

## COGNITIVE ANALYSIS OF VERBS IN ENGLISH AND RUSSIAN LANGUAGES IN THE CONTEXT OF IDIOMS AND POLYSEMANTIC VERBS

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### ABSTRACT:

In this article are represent new approaches in studying foreign languages, on the example of cognitive linguistics, because language offers a window into cognitive function, providing insights into the nature, structure and organization of thoughts and ideas. The most important way in which cognitive linguistics differs from other approaches to the study of language, then, is that language is assumed to reflect certain fundamental properties and design features of the human mind.

The present research deals with a detailed analysis of the verbs. The verbs have been analyzed and described from the point of view of their cognitive linguistic and stylistic features.

**Keywords:** cognition, humans, language teaching, idioms, understanding the world, concepts, new approach, development, skills, interaction.

### INTRODUCTION:

The development of cognitive linguistics prompted cognitive approach in teaching languages, which has psycho-linguistic basement. Cognitive approach helps to find the key to the humans mind. Language, more than culture and society, gives the key of human's behavior. Many researches are still being held in different fields of science. In Uzbekistan cognitive linguistics was recognized at the dawn of XXI century. Problems of interaction of thinking and language, the causes of inception of cognitive science, the history of

development of cognitive linguistics, its aims and main tasks, its essential provisions and notions (concept, frame, scenario, gestalt, script), different theories and concepts (the theory of prototypes, frame semantics), national cultural peculiarities of cognitive functioning, methods of cognitive analysis of language units- are at the core.

At present time cognitive linguistics is an independent branch of general linguistics which studies the human mind, thinking and those mental processes and conditions that are associated with them etc.

Cognitive Linguistics is a new approach to the study of language which views linguistic knowledge as part of general cognition and thinking; linguistic behavior is not separated from other general cognitive abilities which allow mental processes of reasoning, memory, attention or learning, but understood as an integral part of it. The ideas of this science are traced back to the fundamental works by famous world linguists E. Kubryakova, V. Maslova., Sh. Safarov., J. Lacroff.

There are close links observed between cognitive linguistics and grammar. Many notions of cognitive linguistics, be it repeated, had long been discussed in general linguistics.

The questions of cognitive linguistics are studied by the following Uzbek scholars: A. Abduazizov, Sh.Safarov, D.Ashurova, N.M. Djusupov, N.Panjiyeva<sup>2</sup> and others.

The present research deals with a detailed analysis of the verbs. The verbs have been analyzed and described from the point of

view of their cognitive linguistic and stylistic features.

All above-mentioned defines the actuality of the theme.

The object of the article is the verbs.

The subject of the article is semantic, stylistic, functional-stylistic features of verbs from the cognitive point of view.

The aim of the article is to describe and analyze cognitive features of verbs

The task of the article is to give complete information about the functioning of the verbs in English and Russian languages.

The scientific novelty of the article is seen in the fact that the verbs in English and Russian languages have been analyzed and described from the point of view of their cognitive linguistic and semantic features.

The methodological ground of the article consists of theoretical issues of scientists and linguists in the sphere of cognitive linguistics, stylistics, comparative linguistics, culture study, history, etc. We have used their books, articles and theses dealing with the theme of our investigation.

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"Metaphors We Live By."- Chicago: The University of Chicago Press, 1999.- 23-p.

2 Sh.Safarov. "Kognitiv tilshunoslik" – Jizzah: Sangzor nashriyoti, 2006.; Панжиева. Н. Н. Когнитивный аспект оценочных номинаций лица в английском и узбекском языках. Автореф.Канд.дисс.-Т.,2004.;

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когнитивной лингвистики// Хорижий филология.-Самарканд:2007.-№3.-С.5-6;  
Джусупов.Н.М. Лнгвокогнитивный аспект исследования символа в художественном тексте.Авт.дисс.к.ф.н.Т.:2006.-29 стр.

The material of the research work was based on theories and concepts of linguists in the spheres of cognitive linguistics and grammar, a number of dictionaries, original texts and novels or stories.

