

## SIMILARITY AND DIFFERENCES ASPECTS OF GRADUONIMIC SERIES FORMED BY SEMANTIC CATEGORIES OF VERBS IN UZBEK AND ENGLISH LANGUAGES

Otaboyeva Mazmuna Rahimovna PhD

Kokand State Pedagogical Institute

mazmuna.rahimovna@gmail.com

### ANNOTATION

This article is presented as an example of research on the study of the graduonymy of verbs in the Uzbek and English languages, and the similar and different aspects of the graduonymy series formed according to the semantic categories of the verbs in the languages being compared. cited. Also, in the article, the semantic categories of verbs of action, verbs of speech, verbs of state, verbs of thought, action verbs of result in Uzbek and verbs of action, verbs of thought, verbs of reason in English Verbs were separated into semantic groups such as verbs, verbs of the state of occurrence, aspect verbs, and the verbs were analyzed from the explanatory dictionaries, and graduonimic lines were created with the participation of their synonyms and opposite meanings.

**Keywords:** graduonymy, gradation series, semantic category, verbs, action verbs, relationship verbs, speech verbs, state verbs, semantic groups.

### INTRODUCTION

When we focus on the graduonymy of lexemes representing action and state in different systematic languages, during our research we found out that there are many similarities and differences between the Uzbek and English languages. It turned out that there are groups of verbs in both languages that are compatible with each other or completely different.

Uzbek verbs of action and English causative verbs can be considered synonymous in some places. Also, the meaning of the verbs of existence and relationship is characterized by their closeness to the meanings expressed by the verbs of the situation in the Uzbek language. In this chapter, we will compare the semantic groups of verbs in Uzbek and English and analyze their similarities and differences.

### LITERATURE ANALYSIS AND METHODS

The semantic group of causative verbs in English does not exist in Uzbek. Verbs in this group correspond to case verbs in the Uzbek language. With the help of the verb cause and its synonyms belonging to this group, according to the increase in the cause of unpleasant situations: cause→bring on→precipitate→provoke, if the gradation sequence is formed, then in Uzbek language, уғримок →get angry/get angry→provoke→boil one's blood. The gradation series in English differs from that in Uzbek in that it has fewer members and does not have equally strong cognates. There will be 4 members in the English class and 5 members in the Uzbek class. In addition, even if the verb cause does not participate, based on the meanings of its synonyms, from the origin of an action, idea or process to the occurrence of the result, a graduonymic series was formed in English: create→produce→result, and In the Uzbek language, the order of creating/creating→implementing→producing has been presented.

Although the Uzbek and English graduonymic series are the same, that is, they have 3 members, one of the Uzbek series differs due to a verb with the same strong meaning.

Although graduonymic lines are formed with the participation of demand, which belongs to the group of cause or effect verbs in English, and Uzbek equivalent verbs, according to the increase of desire and demand: expect → ask for → want → desire → being in need of → necessitate → require → need → insist on – order/demand → command; and in Uzbek, the following lines are formed: hope → wait → want/want → ask → command → demand. If we compare the gradation series given in both languages, the gradation series in the English language differs in the number of members, taking into account the presence of 10 members and one word with the same meaning, a total of 11 words are involved. . In the Uzbek language, 7 verbs are involved, 6 of them form a series of gradations.

The group of verbs of occurrence in the English language, although there is no semantic group of such a verb in the Uzbek language, according to the meanings of the verbs belonging to this group, It was determined that it corresponds to case verbs in the Uzbek language. It is very difficult to observe the phenomenon of gradation in the verbs of this group, which is explained by the fact that this situation can lead to confusion of contextual and lexical synonyms in them. Nevertheless, the verb occur, which belongs to this group, and its synonyms, the thesaurus, and the explanations given in the dictionary were consulted. In combination with other verbs of state of occurrence, according to the origin, development and realization of an idea: come to mind → grow/develop → happen/occur was created. In the Uzbek language, two gradations were presented to this gradation line: imagine → embody → reflect and imagine → think → implement. So, the gradation series in both the languages being compared

Although it is similar in that it has 3 members, in English there are 5 verbs, 2 of them have an equally strong meaning, and in Uzbek, it differs in that two gradation lines are formed according to this scheme.

