CLASSIFICATION OF WORDS IN UZBEK AND ENGLISH: IN THE EXAMPLE OF VERBS

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ABSTRACT

If we take Verb to discuss we can say that: according to content, verbs can be described as words denoting actions, the term "actions" embracing the meaning of activity (e.g. to walk, to speak, to play, to study), process (e.g. to sleep, to wait, to live), state (e.g. to be, to like, to know), relation (e.g. to consist, to resemble, to lack) and so on. According to form, verbs can be described as words that have certain grammatical features that are not shared by other parts of speech, e.g. they have the categories of tense, aspect, voice, etc. According to function, verbs can be defined as words making up the predicate of the sentence.

Keywords: *tense, aspect, voice, durative, predicate, lexical, synthetic.*

INTRODUCTION

Verbs can be classified under different heads:

1) According to their meaning verbs can be separated into two types — terminative and durative ones.

Terminative verbs involve a limit beyond which points out the discontinuous action. To put it in a different way, they have a final intend in observation, e.g. *to open, to close, to bring, to recognize, to refuse, to break.* With the verb *to open,* for example, that means that after opening the door it is not possible to go on with the action as the door is already open[1].

Durative verbs do not entail any such boundary, and the action can move on for an indefinite period, e.g. *to carry, to live, to speak, to know, to sit, to play.*

On the other hand most verbs are polysemantic in English that means that they may be both terminative in one meaning and durative in another. For example, *to see* may have the terminative meaning 'увидеть' and the durative meaning 'видеть';*to know* may stand for 'знать' and 'узнать- The meaning of the verb from the context

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[1] *Tursunov B.T.* Ob intonatsionnykh osobennostyakh prisoyedinitel'nykh svyazey // Stroy yazka i metody obucheniya inoyazychnomu obshcheniyu. Vyp. 3. Samarkand, 2019. P. 15-28.

becomes understandable. Compare: I saw *him at once* and *I* saw *his face quite clearly.* As it was mentioned above, the dissimilarity between terminative and durative verbs is of great significance as it results in the usage of certain tense-aspect-phase forms.

MAIN PART

Owing to the function they present in the text English verbs are divided into two main groups: the finite forms and the non-finite forms.

The finite structures take the role of predicate in the sentence and may also be named as predicative forms while the non-finite or non-predicative forms can have different other functions; they are used as the predicate of the sentence only by manner of exception. These forms are often called verbals. The finite forms of the verb have the following grammatical categories[2]:

1)   Person and Number. These categories of the verb supply to show the link between the subject and the predicate of the sentence — the subject agrees with the predicate in person and number. We come across two numbers (the singular and the plural) and three persons (the first, the second, and the third) in finite verbs:

2)   Tense, Aspect and Phase

3)   Voice

4)   Mood

As it exists in English definitely in Uzbek language also it is defined as: —Zamon, Nisbat, Mayl.

The forms that serve to convey the grammatical categories which were mentioned above may be built up in diverse ways.

We find three basic forms that provide as a foundation for building up all the other forms of the English verb. These forms are:

1)   the basic verb stem which is also often referred to as the infinitive without the particle *to,*

2)   the Past Indefinite, and

3)   the participle .

On the way to the forming way the Past Indefinite and the participle, all verbs can be divided into two classes: regular and irregular verbs. With regular verbs, the Past Indefinite and the participle are produced by adding the suffix *-ed.* After vowels it is pronounced [d] and voiced consonants (e.g. *played, answered, opened, closed),* while after voiceless consonants [t] (e.g. *looked, passed),* and [id] after verbs ending in [t] or [d] (e.g. *wanted, wasted, ended, landed).*

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[2] *Sweet H.* A new English Grammar, logical and historical. Oxford: Clarendon press, 2015. Part1. 500 p.

The following spelling rules in writing should be analyzed[3]:

1) Verbs ending in *-y* preceded by a consonant change the *-y into* -led *(e.g.* study — studied, envy — envied). *But if the* -y *is preceded by a vowel, it remains unchanged (e.g.* play — played, stay — stayed).

2) If it is preceded by a short stressed vowel or if a verb ends in a stressed *-er (-ur)* (e.g. *stop — stopped, admit — admitted, occur — occurred, prefer — preferred)* the last consonant is doubled. The last consonant remains single, unless the preceding vowel is long or unstressed (e.g. *limit — limited, perform — performed, conquer — conquered, appear — appeared).*

In British English the last *-l* is always doubled (e.g. *travel — travelled, quarrel — quarrelled).*

All other verbs should be considered as irregular in modern English. They are a miscellaneous group comprising various patterns (e.g. *sing — sang — sung, write — wrote*

— written, send — sent — sent, teach — taught — taught, etc.)- Some verbs have a regular form by the side of an irregular one (e.g. *learn — learnt — learnt* and also *learn — learned*

— learned). Some of the verbs remain the same in its formation (e.g. *cut — cut — cut, hit — hit — hit).* Suppletive systems are the verbs which take their forms from different roots and they are only two verbs: *to be* and *to go.*

Synthetic or analytical forms of the verb which are constructed with the help of the above discussed basic forms may be of two different kinds[4].

Synthetic structures are built up by a change in the word itself: by means of suffixes (e.g. *I work, he works, we worked),* by means of vowel change (e.g. *I find, I found),* and sometimes by combining both means (e.g. *I think, I thought).*

Analytical forms include two means, e.g. *He* has worked *hard.* An auxiliary verb is the first mean which has no lexical meaning — it identifies only grammatical meaning. A notional verb is the second mean which is the bearer of lexical meaning ('носитель лексического значения'). The auxiliary verb expresses that *has worked* is the third person singular, the Indicative Mood, the Active Voice. But the specific meaning of this particular form, that of the Present Perfect, results only from the combination of both components[1].

In the analytical form was *written* (as in: *The letter* was *written yesterday),* *written* is the bearer of lexical meaning; was shows that we are dealing with the third

[3] *Hockett Ch.T.A.* Course in modern Linguistics. New York: Ann. Arbor: UniversityMichigan Press, 2011. 458 p.
[4] *Harris Roy.* The Language machine. London: Discworth, 2017. 282 p.

person singular, the Indicative Mood, the Past Indefinite, But again the specific grammatical meaning of this particular form, that of the Passive Voice, is expressed by the whole combination of the auxiliary and the notional verb.

CONCLUSION

Thus an analytical form consists of two words — a structural word and a notional word — which form a very close, inseparable unit. It functions in English as the form of a single word by the side of synthetic forms (e.g. *he works, he has worked, he worked, he* was *working, he had worked,* etc.) The language environment of the young child is one where language is not separated from learning about the way the world operates. Children do not learn about the parts of language as described in a grammar book. They are completely uninterested in the names of word classes and verb tenses.

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