

“BEHBUDIY IZDOSHLARI” ILMIY VA IJODIY ISHLAR TANLOVI

bronxial astma bilan og‘rigan bolalar va o‘smirlarda simptomlarni kamaytirish, nafas funksiyalarini yaxshilash va kasallikni yaxshi nazorat ostida ushlab turishda samarali hisoblanadi. Bu usullarni standart davo bilan birgalikda qo‘llash kompleks yondashuvning afzalligini tasdiqlaydi.

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SEMANTIC CONCEPTUALIZATION OF ACTION VERBS IN TEXTS ON THE EXAMPLE OF ENGLISH AND UZBEK LANGUAGES

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Abstract: *Nowadays, the desire to learn a foreign language is increasing. In addition, works in English, which are becoming the world language, and all such widely used manuals need*

translation. At the same time, the incomprehensibility of widely used content in the Uzbek language for representatives of other languages is causing cultural misunderstanding. Therefore, in this article, we will examine the English equivalents of some Uzbek verbs of action and vice versa, the meanings of words that do not correspond to each other at all, and their semantic conceptualization in a sentence.

Key words: *manner, path, the semantic conceptualization, cognitive, contrastive linguistics, verb-framed, satellite-framed, second-language acquisition,*

Introduction

Language is not just a way to describe the world; it also shows how people think and feel about events. In linguistics, it's important to understand the meanings of words and how they are used to show ideas — especially when talking about movement. Some verbs, called "verbs of manner of motion", tell us both that something is moving and how it is moving. For example, English words like walk, run, crawl, and tiptoe give us clear images of the way someone moves.

English and Uzbek show motion in different ways. In English, the manner of motion is usually part of the main verb, but in Uzbek, it is often shown using extra verbs, adverbs, or expressions. These differences affect how movement is understood and described in each language. This article studies how these verbs are used in both languages and how their meanings are understood in different contexts.

Theoretical Background

Linguists have been studying how people describe movement in language for many years, especially in cognitive and contrastive linguistics. Verbs of manner of motion are important because they show how something moves, not just that it moves. Studying how different languages express this helps us understand the way people think and speak in each culture.

One of the most well-known ideas in this field is Talmy's theory (2000), which talks about two types of languages: satellite-framed and verb-framed. In satellite-framed languages like English, the manner of movement is usually in the main verb (e.g., *run into*, *slide down*), while the path is shown with other small words like prepositions (*into*, *down*). In verb-framed languages like Uzbek, the path is often in the main verb, and the manner is shown using extra verbs or adverbs (e.g., *yugurib chiqdi* – “*ran out*”).

Another helpful theory is the conceptual metaphor theory by Lakoff and Johnson (1980). It says that people often understand abstract ideas, like emotions or thoughts, through movement words. For example, in the phrase He fell into despair, “fall” is a movement word used to describe a mental state.

Ronald Langacker's cognitive grammar also explains how speakers choose to describe events. Some parts of the event are made more important, while others are less visible, based on what the speaker wants to highlight.

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Lastly, Slobin’s “Thinking for Speaking” theory (1996) explains that people speak based on what their language makes easy or natural to express. This means that the way people describe motion depends on the structure of their language.

In the case of Uzbek, some researchers, like Yo‘ldoshev, have studied verbs from a grammar and meaning point of view. However, there has not been much research about the cognitive and conceptual side of manner of motion in Uzbek. This article tries to explore that area by comparing Uzbek and English using real examples and theories.

Analysis

In this part of the article, we compare how English and Uzbek use verbs of manner of motion in real texts. The goal is to see how each language shows the manner (how something moves) and the path (where it moves), and what this tells us about how speakers think in each language.

English Examples

In English, the manner is usually inside the main verb, and the path is shown with small words like prepositions or particles.

“Everyone sat and Patrick began his retelling of his ball-lessness, and I fell into the routine of Support Group: communicating through sighs with Isaac, feeling sorry for everyone in the room and also everyone outside of it”. (Green, 2012, P. 82)

- Sat = manner,
- Began = manner,
- Fell = manner, into = path
- Sorry = manner, for = path

These verbs give clear information about how the action happened — for example, quickly (sat) or starting action (began). The direction is shown by words like into or for. This helps English express both ideas (how and where) in a short way.