The theoretical value of the article is seen in the fact that it presents some concrete new solutions to the fundamental problems of cognitive linguistics, their history, evolution, different approaches and views.

The practical value of the article is in the fact that its materials, results and conclusion can be used in the process of scientific researches in the field of cognitive linguistics, general linguistics, comparative and typological linguistics, helpful for the teachers, students of the English philology in teaching and learning the courses like practical and written English, lexicology and stylistics of the English and Russian languages, translation.

In Uzbekistan cognitive linguistics was recognized at the beginning of XXI century. We should take into consideration that cognitive linguistics is being developed in different areas and is characterized by amount of different points of view, approaches and concepts. As Sh. Safarov mentions in his monograph "Cognitive linguistics", cognitive linguistics is cross - disciplinary science which is being one of the six essential pillars along with philosophy, anthropology, psychology, artificial intelligence and neurology. The author pays great attention in his works to one of the key points of the cognitive linguistics -the concept, and considers that concept is a collaboration product of thinking and language. The process of concept emergence in mind and its materialization pass several stages:

1. The appearance of image in the human's mind;
2. Cognitive processing and reprocessing of image content in the human's mind;
3. Generalization of different concept signs;
4. Fixation and systematization of concept signs in language memory;
5. Verbal materialization of concept and searching for relevant language unit to designate it;
6. Finding the relevant language unit to designate the concept by virtue of the analogy or language forms that are in language memory.

So, concept is a form of systematization the awareness about the surrounding reality, and , the forms of concept representation are : frames, scenarios, scripts, gestalts.

Professor Ashurova. D. U emphasizes the circle of issues to be investigated in cognitive linguistics:

- ☒ Issues of cognitive style;
- ☒ Issues of conceptualization and interpretation of textual information;
- ☒ Cognitive principles of presenting information in the text;
- ☒ The theory of nomination and cognitive principle of relevance;
- ☒ The theory of cognitive metaphor in different types of text;
- ☒ The theory of conceptual integration;
- ☒ The theory of intertextuality;
- ☒ Implicative aspects of textual communication.

In the study we have determined that human language represents our cognitive system, gives the key to hidden knowledge background and helps us in representing our thoughts and filings. Language consists of components such as sounds, morphemes, words, sentences, and discourse, which are combined or separated, as required, for the purpose of communication.

We gain information, knowledge and concepts through our bodily physical experiences. Physical vision, or our ability to visually perceive physically existing entities, is a kinesthetic phenomenon.

Visual perception is an act of obtaining any kind of concept or knowledge that is visually obtainable about some subject of the external-physical and the internal- mental world.

The English verb "to look" is a verb to mean visual perception, which is generally considered to be an equivalent of "smotret'" (смотреть) in Russian. Follow the definition: To look - verb (used without object)

1. To turn one's eyes toward something or in some direction in order to see:

He looked toward the western horizon and saw the returning planes.

2. To glance or gaze in a manner specified: to look questioningly at a person.

3. To use one's sight or vision in seeking, searching, examining, watching, etc.:

To look through the papers. - Verb (used with object) to give (someone) a look: He looked me straight in the eye<sup>5</sup>.

Russian verb "смотреть" has the following definition:

Смотреть, смотрю, смотришь; смотренный; несовершенный вид

1. на кого (что) и во что. Направлять взгляд, чтобы увидеть кого-что-нибудь, глядеть.

Смотреть на собеседника. Смотреть в окно. Смотреть в глаза кому-нибудь

(также переносное значение. : о правдивом, честном взгляде). Смотреть вперёд (также переносное значение. : думать о будущем, о том, что предстоит).

2. кого (что ). Присутствуя где-нибудь и рассматривая , знакомиться с кем-чем-нибудь, изучать. Смотреть картины. Смотреть выставку. Смотреть объявление.

3. что. То же, что видеть. Смотреть пьесу, фильм, телепередачу.
4. кого (что). Производить осмотр, обследование. Врач смотрит больного. Смотреть пусковой объект.

