.А. Ўзбек тилида феълларнинг объект аргументи: Филол.фан. номз.дисс.автореф. – Тошкент, 2005; Исакова Г. Ўзбек тилидаги "қилмоқ" феълининг лексик-семантик хусусиятлари: Филол.фан. номз.дисс.автореф. – Тошкент, 2009; Karimjonova Sh. O'zbek va ingliz tillarida kauzativ fe'llar tadqiqi: Filol.fan.nomz.diss.aavtoref. – F, 2024.

[4] Ergin.M. Türk Dili Bilgisi. – İstanbul: Bayrak, 1993. – S. 214.

Vazifasiga koʻra, oʻzbek tilidagi koʻmakchi feʼllarga muvofiq keluvchi feʼllar tasvir feʼllari deb ataladi[5]. Bunda *bilmek/bilmoq* koʻmakchi feʼli vositasida hosil qilingan biriktiruv imkoniyat feʼli (yeterlik fiili), *vermek/bermoq* koʻmakchisi ishtirokidagi biriktiruv surʼatlilik feʼli (ivedilik fiili), *kalmal/qolmoq, görmek/koʻrmoq, gelmek/kelmoq,* *durmak/toʻxtamoq* feʼllari yordamida hosil qilingan birikuvlar davomlilik feʼllari (sürek fiili), *yazmak/yozmoq* koʻmakchi bilan yuzaga kelgan birikuv feʼllari yaqinlashuv feʼllari (yaklaşma fiili), degan fikr ilgari suriladi. Shuningdek, *atıp tutmak, keşıp kavırmak, gidip gelmek* kabi qoʻshma feʼllar yarim tasvir feʼllari (yarı tasvir fiilleri) hisoblanadi. N.Atabay, I.Kutluk, C.Özelning turk tili morfologiyasiga bagʻishlangan maxsus tadqiqotida yordamchi feʼllar masalasi tahlil qilingan, bunda *etmek-etmoq, eylemek-aylamoq, kılmak-qilmoq, olmak-boʻlmoq* leksemalari yordamchi feʼllar sirasiga kiritilgan. Xususan, toʻliqsiz feʼllarni ham alohida guruh sifatida yordamchi feʼllar deb hisoblash mumkin, degan xulosaga kelingan[6]. Ayni paytda tilshunoslar qayd etilgan yordamchi feʼllardan tashqari *bilmek-bilmoq, vermek-bermoq, kalmak-qolmoq, durmak-toʻxtamoq* kabi feʼllar ham yordamchi feʼllar vazifasida kelishi mumkinligi haqidagi fikrni ilgari surishadi.

Hacıeminoğlu turk tilidagi feʼllarning tuzilishiga koʻra turlarini tadqiq etar ekan, harakat-holat semali leksemalarni quyidagi tartibda tasniflashni maʼqul koʻradi: 1) Tuzilishiga koʻra: tub feʼllar, yasama feʼllar, qoʻshma feʼllar. 2) Maʼnosiga koʻra: harakat maʼnosini bildiruvchi feʼllar; ish maʼnosini anglatuvchi feʼllar; holat bildiruvchi feʼllar; mavjudlik maʼnosini bildiruvchi feʼllar. 3) Holatlariga koʻra: asl feʼllar; yordamchi feʼllar. 4) Qoʻllanilishiga koʻra: tuslangan feʼl; masdar; harakat nomi; sifatdosh; ravishdosh. 5) Ega bilan munosabatiga koʻra: aniq nisbatdagi feʼl, orttirma nisbatdagi feʼl; majhul nisbatdagi feʼl; birgalik nisbatdagi feʼl. 6) Vositasiz toʻldiruvchi bilan munosabatiga koʻra: oʻtimli feʼllar; oʻtimsiz feʼllar; qaytishlik feʼli. 7) Mohiyatiga koʻra: boʻlishli feʼllar; boʻlishsiz feʼllar; iqtidor feʼllari. Demak, bu holda ham feʼllarning semantik tiplari yordamchi feʼllar mavjudligini eʼtirof etadi. Tadqiqotning asosiy qismi tub va yasama feʼllar tadqiqiga qaratilgan[7].

R. Toparli turk tilidagi feʼllar, feʼllarning tuzilishiga koʻra turlari, shuningdek, feʼlning tuslanishiga oid toʻliq maʼlumot beradi. Bunda feʼllar tuzilishiga muvofiq uch guruhga boʻlinadi: tub feʼllar, yasama feʼllar, qoʻshma feʼllar. Qoʻshma feʼllarga quyidagi tarkibli feʼllar kiritiladi: a) ot va yordamchi feʼldan tashkil topgan qoʻshma feʼllar. Bunda *et, eyle, ol, kıl* yordamchi feʼllar ishtiroki koʻzda tutiladi: *yardım et, dua eyle, kerem kıl;* b) ikki feʼlning ravishdosh orqali birikishidan hosil boʻlgan yordamchi feʼllar: *yapabil-qila ol, okuyabil-oʻqiy ol, gidebil-keta ol.* Bu guruh feʼllari oʻz ichida yana uch guruhda tasniflanadi: a) tezlik maʼnosini bildiruvchi qoʻshma feʼllar *ver-ber* feʼli orqali yasaladi: *geliver, okuyuver;* b) davomlilik maʼnosini bildiruvchi qoʻshma feʼllar *kal-qol, gel-kel, dur-toʻxta* feʼllari orqali shakllantiriladi: *bakakalmak-qarab qolmoq, yazadurmak-yozib turmoq* c) yaqinlashuv mazmunini tashuvchi qoʻshma feʼllar *yasmak-yozmoq* feʼli orqali hosil qilinadi: *düşeyazmak-yiqilayozmoq*[8]. Lekin bunda ayni feʼl shakllari qayd etiladi, mazkur qoʻshma feʼllarni yuzaga keltiruvchi qoʻshma feʼllar tahlil etilmaydi.

[5] Banguoğlu.T. Türkçenin grameri. – Ankara, 1990. – S. 408-486, 488-493.
[6] Atabay N, Kutluk İ, Özel S. Sözcük Türleri. – Ankara: Olgaç Basımevi, 1983. – S. 254-261.
[7] Hacıeminoğlu. Türk dilinde yapı bakımından fiiller. – İstanbul: Bilge Kültür Sanat yayınları, 2016. – S. 78-79.
[8] Toparlı R. Türk Dili. – Ankara, 1988. – S. 50-68.

Tadqiqot mavzusining dissertatsiya bajarilgan oliy ta'lim muassasasi ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya mavzusi Toshkent davlat sharqshunoslik universiteti ilmiy tadqiqot ishlari rejasining "Turk tilining dolzarb muammolari" mavzusidagi ilmiy-tadqiqot yo'nalishlari doirasida bajarilgan.

Tadqiqotning maqsadi turk tilidagi yordamchi fe'llar semantik turlarining spetsifik xususiyatlarini va o'zbek tilida ifodalanishini tadqiq etishdan iborat.

Tadqiqotning vazifalari: Tadqiqot maqsadi yo'lida quyidagi vazifalarni bajarish ko'zda tutilgan:

turk tilshunosligidagi yordamchi fe'llarning ma'no turlariga oid nazariy qarashlarni tadqiq etish, ularga munosabat bildirish;

turk tilidagi yordamchi fe'llarning yangi semantik tasnifini amalga oshirish;

yordamchi, ko'makchi va to'liqsiz fe'llar guruhiga kiruvchi fe'l-leksemalar doirasini chegaralash, ularning semalari tizimi, qo'llanilish doirasini aniqlash;

tadqiqot obyekti sifatida belgilangan fe'l-leksemalarning shakliy-vazifaviy va ma'noviy-uslubiy xususiyatlarini ochiqlash.

Tadqiqotning obyekti. Hozirgi turk tilidagi ashyoviy materiallar (Güntekin R.N. "Çalıkuşu", "Bir Kadın Düşmanı", Edip-Adıvar H. "Kalp Ağrısı", Karay R.H. "Nilgün", "Memleket Hikayeleri")dagi yordamchi fe'llar tadqiqotning obyektini tashkil etadi.

Tadqiqotning predmeti. Hozirgi turk tilidagi yordamchi fe'llar va ularning o'zbek tilida ifodalanishi tadqiqotning predmetini tashkil etadi.

Tadqiqotning usullari. Tadqiqotda analiz, sintez, tizimli va komponent tahlil, tavsiflash, tasniflash, qiyosiy-tipologik usullardan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

to'plangan ashyoviy materiallar va turkiy tillardagi yordamchi fe'llar haqida ilgari surilgan ilmiy qarashlar tahlili asosida turk tilidagi yordamchi fe'llarning yangi semantik tasnifi ishlab chiqilgan;

yordamchi fe'l vazifasida qo'llaniluvchi fe'l-leksemalarning semantik va grammatik tabiatiga tahliliy yondashilib, ularning o'zbek tilida funksional-morfologik ifodalanish mexanizmlari aniqlangan;

yordamchi fe'llarning semalar tizimidagi ma'no nozikliklari matnlar misolida faktik materiallar asosida dalillanib, ularning kontekstual voqelanish xususiyatlari lingvopragmatik nuqtai nazardan izohlangan;

tadqiqot jarayonida turk tilidagi yordamchi fe'llarning son jihatdan boshqa turkiy tillarga, xususan, o'zbek tiliga nisbatan ancha kamligi aniqlanib, bu holatning tarixiy, tipologik va grammatik sabablari hamda shakllanish omillari asoslangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

turk va o'zbek tillaridagi yordamchi fe'llar komparativistik aspektda tahlil qilingan;

tadqiqotda turk tilidagi yordamchi fe'llar qiyosiy o'rganilib, yaxlit ilmiy tizimga solingan;

turk tilidagi yordamchi fe'llarning o'zbek tilidagi ifodalari asoslab berilgan;

obyekt sifatida olingan turk tilidagi badiiy asarlar tahlili va tarjimasi natijasida turk tilidagi yordamchi fe'llarning ma'no ko'lami yoritilib, ularning bir necha ma'no anglatishi dalillab berilgan.

Tadqiqot natijalarining ishonchliligi. Muammolarning ilmiy va badiiy manbalardan olingan metodlar, yondashuvlar va ma'lumotlardan foydalanishda, turk adiblarining nasriy asarlarini qiyosiy-tipologik, sintez metodlar vositasida tahlil

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qilinganligi, tadqiqot natijasidagi xulosa hamda takliflar amaliyotga tadbiq etilgani, tadqiqot natijalarining xorijiy va respublika jurnallarida e'lon qilingan ilmiy maqolalar va tegishli tashkilotlardan olingan dalolatnomalar bilan asoslanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati.

Ilgari qiyosiy tahlilga tortilmagan turk va o'zbek tilidagi yordamchi fe'llar komparativistik aspektda tahlil qilingan. Tadqiqot natijalari turk tilining nazariy grammatikasini yaratishda muhim ilmiy-nazariy manba vazifasini o'taydi. Shuningdek, tadqiqotdagi ashyoviy materiallardan turk tilining izohli lug'atini tuzishda foydalanish mumkin;

Tadqiqot turkshunoslik yo'nalishi bo'yicha bakalavr hamda magistraturada ta'lim olayotgan talabalarga "Turk tili" fanining "Fe'lning semantik tiplari. Yordamchi fe'llar" bo'limi yoki "Turkiy tillarning qiyosiy grammatikasi" fanini o'qitishda kerakli material xizmatini o'tashi mumkin.

Tadqiqot natijalarining joriy qilinishi.

Turk tilida yordamchi fe'llar va ularning o'zbek tilida ifodalanishi mavzusidagi ilmiy tadqiqot ishidan Turkiyaning O'zbekistondagi "Turkiya madaniyat markazi" ning ma'ruza materiallarini tayyorlashda foydalanilgan (Turkiyaning O'zbekistondagi "Turk milliy madaniy markazi" ning 2023-yil 10-oktabrdagi 19-sonli ma'lumotnomasi). Natijada, ushbu tadqiqotdan olingan ilmiy xulosalar va metodik tavsiyalar o'quv jarayonida samarali qo'llanilib, talabalar va tinglovchilarning turk tilining grammatik-semantik xususiyatlarini chuqurroq anglashlariga yordam berdi. Shuningdek, materiallarning amaliy tatbiqi til o'rgatish samaradorligini oshirdi va madaniy-ma'rifiy faoliyatda qo'shimcha ilmiy manba sifatida xizmat qilgan;

turk tilidagi yordamchi fe'llar va ularning o'zbek tilida ifodalanishi bilan bog'liq ilmiy tushunchalar O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi Toshkent davlat sharqshunoslik universiteti Til, ta'lim, tarjima va konsalting markazi tomonidan turk tilini bilishga qaratilgan yozma va og'zaki kompetensiyalarni aniqlash uchun (B1, B2, C1 daraja imtihonlarida) berilgan topshiriq savollarini tuzish va shakllantirishda hamda o'quv qo'llanmalarini yaratishda qo'llanilgan (Toshkent davlat sharqshunoslik universiteti Til, ta'lim, tarjima va konsalting markazining 2023-yil 9-oktabrdagi 03-03-01/1942-son ma'lumotnomasi). Natijada, o'quv jarayonida zamonaviy yondashuv asosida tuzilgan topshiriqlar til o'rganuvchilarning bilim va ko'nikmalarini samarali rivojlantirishga xizmat qildi, dars jarayonining interfaolligi oshdi. Shuningdek, yaratilgan o'quv qo'llanmalar amaliy va nazariy bilimlarni uyg'unlashtirishga, o'quvchilarning mustaqil fikrlash va muloqot qilish malakalarini shakllantirishga yordam bergan;

turk tilida yordamchi fe'llar va ularning o'zbek tilida ifodalanishi xususidagi ilmiy izlanishlar va ashyoviy ma'lumotlar O'zbekiston milliy teleradiokompaniyasi "Foreign Languages" telekanalining "Good morning Uzbekistan!" va "Hasbihal" ko'rsatuvlarining senariylarini yozishda foydalanilgan (O'zbekiston teleradiokompaniyasining 2023-yil 25-sentabrdagi 01-05-1443-sonli ma'lumotnomasi). Natijada, televizion dasturlar til va uslub jihatdan yanada boyidi, muloqot madaniyatining nozik qirralari yoritildi hamda turk va o'zbek tillaridagi lingvistik o'xshashliklar ommaga sodda va tushunarli tarzda yetkazildi. Bu esa ko'rsatuvlarning ilmiy-uslubiy asoslangan holda tayyorlanishiga, tomoshabinlarda tilga va madaniyatga bo'lgan qiziqishning ortishiga xizmat qilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari muallifning 4 ta ilmiy-amaliy anjuman, jumladan, 2 ta xalqaro va 2 ta respublika miqyosidagi konferensiyadagi chiqishlarida aprobatsiyadan o'tgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 15 ta ilmiy ish chop etilgan. O'zbekiston Respublikasi Oliy attestatsiya komissiyasi doktorlik dissertatsiyalarining ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarida 5 ta, xususan, 3 ta respublika va 2 ta xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya tarkibi kirish, uch asosiy bob, xulosa, foydalanilgan adabiyotlar ro'yxatidan tashkil topgan. Dissertatsiyaning hajmi 135 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, mavzuning o'rganilganlik darajasi, dissertatsiyaning maqsadi va vazifalari, obyekti va predmeti tavsiflangan, uning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi ko'rsatilgan, tadqiqotning ilmiy yangiligi va amaliy ahamiyati ochib berilgan, tadqiqot natijalarini amaliyotga joriy qilish, nashr etilgan ishlar va dissertatsiyaning tuzilishi bo'yicha ma'lumotlar keltirilgan.

Tadqiqot ishining **"Yordamchi fe'llar tadqiqining nazariy asoslari"** deb nomlangan birinchi bobida o'zbek va turk tillarida yordamchi fe'llarga oid tadqiqotlar tahlili, *olmak* – "bo'lmoq" leksemasining mavjudlik semasini shakllantiruvchi fe'l sifatidagi xususiyatlari, holatni harakat tarzida reallashtiruvchi yordamchi fe'llar, yordamchi fe'l vazifasida qo'llaniluvchi fe'l-leksemalar haqida so'z yuritiladi.

Ushbu bobning birinchi fasli *"O'zbek va turk tillarida yordamchi fe'llarga oid tadqiqotlar tahlili"* deb nomlanib, unda o'zbek va turk tillarida fe'l, uning leksik-grammatik xususiyatlariga ko'ra tasnifi, yordamchi va ko'makchi fe'llarning tuzilishi va ma'no ko'lami, har ikki tildagi yordamchi fe'llarning o'xshash va farqli jihatlari tahlilga tortilgan.

A. Hojiyevning "Tilshunoslik terminlarining izohli lug'ati" da yordamchi fe'llar xususida quyidagicha izoh beriladi: Yordamchi vazifasida qo'llanib, qo'shma fe'l hosil qilish, fe'lning analitik shaklini yasash uchun xizmat qiluvchi, shuningdek bog'lama vazifasini bajaruvchi fe'llar. Ular o'z vazifasiga ko'ra 3 turga bo'linadi: 1) qo'shma fe'l hosil qiluvchi yordamchi fe'llar: *qil, ayla, et, bo'l: qabul qilmoq, ruxsat etmoq* kabi; 2) fe'lning analitik shaklini hosil qiluvchi yordamchi fe'llar (bular odatda ko'makchi fe'llar deb yuritiladi): *boshla, chiq, yubor* va b: *kela boshladi, o'qib chiqdim, so'rab ko'r, yiqitib yubordi* kabi; 3) bog'lama vazifasini bajaruvchi ko'makchi fe'llar. Mas., *bo'l: injener bo'lmoq*[9].

Fe'lning analitik shaklini hosil qiluvchi yordamchi fe'llar odatda ko'makchi fe'llar deb yuritiladi[10]. O'zbek tilida butunlay ko'makchi fe'lga aylangan (mustaqil ma'nosini yo'qotib, faqat ko'makchi fe'l sifatida qo'llanadigan) birorta ham fe'l yo'q. Ayrim mustaqil fe'llar ko'makchi fe'l vazifasida ham qo'llaniladi va turli-tuman ma'nolarni ifodalash uchun xizmat qiladi. Ular quyidagilar: *boshla, yot, tur, yur, o'tir, bo'l, bit (bitir),*

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[9] Ҳожиев А. Тилшунослик терминларининг изохли луғати. – Т.: "Ўзбекистон миллий энциклопедияси", 2002. – Б. 38-39.

[10] Ko'rsatilgan asar. – B. 38.

ol, ber, qol, qo'y, chiq, bor, kel, ket, yubor, tashla, sol, tush, o'l, o't, yet, ko'r, qara, boq, yoz[11]. Demak, mustaqil ma'no ifodalash bilan birgalikda ko'makchi fe'lga aylangan faol fe'l-leksemalar soni o'ttizga yaqin. Shuningdek, mazkur faslda o'zbek tilshunosligida A. G'ulomov, A. Hojiyev, M. Mirtojiyev, A. Madvaliyev kabi olimlarning yordamchi fe'llar mavzusiga oid ishlari o'rganilib, tahlil etilgan[12].

Z. Xudoyberganova va X. Hamidov turk tilida fe'llarni leksik-grammatik xususiyatlariga ko'ra mustaqil fe'llar va yordamchi fe'llar kabi ikki guruhga bo'lib o'rganadilar[13]. T. Necatning tasnifiga ko'ra, turk tilida ko'makchi fe'llar soni o'n bitta bo'lib, ular turk tilida qo'shma fe'llarni yasashga xizmat qiladi. Arxaik yordamchi fe'llar (*kılmak, eylemek*) esa ko'proq badiiy asarlarda uchraydi[14]. Turk tilshunosligida yordamchi fe'llar bo'yicha M. Ergin, H. Hengirmen, A. Banguog'lu, G. Gencan va T. Boz tomonidan qator nazariy izlanishlar olib borilgan[15]16. Ular yordamchi fe'llarni otlashgan fe'llar, modal fe'llar, harakat holatini bildiruvchi fe'llar kabi toifalarga ajratganlar. S. Alibekiroğluga ko'ra turk tilida fe'llar tuzilishi, ma'nosi va vazifasiga ko'ra quyidagicha tasniflanadi: Tuzilishiga ko'ra: a) sodda; b) yasama; c) qo'shma; Ma'no va vazifasiga ko'ra: a) mustaqil fe'llar; b) yordamchi fe'llar; c) gavhar fe'llar[17].

