

INGLIZ TILI FE'LLARIDA PREDMETLIK VA BELGI-XUSUSIYAT MA'NOLARINING LEKSIK-SEMANTIK USUL ASOSIDA FARQLANISHI

Shirinova Nilufar Djabbarovna

O'zbekiston Respublikasi Jamoat xavfsizligi
universiteti Tillarni o'rganish kafedrası dotsenti, filol.f.n.

Annotatsiya: Mazkur maqolada ingliz tili fe'llarida predmetlik va belgi-xususiyat ma'nolarining leksik-semantik usul asosida farqlanishi masalasi tahlil etilgan bo'lib, ingliz tilidagi notional, seminotional, impersonal verbs tahlilga tortilgan.

Kalit so'zlar: predmetlik ma'nosi, belgi-xususiyat ma'nosi, leksik-semantik usul, notional verbs, seminotional verbs, impersonal verbs, inparallel darajalanish, interparallel darajalanish.

Predmetlik (PM) va belgi-xususiyat ma'nolari (BXM)ning farqlanishi fe'llarda eng yuqori darajaga ko'tariladi – fe'llar dinamik belgini, holatni ifodalashga morfologik jihatdan ixtisoslashgan so'z turkumi ekanligi bilan ajralib turadi. Fe'llarning ichki lug'aviy-ma'noviy guruhlarida predmetlik va belgi-xususiyat ma'nolarini farqlash belgisiga ko'ra darajalanish siralarini ajratish mumkin emas, barcha turdagi fe'llar mohiyatan bir turdagi ma'noga – dinamik belgini ifodalashga ixtisoslashgan. Lekin fe'llarda predmetlikka ishora tamoman boshqa yo'nalishda:

- a) semantik-sintaktik valentlik yo'nalishida;
- b) ixtisoslashgan morfologik shakllar (harakat nomi, sifat-dosh, ravish-dosh, kesimlik shakli)ning mavjudligida namoyon bo'ladi.

Predmetlikka ishoraning valentlik orqali voqelanishi shundan iboratki, o'zbek tilida shaxssiz fe'l yo'q. Istagan fe'l harakatning bajaruvchisi – agens valentligiga ega. Agens esa, Abu Nasr Forobiy ta'biri bilan aytganda, “ovoz chiqargan manba”, ya'ni predmetlik (fe'l nimaningdir dinamik belgisini ifodalab kelayotganligi) mohiyatiga ega. Turkiy fe'llarning bu xususiyati 50-yillardayoq S.N.Ivanov tomonidan mufassal sharhlangan edi va professor R.Rasulovning o'zbek tilida agens valentligiga bag'ishlangan tadqiqotida atroflicha tahlil etildi. Lekin fe'llarda agens valentligi orqali

predmetlikka ishora otlarda belgi-xususiyatga ishora, sifatlarda predmetlikka ishoradan tubdan farq qiladi. Chunki otlarda belgi-xususiyatga ishora predmetlikning “majmuyi asmo’ va sifot” ekanligi bilan, sifatlarda predmetlikka ishora sifatlar “turkum ma’nosi”ning “predmet belgisi” ekanligi bilan uzviy bog‘liqdir. Fe’llarda esa predmetlikka ishora u qadar yorqin emas. Fe’l ifodalaydigan harakat-holatning tashuvchisi bo‘lgan predmet fe’ldan tashqarida. Shuning uchun u qo‘shimcha vositalar orqali, chunonchi subyekt agensi (agens valentligi) bilan ifodalanadi va shu orqali predmetlik ma’nosiga ishora qiladi.