In order to apply one's power of vision and direct it towards something, there obviously needs to be an object. This is because it is generally thought that to complete an activity that is considered as "to look", it is necessary for something, an object, to be reflected into one's eyes. Nevertheless, there is a group of uses " to look " that does not ,at least grammatically , require an object and can be used in the same manner as intransitive verb as in:

1. The boy covered his eyes because he was afraid to look.- Мальчик закрыл глаза, потому что боялся посмотреть.
2. The children heard some noise and turned around to look. - Дети услышали шум и обернулись, чтобы посмотреть.
3. Anvar quietly left the room while mother was not looking.- Анвар тихонько вышел из комнаты пока мама не смотрела.
4. If you look carefully, you should be able to find some changings in this picture.- Если вы внимательно посмотрите, то увидите некоторые изменения в рисунке.

The verb "to look" in all of above sentences are "to look," with the direction or object left indeterminate, or merely implied by the context. In the 1<sup>st</sup> example we only know that the object of "to look" is "some entity the boy did not want to look at," without any clues to narrow down what exactly that is. In the 2<sup>nd</sup> one, however the object is more specific, "the person, dog or may be some other object, which could make the noise". On the other hand, in 3<sup>rd</sup> sentence it can be assumed that the potential object of "to look" is Anvar. Therefore, the sentence implies that the visual line of mother was not directed at Anvar when he left the room. Finally in the 4<sup>th</sup> example, it is

quite evident that the object of "to look" is the picture.

From the above observation it can be said that when " to look" is used, the object and /or the direction of one's visual line is made known from the context beyond a single sentence, though the degree to which the implied object is specified may vary. It then follows that this, in turn, makes a difference also in the degree to which one's visual capacity was intensified, as well as the direction of one's visual line.

In (1) the eyes were covered to prevent activation of boy's visual capacity whatsoever. On the other hand, in (2) and (3) what is being profiled is not the intensification of one's visual capacity, rather, it is the direction of one's visual line that is being profiled. In (4), since the implied object of " to look" is "the text" which can be either big or small, the movement of the visual line is considered to be profiled if it is big, and the activation of one's visual capacity is profiled if the font is small enough to fit within one's single field of vision.

All above discussed presents the different semantic domains which profiled or backgrounded to various degrees depending on the context in which "to look" is used . The semantic domains of "activation of visual capacity" and "movement of the visual line," however, are always being evoked, indicates that these concepts are central to the meaning of the verb "to look".

Various other concepts and implications are profiled or backgrounded around these central domains according to the context. Communication is accomplished through mostly unconscious, yet appropriate, adjustment of the meaning of lexical items, to meet the needs of the given context in the broad sense, including our real world knowledge, the state of our mental-internal world, and the specific situation in which the lexical items are used.

The consideration above has revealed that the meaning of the verb “ to look ” as physical perception takes on various through subtle adjustments by profiling or backgrounding the relevant concepts. One of the major domains that is often profiled when “to look” is in the domain of attention, yet with activation of visual capacity and movement of the visual line still remaining central to the meaning of the verb. Consider the following sentences.

- 5) Look! There is a beautiful hill!- Смотри!  
Красивый холм!
- 6) Look! Here father comes!- Смотри! Папа идёт!

Both sentences 5 and 6 are instances of the verb “to look” in Russian and English languages used with a greater emphasis on attention than in the previous examples. They differ grammatically from 1-4 in that “to look” is placed at the head of the sentence, and therefore, that it is an imperative. The verb “look” in 5 and 6 serves the speech act of catching the hearer’s attention, while also directing the hearer’s visual line to the object in question.

In other words, while the verb profiles the activation of visual capacity and the movement of visual line in the physical sense, at the same time, the message it conveys and the speech act it accomplishes are those of catching the hearer’s attention and directing it to a specific entity. In these sentences the actual physical existence of the object is presupposed to be within the extent to which the hearer’s field of vision is capable of reaching. Therefore, “ to look” in 5 and 6 takes on the meaning of both physical and mental activities.