Turkshunoslikda fe'llar, fe'llarning zamon, shaxs-son, mayl kabi grammatik kategoriyalari batafsil tadqiq etilgani holda, keng ma'noda ot yoki fe'llarga birikib kelib qo'shimcha ma'no nozikliklarini yuklovchi fe'l-leksemalar, ya'ni yordamchi fe'llarning alohida morfologik hodisa sifatida tadqiq etilmagani kuzatiladi. Nisbatan avvalgi ishlarda (M.Ergin) fe'llarning yordamchi turlariga kiruvchi leksemalar umuman diqqatdan chetda qolgan bo'lsa, keyingi tadqiqotlarda (T.Banguo'g'lu) keng ma'modagi ot ishtirokida keluvchi ayrim fe'l-leksemalar hamda qo'shma fe'llar ajratilganini ko'ramiz. N.Atabay, I.Kutluk, S.Özel, R.Goporli, M.Hengirmen kabi tilshunoslar keng ma'nodagi ot yoki yetakchi fe'llar bilan qo'llaniluvchi leksemalarni qo'shma fe'l sifatida farqlashgan bo'lsalar-da, turk tilidagi yordamchi fe'llar guruhini tashkil etuvchi leksemalar maxsus tadqiqot obyekti sifatida o'rganilmagan.

Mazkur bobning ikkinchi fasli *"Olmak – bo'lmoq leksemasi mavjudlik semasini shakllantiruvchi fe'l sifatida"* deb nomlanadi. Ushbu faslda *olmak* yordamchi fe'li vositasida hosil qilinuvchi fe'l shakllari, *olmak* fe'lining ot, ravish, sifatdosh, harakat nomi, modal so'z, olmosh kabi so'z turkumlari bilan birikib, yordamchi fe'l vazifasini bajarishi va qo'shma fe'lni yuzaga keltirishi mumkinligi tahliliga bag'ishlangan.

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[11] Ҳожиев А. Феъл. – Т.: Фан, 1973. – Б. 14-15.

[12] Ғуломов А. Феъл. – Т.: Фан, 1954. – 88 б; Ҳожиев А. Ўзбек тилида кўмакчи феълллар. – Т.: Фан, 1966. – 223 б; Феъл. – Т.: Фан, 1973. – 192 б; Mirtojiyev M. Kechim ifodalagan kesim obyektining ega vazifasini o'tashi // O'zbek tili va adabiyoti. – T., 2003. – 51-55 b; Sema tushunchasi haqida // O'zbek tili va adabiyoti. – T., 2008. – 64-68 b; Madvaliyev A. O'zbek terminologiyasi va leksikografiyasi masalalari. – T., O'zbekisoton milliy ensiklopediyasi, 2017. – 117 b.

[13] Xudoyberganova Z, Hamidov X. Turk tilining nazariy grammatikasi. – Toshkent: Tafakkur bo'stoni, 2015. – B. 70-76.

[14] Necat T. Dilbilgisi: Türkçe'nin Grameri. – Ankara.: Ayraç Yayınevi, 1979. – S. 306-309.

[15] Ergin M. Türk Dili Bilgisi. – İstanbul: Bayrak, 1993. – 384 s; Hengirmen M. Türkçe Dilbilgisi. – Ankara: Tömer Yayınları, 1997. – 288 s; Banguoğlu T. Türkçenin Grameri. – Ankara: Türk Tarih Kurumu Basımevi, yeni baskı, 1998. – 364 s; Gencan G. Türk Grameri (Şekil Bilgisi). – Ankara: Türk Dil Kurumu Yayınları, 2001. – 512 s; Boz T. Türkçede Yardımcı Fiiller ve Fiil Grupları. Doktora Tezi. – İstanbul: Turkish Studies, 2004. – 340 s.

[16] Ergin M. Türk Dili Bilgisi. – İstanbul: Bayrak, 1993. – 384 s; Hengirmen M. Türkçe Dilbilgisi. – Ankara: Tömer Yayınları, 1997. – 288 s; Banguoğlu T. Türkçenin Grameri. – Ankara: Türk Tarih Kurumu Basımevi, yeni baskı, 1998. – 364 s; Gencan G. Türk Grameri (Şekil Bilgisi). – Ankara: Türk Dil Kurumu Yayınları, 2001. – 512 s; Boz T. Türkçede Yardımcı Fiiller ve Fiil Grupları. Doktora Tezi. – İstanbul: Turkish Studies, 2004. – 340 s.

[17] Alibekiroğlu S. Çağdaş türk lehçelerinde yardımcı fiiler: – Doktora Tezisi. – Elazığ., 2014. – S.151-152.

Ashyoviy materiallar tahlili *olmak* yordamchi fe'lining turli so'z va so'z birikmalari bilan qo'shilib, quyidagi 42 ma'noda ishlatilishi mumkinligini ko'rsatdi: 1) O'zi bog'lanib kelgan so'zdan anglashilgan ish-harakatning amalga oshirilishi yoki bajarilishi; 2) "yetishtirmoq", "yetilmoq", "o'stirmoq"; 3) "tayyorlanmoq", "tayyor holga kelmoq"; 4) "mavjud bo'lmoq", "bor bo'lmoq"; 5) "biron-bir joyga bormoq", "joylashmoq"; 6) "mos tushmoq", "mutanosib bo'lmoq"; 7) "biron narsaning birov mulki bo'lmoq, birovga tegishli bo'lmoq"; 8) "yaqinlashmoq", "boshlanmoq"; 9) "biror belgi, xususiyatga ega bo'lmoq, egalik"; 10) "biror narsaga, holatga, joyga egalik, sohiblik qilmoq"; 11) "bir holatdan ikkinchi bir holatga o'tmoq"; 12) "aylanmoq" (oltinga, tuproqga); 13) "loyiq bo'lmoq", "roppa-rosa kelmoq"; 14) "yo'qotmoq", "qo'ldan chiqarmoq"; 15) "ma'lum bir holatda, vaziyatda bo'lmoq"; 16) "yoshga to'lmoq", "biron yoshga kirmoq"; 17) "biror-bir darajaga, lavozimga, unvonga erishmoq"; 18) "muayyan guruh, yo'nalish, e'tiqod, tariqat va shu kabilarga xos bo'lmoq, oid, tegishli bo'lmoq"; 19) "biror joyda tug'ilmoq, yashamoq"; 20) "kasallikka chalinmoq", "xastalanmoq"; 21) "oidlik", "tegishlilik"; 22) "ro'y bermoq", "yuz bermoq"; 23) "uylanish", "turmush qurish", "to'y" so'zlari ishtirokida kelganda "turmush qurmoq"; 24) "ma'lum bir joyga borib joylashmoq, bormoq, egallamoq"; 25) "zamon, vaqt, muddat, payt" ma'nosini bildiruvchi so'zlar bilan birikib, "o'tmoq", "nihoyalanmoq", "tugallanmoq"; 26) – *dir* bog'lamasiga teng ma'noda; 27) "rad, inkor qilmoq" (bo'lishsizlik ko'rsatkichini olsa), "qabul qilmoq", "tasdiqlamoq" (bo'lishsizlik ko'rsatkichini olmasa); 28) *olan biten, olup biten* qoliplashgan qo'shma fe'l shaklida, turg'un birikma holida kelganda "yuzaga chiqqan hodisa, holat yoki har bir narsa"; 29) *ne* "nima" olmoshi bilan ishlatilganda, muayyan aloqaning mavjudligini aniqlash yoki hech qanday aloqa yo'qligini qayd etish; 30) nutq onida natija sifatida hosil bo'lgan, yuzaga kelgan holat, vaziyat; 31) "boshlanmoq"; 32) – *arak* ravishdosh yasovchisini olgan shakli (*olarak*) "sifatida", "tarzida"; 33) takroriy qo'llangan, shart maylidagi *olmak* fe'li "nihoyat", "nihoyati bilan", "oxirgi ehtimol sifatida"; 34) "nutq onida ayni belgi, xossa, xususiyatga erishganlik, egalik"; 35) *hazin* – "qayg'uli", *yalancı* – "yolg'onchi" sifatlari bilan kelgan *olmak* fe'li ma'lum bir shaxs, narsaning shu belgisi mavjudligini ifodalaydi; 36) "biron-bir ishni amalga oshirilishi, ro'yobga chiqarilishi"; 37) "kimdir bo'lmoq", "qandaydir shaxs darajasiga yetmoq"; 38) "bo'ysunmoq", "faoliyat ko'rsatmoq"; 39) bo'lishsiz shaklda "ega emaslik", "sohib bo'lmaganlik"; 40) takroriy qo'llanganda, u bog'lanib kelgan so'zning tushirib qoldirilishi; 41) "narsa-buyum yoki shaxsga tegishlilik"; 42) – *acak*, – *mış*, – *ıcı*, – *ır*, – *maz* qo'shimchali sifatdoshlar ishtirokida faol qo'llanib, "nutq onidan so'ng amalga oshirilishi rejalashtirilgan, maqsad qilingan ish-harakat", "biron ish-harakatning yuzaga chiqish-chiqmasligiga taxmin", "nutq onida natija, vaziyat, holat sifatida mavjud bo'lganlik", "bajarilishi nutq onidan avval boshlangan va so'zlanayotgan vaqtda tugallanmagan ish-harakat", "nutq onidan avval ro'y berishi boshlangan, odatiy tus olgan harakat, holat", "gapirilayotgan paytdan oldin doimiy ravishda amalga oshirilgan, nutq onidan boshlab bajarilmaydigan harakat, holat", "ish-harakat, holatning bundan keyin bajarilmasligi qat'iy ekanligi", o'tgan zamonda bajarish, ro'yobga chiqarish maqsad qilingan, istalgan ish-harakat" ma'nolari.

Olmak – "bo'lmoq" leksemasining yuqorida qayd etilgan ba'zi ma'nolarini manbalardan to'plangan quyidagi misollarda kuzatamiz: *Üzümler daha olmadı* (R.H.K. "Memleket Hikayeleri"). Uzumlar hali **yetilmadi** (pishmadi). – *Çay oldu!* (R.H.K. "Memleket Hikayeleri") – Choy **tayyor**! Bu şapka başıma *oluyur* (R.H.K. "Memleket Hikayeleri"). Bu shapka boshimga *to'g'ri kelyapti*. Peki, şu

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Kızıldeniz-iki kıyısı ile bizim olmuştu değil mi? (R.H.K. "Memleket Hikayeleri"). Yaxshi shu Qizil dengiz – ikki qirg'og'i bilan bizniki edi, shunday emasmi?

Birinchi bobning uchinchi fasli *"Holatni harakat tarzida reallashtiruvchi yordamchi fe'llar (etmek, kılmak, eylemek)"* deb nomlanib, *etmek, kılmak, eylemek* yordamchi fe'llarining tahliliga bag'ishlangan. *Etmek* fe'li turk tilidagi faol yordamchi fe'llardan biri hisoblanadi. Bu yordamchi fe'l ot turkumiga kiruvchi so'zlar ishtirokida keladi va qo'shma fe'llarni hosil qiladi[18]. Yakka o'zi ham qo'llanilishi mukin bo'lgan bu so'z ko'pincha *yapmak* – "qilmoq" ma'nosida ishlatiladi[19]. *Etmek* so'zi sintaktik qurshovi, kontekst va albatta, unga birikkan ot, sifat, ravish, modal so'z kabi tobe komponentlarning ma'nosiga bog'liq ravishda, shuningdek "biron-bir harakat, ish bilan shug'ullanmoq" semasiga bog'lanib, quyidagi yigirmadan ortiq ma'noni ifodalashi kuzatildi:

1) "jismoniy harakat, ishni amalga oshirmoq"; 2) "aqliy mehnat bilan shug'ullanish", "aqliy ish"; 3) "amalga oshirmoq", "yuzaga chiqarmoq", "vujudga keltirmoq"; 4) *para* – "pul" so'zi bilan qo'llanganda "tenglashtirmoq", "pastga urmoq", "qadrini pasaytirmoq"; 5) "o'zi tobe bo'lgan so'zdan anglashilgan narsa, hodisa, holatiga solmoq"; 6) "shunday narx-navoga teng kelmoq, teng bo'lmoq"; 7) *elde etmek* birikmasi tarkibida "qo'lga kiritmoq", "erishmoq", "olmoq"; 8) "biron-bir kichik yoki katta jismoniy harakatni bajarish, ro'yobga chiqarish"; 9) "so'zlamoq", "gapirmoq"; 10) "ma'lum bir mavzu xususida gaplashmoq, so'zlamoq"; 11) "harakat bajaruvchining emotsional-ekspressiv, modal munosabatini ifodalashi"; 12) "ma'lum bir harakatning holat, natija sifatida namoyon bo'lishi", "matndan, gapdan anglashilgan muddatda holat, vaziyat, sharoit tarzida mavjudligi"; 13) "buyruq maylining ikkinchi shaxs, birlik shaklida qo'llanilib, "Qo'y! Qilma! Kerak emas!" ma'nolarini anglatishi"; 14) "ma'lum bir iboralar tarkibida qo'llanib, muayyan semalarning shakllanishiga sabab bo'lishi"; 15) "ayni muddatgacha ma'lum bir ish bilan mashg'ul bo'lmoq, shug'ullanmoq"; 16) "ma'lum bir ehtiyojni qoplamoq"; 17) "ma'lum holatga solmoq, muayyan bir holat, belgini yuzaga chiqarmoq"; 18) *İyi* – "yaxshi", *kötü* – "yomon" sifatlari bilan birikkanida "ayni holatda ish tutmoq, harakat qilmoq"; 19) "biron-bir holat, vaziyatga tushmoq, kirmoq"; 20) "mahrum qilmoq"; 21) *etmek* fe'li *kalmak* – "qolmoq" leksemasi bilan sinonimik munosabatga kirishadi va ayni so'zga xos ma'no va vazifada ishlatiladi.

Eylemek faqat yordamchi fe'l sifatida qo'llanilish imkoniga ega leksema hisoblanadi. Hozigi turk tilda bu fe'l-leksema o'rnida ko'pincha *etmek* yordamchi fe'li ishlatilmoqda[20]. *Eylemek* fe'li *etmek, kılmak, yapmak, işlemek* ma'nolaridagi qo'shma fe'llarni yasaydi[21].

Eylemek yordamchi fe'li ko'proq arab tilidan o'zlashgan so'zlar bilan birikib, qo'shma fe'l-leksema hosil qiladi. Masalan: *sabreylemek* – "sabr qilmoq", *reddeylemek* – "rad etmoq", *niyaz eylemek* – "niyoz qilmoq", *arz eylemek* – "arz qilmoq", *seyreylemek* – "kuzatmoq".

Kılmak – "qilmoq" yordamchi fe'li ham *etmek, eylemek, yapmak* fe'l-leksemalariga xos ma'noda ishlatiladi[22], biroq hozirgi turk tilida nisbatan oz qo'llaniladi[23].

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[18] Örneklerliye Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt I, – S. 869.
[19] Atabay N, Kutluk İ, Özel S. Sözcük türleri. – Ankara: Ankara Üniversitesi Basımevi, 1976. – S. 259.
[20] Atabay N, Kutluk İ, Özel S. Sözcük türleri. – Ankara: Ankara Üniversitesi Basımevi, 1976. – S. 261.
[21] Örneklerliyle Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt I. – S. 879.
[22] Örneklerliyle Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt II. – S. 1655.
[23] Atabay.N, Kutluk. İ, Özel.S. Sözcük türleri. – Ankara: Ankara Üniversitesi Basımevi, 1976. – S. 261.

Masalan: *namaz kılmak* – "namoz o'qimoq", *mecbur kılmak* – "majbur qilmoq"; *etkili kılmak* – "ta'sirchan qilmoq"; *zorunlu kılmak* – "majbur qilmoq"; *yetkili kılmak* – "vakolatli qilmoq"; *etkisiz kılmak* – "beta'sir ahvolga solmoq";

Tadqiqot obyekti sifatida tanlangan manbalarda *eylemek* va *kılmak* yordamchi fe'l sifatida uchramagani bois ular haqida mulohaza yuritilmadi. *Eylemek* va *kılmak* fe'llari, ayni paytda xalq og'zaki ijodi namunalari, moziyda yaratilgan asarlarda ko'p qo'llangan. Demak, ushbu yordamchi fe'llar ma'lum davrda faol ishlatilgan bo'lsa-da, hozir deyarli iste'moldan chiqqan, faqat ayrim so'zlar bilan birikkan shaklda ishlatiladi.

Birinchi bobning *"Yordamchi fe'l vazifasida qo'llanuvchi fe'l-leksemalar (yapmak, buiunmak)"* nomli to'rtinchi fasli *yapmak, bulunmak* yordamchi fe'llarining mustaqil va yordamchi fe'l sifatidagi semalari tahliliga bag'ishlangan. Turk tilida, avval ta'kidlanganidek, *yapmak* fe'li yordamchi fe'l sifatida farqlanmagan. Lekin ashyoviy misollar tahlili bu fe'lning *etmek, kılmak, eylemek* fe'llariga xos ma'no va vazifani bajarishda qo'llanilishini ko'rsatadi. Ma'lumki, barcha yordamchi fe'llar avval boshda mustaqil ma'no kasb etib, tilning tarixiy taraqqiyoti natijasida grammatik vazifani bajarishga moslashib borgan.

Yapmak fe'li yordamchi fe'llardan farqli holda turli mustaqil ma'nolarni ifodalaydi, shu bilan birga, otlar bilan kelib, grammatik vazifani bajarishda faol qo'llaniladi. Shu sababli, bizningcha, *yapmak* so'zining yordamchi fe'lga vazifadosh leksema sifatida ajratilishi maqsadga muvofiq. Yordamchi fe'llardan farqli holda turli mustaqil ma'nolarni ifodalovchi *yapmak* fe'li ot, ravish, harakat nomi, sifat kabi so'z turkumlari bilan sintagmatik aloqaga kirishib, manbalarda mustaqil va yordamchi fe'l-leksema sifatida 32 ma'no orqali ifodalanishi aniqlandi: 1) "biron-bir ishni bajarmoq, amalga oshirmoq"; 2) "biror narsani tayyor holatga keltirmoq", ya'ni "qurdirmoq", "tiktirmoq" "yasatmoq"; 3) "ta'mirlamoq", "tuzatmoq"; 4) buyruq maylining ikkinchi shaxs ko'plik yoki birlik shaklida ishlatilib, "tinglovchini biror-bir ishdan qaytarishga undash"; 5) "biror bir istak, tilakni amalga oshirmoq, bajarmoq"; 6) "yasamoq", "qurilmoq"; 7) "o'zi uchun zararli bo'lgan ko'p ishlarni qilmoq", "qilmagan ishi qolmaslik"; 8) "barcha yomonliklarni qilmoq"; 9) "natija", "jami", "yig'indi"; 10) "tanlamoq", "saylamoq", "unvon bermoq"; 11) "o'tmoq", "kechmoq"; 12) "ega bo'lmoq", "sohib bo'lmoq"; 13) "o'zini tutmoq", "harakat qilmoq"; 14) "nimaningdir yuzaga kelishiga sabab bo'lmoq, yo'l bermoq"; 15) "muayyan bir holatga solmoq", "biron-bir vaziyatga tushishga sabab bo'lmoq"; 16) "tartibga keltirmoq", "tartibli shaklga, ko'rinishga keltirmoq"; 17) "ishlab chiqarmoq"; 18) "o'ynamoq", "ma'lum bir holatga, qiyofaga, ko'rinishga kirmoq"; 19) "pishirmoq", "hozirlamoq"; 20) "qo'lga kiritmoq", "ishlab topmoq", "yuzaga keltirmoq", "hosil qilmoq"; 21) "biror insonga kasb-kor bermoq", "kasb-hunar egasi qilmoq"; 22) "ma'lum kasb-hunar bilan shug'ullanmoq", "bir ish bilan mashg'ul bo'lmoq"; 23) "vaqtinchalik ish bilan mashg'ul bo'lmoq"; 24) "ifodalamoq", "aks ettirmoq", "ro'yobga chiqarmoq", "maydoga chiqarmoq"; 25) "mato, modda, xomashyo" so'zlari bilan kelganda, ayni materialdan "hosil qilingan", "yasalgan" ma'nosida; 26) "biron-bir ish bilan mashg'ul bo'lmoq", "ishlamoq"; 27) "biror-bir kichik jismoniy harakatni bajarmoq"; 28) "vaqtinchalik yoki ma'lum muddat biror-bir ish, kasb, mashg'ulot bilan shug'ullanmoq, mashg'ul bo'lmoq"; 29) "chizmoq", "surat solmoq" yoki "yasamoq"; 30) "uylantirmoq", "xotinlikka bermoq"; 31) *Olmak* so'ziga xos "narsa-hodisaning ma'lum bir holatga kirishishi, o'tishi", "hosil qilmoq", "yuzaga keltirmoq"; 32) "yetakchi komponentdan anglashilgan harakatni amalga oshirmoq, bajarmoq".

