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INTRODUCTION

The actuality and necessity of the topic. Nowadays, our country is becoming a landlocked country in all spheres, supporting the talented young people, widening their knowledge and professional capacities. It is not surprising that the head of our state is concerned about young people's fate and science, because the development of the nation, its development is primarily in the hands of highly educated, strong, educated, intellectual and physically young people, is being fired. In turn, the attention paid by our president to young people does not ignore any student¹.

In our country, a new "cadre" capable of promoting and solving promising tasks with a high degree of professionalism, high professionalism, professionalism and social activity, the "National Program for Personnel Training", dated December 10, 2012 № PL-1875, "On Measures for Further Improvement of the Foreign Language Learning System", № PL-2909 of April 20, 2017, the importance of science development in the implementation of the plans set out in the Resolution "On measures for further development of the higher education system". This dissertation serves a certain degree of accomplishment of the tasks set out in the legislation and other normative-legal acts².

At the moment, linguistics has developed new trends, including psycholinguistics, linguoculturology, cognitive linguistics and others. In particular, cognitivism began to be analyzed at the lexical level of linguistics and is now being studied extensively in grammatical structures, syntax, semantics.

Thus, observing the action of the verbs in the process of study and the development of the meaning of movement in the different languages play an important role in the systematics of aspectual cognizance. Thus, the study of action in relation to cognitive attitudes can be one of the key points in solving the

¹Mirziyoyev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. O'zbekiston Respublikasi Prezidenti lavozimiga kirishish tantanali marosimiga bag'ishlangan Oliy Majlis palatalarining qo'shma majlisidagi nutq. – Toshkent: «O'zbekiston» NMIU, 2016. – 56 b.

² O'zbekiston Respublikasining Ta'lim to'g'risidagi Qonuni. T.: 1997., Kadrlar tayyorlashning Milliy dasturi. O'zbekiston Respublikasi Oliy Majlisining IX sessiyasi materiallari. T.: 1997. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-son Farmoni bilan tasdiqlangan «2017 – 2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi»

problem. As you know, the aspect involves the notion of aspect, accent, and action. It is precisely because of the cognitive action of the motion style that peculiarities of explaining the full meaning of these concepts serve to reveal the capabilities of each language. In this dissertation we have been guided by the functional-semantic field theory in studying the features of action verbs in English and Uzbek languages.

The lexical-semantic classification of behavioral verbs in our Dissertation work is studied in different clusters within the framework of modern cognitive attitudes. The movement's semantics in the group verbs are key to disclosing other aspects of verbs. In this dissertation our work describes the lexical-semantic features of behavioral verbs not only within the limits of expressive actions, but also the meaning of verbs of boundless nature, their syntactic combination, the diversity of semantic meanings in lexical connections, aspectual semantics, which are influenced by subject relations, are analyzed in English and Uzbek languages. The relevance of the semantic meanings in the development of the semantic meanings of action-style aspects, their relevance to concepts such as locationalism, transitivity, space, and their analysis of English and Uzbek languages in terms of aspectiveness.

The actuality of our research is based on:

- learning the conceptual characteristics of behavioral verbs in the English and Uzbek languages with the necessity of cognitive linguistics;
- studying the conceptual characteristics of behavioral styles, with the importance of recognizing linguistic means in the English and Uzbek languages text structure;
- a systematic investigation of the units of movement in English and Uzbek languages, which ensures that the verbs of behavior are part of the aspect, is determined by the need to study the conceptual features of these lexical units.

Studying the conceptual features of behavioral styles in English and Uzbek languages in different literary texts offers a unique opportunity to make comparative research within separate cultural concepts. Despite the existence of

studies on the conceptual features of behavioral verbs in English and Uzbek languages, his role in the context of texts and the role of language in the semantic field were first studied monogamically.

Degree of the study of the problem. Problems of studying the conceptual features of behavioral verbs in English and Uzbek were varied from grammatically and lexical point of view. The analysis of this field has become the object of study of many linguist scientists. In particular, O. Yespersen, B. Komri, V. Kroft, L. Vendler, I.P. Ivanova and others have been dealing with aspect issues, such as predlog, postposition, Gries Stefan, Gillian Ramchand G.G. Pocheptsov, M.M. The Podzeyevs research object. Also in the Uzbek linguistics Sh.Safarov, F.Abdullaev, J.Buronov, U.Gusupov, A.Berdialiyev. Linguists such as A.R.Sayfullayev, A.Abduev, A.M.Bushuy, M.Sh.Sharipov, N.Turniyazov, M.Dj.Daniyeva expressed valuable and substantial views.

The aim of the research. The conceptual features of behavioral verbs in English and Uzbek languages are to be compared in terms of both grammatical concepts and to define the characteristics of these units in different texts in specific situations. To understand the impact of this dissertation on the semantics of English and Uzbek languages, in particular on their aspect semiotics and to bring them to a particular system based on their lexical meanings, and to determine their involvement in cognitive targeted

The following tasks have been identified in our research:

- to define the essence of cognitive linguistic concepts such as conceptualization of behavioral styles in English and Uzbek languages, the nature of the linguistic units;
- to describe and compare the peculiarities of behavioral patterns in English and Uzbek;
- Comparative interpretation of features of the formation of behavioral patterns in English and Uzbek in different situations;
- to determine the participation in the English and Uzbek texts of texts related to literary texts;

- to analyze the functional capacities of movement behavior in English and Uzbek languages by comparative-typological method.

The object of the research was selected as the English language and the Uzbek language of action. As linguistic material, we have used a number of illustrated dictionaries in English and Uzbek, artistic and publicistic texts as well as examples from English and Uzbek writers.

The subject of the research is a comparative study of the aspect of behavior in English and Uzbek languages.

As a research material, we have used linguistic commentary and artistic mantle patterns in English and Uzbek. In these sources, behavioral patterns are expressed differently and expressed by their national characteristics.

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

- a conceptual analysis technique aimed at studying the content of behavioral movements in English and Uzbek;
- comparative-visual and comparative-typological methods aimed at identifying the specific features of the study material;
- Component analysis was used to explain the essence of semantic characters of the meaning of behavioral style in English and Uzbek;
- the method of limiting the semantic space to determine the meaning components in the English-style and English-language verbs;
- a method of contextual analysis in determining the activation of behavioral expressions in various texts in the English and Uzbek languages.

Scientific novelty of research. This research analyzes the lexical-semantic classification of behavioral and verbal behavior in English and Uzbek languages, and their synthesis-semantic comparative analysis of their lexical groups.

Theoretical value of the research. The study investigated the specificity of the English language and Uzbek language behavior. There are also ways to integrate modern linguistics into the content of cognitive linguistics and linguistic sciences in the content of foreign language teaching, curricula and textbooks. The

research has been based on research methods used in modern linguistics, based on scientifically-based theoretical conclusions on the subject, comparative analysis of examples selected from English and Uzbek artistic materials, in English and Uzbek languages, general theoretical conclusions on the characteristics of aspect of verbs.

The scientific and practical significance of the research results. The results of our research can be used in English language lectures on contemporary linguistic issues, as well as special courses in comparative typology, grammar, lexicology, stylistics, intercultural communication and interpreting, linguistic studies, and English language courses.

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

CHAPTER I. GENERAL GRAMMATICAL MEANING OF THE VERB

1.1. Cognitive Linguistics and its interpretation in grammar

Nowadays, the subject of "linguistic science" has become very popular in linguistics. This is one of the most pressing topics of linguistics, which plays a major role in modern linguistics. The cognitive term is derived from the English word "cognition, understanding, understanding," which is not limited to philosophical theory of thought, but the link between language and reason, and the psychological, biological and neuro physiological deeply researching the relationship between aspects of social, cultural and linguistic phenomena. Cognitive Linguistics is associated with a wide range of areas such as psycholinguistics, anthropology, ethno linguistics, and sociology.

According Prof. to Sh. Safarov, the function of cognitive linguistics is to study and preserve language with language, to apply and communicate the language, and to deeply engage in scientific research by linking the language system and its contents to the human brain. A. Abduazizov notes that the center of complex events, such as the formation, transmission, and memory consciousness, is carried out by brain neurons. The phonological means are greatly differentiated by the difference in the shape and content of different units of the language, and by identifying different national, cultural and social features for every nation or ethnic group by means of different concepts, frames and frames. It is important to recognize that human language is "sound, sounds" and is a key component of cognitive linguistics because it is studied in cognitive phonetics and phonology, which is of great importance in the formation of content.

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

As you know, the work of knowledge begins with a person's direct perception of reality. The perceptual perception creates a basis for the formation of

the symbol of this reality in thought. During the process of perception of the facts, there is an object-object approach, based on the specific contradiction of the subject of the activity and the subject of the activity. All stages of the cognitive activity are based on the same treatment.

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

In cognitive linguistics, mechanisms for the full acquisition of information by human cognitive structures and methods are studied. Indeed, words expressing intensity also serve to express their perception of the existence. Understanding the meaning of the word is not enough to know its semantic structure. We also need to be aware of the peculiarities, thinking styles, and features of the world through language elements. It is difficult to put these tasks into pure linguistic analysis of words. It also requires that the subject matter of the literal situation be examined in order to understand the nature and essence of the linguistic phenomenon, and the issues that the speaker knows about him and that he can "cook" in his mind, and in his speech to the listener.

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

In her article, Professor D. Ashurova points out the goals and objectives of cognitive linguistics, and urgent issues that await their solution.

In particular, it is pointed out that the emergence of modern cognitive linguistics such as cognitive phonology, cognitive grammar, cognitive lexicology, cognitive semantics. From the cognitive approach, concepts such as word

categories, categorization and conceptualization of language units, knowledge of language and the world will have new interpretations. The basic concepts of cognitive linguistics include frames, scripts, scripts, classifications, concepts, conceptualizations, cognitive structures, cognitive metaphors. Basic research techniques include frame analysis, modeling (cognitive mapping), conceptual analysis.

In addition to this, it should be noted that today's linguistics focuses on studying intermediate language units, such as frames, scripts, scripts, gestalts. The main reason for this is that the problem of cognitive linguistics has its own place in our research.

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

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

Language is one of the tools that shapes and shapes the concept of human consciousness. The concept is the basic cell of the human mind. Concepts appear in the human mind not only based on the linguistic meaning of the word, but also on the cultural and historical experience of the individual and the whole nation.

The more the experience is, the larger the boundaries of the concept. In this case, the concept can manifest itself in many ways. Knowing the concept world means getting your own imagination.

The conceptualization of intensity is the language process in which the linguistic units are processed meaning. The intensifier also applies to the word, which in turn affects the concept of that word. Concepts are seen as the heritage of the community in the minds of the people, its spiritual wealth and culture. It is the

community's consciousness that is one of the most important tools to ensure survival of the concept.

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

A common understanding is expressed in different languages by different words. For example:

in English – water,
in the German language - wasser,
in Uzbek - suv,
in Russian - voda.

These examples show that the meaning of the word and the concept are interconnected. For this reason, the words in the languages of different nationalities may be in proportion to each other, in their own sense. Also, the word is an expression of the concept and, on this basis, translates from one language to another. Some scholars say that the concept and the meaning of the word match, and in this sense, the meaning of the concept and the word is essentially the same.

This issue remains controversial. The question can be asked: What is the meaning of the concept and the meaning of the word? Both describe and summarize the same subject or phenomenon. This cannot be separated from each other.

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

As it is known, the laws of thinking are related to the objective world. The meaning of the concept is not dependent on nationality, it is of universal character.

That is why people of different nationalities can easily understand each other and exchange ideas. This is national character; this is why the meaning of a word is not always compatible with the meaning of another language.

In his study, B. Ismoilov said that although the concept of "table" in Russian is the same for the English and Russian people, it is in the same sense as "table" in English with its lexical meaning. It will not be accurate. In terms of linguistic meaning, the name and the meaning are closer to one another, but have a broader sense than concept. For example, when explaining the meaning of the word "table," we describe it as "a four-legged type of furniture that is used to write, write or eat." The concept illustrates the most important aspects of the table. As a conceptual linguistic category, the concept of consciousness is a language system.

The cognitive approach to grammar is modeled on the nature of the language system. One of the linguists, Ronald Langaker (1987, 1991), founded the cognitive approach to grammar, raised cognitive principles to a linguistic level. The author tries to describe the context in his Cognitive Grammar theory in general cognitology and grammar. Filmmakers, Key (1988), Lakoff (1987) Goldberg (1995, 2006), Kroft (2002), focus on descriptive and meaningful linguistic connections in a particular language.

These researchers are inventing language units. They analyze words, ideomas and phosphatic compounds from the morphology of the language in terms of structure, from the point of view of perception.

Researchers in this direction tried to develop the theory of constructive grammar. This general approach is based on the cognitive concept of formulas, which is called constraction as the basic unit of the language.

If we compare cognitive semantics with cognitive grammar, this is closer to pragmatic. The approach to learning the meaning from cognitive point of view implies the encyclopaedic approach to semantics. This contradiction is divided into the dictionary component and encyclopedic components in terms of the meaning of the word. From a formal linguistic perspective, lexical semantics can only be

learned through the dictionary component. From cognitive point of view, encyclopedic semantics do not have pragmatic and semantic principles, that is, cognitive semantics deny the principle of "fundamental" meaning and pragmatic (social, cultural, and so) meanings. Thus, cognitive semantics does not distinguish words from pragmatic and semantic meanings. Obviously, what the word means or the way words are used to study the subject.