In the following sentences, whose structure is basically the same as that of 5 and 6 , a greater shift can be witnessed towards “attention.”

- 7) Look, I think I’ve had enough. I’m ready to go now.

- 8) Look. Why don’t you think it over and give me your answer on Friday?

In sentences 7 and 8 , “ to look” no longer requires physical visual perception. In both sentences, the verb serves to temporarily interrupt the speech of the interlocutor and call for attention to what the speaker is going to say. In other words, in this position the verb “ to look” is more like a pragmatic marker with no specific meaning other than to call for the listener’s attention to the speaker. The verb serves a similar function as “Hey,” “Listen,” and even “Well.” Nevertheless, the choice of “ to look” instead of these does more clearly profile the direction of mentally envisioned direction associated with one’s attention, which suggests the close relationship between the physical line of vision and the mental line of attention.

- 9) Look. There’s a beautiful hill. – Смотри.  
Красивый холм.

Although 9 is exactly the same as 5 in structure except that it has no exclamation mark, and therefore, lacks exclamatory nuance, the use and the function of this sentence can be very different from those of 5 . In 9 , the actual existence of the beautiful hill within the field of vision is no longer required. It is perfectly conceivable to hear this sentence being uttered, say, in an urban office where no such hills are in sight. If, for instance, people were travelling by train and discussing their impressions after a good holiday and were not out of the train window, and if one person happened to see a beautiful hill , he or she would say this sentence to interrupt the discussion and remind others of the hill. Again, the function is to direct the listeners’ attention to what the speaker is going to say. The use of “look” with an emphasis on attention therefore demonstrates profiling the physical perception to different degrees, from those which actually directs one’s visual line to a certain object to those which merely serve to call for attention of the hearer without the need for the object to

be actually existing within the extent of the physical field of vision.

From the above observations, I propose that the concept of “attention” is also central to the meaning of the verb “ to look,” along with “activation of visual capacity” and “direction of visual line.” Although these concepts are central to the meaning of the “ to look” and are all evoked whenever the verb is used, they are not evoked to the same degree in all instances. Even the concepts that are central to the meaning of a lexical item demonstrate variation in which they are profiled or backgrounded depending on the context. If we follow the variation according to the sentences in which the verb is used, by taking up example sentences 4, 5, 9 the central meaning of “ to look” in the example sentence (4) “If you look carefully, you should be able to find some changings in the picture” (when the picture is small), in this situation, what is implied the most by the verb “ to look” is to activate visual capacity to find the changings. Since the activation of one’s visual capacity inherently intensifies one’s attention as well, the two domains are closely interrelated and are strengthened together. The movement of attention, however, varies depending on the amount of movement of the visual line. While the movement of the visual line to find the changings in the sentence “If you look carefully, you should be able to find the changings in the picture.” (when the picture is big) changings may be required if the picture is big, if the picture is small enough to fit one’s focused field of vision, then one only needs to intensify one’s attention.

Both this statements represent sentence (4), with the former representing the case where the picture is big, and the latter, where it is small. It must be noted here that there is no temporal ordering involved here. All of the central meanings of the verb “look” are simultaneously evoked. In the example

sentence 5 “Look! There’s a beautiful hill!” all of the three central concepts are evoked almost to an equal degree. The speaker is asking the hearer for one’s attention, as well as to direct one’s visual line and activate one’s visual capacity to recognize the physical presence of the hill. For this reason, all of the central meanings are almost equally profiled. In the case of example sentence 9 “Look. There is the mountain,” which preserves the same structure as 5, without the exclamation mark, physical sense of the visual line and activation are backgrounded, since the object is no longer present within the extent of one’s physical field of vision.