Fe’llarda predmetlik ma’nosiga ishora ulardan tashqarida bo‘lganligi bois fe’llarning ichki LMGlari ham, predmetlik va belgi-xususiyat ma’nolarining leksik-derivatsion farqlanish usullari ham darajalanish siralarini berolmaydi – fe’lning “ichi”da belgi-xususiyat va predmetlik ma’nolari nisbatiga ko‘ra darajalanish xos emas. O‘zbek tilidagidan farqli ravishda ingliz tilidagi fe’llar o‘z semantikasidan kelib chiqib, juda kam o‘rinlarda bo‘lsa-da, agens orqali predmetga ishora qilishda betakror yechimni taklif qiladi: ingliz tilida semantik xarakteristikasiga ko‘ra guruhlanadigan uch – notional verbs (leksik ma’noli fe’llar), seminotational verbs (yarim ma’noli fe’llar) va impersonal verbs (shaxssiz fe’llar)ning o‘zi PM va BXMni diskretlash bo‘yicha darajalanish munosabatlarini o‘rnatishi mumkin.

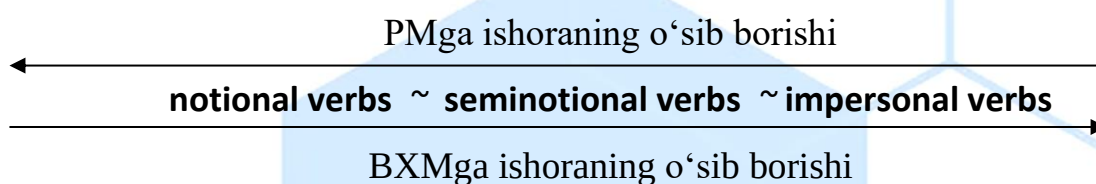
Bunda qator boshini – borliqdagi biror-bir harakat, holat, jarayonni atab, nomlab, til tizimida lug‘aviy ma’noga ega bo‘lgan, gap tizimida mustaqil predikativ munosabatni yaratib, kuchli belgi turi – “dinamik belgi”ni tashiydigan hamda asosan hozirgi zamon, 3-shaxs shaklida agens (harakat bajaruvchisi) ma’nosini voqelantiradigan, shunday bo‘lsa-da, barcha a’zolarini shu tendentsiyaga bo‘ysundiradigan va shu orqali PMga kuchli ishora qiladigan – notional verbs (*to see, to write*) joylashadi. Bunday birliklar nafaqat ingliz, balki o‘zbek va boshqa tillarga ham xos bo‘lgan – “harakat bajaruvchisi, subyekt ma’nosini o‘zidan tashqarida” ifodalash bilan birga tegishli o‘rinlarda o‘z mohiyatida yashirin semantik valentlikni yuzaga chiqaradi: *She speaks English well. My sister lives in London.* Yana bir bor

ta'kidlab o'tamizki, bunday leksik birliklarning barchasi agentlik ma'nosiga xoslangan.

Siraning keyingi – BXM nisbatan chekingan/PM nisbatan yorqinlashgan qismini ham semantik, ham grammatik valentligi jihatdan shaxs ma'nosiga kamroq ishora qiladigan, undan ko'ra dinamik belgining turli-tuman belgilarini, ya'ni harakat, jarayonning qay tarzda, qanday shartlar (ixtiyoriylik, majburiyat, tavsiya, imkoniyat va h.k.) asosida bajarilishini anglatishga ixtisoslashgan aksariyat yarim ma'noli fe'llar (seminotational verbs): *can, may, should, could, would...* egallaydi. Ko'rinadiki, bu turdagi lug'aviy unsurlar ma'noli fe'llardek yuz foiz agens haqida axborot berish emas, balki, aksincha, barcha bajaruvchilar uchun umumiy belgi-xususiyat ma'nolarini yuzaga chiqarishi bilan ajralib turadi.

PMni tobora qorong'ulashtirib, BXMni yanada oydinlashtiradigan gradual zanjirimizning oxirgi nuqtasida – “shaxssiz fe'l” nomi bilan to'la-to'kis intensiv attributiv semantikaga ega – impersonal verbs joylashtirishimiz maqsadga muvofiq bo'ladi. Zero *rain, snow* kabi bu tip unsurlar muayyan agensga ega emasligi, gap tarkibida formal ega bilan ishlatilganda ham (*It snows; It lightens*), tabiat, ruhiy faoliyat va jarayonlarni subyektga ishorasiz holda o'zgaruvchan belgi ma'nosini ro'yobga chiqara oladi.

Demak, ingliz tili fe'llarida PM va BXMni leksik-semantik usulda inparallel farqlash dinamikasini quyida umumlashtirsa bo'ladi:



Takrorlab o'tish joizki, bu hodisa tamomila xususiy, inparallel xarakterda bo'lib, o'zbek tilida bunday imkoniyatning yo'qligi, ya'ni shaxssiz fe'llarning yo'qligi, istagan fe'l harakatning bajaruvchisi – agens valentligiga egaligi; ingliz tilida esa,

aksincha, shaxssiz fe'llarning me'yoriyligi – PM va BXMni leksik-semantik yo'l bilan farqlashda tillararo interparallel aloqalarini taqdim qilishga imkon bermaydi.

Foydalanilgan adabiyotlar

Shahnoza, A. (2022). PROFILAKTIKA INSPEKTOR TALABALARIDA MUSTAQIL TA'LIMNI RIVOJLANTIRISH.

Aripova, S. (2022). PROFILAKTIKA INSPEKTOR TALABALARIDA MUSTAQIL TA'LIMNI RIVOJLANTIRISH. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 20), 587-591.

Aripova, S. (2020). THE PROBLEMS OF APPLYING DIFFERENT METHODS TO THE INDEPENDENT LEARNING PROCESS. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(12).

Abduazizovna, P. Z. (2022). TALIM TIZIMIDA «ASSESSMENT» HAMDA «EVALUATION» TUSHUNCHALARI VA ULARNING FARQI (The concepts of "assessment" and "evaluation" in the education system and their differences).

Abduazizovna, P. Z., & Lazokat, I. (2025, March). STRATEGIES FOR PROVIDING EFFECTIVE FEEDBACK IN TEACHING ENGLISH. In *International Conference on Modern Science and Scientific Studies* (pp. 226-232).

Abduazizovna, P. Z., & Ikanova, L. (2025, March). FEEDBACK AS A TOOL FOR MOTIVATION IN LANGUAGE LEARNING. In *International Conference on Modern Science and Scientific Studies* (pp. 233-240).

Abduazizovna, P. Z., & Lazokat, I. (2025). ASSESSMENT FOR LEARNING AND ITS BENEFITS. *JOURNAL OF NEW CENTURY INNOVATIONS*, 73(2), 337-343.

Abduazizovna, P. Z. (2025, March). DIDACTIC FUNDAMENTALS OF IMPROVING LEXICAL COMPETENCE (B2 LEVEL). In *International Educators Conference* (pp. 135-142).

Shirnova, N. (2024). DEVELOPING COGNITIVE ACTIVITY OF CADETS IN THE PROCESS OF TEACHING ENGLISH. *ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ*, (54-4).

Ширинова, Н., & Ширинова, Н. (2022). ПОВЫШЕНИЕ ПОЗНАВАТЕЛЬНОЙ АКТИВНОСТИ КУРСАНТОВ ЭКОНОМИЧЕСКОГО НАПРАВЛЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА. *Gospodarka i Innowacje.*, 24, 744-746.

Shirnova, N. D., & Shirnova, N. D. (2023). LISONIY PARALLELIZM HODISASIGA DOIR. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(1), 51-56.

Shirnova, N. D., & Davlatova, M. K. MORPHOLOGICAL WAY OF DIFFERENTIATION OF SUBSTANCE AND ATTRIBUTIVE MEANINGS IN THE LANGUAGE SYSTEM. *ILMIY*

ХАВАРНОМА. НАУЧНЫЙ ВЕСТНИК Учредители: Андижанский государственный университет им. ЗМ Бабура, (1), 86-89.

Shirnova, N. (2018). ORGANIZATION OF THE ENGLISH TEACHING PROCESS. *Irrigatsiya va Melioratsiya*, (2), 61-64.

Nilufar, S., Nargiza, S., & Nosir, R. (2023). Study of the gradual relations in differentiation of substance and attributive meanings in the english and uzbek languages.

Tulkin, S., Nargiza, S., & Nilufar, S. (2022). ANALYSIS OF THE TRANSLATION OF ZAHIRIDDIN BABURS POEMS. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, 3(02), 42-48.

Djabarovna, S. N. (2021). Synonymous pairs of lexical units. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 910-913.

Ширинова, Н. (2010). Ўзбек тилида предметлик ва белги-хусусият маъноларини фарклаш воситалари: Филол. фан номз.... дисс.

Shirnova, N. D. (2006). The expression of the relation of substance and attribute in the language system. *The Problems of Philology and Methodics.*—Bukhara, 98-101.

Darvishova, G. K. (2023). SHARLOTTA BRONTE IJODIDA AYOLNING IJTIMOIIY MAVQEI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(1), 57-67.

Kenjabayevna, D. G. (2025). IMPROVING STUDENTS'READING ABILITY IN TEACHING ENGLISH. *JOURNAL OF NEW CENTURY INNOVATIONS*, 72(1), 272-276.

Kenjabayevna, D. G. (2025, March). THE IMPORTANCE OF GRAMMAR GAMES IN TEACHING ENGLISH. In *International Educators Conference* (pp. 107-115).

Дарвишова, Г. К. (2022). ШАРЛОТТА БРОНТЕ АСАРЛАРИДА БАДИИЙ МАҲОРАТ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 26), 754-757.

Kenjabayevna, D. G. (2025, March). CLASSROOM BEHAVIOR IS A MANAGEMENT ISSUE. In *International Conference on Modern Science and Scientific Studies* (pp. 220-225).

Abduazizovna, P. Z., & Lazokat, I. (2025). ASSESSMENT FOR LEARNING WITH ARTIFICIAL INTELLIGENCE. *JOURNAL OF NEW CENTURY INNOVATIONS*, 73(2), 330-336.

Иканова, Л. (2025, March). ОПРЕДЕЛЕНИЕ ПРАВ ОСУЖДЕННЫХ И ЛИШЕННЫХ СВОБОДЫ ЛИЦ В РЕСПУБЛИКЕ УЗБЕКИСТАНЬ И ИХ ВНЕДРЕНИЕ В ПРАКТИКУ. In *International Educators Conference* (pp. 116-120).

Ikanova, L. S. Q. (2024). SUDLANGAN SHAXSLAR VA MAHKUMLARNING XULQ ATVORI VA QAYTA JINOYAT SODIR ETISHINI BARTARAF QILISHDA TA'LIMNING

TA'SIRI (AQSH TAJRIBASI MISOLIDA). *Oriental renaissance: Innovative, educational, natural and social sciences*, 4(1), 433-439.

Ikanova, L. S. (2019). The impact of materials development, critical pedagogy and LGBT's issue on the language planning and policy. *Вестник педагогики: наука и практика*, (48), 68-70.

Khasanova, D., Ulmasbaeva, M., & Ikanova, L. (2019). IT IS TIME TO CHANGE THE SUBJECT MATTER OF ENGLISH AT VOCATIONAL COLLEGE. *EPRAInternational Journal of Multidisciplinary Research*, 48-52.

Sayyora, I. (2025, April). TEACHING BASIC CEFR AND IELTS SKILLS TO CADETS IN A MILITARY SETTING. In *International Educators Conference* (pp. 199-204).

Sayyora, I. (2025, April). CASE STUDIES ON TEACHING ENGLISH TO CADETS: METHODS FOR CEFR AND IELTS IN A MILITARY SETTING. In *International Educators Conference* (pp. 241-246).

Sayyora, I. (2025). INTEGRATING INNOVATIVE TECHNOLOGIES TO ENHANCE CADETS' LINGUISTIC COMPETENCE THROUGH BLENDED LEARNING IN UZBEKISTAN'S CEFR AND IELTS PREPARATION. *JOURNAL OF NEW CENTURY INNOVATIONS*, 73(2), 325-329.

Sayyora, I. (2025). INTEGRATING INNOVATIVE TECHNOLOGIES INTO ENGLISH LANGUAGE LEARNING AND CERTIFICATE OBTAINING FOR CADETS IN UZBEKISTAN. *JOURNAL OF NEW CENTURY INNOVATIONS*, 73(2), 320-324.