14

Yapmak leksemasining yuqorida qayd etilgan ba'zi ma'nolarini manbalardan to'plangan quyidagi misollarda kuzatamiz: *Şehir Belediyesi bozuk yolları yaptı (R.H.K. "Memleket Hikayeleri"). Shahar hokimyati buzuq yo'llarni ta'mirladi. Yapma çocuğum, saat bozulur (R.H.K. "Memleket Hikayeleri"). Qo'y (bunday qilma), bolam, soat buziladi. Ona professör yaptılar (R.H.K. "Memleket Hikayeleri"). Unga professor unvonini berdilar. Artik düğünü burada yaparız (R.H.K. "Memleket Hikayeleri"). Endi to'yni shu yerda o'tkazamiz. Bu kiş çok soğuk yaptı (R.H.K. "Nilgün"). Bu qish juda sovuq bo'ldi.*

Turk tili ilmiy adabiyotlarida *bulunmak* so'zi yordamchi fe'l-leksemaning biri sifatida qayd etilmagan[24]. Biroq mavjud materiallar tahlili ayni fe'l-leksemaning *olmak* – "bo'lmoq" yordamchi fe'li ma'nosiga mutanosib ma'no va vazifada faol qo'llanilishini ko'rsatdi. *Bulunmak* so'zi yordamchi fe'l-leksemaga vazifadosh birliklar qatorida tahlil qilinib, muayyan sintaktik qurshov doirasida quyidagi 14 ma'noda ifodalanishi kuzatildi: 1) "harakat nomining yuzaga kelishiga sabab bo'lmoq", "topilmoq", "qo'lga kiritmoq", "erishmoq"; 2) "bog'liq holda bo'lmoq", "ayni holatga o'tmoq"; 3) "biron-bir ish bilan shug'ullanmoq, mashg'ul bo'lmoq, muayyan ishni qilmoq, bajarmoq"; 4) "ayni muddatda ro'y bermoq, yuzaga chiqmoq, bajarilmoq"; 5) "ifoda etmoq", "bildirmoq", "munosabatda bo'lmoq"; 6) "mavjud bo'lmoq", "bor bo'lmoq"; 7) "joylashmoq", "borgan bo'lmoq"; 8) "joylashmoq", "yerlashmoq"; 9) "qatnashmoq", "ishtirok etmoq"; 10) "o'rnatilgan bo'lmoq", "aloqadorlikni yuzaga keltirmoq"; 11) "e'tiborda tutmoq", "tasavvur qilmoq", "xayol qilmoq"; 12) "yashamoq", "umr o'tkazmoq"; 13) "ma'lum narsalarga egalik qilmoq", "biror narsaning egasi bo'lmoq"; 14) "ma'lum bir ruhiy, emotsional ahvolga tushmoq".

Bulunmak leksemasining yuqorida qayd etilgan ba'zi ma'nolarini manbalardan to'plangan quyidagi misollarda kuzatamiz: *Üçünün de gızlı örgütleri bugün faaliyette bulunmadan ne yapsın? (R.H.K. "Nilgün"). Uchchovining yashirin tashkilotlari hozir ham faoliyat ko'rsatmasdan nima qilsin? Tam birde otelinizde bulununuz (R.H.K. "Nilgün"). Roppa-rosa birda mehmonxonangizda bo'ling. Tarihi değerini göz önünde bulundurarak 1400 ruble verdik (R.H.K. "Nilgün"). Tarixiy qimmatini ko'zda tutib, 1400 rubl berdik. Elimde bulunanın ne kadarını evde bıraktıversem içim o derece rahat edecek (R.H.K. "Nilgün"). Qo'limda borining qanchasini uyda qoldirsam, ko'nglim shu qadar rohat topadi.*

Bulunmak olmak so'zi bilan sinonimik munosabatga kirishganda, - *makta*, - *mış* affiksli sifatdoshlar ishtirokida turli ma'nolarni yuzaga chiqaradi. Biroq - *acak*, - *r* shaklli sifatdoshlar bilan muayyan paradigmani shakllantirmaydi.

Tadqiqotning **"Harakatning turli qo'shimcha ma'nolarini ifodalovchi yordamchi fe'llar"** nomli ikkinchi bobi faol ko'makchi fe'llar va nofaol ko'makchi fe'llar tahliliga bag'ishlangan.

Ushbu bobning birinchi fasli **"Faol ko'makchi fe'llar"** deb nomlanib, undagi bo'limlarda davomlilik semali ko'makchi fe'lning ma'nolari tizimi (durmak), imkoniyat fe'lining qo'llanilish doirasi (bilmek), nutqiy natija semali ko'makchi fe'lning o'ziga xos xususiyatlari (kalmak), tugallik va oniylik semali (gitmek, vermek) ko'makchi fe'l-leksemalarning xossalari kabi masalalar o'rganilgan.

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[24]Ergin M. Türk Dili Bilgisi. -- İstanbul: Bayrak, 1993. – S. 97; Banguoğlu T. Türkçenin grameri. – Ankara, 1990. – S. 101; Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 300.

Ishning kirish qismida ta'kidlanganidek, turk tilidagi yordamchi fe'llarning semantik turlaridan birini ko'makchi fe'l tarzida nomlash va o'rganish maqsadga muvofiq. Mustaqil fe'llar bilan qo'llanuvchi, aslida mustaqil semali, biroq yetakchi fe'l ishtirokida kelganida turli grammatik ma'nolarini ifodalovchi fe'l leksemalar ko'makchi fe'ilar hisoblanadi.

Turk tilidagi ilmiy manbalar hamda ashyoviy materiallar tahlili natijasida *kılmak – qilmoq, gitmek – ketmoq, durmak – turmoq, bilmek – bilmoq, yazmak – yozmoq, gelmek – kelmoq, vermek – bermoq* fe'llarining aslida mustaqil ma'noni ifodalasa-da, ayrim fe'l-leksemalar bilan sintagmatik munosabatga kirishganda qo'shimcha ma'nolarni ifodalashga xizmat qilishi aniqlandi.

Turk tilidagi *durmak* – "**turmoq**" so'zi ko'makchi fe'l vazifasida qo'llanadigan fe'l leksemalardan biri hisoblanadi. *Durmak* – "turmoq" holat ma'nosini ifodalovchi leksemadir. *Durmak* fe'lining bosh semasi *hareketsiz kalmak, yürümez olmak* – "beharakat bo'lib qolmoq, yurmaydigan bo'lib qolmoq"dir[25]. Masalan: *Makinesi bıraktığı yok, daha kotraya girerken resim çekmeye başlamıştı, hâlâ durmadı (R.H.K. "Memleket Hikayeleri"). U fotoapparatini hech qo'lidan qo'ymasdi, yaxtaga kirgani zahoti rasm ola boshlagan edi, hali to'xtamadi.*

O'rganilayotgan ko'makchi fe'l quyidagi ma'nolarni ifodalashda ishlatiladi: 1) yetakchi fe'ldan anglashilgan ish-harakatning davomli bajarilib turishi; 2) yetakchi fe'ldan anglashilgan ish-harakatning takroriy ravishda bajarilishi; 3) "mavjud bo'lmoq"; 4) yetakchi fe'l bildirgan ish-harakatning davomli ravishda, muntazam bajarilib turishi; 5) zid ma'noni, ya'ni ish-harakatning bir marta yoki takroriy bajarilganini ifoda etishi; 6) payt ergash gapli qo'shma gap tarkibidagi tobe gap kesimi vazifasini bajarishi. Demak, turk tilidagi *durmak* – "turmoq" ko'makchi fe'li bosh semasiga bog'liq ravishda yetakchi fe'lga turli ustama ma'nolarni yuklashda xizmat qiladi. *Durmak* – "turmoq" ko'makchi fe'li yetakchi fe'l bildirgan ish-harakatning davomli yoki takroriy bajarilishi ma'nosini ifodalaydi. *Durmak* – "turmoq" ko'makchi fe'li yetakchi fe'lga – *(y)ıp* yoki – *(y)a, – (y)e* ravishdosh yasovchilari yordamida birikadi.

"Imkoniyat fe'lining qo'llanilish doirasi (bilmek)" nomli 2.1.2. bandda turk tilidagi ko'makchi fe'llardan eng faoli *bilmek* – "bilmoq" fe'l-leksemasining ma'nolari tadqiq etilgan. Shu bois bu fe'l-leksemaning ma'nolari asosida *bilmek* so'zini insoniyat aspekti ko'rsatkichi sifatida e'tirof etilishiga olib klegan[26]. Umuman, bu fe'l turk tilshunosligida ham imkoniyat fe'li tarzida farqlanadi[27].

Bilmek so'zining birlamchi semasi "biror narsani aniqlamoq" yoki "bilgan bo'lmoq"dir[28]. Masalan: *Çünkü iyi bilirim ki insan kendisini ancak kendisini koruyabilir (R.H.K. "Memleket Hikayeleri"). Chunki yaxshi bilamanki, inson o'zini faqat o'zini himoya qila oladi. Bilmek* ko'makchi fe'li yetakchi fe'lga – *(y)a/– (y)e* ravishdosh ko'rsatkichlari yordamida birikadi: *Bu gülümsemeğe çocuksu, saf denilebilirdi (R.H.K. "Memleket Hikayeleri"). Bu kulimsirashni bolalarcha sof deb aytish mumkin edi.*

Bilmek fe'li ko'makchi fe'l vazifasida qo'llanganda quyidagi ma'nolarni ifodalashga xizmat qiladi: 1) yetakchi fe'ldan anglashilgan ish-harakatning bajarilishi yoki holatning yuzga kelishi; 2) o'timli va o'timsiz fe'llar bilan qo'llanilib, biror ish-harakatning bajarilish imkoniyati; 3) ish-harakatning bajaruvchi subyekti tomonga yo'nalganligi;

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[25] Türkçe Sözlük. – İstanbul: Dil Derneği, 1997. Cilt I. – S. 412.
[26] Кононов А.Н. Грамматика современного турецкого литературного языка. – М. – Л.: Наука, 1956. – С. 191-192.
[27] Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 266.
[28] Türkçe Sözlük. – İstanbul: Dil Derneği, 1997. Cilt I. – S. 213.

4) bir marotaba bajariladigan ish-harakat ma'nosi; 5) "arziydigan", "yaraydigan", "talabga javob beradigan" belgi ma'nosi; 6) "harakatni bajara olish imkoniyatiga egalik"; 7) "ish-harakatni bajarish imkoniga egalik, qodirlik"; 8) "muayyan voqea-hodisaning ro'y berish ehtimoli"; 9) ish-harakatning amalga oshishi uchun hech qanday to'siq yo'qligi, to'siq bo'lsa ham bajaruvchining harakatini amalga oshirish uchun izn, ruxsat yoki imkoniyat mavjudligi. Demak, *bilmek* fe'li yetakchi fe'l bildirgan harakatni bajarish imkoniyati yoki subyektning bu harakatni bajara olishini (yoki bo'lishsiz shaklda – bajara olmasligini) bildiradi. Zero, N.A. Baskakovning ta'kidlashicha, *bilmoq* ko'makchi fe'lining bu ma'noda qo'llanilishi o'g'uz guruhlariga mansub turkiy tillar uchun xarakterli hisoblanadi. Boshqa guruhga oid tillarda bu ma'noda asosan, *olmoq* leksemasi ishlatiladi[29].

"Nutqiy natija semali ko'makchi fe'lning o'ziga xos xususiyatlari (kalmak)" nomli 2.1.3. bandda turk tilidagi ko'makchi fe'l vazifasida qo'llanilishi mumkin bo'lgan mustaqil fe'llardan biri *kalmak* – "qolmoq" fe'l-leksemasining ma'nolari o'rganilgan. *Kalmak* – "qolmoq" so'zining birlamchi ma'nosi "bo'lgan, turgan joyini o'zgartirmaslik, davomli bir joyda bo'lmoq"dir[30]: *Ne olur Mehmet, gitme kal, biz daha kimbilir ne vakit görüşeceğiz (R.H.K. "Nilgün"). Nima bo'ladi, Mehmet, ketma, qol, biz, tag'in kim biladi, qachon ko'rishamiz.*

M.Hengirmenning e'tiroficha, *durmak, kalmak, gelmek* fe'llari qatnashuvidan hosil bo'lgan qo'shma fe'l davomlilik fe'li (*sürerlik eylemi*) deb nomlanadi. Bu fe'llar ish-harakatning davomli va muntazam bajarilganligini bildiradi[31]. Darhaqiqat, o'rganilayotgan ko'makchi fe'l-leksemaning asosiy semalaridan biri shunday, ammo *kalmak*ning semalari faqat bu ma'no bilan cheklanmaydi.

Ashyoviy materiallar tahliliga ko'ra, ko'makchi fe'l vazifasini bajarib kelgan *kalmak* fe'li quyidagi ma'nolarni anglatishda ishlatiladi: 1) O'zi bog'langan yetakchi fe'ldan anglashilgan ish-harakatning bajarilishi va holatga aylanishini ifodalaydi: *O durumda sızıp kalmışım ki, onu sabahleyin baş yastığımın üzerinde bumburuşuk, birçok yerinden yırtılmış hâlde buldum; utanarak bavuluma sakladım (R.H.K. "Memleket Hikayeleri"). O'sha ahvolda mast bo'lib qolibmanki, xatni ertalab yostig'imning boshida g'ijimlangan, bir necha joyidan yirtilgan holda topdim, uyalib sumkamga soldim.* 2) Yetakchi fe'ldan anglashilgan ish-harakatning bajarilib yakunlanganligi, tugallanganligi ma'nosini anglatishga xizmat qiladi. Masalan: *Hevesim içimde mi gömülüp kalmıştır, nedir, ben de bilmiyorum (R.H.K. "Nilgün"). Havasim ichimda ko'milib qolganmi, nima balo, men ham bilmayman.* Bu gapdagi *gömülüp kalmak* fe'li o'tgan zamonda bajarilib nihoyalangan ish-harakatni ifodalagan. 3) Yetakchi fe'l bildirgan ish-harakatning bir marta bajarilganligi, takroriy va davomli emasligini ifodalaydi: *Şimdi Akşam gazetesine göz gezdiriyorum; daha çok İstanbul'un hayatını yansıttığı için ona aboneyim evde yığılır kalır (R.H.K. "Nilgün"). Hozir "Oqshom" gazetasiga ko'z yugurtiryapman, ko'proq İstanbul hayotini aks ettirgani uchun unga mushtariyman, uyda to'planib qoladi. Şaşırıp kaldım, kan bir anda başıma hücum etti (R.H.K. "Nilgün"). Hayron bo'lib qoldim, bir onda asablarim tarang tortildi.* Ayni jumlalardagi *yığılıp kalmak* – "yiqilib qolmoq", *şaşırıp kalmak* – "hayron bo'lib qolmoq" qo'shma fe'llari bir marotabalik harakat-holat tushunchasini ifoda etadi.

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[29] Баскаков Н.А. Каракалпакский язык. – М.: Наука, 1952. – С. 381-382.
[30] Türkçe Sözlük. – Cilt I. – İstanbul: Dil Derneği, 1997. – S. 241.
[31] Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 272.

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Kalmak – "qolmoq" ko'makchi fe'li asosan yetakchi fe'ldan anglashilgan ish-harakatning holatga aylanishi, ayni harakatning holat sifatida nutq vaziyatida mavjudligi hamda ayni holatning nisbiy muqimlikka (nutq onida) egaligi kabi ma'nolarni ifodalashga xizmat qilishi aniqlandi.

"Tugallik va oniylik semali (gitmek, vermek) ko'makchi fe'l-leksemalarning xossalari" nomli 2.1.4. bandda turk tilidagi *gitmek* – "ketmoq", *vermek* – "bermoq" fe'llari tahlilga tortilgan. *Gitmek* – "ketmoq" so'zi turk tilidagi ko'makchi fe'l vazifasida qo'llanuvchi leksemalardan biri hisoblanadi. Yo'llanma harakat ma'nosini ifodalovchi bu fe'lning semalari maxsus o'rganilgan[32]. Ushbu fe'l mustaqil birlik bo'lsa-da, matnda qo'shimcha ma'noni ifodalash imkoniga ega. Bu so'zning mustaqil leksema sifatidagi birlamchi semasi "bir tomonga yo'nalmoq"dir[33]: *Maksadı Fikret'e gitmekti (R.N.G. "Bir Kadın Düşmanı"). Maqsadi Fikratnikiga ketish edi.*

Gitmek – "ketmoq" ko'makchi fe'l vazifasini bajarganida, quyidagi ma'nolarni ifoalaydi: 1) O'zi bog'lanib kelgan yetakchi fe'l bildirgan ish-harakatning to'la bajarilganligini bildiradi: *Artık bu hayaller kafamdan silinip gitti (R.N.G.). Endi bu xayollar meni tark etib uchib ketdi.* 2) Ish-harakatning to'la bajarilishi ma'nosi bilan birga yetakchi fe'l bildirgan ish-harakatning bajarilish yo'nalishi, ya'ni nari tomonga qarata bajarilishini bildiradi. Bunday hollarda *gitmek* so'zining birlamchi ma'nosi ma'lum darajada saqlanib qoladi: *Duşun sağanağı dinliorum; vücudunu döverek akıp giden sağanağı (R.H.K. "Memleket Hikayeleri"). Dush suvining shovqinini tinglayapman, vujudimni urib-urib oqib ketayotgan suvlar shovqini!* 3) Yetakchi fe'l bildirgan ish-harakatdagi me'yordan ortiqlik, yuqorilikni anglatadi: *Sesi de hülyalı derinden akışı belli olmayan bir dere gibi yavaşlık içinde kayıp gidiyor (R.H.K. "Memleket Hikayeleri"). Ovozi ham xayolchan, noma'lum chuqurlikda oqayotgan anhor kabi sukunat ichida g'oyib bo'lib ketyapti.*

Turk tilida ko'makchi fe'l vazifasida kelishi mumkin bo'lgan leksemalardan yana biri *vermek* – "bermoq" hisoblanadi. Ushbu so'zning bosh ma'nosi *"üzerinde veya yakınında olan bir şeyi birisine eriştirmek, iletmek"* – "ustida yoki yaqinida bo'lgan bir narsani birovga olib bormoq, yetkazmoq"dir[34]. *Vermek* – "bermoq" fe'li yetakchi fe'lga – (y)i⁴ shaklli ravishdosh yasovchi affiks orqali bog'lanadi: *Planımı bir anda hazırlayıverdim (Y.K.K. "İnce Memed"). Rejamni bir onda hozirladim.*

Ko'makchi fe'l vazifasida kelgan *vermek* – "bermoq" fe'lining quyidagi ma'nolari aniqlandi: 1) yetakchi fe'l bildirib kelgan ish-harakatning tez, bir zumda bajarilganligini bildiradi: *Giriniz. Gürültü etmeyelim. Sultan uyuda. İstediği zaman bir dakikada uyuyuverir (R.H.K. "Nilgün"). Kiring. Shovqin solmaylik. Sulton uxladi. Istagan paytida bir daqiqada uxlab qoladi;* 2) yetakchi fe'l bildirgan ish-harakatning to'la bajarilishini bildiradi: *Ama birdenbire, bir senli benli oluverişleri vardi ki bu hal tipki prensesin tarzına uyardı (R.H.K. "Nilgün"). Ammo birdaniga san-manga borishlari bor ediki, bu hol xuddi malikaning xatti-harakatlariga o'xshardi;* 3) me'yoriy jihatdan kuchlilikni, yuqorilikni bildiradi. Bu ma'no harakat-holatga nisbatan bo'ladi: *Ondan mahrum kalınca Nil'i kuruvermiş mısır gibi çorak, ıssız, hazin bir çöle döneceğine inanıyorum*

[32] Шабанов Ж. Турк ва ўзбек тилларида фаол харакат феъллари семантикаси: Филол.фан.номз. дисс. – Тошкент., 2004. – B. 19.

[33] Türkçe Sözlük. – Cilt I. – İstanbul: Dil Derneği, 1997. – S. 544.

[34] Türkçe Sözlük. – Ankara, 1988. Cilt 2. – S. 1557-1558.

(R.H.K. "Nilgün"). Undan mahrum bo'lgach, Nilni **qurib ketgan** makkajo'xori kabi unumsiz, egasiz, hazin bir cho'lga aylanishiga ishonyapman; 4) ish-harakat bajarilishining boshlanishi va gapirilayotgan vaqtda davom etishini bildiradi: *Gülümsemeği bırakarak gülmeğe başladı. Ben de gülüyordum, Dilbeste Hanım da...* Birdenbire hepimiz **çocuklaşıvermiştik**(R.H.K. "Nilgün"). *Jilmayishdan kulishga o'tdi.* Men ham kulayotgan edim, Dilbasta xonim ham... Birdaniga hammamiz **bola bo'lib qolgan edik;** 5) harakatning oldin bo'lmaganligi, keyin yuzaga kelganligi va shu maromda davom etishini anglatadi: *Birdenbire eğilsem ve Dilbeste' yi, ünvanları, onurumu, terbiyemi hiçe sayarak o gözleri **öpüversem** mi (R.H.K. "Nilgün")?* Birdaniga egilsam va Dilbastani, urvonlarini, g'ururimni, tarbiyamni yo'qqa chiqarib o'sha ko'zlarni **o'paversammi?;** 6) ish-harakatning bajarilishi uchun mone'likning, to'sqinlikning yo'qligi ma'nosini ifodalaydi. *– Kim okuyor bunu? Diye sormamak ustalığını gösterdim va bir aralık, Dilbeste'ye farkettirmeden kitabı, divan üstüne bırakmış olduğum çeketimin cebine **sokuverdim** (R.H.K. "Nilgün").* – Kim o'qiyapti buni? deb so'ramaslik uchun ustalik qildim va bir muddat Dilbastaga sezdirmay, kitobni divan ustiga tashlab qo'ygan kastyumimning cho'ntagiga **tiqib qo'ydim.** 7) ish-harakatning narsa-buyum (subyekti) turgan joydan nariga qarab yo'nalganligini ifodalaydi: *Hiç de hoş görmek ve Sultan Hanımın kaprisine boyun eğmek niyetinde değildim. Hatta bir an dönüp kamaradan **çıkıvermeyi** bile düşünmüştüm. Yapamadım, yapamıyordum (R.H.K. "Nilgün").* Sira ham yoqish Sulton xonimning injiqliklariga bo'yin egish niyatida emasdim. Hatto bir on kayutadan **chiqib ketishni** ham o'yladim. Chiqa olmadim, chiqa olmayotgan edim. Shu jihatdan vermek leksemasi gitmek ko'makchi fe'liga xos ma'noni anglatadi. Bunda, so'zlovchi harakatning bajarilishi narigi tomonga yo'nalganini urg'ulaydi.

Ikkinchi bobning ikkinchi fasli **"Nofaol ko'makchi fe'llar"** deb nomlanib, unda turk tilidagi yazmak, gelmek leksemalarining nofaol ko'makchi fe'l vazifasida kelishi o'rganilgan. *Yazmak* yetakchi fe'lga ravishdosh yasovchi *-(y)a, -(y)e* orqali birikadi va quyidagi ma'nolarni bildirishga xizmat qiladi: 1) *Yazmak* yetakchi fe'l bildirgan ish-harakatning yuz berishga oz qolganligi, ammo hali bajarilmaganligi ma'nosini anglatadi: *Az kaldı, **düşeyazdım** (R.N.G. "Çalıkuşu").* Sal bo'lmasa **yiqilib tushardim.** 2) *Yazmak* nofaol ko'makchi fe'l sifatida: – *"Anlatılanları **yazmak** gerekir"* – Aytilganlarni **yozib olish kerak.** Bu yerda yazmak asosiy fe'ldek ko'rinsa-da, asl maqsad – aytilgan ma'lumotni qayd etish jarayonini anglatish bo'lib, u yordamchi rol o'ynaydi. Lekin turk tilshunosligida yazmak ko'pincha mustaqil fe'l sanaladi, ya'ni uning nofaol ko'makchi fe'l sifatidagi roli chegaralangan. 3) *Feride, günlüğüne **yazmaya** başlamıştı (R.N.G. "Çalıkuşu").* Feride kundaligini **yozishga** kirishgandi. Ushbu misolda yazmak fe'li "biror ishga kirishmoq, biror ishni boshlamoq" ma'nolarida qo'llanilgan. 4) *Yazmak* fe'li "davom etmoq" semasini ifodalaydi: *Romanını yıllardır **yazmakta olan** adam sonunda bitirdi (R.N.G. "Çalıkuşu").* Yillar davomida roman **yozib kelayotgan** odam nihoyat uni tugatdi. 5) *Yazmak* fe'l-leksemasi takroriy, odat tusidagi ish-harakatni bildiradi: *O, geceleri hatıralarını **yazıp dururdu.*** U tunlari xotiralarini **yozib turardi** (H.E.A. "Kalp Ağrısı").

Gelmek fe'liga oid manbalardan to'plangan misollar uning qiyidagi ma'nolarni ifodalab kelishini ko'rsatdi: 1) *Gelmek* yetakchi fe'lga *-(y)a, -(y)e* ravishdosh ko'rsatkichlari orqali bog'lanadi. Bu ko'makchi fe'l yuklaydigan ma'nosiga ko'ra,

davomlilik (süreklilik) fe'li deb ham nomlangan[35]. Zero, *gelmek* yetakchi fe'l bildirgan ish-harakatning davomli tarzda bajarilgnligini anglatadi. Masalan: *Yıllardan beri bu efsane burada söylenegelmiştir. Yıllardan beri bu afsona bu yerda so'zlanib kelingan.* 2) *Gelmek* matnda muntazam ravishda, takrorlangan holda bajarilgan harakat-holat ma'nolarini bildiradi. Masalan: *Eskiden yapılan savaşlarda yıllarca kılıç kullanılagelmiştir. Qadim zamonda bo'lib o'tgan janglarda yillar davomida qilich ishlatilib kelingan.* 3) Ayniqsa, vaqt, ehtimollik yoki boshlanish ma'nosini ifodalashda qo'llaniladi: *Yapacak gibi gelmek – Go'yo qiladigandek tuyulmoq. Ağlamaya gelmek – Yig'lash darajasiga kelmoq. Böyle şeyler söylemek sana yakışmaz, aklına gelmek bile yanlış (O.P. "Kar") – Bunday gaplarni aytish senga yarashmaydi, hatto esingga kelishi ham noto'g'ri.* Bu yerda *gelmek* yordamchi fe'l sifatida ishlatilib, subyektning ruhiy holati, taxmin, boshlanish yoki ehtimol ma'nolarini ifodalaydi. 4) "Harakatga o'tmoq", "holatga kirmoq" semalarini ifodalaydi: *Halk yavaş yavaş toplanmaya geliyordu (R.N.G. "Çalıkuşu"). Xalq asta-sekin to'plana boshladi.* 5) *Gelmek* fe'l-leksemasi quyidagi misolda doimiy, takroriy ish-harakat ma'nosini ifodalaydi: *Köylüler her gün çalışmaya gelirdi. Qishloq aholisi har kun ishlashga kelardi (Y.K. "Ince Memed").*

Tadqiqotning uchinchi bobi **"İmek – yordamchi fe'li va fe'lning tavsifiy shakllari"** deb nomlanib, unda *imek* yordamchi fe'lining morfologik va struktur-semantik jihatlari, shuningdek, unga aloqador bo'lgan to'liqsiz fe'llarning turli kontekstlardagi qo'llanishi, uslubiy imkoniyatlari hamda inkor ma'noli shakllari tahlilga tortilgan.

Ot so'z turkumiga tegishli so'zlar ishtirokida kelib, o'zi bog'langan so'z mazmuniga o'tmishga oidlik, eshitilganlik kabi ma'nolarni ifodalovchi so'zlar to'liqsiz fe'llar deb ataladi. Turk tilshunosligida to'liqsiz fe'llar *cevher fiil –* "gavhar fe'l", *ek fiil, ek eylem –* "yordamchi fe'l" termini bilan ifodalanadi[36]. Turk tilshunosligida to'liqsiz fe'llarning o'rganilish tarixi, darajasi, mavjud dunyoqarashlar o'zbek tilshunosligidagi yondashuvlardan bir muncha farqlanadi. O'zbek tilshunosligidagi to'liqsiz fe'llar yordamchi fe'llarning ma'no turlaridan biri hisoblanadi hamda *edi, emish, ekan* leksemalari ayni fe'llar qatoriga kiritiladi[37]. Turk tilshunosligida esa to'liqsiz fe'llar boshqacha talqin etiladi. Bunda otlarga qo'shiladigan shaxs-son qo'shimchalari to'liqsiz fe'llarning hozirgi zamon shakllari, *idi, imiş, ise* so'zlari esa o'tgan zamon shakllari sifatida o'rganiladi.

Ushbu bobning birinchi fasli **"İdi to'liqsiz fe'lining semantik-stilistik xususiyatlari"** deb nomlanib, unda "idi" to'liqsiz fe'li turk tilida o'tgan zamon ma'nosini ifodalovchi yordamchi fe'l bo'lib, otlar va fe'l shakllari bilan qo'llanishi, shuningdek, gapda narsa, hodisa yoki holatning nutq onidan avval mavjud bo'lganligi, qisqa va to'liq shakllarda ishlatilishi, turli mayl va zamon shakllaridagi fe'llar bilan birikib, takroriylik, davomiylik, taxmin, istak yoki zarurat kabi semantik-grammatik ma'nolarni hosil qilishi o'rganilgan.

İdi to'liqsiz fe'li *imek* so'zining o'zagiga singarmonizm qonuniga muvofiq sakkiz fonetik variantli o'tgan zamon fe'lining – *di* affiksini qo'shish orqali yasalgan: *Ne kadar taş yürekli olursa olsun, o da işin nihayetti bir insan idi (R.N.G. "Bir Kadın Düşmanı"). Nechog'li toshyurak bo'lsa ham, u nihoyati bilan bir odam edi.*

[35] Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 345.
[36] Ergin M. Türk dilbilgisi. – İstanbul, Bayrak, 1993. – S. 270; Banguoğlu T. Türkçenin grammeri. – Ankara, Türk tarih kurumu, 1990. – S. 528; Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 302
[37] Ўзбек тили грамматикаси. – Т.: Фан, 1975. – Б. 418.

Idi to'liqsiz fe'li "ot + to'liqsiz fe'l" (*masallardi – ertaklar edi*), "son + to'liqsiz fe'l" (*on birde idim – o'n bir yoshda edim*), "olmosh + to'liqsiz fe'l" (*buydu – shu edi*), "sifatdosh + to'liqsiz fe'l" (*doyurucu idi – to'yimli edi*), "sifat + to'liqsiz fe'l" (*layıktı – loyiq edi*), "ravish + to'liqsiz fe'l" (*sonra idi – keyin edi*), "harakat nomi + to'liqsiz fe'l" (*olmamdandı – sababli edi*), "modal so'z + to'liqsiz fe'l" (*yoktu – yo'q edi*) shakllarida turli so'z turkumlari bilan birikib, o'tgan zamonda yuz bergan ish-harakatni ifodalash uchun ishlatiladi.

To'liqsiz fe'llardan faqat *idi* zamon ma'nosiga ega bo'lib, quyidagi ma'nolarni ifodalashda qo'llanadi: 1) Ot turkumiga kiruvchi so'zlar bilan kelib, narsa, hodisa, belgining umuman o'tgan zamonga oidligini bildiradi; 2) narsa, hodisa, belgi ma'nolarining ikkinchi bir hodisa yuz bergunigacha yoki hozirgi vaqtgacha mavjud bo'lganligi ma'nosini bildiradi; 3) badiiy asarlarda biron-bir ko'rinish, manzara, peyzaj, asar qahramonining tashqi qiyofasi, portreti kitobxon uchun chizilayotganida qo'llanilsa, ayni holat, ko'rinishining so'zlanayotgan vaqtda natija sifatida namoyonligi ma'nosini ifodalaydi.

Uchinchi bobning ikkinchi fasli *"İmiş so'zi semalarining matnda reallashuvi"* deb nomlanib, unda turk tilidagi *imiş* to'liqsiz fe'lining o'zbek tilidagi *emish* va *ekan* to'liqsiz fe'llari bilan leksik-grammatik va semantik uyg'unlikdagi farqlari, o'xshashliklari, ularning qo'llanish sohalari va ma'no ko'lami tadqiq etilgan.

Turk tilida *imiş* so'zi to'liqsiz fe'l bo'lishi bilan bir paytda fe'lning hikoya shaklini hosil qiluvchi maxsus ko'rsatkich hisoblanadi[38], biroq ayni leksema *imek* fe'liga – *miş* o'tgan zamon qo'shimchasini qo'shish orqali yasalgani sababli to'liqsiz fe'l shakli sifatida o'rganish maqsadga muvofiq. Tadqiq etilayotgan to'liqsiz fe'l quyidagi ko'rinishlarda ishlatiladi: 1) *İmiş* to'liq shaklda ishlatilishi hamda barcha mustaqil so'z turkumlariga kiruvchi so'zlarga bog'lanishi mumkin: *Sana fena halde **dargın imiş** (R.N.G. "Bir Kadın Düşmanı"). Sendan juda **xafa emish.*** 2) Qisqa shaklda qo'llanganida, to'rt fonetik variantga ega bo'ladi. *– miş, – müş, – muş, – mış* undosh bilan tugallangan so'zlarga singarmonizm qonuniga muvofiq qo'shiladi: *Ama oğlunun hatırı için sesini **çıkarmıyormuş** (R.N.G.). Ammo o'g'lining hurmati uchun **indamayotgan emish.*** 3) Unlilar bilan tugallangan so'zlarga singarmonizm qonuniga muvofiq qo'shilganda, to'liqsiz fe'l va o'zak o'rtasida y undoshi orttiriladi hamda *– ymiş, – ymış, – ymuş, – ymüş* shakllarida voqelanadi: *Ayrı oturmak istemesinin asıl sebebi yeni **yengesiymiş** (R.N.G. "Bir Kadın Düşmanı"). Alohida yashashni istashining asl sababi **yangasi emish.***

İmiş to'liqsiz fe'li "ot + imiş" (*binaymış – bino ekan*), "sifat + imiş" (*faydasızmış – foydasiz emish*), "ravish + imiş" (*azmış – oz ekan*), "olmosh + imiş" (*kimmiş – kim ekan*), "son + imiş" (*birdaymış – bir yoshda ekan*), "modal so'z + imiş" (*yokmuş – yo'q ekan*) shakllarida turli so'z turkumlari bilan birikadi hamda o'tgan zamonda yuz bergan ish-harakatni ifodalab, eshitganlik, bilvosita xabardorlik ma'nolarini bildiradi.

Manbalardan to'plangan misollar tahlilidan *imiş* to'liqsiz fe'lining eshitib bilganlik, shubha, noaniqlik, norozilik, kinoya, keyin bilganlik, o'tmishda bajarilgan ish-harakatni bilvosita bayon qilish kabi ma'nolarni ifodalashi kuzatildi.

Uchinchi bobning uchinchi fasli *"Shart-istak mazmunini ifodalashning lakonik (ixcham) usuli"* deb nomlanib, turk tilidagi *ise* to'liqsiz fe'lining o'zbek tilidagi "esa" bog'lovchisi va "bo'lsa" shakli bilan qiyosiy tahliliga bag'ishlangan. *İse* to'liqsiz fe'li

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[38] Gencan T.N. Dilbilgisi. – Ankara, 2001. – S. 293-294; Hengirmen M. Türkçe Dilbilgisi. – Ankara, 1997. – S. 240-246.

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to'liq yoki qisqa shaklda ishlatilishi mumkin. Masalan, quyidagi misolda *ise* so'zi to'liq shaklda qo'llangan: *Kötülükler* **ise** *Cenab-ı Mesih'in pek sevgili evlatlarınındır (R.H.K. "Nilgün")Yomonliklar* **esa** *Janabi Masihning suyukli avlodlarinikidir.* Qisqa shakldagi *ise* to'liqsiz fe'li fonetik variantga ega: – sa, – se to'liqsiz fe'llari turk tilidagi unlilarning uyg'unlashuvi qonuniga muvofiq ishlatiladi. – *sa* ko'rsatkichi qattiq unlili bo'g'in tugallangan so'zlarga qo'shilsa, – *se* yumshoq unli bo'g'in bilan tugallangan so'zlarga qo'shiladi: *Onun adını* **söylerse** *hayatının bütün sırları ortaya dökülecek sanıyordu (R.N.G."Bir Kadın Düşmanı"). Uning ismini* **aytib yuborsa,** *butun sirlari oshkor bo'ladiganday tuyulardi.*

To'liq yoki qisqa shakldagi *ise*ning quyidagi so'z turkumlari bilan ishlatilishi aniqlandi: "ot + ise" (*Vesime'yse – Vesima esa*), "sifat + ise" (*muhtaçsa – muhtoj bo'lsa*), "modal so'z + ise" (*yoksa – yoki bo'lmasa*), "olmosh + ise" (*bense – men bo'lsam*), "ravish + ise" (*çoksa – ko'p bo'lsa*), "hozirgi-kelasi zamon fe'li + ise" (*söylenirse – aytilsa*), "o'tgan zamon fe'li + ise" (*yaptımsa – qilgan bo'lsam*), kelasi zamon fe'li + ise" (*yaşayacaksa – yashaydigan bo'lsa*).

İse to'liqsiz fe'li qatnashgan gaplar tahlili ushbu leksemaning quyidagi ma'nolarda ishlatilishini ko'rsatdi: 1) Qarama-qarshi yoki taqqoslovchi bog'lovchilik ma'nosi (*esa, bo'lsa*); 2) shart mayliga xos ma'no (*agar... bo'lsa*); 3) modal munosabatni ifodalovchi kirish so'z vazifasida (*unday bo'lsa, shunday bo'lsa*); 4) ogohlantirish yoki bo'lmasa... oqibati yomon bo'ladi degan ma'no (*bo'lmasa, aks holda*); 5) qiyoslash, solishtirish ma'nosi (*...dan ko'ra*); 6) to'siq bo'lishiga qaramay ish-harakatning yuz berishi (*... bo'lsa ham, ... ga qaramay*). Demak, turk tilidagi *ise idi, imiş* leksemalari singari to'liqsiz fe'l vazifasida faol qo'llanadi. Bu so'z ismiy so'z turkumlari va fe'llarning mayl yoki zamon shakllari ishtirokida keladi. *İse* kontekstga ko'ra, *esa* so'zi yoki shart mayliga xos ma'no va vazifada kelishi mumkin. Shuningdek, tahlil o'rganilayotgan leksemaning *esa, bo'lsa* so'zlariga xos ma'nolarda ishlatilishini ko'rsatdi. Ma'lum bir so'zlar yoki grammatik shakllar bilan qo'llangan bu to'liqsiz fe'l spetsifik mazmunlarni tashish imkoniyatiga ega.

Uchinchi bobning to'rtinchi fasli **"Değil so'zi to'liqsiz fe'lning bo'lishsiz shakli sifatida"** deb nomlanib, unda *"değil"* so'zining sintaktik, semantik va stilistik xususiyatlari tahlil qilinib, u gapda turli so'z turkumlari bilan birikkan holda harakat, belgi, holatning mavjud emasligini, qarama-qarshilik, kuchaytiruv, ta'kid, inkor va ritorik so'roq mazmunlarini ifodalashda keng qo'llanilishi asoslangan.

Otlar, barcha mayl va zamon makonlaridagi fe'llarda inkor, bo'lishsizlik mazmunini reallashtirish uchun *değil –*"emas" so'zi ishlatiladi. Zero, turk tilining izohli lug'atida ham *değil* so'zining bosh ma'nosi *"isim cümlesinde yükleme veya başka öğelere olumsuzluk anlamı veren kelime"* – "ot kesimli gaplarda kesim yoki boshqa gap bo'laklariga inkor ma'nosini beruvchi so'z" tarzida izohlangan[39]. Biroq ashyoviy misollar tahlili *değil* so'zining nafaqat ot-kesimli gaplar, balki fe'l-kesimli gaplar tarkibida ham keng qo'llanilishini ko'rsatadi. *Değil* so'zi kesim vazifasini bajargan otlarga qo'shilib keladi[40].

Değil to'liqsiz fe'li quyidagi so'z turkumlari bilan sintagmatik aloqaga kirishadi: "ot + değil" (*çocuk değilim – bola emasman*), "sifat + değil" (*izinli değilsiniz – ruxsatingiz yo'q*), "olmosh + değil" (*biz değiliz – biz emasmiz*), "modal so'z + değil" (*mümkün değil*

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[39] Türçe Sözlük. – Ankara, 2005. Cilt 1. – S. 345.
[40] Gencan T.N. Dilbigisi. – Ankara, 2001. – S. 291.

– *mumkin emas*), "sifatdosh + değil" (*çekici değildi – e'tiborini jalb etmadi*), "tuslangan fe'l + değil" (*söyleyecek değilim – so'zlab bermoqchi emasman*).

Değil to'liqsiz fe'lining inkor, mavjud emaslik (*Sen mahpus değilsin – "Sen mahbus emassan"*), harakatning mavjud emasligi (*dolandırıcılığa düşmüş değiliz – "aldovga uchragan emasmiz"*), belgining mavjud emasligi (*belli değil – "ma'lum emas"*), muayyan kasb, lavozim, unvonning yo'qligi (*politikacı değilim – "siyosatchi emasman"*), narsa yoki holatning biror shaxs yoki hodisaga tegishli emasligi (*benim adetim değildir – "bu mening odatim emas"*), ta'kidlovchi, qarama-qarshi ma'no (*öfke ile değil, gülümseme ile söyledi – "g'azab bilan emas, tabassum bilan aytdi"*), kuchaytirilgan inkor bilan bo'lishlilikni ifodalash (*bilmiyor değilim – "bilmayman emasman" (ya'ni, "bilaman")*), zamon shakllari bilan o'zgaruvchi ma'nolar (*geçmedi değil – "o'tmadi emas" ("o'tdi")*), tasdiq shaklidagi so'roqlar (*mektup yazarsın, değil mi? – "xat yozasan, to'g'rimi?"*), emotsional-ekspressivlik (*razı değilim; katiyen değilim – "mutlaqo rozi emasman"*) kabi ma'nolarni ifodalashi aniqlandi.

XULOSA

Turk tilidagi yordamchi fe'llar va ularning o'zbek tilida ifodalanishini tadqiq etish bo'yicha olib borilgan kuzatuvlar natijasida quyidagi xulosalarga kelindi:

1. Turk tilidagi yordamchi fe'llarni ma'nosi va vazifasiga ko'ra uch guruhga ajratish mumkin: yordamchi, ko'makchi, to'liqsiz fe'llar. Ot, olmosh, sifat, son, ravish kabi so'z turkumlari bilan qo'llanuvchi yordamchi fe'llarga *yapmak, kılmak – "qilmoq", etmek – "etmoq", eylemek – "aylamoq", olmak – "bo'imoq"* leksemalarini kirtish maqsad muvofiq.

2. *Olmak* yordamchi fe'li ot, olmosh, ravish, sifatdosh, harakat nomi hamda modal so'zlar bilan hosil qilgan konstruksiyalar orqali 42 ta turli semantik birlikni ifodalashi aniqlandi. Bu esa uning turk tilidagi yordamchi fe'llar orasida eng yuqori funksional faollikka ega va ko'p qo'llaniladigan birlik ekanini ko'rsatdi.

3. *Etmek* fe'li turk tilidagi yordamchi fe'llar orasida faolligiga ko'ra *olmak*dan keyingi ikkinchi o'rinda turishi aniqlandi. Bu fe'l leksemasi yakka holda qo'llanadi, uning sintaktik qurshovi, matnga va unga birikkan tobe komponentning ma'nosiga bog'liq ravishda yigirmadan ortiq semani ifodalashi kuzatildi.

4. *Eylemek* va *kılmak* fe'llarining yordamchi fe'l sifatida qo'llanishi kuzatilmadi. Mazkur fe'l birliklari asosan tarixiy manbalar hamda xalq og'zaki ijodiyoti namunalarida faol ishlatilgan bo'lib, zamonaviy yozma matnlarda ularning yordamchi fe'l sifatidagi funksiyasi deyarli uchramaydi.

5. *Yapmak* fe'li ilmiy adabiyotlarda yordamchi fe'l sifatida alohida o'rganilmagan bo'lsa-da, ashyoviy misollar tahlili ushbu fe'lning *etmek, kılmak, eylemek* kabi yordamchi fe'llarga xos ma'no va vazifalarni bajarishda faol qo'llanilishini ko'rsatdi. Shu bois, *yapmak* fe'l-leksemasini yordamchi fe'l sifatida ajratib o'rganish zarur. Tadqiqot davomida ushbu fe'lning o'ttizdan ortiq semantik birligi aniqlandi.

6. Ilmiy tadqiqotlarda *bulunmak* fe'li yordamchi fe'l sifatida qayd etilmagan. Biroq ashyoviy materiallar tahlili fe'lning *olmak – "bo'lmoq"* yordamchi fe'liga mutanosib ma'no va vazifada faol qo'llanishini ko'rsatdi. *Bulunmak* so'zi yordamchi fe'l-leksemaga vazifadosh birliklar qatorida tahlil qilinib, muayyan sintaktik qurshov doirasida

14 ma'noda ifodalanishi kuzatildi. Tahlillar *bulunmak* va *olmak* leksemalari boshqa yordamchi fe'llardan farqli o'laroq, sifatdosh shakllari bilan ham qo'llanishini ko'rsatdi.

7. Ashyoviy materiallar tahlili *kalmak* – "qolmoq", *gitmek* – "ketmoq", *durmak* – "turmoq", *bilmek* – "bilmoq", *yazmak* – "yozmoq", *gelmek* – "kelmoq", *vermek* – "bermoq" fe'llarining mustaqil ma'no ifodalashi, shuningdek, ko'makchi fe'l sifatida ham qo'llanishi mumkinligini ko'rsatdi. Bu leksemalardan *gitmek, durmak, bilmek, kalmak* ko'makchi fe'llarining sermahsul, *yazmak, gelmek* so'zlarining esa kammahsul ekani aniqlandi.

8. *Kalmak* – "qolmoq" leksemasi eng faol yordamchi birliklardan biri bo'lib, u yetakchi fe'l ifodalagan harakatning natijaviy holatga aylanishi, mazkur holatning nutq vaziyatida davom etayotganligi va barqarorlik xususiyatini ifodalovchi yetakchi semantik vosita sifatida til tizimida faol qo'llanishi aniqlandi.

9. *Vermek* – "bermoq" fe'li yetakchi fe'l bildirib kelgan ish-harakatning tezda, bir zumda amalga oshishi, to'la va to'siqsiz bajarilishi, shuningdek, ayni harakat amalga oshirilishida me'yoriy holatdan kuchlilik, ortiqlikni bildirishi, harakatning davomiylik va yangi holatga o'tishi kabi ma'nolari kuzatildi. *Vermek* ko'makchi fe'li yetakchi fe'lning semantik yukini kuchaytiruvchi, uning tezlik, davomiylik yoki ortiqlik kabi qirralarini aniqlashtiruvchi birlik sifatida qo'llanishi aniqlandi.

10. Turk tilshunosligida to'liqsiz fe'llar o'zbek tilshunosligiga nisbatan alohida lingvistik hodisa sifatida izchil ilmiy talqinga ega. Ashyoviy materiallar tahliliga ko'ra, turk tilshunosligida *ise* to'liqsiz fe'li mustaqil hodisa sifatida talqin qilinadi va u fonetik jihatdan o'zbek tilidagi *esa* leksemasiga yaqin bo'lsa-da, semantik va funksional jihatdan *bo'lsa* shakliga muvofiq keladi. O'zbek tilidan farqli holda turk tilida *idi* to'liqsiz fe'lining qisqa shakllari otlar bilan ham, fe'llarning zamon yoki mayl shakllari bilan ham qo'llanishi kuzatildi. *İse* va *esa* leksemasi o'rtasida ham ma'no doirasida, ham qo'llanilishida katta farqlar bor. Turk tilidagi *ise* to'liqsiz fe'li o'zbek tilidagi *bo'lsa* shakliga xos semantik va funksional xususiyatlarga ega bo'lib, mazkur birlik perifrastik-yoyiq shaklga mos keluvchi shartlilik va taxmin ma'nolarini ifodalashda ishtirok etishi aniqlandi.

11. *Değil* so'zi har jihatdan *imek* fe'lidan farq qilsa-da, semantik va funksional xususiyatlariga ko'ra to'liqsiz fe'llar tarkibida o'rganilishi zarur. Ushbu birlik inkor va bo'lishsizlik ma'nolarini ifodalash bilan birga, gapda egallagan sintaktik o'rni va kontekstual qurshoviga ko'ra o'nga yaqin ma'noni ifodalashi aniqlandi.

12. Olib borilgan tadqiqotlar asosida turk tilidagi yordamchi fe'llar tizimi o'zining tarkibiy xilma-xilligi, semantik yuklamasi va kontekstga bog'liq ko'p qirraliligi bilan ajralib turishi kuzatildi. Turk tilidagi yordamchi fe'llar tizimi o'zbek tili bilan tipologik yaqinlikka ega bo'lsa-da, har bir fe'lning semantik-so'z yasovchi xususiyatlari, ko'p hollarda, o'zbek tilida kontekstual tarzda yoki kompleks sintaktik konstruktsiyalar yordamida ifodalanadi. Bu esa ularni tarjima qilish va o'rganishda qiyosiy yondashuvning muhimligini ko'rsatadi.

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DAVLATOV ZOIRJON ZOKIRALIYEVICH

AUXILIARY VERBS IN TURKISH AND THEIR EXPRESSION
IN UZBEK

10.00.06 – Comparative Literature, Contrastive Linguistics and
Translation Studies

ABSTRACT
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The dissertation is available at the Information Resource Centre of the Tashkent State University of Oriental Studies (registered under the number № _108_). (The address: 100060, Tashkent, Amir Temur Street, 20. Phone: (99871) 233-45-21.)

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INTRODUCTION (abstract of doctor of philosophy (PhD) dissertation)

Relevance and necessity of the dissertation topic. At a time when interest in learning the Turkish language is growing in global linguistics, studying its grammatical system – through a comparative analysis with Uzbek has become increasingly relevant. This topic holds significant scientific and practical importance, especially in the fields of translation studies, language teaching methodologies, and bilingual grammatical analysis. Although Turkish and Uzbek both belong to the Turkish language family from a genetic perspective, their grammatical systems exhibit notable differences, particularly in the formation and use of auxiliary verbs. These differences further underscore the need for a comparative linguistic study. A thorough scholarly investigation of this topic will help clearly identify the grammatical similarities and distinctions between the two languages and provide a scientific basis for resolving linguistic challenges encountered in translation processes.

The issue of auxiliary verbs in Turkish languages is one of the widely studied topics in global linguistics, encompassing grammatical, semantic, and stylistic aspects. Linguists around the world have sought to reveal the features of this type of verb through various perspectives, methodologies, and approaches. However, the expression of auxiliary verbs in the Turkish language through the lens of Uzbek has not yet been studied in a monographic format.

At the early stages of our country's development, mastering foreign languages thoroughly, in turn, creates opportunities to train highly qualified specialists and translators in this field. In turn, this contributes to strengthening the country's social, cultural, and economic ties with other nations. Therefore, studying and identifying the specific features of foreign languages, including Turkish, is of great importance. The phonetic, lexical, morphological, and syntactic features of the Turkish language have been the focus of special research by both Turkish and foreign linguists, particularly Russian Turkologists. Numerous monographs and scholarly works have been published in this area. In particular, lexical issues of the Turkish language have also been addressed in certain specialized studies. In recent years, a number of comparative studies have been carried out to examine the lexical, morphological, and syntactic features of Uzbek and Turkish. For instance, some research has compared the lexical-semantic characteristics of specific Turkish verbs with their Uzbek equivalents. However, there still remain many unresolved and insufficiently studied issues in this field. Among them are the lexical-semantic scope and grammatical features of auxiliary verbs in the Turkish language.

This research, to a certain extent, contributes to the implementation of the tasks set forth in the following legal and regulatory documents: Presidential Decree No. PF-5847 of October 8, 2019, "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030"; Presidential Decree No. PF-5850 of October 21, 2019, "On Measures to Radically Increase the Status and Prestige of the Uzbek Language as the State Language"; Presidential Resolution No. PQ-5117 of May 19, 2021, "On Measures to Bring Activities for the Popularization of Foreign Language Learning in the Republic of Uzbekistan to a New Qualitative Stage"; Presidential Resolution No. PQ-307 of July 6, 2022, "On Organizational Measures for the Implementation of the Strategy for Innovative Development of the Republic of Uzbekistan

for 2022–2026"; Presidential Resolution No. PQ-4680 of April 16, 2020, "On Measures to Radically Improve the System of Training Specialists in the Field of Oriental Studies and Enhance Scientific Capacity"; and Cabinet of Ministers Resolution No. 984 of December 12, 2019, "On the Approval of the Regulation on the Department for the Development of the State Language," along with other relevant legal and regulatory acts governing this field.

Correspondence of the research with the priorities of the Republic's science and technology development. This research has been conducted in accordance with Priority Area I of the development of science and technology in the Republic of Uzbekistan: "Formation and implementation of a system of innovative ideas in the social, legal, economic, cultural, and spiritual-educational development of an information-oriented society and a democratic state."

Literature review. In Uzbek linguistics, issues related to the verb as a part of speech - particularly its types, derivation, and grammatical categories - were first addressed in the research of prominent scholars such as A. Kononov, A. Gʻulomov[1], M. Askarova, A. Hojiyev, Sh. Shukurov, Gʻ. Abdurahmonov, and Q. Mahmudov. These foundational studies played a crucial role in the formation and development of verb theory in Uzbek linguistics. Certain semantic types of verbs, their valency properties, and semantic features have been explored in doctoral dissertations by scholars such as I. Qʻchqartoyev, R. Rasulov, S. Muhamedova, and M. Abuzalova[2]. Additionally, candidate dissertations by researchers including T. Musayev, U. Sharipova, Z. Siddiqov, D. Abdullayeva, G. Narimova, G. Isakova, and Sh. Karimjonova have further investigated these aspects[3].

Although verbs, which express actions and states, their grammatical categories, and derivative forms have been thoroughly and comprehensively studied in Turkish linguistics, auxiliary verbs-their types, semantic-lexical and functional properties, as well as their equivalents in Uzbek-have not been specifically examined. Usually, auxiliary verbs are mentioned only in discussions about compound verbs in Turkish. The types of compound verbs are differentiated based on the meanings expressed through these auxiliary verbs. For example, M. Ergin does not classify verbs according to their meanings. T. Banguoğlu, on the other hand, considers transitive and intransitive verbs as semantic types of words expressing action and state. At the same time, verb forms formed by the auxiliary verb *olmak ("to be/become")* combined with the past tense suffix –miş,

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[2] Кўчкартоев И. Сўз маъноси ва унинг валентлиги: – Филол.фан.номз. дисс . – Т., 1977. – 144.с; Расулов Р. Ўзбек тилида ҳолат феъллари ва уларнинг облигатор валентликлари. – Тошкент, 1989, – 131 б; Муҳамедова С. Ўзбек тилида йўналма ҳаракат феълларининг предикативлиги ва валентлиги: Филол.фан. номз. дисс. автореф. – Т., 1999. – 22 б; Abuzalova M. Substantsial morfologiya, valentlik va sintaktik qurilma: Filol.fan.dok.diss. avtoref – Buxoro., 2018. – 41 b.

[3] Мусаев Т.Т. Ўзбек тилидаги сезги феъллари: Филол.фан. номз.дисс.автореф. – Тошкент, 1992. – 145 б; Шарипова У. Ўзбек тилидаги юмуш феълларининг маъно-валентликлари: Филол.фан. номз.дисс. – Тошкент, 1996. – 152 б; Сиддиқов З.У. Ўзбек ва турк тилларида кўрув лексемалари семантикаси: Филол.фан. номз.дисс.автореф. – Тошкент, 2000. – 27 б; Абдуллаева Д. Семантик-синтактик валентлик ва ўзга гапли қурилмалар: Филол.фан. номз.дисс.автореф. – Самарқанд: СамДУ, 2002. – 22 б; Наримова Г.А. Ўзбек тилида феълларнинг объект аргументи: Филол.фан. номз.дисс.автореф. – Тошкент, 2005; Исакова Г. Ўзбек тилидаги "қилмоқ" феълининг лексик-семантик хусусиятлари: Филол.фан. номз.дисс.автореф. – Тошкент, 2009; Karimjonova Sh. Oʻzbek va ingliz tillarida kauzativ feʼllar tadqiqi: Filol.fan.nomz.diss.aavtoref. – F, 2024.

the present-future tense suffixes *-r, -maz,* and the future tense suffix *-ecek* are studied under the category of complex verbs (karmaşık fiiller). According to their function, the verbs in Turkish that correspond to auxiliary verbs in Uzbek are called descriptive verbs *(tasvir fiilleri)*[4]. In this regard, it is suggested that the verb *bilmek ("to know")* used as an auxiliary forms the potential *(ability) verb (yeterlik fiili);* the auxiliary *vermek* ("to give") forms the aspect of suddenness or quickness (ivedilik fiili); the verbs *kalmak ("to remain"), görmek ("to see"), gelmek ("to come"),* and *durmak ("to stop")* form continuous aspect verbs *(süreklik fiili);* and the auxiliary *yazmak ("to write")* gives rise to approximative verbs (yaklaşma fiili). In addition, compound verbs such as atıp tutmak, keşıp kavırmak, and gidip gelmek are considered semi-descriptive verbs (yarı tasvir fiilleri). In the specialized study on Turkish morphology conducted by N. Atabay, İ. Kutluk, and C. Özel, the issue of auxiliary verbs is analyzed, where the lexemes *etmek-etmoq, eylemek-aylamoq, kalmak-qilmoq, and olmak-bo'lmoq* are included among auxiliary verbs. It is also concluded that defective verbs (to'liqsiz fe'llar) may be regarded as a separate group within the category of auxiliary verbs[5].At the same time, linguists suggest that, in addition to the aforementioned auxiliary verbs, verbs such as *bilmek–bilmoq ("to know"), vermek–bermoq ("to give"), kalmak–qolmoq ("to remain"), and durmak–to'xtamoq ("to stop")* can also function as auxiliary verbs.

While studying the structural types of verbs in Turkish, Hacıeminoğlu proposes the following classification of lexemes with the semantic feature of action or state: 1) According to their structure: root verbs, derived verbs, compound verbs. 2) According to their meaning: verbs expressing action; verbs denoting work or process; verbs expressing state; verbs indicating existence. 3) According to their condition: main verbs; auxiliary verbs. 4) According to their usage: finite verbs; infinitives; verbal nouns; participles; gerunds. 5) According to their relation to the subject: active verbs; causative verbs; passive verbs; reciprocal verbs. 6) According to their relation to the direct object: transitive verbs; intransitive verbs; reflexive verbs. 7) According to their essence: affirmative verbs; negative verbs; potential verbs[6].

R. Toparlı provides comprehensive information about verbs in Turkish, their structural types, and verb conjugation. In his work, verbs are divided into three groups according to their structure: root verbs, derived verbs, and compound verbs. The following types of verbs are included among compound verbs: a) Compound verbs formed by a noun and an auxiliary verb, where the auxiliary verbs et, eyle, ol, and kıl are used-for example: *yardım et ("to help"), dua eyle ("to pray"), kerem kıl ("to show mercy").* b) Compound verbs formed by combining two verbs through a converb (ravishdosh), such as *yapabil ("can do"-qila ol), okuyabil ("can read"- o'qiy ol), gidebil ("can go" -keta ol).* This group of compound verbs is further divided into three subgroups: a) Compound verbs expressing quickness or suddenness, formed with the verb *ver-ber,* e.g., *geliver ("to come suddenly"), okuyuver ("to read quickly");* b) Compound verbs expressing continuity, formed with *kal-qol, gel-kel, dur-to'xta,* e.g., *bakakalmak ("to keep looking"), yazadurmak ("to keep writing");* c) Compound verbs expressing approximation, formed

[4] Banguoğlu T. Türkçenin grameri. – Ankara, 1990. – S. 408-486, 488-493.
[5] Atabay N, Kutluk İ, Özel S. Sözcük Türleri. – Ankara: Olgaç Basımevi, 1983. – S. 254-261.
[6] Hacıeminoğlu. Türk dilinde yapı bakımından fiiller. – İstanbul: Bilge Kültür Sanat yayınları, 2016. – S. 78-79.

with *yazmak–yozmoq*, e.g., *düşeyazmak ("to almost fall")*[7]. However, in this analysis, only the forms of these verbs are noted -the compound verbs that generate such forms are not examined in detail.

The relationship between the research and the plans for research at the university where the dissertation was carried out. The dissertation was carried out within the framework of the research directions entitled "Current issues of the turkish language", as part of the scientific research plan of Tashkent State University of Oriental Studies.

The goal of the study is to investigate the specific characteristics of the semantic types of auxiliary verbs in the turkish language and their expression in the Uzbek language.

The research objectives are:

In order to achieve the research objective, the following tasks are envisaged:

to analyze and comment on the theoretical views regarding the semantic types of auxiliary verbs in Turkish linguistics;

to develop a new semantic classification of auxiliary verbs in the Turkish language;

to delimit the scope of verb lexemes belonging to the groups of auxiliary, supportive, and incomplete verbs, and to identify their system of semes and spheres of usage;

to reveal the formal-functional and semantic-stylistic features of the verb lexemes selected as the object of the research.

The object of the research. The object of the research consists of auxiliary verbs in literary works such as R.N. Güntekin's Çalıkuşu and Bir Kadın Düşmanı, H. Edip-Adıvar's Kalp Ağrısı, R.H. Karay's Nilgün and Memleket Hikayeleri.

The research subject. The subject of the research is the auxiliary verbs in modern Turkish and their equivalents in the Uzbek language.

Research methods. The research employs methods such as analysis, synthesis, systematic and componential analysis, description, classification, and comparative-typological approach.