## RESULTS AND DISCUSSION

Verbs of existence or relationship (verbs of existence or relationship) in English do not exist in Uzbek either. Since the verbs belonging to this group have stylistic and contextual synonyms, there is no ranking between them. Nevertheless, it is possible to make a series of gradations with verbs belonging to this group and other semantic groups. For example, the verb die, which is the antonym of the verb live, belongs to the group of verbs of occurrence. Using this verb, be born → live → die forms a series of gradations. We can come to the conclusion that the phenomenon of gradation between different semantic groups occurs in English, but this situation is not observed in Uzbek.

According to the continuation of the verb continue, which belongs to the group of aspect verbs in English, and its synonyms, the sequence of gradation is formed: pursue → keep on → go on → persist → continue → persevere → keep at. Taking into account that there are no separate lexemes expressing duration in the Uzbek language, it is not possible to make such a ranking series.

In the Uzbek language, the gradational series changes in meaning by taking the suffixes of the verb proportions, i.e., such series as aldanmak → avravnaq → deride and aldanmak → avravnaq

→ lakadan. If we take into account that there are only two proportions in English - definite and passive, such a change was not observed in the target language.

The analysis of the graduonymy of verbs in Uzbek and English, which are considered to be different system languages, is a proposal for the detailed study of the specific aspects of both languages and the application of existing differences in translation and the process of creating dictionaries. tried to refer as

### CONCLUSION

Means causative verbs, verbs of occurrence. Speech verbs in the Uzbek language include lexemes related to human speech, communication verbs in the English language are partially synonymous with speech verbs, but have different aspects.

Similar and different aspects were shown, such as the number of members of the series, the presence of synonyms, and the presence of equivalents in both languages in Uzbek and English verbs.

### REFERENCES

1. Djumabaeva J. O'zbek va ingliz tillarida leksik graduonimiya. Monografiya. – Toshkent: Mumtoz so'z, 2014. – B.15.
2. Bozorov O. O'zbek tilida darajalanish: Filol.fan. d-ri ... diss. – Toshkent, 1997. – B.152.
3. Jamolxonov H. Hozirgi o'zbek adabiy tili. – Toshkent: Talqin, 2005. – B.186.
4. Orifjonova SH. O'zbek tilida lug'aviy graduonimiya: Filol. fan. nomz. ... diss. avtoref. – Toshkent, 1996.– B.7-10.
5. O'zbek tilining izohli lug'ati. "YU" harfi. – B. 423. [www.ziyouz.com](http://www.ziyouz.com) kutubxonasi.
6. Hojiev A. O'zbek tili sinonimlarining qisqacha lug'ati. – Toshkent, 1963. – B.51.
7. Oxford Dictionary of English and Concise Thesarius
8. Djumabaeva, Jamila. "Graduonymy as a semantic phenomenon in Uzbek linguistics." *Arts Social Sci J* 7.208 (2016): 2.
9. Отабоева, Мазмуна Раҳимовна. "ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДА ФЕЪЛЛАРДА ГРАДУОНИМИК ҚАТОРЛАР ТУЗИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ." *Academic research in educational sciences* 3.1 (2022): 925-930.
10. Masodiqova, Zulfiyaxon. "Comparison of English, German and Uzbek Vowel Sounds." *Academicia Globe: Inderscience Research* 2.05 (2021): 176-179.
11. Uktamaliqizi, Yusupova Dilnoza. "The usage of ethnographic terms in literary speech." *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL* 11.2 (2021): 855-857.
12. Sabirjanovna, Paziljanova Zulfiya. "A MODEL FOR DEVELOPING STUDENTS'COMMUNICATIVE COMPETENCE BY TEACHING THEM INTERCULTURAL COMMUNICATION." *Galaxy International Interdisciplinary Research Journal* 10.11 (2022): 680-683.
13. Muhamedjanovna, Tilyakhodzhaeva Fazilya. "Ways to Develop Students' Motivation in Learning with the Help of Digital Means." *AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT* 2.1 (2023): 31-33.



14. Nodirovna, Aliyeva Nargiza. "SOME FEATURES OF EUPHEMISMS IN LITERAL TEXTS." *Open Access Repository* 8.11 (2022): 139-141.
15. Karimova, Vasila Vakhobovna, and Munisa Karimova. "SUPPLETIVISM OF THE LEXICAL PLAN IN THE TURKIC LANGUAGES (BASED ON THE TERMS OF KINSHIP IN THE UZBEK LANGUAGE)." *Galaxy International Interdisciplinary Research Journal* 10.11 (2022): 1245-1249.