So the “attention” is what is profiled the most, though, it must be noted that the concepts of both the visual line and activation still exist within the central meaning of “ to look” even in this sentence, only that they now refer more to mental vision instead of actual physical perception. The movement of attention is not as sudden as in the case of sentence 5 , because of the assumed softer voice of speaker, as well as of the lack of immediacy of the topic. There is a beautiful hill, but not here and now.

The verb “ to look” in English language is used without a preposition to profile either visual capacity, direction of the visual line, or attention, though the degree to which each of them is profiled may vary. In the case of “ to look” without a preposition, the target is implied by the context, which usually extends beyond a single sentence and also involves extra-linguistic situations. In contrast, in the [look + at + N] construction, the target is specified by N. This does not mean, however, that “look at” itself has a fixed meaning. Its connotation varies depending on context.

In Russian language we have the same construction:

[ смотреть+ на(в) + сущ.] – направлять взгляд куда-нибудь, устремлять глаза кого-

то или что-то. This means that the action is directed to the noun. The noun is an object.

The meanings of “ to look at,” in English and Russian languages, as a physical perception are considered by examining the meaning shifts according to following parameters: movement of visual line, the degree of visual focus/attention, and the timeframe/duration.

To examine each of these parameters in detail, first, consider the following sentences:

10) She looked at the ceiling, lying on her bed with having nothing to do. - Она лежала на кровати, смотря в потолок и ничего не делая . The word order in Russian sentence is different from the English one. Here, I should notice, that if we change the word order in Russian sentences, such as we discuss in this section, the main meaning remains unchangeable, changes just its grammatical structure. Consider the following sentences:

- The boy covered his eyes because he was afraid to look.- Мальчик закрыл глаза, потому что боялся посмотреть. Мальчик боялся посмотреть, поэтому закрыл глаза. One action is the result of another.

11) She looked at the ceiling, hearing someone walking upstairs.- Она посмотрела на потолок, услышав чьи-то шаги наверху.

12) She looked at the ceiling to find a hole in it.- Она осматривала потолок, чтобы найти там дырку.

All of the above three sentences indicate that the subject’s vision is directed towards the ceiling, as is indicated by the preposition “at”. Nevertheless, what is implied by each differs, again, depending on the context.

Understandably, the movement of the visual line is presumed to be necessary to accomplish the act of “looking at” the ceiling. In 10 , the subject had been probably already lying on her bed on her back, and therefore, her visual line had been directed towards the ceiling before actually “looking at” the ceiling. From this it is presumed that “look at” in this sentence did

not involve much of the movement of the visual line.

In contrast, in 11 it was only after the subject had heard someone walking upstairs that she “looked at” the ceiling. Therefore, the most likely interpretation of the sentence would be the one in which the subject moved her visual line from the normal straight forward position to up “at” the ceiling and let it wander around the ceiling in an attempt to find where the sound came from. The same applies to 12. The subject moved her visual line to “look at” the ceiling. It can be also assumed that the movement of visual line was more thorough than in 11 , because the subject was trying to find a particular thing that was relatively small but visible (i.e. hole), rather than “looking up” more or less by instinct as the subject did in 11.

These differences in interpretation also indicate the subtle meaning adjustment of the preposition “at”. The meaning of the apparently simple preposition “at” can also vary in different parameters according to the context.

When the movement of visual line is less salient as in 10, the “at” in “look at” takes on a more stative meaning and simply serves to connect the subject’s vision to a physical entity, the ceiling. On the other hand, in the sentences such as 11 and 12, where the movement of visual line is involved, “at” serves to designate the goal, or target, of the movement of the visual line, though there is a difference between 11 and 12 in this respect as well, since in 11 although the subject’s vision was directed towards the ceiling, what he or she was trying to find out by looking “at” the ceiling was not something actually on the surface of the ceiling but the sound above it. Therefore, the subject was not really looking “at” the ceiling per se some time as did the subject in 12 who was trying to find a hole on the surface of the ceiling.