Uzbek Examples

In Uzbek, the path is usually shown in the main verb, and the manner is added separately — with another verb or an adverb.

“Avvaliga butun vujudim muzlab ketdi. Muz ostidagi oqim uncha tez emas edi. Oyog‘imni tipirlatib ko‘rsam, tagiga yetmadi. Demak, daryo chuqur. Avtomatchilardan biri qo‘ltig‘imdan ushlab, tomirimni tekshira boshladi”. (Hoshimov, 2021, P. 494)

- Muzlab = manner, ketdi = path
- Ushlay = manner,
- Tekshira = manner, boshladi = path

So in Uzbek, the manner comes before the main action. This makes Uzbek sentences more analytical, meaning that they are built with more than one verb or part to explain what happened.

- English puts the manner into the main verb and makes it more important.
- Uzbek gives more attention to the path and adds the manner with other words.

Discussion and Results

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This part of the article looks at what we can learn from the comparison between English and Uzbek verbs of manner of motion. The analysis shows that the two languages use different ways to talk about movement, both in grammar and in how speakers think about it. In English, the manner is usually inside the main verb. This makes it easier to say a lot in just a few words. English sentences about movement can be short but still give clear and lively images of how the action happens.

In Uzbek, the path is shown in the main verb, and the manner is added with another word — often an adverb or another verb. So, Uzbek often separates the manner and the path. This shows that Uzbek gives more importance to where the movement goes, while English focuses more on how the movement happens.

These grammar differences reflect different thinking styles. English speakers usually think of the way something moves as very important. This matches

Slobin’s “Thinking for Speaking” idea: people learn to express what their language makes easy to say.

Uzbek speakers, on the other hand, focus more on the direction or result of the movement. Manner is still there, but it is not the main point. This means that people from different cultures might picture the same event differently in their minds.

These differences also affect real life, I think that it may be:

Translators need to decide how to keep the meaning — do they keep the manner, change it, or leave it out?

Language learners may make mistakes if their native language shows motion in a different way.

For example, Uzbek students learning English might say “*go out quickly*” (*tez chiqib ket*) instead of “*rush out*” (*shoshiling*). Or English speakers learning Uzbek might use too many manner verbs that don’t sound natural in Uzbek.

Conclusion

In this article, we looked at how English and Uzbek show manner of motion in different ways. We compared verbs from both languages and found important differences in grammar and meaning. English usually puts the manner of motion inside the main verb, which makes sentences short and expressive. Uzbek, on the other hand, often shows the path in the main verb and adds the manner with another verb or an adverb.

These differences are not just about grammar — they show how people in each language group think and talk about movement. This is important in translation and language learning, because not understanding these differences can cause mistakes or confusion. This research helps us better understand how different languages describe the same actions in different ways. Future studies can look at other language pairs, or study how people use these verbs when they speak, write stories, or translate texts.

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**UMUMTA’LIM MAKTABLARIDA FIZIKANING “ERKIN ELEKTROMAGNIT
TEBRANISHLAR” MAVZUSINI O’QITISH METODIKASI**

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ANNOTATSIYA: *Maqolada umumta’lim maktablarida “Erkin elektromagnit tebranishlar” mavzusini o’qitish metodikasi yoritilgan. Mavzuni zamonaviy yondashuv asosida o’rgatish va fizika fanining ta’lim tarbiyadagi ahamiyati o’z ifodasini topgan. Shuningdek, erkin elektromagnit tebranishlarni amaliyotdagi o’rni ham bayon etilgan.*

Kalit so‘zlar: *Elektromagnit tebranishlar, elektromagnit to‘lqinlar, osillyatorlar, radioaloqa, elektromagnit maydon, muammo, interfaol metod, kollektiv fikrlash, rolli o‘yinlar, Venn diagrammasi, ko‘nikma.*

**METHODOLOGY OF TEACHING THE SUBJECT OF PHYSICS “FREE
ELECTROMAGNETIC VIBRATIONS” IN SECONDARY SCHOOLS**

ABSTRACT: *The article discusses the methodology for teaching the topic “Free Electromagnetic Oscillations” in secondary schools. The modern approach to teaching the*