One of the modern linguistic trends, the main purpose of cognitive grammar, is to "define the relationship between language and language relationships through the use of linguistic means of understanding³". The basic concept of cognitive grammar is the symbolic feature of this grammar structure. Illustrated symbolic modeling is done using a grammatical structure⁴. Symbolic structures can be integrated through definition of stress links in complex speech information⁵.

Studies have shown that cognitive grammar can be constructive in the structure of frames, conformable to constructive grammar. Cognitive grammar is widely used in terms of imagination in the framework of the framework.

Freyd is the structure of the concept (knowledge) unit consisting of interrelated slots.

In this case, the amount of slots corresponds to the number of cases being modeled. According to R. Langaker, identifying a word or frame will serve to activate that conceptual element.

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

³Белашапкина Т.В. Когнитивно-дискурсивное описание категории аспектуальности в современном русском языке. Автореф.док.фил.наук. Москва, 2008. -40 с.

⁴Семиколёва Е. И. От семантики ситуации к типу видового противопоставления русского глагола. //Филология.-Таврич № 1 2007. –с. 36-44.

⁵Filip H. Events and Maximalization. The Cfst of telicity and Perfectivity // plaza/ ufe/ edu/hfilip/

cognitive terms. In cognitive linguistics, language is regarded as an integral part of human cognition.

Cognitive Linguistics is a language cognitive tool, that is, a characteristic system that deals with learning as an object of cognition and transformation⁶. Cognitive Linguistics is a complex research topic that besides linguistics and psychology also summarizes scientific approaches to science such as art theory, psycholinguistics, and neuro-logistics. It is well known that the formation of speech units and their understanding are the result of mental activity. The fulfillment of this activity must have a direct linguistic knowledge⁷.

Determination of the language's mental processes is divided into two parts: the language of the human mind and the language consciousness. Language is also a subject that can and should be interacted with biological and cultural events. Cognitive Linguistics is divided into two major areas: cognitive semantics and cognitive grammar. Cognitive semantics is studied in terms of the semantic structure and the way it is acquired through the language.

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

Aspectual meanings of the category of time are expressed in another way, ie, it represents an internal property of the work movement, the movement of the process of the process. The Z.Wendler classification also allows you to define the character: the verbs representing the state and activity are imperfect, and the verbs represent the result are perfective. The first aspect of the classification of Z. Wendler is that it must be either:

- internal (performance)
- external (achievable)

⁶ Булыгина Т. В. К построению типологии предикатов в русском языке // Семантические типы предикатив. - М., 1982. - 7-85 с.

⁷ Нурмухамедов А. Выражение начинательности глагольного действия в современном немецком и узбекском языках. Автореф. дис. канд. Филол. Наук. - Л. 1976. - 23 с.

limit of the work movement, in order for the verb to be perfective or imperfect. It essentially resembles the concept of the characteristic of the verb in Russian linguistics.

On the other hand, it is the duration or instantaneous movement of the work represented by the verb. Scientists studying the concept of W. Wendler propose a system of tools representing the perfection or imperfection of the word. They say that these are dependent on the structure, the size of the subject, the types of cases, and the types of cases. In such a concept, the aspectual meaning is defined in the verb and the surrounding components, and does not necessarily imply the character of the verb to be a strict grammatical category.

Supporters of this concept also agree with B. Cole's statement: "The meaning of progressive is broader than procedural, and these forms are constantly expanding its content in English. Today, these seemingly abnormalities may also indicate that these forms are incorporated into another⁸ .

1.2. General information about the types of Verb (forms of function)

The functions of the verb are much more extensively studied in the linguistic process, as are the proportional forms. G '. Abdurakhmonov, R. Jumaniyazov, G '. Zakiy linguists such as Zikrillayev, J. Muhtorov, H. Ne'matov, B. Sayimov, U. Tursunov and A. Hojiyev fully describe the spiritual features of the forms of the verb, the noble, the rascal, the action's name. In the researches of the great Russian scholars such as N.A.Sasakalov, S.N.Ivanov, S.Ya.Malov, the relation between the types of verbs, the relation to the category of proportions and their meanings are studied in detail. Functional forms of the verb are the means of communication in the speech with other words, and in this respect it resembles the category of the origin. Both the verbs and the functional forms of the verb are

⁸Маслов Ю. С. Очерки по аспектологии. Л., 1984. 263 с.

also the elements of a word to communicate with the second word. In speech, verbs can communicate with other words that are not verbs or verbs.

The problem of investigating the conceptual properties of verbs has become the object of learning of many linguist scientists. In particular, O. Yespersen, B. Komri, V. Kroft, L. Vendler, I.P. If linguist scientists like Ivanova were dealing with aspect issues, English downloads (predlog, postpositiv) Gries Stefan, Gillian Ramchand G.G. Pochepsov, M.M. The Podzeyevs research object.

One of the object of learning morphology is that it has been studied by a number of people from ancient times by linguists. For example, ancient Hindu linguists divide words into four categories: horses, verbs, fronts, and luggage. They, in turn, worked perfectly in the morphological categories of the verbal class. They clearly characterize the seven forms of the verb, which are expressed in the three periods, and the proportions of the verbs, such as clear, middle, and majhul.

In the ancient Greek and Roman terms, wordings, especially verbs, have been considered as debate topics.

Specifically, the Roman alumnus Dionysius is a verb of verbal expression, in which there are five, three, and four persons. In addition, Chinese and Arabic linguists have been able to do some scientific investigations and scientific discoveries. Among our traditional scientists living in Central Asia in the IX-XII centuries, such as Ibn Sino, Foroby, Beruny, and others, they mentioned morphological problems in their works, and later, such linguists as A. Navoiy, Bobur, Fitrat, Avloniy, try to make clear the solutions to these problems in their own views. Today, the verbal family of words does not lose its practical significance as a research object.

Since English is a Latin-language German family, it has its own peculiarities and is part of the Indian-European family of languages. Diachronic linguistics confirms that the origin of all languages in the family of these languages goes back to the same place, but due to a number of factors such as wars, ethnic cleansing,

and diatopic nepotism, their lexicon, grammar and morphology complicated, caused a change.

Types of functional forms of the verb are studied in four types: name of action, characteristic of the verb forms. The shape is studied within the category because the pure verbs, such as read-I read, writing-written, drawing-drew, are the forms of the verbs. The forms of the verb are merged under to change the verb and link it to other words. At the same time, each verb has a specific and has a paradigm of internal forms (paradigm is given below). These forms are studied in linguistics under the term "functional forms", "forms", "verbs". Participle, a composer, has the name of the movement, each of which consists of several forms but has been proven to be a single category.

Formats form a paradigm of forms that combine with a certain common meaning and general purpose.

It is a part of the Participle, which carries the role of "to verb to verb to verb and to give it a sign of beauty", which has the following paradigm of inner forms:

1. show the main limit of movement;
2. show the last boundary of the movement;
3. to associate meaningful action with verbs;
4. expression of the time of action;
5. expressing a continuous and indecisive movement;
6. expression of continuous motion;
7. lack of sense (meaning of negativeness).

Participles differ in their diverse forms of duty and their other forms of ill-treatment. Participles often combine with such verbs as *start, exit, stay, see, and send*. In English, this responsibility takes on such verbs as *start, be, have*. Verses expressed in such patterns lose their independent meaning, come from auxiliary meanings, and form patterns of behavior of the verbs. These verbs are the duration or shortness of the movement:

– *I am reading the book;*

unexpected happening:

– *I have seen him;*

Completed:

– *He wrote a letter;*

to make sure that you do not move:

– *Don't tell it anybody*

expresses as well as colourful meanings.

The grammatical category of the meaning of the adjective is defined as "to attach the verb to a noun (partly verb) and to give it a mark of quality." Both quality and stewardship are the symbol of the thing. If adjectives express quality as a fixed character (*qizil gul* – *red flower*, *ko'k daraxt* – *green tree*), participle expresses the character change of the result, the result of movement (*qizargan gul* – *getting red*, *ko'kargan daraxt* – *getting green*). The forms of adjective are contradictory to the meaning of the infinitive, i.e. the conjurers have the meaning of the past:

– *created by him (U tomonidan yaratilgan).*

Participles which have the meaning of present tense:

—*Traditions of the nation having been existed (Xalqning uzoq yillar yashab kelayotgan yaxshi udumlari).*

There are some Participles which have the meaning of future tense:

- *We look forward at it as a high-dwelling height (Biz bu cho'qqiga ... doimo intilib yashaydigan yuksaklik deb qaraymiz).*

In English, this is often given as a *look forward*. The denial of the adjective of the person is different from the above forms because of its denial of meaning. Some of the improvements that have been studied among qualitative forms have been identified in some research as folklore (name of the business owner), and the names of these forms have been revealed:

– *flowing (river) / oqar (suv);*

– *coming (person) / keluvchi (kishi);*

– *living (life) / so'nmas (hayot);*

– *working (man) / ishlovchi (odam)*

In the content of word forms such endings as *-(a)r*, *-(u)vchi* - *ing* in its essence, has essentially increased significantly in terms of grammaticality.

Thus, in the speeches the participle and the adjective, as a means of communication with the other words of the verb in the speech, the opposite members of the strong opposition, verb only serves to connect with a verb. In the opposite of this, opponents can be a member of the opposite and act on the verbs with both verbs and names. The position of the classmates in this opposite also explains a number of other features of these forms:

1. connecting a verb to verb is an opportunity not only in the participle, but also on the adjective;

2. There is a great deal of contributors in the formation of the participle. They were found to be the result of historical progress;

3. Since the verb has the form of any verb form, it combines with all the means (the word, the owner, the auxiliary) to connect the words. Such a feature does not exist in the opponents;

4. Participles can be defined in the sentence in the functions of attribute, subject and object.

The Grammatical Meaning of the Name of the action is given in the style of "giving the nominal feature to the verb". Aspect forms are different from those of other variables that give the meaningful features to the verbs that are specific to the verbs. You can not create a shape without the action names. Characters that are typical for the verbs in the action names are relatively few in comparison with their counterparts. Action names can be freely accepted by categories, such as possessiveness, case, number, and various syntactic functions. As in the name of the action, it also reflects the meanings of continuity / dumbness, duplicity of the meaning of categories, as well as in the characteristic forms.

In summary, we can say that there are three types of degeneration categories (participle, action name). All three shapes serve to change the verb, i.e. to give it a different set of characteristics. In that sense, they have the same mission. However, it is in conflict with the 'change the verb' sign. The nominal feature has signs of

perfection, quality of character, and nouns in the name of action. The generalization of the grammatical meaning of the category of creations consists in semantically verbally differentiating the characteristics of the verb, and the syntactic verb combination of verbs and nouns. participle has the meaning of other categories (time, style, modality, denial) in the name of action. The forms of representation of these meanings in terms of representation form mutual opposites. In other words, the other categories are not complicated by the meanings of their spiritual characteristics, just as, in the same way as the proverbial noun, giving the characteristic of the nouns to the verb.

1.3. Verbs representing action

Verbs represent names of a work-action or state. When it comes to the state, it also means the transition from one state to another. For this reason, the meaning of the process is the general meaning of the verbs. This meaning is for all verbs. Verb answers to the question: What do you do? The answer to the question will be: write - to write, read - to read, go - to go, sit - to sit. The action that is meant by the action is done by someone or something. This person or thing is called the actor. Verbs are divided into two types depending on the subject matter and the state of the subject:

- 1) transitive verbs;
- 2) intransitive verbs.

In recent years, the semantic analysis of word categories has become increasingly noticeable. Linguists' focus is on the semantic features of verbs and classification in the linguistics.

Linguistic grammatical meaning in the Turkic verbs were originally designated by N.K. Dmitriev, such as speech verbs, emotions, activities, action verbs. This classification is still practically used. Determining grammatical meaning of verbs, in-depth study of each group is the object of specific research and requires special research. As A.A.Salkalamanidze studies the linguistic-

semantic groups of verbs, the verbal valence in their classification and the verbal and validity of the verbal valence are based on⁹.

The concept of valency was related to functional or dynamic syntax theory. Functional (syntax) syntax is contrasted with categorical (static) syntax. This idea was made in 1934 by a French linguist L. Teneur. In the categorical syntax, the grammatical categories of the language, the relation of these categories to each other, the role they play in the language system, the structure of the functional syntax, the mechanism of communication between these elements are studied. Thénère developed these ideas and created the "Structural Syntax" ("Очерк структурального синтаксиса") in 1953¹⁰. In this work, the concept of tension has been proven in every way.

It should be noted that the valency is not syntactic, but pure semantic-grammatical notion.

In other words, the valency is not the property of the part of the sentence, but the character of the word, of the part of speech. The valency of speech vocabulary is not determined by the way it is used in the function of a part of the sentence. The word valence is determined by its lexical-semantic features. In this sense, learning valency means first learning the properties of the word family and the word properties.

According to the image of L. Thénère, the phrase (frazе) is like a small drama¹¹. Any drama (scene) involves a process known as the essence of the process, the persons involved in the proceedings, and the circumstances (circumstances and situations) of which the process will take place, as well as the fact that the process (process) and the situation in which the process will take place.

⁹Цалкаламанидзе А.А. Валентность глаголов в свете их семантико-синтаксических свойств. (На материале турецкого и узбекского языков) АДД. Ленинград, 1988 год.

¹⁰Теньер Л. Основы структурного синтаксиса / Л.Теньер: Пер. с французского. – М.: «Прогресс», 1988. – 654 с.

¹¹Теньер Л. Основы структурного синтаксиса / Л.Теньер: Пер. с французского. – М.: «Прогресс», 1988. – 654 с.