There are cases where “look” without a preposition is used to profile a person’s “attention,” rather than one’s sense of vision itself. The same also holds for “look at,” though, because the object of vision is more clearly specified by “at” being added, the focus of physical vision is a requirement for fulfilling the indicated action, at least when the phrasal verb is used to mean physical perception. Visual focus and attention are not separated. After all, when a person focuses his or her vision on a particular entity, the person is also directing his or her attention to it as well. With regard to the example sentences 10-12, the degree of visual focus is the weakest in 10, since the subject’s purpose of “looking at” the ceiling is uncertain. She did not have any particular reason to do so, except that she had nothing else to do. It is therefore assumed that the subject did not exert much effort to focus on anything in particular. In 11, the subject probably did focus on the ceiling more so than the subject did in 10. She, however, did not know what to actually focus on. Her vision was focused on the ceiling, but not to a specific portion of it. She may have been able to guess where the sound came from, but she was not expecting any visual clues to help her identify the source of the sound on the surface of the ceiling. In contrast, the subject in 12 was aware of what she was trying to find. While she may not have known the exact size of the hole to be found, she knew that she had to focus her vision on the surface of the ceiling, and therefore, her vision was more strongly in focus than either in 10 or 11. Thus, the more the activity requires one’s attention, the higher the degree of the required visual focus is.

All events require a timeframe in which they take place. In 10-12, the timeframe, or the duration, in which the act of “looking at” took place is not specified in these single sentences, though it is reasonable to guess that the subject in 10, not having anything else to do,

may have spent more time “looking at” the ceiling than the others.

As is the case with “look” without a preposition, what appears ambiguous in a single sentence can be clarified in a larger context.

- 13) She looked at the ceiling, hearing someone walking upstairs. Not having any idea who it might be, she stood up and went right under where the sound was coming from to listen to it more carefully.- Она смотрела на потолок, слушая как кто-то ходит наверху, она встала и пошла прямо туда откуда исходил звук, чтобы получше послушать.
- 14) She looked at the ceiling, hearing someone walking upstairs. She then realized that it must be her father cleaning the hallway, so she immediately went back to her work. It is only after additional information is supplied that the timeframe of the action becomes more specified. - Она смотрела на потолок, слушая как кто-то ходит наверху. Потом она поняла, что это должно быть её отец чистит проход, поэтому она незамедлительно вернулась к своей работе.

In 13, the reader can now assume that the subject was “looking at” the ceiling for some time, since she continued to engage in the act of finding out the source of the sound. However, in 14, the sound upstairs attracted the attention of the subject for only a few seconds, since it did not take her long to figure out the source of the sound. Therefore, her act of “looking at” the ceiling probably did not last more than a few seconds. In this way, the duration implied by “to look at” changes with the context.

While most native speakers are unaware of such subtle semantic adjustments in most cases and never really question how long the subject in each sentence was actually looking at the ceiling, native speakers are in fact



making these adjustments on a subconscious level to understand the implied specifics of the sentences. Physical sense of “look at” is telic, meaning that the action has a beginning and the end. When one “looks at” an entity, one has “looked at” it. However, because the object is not affected by being “looked at” in any concrete way, it is difficult for a third person to specify when, exactly the action is complete.

An entity of the act “looking at” is considered as being completed the moment the subject directs his or her visual line and attention to the object. However, in the progressive form as in “He is looking at the tree,” the phrase implies a continuous, ongoing process. The act of “looking” covers the timeframe starting at the moment he directed his visual attention to the tree and could theoretically go on until the end of the subject’s life.

While the so-called accomplishment and achievement verbs are considered as being telic, meaning that they have an end to it, as in “I reached the top of the mountain” (achievement) and “I drew a circle on the wall” (accomplishment), it is difficult to classify “look at” according to this criteria since, as mentioned above, “look at” can be completed in an instant as do the accomplishment verbs, but it also can also be regarded as an accomplishment since “He is looking at the tree” entails “The tree was looked at by him”. In addition, since “He is looking at the tree” can go on theoretically forever, or at least as long as his life lasts, as do “He is running in the park,” it behaves also like an activity verb.

