

consistent patterns. Synonyms in English are organized according to two basic principles. One of them involves double, the other a triple scale. In English there are countless pairs of synonyms where a native word is opposed to one borrowed from French, Latin, and Greek. In most cases the native word is more spontaneous, more informal and unpretentious whereas the foreign one often has a learned, abstract air. There may also be emotive differences: the Saxon word is apt to be wanner and homelier than its foreign counterpart. The native words are usually colloquial. We quote a few examples of synonymic patterns on a double scale.

Adjectives: bodily - corporal, brotherly - fraternal, heavenly - celestial, inner - internal, learned - erudite, sharp - acute.

Nouns: fiddle - violin, friendship - amity, help - aid, wire - telegram, world - universe.

Verbs: answer - reply, read - peruse, buy - purchase.

Side-by-side with this main pattern there exists in English a pattern based on a triple scale of synonyms:

NATIVE FROM FRENCH FROM LATIN

To ask to question to interrogate

to end finish complete

teaching guidance instruction

In a few cases the American synonym has a higher frequency than its British counterpart as in the pair: commuter - a season ticket holder (Br.). Very often 2 synonyms differ stylistically. Br. Synonyms are stylistically neutral while the Americanism is stylistically marked (usually as colloquial or slang): intellect - egghead excuse - alibi angry - mad averse - allergic.

Even more frequent are, for instance, such set expressions which differ from simple verbs in aspect or emphasis: to laugh - to give a laugh, to sign - to give a sign, to smoke - to have a smoke, to love - to fall in love.

Smell, scent, odor, aroma all denote a property of a thing that makes it perceptible to the olfactory sense. Smell not only is the most general of these terms but tends to be the most colorless. It is the most appropriate word when merely a sensation is indicated and no hint of its source, quality or character is necessary.

Understand, comprehend, appreciate are synonyms when they mean to have a clear and true idea or conception, or full and exact knowledge, of smth. They (especially the first two) are often used interchangeably and seemingly without loss; nevertheless, they are distinguishable by fine sharp differences in meaning in precise use. In general, it may be said that understand refers to the result of a mental process, comprehend to the mental process of arriving at such a result; thus one may come to understand a person although one has had difficulty in comprehending his motives and his peculiarities; one may be unable to comprehend a poem, no matter how clearly one understands every sentence in it.

Synonymy is one of the most difficult and controversial problems, and the most controversial problem is the problem of criteria of synonymy and the definition of synonyms.

Traditional linguistics solved the problem with the notional criterion and defined synonyms as words of the same part of speech conveying the same notion but differing either in shades of meaning or in stylistic characteristics.

In contemporary linguistics the semantic criterion of synonymy is frequently used. In terms of componential analysis synonyms may be defined as words with the same or nearly the same denotation (the denotative components) but differing in connotations (in emotive charge or in stylistic characteristics).

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## SEMANTIC PROPERTIES OF ENGLISH MOTION VERBS

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The main aim of this article was to create a database of English verbs and to analyze English motion verbs semantically.

As famous scholars pointed out language is a very capacious phenomena. Learning and analyzing language require a great deal of knowledge. The Russian scholar B. Ilyish wrote that "language is a complex system, phonological, lexical and grammatical, which lies at the base of all speaking." [Ilyish, 1971:6]

are here concerned with grammar only, that is, we shall consider some semantic properties of motion verbs in the structure of modern English sentences.

First we'll have to consider the most characteristic features of English verbs. It is natural that the verb should take up much more space than other parts of speech. Because verbs are very important constituents of every sentence. Because of the complexity of the verbal characteristics and also the existence of a great number of publications dealing with their characteristics it is impossible to give all the comprehensive descriptions in this article.

The opening short definition of a verb from Longman English Grammar states that "a verb is a word (run) or a phrase (run out of) which expresses the existence of a state (love, seem), or the doing of an action (take, play). [Alexander, 1988: 159]. A very general division of verbs is provided by Quirk. [Quirk R. and S. Greenbaum, 1985: 45].

He divided verbs as a class of words into three principal categories. They classify them according to their function within the verb phrases and label them full or lexical verbs such as leave, primary verbs consisting of be, have and do and modal auxiliary verbs such as will, might. Primary and modal auxiliary verbs form closed classes (it is not possible to easily add new words in such groups) whereas the class of full verbs is an open class. Full verbs function in sentences as main verbs:

The doorbell rang promptly at eight o'clock. (Nina Foxx "Get some love" pg 177) The phone was ringing again, but Angelica ignored it. (NFG pg 177)

The modal auxiliaries can act only as auxiliary verbs:

She could feel the imprint of her finger on her shoulder bone. (NFG 179)

And the primary verbs can act either as main verbs or as auxiliary verbs:

No, we can do whatever you want. (main verb) (NFG pg 186)

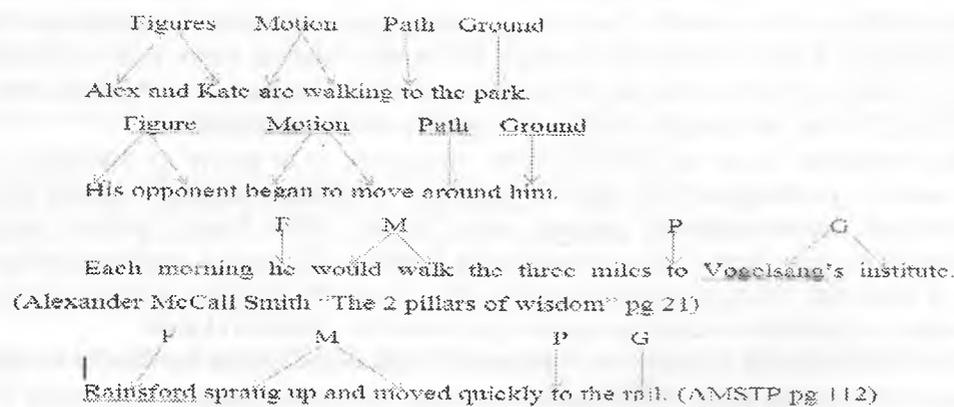
"Why do you do this?" she asked. (auxiliary verb) (NFG pg 152)

The Slovak scholar N. Kudrnacova mentions also a division of verbs from the lexical aspect into 4 groups [Kudrnacova, 2009: 112]

1.States (such as knowing the answer) She hadn't even thought to check. (NFG pg 155) Angelica stood up uneasily and signaled for John to follow. (NFG pg 182) 2.Activities (such as running) They were working in the garden. (NFG pg 152) Che looked at her fingers as the woman washed her hands. (NFG pg 152) 3.Accomplishments (running a mile) 4.Achievements (reaching the border)

Many more other classifications are possible. The English linguist Frawley for example divides verbs into four principal classes [Frawley, 1992: 57] namely, 1. Acts 2.States 3.Causes 4.Motion.

For purposes of this article the last mentioned class, the motion is important. Motion verbs are those verbs that express a kind of motion such as go, walk, run and hurry and so on. The category of motion verbs is very broad. As the American linguist and philosopher L. Talmy describes, a motion situation consists of the following components [Talmy, 2000: 134]



The Figure – the object moving to another object called the Ground. The Path – the course followed by the Figure. Motion – refers to the presence of motion in the event of motion. To describe this terminology more clearly Kudrnacova offers a sample sentence [Kudrnacova, 2008: 211]

John ran to the house. John – the Figure, the house – the Ground, to – the Path, ran – motion. Here are some more examples:

The semantic properties of English motion verbs are complex and display several levels of organization. [Kudrnacova, 2005: 105]. Motion verbs describe activities which present progression in space and progression in time. Kudrnacova distinguishes between "pure motion" and "motion as an activity". She explains these terms in her publication [Kudrnacova, 2008: 23]. The term "pure motion" denotes here motion as a change of location over time: John walked to the store. And the term "motion as an activity" denotes a

motion event that fulfils a causative role, it means the change of the agent's state: John walked himself to exhaustion. It's possible to combine pure motion events with directional phrases. Go straight on at the lights when you come to the crossroads. (NFG p 115) ... she didn't have to look for a way to get Damien from the restaurant to his apartment. (NFG pg 111) Angelica wondered if large cars could even pass through it. (NFG p 111) Here the words straight, to into, from and through are directional phrases.

On the other hand, motion events presented as "activities" can be only "non-directed" events: When they left the elevator Angelica followed Jeffrey without talking. (NFG pg 86) This guy drives a funny yellow car. (Calper pg 13)

In conclusion I can say that this article has focused on a distinction between different types of information in verb meanings. With the help of this database, the behavior of English verbs was described and characteristic patterns were outlined. This article helps to achieve more vivid presentation of movement. This created database of English verb examples and this presented article is only the starting point of the possible research.

#### Literature

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### FRANSUZ TILIDA YORDAMCHI SO'Z TURKUMLARINING UMUMIY BELGI XUSUSIYATLARI

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Fransuz tilida so'zlar uchta asosiy belgi xususiyatiga ko'ra klassifikatsiya qilinadi: *birinchidan*, kategorial-semantik, ya'ni ma'no xususiyati, *ikkinchidan*, formal-morfologik, grammatik kategoriyalarga ega bo'lish xususiyati hamda *uchinchidan*, funksional-sintaktik xususiyatlariga ko'ra. Bu xususiyatlar bir-biri bilan uzviy bog'liqdir. Masalan, so'zning ma'nosi o'zgarishi uning boshqa sintaktik funksiyani bajarishiga yoki aksincha, boshqa sintaktik funksiyada qo'llanilishi uning so'z ma'nosining o'zgarishiga olib keladi. Bu ko'rsatilgan uch xususiyat har bitta so'zning umumiy nominativ funksiyasidan, ya'ni nomlash xususiyatidan kelib chiqadi.

Har qanday tilda ham so'z turkumlari inson voqeligini anglash, idrok etish natijasida hosil bo'lgan so'zlarning katta guruhlarini o'zida ifoda etadi. Borliqni turlu-tuman, alohida idrok etish natijasida idrok qilingan elementlarni o'zaro uyg'unlashtirish orqali yangi tushunchalar shakllanadi. So'z turkumlari o'zaro voqelikni aks ettirish usuli va aks etilayotgan elementning xarakteri orqali farqlanadi.

Voqelikni aks ettirishda asosan so'zlarning turlari farqlanadi, ya'ni asosiy va yordamchi so'zlar. So'zlar borliqdagi narsa va predmetlarni tilda alohida, mustaqil va bevosita anglatadi. Aynan shu tufayli insonning bilish faoliyati mustahkamlanish jarayoni sodir bo'ladi. Tilda bunday so'zlar asosiy so'z turkumlarini tashkil qilib, bularga fransuz tilida *ot (nom)*, *sifat (adjectif)*, *fe'l (verbe)*, *ravish (adverbe)* va *son (nom de nombre)* va nominativ funksiya ega bo'lmasada, lekin predmetni bilvosita nomlash hamda gapda alohida sintaktik funksiyani bajarish xususiyatiga ega bo'lgan *olmoshlar (pronom)* kiradi.

Yordamchi so'z turkumlarini mustaqil so'z turkumlari bilan qiyoslaganda yordamchi so'zlar xudda olmoshlar kabi yopiq sinfni tashkil qiladi. Buni shunday izohlash mumkinki, yangi ot yoki yangi fe'l hosil qilish mumkin bo'lgani holda yangi olmosh, yangi predlog yoki yangidan undalma hosil qilish mumkin emas.

Fransuz tilida ma'nosiga ko'ra so'zlarining to'rtta asosiy turi farqlanadi:

- a) mots significatifs (mustaqil so'zlar);
- b) mots - outils (ko'makchi so'zlar);
- c) mots auxiliaires (yordamchi so'zlar);
- d) les morphèmes (bo'linmaydigan morfemalar).

Ayniqsa birinchi 3 guruh so'zlarini tuzilishiga ko'ra bir-biridan farqlash qiyin.

*Mustaqil so'zlar* o'zbek tilidagi kabi mustaqil leksik ma'no va nominativ funksiyaga ega bo'lgan hamda gapda alohida gap bo'lagi vazifasida keladigan so'zlarni tashkil qiladi. Masalan: *le livre (kitob) - predmetni, parler - (gapirmoq) harakatni, rouge (qizil) belgini, lentement (sekin) - holatni ifodalaydi.*