L. Thénère writes that through the process of phrase, participants use the combination of the horses or nouns used to describe this verb, and the word is interpreted by combinations. It combines the fragments of the phrase into a verb that is part of the phrase. Words expressing the expressions and situations in speech are traditionally guided by the verb in the phrase. Thus, the semantic nucleus of this type of phrase and the center of convergence consist of the same verb.

From what has been said, it is known that the concept of tension is formed in the process of studying the characteristics of verbal management in the first place. More precisely, this conception is formed in the process of studying verbs. When you say "little drama", this is a verb.

Verb can be structurally equal to one word or part of the gap. In both cases, the semantic center - nucleus of this domain is a verb.

The emergence of the validity theory in the process of studying the verb (algebraic) character does not mean that stress and management concepts are events of one type.

Management, including verb, is known to be a dependent relationship between syntactic fragments. At the same time, one word is dominant, and the other is a part. Hence, management - communication between the two words, communication. In the theory of management, attention is focused on the nature of the link but not between the two words, rather than the fact that one word can attract other words.

In the theory of management, the syntactic properties of words, or rather the relationships between words are put in the foreground. The syntactic connection is analyzed not from the point of view of words, but from the point of view of the syntactical connection of words and their properties. Hence, management (including verb rule) is a purely syntactic term belonging to the syntactic language of the language, the syntactic structure of the language.

When analyzing the word linguistic analysis, its significance is significant in its surroundings. The word is activated only within its semantic syntactic area. The

word moves to the speech through a combination of connective and differensial (semantic) semantics of the word combination and speeches. "When referring to differential semensic semensic semensic groups, different semicolons are distinguished from each other"¹². It is understood from this definition that any word does not have the ability to combine language units that are beyond the limits of meaning. This is explained by their semantic difference. In the following examples, semantic and syntactic communication with English language action verbs can be divided into semantic or distinctive syllables:

The bird flies toward the window.

The bird flies from the window.

The bird flies up to the window.

The bird flies away from the window.

The plane flies to Moscow.

The plane flies from Moscow.

In the above examples, the verb *to fly* forms the accumulation still in the form of prepositions, for, from, up to, towards. At the same time, though, this wording can incorporate lexemes such as a bird, a plane, as a collection of a collection, but this verb can not incorporate lexemes such as a person, an animal. This indicates the distinctive semiconductor. The formation of a combination of verbs in the English language is based on the theory of stress. The concept of valor is differentiated by linguists. "The ability to join another word is based on the validity of the word"¹³. Makhmudov and Nurmonov divided the valency into three types of relief:

- 1) syntactic valency
- 2) semantic valency
- 3) lexical valency

¹²Кўчқортосев И. Сўз маъноси ва унинг валентлиги. Тошкент . "Фан" 1977 168 бет.

¹³Нурмонов А. Махмудов Н. Ахмедов А. Солихўжаева С. Ўзбек тилининг мазмуний синтаксиси. Тошкент .ЎзРФА. "Фан" нашриёти 293 бет.

“In speech, it can be used as a syntactic stretch in which words can be used according to a particular order and interact with other words. ” If we look at syntactic stress within the context of the phrase, the word itself is formed according to the grammatical nature of the dominant word. *"To go to school"* in this example refers to the "to" descent in the Uzbek language, based on the grammatical character of the to-do and school lexemes to the unit *school*. If we look at the syntactic valency, the parts begin to interact with syntactic semantic relationships. Otherwise, there will be a sequence of words without splitting:

-He goes to school.

In this example, the preposition "to" is translated into English as the word "to somewhere", which adds to the present-day uncertainty of the third person.

Semantic valency indicates the different syntagmatic relationships between the lexemes. We can see that the verb to come in English can be encoded in the surroundings, such as, for, at, through, on, back, away, across, out, round, off, so, but to come as well as with the language units, has a different meaning in terms of semantic significance. This shows the semantic stretching characteristic of the verb *to come*:

He came out of such a marvelous world.

Oh, Mrs. Sohlberg, won't you come up to my room for a moment.

I come back the next afternoon from mountain.

Come on, Tenenta! Piani said.

The meanings of the verb are divided into several groups, in which the motion-generating, distorting, modifying, speaking, perceiving, directing; the specific psychological, psychological, economic, and mentality aspects are taken into account.

I. **Action verbs.** In his research, Besni Levin points to about 3,200 English verbs, their semantics and their syntactic relationships.

He first defines the forms of different syntactic forms of verbs, describing each of them in one or more alternatives (representing alternate passive forms, self-propelled forms). He also offers the analysis of the English verbs based on these

alternatives, that is, each verb will be in contact with the alternate alternative system itself. The earliest research shows that the semantics and syntactic relationships of verbs have the potential to create classes. As a result of these studies, the Bes Levin identified the semantic classes of about 200 verbs with a number of alternations.

1) Inherently directed motion (o‘ziga xos yo‘nalgan yurish-harakat fe’llari):
arrive, go, ...

2) Leave verbs: *leave, go,...*

3) Waltz verbs: *boogie, polka, ...*

4) Chase verbs: *follow, pursue*

5) Accompany verbs: *follow...*

Manner of motion:

6) Roll verbs: *bounce, float, move,...*

7) Run verbs: *bounce, float, jump,...*

- Manner of motion using a vehicle

8) Vehicle name verbs : *bike...*

9) Verbs not associated with vehicle names: *bike.*

As we have already mentioned, the verbs that describe the process of continuity may include movements such as to go, to walk, to fly, to swim, to move, to wander, to ride, and more. For example:

- As she walked from the fields into the yard, she saw that Monroe lay in complete repose ;
- She ran the last three steps and put her hand to his shoulder to shake him, but at a touch she knew he was dead, for the flesh under her hand was so completely inert ;
- She went to several other rooms and finally came into the mine;
- He takes me every place I want.

As you can see, the predictions that form dynamic situations have been described as "process". These dynamic actions are directly related to the role and function of a subject, and include verbs that have an active mobility sign.

Verbs of action represent activities characteristic of human, animal, inanimate objects. They are associated with walking, exposure, tattoos, and so on. Movement objects are clearly visible on hand, face, mouth and body movements. For example:

1.verbs related to Foot-actions. This action is mainly given by the "go to" verb. Hooking up with a foot, rehearsing, climbing, whipping can be done. The meaning of the "walk" depends on the meaning) There are also many colorful events, as:

– *Macshine goes(Mashina yurdi);*

– *clock runs(soat yurdi);*

– *train goes (poyezd yurdi)*

2.The verbs associated with the arm are as follows:

a)ushlamoq – to get;

b) silamoq – to pat;

d) tirnamoq – to scratch;

e) shapaloq tortmoq – to sting;

f) chimchilamoq – to pinch;

g) uqalamoq – to massage;

h) qitiqlamoq – to tickle;

i) changallamoq – to handle;

j) mushtlamog – to fist;

k) chertmoq – to chute;

l) hovuchlamog – to handful;

m) chapak chalmoq – to applause;

n) paxsa qilmoq – to point.

Similarly, there are action verbs associated with the face, the body, and the mouth movements.

II. Speech verbs are related to speech. These verbs are related to human activities, as:

a) gapirmoq – to speak;

- b) bidirlamoq — *to say*;
- c) shivirlamoq – *to whisper*;
- d) to'ng'illamoq – *to roar*;
- e) g'o'ldiramoq – *to mumble*.

III. State verbs - Physical, expressive and psychological states characteristic for human nature are characteristic. Facts can be quadrupled:

- a) internal state (associated with spiritual experiences);
- b) external state (fun, frustration ...);
- d) physical state (health, illness, weakness, weakness ...);
- e) social status (wealth, poverty, and verbs).

The action verbs of the psycho-psychological state is mainly attributable to human beings, which is related to thought, memory, forgetfulness, pain, anger, burn.

These are mainly given by constant and frazeological statements, and these verbs are related to the brain (thinking, thought), heart (soul). Sometimes it is a part of the conversation. These verbs are given in the new curriculum and textbooks (for schools).

Social action patterns involve verbs that are related to the economic transformation of people's lives:

boyimoq - be rich,
qashshoqlashmoq - be poor...
Yasamoq - to make,
qurmoq – to built,
chizmoq – to drow,
yozmoq – to write,
arralamoq – to saw,
parchalamoq – to break,
yemoq – to eat,
o'chirmoq – to clean...

Effective activity verbs such as:

o'ylamoq – to think,
xayol surmoq – to dream,
hukm chiqarmoq – to decide,
ko'z oldiga keltirmoq – to imagine

There are also **emotional verbs**. These are in simple and unified state.

Scientist, who studied verb stylistics in linguistics, gave such type of verbs as attitude verbs and divided them into groups:

1. Attitude verbs of Positive characteristics;
2. Attitude verbs of Negative characteristics.

In summary, we can say that the verbs are very common in speech. The way they are used is diverse in terms of construction. The phenomenon of rank is also valid for some particular group of verbs.

Verbs have a specific breeding system. The verbs in our tongue are mainly composed of affix and composition. Depending on the rule, the word-forming affixes have different levels of word-formation.

CHAPTER II. EXPRESSION OF ACTION IN ENGLISH AND UZBEK

2.1. Action Verbs in English and their groups

Motion also has a broad meaning in linguistics, like philosophy. This term is used in a definite way, meaning that the subject is acting in a certain medium and time. As stated above, all verbs represent the movement of the subject. But we want to think about the semantics of the verbs, which move from within them, that is, using the foot tools, means of transport, and for a certain period of time to make a physical move.

Identifying the semantic area of movement in English language motions will help to identify groups of ecstrolingist concepts (physiological, social, biological, technical and other forms of vertebrae), taking into account their linguistic meaning.

Many of the researchers have been in the research center to classify the person's behavioral motives. In particular, research on this subject was conducted in Russian by Blyagoz Z.U., Moskovaya E.A., Sergeyeva N.N., Dmitriyeva N.S. in their work.

Classification of Turkic languages, including Uzbek language, and studies on this subject can be found in the works of Khalikov K., Teneshev E.R., Salkamonidze A.A. and Mukhamedova S.¹⁴. There are also many studies in English. In particular, Jolobov SI, Likhomonova L.F. and so on¹⁵.

We also group these verbs into semantic meanings and object-oriented relationships as follows:

1) subject that indicate the specific direction of the subject: *to come, to go, to arrive* and so on.

2) Verbs that the subject has to expire in a particular direction:

¹⁴Тенешев Э.Р. Глаголы движения в тюркских языках. // Историческое развитие тюркских языков. М., 1962; Халиков К. Глаголы движения в современном узбекском литературном языке. АКД. Самарканд. 1967. С.15. Мухамедова С. Ўзбек тилидаги ҳаракат феълларининг семантик таснифи.// Ўзбек тили ва адабиёти. № 1. 2004. 54-59 б.

¹⁵Жолобов С.И. Семантика и функционирование английских глаголов обозначающих определенно-направленное перемещение в пространстве. АКД. Калинин. 1984. С16. Лихомонова Л.Ф. Семантическая филиация английских звукообразительных глаголов движения. АКД. Л., 1986. С17.

- *to leave*,
- *to go away*,
- *to start* and so on.

3) Verbs that constitute an unknown direction in the subject space:

- *to wander*,
- *to walk*,
- *to jog* and so on.

4) Verbs describing the way the subject moves:

- *to tiptoe*,
- *to shuffle*,
- *to slide* and so on.

5) Verbs representing the pace of the subject motion:

- *to run*,
- *to haste*,
- *to escape*,
- *to scutter* and so on.

We will analyze the following verb groups and draw their attention to the comments in their English descriptions.

I. Verbs that the subject has to expire in a particular direction

The verbs that express the subject's direction in the English language may include the following verbs:

to come, to go, to arrive, to leave, to bring, to visit, to move, to push, to pull and so on. Of course, every verb in some sense indicates that a person is moving in one direction, but there are specific lexical-semantic differences. Now, each verb is interpreted in terms of the lexical semantic meanings and the directional properties of the direction.

1) *To arrive at appointed time or place.*

Note: *to arrive* – means a movement of a substance or person to a point of destination by a technical means. The speaker (speaker) in this case means the presence of space in relation to the actor.

For example:

- They arrived to Samarkand yesterday.
- To get up from sitting, kneeling, or lying.

Note: in this process the verb *to rise* describes the direction, movement and beginning of the subject or person's vertical movement in the space.

For example:

- He rose with a great surprise.
- to appear above the horizon

Here is a movement of the subject in the space. The speaker represents the place in the venue for the actor in action.

For example:

- When the sun rises they will go to the field.
- To move on a course: proceed.

Note: the verb *to go* relates to the parameter of the movement, indicates the action of a subordinate or non-directional movement of the subject.

For example:

Who goes there?

Here is an unknown movement of the subject in the space provided. In other cases, to go feud is associated with predlogs and rhymes, and semantics of the direction appear.

He goes to school.

In the following case, it is a movement that indicates a direction. This road goes to York.

This example illustrates the repetitive behavior of an object or person to an object.

to go: to move along in a specified manner.

Note: The motion of the subject defined by a particular direction is described.

For example:

- He went a long way.
- The train goes to London.

This statement refers to the movement of a subject in a particular direction.

To go or to come after.

Note: to follow – a person or an individual attempts to move through a particular object.

For example:

- If you follow this road, you find her house.
- To move to towards, into a place.

Note: It describes the intention of the subject to move to a particular place, reaching and reaching a destination.

reaching and reaching a destination. She came into the room and saw her daughter.

To make an appearance.

Note: The meaning of the direction or movement of the subject or person to a particular object. The speaker in this case means to be in relation to the actor. For example: The sunshine came steaming into the room.

To go or come in or into.