Timeframe and duration of the verb phrase “look at” is therefore ambiguous. The action can go on for some time and be expressed in the progressive form, yet the action implied by the phrase is completed, in principle, the moment the subject directs one’s visual attention to the object. In addition, if “look at” something is considered as a task, then it may

be considered an accomplishment. This makes this “look at” and other lexical items involving perception to be an anomaly that cannot be accounted for by the usual classification of the verbs.

In this research we have discussed similar semantic features of English and Russian verbs through the verb of perception “to look” in English and its Russian equivalent “смотреть”, identified by carrying out the research. The close consideration of the most commonly used “look at” demonstrated that the meanings connoted by “look” as well as those by “at” shift according to the nature of the object in order to profile certain parameters of the described event, such as the degree of movement of the visual line, visual focus, attention, and timeframe. In most of the usages of “look at,” physical vision has some role to play in the process of carrying out the depicted activity, except for the cases where “look at” is used to mean directing one’s attention to the past or the future.

The examination of “look” demonstrated that the semantics of the verb is flexible and shifts according to the context. When the implied object is something that actually exists, its meaning focuses more on physical perception involving activation of visual capacity and movement of the visual line. On the other hand, “look” can be also used with a stronger emphasis on “attention,” in which case, the object to which the attention is to be directed does not necessarily need to be within the potential field of vision. Some of the conventionalized expressions and constructions also suggest that the central meanings of the verb “look” may be backgrounded as the conventionalized meaning use become widely accepted by native speakers.

One of the subject of the research of cognitive linguistics is culture forming function of language. As part of the research on lingual

cultural science and ethno linguistics studying features of assimilation, processing and storage of information in people's minds, and means of mental representation of knowledge through language. Thoughts about the role of language in the formation of the "spirit of the people" go back to the ideas of the German philosopher-idealist I.G.Gerder. Following to I.G.Gerder on the interaction between language and national spirit wrote W.Humboldt. In the Russian linguistics of XIX century. W. Humboldt's ideas was developed by A. A.Potebnya, who showed the role of language in the process of formation and development of human knowledge about the world.

Because cognitive linguistics sees language as embedded in the overall cognitive capacities of man, topics of special interest for cognitive linguistics include: the structural characteristics of natural language categorization (such as prototypically, systematic polysemy, cognitive models, mental imagery and metaphor); the functional principles of linguistic organization (such as iconicity and naturalness); the conceptual interface between syntax and semantics (as explored by cognitive grammar and construction grammar); the experiential and pragmatic background of language-in-use; and the relationship between language and thought, including questions about relativism and conceptual universals.

The development of cognitive linguistics prompted cognitive approach in teaching languages, which has psycho-linguistic basement. Cognitive approach helps to find the key to the humans mind. Language, more than culture and society, gives the key of human's behavior.

While teaching English in my classroom I was faced to the different problems dealing with mentality of my students and their world view. Their personal understanding of the world and personal knowledge of native

language lead to the problems of interpretation and comprehension of foreign language.

Taking into consideration all above discussed in I and II chapters, I have come to a conclusion that communicative approach in teaching foreign languages, which is widely applied in interactive teaching, is directly related to the cognitive one. Cognitive analyses of the language and the parts of speech will help to find the solution for the problems mentioned above.

When we study the verb as a part of speech we commonly study the forms, tenses and the structure of verb usage and its position in syntax. This will help us to complete grammatically correct sentences, but does not give us an opportunity to have an imagination and greater appreciation of the foreign language as a tool of thinking in it.

Cognitive analysis of the verb helps to provide more complicated imagination of the verb usage in different context and not to make different mistakes in expressing the language. You can draw your own picture of the words in your mind and broaden your perception about the word and language as a whole.

The verb "to see" is used to denote a wide variety of human perceptive and cognitive activities, in this chapter the verb is considered first by focusing specifically on its meaning that refers to physical visual perception, then proceeds to cover the meanings that involve mental aspects. It must be noted, however, that these distinctions are made strictly for analytical purposes, since the different meanings of "see" are often convergent and overlap with one another, figurative meanings of "see" are examined with an aim to find out in what ways the verb to describe one's visual experience is associated with its figurative or abstract meanings.

Since the objective of this study is to examine human cognition from a linguistic point of view, in this chapter, the relationship

between vision and cognition is considered by presenting and analyzing how the verb “see” is used in everyday English.

“Seeing” is understood to be a mental activity that involves an astoundingly intricate networking of brain cells and neurons. While it is impossible to exhaustively describe how this networking takes place, the purpose of this chapter is to explore some of the linguistic clues that help us deepen our understanding of human perception, language use, and the relationship between the two.

As it is mentioned, it is important to distinguish between visual perception and visual mental imagery. Figurative meanings of “see,” which basically cover all meanings of “see” other than those that refer to physical visual perception. This later group may be further divided into those that have relatively close association with physical visual perception and those that do not. Visual mental imagery serves as a criterion for loosely categorizing a group of figurative meanings expressed by the verb “to see”. Visual perception occurs while a stimulus is being viewed, and includes functions such as visual recognition (i.e. registering that a stimulus is familiar) and identification (i.e., recalling name, context, or other information associated with the object. Visual perception in a physical sense is presupposed in the use of the verb “to see”.

In other words, it is assumed that the stimulus is being physically detected through vision, while additional cognitive processes beyond physical perception is required for completing the specified act of “seeing” the object. Consider the following sentences.

- 1) We are planning to go to the theater and see the play tonight.
- 2) Did you see his comment on the Facebook?
- 3) To those who wish to get an overview of this book, I recommend that you see page one of the preface.

In 1- 3 above, the visual perception is a means for accomplishing a task, but not an end. Roughly, “see” in sentence (1) means to visually perceive the play and understand the story, appreciate, and perhaps enjoy it if it is a good one. The same kind of “see” is used in sentences such as “I saw an interesting program on TV” or “Would you like to go see a movie with me?” In sentence (2), the added task is to read” the comment. A person who was asked this question would not in most cases assume that the utterer is asking whether the person has visually perceived the comment or not, though, in some cases, the hearer can respond “Yeah, I saw it but didn’t bother to read it,” in which case, the original meaning intended by the utterer is twisted to refer to only the visual perception meaning of “see”. The use of “see” in sentence (3) is basically the same as that in sentence (2), in that, it also presupposes the existence of some text to be read. The activity that is called for by sentence (3) involves reading of the page and not just “seeing” the page in the literal sense as one would do when told to “see,” for instance, a hole in the wall as in “If you want to know where this picture originally hang, you should see this little hole here on the wall.”

While this meaning of “see” that is associated with some kind of emotional or mental reaction is more profiled when the object is a movie, a drama, or some kind of performance, the same meaning of “see” is evoked also when a person “sees” a painting, for instance.

The figurative meanings that are classified as being more visual perception-dependent are those that use physical vision as a primary means for accomplishing the intended tasks, such as reading, interpreting, checking, confirming, and finding out. On the other hand, the meanings that are more mental imagery-dependent are those that are used to express the types of activities that do not necessarily

require physical visual perception, such as understanding, finding out, gaining impression, and making judgment about the object. The existence of the meaning of “finding out” in both of the two groups indicates that one can “find out” something either with or without using visual perception.

Polysemy - the existence of multiple but related meanings for a single form - has always been problematic for purely structural accounts of meaning. When it is viewed from a cognitive perspective, however, it emerges as a natural, indeed necessary consequence of the human ability to think flexibly.

Multiple meaning of words makes difficulties in translating, as one is to take into consideration a position of the verb, that is, what preposition is before or after the word, and also time, context and the other factors.

One of the brightest examples of Russian verbs- is the verb “выполнить” (сов.): выполнить, -ню, -нишь; -ненный; совершенный вид, что. 1. Осуществить, провести в жизнь (порученное, задуманное). В. работу. В. задание. 2. