

LINGUACULTURAL ASPECTS OF TEACHING SENSE PERCEPTION VERBS IN ENGLISH & UZBEK

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ABSTRACT

In connection with the rise of foreign language teaching to the level of state policy in the period of independence, the training of qualified foreign language teachers and translators for our country, textbooks, manuals, language theories, foreign language in accordance with modern requirements. There is a need to redevelop and develop the teaching and learning of the Uzbek language in the Uzbek audience. In particular, in this article I would like to describe the sensory verbs in Uzbek and English.

KEYWORDS: sense, perception, foreign languages, linguacultural aspects, hear, see, taste, smell, feel.

INTRODUCTION

It is noteworthy that the President said that “the state language is becoming an active means of communication at the international level. In particular, we are all proud of the growing role and importance of the Uzbek language in meetings and talks with foreign leaders, negotiations, signing ceremonies, prestigious summits, and official press conferences. At present, great importance is attached to the study and teaching of foreign languages in our country.

This, of course, is not in vain. There is no need to underestimate the importance of perfect knowledge of foreign languages for our country, which today is striving to take its rightful place in the world community, and for our people, who are building their great future in terms of foreign partners. The comparative study of Uzbek languages is of great importance in the search for and discovery of unexplored aspects of both languages. A comparative study of languages reveals features that have been overlooked in the study of one language, i.e., some of the features that the linguist did not pay attention to when studying one language become apparent when comparing two languages. This helps to identify the difficulties of the comparable foreign language for foreign language learners. Interlingual similarities and differences, on the other hand, mean that differences cause interference, similarities create facilitations, make it easier for a language learner to learn another language, and lead to mistakes or communication interruptions.

Identifying the specific trends and patterns of the languages being compared, the mutual enrichment of the languages being compared with each other, and the interactions and alternatives are also theoretical issues that arise as a result of comparing the two languages. Therefore, comparative linguistics is the linguodidactic basis of foreign language teaching, that is, the methodological significance of the differences and similarities in the compared languages is determined by the interlinguistic interventions and facilitations that occur in the speech of foreign language learners shows the difficult and easy aspects for Uzbek students.

In many English and Uzbek grammars, a number of characters developed without taking into account the latest achievements of linguistics have escaped the attention of English and Uzbek linguists in the classification of verbs and have been interpreted differently. Developed and classified without taking into account the necessary principles of grammatical categories such as time, ratio and inclination. This principle should be developed taking into account the relationship between grammar and vocabulary in the classification of verb types.

A verb is a group of words that express the meaning of an action and answer questions such as what did (happened) ?, what does (do) happen ?, what does (will happen?). . For example: The student studied (what did he/she do?). Like the cars roar (what does it do?).

Each of the above verb types contains several verbs. These verbs differ in how they express the meaning of the action. The following differences can be observed:

1. Distinguish between strengths and weaknesses: smile - laugh.
2. According to the positive and negative values: laugh - smile; to speak is to murmur, to mutter.

3. According to the stylistic features: to laugh (a common word) - to smile (a common style), to speak (a common word) - to create a speech (a common style).

Using each of the above verbs in their proper place ensures fluency, clarity, and expressiveness in speech.

Now, we come to the part where we talk about the middle ground. What is sense perception in general? Man perceives the world through his senses and strives for it. With the help of the senses, he embodies what he feels. For example, you watch TV, in which a dancer dances, and you get spiritual pleasure by watching her dance. Or when you read a work of art, you feel it in your imagination while you read it with your eyes, you create it with those heroes. There are so many examples of sensory verbs around us because our daily lives are all about feeling and feeling. There are so many forms of expression in our language, because our Uzbek language is rich and we can find 10 meanings of each word.

Language is a great gift created by man and "gifted" to man. There is language, there is communication, there is history, there is culture and literature. The perfection and development of language is closely connected with the rise of fiction. The realization of language as an opportunity in speech, the fact that it occurs through speech, the dialectical relationship between language and speech takes place in the word - the unity of language and speech. So language is expressed through speech, and speech is expressed through the richness of language. Linguistic richness is mainly words (lexemes) that have sound and meaning in terms of form and content. The word has a social-practical scientific significance with these two aspects.

The semantic structure of a word is directly related to its meaning (sema). It is because there is no meaning without a semantic structure. Each meaning is "evaluated" according to its semantic structure and experience. The fact that a particular word forms the content side, together with the sound base, the expression side, plays a specific role in language and speech as a whole. More precisely, the meaning is the spiritual essence - the phenomenon of consciousness has its own external (extralinguistic) basis.

The objective being, which forms the basis of the word of each independent meaning, has its own natural structure, the members of its construction, each of which has its own natural structure, members, each of which has a linguistic name (word) in the literal sense.

The meaning of a word, the structure of meaning, consists of certain logical parts, components (semas). These logical components form the meaning of a word, ensuring that each meaning exists as a separate linguistic "unit". The components of a word carry a specific message in speech. This means that the small logical, components of the meaning of a word are in a mutually stable whole (system) relationship and serve as a verbal (expression) of meaning.

To study the semantic structure of the word, to analyze, to determine the logical parts of the meaning of the word, to determine the types of its components, to explain the place and significance of each semant in the semantic structure to reveal the relation to the semantics - to find the logical connection between the meanings (to form the semantic syntagm) allow you to identify semaphores that differ from each other. The results of this are of great scientific and practical importance for semiotics, lexicography, lexicology, and linguists in general. Therefore, it is important to study the semantic structure of English verbs, including intuitive verbs.

When we think about the semantic structure of intuitive verbs in English - the structure of meaning, the analysis of the meaning of the verb reveals its components, logical parts (semaphores), and on this basis the meaning of the verb explained. Intuitive verbs represent the state of human perception.

Let's classify the sensory verbs in English as follows. The distinguishing semantics of sensory verbs are as follows:

TO FEEL

Feel (feels, present participle feeling; past and past participle felt)

1. To use the sense of touch.

a. (transitive) To become aware of through the skin; to use the sense of touch on. You can feel a heartbeat if you put your fingers on your breast. I felt cold and miserable all night.

- b. (Transitive) To find one's way (literally or figuratively) by touching or using cautious movements. I felt my way through the darkened room
c. (intransitive) To receive information by touch or by any neurons other than those responsible for sight, smell, taste, or hearing.
d. (Intransitive) To search by sense of touch. He felt for the light switch in the dark.

2. To feel or think emotionally or judgmentally.

- a) (Transitive) To experience an emotion or other mental state about. I can feel the sadness in his poems.
b) (Transitive) To think, believe, or have an impression concerning. I feel that we need to try harder.
c) (Intransitive) To experience an emotion or other mental state. He obviously feels strongly about it. She felt even more upset when she heard the details.
d) (Intransitive) To sympathise; to have the sensibilities moved or affected. I feel for you and your plight.
Synonyms of feel: believe, consider, experience, feeling, handle, hold, perceive, sense, suffer, think.
Antonyms of "feel": lack of feeling, overlook, refuse.

TO HEAR:

Hear (hears, present participle hearing; past and past participle heard)

1. (Intransitive) To perceive sounds through the ear. [from 10th c.] I was deaf, and now I can hear.
2. (Transitive) To perceive (a sound, or something producing a sound) with the ear, to recognize (something) in an auditory way. [from 10th c.] I heard a sound from outside the window.
3. (Transitive) To exercise this faculty intentionally; to listen to. [from 10th c.]
4. (Transitive) To listen favourably to; to grant (a request etc.). [from 10th c.] Eventually the king chose to hear her entreaties.
5. (Transitive) To receive information about; to come to learn of. [from 10th c.]
6. (Transitive) To listen to (a person, case) in a court of law; to try. [from 12th c.] Your case will be heard at the end of the month.
7. (Transitive) To sympathize with; to share the feeling or opinion of. You're tired of all the ads on TV?
Synonyms of "hear", ascertain, attend, discover, find out, learn, listen, listen to, pick up, try, understand.
Antonyms of "hear": ignore, lose, miss, misunderstand, overlook.

TO SEE:

See (sees, present participle seeing; past saw, past participle seen)

1. (stative) To perceive or detect with the eyes, or as if by sight.
 - a) To witness or observe by personal experience. Now I've seen it all! I have been blind since birth and I love to read Braille. When the books arrive in from the library, I can't wait to see what stories they have sent me. I saw military service in Vietnam.
2. To form a mental picture of.
 - b) (figuratively) To understand. Do you see what I mean?
 - c) To come to a realization of having been mistaken or misled. They're blind to the damage they do, but someday they'll see.
3. (social) To meet, to visit.
 - a) To have an interview with; especially, to make a call upon; to visit, to go to see a friend.
 - b) To date frequently. I've been seeing her for two months
4. (by extension) To ensure that something happens, especially while witnessing it. I'll see you hang for this! I saw that they didn't make any more trouble.
5. (gambling) To respond to another player's bet with a bet of equal value. I'll see your twenty dollars and raise you ten.
6. (sometimes) To foresee, predict, or prophesy. The oracle saw the destruction of the city.
7. To determine by trial or experiment; to find out (if or whether) .I'll come over later and see if I can fix your computer.
8. (used in the imperative) Used to emphasise a proposition. You see Johnny, your Dad isn't your real dad.

9. (used in the imperative) To reference or to study for further details. Step 4: In the system, check out the laptop to the student (see: "Logging Resources" in the Tutor Manual) .This article is about the insect. For the English rock band, see The Beatles. For a complete proof of the Poincaré conjecture, see Appendix C. Synonyms of “see”: behold, detect, discover, observe, perceive, regard, understand, view, watch, witness, attend, behold, beware, comprehend, conceive, descry, discern, distinguish, experience, look, Perceive, understand, view.

Antonyms of “see”: be blind, disbelieve, disregard, forget, ignore, ignore, look away, misconceive, miss, misunderstand, neglect, overlook, pass by, and turn loose.

TO SMELL

Smell (smells, present participle smelling; past and past participle smelled)

1. (Transitive) To sense a smell or smells. I can smell fresh bread. Smell the milk and tell me whether it's gone off.

2. (Intransitive) To have a particular smell, whether good or bad; if descriptive, followed by "like" or "of". The roses smell lovely. Her feet smell of cheese. The drunkard smelt like a brewery.

3. (Intransitive) To smell bad; to stink. Ewe, this stuff smells.

4. (Intransitive) To have a particular tincture or smack of any quality; to savour. A report smells of calumny.

5. (Obsolete) To exercise sagacity.

6. To detect or perceive; Shakespeare: I smell a device.

7. (Obsolete) To give heed to. From that time forward I began to smell the Word of God, and forsook the school doctors.

Synonyms of “smell”: inhaled, nosed, savoured, sensed, sniffed, stank, suspected, tanged, tasted, whiffed.

Antonyms of “smell”: lost, missed, perfumed, stank.

TO TASTE

Taste (tastes, present participle tasting; past and past participle tasted)

1. (Transitive) To sample the flavour of something orally. Bible, John ii. 9 when the ruler of the feast had tasted the water that was made wine.

2. (Intransitive) To have a taste; to excite a particular sensation by which flavour is distinguished. The chicken tasted great, but the milk tasted like garlic.

3. To experience. I tasted in her arms the delights of paradise. They had not yet tasted the sweetness of freedom.

Shakespeare: The valiant never taste of death but once.

Bible, Heb. ii. 9: He ... should taste death for every man.

Milton: Thou ... wilt taste / No pleasure, though in pleasure, solitary.

4. To take sparingly. Dryden Age but tastes of pleasures, youth devours.

5. To try by eating a little; to eat a small quantity of. Bible, 1 Sam. xiv. 29: I tasted a little of this honey.

6. (obsolete) To try by the touch; to handle. Charmante taste a bow

Synonyms of “taste”: bit, experience, fondness, partiality, predilection, relish, sample, smack, touch, try, choice, critique, delicacy, discernment, elegance, flavour, Gustation, judgment, nicety, perception, predilection, refinement, relish, savour, sensibility, zest.

Antonyms of “taste”: apathy, aversion, blandness, coarseness, disgust, disinclination, dislike, disrelish, dullness, hate, hatred, idleness, indelicacy, indiscrimination, insipidity, laziness, lethargy, lot.

It should be noted that the expression of the level of additional characters in language units is relative, that is, the effectiveness of words can be sometimes active, sometimes vice versa. In some cases, the meaning of the word can be generally neutral in terms of sensitivity: stone, clock, spoon, one, fifteen, o, this, many, little, take. In short, the verbs of perception permeate our lives.

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