Scientific novelty of the research consists of the following:

based on the analysis of the collected linguistic material and the scholarly views previously proposed regarding auxiliary verbs in Turkic languages, a new semantic classification of auxiliary verbs in the Turkish language has been developed;

an analytical approach was applied to examine the semantic and grammatical nature of verb lexemes functioning as auxiliary verbs, and the mechanisms of their functional and morphological realization in Uzbek were identified;

the semantic nuances within the system of auxiliary verb semes were substantiated through factual materials and textual examples, and their contextual realizations were interpreted from a linguo-pragmatic perspective;

during the research, it was determined that the number of auxiliary verbs in Turkish is considerably smaller compared to other Turkic languages, particularly Uzbek; this phenomenon was explained by historical, typological, and grammatical factors underlying their development.

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[7] Toparlı R. Türk Dili. – Ankara, 1988. – S. 50-68.

Practical results of the research are as follows:

auxiliary verbs in Turkish and Uzbek have been analyzed from a comparative-linguistic perspective;

turkish auxiliary verbs have been comparatively studied and systematized into a coherent scientific framework;

the equivalents of Turkish auxiliary verbs in Uzbek have been substantiated;

through the analysis and translation of selected Turkish literary works used as research material, the semantic scope of Turkish auxiliary verbs has been revealed, and their polysemous nature has been supported with evidence.

Reliability of research results. The reliability of the research results is ensured by the use of methods, approaches, and data drawn from scientific and literary sources; the application of comparative-typological and synthesis methods in the analysis of Turkish authors' prose works; the practical implementation of the conclusions and proposals derived from the research; and the publication of the findings in both international and national journals, as well as confirmation by relevant institutions through official statements.

Scientific and practical significance of research results.

Auxiliary verbs in Turkish and Uzbek, which had not previously been subjected to comparative analysis, have been examined from a comparative perspective. The results of the study serve as an important theoretical and scientific source for the development of Turkish theoretical grammar. Additionally, the material collected during the research can be used in the compilation of an explanatory dictionary of the Turkish language.

This research may also serve as useful material for teaching the subject "Semantic types of verbs. Auxiliary verbs" or the course "Comparative grammar of Turkic languages" to undergraduate and graduate students studying in the field of Turkology.

Implementation of research results.

The scientific research on Auxiliary Verbs in the Turkish Language and Their Expression in Uzbek was used in the preparation of lecture materials by the "Turkish Cultural Center" of Turkey in Uzbekistan (based on reference letter No. 19, dated October 10, 2023, from the "Turkish National Cultural Center" of Turkey in Uzbekistan). As a result, As a result, the scientific conclusions and methodological recommendations obtained from this research were effectively applied in the educational process, helping students and trainees to gain a deeper understanding of the grammatical and semantic features of the Turkish language. Moreover, the practical implementation of the materials enhanced the effectiveness of language teaching and served as an additional scientific resource in cultural and educational activities.

Scientific concepts related to Turkish auxiliary verbs and their expression in Uzbek were also utilized by "The Language, Education, Translation, and Consulting Center" of the Tashkent State University of Oriental Studies under the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan. These concepts were applied in the development of exam questions and materials aimed at assessing written and oral competencies in the Turkish language (at B1, B2, and C1 levels) as well as in the creation of educational resources (based on reference letter No. 03-03-01/1942, dated October 9, 2023, from the center). As a result, As a result, the tasks designed on the basis of a modern approach in the educational process contributed to the effective development of learners'

knowledge and skills, increasing the interactivity of lessons. In addition, the created study guides helped to integrate practical and theoretical knowledge, fostering learners' independent thinking and communication skills.

Scientific studies and material evidence regarding auxiliary verbs in the Turkish language and their expression in Uzbek were also used in the scriptwriting of the "Good Morning Uzbekistan!" and "Hasbihal" programs broadcast by the "Foreign Languages" channel of the National Television and Radio Company of Uzbekistan (based on reference letter No. 01-05-1443, dated September 25, 2023, from the National Television and Radio Company of Uzbekistan). As a result, As a result, the television programs became richer in terms of language and style, the subtle aspects of communication culture were highlighted, and the linguistic similarities between Turkish and Uzbek were conveyed to the public in a simple and comprehensible way. This, in turn, contributed to the preparation of the programs on a scientifically and methodologically grounded basis and increased viewers' interest in language and culture.

Approbation of the research results. The results of the research have been tested and validated through the author's presentations at 4 scientific-practical conferences, including 2 international and 2 national-level conferences.

Publication of the research results. A total of 15 scientific papers have been published based on the dissertation topic. Among them, 5 articles were published in journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing scientific results of doctoral dissertations, 3 articles in national journals, and 2 in international journals.

The structure and volume of the dissertation. The dissertation consists of an introduction, three main chapters, a conclusion, and a list of references. The total volume of the dissertation is 135 pages.

THE MAIN CONTENT OF THE DISSERTATION

In **the introduction**, the relevance and necessity of the dissertation topic are substantiated. The level of research on the topic, the purpose and objectives of the dissertation, as well as its object and subject, are described. It is also shown that the dissertation corresponds to the priority areas of development in science and technology in the Republic. The scientific novelty and practical significance of the research are revealed, along with information on the implementation of the research results in practice, the published works, and the structure of the dissertation.

In the first chapter of the research work, titled **"Theoretical foundations of the study of auxiliary verbs"**, an analysis is provided of studies on auxiliary verbs in Uzbek and Turkish. It discusses the features of the lexeme *olmak - "to be"* as a verb forming the semantics of existence, auxiliary verbs that express a state through the manner of action, and verb lexemes used in the function of auxiliary verbs.

The first section of this chapter, titled **"Analysis of research on auxiliary verbs in Uzbek and Turkish"**, discusses the classification of verbs in Uzbek and Turkish according to their lexical-grammatical features, the structure and semantic scope of auxiliary and supportive verbs, and the similarities and differences of auxiliary verbs in both languages.

In A. Hojiyev's "Explanatory Dictionary of Linguistic Terms", auxiliary verbs are described as follows: Auxiliary verbs are verbs used in an auxiliary function to form compound verbs, to create analytical verb forms, and to serve as link verbs. According to their functions, they are divided into three types: 1) Auxiliary verbs that form compound verbs – *qil (do), ayla (make), et (do), bo'l (be)*: *qabul qilmoq (to accept), ruxsat etmoq (to permit)*, etc. 2) Auxiliary verbs that form analytical verb structures (these are usually referred to as supportive verbs): *boshla (start), chiq (go out), yubor (send), etc.: kela boshladi (started coming), o'qib chiqdim (I finished reading), so'rab ko'r (try asking), yiqitib yubordi (he/she caused [someone] to fall)*, etc. 3) Supportive verbs that function as link verbs: *bo'l (to be): injener bo'lmoq (to become an engineer)[8]*.

Auxiliary verbs that form analytical verb constructions are usually referred to as supportive verbs[9]. In the Uzbek language, there are no verbs that have completely turned into supportive verbs (i.e., that have entirely lost their independent meaning and are used solely as supportive verbs). Some independent verbs are also used in the function of supportive verbs and serve to express various meanings. These include: *boshla (begin), yot (lie down), tur (stand), yur (walk), o'tir (sit), bo'l (be), bit / bitir (finish), ol (take), ber (give), qol (stay), qo'y (put), chiq (go out), bor (go), kel (come), ket (leave), yubor (send), tashla (throw), sol (put in), tush (descend), o'l (die), o't (pass), yet (reach), ko'r (see), qara (look), boq (gaze), yoz (write)[10]*. Thus, in addition to conveying independent meanings, there are nearly thirty active verb lexemes that have also acquired the function of supportive verbs. Furthermore, this section analyzes the works of Uzbek linguists such as A. G'ulomov, A. Hojiyev, M. Mirtojiyev, and A. Madvaliyev on the topic of auxiliary verbs[11].

Z. Khudoyberganova and Kh. Hamidov classify Turkish verbs into two groups based on their lexical and grammatical features: independent verbs and auxiliary verbs[12]. According to T. Necat's classification, there are eleven auxiliary verbs in Turkish, and they serve the function of forming compound verbs. Archaic auxiliary verbs such as *kılmak* and *eylemek* are more commonly found in literary works[13]. In Turkish linguistics, several scholars including M. Ergin, H. Hengirmen, A. Banguoğlu, G. Gencan, and T. Boz have conducted theoretical studies on auxiliary verbs[14]. These researchers have classified auxiliary verbs into categories such as nominalized verbs, modal verbs, and verbs indicating state or manner of action[15]. According to S. Alibekiroğlu, Turkish verbs can be

[8] Хожиев А. Тилшунослик терминларининг изохли луғати. – Т.: "Ўзбекистон миллий энциклопедияси", 2002. – Б. 38-39.

[9] Ko'rsatilgan asar. – B. 38.

[10] Хожиев А. Феъл. – Т.: Фан, 1973. – Б. 14-15.

[11] Ғуломов А. Феъл. – Т.: Фан, 1954. – 88 б; Хожиев А. Ўзбек тилида кўмакчи феъллллар. – Т.: Фан, 1966. – 223 б; Феъл. – Т.: Фан, 1973. – 192 б; Mirtojiyev M. Kechim ifodalagan kesim obyektining ega vazifasini o'tashi // O'zbek tili va adabiyoti. – T., 2003. – 51-55 b; Sema tushunchasi haqida // O'zbek tili va adabiyoti. – T., 2008. – 64-68 b; Madvaliyev A. O'zbek terminologiyasi va leksikografiyasi masalalari. – T., O'zbekisoton milliy ensiklopediyasi, 2017. – 117 b.

[12] Xudoyberganova Z, Hamidov X. Turk tilining nazariy grammatikasi. – Toshkent: Tafakkur bo'stoni, 2015. – B. 70-76.

[13] Necat T. Dilbilgisi: Türkçe'nin Grameri. – Ankara.: Ayraç Yayıncvi, 1979. – S. 306-309.

[14] Ergin M. Türk Dili Bilgisi. – İstanbul: Bayrak, 1993. – 384 s; Hengirmen M. Türkçe Dilbilgisi. – Ankara: Tömer Yayınları, 1997. – 288 s; Banguoğlu T. Türkçenin Grameri. – Ankara: Türk Tarih Kurumu Basımevi, yeni baskı, 1998. – 364 s; Gencan G. Türk Grameri (Şekil Bilgisi). – Ankara: Türk Dil Kurumu Yayınları, 2001. – 512 s; Boz T. Türkçede Yardımcı Fiiller ve Fiil Grupları Doktora Tezi. – İstanbul: Turkish Studies, 2004. – 340 s.

[15] Ergin M. Türk Dili Bilgisi. – İstanbul: Bayrak, 1993. – 384 s; Hengirmen M. Türkçe Dilbilgisi. – Ankara: Tömer Yayınları, 1997. – 288 s; Banguoğlu T. Türkçenin Grameri. – Ankara: Türk Tarih Kurumu Basımevi, yeni baskı, 1998. – 364 s; Gencan G. Türk Grameri (Şekil Bilgisi). – Ankara: Türk Dil Kurumu Yayınları, 2001. – 512 s; Boz T. Türkçede Yardımcı Fiiller ve Fiil

classified as follows: According to structure: a) simple; b) derived; c) compound. According to meaning and function: a) motional verbs; b) auxiliary verbs; c) essence (core) verbs[16].

While the grammatical categories of verbs in Turkology – such as tense, person-number, and mood – have been thoroughly studied, it is observed that verb lexemes that attach to nouns or verbs to add subtle shades of meaning, i.e., auxiliary verbs, have not been researched separately as a distinct morphological phenomenon. In earlier works (e.g., M. Ergin), lexemes functioning as auxiliary verbs were generally overlooked, whereas later studies (e.g., T. Banguoğlu) began to identify certain verb lexemes appearing with wide-range nouns as part of compound verbs. Although linguists such as N. Atabay, I. Kutluk, S. Özel, R. Goporli, and M. Hengirmen have distinguished between lexemes used with broad nouns or main verbs as compound verbs, the lexemes that form the group of auxiliary verbs in Turkish have not been studied as a specific research object.

The second section of this chapter is titled **"The lexeme olmak – to be as a verb forming the semantics of existence."** This section is devoted to the analysis of verb forms constructed using the auxiliary verb *olmak*, its combination with various parts of speech – such as nouns, adverbs, participles, verbal nouns, modal words, and pronouns – and how it functions as an auxiliary verb to form compound verbs.

An analysis of textual materials showed that the auxiliary verb *olmak* can combine with various words and word combinations to express 42 different meanings, including the following: 1) The realization or execution of the action expressed by the word it is connected to. 2) "To grow," "to ripen," "to cultivate." 3) "To be prepared," "to become ready." 4) "To exist," "to be present." 5) "To go to a certain place," "to settle." 6) "To match," "to be compatible." 7) "To belong to someone," "to be someone's property." 8) "To approach," "to begin." 9) "To possess a certain feature or quality." 10) "To own or possess something, a condition, or a place." 11) "To transition from one state to another." 12) "To turn into" (e.g., into gold, into dust). 13) "To be suitable," "to fit exactly." 14) "To lose," "to give away." 15) "To be in a certain state or situation." 16) "To reach a certain age." 17) "To attain a certain rank, position, or title." 18) "To belong to a specific group, direction, belief, or sect." 19) "To be born or live in a certain place." 20) "To fall ill," "to become sick." 21) "Belongingness," "affiliation." 22) "To occur," "to happen." 23) When used with words like marriage, wedding, to get married – it means "to marry." 24) "To go and settle in a certain place," "to occupy." 25) When used with words denoting time, moment, duration, period – it means "to pass," "to end," "to be completed." 26) Equivalent in meaning to the conjunction – dir. 27) With a negation marker – "to reject," "to deny"; without it – "to accept," "to confirm." 28) In the fixed expression *olan biten / olup biten*, used as an idiomatic compound verb meaning "an occurred event, situation, or anything that has taken place." 29) When used with the pronoun *ne ("what")* – to determine the existence of a specific relation or to state the absence of any relation. 30) A situation or state that has emerged as a result at the moment of speech. 31) "To begin." 32) The form *olarak*, which includes the participial suffix *–arak*, means "as," "in the capacity of," "in the manner of." 33) When used repeatedly in the conditional mood, *olmak* conveys meanings such as "finally," "in the end," or "as the last possibility." 34) At the moment of

Gruplan. Doktora Tezi. – İstanbul: Turkish Studies, 2004. – 340 s.

[16] Alibekiroğlu S. Çağdaş türk lehçelerinde yardımcı fiiler: – Doktora Tezisi. – Elazığ., 2014. – S.151-152.

speech, indicates attaining or possessing a particular quality, trait, or characteristic. 35) When combined with adjectives like *hazin* ("sorrowful") or *yalancı* ("liar"), it expresses the presence of that specific attribute in a person or thing. 36) "To perform or carry out a certain action." 37) "To become someone," "to reach the status of a certain person." 38) "To submit," "to serve or operate (under someone/something)." 39) In the negative form, it expresses "lack of ownership," "not possessing something." 40) When used repetitively, it may imply the omission of the associated word in the sentence. 41) "Belonging to a person or object." 42) When combined with participles formed by suffixes like *–acak, –mış, –ıcı, –ır, –maz*, the verb *olmak* actively expresses: an action planned or intended to occur after the moment of speech, a guess or assumption about whether an action may or may not occur, a state, result, or situation that is present at the moment of speech, an action that began before the moment of speech but hasn't yet been completed, an action or state that started earlier and has become habitual, an action that used to be performed regularly in the past but is no longer performed starting from the moment of speech, a definitive statement that the action will no longer be performed, an action that was planned or intended in the past.

Some of the meanings of the lexeme *"olmak"* – *"to be/become"*, mentioned above, can be observed in the following examples collected from various sources: *Üzümler daha olmadı (R.H.K. "Memleket Hikayeleri") – The grapes **are not ripe yet** (have not matured yet). Çay oldu! (R.H.K. "Memleket Hikayeleri") – The tea **is ready!** Bu şapka başıma oluyur (R.H.K. "Memleket Hikayeleri") – This hat **fits** my head. Peki, şu Kızıldeniz-iki kıyısı ile bizim olmuştu değil mi? (R.H.K. "Memleket Hikayeleri") – Well, the Red Sea – with both its shores – **was ours, wasn't it?***

The third section of the first chapter is titled *"Auxiliary verbs expressing state in the form of action (etmek, kılmak, eylemek)"* and is devoted to the analysis of the auxiliary verbs *etmek, kılmak, and eylemek*. The verb *etmek* is one of the most commonly used auxiliary verbs in the Turkish language. It appears with words belonging to the noun category and forms compound verbs[17]. Although it can also be used independently, it often occurs in the meaning of "to do" (similar to *yapmak*)[18]. The verb *etmek*, depending on its syntactic environment, context, and especially the meaning of the dependent components (such as nouns, adjectives, adverbs, and modal words), is linked to the semantics of "engaging in an action or work", and has been observed to express more than twenty different meanings:

1) "to perform a physical action or task"; 2) "to engage in intellectual work," "mental activity"; 3) "to carry out," "to bring about," "to create"; 4) when used with the word *para* ("money"), it means "to equalize," "to devalue," "to lower in worth"; 5) "to make something take the form/state/event implied by the word it depends on"; 6) "to correspond to a certain value or price," "to be equivalent"; 7) in the combination *elde etmek*, it means "to obtain," "to achieve," "to acquire"; 8) "to perform or carry out a small or large physical action"; 9) "to speak," "to talk"; 10) "to speak about a particular topic or subject"; 11) "to express the emotional-expressive or modal attitude of the subject performing the action"; 12) "to present a certain action as a state or result," "to exist as a situation, condition, or environment during the time implied by the text or sentence"; 13) "used in the second

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[17] Örneklerliye Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt I, – S. 869.
[18] Atabay N, Kutluk İ, Özel S. Sözcük türleri. – Ankara: Ankara Üniversitesi Basımevi, 1976 – S. 259.

person singular of the imperative mood, it expresses meanings like 'Let it be!', 'Don't do it!', 'It's not necessary!'"; 14) "used within certain idioms, it contributes to the formation of specific semantic meanings"; 15) "to be engaged in or busy with a certain task until a specific time"; 16) "to meet a certain need"; 17) "to put into a certain condition," "to create a specific state or characteristic"; 18) when combined with adjectives like *iyi* ("good") or *kötü* ("bad"), it means "to act or behave accordingly in that state"; 19) "to fall into or enter a certain condition or situation"; 20) "to deprive"; 21) the verb *etmek* forms a synonymic relationship with the lexeme *kalmak* ("to remain") and is used with the same meaning and function.

"Eylemek" is considered a lexeme that can only be used as an auxiliary verb. In modern Turkish, the auxiliary verb *"etmek"* is often used instead of this verb-lexeme[19]. The verb eylemek forms compound verbs with meanings similar to *etmek, kalmak, yapmak, and işlemek*[20].

The auxiliary verb *eylemek* is more commonly used in combination with words of Arabic origin to form compound verb-lexemes. For example: *sabreylemek* – "to be patient", *reddeylemek* – "to reject", *niyaz eylemek* – "to supplicate", *arz eylemek* – "to present (a request)", *seyreylemek* – "to observe/watch".

The auxiliary verb *"kalmak"*, meaning "to do/make", is also used with a meaning similar to the verbs *etmek, eylemek, yapmak*[21], though it is used relatively rarely in modern Turkish[22]. For example: *namaz kalmak* – "to perform prayer", *mecbur kalmak* – "to compel", *etkili kalmak* – "to make effective", *zorunlu kalmak* – "to make obligatory", *yetkili kalmak* – "to authorize", *etkisiz kalmak* – "to render ineffective".

Since the auxiliary verbs *eylemek* and *kalmak* were not found in the sources selected as the object of this research, no further discussion was devoted to them. However, these verbs were frequently used in oral folk literature and works created in the past. Thus, although these auxiliary verbs were actively used in a certain period, they have now almost fallen out of usage and are currently found only in combination with certain words.

The fourth section of the first chapter, titled **"Verb-lexemes used as auxiliary verbs (yapmak, bulunmak)"**, is devoted to analyzing the semantics of the auxiliary verbs *yapmak* and *bulunmak* in both their independent and auxiliary usages. As previously noted, in the Turkish language, the verb *yapmak* has not traditionally been distinguished as an auxiliary verb. However, analysis of empirical examples shows that this verb is used in performing functions and expressing meanings similar to those of *etmek, kalmak,* and *eylemek.*

It is well known that all auxiliary verbs originally carried independent meanings and, through the historical development of the language, became adapted to fulfill grammatical functions. Unlike other auxiliary verbs, *yapmak* expresses various independent meanings and is actively used in grammatical functions when combined with nouns. Therefore, in our opinion, it is appropriate to classify *yapmak* as a lexeme with auxiliary verb function. The verb *yapmak*, which expresses various independent meanings, engages in syntagmatic

[19] Atabay N, Kutluk İ, Özel.S. Sözcük türleri. – Ankara: Ankara Üniversitesi Basımevi, 1976. – S. 261.Örneklerliyle Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt I. – S. 879.

[20] Örneklerliyle Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt I. – S. 879.

[21] Örneklerliyle Türkçe Sözlük. – İstanbul: Doğan A.Ş., 2004. – Cilt II. – S. 1655.

[22] Atabay.N, Kutluk. İ, Özel.S. Sözcük türleri. – Ankara: Ankara Üniversitesi Basımevi, 1976. – S. 261.

relations with words from different parts of speech - such as nouns, adverbs, action names, and adjectives - and was found in the sources used in this study to express 32 different meanings as both an independent and auxiliary verb-lexeme. These meanings include: 1) To perform or carry out an action; 2) To prepare or construct something, i.e., to have it built, sewn, or made; 3) To repair or fix; 4) Used in the second person imperative singular or plural to discourage someone from doing something; 5) To fulfill a desire or wish; 6) To create or build something; 7) To engage in many (often harmful) activities for oneself; 8) To do all kinds of wrongdoings; 9) Result, total, sum; 10) To select, elect, or assign a title; 11) To pass or spend (time); 12) To own or possess something; 13) To compose oneself, behave in a certain manner; 14) To cause something to happen or allow something to occur; 15) To lead to a specific situation or condition; 16) To organize or put into order/form; 17) To manufacture or produce; 18) To play or transform into a specific form or appearance; 19) To cook or prepare; 20) To obtain, earn, generate, or create; 21) To give someone a profession or occupation; 22) To engage in a particular profession or job; 23) To be engaged in temporary work or occupation; 24) To express, reflect, realize, or materialize something; 25) When used with words like fabric, material, or raw material, to imply something "made from" a specific material; 26) To be engaged in some kind of work or job; 27) To perform a minor physical action; 28) To engage in an activity, job, or occupation for a temporary or specific period; 29) To draw, sketch, or paint; 30) To marry someone off or give in marriage; 31) To express a change of state, as seen in *olmak* - i.e., "to transform into," "to bring about," or "to generate a result"; 32) To perform or carry out an action understood from the leading component of the compound.

Some of the meanings of the lexeme *yapmak* mentioned above can be observed in the following examples collected from literary sources: *Şehir Belediyesi bozuk yolları yaptı (R.H.K., "Memleket Hikayeleri")*. The city municipality **repaired** the damaged roads. *Yapma çocuğum, saat bozulur (R.H.K., "Memleket Hikayeleri")*. **Don't do that**, my child, the clock will break. *Ona profesör yaptılar (R.H.K., "Memleket Hikayeleri")*. They **granted** him the title of professor. *Artık düğünü burada yaparız (R.H.K., "Memleket Hikayeleri")*. From now on, we **will hold** the wedding here. *Bu kış çok soğuk yaptı (R.H.K., "Nilgün")*. This winter was very cold.

In Turkish linguistic literature, the verb *bulunmak* is not classified as an auxiliary verb[23]. However, an analysis of existing material shows that this verb, which corresponds in meaning and function to the auxiliary verb *olmak* ("to be"), is actively used in similar contexts. When analyzed within a specific syntactic framework, *bulunmak* was found to express 14 different meanings:1) to cause an action to occur, to be found, to acquire, to attain; 2) to be in a certain state or condition; 3) to be engaged in an activity, to be busy with, to perform, to do; 4) to occur simultaneously, to happen, to be performed; 5) to express, to indicate, to relate; 6) to exist, to be present; 7) to be located, to have gone somewhere; 8) to be situated, to reside; 9) to participate, to take part; 10) to be established, to create a connection; 11) to consider, to imagine, to contemplate; 12) to live, to spend one's life; 13) to possess, to own certain things; 14) to fall into a certain psychological or emotional state.

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[23] Ergin M. Türk Dili Bilgisi. – İstanbul: Bayrak, 1993. – S. 97; Banguoğlu T. Türkçenin grameri – Ankara, 1990. – S. 101; Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 300.

Examples illustrating some of these meanings include: *Üçünün de gizli örgütleri bugün faaliyette **bulunmadan** ne yapsın? (R.H.K., "Nilgün").* What else can their three secret organizations do **without being** active today? *Tam birde otelinizde **bulununuz** (R.H.K., "Nilgün").* **Be** at your hotel precisely at one o'clock. *Tarihi değerini göz önünde **bulundurarak** 1400 ruble verdik (R.H.K., "Nilgün").* **Taking** its historical value into account, we paid 1400 rubles. *Elimde **bulunanın** ne kadarını evde bırakıversem içim o derece rahat edecek (R.H.K., "Nilgün").* The more of what I **have** in hand I leave at home, the more at ease I'll feel.

When *bulunmak* enters into a synonymous relationship with *olmak*, it can express various meanings through participles formed with affixes such as *–makta, –mış.* However, it does not form a consistent paradigm with participles like *–acak, –r.*

The second chapter of the study, titled **"Auxiliary verbs expressing various additional meanings of action"**, is dedicated to analyzing active and inactive auxiliary verbs.

The first section of this chapter, **"Active auxiliary verbs"**, investigates issues such as: the system of meanings of continuity-semantics auxiliaries (durmak), the scope of usage of the modal auxiliary verb (bilmek), the unique features of auxiliaries that express the result of speech (kalmak), and properties of auxiliaries expressing completion and instantaneousness (gitmek, vermek).

As mentioned in the introduction of the research, it is appropriate to define and study one of the semantic types of Turkish auxiliary verbs as "supportive auxiliary verbs." These are lexemes that are semantically motional verbs but, when used with a leading verb, take on various grammatical functions. Such verbs are considered supportive auxiliaries.

Based on the analysis of Turkish linguistic sources and empirical materials, it was revealed that verbs such as *kılmak (to do), gitmek (to go), durmak (to stand), bilmek (to know), yazmak (to write), gelmek (to come), and vermek (to give)*, while expressing independent meanings, can also acquire additional meanings when used in syntagmatic relation with other verb lexemes.

The verb *durmak* (to stand) is one of the lexemes used as an auxiliary verb in Turkish[24]. Its primary meaning denotes a state of being still. The core semantic value of *durmak* is "to remain motionless, to become unmovable." For example: *Makinesi bıraktığı yok, daha kotraya girerken resim çekmeye başlamıştı, hâlâ **durmadı** (R.H.K., "Memleket Hikayeleri").* He never let go of his camera; he had started taking pictures as soon as he got on the yacht, and still **hadn't stopped.**

This auxiliary verb is used to express the following meanings: 1) continued performance of the action denoted by the main verb; 2) repeated performance of the main action; 3) to be present, to exist; 4) the regular or consistent execution of the action indicated by the main verb; 5) contrastive meaning – i.e., expressing an action performed once or repeatedly; 6) to serve as a predicate in subordinate clauses within complex sentences of time. Thus, the auxiliary verb *durmak* serves to attach various secondary meanings to the main verb depending on its core semantics. It is generally combined with the leading verb through adverbial participles formed with *–(y)ıp or –(y)a / –(y)e.*

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[24] Türkçe Sözlük. – İstanbul: Dil Derneği, 1997. Cilt 1. – S. 412.

In section 2.1.2, titled **"The scope of use of the possibility verb (bilmek)"**, the meanings of one of the most actively used auxiliary verbs in Turkish, *bilmek* ("to know"), are analyzed[25]. Based on its semantic characteristics, this verb has come to be recognized as an indicator of the human capability aspect. In general, this verb is also identified in Turkish linguistics as a modal verb expressing possibility[26].

The primary meaning of *bilmek* is "to determine something" or "to be aware of something.[27]" For example: *Çünkü iyi bilirim ki insan kendisini ancak kendisini koruyabilir (R.H.K., "Memleket Hikayeleri").* Because I know well that a person can only protect themselves. The auxiliary verb bilmek is combined with the leading verb via the adverbial participles –(y)a / –(y)e. Example: *Bu gülümsemeğe çocuksu, saf denilebilirdi (R.H.K., "Memleket Hikayeleri").* This smile could be called childish and pure.

When *bilmek* functions as an auxiliary verb, it serves to express the following meanings:1) the occurrence of an action or state as expressed by the main verb; 2) the possibility of performing an action with both transitive and intransitive verbs; 3) the direction of the action toward the subject performing it; 4) the performance of a one-time action; 5) expressing a quality of being "worthy", "adequate," or "meeting a requirement"; 6) possession of the ability to carry out an action; 7) capacity or competence to perform the action; 8) the probability of a particular event or situation occurring; 9) absence of any obstacle to the action, or - if an obstacle exists - availability of permission, consent, or opportunity to perform it. Thus, the auxiliary verb *bilmek* expresses the possibility of the action denoted by the main verb or the subject's ability (or inability in the negative form) to perform that action. As noted by N.A. Baskakov, the use of *bilmek* as an auxiliary verb in this sense is characteristic of Oghuz group Turkic languages. In other Turkic language groups, this meaning is generally conveyed by the verb *olmak* ("to be")[28].

In section 2.1.3. titled **"The specific features of the auxiliary verb with resultative meaning (kalmak)"**, the meanings of *kalmak* ("to remain") are examined as a verb that can function as an auxiliary in Turkish. The primary meaning of *kalmak* is "not to change one's current place or position; to remain in one place for a period of time.[29]" For example: *Ne olur Mehmet, gitme kal, biz daha kimbilir ne vakit görüşeceğiz (R.H.K., "Nilgün").* Please Mehmet, don't go, **stay** - who knows when we'll meet again.

According to M. Hengirmen, compound verbs formed with *durmak, kalmak,* and *gelmek* are classified as verbs of continuity (süreklilik eylemi)[30]. These verbs express the regular and sustained performance of an action. Indeed, this is one of the key semantic features of the auxiliary verb *kalmak,* but its functions are not limited to this alone.

An analysis of material sources shows that *kalmak,* when functioning as an auxiliary verb, conveys the following meanings: 1) It indicates that the action denoted by the leading verb has been performed and has turned into a state: *O durumda sızıp kalmışım ki, onu sabahleyin baş yastığımın üzerinde bumburuşuk, birçok yerinden yırtılmış hâlde buldum; utanarak bavuluma sakladım (R.H.K., "Memleket Hikayeleri").* Apparently I **passed out** in that state, because in the morning I found it on my pillow, crumpled and torn in many

[25] Кононов А.Н. Грамматика современного турецкого литературного языка. – М. – Л.: Наука, 1956. – С. 191-192.
[26] Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 266.
[27] Türkçe Sözlük. – İstanbul: Dil Derneği, 1997. Cilt I. – S. 213.
[28] Баскаков Н.А. Каракалпакский язык. – М.: Наука, 1952. – С. 381-382.
[29] Türkçe Sözlük. – Cilt 1. – İstanbul: Dil Derneği, 1997. – S. 241.
[30] Hengirmen M. Türkçe dilbilgisi. – Ankara: Engin Yayıncılık, 2005. – S. 272.

places; I hid it in my suitcase, embarrassed. 2) It can also express that the action denoted by the main verb has been completed or finalized: *Hevesim içimde mi gömülüp kalmıştır, nedir, ben de bilmiyorum (R.H.K., "Nilgün"). I don't know if my enthusiasm has been buried inside me or what...* In this sentence, *gömülüp kalmak* (to be buried and remain) expresses an action completed in the past. 3) It also conveys the idea of a single occurrence, not repeated or continuous: *Şimdi Akşam gazetesine göz gezdiriyorum; daha çok İstanbul'un hayatını yansıttığı için ona aboneyim, evde yığılır kalır (R.H.K., "Nilgün"). I'm skimming through the Evening newspaper - it reflects life in Istanbul better, so I subscribe to it. It piles up at home. Şaşırıp kaldım, kan bir anda başıma hücum etti (R.H.K., "Nilgün"). I was stunned, suddenly the blood rushed to my head.* In these examples, compound verbs like *yığılıp kalmak* (to pile up and stay), *şaşırıp kalmak* (to be stunned) express a single-action event or state.

Overall, the auxiliary verb *kalmak* primarily serves to express that the action of the main verb has: become a state; been realized and is present in the current speech situation; or has attained a relatively stable condition at the moment of speech.

In section 2.1.4 titled **"The characteristics of auxiliary verb lexemes expressing completeness and instantaneity (gitmek, vermek)"**, the Turkish verbs *gitmek* ("to go") and *vermek* ("to give") are analyzed. The verb *gitmek* is one of the lexemes used as an auxiliary verb in Turkish[31]. This verb, which expresses the meaning of directional movement, has been studied specifically for its semantic properties. Although it is an independent lexical unit, it can express additional meanings in the text. Its primary meaning as an independent lexeme is "to move in a certain direction"[32]: *"Maksadı Fikret'e gitmekti" (R.N.G., Bir Kadın Düşmanı) – His intention was to go to Fikret.*

When *gitmek* is used as an auxiliary verb, it conveys the following meanings: 1) It indicates that the action expressed by the main verb is fully completed: *"Artık bu hayaller kafamdan silinip gitti" (R.N.G.) – Now these dreams have completely flown out of my head.* 2) In addition to indicating the complete execution of the action, it also expresses the direction of the action expressed by the main verb - that it is performed away from the speaker. In such cases, the primary meaning of *gitmek* is partly preserved: *"Duşun sağanağı dinliyorum; vücudunu döverek akıp giden sağanağı" (R.H.K., Memleket Hikayeleri) – I'm listening to the noise of the downpour, the stream of water hitting and flowing away from my body!* 3) It implies excessiveness or intensity in the action expressed by the main verb: *"Sesi de hülyalı, derinden akışı belli olmayan bir dere gibi yavaşlık içinde kayıp gidiyor" (R.H.K., Memleket Hikayeleri) – His voice, dreamy and quiet, is fading away like a stream flowing from an unknown depth.*

Another lexeme that can function as an auxiliary verb in Turkish is *vermek* ("to give"). The primary meaning of this verb is "to deliver or transfer something located on or near oneself to another person"[33]. As an auxiliary verb, vermek attaches to the main verb via the adverbial suffix –(y)iv(er)-: *"Planımı bir anda hazırlayıverdim" (Y.K.K., İnce Memed) – I quickly prepared my plan in an instant.*

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[31] Шабанов Ж. Турк ва ўзбек тилларида фаол харакат феъллари семантикаси: Филол.фан.номз. дисс. – Тошкент., 2004. – B. 19.

[32] Türkçe Sözlük. – Cilt I. – İstanbul: Dil Derneği, 1997. – S. 544.

[33] Türkçe Sözlük – Ankara, 1988. Cilt 2. – S. 1557-1558.

The meanings conveyed by *vermek* as an auxiliary verb are as follows: 1) It expresses that the action conveyed by the main verb occurred quickly, in a short moment: *"Giriniz. Gürültü etmeyelim. Sultan uyudu. İstediği zaman bir dakikada uyuyuverir"* (R.H.K., Nilgün) – *Come in. Let's not make noise. The sultan is asleep. He can fall asleep in a minute whenever he wants.* 2) It indicates that the action expressed by the main verb was completely fulfilled: *"Ama birdenbire, bir senli benli oluverişleri vardı ki bu hal tıpkı prensesin tarzına uyardı"* (R.H.K., Nilgün) – *But suddenly, there was this informal familiarity between them that exactly matched the princess's manner.* 3) It expresses intensity or a high degree in the action or state: *"Ondan mahrum kalınca Nil'i kuruvermiş mısır gibi çorak, ıssız, hazin bir çöle döneceğine inanıyorum"* (R.H.K., Nilgün) – *Deprived of him, I believe she will turn into a barren, desolate, sorrowful desert, like dried-up corn.* 4) It indicates the beginning of an action and its continuation at the time of speaking: *"Gülümsemeyi bırakarak gülmeye başladı. Ben de gülüyordum, Dilbeste Hanım da.. Birdenbire hepimiz çocuklaşıvermiştik"* (R.H.K., Nilgün) – *She stopped smiling and began laughing. I was laughing too, and so was Mrs. Dilbeste... Suddenly, we had all become like children.* 5) It implies that the action had not occurred before, but began to happen and continued: *"Birdenbire eğilsem ve Dilbeste'yi, unvanları, onurumu, terbiyemi hiçe sayarak o gözleri öpüversem mi?"* (R.H.K., Nilgün) -- *What if I suddenly leaned over and kissed those eyes, ignoring Dilbeste's titles, my honor, and my upbringing.* 6) It conveys the absence of an obstacle or hindrance in carrying out the action: *"–Kim okuyor bunu? diye sormamak ustalığını gösterdim ve bir aralık, Dilbeste'ye fark ettirmeden kitabı, divan üstüne bırakmış olduğum ceketimin cebine sokuverdim"* (R.H.K., Nilgün) – *I skillfully refrained from asking 'Who is reading this?' and at one point, without Dilbeste noticing, I slipped the book into the pocket of the coat I had left on the couch.* 7) It expresses that the action directed the subject/object away from its original position: *"Hiç de hoş görmek ve Sultan Hanımın kaprisine boyun eğmek niyetinde değildim. Hatta bir an dönüp kamaradan çıkıvermeyi bile düşünmüştüm. Yapamadım, yapamıyordum"* (R.H.K., Nilgün) – *I had no intention of tolerating or submitting to Lady Sultan's whims. At one moment, I even thought about leaving the cabin. I couldn't do it. I just couldn't.* In this respect, the *vermek* lexeme conveys a meaning similar to that of *gitmek* as an auxiliary verb. In both cases, the speaker emphasizes that the action is directed outward - away from the subject.

The second subsection of Chapter Two is titled **"Inactive auxiliary verbs"**, and it examines the functions of the Turkish lexemes *yazmak* and *gelmek* as inactive auxiliary verbs. The verb *yazmak* is attached to the main verb through the participial suffixes -(y)a, -(y)e, and serves to express the following meanings: 1) *Yazmak* implies that the action indicated by the main verb was nearly completed but ultimately not carried out: *Az kaldı, düşeyazdım* (R.N.G. *"Çalıkuşu"*) – *"I almost fell."* 2) As an inactive auxiliary verb: *Anlatılanları yazmak gerekir* – *"It is necessary to write down what was said."* Here, although *yazmak* appears as a main verb, its true function is to denote the process of recording the information, thus playing an auxiliary role. However, in Turkish linguistics, *yazmak* is often regarded as a fully lexical (motional) verb, meaning its auxiliary role is considered limited. 3) *Feride, günlüğüne yazmaya başlamıştı* (R.N.G. *"Çalıkuşu"*) – *"Feride had started writing in her diary."* In this example, *yazmak* means "to begin an activity, to initiate an action." 4) The verb *yazmak* also conveys the meaning of continuity:

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Romanını yıllardır yazmakta olan adam sonunda bitirdi (R.N.G. "Çalıkuşu") – "The man who had been writing his novel for years finally completed it." 5) The lexeme yazmak expresses repetitive or habitual actions: *O, geceleri hatıralarını yazıp dururdu (H.E.A. "Kalp Ağrısı") – "He used to write his memories every night."*

Examples gathered from various sources regarding the verb *gelmek* demonstrate that it can carry the following meanings:1) *Gelmek* attaches to the main verb via the adverbial participle suffixes *-(y)a, -(y)e*. Due to the meaning it imparts, it is sometimes referred to as a continuity verb (süreklilik fiili), as it implies that the action expressed by the main verb is carried out continuously: *Yıllardan beri bu efsane burada söylenegelmiştir – "This legend has been told here for years."* 2) *Gelmek* also conveys the meaning of habitual or repeated actions performed regularly: *Eskiden yapılan savaşlarda yıllarca kılıç kullanılagelmiştir – "In the wars of old, swords were used for years."* 3) It is frequently used to express notions of time, possibility, or initiation: *Yapacak gibi gelmek – "To seem as if one would do something." Ağlamaya gelmek – "To come to the point of crying." Böyle şeyler söylemek sana yakışmaz, aklına gelmek bile yanlış (O.P. "Kar") – "Saying such things doesn't suit you; even thinking of it is wrong."* Here, *gelmek* functions as an auxiliary verb, expressing psychological state, assumption, beginning, or possibility. 4) It can also imply the transition into an action or state: *Halk yavaş yavaş toplanmaya geliyordu (R.N.G. "Çalıkuşu") – "People gradually began to gather."* 5) In the following example, the lexeme gelmek expresses a regular, repetitive action: *Köylüler her gün çalışmaya gelirdi (Y.K. "İnce Memed") – "The villagers used to come to work every day."*

The third chapter is titled **"The auxiliary verb imek and descriptive verb forms"**, and it analyzes the morphological and structural-semantic aspects of the auxiliary verb *imek*. The study also examines the usage of related defective verbs in various contexts, their stylistic functions, and their negative forms.

Defective verbs are those that, when combined with words from the noun category, express meanings such as pastness and hearsay based on the context of the word they are linked with. In Turkish linguistics, defective verbs are referred to by terms such as cevher fiil ("core verb"), *ek fiil* or *ek eylem* ("auxiliary verb")[34]. The historical development, extent, and prevailing viewpoints in Turkish linguistics concerning defective verbs differ notably from those in Uzbek linguistics. In Uzbek linguistics, defective verbs are considered a type of auxiliary verb that conveys various meanings, and lexemes such as *edi, emish,* and *ekan* are included in this category[35]. However, in Turkish linguistics, defective verbs are interpreted differently. Personal suffixes added to nouns are treated as present tense forms of defective verbs, while *idi, imiş,* and *ise* are studied as past tense forms.

The first section of this chapter, titled **"Semantic and stylistic characteristics of the defective verb idi"**, focuses on *idi* as an auxiliary verb in Turkish that expresses past tense. It explores its combination with nouns and verb forms and how it denotes the existence of an object, event, or state prior to the moment of speech. It can be used in full or shortened forms and combines with verbs of various moods and tenses to generate semantic-grammatical meanings such as repetition, continuity, assumption, desire, or necessity.

[34] Ergin M. Türk dilbilgisi. – İstanbul, Bayrak, 1993. – S. 270; Banguoğlu T. Türkçenin grammeri. – Ankara, Türk tarih kurumu, 1990. – S. 528; Hengirmen M. Türkçe dilbilgisi – Ankara: Engin Yayıncılık, 2005. – S. 302.
[35] Ўзбек тили грамматикаси. – Т.: Фан, 1975. – Б. 418.

The defective verb *idi* is formed by adding the past tense suffix *-di* (with eight phonetic variants due to vowel harmony) to the root of imek: *Ne kadar taş yürekli olursa olsun, o da işin nihayetti bir insan idi (R.N.G., Bir Kadın Düşmanı)* – "No matter how stone-hearted he was, ultimately, he **was** just a man."

The verb *idi* appears in various syntactic combinations to express actions or states that occurred in the past: noun + idi (*e.g., masallardı* – "*they were tales*"), numeral + idi (*e.g., on birde idim* – "*I was eleven years old*"), pronoun + idi (*e.g., buydu* – "*this was it*"), participle + idi (*e.g., doyurucu idi* – "*it was satisfying*"), adjective + idi (*e.g., layıktı* – "*he was worthy*"), adverb + idi (*e.g., sonra idi* – "*it was later*"), verbal noun + idi (*e.g., olmamdandı* – "*it was due to me*"), modal word + idi (*e.g., yoktu* – "*it did not exist*").

Of the defective verbs, only *idi* possesses temporal meaning and is used in the following contexts:1) Combined with nouns, it expresses that an object, event, or quality belonged to the past in general. 2) It denotes that something existed until another event took place or until the present moment. 3) In literary texts, when used to describe appearances, landscapes, portraits, or character features for the reader, it expresses the idea that the described state or image was present at the time of narration and is being conveyed as a resulting observation.

The second section of Chapter Three is titled **"Realization of the semantics of imiş in the text"**, and it explores the lexical-grammatical and semantic similarities and differences between the Turkish defective verb *imiş* and the Uzbek defective verbs *emish* and *ekan*. The study analyzes their domains of usage and semantic scope.

In Turkish, *imiş* functions both as a defective verb and as a special marker that forms the narrative mood of verbs[36]. However, since this lexeme is derived from the combination of the verb *imek* and the past tense suffix *-miş*, it is reasonable to analyze it as a defective verb. The examined defective verb *imiş* is used in the following forms:1) Full form: It can combine with words from all independent parts of speech. *Sana fena halde dargın imiş (R.N.G., "Bir Kadın Düşmanı")* – "*Apparently, she **was** very angry with you.*" 2) Shortened form: It has four phonetic variants – *-miş, -müş, -muş, -mış* – which are attached to words ending in consonants, following the rules of vowel harmony. *Ama oğlunun hatırı için sesini çıkarmıyormuş (R.N.G.)* – "*Apparently, she **was staying** silent for the sake of her son.*" 3) When attached to words ending in vowels, a buffer consonant y is added, producing the forms *-ymiş, -ymış, -ymuş, -ymüş: Ayrı oturmak istemesinin asıl sebebi yeni yengesiymiş (R.N.G., "Bir Kadın Düşmanı")* – "*The real reason she wanted to live separately **was her new aunt-in-law**, it seems.*"

The defective verb imiş combines with various parts of speech as follows: noun + imiş (*e.g., binaymış* – "*apparently it was a building*"), adjective + imiş (*e.g., faydasızmış* – "*apparently useless*"), adverb + imiş (*e.g., azmış* – "*apparently little*"), pronoun + imiş (*e.g., kimmiş* – "*who it was, apparently*"), numeral + imiş (*e.g., birdaymış* – "*apparently of the same age*"), modal word + imiş (*e.g., yokmuş* – "*apparently not*"). These combinations are used to express actions or states in the past, often conveying meanings such as hearsay and indirect knowledge.

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[36] Gencan T.N. Dilbilgisi. – Ankara, 2001. – S. 293-294; Hengirmen M . Türkçe Dilbilgisi. – Ankara, 1997. – S. 240-246.

An analysis of examples from sources revealed that imiş can express meanings such as: hearsay, doubt, uncertainty, dissatisfaction, irony, realization after the fact, and indirect narration of past events.

The third section of Chapter Three is titled **"A concise way of expressing conditional and desiderative meaning"**, and it presents a comparative analysis of the Turkish defective verb *ise* with the Uzbek conjunction *esa* and the conditional form *bo'lsa*. The verb *ise* can appear in either full or shortened form. For example, in the full form: *Kötülükler ise Cenab-ı Mesih'in pek sevgili evlatlarınındır (R.H.K., "Nilgün") – "Evil deeds, on the other hand, belong to the beloved children of the Lord Christ."* The shortened form of *ise* has phonetic variants: *-sa, -se*, used according to the turkish vowel harmony rule. *-sa* is attached to stems ending in back vowels, and *-se* to those ending in front vowels: *Onun adını söylerse hayatının bütün sırları ortaya dökülecek sanıyordu (R.N.G., "Bir Kadın Düşmanı") – "She thought that if she said his name, all the secrets of her life would be revealed."*

The *ise* defective verb appears in combination with various parts of speech: noun + ise (e.g., *Vesime'yse – "as for Vesime"*), adjective + ise (e.g., *muhtaçsa – "if (someone) is in need"*), modal word + ise (e.g., *yoksa – "or else"*), pronoun + ise (e.g., *bense – "if it is me"*), adverb + ise (e.g., *çoksa – "if (it is) a lot"*), present/future tense verb + ise (e.g., *söylenirse – "if it is said"*), past tense verb + ise (e.g., *yaptımsa – "if I did"*), future tense verb + ise (e.g., *yaşayacaksa – "if (he/she) will live"*).

An analysis of clauses containing *ise* reveals the following meanings:1) Contrastive or comparative conjunction meaning *("whereas", "while", "as for")*, 2) Conditional meaning *("if")*, 3) Modal expression or introductory phrase *("if so", "in that case")*, 4) Warning or threatening consequence *("otherwise")*, 5) Comparative meaning *("rather than")*, 6) Concession *("even if", "despite")*. Thus, in Turkish, like *idi* and *imiş*, the lexeme *ise* is actively used as a defective verb. It appears with nominal parts of speech as well as verb forms with mood or tense markers. Depending on context, *ise* can function similarly to the Uzbek words *esa* or *bo'lsa*, and may carry specific semantic nuances when used with certain words or grammatical forms.

The fourth section of chapter three is titled **"The word değil as the negative form of the defective verb"**, and it analyzes the syntactic, semantic, and stylistic features of the word *değil*. It establishes that *değil* is widely used in sentences in combination with various parts of speech to express negation of an action, quality, or state, as well as meanings of contrast, emphasis, denial, and rhetorical questioning.

In order to express negation or non-existence in nouns and in verbs across all moods and tenses, the word *değil* – meaning "not" – is used. Indeed, the Turkish Explanatory Dictionary defines the primary meaning of *değil* as: "A word that conveys negation to the predicate or other elements in a nominal sentence.[37]" However, analysis of empirical examples shows that değil is not only used in nominal predicates, but also widely appears within verbal predicates. Değil is attached to nouns that function as the predicate[38].

The defective verb *değil* enters into syntagmatic relations with the following parts of speech: noun + değil: *çocuk değilim – "I am not a child"*, adjective + değil: *izinli değilsiniz – "You are not permitted"*, pronoun + değil: *biz değiliz – "We are not"*, modal word +

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[37] Türçe Sözlük. - Ankara, 2005. Cilt I. - S. 345.
[38] Gencan T.N. Dilbigisi. - Ankara, 2001. - S. 291.

değil: mümkün değil – "*It is not possible*", participle + *değil: çekici değildi* – "*It was not attractive*", inflected verb + *değil: söyleyecek değilim* – "*I am not going to tell*"

The verb *değil* expresses the following meanings: negation / non-existence of identity or role: *Sen mahpus değilsin* -- "*You are not a prisoner*", negation of an action: *dolandırıcılığa düşmüş değiliz* – "*We have not been scammed*", negation of a quality: *belli değil* – "*It is not clear*", absence of a profession, position, or title: *politikacı değilim* – "*I am not a politician*", denial of possession or attribution: *benim adetim değildir* – "*This is not my custom*", contrast and emphasis: *öfke ile değil, gülümseme ile söyledi* – "*He said it not with anger, but with a smile*", emphatic negation implying affirmation: *bilmiyor değilim* – "*It is not that I don't know (i.e., I do know)*", semantic shift through tense combination: *geçmedi değil* – "*It's not that it didn't pass (i.e., it did pass)*", affirmative rhetorical questions: *mektup yazarsın, değil mi?* – "*You'll write a letter, won't you?*", emotional-expressive negation: *razı değilim; katiyen değilim* – "*I am not pleased; absolutely not*".

CONCLUSION

Based on the observations conducted on Turkish auxiliary verbs and their expression in Uzbek, the following conclusions have been reached:

1. Turkish auxiliary verbs can be classified into three groups according to their meaning and function: auxiliary, supportive, and defective (incomplete) verbs. Among the verbs used with nouns, pronouns, adjectives, numerals, and adverbs, it is appropriate to include the lexemes *yapmak, kılmak (to do), etmek (to do), eylemek (to perform), and olmak (to be/become)*.

2. The lexeme bulunmak is actively used in the function of an auxiliary verb equivalent *to bo'lmoq (to be)* in Uzbek. In terms of usage frequency and scope, the verb olmak is the most actively used auxiliary verb in Turkish. It conveys more than forty different meanings.

3. The verb etmek ranks second among Turkish auxiliary verbs in terms of frequency. Although used independently, depending on its syntactic context, discourse, and the meaning of the dependent component it is combined with, etmek can express more than twenty semantic nuances.

4. The verb yapmak has not been traditionally distinguished as an auxiliary verb. However, analysis of empirical examples demonstrates that it functions similarly to etmek, kılmak, and eylemek, thus justifying its classification as an auxiliary verb. Over thirty meanings have been identified for yapmak in this role.

5. The verb eylemek is a lexeme that functions exclusively as an auxiliary verb. In its place, etmek is often used. *Eylemek* and *kılmak* frequently occur in samples of oral folk literature.

6. Although bulunmak is not typically listed among auxiliary verbs in academic literature, empirical analysis reveals that it functions actively in a meaning and role corresponding to *olmak/bo'lmoq* and should therefore be included among auxiliary verbs. Each of these lexemes conveys approximately twenty to thirty meanings.

7. Based on empirical material, the *verbs kalmak (to stay), gitmek (to go), durmak (to stand), bilmek (to know), yazmak (to write), gelmek (to come), and vermek (to give)* are

identified as independent verbs that also function as supportive verbs. Among them, *gitmek, durmak, bilmek, and kalmak* are actively used in supportive roles, while *yazmak* and *gelmek* are used less frequently.

8. The verb *kalmak (to stay)* is identified as one of the most active supportive verbs. It expresses meanings such as the transformation of the action expressed by the main verb into a state, the presence of this state at the moment of speech, and its relative permanence.

9. The verb *vermek (to give)* conveys the meaning of an action being performed quickly or instantaneously, indicating the completion or intensity of the action. The verbs *yazmak* and *gelmek* are used as supportive verbs less frequently.

10. In Turkish linguistics, defective verbs are consistently treated as a distinct linguistic phenomenon, unlike in Uzbek linguistics. Empirical analysis shows that the Turkish defective verb ise, although phonetically close to the Uzbek esa, is functionally and semantically more aligned with the Uzbek conditional particle bo'lsa. Unlike in Uzbek, the short forms of the defective verb idi in Turkish can be used both with nouns and verb forms of tense and mood. Despite phonetic similarities, there are significant semantic and functional differences between ise and esa. The Turkish ise conveys conditional and presumptive meanings that align with periphrastic or extended constructions in Uzbek.

11. Although the word değil is different from the verb imek in every respect, due to its semantic and functional properties, it should be studied as part of the group of defective verbs. In addition to expressing negation and contradiction, değil can convey nearly ten different meanings depending on its syntactic position and contextual surroundings.

12. The research shows that the system of auxiliary verbs in Turkish stands out for its structural diversity, semantic complexity, and context-dependent variability. While the Turkish auxiliary verb system is typologically close to that of Uzbek, the semantic and derivational characteristics of each verb are often expressed in Uzbek through contextual constructions or complex syntactic patterns. This underscores the importance of a comparative approach in both translation and linguistic analysis.

ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ВОСТОКОВЕДЕНИЯ

ДАВЛАТОВ ЗОИРЖОН ЗОКИРАЛИЕВИЧ

ВСПОМОГАТЕЛЬНЫЕ ГЛАГОЛЫ В ТУРЕЦКОМ ЯЗЫКЕ И ИХ ВЫРАЖЕНИЯ НА УЗБЕКСКОМ ЯЗЫКЕ

10.00.06 – Сравнительное литературоведение, сопоставительное языкознание и переводоведение

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по филологическим наукам

Ташкент – 2025

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии Республики Узбекистан за № B2023.2.PhD/Fil3478.

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Автореферат диссертации на трех языках (узбекский, английский, русский (резюме)) размещен на веб-странице Научного совета www.tsuos.uz и Информационно-образовательном портале www.ziyonet.uz.

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования. Основная цель настоящего исследования заключается в изучении специфических семантических особенностей вспомогательных глаголов в турецком языке и их выражения в узбекском языке.

Объектом исследования. Объектом исследования являются современные текстовые материалы на турецком языке, включающие узбекские и турецкие пословицы, фразеологизмы, произведения Решата Нури Гюнтекина («Çalıkuşu», «Bir Kadın Düşmanı»), Халиде Эдиб Адывар («Kalp Ağrısı»), Рефика Халита Карая («Nilgün», «Memleket Hikayeleri»), а также двухтомный (1998) и четырёхтомный (2004) толковый словарь турецкого языка.

Научная новизна исследования заключается в следующем:

на основе анализа собранного фактического материала и научных взглядов, выдвинутых относительно вспомогательных глаголов в тюркских языках, была разработана новая семантическая классификация вспомогательных глаголов в турецком языке;

путём аналитического подхода были изучены семантическая и грамматическая природа глагольных лексем, выполняющих функцию вспомогательных глаголов, а также выявлены механизмы их функционально-морфологического выражения в узбекском языке;

семантические оттенки в системе сем вспомогательных глаголов были доказаны на основе фактического материала и примеров из текстов, а их контекстуальные реализации объяснены с лингвопрагматической точки зрения;

в ходе исследования установлено, что количество вспомогательных глаголов в турецком языке значительно меньше, чем в других тюркских языках, в частности в узбекском. Это явление обосновано историческими, типологическими и грамматическими факторами, определившими их формирование.

Внедрение результатов исследования. Материалы научного исследования на тему «Вспомогательные глаголы в турецком языке и их выражение в узбекском языке» были использованы при подготовке лекционных материалов Турецкого культурного центра при Посольстве Турции в Узбекистане (справка №19 от 10 октября 2023 года). В результате научные выводы и методические рекомендации, полученные в ходе данного исследования, были эффективно применены в образовательном процессе, что способствовало более глубокому пониманию студентами и слушателями грамматико-семантических особенностей турецкого языка. Кроме того, практическое использование материалов повысило эффективность преподавания языка и послужило дополнительным научным ресурсом в культурно-просветительской деятельности.

Научные понятия, связанные с вспомогательными глаголами турецкого языка и их выражением в узбекском, были применены Центром языка, образования, перевода и консалтинга Ташкентского государственного университета востоковедения при Министерстве высшего образования, науки и инноваций Республики Узбекистан при разработке заданий и формировании письменных и устных компетенций по турецкому языку (на уровнях B1, B2, C1), а также при создании учебных пособий (справка №03-03-01/1942 от 9 октября

2023 года). В результате задания, разработанные на основе современного подхода в образовательном процессе, способствовали эффективному развитию знаний и навыков обучающихся, повысили интерактивность учебных занятий. Кроме того, созданные учебные пособия помогли объединить практические и теоретические знания, способствовали формированию у обучающихся самостоятельного мышления и коммуникативных умений.

Научные исследования и эмпирические данные, касающиеся вспомогательных глаголов в турецком языке и их выражения в узбекском, были использованы при написании сценариев программ «Good Morning Uzbekistan!» и «Hasbihal» телеканала «Foreign Languages» Национальной телерадиокомпании Узбекистана (справка №01-05-1443 от 25 сентября 2023 года). В результате телевизионные программы стали более богатыми в языковом и стилистическом отношении, были освещены тонкие аспекты коммуникативной культуры, а языковые сходства между турецким и узбекским языками были донесены до широкой аудитории в простой и понятной форме. Это, в свою очередь, способствовало подготовке передач на научно и методологически обоснованной основе и повысило интерес зрителей к языку и культуре..

Структура и объем диссертации. Диссертация состоит из введения, трёх основных глав, заключения, списка сокращений и списка использованной литературы. Общий объём диссертации составляет 135 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLISHED WORKS
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I bo'lim (part I; I часть)

1. Davlatov Z. "İmiş" so'zi semalarining kontekstda reallashuvi haqida // "Sharq mash'ali" ilmiy jurnali. – Toshkent, 2023. 4-son. – B. 106-113 (10.00.00; №8).

2. Davlatov Z. Tugallik va oniylik semali ko'makchi fe'llarning leksik-semantik xossalari (gitmek, vermek) xususida // "Sharqshunoslik" ilmiy jurnali. – Toshkent, 2023. 4-son. – B. 60-68 (10.00.00; №7).

3. Davlatov Z. Shart-istak mazmunini ifodalashning lakonik (ixcham) usuli xususida // "Sharqshunoslik" ilmiy jurnali. – Toshkent, 2025. 2-son. – B. 55-60 (10.00.00; №7).

4. Davlatov Z., Inomiddinov H. "Değil-so'zi to'liqsiz fe'lining tahlili xususida" (hammualliflikda) // Международный научный журнал. Научный Фокус, часть 1, 2025. – B.598-604. – М., 2025. (№25 SCImago).

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7. Davlatov Z. Yordamchi fe'l xususida ishlatiluvchi bulunmak fe'li xususida // "Ta'limning zamonaviy transformatsiyasi" mavzusidagi Respublika miqyosidagi ilmiy-amaliy konferensiya materiallari. – Toshkent, 2023. – B. 469-475.

8. Davlatov Z. Auxiliary verb that realizes the situation in the form of action-about etmek // "Актуальные вопросы современных научных исследований" международная научно-практическая конференция. – Пенза, 2023. – B. 78-80.

9. Davlatov Z. Regarding the classification of the verb yapmak, which is used as an auxiliary verb in Turkish // "Научное обозрение: актуальные вопросы теории и практики" международная научно-практическая конференция. – Пенза, 2023. – B. 137-139.

II bo'lim (part II; II часть)

10. Davlatov Z. Turk tilida yordamchi fe'l vazifasida ishlatiluvchi yapmak fe'li tasnifi xususida // Tadqiqot va innovatsiyalar jurnali. – Toshkent, 2023. 6-son. – B. 58-62.

11. Davlatov Z. Turk tilida olmak – bo'lmoq leksemasining mavjudlik semasini shakllantiruvchi fe'l vazifasining tahlili xususida. // Tadqiqot va innovatsiyalar jurnali. – Toshkent, 2023. 4-son. – B. 19-24.

12. Davlatov Z. Holatni harakat tarzida reallashtiruvchi yordamchi fe'l -etmek xususida // Ta'limda raqamli texnologiyalarni tadbiq etishning zamonaviy tendensiyalari va rivojlanish omillari. – Toshkent, 2023. 17-to'plam. – B. 118-123.

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