Note: Subyektning ichki muhitga yo‘nalgan harakatini bildiradi.

For example: Carry came into the auditory, after the bell has rang.

To move in or pass through the air with wings.

Note: to launch – means the horizontal movement of the subject or person. The speaker hereby expresses the horizontal movement of the subject by means of a technical vehicle or a technical device (rocket). means the horizontal movement of the subject or person. The speaker hereby expresses the horizontal means the horizontal movement of the subject or person. The speaker hereby expresses the horizontal movement of the subject by means of a technical vehicle or a technical device (rocket). means the horizontal movement of the subject or person. The speaker hereby expresses the horizontal movement of the subject by means of a technical vehicle or a technical device.

II. Verbs that the subject has to expire in a particular direction

In English, there are several ways in which the subject refers to the meaning of leaving the subject. It should be noted that the meaning of abandoning the English language is expressed only by the fact that the verbs are interconnected by some additional rumors. These combinations to leave for, to go away, to set out, to walk away and so on.

To go away.

Note: *to leave* – an entity or entity to attempt to abandon a particular asset. In this case, the narrator describes the intention of the subject to leave the space. For example:

He left the room without any word.

2) To go away from a person or place.

Note: *to leave* – a person or entity to leave a certain place, ie to leave the place at a specific time.

For example:

The plane leaves for Dallas at 12.30

3) To stop leaving at a place, belonging to a group, working for an employer, etc.

Note: In this case, the 'leave' is a termination of the action of the subject or individual and the departure of the space.

For example:

1) Many children leave school at 16.

2) Henry decided to leave for London on March 18, sailing from Piralus, but Sophia knew several days in advance that she could not make it.

3) The train was an hour late leaving Oxford.

In this example, it is stated that the subject is directed at a given object from a given location at a specific time, that the direction is moving.

4) The train left the rails.

In this example, the to-do statement describes the directional movement of the subject in the space.

III. Verbs that form the unknown direction of a subject in the place

The verbs and verbs of the English language that describe an unknown subject in the body constitute the majority of the other group verbs. These movements are verbs that perform action on land, water, and air, as well as the personality, the vehicle, the movement of animals, and their movements. This group verbs: *to walk, to swim, to sail, to fly, to jog, to run, to wander, to crawl, to trot, to stroll, to row, to ride, to drive, to dance, to ski, to skate* and others.

To walk:

1) To move or cause to move on foot usually at a natural unhurried gait.

Note: to walk – an unknown movement of the subject or person in the space. The narrator describes the motion of the motion in the space in a calm, rapid manner.

For example: 1) I was walking along the road.

2) I walked 10 miles.

3) The baby is learning to walk.

In this example, the subject's first movement in the space, ie the child is now learning a hinge and walking.

4) On fine days I walked to the office.

Note: Ushbu misolda to walk fe'li subyekt yoki shaxsning makondagi hech qanday transport vositasiz yurish harakati ifoda etilgan.

Keltirilgan Note va misollarga e'tibor qaratadigan bo'lsak, to walk fe'li asosan jonli predmetning yurish harakati bilan bog'liq ma'nolarni ifodalab kelar ekan. Turli predlog, ravishlar bilan nutq vaziyatida qo'llanilishi to walk fe'lini semantik boyitadi. Shu o'rinda to walk fe'li substant + prepositions *bilan boshqa ko'pgina yurish harakat fe'llariga sinonimik ma'nolarini ham berib kelishi mumkin.*

To go – walk to

Come to – walk to

Go up - walk up

Come in – walk in

Come out – walk out

1) To walk, tread or step heavily.

Note: tramp – subyekt or an unknown movement of a person in the body, indicating a person's aggravation, aggression, movement.

2) To walk about or through.

Note: Specifies whether the subject is moving through an object, that is, through the object range or around the object.

For example: He tramped the streets looking for work.

1) To move about aimlessly or without a fixed course or goal: ramble.

Note: wander-indicates the movement of the subject or person in the space. The narrator describes the quiet movement of the work in an undesirable or undesirable space.

2) To go astray in conduct or thought, esp: to become delirious.

Note: to wander-subyekt yoki shaxsning ma'lum bir makonda noodatiy yo'nalma harakatini ya'ni g'ayriodatiy tarzda yo'nalish semasini ifodalaydi.

For example: The car was wandering all over the road.

3) To walk around in an area or go from place to place, often without any special purpose.

Note: It indicates no objectionable directional movement in a given space. For example: The child was wandering the streets alone

1) To propel oneself along in water by natural means (as by hands and leg; by fins).

Note: swim-object or direction of movement of a person, indicating the movement of the sub-track in the auxiliary vehicle (hand or foot, tail or swing).

For example: 1) She swam for the shore.

2) He swims like a fish.

1) To move through the air or before the wind.

Note: describes the movement of the subject or person in the space. It indicates that the subject moves through certain technical means in the sky. For example:

1) He has never flown.

2) The flag is flying.

3) To fly an aircraft.

IV. Verbs describing the way the subject moves

Like in all languages, there are many verbs in English that describe the way people act. These verbs describe the movement process in different ways.

In English, it describes the way and style of the subject *to cavort, to clump, to crawl, to creep, to dart, to dash, to dodder, to file, to float, to gallop, to gambol, hasten, to hike, to hop, to hurry, to hurtle, to jog, to jump, to leap, to lollop, to march, to mince, to parade, to plod, to race, to ramble, to roam, to roll, to rove, to run, to rush, to saunter, to scoot, scurry, to scutter, to shamble, to shuffle, to skip, to slide, to sneak, stagger, stride, to stroll, to stumble, swagger, to sweep, to tiptoe, to toddle, to totter, to tramp, to trot, to waddle, to wade, to walk, to wander, to zigzag* and others. These verbs represent different ways and styles of the subject's behavior. Here are some examples of the verbs and the examples below. and others. These verbs represent different ways and styles of the subject's behavior. Here are some examples of the verbs and the examples below.

1) To go faster than a walk.

Note: To run - means the intensity of the subject or person in the space. For example: 1) Her children are running the streets.

2) He can run the mile in under a minute.

3) I ran after him.

1) To glide, step, or move through a series of movements usually to music.

Note: To dance - means the movement of the subject or person in the space. It describes the way the subject moves (dance, music-oriented). For example:

They danced in the room.

The verb To dance is also used in a portable sense and denotes the directional movement of inanimate objects in the space.

For example: 1) The leaves danced in the wind.

2) The boat danced on the waves.

In both cases, the dance was used in a portable sense.

1) To spring into the air: leap over.

Note: jump – subyekt yoki shaxsning makondagi harakatini ifodalaydi. Subyektning havoda muallaq holda vertikal tarzda yo‘nalma harakati (havoda sakramok)ni, makondagi harakatlanish usulini bildiradi.

For example: 1) He jumped at his foot.

2) He jumped to his feet.

3) He jumped his horse at the fence.

4) He jumped up from his desk chair, strode back and forth before the windows over looking Athens.

1) To slide along or cause to slide along smoothly.

Note: slip – indicates the movement of the subject or person in the space. In this case, the subject means sliding, sliding, slipping. Here, the horizontal or vertical movement of the subject along the object is described.

For example:

1) She slipped on the ice.

2) The blanket slipped off the bed.

3) To escape quickly or secretly.

Note: means the expulsion of a subject or a person's space in a speedy and secret manner.

For example:

2. She slipped out of the room.

2) To go at a slow monotonous pace.

Note: jog – indicates the movement of the subject or person in any direction. The narrator describes a slow, gradual motion of a person's movement in a certain space.

For example:

– He jogged along the field.

1) A sudden swaying or tipping movement.

Note: The movement of an object or person in a space is understood to mean the unmanageable movement of the subject, moving from there to the unbalanced movement.

For example:

The drunken man lurched across the street.

- 1) To move slowly by drawing the body along the ground.

Note: This verb is primarily used to describe the movement of reptiles. But it also means that the individual is also moving on the ground.

For example:

- 1) The train crawled over the damaged bridge.
- 2) Then I crawled out pushed on through the willows and onto the bank.
- 3) My forehead hit something that gave me a violent bump and I felt blood on my face but I crawled on in and lay flat.

Whirl

- 1) To move or drive in a circle or curve esp. with force or speed.

Note: It means that the subject moves rapidly in space, moves and moves.

For example:

- 1) They were whirled a way in his car.
- 2) To turn or cause to turn rapidly in circles.

It means that the subject moves quickly and circles under the influence of something.

For example: The leaves whirled about in the wind.

Tiptoe

- 1) To walk or proceed on or as if on tiptoe.

Note: tiptoe – indicates the movement of a subject or an individual in a particular location. It does not mean that the speaker moves slowly, secretly, slowly, at the end of the foot.

For example: They tiptoed out. I found I was quite drunk but went to sleep.

Shuffle

- 1) To move with a sliding or dragging gait.

Note: The subject or person is slipping through a certain space, moving slowly, moving slowly and moving.

For example:

He shuffled in the room.

V. English Traffic Signs

The subject or person is slipping through a certain space, moving slowly, moving slowly and moving.

For example:

He shuffled in the room.

action verbs

There are many verbs in English that describe the movement of vehicles. For example, we can add verbs such as to leave, to rush, speed, to fly, to run, to skip, to rally, to go. These verbs represent the movement of several land and waterborne vehicles: cars, bicycles, trams, trains, buses, boats, boats. These verbs, besides expressing the motions of a motor vehicle, are also a movement of traffic. There are many verbs in English that describe the movement of vehicles. For example, we can add verbs such as to leave, to rush, speed, to fly, to run, to skip, to rally, to go. These verbs represent the movement of several land and waterborne vehicles: cars, bicycles, trams, trains, buses, boats, boats. These verbs, besides expressing the motions of a motor vehicle, are also a movement of traffic. To leave

- 1) To go away from a person or a place.

Note: to leave to leave a carrier in the vehicle. For example, if you want a car. In this sense, the verb is meant to abandon the location of various vehicles. For example:

- 1) The plane leaves for Dallas at 12:30.
- 2) The train left the rails.

To ride

- 1) To float or move on water; also: to move like a floating object.

Note: : to ride also expresses the movement of the vehicle in the English language which has the function of moving an object beyond the meaning of a vehicle. The various semantic meanings of the to ride are dependent on the types of media. For

example, the ride represents a moving subject of the vehicle in vehicles such as bicycles, cars, ships and also the movement of the vehicle.

For example:

- 1) The ship rode the waves.
- 2) The ship was riding at anchor.

To rush

1) To move forward or act with too great haste or eagerness or without preparation.

Note: The verb to rush expresses the occurrence and intensive development of the English language movement. The rush-shaped subject also means that the movement of vehicles moves horizontally, rapidly, rapidly and with great speed in leaving the space.

For example:

The train rushed by the rails.

Speed

Note: The speed feud indicates an intensive development of a subject or a vehicle itself.

For example: The train service has been speeded up.

To fly

- 1) To move in or pass through the air with wings.

Note: to fly fe'lu indicates an ingenious movement of a subject in the English language or a movement of movement. This verb represents the movement of vehicles and is mainly used for air transport.

For example:

The plane flew in to refuel and flew off again.

To run

- 1) To go rapidly or hurriedly.

Note: to run The verb means the semantic movement of an English subject in a certain space. To run feud in its semantics means the means of action of different

ways, means, objects. For example, a run of landed vehicles means vehicles moving on the rails while moving.

For example: 1) The car is running.

2) Most cars run on petrol.

2) To run The verb is sometimes used to describe the fluid flow in any aspect or place.

For example: 1) The river run heavy and dark. (Ch.Frazier 82)

Crawl (do not be scared)

1) To advance feebly, countiously, or slowly.

Note: The verb crawl expresses the movement of an English-language subject in a particular space and describes the slow-moving, slow-moving vehicle.

For example:

1) The train crawled over the damaged bridge.

To roll (round)

1) To advance or to move on wheels.

Note: The verb to rall expresses the movement of an English-language subject in a given space. Some vehicles are: a car, a train, a bus, and a certain route in the venue.

For example:

1)The car began to downhill.

2) But Ada stood alone on the siding as the train rolled away.

3) The ship began to roll.

Note: In this example, the to roll feud symbolizes the beginning of the navigation of a water-borne motion.

4) The bus rolled by.

5) I rolled over and lay flat on my stomach with my head on my arms.

To go

1) To move on a course: proceed.

Note: The verb to go represents the movement of an English-language subject in the space. It also applies to vehicles, and also refers to the movement of the vehicle itself.

For example:

- 1) This train goes to London.
- 2) There were carriages going by on the street and I saw the trees in the park.

Note: The verb to row is a verb which is derived from the English language, and is the sum of the motion of the motion of a particular vehicle. It is understood by this Note Vehicle that the subject is moving towards a specific destination.

For example:

- 1) He rowed the boat into shore.
(U qayiqni sohilga olib keldi.)
- 2) We were rowed across the river.
(Bizni qayiqda daryodan olib o'tishdi.)

Roll

- 1) To move on wheels.

Note: The verb to roll has a characteristic of English. This verb is a term used to refer to a particular location of a subject, such as a car, a bus, a train, or a train.

For example:

- 1) We were rolling along at 30 p.m.h.
(Mashina soatiga 30 mil tezlik bilan yurdi.)
- 2) Finally I rolled over and lay flat on my stomach with my head on my arms.

The English verbs are different from their use, semantic riches, and other verbs. Movement behavior related to the movement of the subject is also divided into meanings, such as the direction of movement, the way of action, the age of the subject. It can also be grouped into three groups (land, water, and air). There are also verbal lexicons that express the movement of vehicles according to the type of transport. Including land transport: *to run, to roll, to ride, to go, to motor, to mope, to paddle, to drive* etc. In the water, if expressed with the lexemes: *to sail, to row, to cruise, to yacht* the verbs. It is the air movement: *to fly, to launch* the verbs.

Lewis Lewin, an English linguist, expresses the following verbs in the class of verbs: *amble, backpack, bolt, bounce, bound, bowl, canter, carom, cavort, charge, clamber, climb, clump, coast, crawl, creep, dart, dash, dodder, drift, file, flit float, fly, frolic, gallop, gambol, glide, goosetep, hasten, hike, hobble, hop, hurry, hurtle, inch, jog, journey, jump, leap, limp, lollop, lope, lumber, lurch, march, meander, mince, mosey, nip, pad, parade, perambulate, plod, prance, promenade, prow, race, ramble, roam, roll, romp, rove, run, rush, sashay, saunter, scamper, scoot, scam, scramble, scud, scurry, scutter, scuttle, shamble, shuffle, sidle, skedaddle, skip, skitter, skulk, sleepwalk, slide, slink, slither, slog, slouch, sneak, somersault, speed, stagger, stomp, stray, streak, stride, stroll, strut, stumble, stump, swagger, sweep, swim, tack, tear, tiptoe, toddle, totter, traipse, tramp, travel, trek, troop, trot, trudge, trundle, vault, waddle, wade, walk, wander, whiz, zigzag, zoom, barge, blow, break, burn, cruise, crush, drop, leapfrog, sag, schuss, scorch, scrape, scuff, shin, shoot, shove, shuttle, slip, snake, spank, spring, sprint, stamp, steal, steam, steer, step, storm, stream, struggle, surge, swing, throng, thrust, toboggan, toil, tootle, whirl.*

These verbs describe various ways in which the subject moves. At the same time, the verbs of this group are different from the sound patterns. The Sound Effects group can include the following verbs: *babble, bang, beat, beep, bellow, blare, blast, blat, bleat, boom, bubble, burble, burr, buzz, chatter, chime, chink, chir, chitter, chug, clack, clang, clank, clap, clash, clatter, click, cling, clink, clomp, clump, clunk, crack, crackle, crash, creak, crepitate, crunch, cry, ding, dong, explode, fizz, fizzle, groan, growl, gurgle, hiss, hoot, howl, hum, jangle, jingle, knell, knock, lilt, moan, murmur, patter, peal, ping, pink, pipe, plink, plonk, plop, plunk, pop, purr, putter, rap, rasp, rattle, ring, roar, roll, rumble, rustle, scream, screech, shriek, shrill, sing, sizzle, snap, splash, splutter, sputter, squawk, squeak, squeal, squelch, strike, swish, swoosh, thrum, thud, thump, thunder, thunk, tick, ting, tinkle, toll, tootle, trill, trumpet, twang, ululate, vroom, wail, wheeze, whine, whir, wish, whistle, whoosh, whump, zing.*

The verbs of this group differ from the verbs that indicate the manner in which the subject moves, expressing different sounds or sounds. Each of these verbs also has its own semantics, For example: *groan, growl, gurgle* If the verb is the expression of animal voices, *chatter, chime, chink, chir, chitter, chug, clack, clang, clank, clap, clash, clatter, click, cling, clink, clomp, clump, moan, murmur* verb is different from the person's hand and sounds. In general, the importance of the grouping of English verbs, the proper selection of lexical and semantic verbs, and the correct interpretation.

2.2. Action Verbs in Uzbek

The semantic and grammatical characters of the noun should be compared to Notelash with other word combinations. If the word "Grade" is the name of the item, Quality indicates the mark, the Fall indicates the subject or status of the subject. Each person's expression indicates that the word is incomplete, it can generate speech. The horse and the quality do not have this feature: the horse is rotting, it feels hot. Feathers also differ in grammatical signs of other word types.

It describes the state of motion, as it does, what it does, what it does, what it does, and how it responds. For example; Student training (what did he do?); The machines are buzzing (what does it do?).

In present-day Uzbek literary language the group will be divided into groups and themes, such as the realm of the word, the time, the sound, the nature, the nature, the ratio, the feathers. When you look at the story, you have a great opportunity to enrich your word treasures and raise your speaking abilities. When speaking of the word "soul", it is necessary to know its linguistic shapes and spiritual groups.

1. Types of Verbs according to their structure:

1. Simple verbs. *Tuza, yoz, gapir, tashla, o`yna.*
2. compound verbs. *Ish oldi, paydo bo`ldi, hal qildi, pishirib oldi.*
3. Double Verbs. *Kuldi-qo`ydi, bildi-qo`ydi, yig`ladi-siqtadi.*
4. Repetitive Verbs. *Bordi-bordi, chizdi-chizdi, kuldi-kuldi.*

2. Forms of Verbs.

Name of motion: *yashamoq, chiqish*.

Participle: *yotgan, o`qigan, kelgan*.

Adverbial: *bo`lguncha, boqqach*.

3. Verb tenses.

Effective use of methodological capacities in communicative literacy is crucial. At the time of the foliage it is necessary to pay attention to the shape of the means of formation of modern forms.

4. Relativeness of Verbs.

Logical groups of the Verbs. Along with studying the grammatical information of the verb, it is necessary to study the ways in which they are divided into moral groups, by their mutual identification, differentiation, the use of their word combinations and speeches, and the creation of independent and perfect texts. In general, the feudal groups of the verb are separated into four major groups. 1. Verbs of actions. *Qimirladi, siljidi, turdi, yurdi, chopdi*.

2. Verbs of Effectiveness. *Tuzmoq, yasamoq, bunyod etmoq, buzmoq*,

3. Verbs of Speech. *Shivirlamoq, aytmoq, demoq, so`zlamog*.

4. Verbs of state. *Uxlamoq, qizarmoq, oqarmoq, sezmoq, anglamoq*.

As you know, a lot of people in your language speak fluently. The well-known linguist A. Hodzhiev's "Native language of synonyms of the Uzbek language" has been given 217 words of wisdom. Let's say one more thing is that it is the most commonly used addictive thing that makes it horse, quality, laugh and hashish.

Yuzlandi, -yo`llandi, -quchoqladi, -o`yladi, -odimladi.

Note. There are a lot of opportunities for students to increase their vocabulary when learning the story. Raising the pupil's speech begins with the day the child first attends the school. Formation and development of speech skills can only be achieved through practical work.

Studying lexicon in semantic field in Uzbek linguistics is based on the introduction of system-structured methods into our language. Grammatical study of the verb has created a basis for learning from a semantic aspect. Studying the verbs in the Uzbek linguistics on a semantic basis has a unique history. Professors Iristoy

Kuchkoro'ev (speeches of speeches), Ravshankho'ja Rasulov (Behavioral Statements), Maqsuda Sodikova (Verbal Stylistics), Saodat Muhamedova (Acting Verbs), Associate Professors Zulfar Siddikov (Jumper Poems in Uzbek and Turkish languages), Jumali Shabanov (active Uzbek and Turkish languages), Tarkun Musaev (Intuitive Verbs) verbs). In these studies a particular semantic field of verbs has been selected, and their semantic, stressful and other features have been studied.

Spiritual groups of the feathers are mostly studied in 4 groups. They are as follows:

1. Verbs of Physical activity phenomena. *Qimirladi, siljidi, turdi, yurdi, chopdi.*
2. Verbs of mental activity. *Tuzmoq, yasamoq, bunyod etmoq, buzmoq,*
3. Verbs of speech activity. *Shivirlamoq, aytmoq, demoq, so`zlamog.*
4. Verbs of state. *Uxlamog, qizarmog, oqarmog, sezmoq, anglamog.*

A) Walking is the result of the action, which means that the stranger runs, runs, crawls - shredding, moving - drag-and-jump,

B) *The verb of jumping feathers - the height of the corpses, the flight, the flight, the flying, the hat.*

To say - It means that the feather is a part of the word, and when it comes to a word, it can be changed, to say, to say, to say, to say, to words. But when it comes to speech, it can not be replaced with other things.

To say - tell.

To say - shout

Semantic features of verbs of physical activity.

"Native Dictionary of Uzbek Noun" (Tashkent, UzE 2008, p. 4) indicates that the expression has the following meanings: S.Muhamedova in her doctoral dissertation Moves vertically action verbs into groups of differentiating semicolons.

According to scholar, in this verb there is an expression "just upward": "This verb expression means a upright movement upward. These actions are carried out by humans and animals. The most semantic characteristic of this verb is its clear

expression of the upward movement. That is, the movement will continue to a certain point.

Any action indicates that they are divided into several types, and they are as follows.

1. **Job verbs/ *Yumush fe'llari*:** *ishladi, mehnat qildi, ter to`kdi, va b.*
2. **Mental verbs/ *Tafakkur fe'llari*:** *o`yladi, o`qidi, kashf qildi,*
3. **Feeling verbs/ *Sezgi fe'llari*:** *sezdi, his qildi, kabi*
4. **Psychological state verbs/ *Ruhiy holat fe'llari*:** *kuldi, xursand bo`ldi, qayg`urdi, iztirob chekdi,*
5. **Speech verbs/ *Nutq fe'llari*:** *gapirdi, so`zladi, bayon qildi, ifoda qildi, ming`illadi, do`ng`illadi.*
6. **Hinting verbs/ *Ishora fe'llari*:** *imo qildi, labini burdi, ko`zini qisdi, va b.*
7. **Verbs of Physical Reality/ *Jismoniy holat fe'llari*:** *og`ridi, isitma qildi, xastalandi, sog`aydi, kuchaydi, charchadi, kabi.*
8. **Natural state verbs/ *Tabiiy holat fe'llari*:** *eridi, muzladi, yetdi, uxladi,*
9. **Vision verbs/ *Ko`rish fe'llari*:** *qaradi, ko`rdi, boqdi, termuldi.*

Any of the abovementioned facts contain a few examples. These are different ways of expressing the phenomenon of action. We will see the following differences.

1. Differences in the strengths of the mood; smile – smile,
2. For a positive and negative price: laugh - to smile, to say goodbye, to laugh.
3. According to the style of laughter: laugh (generally speaking) - to make a smile (like artistic style).

By studying the behavioral groups of the Feet, the species is studied by species. It is advisable to explain each group to the reader through the examples, to form and strengthen the reader's written and oral speech. We also have units of more than five verbs. The verb is a verb verb that expresses its meaning: it reads it, has begun seeing it and telling it. The verb that means the meaning of the leading verb is the auxiliary verb: reads, looks, sells, gives, writes, talks, and b.

The combination of the principal and auxiliary verbs does not have a common verb, that is, a new word, because they do not represent a new linguistic meaning. A combination of auxiliary verbs can be used to facilitate the combination of leadership and auxiliary verbs. In some textbooks, these combinations are referred to as movement patterns. The motion style patterns refer to the following meanings:

- Getting started (o‘qiy boshladi);
- opportunity to act (bajara oladi);
- continuation of the movement on a continuous basis (borib turibman, ishlab yotibdi, o‘qib yuribdi);
- sudden movement of movement (ko‘rib qoldi);
- sudden movement of movement (tatib ko‘rdi);
- To carry out actions for their own purposes (yozib oldi);
- Performance for others (sotib berdi);
- Duration of the movement (sinab yuribman);
- Excellence of movement (ishonib o‘tiribman);
- Complete action (bajarib bo‘ldi, o‘qib chiqdi);
- Fast, unobstructed and easy to navigate (olib tashladik, boshlab yubordik, yozib qo‘ydim);
- Strong emphasis on not moving (bora ko‘rma);
- Continuation of the movement for a certain period of time (tura turgin);
- Meaning of the movement to be short (yiqila yozdim). Bu shakl ko‘p o‘rinlarda qo‘shib yoziladi.

Sometimes, the leading vocabulary of the word combination can be combined: Every year the place of sovkhoz is expanding, its technique is growing and its people grow. Sometimes auxiliary verbs can be more than one: give a narrative (say - a leading verb, give the verb - auxiliary verb). Auxiliary verbs are linked to the leading verbs - (i) b, -a, -q. Some auxiliary verbs are added in addition to the leading verb: write down, leave, say and say.

In addition to the formulas and formulas that add to the leading verbs, and the auxiliary verbs can add to all types (time, personality, ratio, form of attachments): I write, we started to work. The additions of the forms of relativity and unity can be added to both the leading verbs and the auxiliary verbs: they speak.

In the word combinations, the addition of the equation only adds to the leading verb, and the most important additive is often added to auxiliary verbs, the pantheon is added to the leading verb, and the addition of the common equivalence will be added to both the leading verbs and the auxiliary verbs. There are no verbs in the Uzbek language that only support the character. Some verbs, besides their original meaning, come in the form of auxiliary verbs. These can be divided into the following groups in terms of linking to the leading verb.

- It describes the process of moving the auxiliary verbs in terms of meaning again (start, come, go, yacht, tour, watch, sit, get, give, stay, bit, finish, go, , let's look at, drop, drop, drop, die, blind, summer, stay), represent modal meanings, that is, groups (like, know, be, take, stay, look, see, blind, look, look, type, watch, sit, summer) it can be.

2.3. Comparative analysis of Action Verbs in English and Uzbek languages

With regard to the category of aspect and time, there are four different groups of forms representing the meanings of time and aspect in the English verbal system, which are reflected in the present, past and future forms. These are uncertain, long-lasting, perfectionous and continuous perfection aspects. The English grammatical category of the English verbal system refers to the attitude of the movement to the speech moment. The category of claws in the verb is the reflection of time as the form of matter. The movement can take place simultaneously with the speech moment it is spoken, before the moment of the speech and after the speech moment. Accordingly, the verbs are of three different forms, called the present, the past and the future. This definition, given to the

grammar category of time, is due to the need to coincide with the moments of the everyday form, and all kinds of actions in our matter are manifested on these three occasions.

Thus, the speech moment is regarded as the basis for time formats. The aspect category specific to the English verbs shows the way and nature of the action over time. This indicates that the aspect category is a grammatical category that defines the nature of the action in relation to the category of time. It can be concluded that the aspect of the English verbal expression is a secondary function of the grammar category, and the category category serves as a primary function. This situation indicates that aspect forms can not be separated separately from time. In English grammar, the verb forms associated with the meaning of time and aspect are termed "tense". This term is different from the term "Time", which represents the time as the form of existence of matter. Below we will try to briefly review the underlying aspect of the indefinite aspect in our present, past, and future.

One of the main features of present-day indefinite is to transmit a work of speech. The sequence of action may be entirely different in nature. Specifically, in the example:

- *The earth rotates round its axis*

The form of the verb represented the ongoing movement. Because, the verb *to rotate* is an incomplete verb. Let's look at the following example,

- *And in this reach, too, one first meets the seagulls and is reminded of the sea*

in which a separate act was drawn up. Because the conjunction is a completed verb.

Undoubtedly, the notion of the semantics of the aspect of the English verb system shows that unclear forms do not have any meaningful aspect. Different aspects of the context indicate that the characteristic aspect character is easily affected. The current uncertainty arises from the momentous moment of speech.

One of the main features of the current uncertainty is the use of the Historical Present.

It is also used as a stylistic method that serves to make the events more lively and beautiful in literature. The present uncertainty also serves to convey the meaning of the future. This happens only when it comes to a specific program or a specific plan. For example, I leave to night. Thus, the unclear forms of the meaning of the verb to the verb are directly related to the speech process, which is expressed in terms of the continuation, completion, and shortening of the movement. The Future Indefinite (Future Indefinite) signifies that the action will take place shortly after the moment of speech.

This is done in a way that does not depend on the features such as the duration of the action. One of the most important features of the future uncertainty is the use of the indefinite forms of present-day forms in conjunction with the uncertain future forms.

That is, in the headword followed by the word, the shape of the future is used and the modern form of the verb is used. They may come together in combination with time, *when, before, after, until, as, sooner or later, in the common words, if, without, in the case of connectors*. In these cases, the present-day forms of time represent the future.

The past indefinite (past Indefinite) means that the work has been done long before the moment of speech. Time to express whether a workflow has occurred just before or when the speech is completed, in such cases the lexical units are used: *yesterday, long ago, in 1912*. Thus, the coordination of such forms with the moment of the speech is characterized by the lack of relation between the moment of the speech and the time of the action, as well as the function of the narrative. Unclear forms, meaning pure English verbs, are compared with other forms of English verbs and evaluate the action not only from time-to-time, but also from the nature of the action, is called.

The category of time indicates the occurrence of the action known to you. British philosopher John Milton stated that "there are 35 modern forms of

English." Both languages have 3 grammatical forms: present tense, past tense, future tense. The present-day form shows that work is related to the time of the talk.

For example:

- *My brother studies in the second course. Now he is at home.*
- *Ukam II kursda o'qiydi. Hozir u uyda.*

The form of the past has meant that a work or process has arisen before or after the talk. For example:

- *Yesterday I read this book.*
- *Kecha men bu kitobni o'qigan edim.*

The future shape describes the form or process that will occur after the talk. For example:

- *"You will come?" Sarrie sobbed. (P.Abrahams)*

The expression expresses the character of the action in the verbs, ie the beginning, the continuation, completion, and repetition of the action. Contemporary English critics on 2 aspect of the aspect are propagating.

1) I. P. Ivanov of the Leningrad School connects the aspect category with time category, a) completion of the work (perfect); b) to be incomplete with non-perfection. "

2) L.S.Barkhudarov, a representative of the Moscow School, connects aspect categories to time category and goes to continuous and non continuous. Later, the aspect of the German aspect would have 3 appearances, which would have the lexical meaning of the verb.

- 3) the verbs representing the beginning of action;
- 4) the verbs representing the continuation of the work;
- 5) verbs representing the stopping of the work.

For example:

- *He reads - He is reading - He will read.*

To show that the meaning of Feel is moving to a different object from one object to another, and to the transitive verbs and transitive verbs, are divided into

two groups. Verbs that express themselves afterwards are translated into grammatical form.

For example: *to send* – *yubormoq*, *jo 'natmoq*; *to give* – *bermoq*.

A fable that expresses itself is called a verb verb which expresses only the grammatical substance itself, rather than directly into a grammatical object. Indirect verbs do not require a carrier to fill in.

For example: *to laught* – *kulmoq*, *to go* – *bormoq*, *to live* – *yashamoq*, *to die* – *o 'lmoq*.

The verb is subdivided into subgroups - the primary verb, the secondary, the secondary subspecies. The primary and secondary are determined by the fact that it is based on the verb. According to the semantics of different languages, some verbs mean regularity, some of which are negligence.

For example, in English: *come*, *live*, *sleepin* Uzbek: *kelmoq*, *yashamoq*, *uxlamoq* and many other verbs are primitive verbs, and they directly determine what they are. *Kill*, *cut*, *take*, *love*, *o 'ldirmoq*, *kesmoq*, *olmoq*, *sevmoq* such as verbs in the verb.

Indirect verbs are directly related to the subject. Predictive verbs are combined with the filler and then the possession. Many of our scientists have made the following statements about cunning and cunning verbs: V.N.Jigadlo et al. "The verbs of the present English language, which are associated only with the predetermined filler, to those who do not require such a complement. "LS Barkhudarov and DA Schütel say that the verbs that require the preposition, as well as the preposition, are virtuous verbs.

For example:

wait for – *kutmoq*, *look (at)* – *qaramoq*, *depend (on)* – *bog'liq bo 'lmoq*.

Verbs are subdivided into 3 groups, meaning that they are independent and dependent upon their syntactic function. Static Verbs; missing (Seminological) verbs; Auxiliary verbs. Verbs that have an independent, lexical meaning, which are usually ordinary cuts, are called independent verbs.

For example:

I shall finish my report this evening.

Incomplete verbs are divided into 2 types:

1. Caustic verbs
2. Modal verbs.

Complete verbs are divided into 2 types: 1. Caustic verbs 2. Modal verbs..
For example: *He had left when he was fifteen.* Verbs expressing moderation in terms of expression, necessity, necessity, trust, desire or permission, hypothesis, hypothesis and other similar meanings are called modal verbs.

Modal verbs are different from semantics in the other verbs because they do not show motion. Modal verbs are always used in combination with the basic verbs of infinitive form and add modal meaning to the basic verbs.

For example:

I go home. – I must go home. Uyga boraman. – Uyga borishim kerak.

The basic verbs that come after the verbs are always used without the "to" imprints, which are always predictive. Modal verbs: *can (could), may (might), must, to be able to, need, ought to* va boshqalar.

For example:

- *What can I do for you? (I.K. Chesterton)*
- *The patient is allowed to walk.(Kasallarga yurishga ruxsat berilgan.)*
- *I just have to go to Smith's. (Men Smitlarnikiga borishim shart.)*

Auxiliary verbs. Auxiliary verbs help build complex forms of verbs without having independent meaning. These are the following verbs: *to be, to have, to do, shall (should), will (would).*

For example:

She is working in the garden. I have read the book.

Auxiliary verbs do not have their meanings, but are used to construct an analytical form of English verbs.

CHAPTER III. WALKING-ACTION VERBS IN ENGLISH AND UZBEK

3.1. Grammatical features of Walking-action Verbs

Regardless of the structure and nature of the language, the categoricity and the inconsistency and category of relationships are interrelated and interrelated. "The question of perceptual and vague verbs is related to the category of historical proportions." The category of severity and disability is a lexical-grammatical category because it is related to grammar and grammar. Its lexicality is that it is reflected in the verb, using the lexical units.

The semantic structure of this category is the fact that the action is directed to the object of the word or not. A semantic structure arises from the combination of verb and horse. The semantic structure of predisposition, that is, the orientation is different. The direction of the action is determined by the sense of meaning. It is known that in Indo-European languages, the heredity is determined by the combination of the verb in the particular case.

Linguists talk about the incompatibility of semantics and formalism. Many verbs are semantic in nature and require a horse in the form of various forms. Depending on the semantic structure of verbs can be expressed in the presence of poslelogs and predlogs.

Dependency is defined according to the semantic characteristic of the verbs. In this sense, it is a lexical category. Dependent substance is a syntactic category according to its composition. In short, malignancy is a lexical-grammatical category.

Verb names (or, more precisely, grammatical entities) can be different in different ways depending on the verbs. Although some verbs are independent, they do not have objective form of function, some are capable of doing so. Depending on this capability, verbs are subdivided into objects, and the objects associated with them are subdivided into intermediary and non-intermediate objects. The verb verbs are associated with Nouns.

Although this combination is different, morphological and syntactic relationships are interrelated. The main task of the word implications is to introduce words to syntactic relationships, but also simultaneously describes the severity of the problem. For example, the combination of the verb with the

intermediate fill indicates timeliness. Therefore, after the verb must have a compiler. This verb and horseman suggests that it should be included as a separate distributive unit. From this point of view, cronyism and disarmament are mutually exclusive.

Difficulty, self-actuality and solidarity, expressed in special forms, made of special morphemes, are simultaneously defective, otherwise grungyness will lead to regularity. The definite ratio can also be predictable, because the unintelligent shape is not specified. The explicit form factor also includes other types of ratios: greediness, self-righteousness, cohesiveness. It should be noted that the meanings expressed in the expression plan may not be specific to the specific formant.

The choice of metatile for the comparison of the classification of intentional substance is to be compared with the main methods of expression of this category of metatil. At the same time, the work of the metatil is not directed. Depending on the construction of the tongue, weaknesses are expressed in different ways and in different forms. For example, if the win-win situation is sufficient to represent the actuality of Indian-European languages, then the English version will make a great deal of change. The passage of a verbal expression in English can be attributed to the verb, the preposition or the assistant, and the verb in the Uzbek language to the horse or assistant. The expression of the verb in an intermediary filler is an additional function of the basic method.

Morphologically, signaling the morphology of the signal to the root of the verb. It is because of the severity of gravity:

- *He marched the soldiers.*

In semantic terms, words can not be the main actor of action. The verb's phrase is associated with the filler in its full sense. In terms of verbally sensitive verbs, the owner of the word can not be the main actor of the action. When the verb forms are combined with the filler, its meaning is completely opened. The fictitious expression of an arbitrary verb is also preserved in the expression of the filler:

She derives me working.

She rides a sled down the hill.

Depending on how sensitive the substance is, the verbs are subdivided into primary, secondary, and secondary subtypes.

Unity and subtlety are determined by the fact that this meaning is based on the verb. The fact is that, according to the semantics of different languages, some verbs refer to regularity, some to ignorance. For example, come in English, live, yawn, sleep, to come and live in Uzbek, to live, to wake up, to sleep and many other verbs are primitive verbs. They directly identify the feed. The following kill, cut, lift, take, love, like, kill, killing, lifting, taking, love is expressed in the verbs of the feud.

Improper verbs are directly related to the subject. The verb verbs are associated with the filler, then the owner. The separation of the verb from the other parts of the word can be described in greater detail. For example, if we talk to a friend, who is that? He asks. If we are cutting, the first question is what? will be. O.Yespersen, who does not speak about mediators and mediators, makes the following statement: What they offer the butter a reward is what reward means what? The answer to the question is that the reason for this is that the complement of the tool is closely related to the correct verb.

Initial tendency is primarily attributable to verbal verbs or common verbs. The second component of compound verbs is either primary or primary. As a dictionary word, the primitive verbs are more independent than the primary one. For this reason, the primitive verbs are used in dictionaries to describe various verbals.

The lexical meaning of verbal verbs requires a complement to the tool, otherwise it will not be complete.

We all got up and left the table (E. Hem p.11).

She cross the street.

The train leaves the station.

John walked round the garden.

The train departs the station.

Circulatory disorders are expressed in different ways:

- a) as a result of joining the verb morphemes into the verb;
- b) as a result of the addition of grammatical morphology that expresses the verb forms;
- c) as a result of a new meaning in the syntactic way.

The paradigmatic potentials of perforation are dependent on the basic categories of ratios and their correlation.

Relative markers can simultaneously produce fatigue. Therefore, secondary tissue is called a prefertic or grammatical method.

The morphologic method of secondary traumaticity is called the addition of the substance to the unstable and the affix affinity associated with it. The essence of relative meanings is closely linked to the subtleness of the character of the Middle voice, of greediness, coexistence, and moderate. Insidiousness is a complex issue in the English verb system.

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Due to the lack of current marking in the English language, it is difficult to put a clear boundary between the ugly and ugly verbs, as one verb can be used in both normal and unclear functions.

She drives me to work.

She rides a sled down the hill.

When it comes to the use of the verb, it is assumed that the verb is a subtle and delicate function. Thus, the study of ingenuity in English is to determine the characteristic of horse combinations.

The verbs that accept syntax as a means of syntactic attachment are called *transitive* verbs.

It is understood that *intransitive* does not extend from the performer to the recipient. The action takes place only around the worker-conductor, and the action-

oriented address is not. Verbs that do not accept the self-contained filler are called irregular verbs. The authors of theoretical grammar in English V.N. Jigadlo writes, "The verbs of today's English are only those which do not require such a complement to the verbs which are associated with the prehistoric fiqh. He believes that LSBarhudarov and Dashtel are acting indoctrinated with an object-oriented work, and the verbs representing the work done on the sub-contractor (the occupier) are ignorant. while others introduce the verbs that are associated with the predetermined fills, Barxudarov LS, and Steling D. describe verbs that require prepositional and predetermined filling.

The second definition is correct, because the use of some English verbs depends on predictions. Predlog serves to show the regularity of the preceding expression.

The predictions that fill the meaning are also preserved when the actual form of the function that is acting in some sense with the present-day English predictions is converted to a specific form of a majhul form: to talk over the matter, the matter is talked over. This indicates that certain predictions are very common in verbs. The two verbs are verbs that perform the subtle and the unwanted function. The irrationality of the verb is determined by the fact that the verb is used in the context. The lexical sense of the word does not imply that when it comes alone. It includes such things as change, modification, turn-around, tilt, push, move.

Cerebral intoxication properties are associated with stress. Verbal verbs have two or more vigorous, vigorous verbs. Verbs in the following examples have double-mindedness, that is, naturalness:

We were looking at the picture. The picture was being looked at.

Nobody lived in the house. The house was not lived in.

We sent for the doctor. The doctor was sent for.

English-language behavioral verbs are characterized by vague verbs. In some cases, however, there are cases of fluctuating behavior in English. In such cases, the task is to be the manager of the action.

I use to walk in the garden. I use to walk my dog in the garden.

The first sentence is the action manager, and in the second sentence is the work manager.

3.2. Derivation and action area of Walking-action Verbs

The word "valentine" is a syntactic expression of the word in its own sense. Thus, the theory of stress is determined by the lexical-semantic potential of the word. Thus, the combination of linguistic units that expresses a meaning is related to the validity of the word. The ability to get words together is limited. Thus, when words are semantically interconnected, they form a grammatically structured syntactic structure. Such actions arise from the semantic ability of the words. If it does not take into account the semantic meanings of words, then it will turn into a collection of words and will not create stress, which is logical.

The semantics of word combinations are one of the most important and essential aspects of syntactic semantics, which in turn affects the validity of the verb. The verbal valence study is, in turn, determined by word combinations and speeches.

In general, in the theory of valence, the semantic actors, depending on the control of syntactic and semantic valency, distinguish between the elements, the object, the address and others, as well as the syntactic actors, fragments, cuts, fills. The concept of valency is not only applied to the word fragments, but also to the use of all the elements of the linguistic element, which is defined in the "potential combination of language elements" (Gosteva., Tobgpi.ru/info/old/ronfer). Such elements of language are called zirconstant in the theory of stress. This term is an important part of the situation and is temporality that is modulated by the purpose, reason, time, and place in space, localization, movement speed, and voice. But the zirconstants are similar to the translators when viewed from a semantic point of view. They act as optional stretching.

Semantic stress of syntactic stress is differentiated by the lexical semantics of the word associated with it, in the attitude of the meaningful combination that is expressed in the morphological form and structure. YP Apresyan brings together

twenty-five types of semantic stress, subcontracting, counterparts, recipients, adverts, summaries, periodic, quantity, quality, etc.¹⁶.

In particular, we will analyze the semantic meanings of the verb and the optical stenotypes of these verbs along with the analysis of the syntactic-semantic valences of behavioral expressions representing the method of English language movement.

Walking behavior is characterized by its semantic sense of semantic meaning, such as the pseudo-motion of the movement and the orientation to the object. Although the aspect of this verb has been exposed by some researchers, it does not draw attention to the valence that this verb is associated with with other phrases. Walking behavior can be used in a moderate way and can be vigorous with the actor directly. For example:

- *The paddock was filled with people and they were walking the horses around in a ring under the trees, behind the grandstand* (E.Hem, 125).

In this example, the walkspeed is five-valent, of which two are obligatory valence, that is, the substance, the object transmitter, while the other two are optional tension *around* the motion of movement, the a ring movement, the under the trees are the circus performers representing localization in the space.

To walk it is possible to obtain additional passive tensile semantics, such as the time, duration of the motion wave movement.

A soldier who *was walking up and down beside the train* and he got me a *drink of water* (E.Hem, 88).

In this example *up and down* representing the repetition of the adjective movement, and besides, the train has created a stress-related position with a syntactic construct. The group's verbs are purely procedural. The transformation of the semantic meanings of these verbs and their formation in the formation of the verbs, ie, the stressful relationships play an important role. Adverb squeezes the semantic meanings of motion vectors in space, such as motion of movement in the

¹⁶ Апресян Ю.Д. Избранные труды. Лексическая семантика /Ю.Д.Апресян /2-е изд., испр. И доп. – М.: Школа «Языки русской культуры», Издательская фирма «Восточная литература» РАН 1995. –Том I. –472с.

space, direction of object, abandonment of the object, orientation to the inner part of the object, and the direction from the inner environment.

- *I had a martini alone paid for it, picked up the box of chocolate at the outside counter and walked on home toward the hospital (E.Hem, 119).*

The mobility of traveling verbs is derived not only by the semantics of the word or preposition, but also by other phrase arguments in the syntactical structure.

For example:

- *We walked along the railroad (E.Hem, 131).*

In this example *the railroad* as a flood of syntactic stress, *along* preposition orientation, that is, filling the semantics of the preposition as a line of direction, and the two-step syntactic structure. Certain nominal units in the speeches can generate additional passive stresses in the case of creating space.

For example:

- *That night a bat flew into the room through the open door that led onto the balcony and through which we watched the night over the roofs of the town (E.Hem, 105).*

In this example *into the room* the latter is regarded as the route address of the movement *through the open door*. The three components used in the function of the combiner have been formed. Thus, in this example, the actuator is used as a predetermined direction of movement, the predicate of the movement, the interior of the interior, the interior of the interior, through the open door prediction.

The combination of behavioral and verbs of action creates a variety of tactile semantics. In these cases, the semantics that arise as a result of the combination of every verb has an important place. For example:

- *I ducked down, pushed between two men, and ran for the river, my head down (E.Hem, 202).*

In the example above, the *to duck* is the method of the subjunctive subclause, while the *down* adverb indicates that the motion flow, and the *push* verb in its broadest sense affects the objects of the object that generates direct validity,

line direction along the target direction is shown by the combination of the river for the river.

Convergence of the object creates the iterative semantics of the behavioral predicate.

For example:

- It was a lovely day and we *drove out through the park* and *out along the tramway* and *out of town* where the road was dusty (E.Hem, 125).

The gradual overthrow of the crossroads, out of town, through the overthrow of the tramway, out of town, has resulted in the semifinimal movement behavior. In general, these locomotives can be regarded as single-valued as they are the same object of origin.

In most cases, the removal of certain zirconstones in the context may not affect the overall meaning of the statement. These zirconstantes often are temporal, which form the optional strain or non-mandatory stress and analyze their internal structure. They are used to describe verbs.

For example:

- We *were floating more slowly* (E.Hem, 203).

More slowly, the circus agent in this example describes the method of motion, the absence of which in its structure does not influence the validity of the verb. However, with some of the verbs of this group, some of the cirkostants may be drawn to non-essential wastes. (place of action, time) example sirkostanti.- The timber *swung slowly* so that the bank was behind me and I knew we were in an eddy (E.Hem, 203).

Stress in the verbs that form four valence (agens, starting point, final point, action tool) is performed in the outer structurei.

For example:

- I paid the driver, and then we *rode upstairs in the elevator* (E.Hem, 114).

In the given example, agens we, the motion of the upstairs, the elevator horses as a means of action, have created a three-valent structure. Three stresses can also be expressed in another structure.

For example:

- I knew who *was flying with the French* and had gotten in with a wild gang and was telling about it, and a note from Rinaldi asking me how long I was going to sulk in Milano and what was all the news? (E.Hem, 131).

In this example, agency is a mandatory valency of accom- pensation that comes from the function of prediate and patient.

Typically, the valence character of the verb is fourteen (agens, starting point, final point, action tool). However, in behavioral verbs, it is possible to create additional optional stresses such as action space, direction of movement, movement time, duration of movement, actuator function, movement rate. All of these tendencies are expressed in the external structure of the verb. Typically, the valence character of the verb is fourteen (agens, starting point, final point, action tool). However, in behavioral verbs, it is possible to create additional optional stresses such as action space, direction of movement, movement time, duration of movement, actuator function, movement rate. All of these tendencies are expressed in the external structure of the verb.

Lekin ushbu gaplarda semantik vazifani bajaradigan ba'zi so'zlarni olib tashlash gap strukturasini buzilishiga olib kelmaydi. Makon ma'nosi bilan modifikasiyalashadigan fe'llar turli struktura va semantik ma'nolarni hosil qiladi. Bu xususiyat qariyb barcha yurish-harakat fe'llariga xos xususiyatdir.

Thus, the circumstantial components in the constructs in which the behavioral verbs are exposed are considered as semantics, and serve as an optional stretch. In addition, cases of expressive behavior are expressed by local arguments.

Locational arguments and concretes in the expressions involved in walking behaviors are presented in the syntactical structure with the datasheet in the actuator position without predilections, predlogs, and icons. Walking behavior that expresses the way of action can be derived from the word, predicate, or predicate (circumconcentrate), the main, medial, or final point of the movement. It can be concluded that the occurrence of these semantic meanings is estimated by the wideness of the verb.

The verb is the basis of the field of expression in the context or meaning of the context. It was noted that the concept of valency was used by L. Tenen for the first time in linguistics, the author uses the term to refer to the syntactic connection between the linguistic units. The author points out the importance of determining the logic-semantic layers of the word and its vocabulary in the study of its syntactic properties.¹⁷.

In the following period, stress is widely used not only in syntactic words but also in their semantic relationships. Semantic stress is related to what is happening in the realm, the phenomenon associated with the events and the relationship between the logical cuts and their arguments. By analyzing the validity of the Russian verbs of behavior, M.L.Gordiyevskaya suggests that there are four types of tactile forms of the swing (pistol) vertebrae (agens, starting point, final point, action tool).

Each type of tension occurs as a result of the use of syntactic units. Below we analyze the semantic structural vulnerability of the English to toe verb. To describe the word "to go" in terms of the use of the language units that accompany it, it can be divided into several types of stresses.

In this case, the control function of the tensile property characterizing the to go feud is used by the language units used together with it. to go feeble agens and the final point can be two-tailed. For example:

- *The timber swung slowly so that the bank way behind me and I knew we were in an eddy. We went slowly around* (E Hem.204).

- *At the hotel I asked Catherine to wait in the carriage while I went in and spoke to the manager* (I.Stone143).

In the examples we have mentioned, there are different movements in terms of semantic attitudes, given the two-valence attribute, that is, the object expressed by agens and predlog. In the first example, when the final point of action is envisaged, the second example shows the motion of the environment.

¹⁷Теньер Л. Основы структурного синтаксиса Л.Теньер: Пер.с французского. – М.: «Прогресс», 1988. –654 с.

Here are three examples of the three validity features of the verb *To go*:

- *The manager went up in the elevator with us (I.Stone).*
- *We heard a motor boat one more but I kept quiet until the noise of the engine went away across the lake.*
- *We went downstairs and out to the paddock.*

In the first example, the agents - the manager, the motion tool - the elevator and the component component - the actors involved, is the end point of the action - up assistant. In the second example, the agents - the noise of the engine, the beginning of the movement - the outer assistant, the distribution area - across the lake translators, the origin and distribution of the subject movement.

In the following examples, there are four validity features of the action verb *to go*:

- *We went downstairs and out to the paddock (E.Hem.128).*

In this example, we have four valence agents - we have the direction of movement - downstairs, object cross-out assistant, and the end point of address - to the paddock.

- *For several weeks she went along with Dr.Venizelos's assurance that there was nothing wrong (E.Hem 168).*

In this example, the four valence agenses, along the distance - the electron component - Dr.Venizelos, the valency of the process of time - for several weeks, the semantics of repeating the subject movement.

- *The roads all go along the river months to the sea and to cross the country you must go along the paths Geside the canals (E.Hem, 204).*

In this example, four valence agents, ie the actuator - the roads, the direction of the movement - the along the river, the time of the transmitter - month, the final position - the to the sea lobe.

- *The mechaniks were gone already. Iwent out back to the garage (E.Hem, 58).*

In this example, the four - valence agents - I describes the obelisk limit semantics - out, the motion - back predlog, and the direction of movement - to the garage.

- Sophia *went into her kitchen* to prepare dinner with the foods she herself had bought at down from the street vendors (I.Stone, 149).

In the illustration of the agents - Sophia acted as a motion actor, he went into every kitchen movement as a placeholder and served as a placeholder, to prepare a target valentine, used dinner object, with the foods as an instrument of execution.

Based on the above examples and analyzes, the following can be deduced.

1) The verb *to go* is managed by agents, the direct action player.

2) The verb *to go* takes the semantic meanings, such as the horse, showing the position of the forehead, the beginning of the movement, the movement around a space, the final destination, with the help of the auxiliary locks.

3) The verb *to go* will have semantic meanings such as the sequence of time movements with actuators that indicate the time unit, and the repeat action.

From the perspective of the motion flow, it comes about as a result of completeness, continuity, aspiration to the final point, the accompanying language of the verb, subtitles, and other language tools.

3.3. Semantics of Walking-action Verbs

Depending on the nature of the expression of behavioral validity, we may divide the behavioral behavior into the following semantic groups:

1) focused on the object

2) to leave the object

3) Walking verbs of unknown direction

We will examine lexical-semantic, semantic-syntactic and formal-syntactic features of verbs.

As you know, the motion moves a motion or a motion to a particular place. As we analyze the semantics of the semantics of verbs, we will surely encounter the categories of anthology associated with their semantic space. The following is explained as follows: "The aspect of German language creates the category of an inclusive (bounded non-bound) nuclear domain." The term "conspiracy" (German

Actualitat) was first proposed by V.Flemig. Phlamig; 1965 . In particular, in the German language, the differentiation of aspectual meanings related to the conception of boundary (general, final) of verbal movement, the meaning of the limitations unlimitedness and movement and, as a consequence, the existence of the potential boundary in the semantics of verbal lexemia, , the optional grouping is broad.

The two-point grouping of verbs focuses on classifying the infinite form of the word and ignoring the aspect of contextual aspect. "The word checksum can be applied in the infinite form, which is not contextual, in the lexical sense of the lexicon (head, final)¹⁸.

There is no difference in which level of lexical, lexic, grammatical, or syntactic sections of the verb's limitation indefinite category. For example, YSMaslov interprets the limitation impotence in the semantic of the verb, and gives the following explanation: "The boundary is to enter into the semantics of the verb, to the inner boundary of the movement itself, (Open Perepilivaet brevno), and the absence of borderline is the absence of the same inner border."¹⁹

In addition, S.G.Tatevosov points out that the limitation non-limiting character of the verb is divided not by the semantics of the verb, but by the filling or the context in the context: "The language is neither restricted nor restricted" and the limitation in this case is only at the level of the verb, and usually occurs in patsiyens by the basis of the²⁰. For example, the verb *toeatunconnected* with nounspatsiyens:

- *Heatesoupfortenminutes/intenminutes*.

It is restricted when linking to the form of the argument to be counted:

- *Heateanappleintenminutes/fortenminutes*"

B.Kh.Rizayev analyzes the phenomenon of modern German language in his monograph "The Problems of Semantics in Modern Vocabulary of the German

¹⁸ Балин Б.М. Немецкий аспектологический контекст в сопоставлении с английским. Калинин, 1969. 432с.

¹⁹ Маслов Ю.С. «Очерки по аспектологии». Л., 1984. 111с.2 Татевосов С.Г. «Акииональность: Типология и теория»/ Вопросы языкознания. М. 2005. 123с.

²⁰Татевосов С.Г. Акииональность: типология и теория. // Вопросы языкознания. 2005. № 1. С 108-141.

Vocabulary", which speaks of German language aspect semantics: "The connection between temporal and aspectual characters in the German language, (semantics), but not as an aspect (tus)"²¹.

Analyzing the forms of verbs in English, I.P. Ivanova points out that the separation of verbs into restrictive non-bound groups also affects the meaning of some grammatical forms. The author contemplates the use of the second characteristic of the verb, as follows: "Verb verbs represent the finite state resulting from the end of the class II: a broken wig, a closed window, unbounded verbs, qualitative. It is a symbol that is derived from the continuous action of object II."²²

However, there are some verbs that, in their semantics, have both limitations and limitations. In these verbs, B.Zh.Rizayev introduces the term "Limitative Neutral" Rizeev 1999. We also support the verbs in three consecutive classes because the separation of verbs into three groups of consciousness clearly explains the lexical-semantic features in them, promotes the meaning of the aspect of contexts, and prevents some uncertainties in the difference we think it will take.

In English, the following verbs represent a specific direction to the limiting group of behavioral verbs: *to come, to arrive, to leave, to start, to reach, to enter, to return, to set off* etc.

All of these verbs have internal (general, ultimate) boundaries. For examples of these verbs:

- "A well-dressed man came leisurely strolling toward him out of Stuyvesant Park" (Th. Dreiser. p 41.)

- "A few spectators came near, drawn by the seemingly conferring group, then more, and more, and quickly there was a pushing, and gaping crowd." (Th. Dreiser. p45.)

- "Some gentleman in evening dress reached out a bill to the captain, who took it with simple thanks and turned away to his line" (Th.Dreiser. p47.)

²¹ Ризаев Б.Х. «Проблема аспектной семантики временных форм немецкого глагола». Ташкент. Фан. 1999.18с.

²² Иванова И.П. «Вид и время в современном английском языке». Л. 1961. 63с.

- "To this collection Hurstwood came up from the west out of Seventh Avenue and stopped close to the door, nearer than all the others" (Th.Dreiser. p51.)

- "This started some words upon grocery men and the cost offood ingeneral" (Th.Dreiser.p52.)

- "Tears came into his eyes" (Th.Dreiser. p53.)

- "When he reached Forty-second Street, the fire signs where already blazing brightly" (Th.Dreiser. p54.)

- "In his weary and hungry state, he should never have come here" (Th.Dreiser. p54.).

- "He started around to the side door. " (Th.Dreiser. p55)

- "You wouldn 't care, if you had", she returned" (Th.Dreiser. p56.)

- "In the lobby of the Imperial, Mr. Charles Drouet was just arriving, shaking the snow from a very handsome ulster" (Th.Dreiser. p57.)

- When the odor reached his nostrils, he quit his attitude and fumbled for the bed" (Th.Dreiser. p60.)

- "Even had Hurstwood returned in his original beauty and glory, he couldn 't now have allured her. " (Th.Dreiser. p62.)

Now if we look at an unlimited group of verbs in English, these verbs include:to shuffle, to tiptoe, to pace, to crown, to wander, to carry, to march, to raw, to stagger, to wagyc, to waggle, to waddle, to toddle, to totter, to skit, to podge, to stamp, to run, to jog, to fidget, to glide, to glint, to hurry, to haste, to trot, to plunge, to lope, to tumble, to gollopsuch as verbs, express the intensity of the subject's movement, its intense speed, and have no internal boundary in its semantics.

For example:

- "Even while the soldier resumed his short, solemn walk, other figures shuffled forward " (Th.Dreiser. p44.)

"First call for dinner in the dining-car", Pullman Servitor was announcing, as he hastened through the aisle in snow-white apron and jacket" (Th.Dreiser. p 57)

- *"Footsteps shuffled within and it murmured again. "(Th.Dreiser. p60.)*
- *"Once, in line of duty, he had been compelled to witness a hanging, and that had made him sick-deathly so-even though carried out as a part of the due process of law of his day and place" (Th.Dreiser. p64.)*
- *He wondered what they have been doing since and then decided to ingratiate himself by telling them he had just come from the Whitakers and what he had learned there of the present condition of the girl and the movements of the sheriff (Th.Drieser. P66)*
- *He delayed no longer, however, but hastened to secure his horse again. (Th.Drieser. p67)*
- *When they carried it out of the church, he followed head down. (Th.Drieser. p150)*

It should be noted that this type of behavioral behavior is a local concretizer representing a direction, that is, a predlog + substantive meaning, or a grass-rooted orbital orientation it can also give the impression of these verbs. Of course, this can be a limitation to the influence of additional morphocynctic agents in speech and speech. In this regard S.G.Tatevosov gives the view that "anxiety arises as a result of morphocynctic surgery". Of course, it connects with an acoustic structure and notes: "The Precision Intelligence class interacts with its active structure so that it can be used to verify the accuracy of the study unit in the study language. it must be explained by the influence of these or other morphocinitutic agents in their relationship to the elementary components" ²³

In our opinion, the focus should be on the semantics of the word, that is, the aspect and aspect need to be interpreted separately. We can not add these verbs to a limiting group of neutral verbs, because of the fact that the behavioral patterns of this type have changed under the context of speech context. Therefore, we define the group of the verb on the basis of the analysis of lexical-semantic meanings of the Native Dictionary.

²³ Татевосов С.Г. «Акииональность: Типология и теория»/ Вопросы языкознания. М. 2005. 109 с

This behavioral verb has the ability to move freely in a circle, without any concretes that represent a direction, but have the ability to describe the above mentioned limitations in the following examples:

- *Then I crawled out, pushed on through the willows and onto the bank (Hem.p 209)*

- *They tiptoed out, I found I was quite drunk but went to sleep (Hem.p 198).*

In these exemplary cases, outwardly expressing a direction outwardly, that is, to crawl, to tiptoe behaviors, restricted the movement, resulting in a limited precedent:

- *I rowed up opposite the fisher man's island where there were boats down up and men were mending nets. (Hem.p 319)*

We know that the poslelogo combines with many movements of action, meaning that the action of these verbs has been completed. Here, too, means that the up-poslelogi to line feud indicates that the action has been completed, that is, a motion limiter.

- *They carried wounded in and brought them out. (Hem.p 118)*

Bu misolda inpredlogi chegara vazifasini o'tab kelgan.

- *That night, exhausted but triumphant, Henry paced their bedroom (Stone. p 256)*

- *The true size of the toe pace is limited to an objectionable limiting feature, which represents the completion of the movement in a surrounding environment.* Additionally, we can add to the limiting group of neutral verbs, go to walk, to swim, to move, to go, to walk, to swim, to move verbs. As a result of these verbs, the Oxford Advanced Learner's Dictionary of Current English, Webster's Ninth New Collegiate Dictionary, and the Longman Dictionary Contemporary English Noun-verb's lexical interpretation of the behavior. Now let's take a look at this Notelar. In particular, the meaning of the verb *to go* is given below:

1) *to move on a course: proceed (went by train)*

2) *to move out of or away from a place expressed or implied: to leave (they went from school to the party)*

3) *to walk*

4) *to be habitually in a certain condition (to go armed after dark).*

We now focus on the meaning of the movement to the movement of the verb:

1) *to go or pass from one place to another with a continuous motion (moved into the shade).*

2) *to proceed in certain direction or towards a certain state or condition.*

3)a) *to keep place (move with the times);*

to start away from some point or place: depart;

to change one's residence or location

4) *to change position or posture (told him to be quit and not move).*

To walk the meaning of this verb is also given:

1) *roam, wander.*

2) a) *to move along on foot: advance by steps.*

b) *to come or go easily or readily.*

c) *to go on foot for pleasure or exercise*

d) *to go at a walk.*

If we analyze the given Notelar, the first and second meanings of the go to doe are restricted, and in the third and fourth meanings there is no boundlessness, ie there is no direction in motion. Only one of the meaning (3a) of the Tongue Movement has unrestricted meaning, and in other cases has a limited feature. Limitations of the first and 2a meanings of the To walk are dominant.

CONCLUSION

1. Human language is important for the development of human beings and society, and is of great importance in the development and survival of society. That is why the issue of language is an intense and complex subject of philosophy in all ages. It is natural that the cognitive linguistics phenomenon will arise on the subject, because language is closely interconnected with human thought. The object of his study is conceived as the conceptual - botinic structure turns into an apparition.

2. For example, there are still many unexplained aspects of this theory, although the theory of scientists and researchers in many countries is described in the main part of the dissertation on the concept of valor. While the concept of

valency is studied in theoretical grammar, it can be termed as semantic and syntactic.

3. In conclusion, we can say that linguistic tactics have been defined differently, but they have not been fully understood. Based on the above considerations, the concept of stress can be described as word formation, semantic classification, and forming of syntactic relations. Depending on the internal capability of any language, valence dependence is based on grammatical, syntactic, semantic, stylistic, and vocabulary of the language. A syntactic or semantic unit that corresponds to the theory of valency can not correspond to the theory of stress, based on the internal features and capabilities of another language. It depends on which language the language belongs to. It is desirable to understand the categories of affection as syntactic and semantic.

4. The lexical semantic grouping of English verbs can not detect the lexical meanings in them, but also help to define grammatical features. In addition to the verb that expresses the condition of the subject, it means that the change or state of the event or state of its occurrence, whether to come, to fall, to make, to turn, to turn, can also be formed using verbs.

5. The group of verbs in which the English-language subject expresses emotional expression indicates the action to be taken through the human body of intuition.

6. If we talk about the structure of the verbs of action, it is permissible to emphasize some of their specific features. The verbs of action are also distinguished by the fact that groups of individuals, animals and means of transport are referred to as movement-related movements. The semantics of their meaning constitute the functional-semantic field, the existence of a subject, the presence or absence of a direction, the signs of having a particular activity of the subject, the sound of the movement, the features of the imitation, to smaller groups of action verbs.

7. Knowing the semantics of behavioral verbs, the general rules of bilingualism, the better understanding of the language, facilitates the learning

process and facilitates the learning process and creates opportunities for the learner to easily communicate. However, these verbs are categorized in each language according to the inner language of the language, the language hierarchy, and used in oral and written language, following grammatical rules of the language. In this respect, there are some differences between English and Uzbek. For example: When speaking about the English-language object-oriented behavioral verbs, it should be borne in mind that if the English word for the object is pointed to in English, then in the Uzbek language it means we need to give it through the additive attachments.

8. The English-language subject can be learned in several ways depending on the horizontal movement and vertical movement of the subject, the intensity of movement, and the space used by the subject. When translating from one language into another, we need to pay more attention to the verbs. Then we pay attention to what kind of environment (water, air, land) it is operating by the subject. Given these characters, we choose the right choices of English verbs. Sometimes, some synonyms in the English verb act can be expressed in one word in Uzbek. At first, we have to focus on the concept of semantic space.

9. Semantic space is a collection of several meanings surrounding it. First of all, the meaning of this word, and its portable meanings are taken into account. In this semantic space, the semantic movement of the actor or the subject and the moving environment (water, land, air) is selected. As a medium, we can bring water, air, and dryness as a subject by living beings (human or animal).

10. Changes in meaning are not merely to the verbal lexis but also to the contextual semantics, the lexical meaning of some verb lexis, weakness, grammar, and ability to combine with different components we can show.

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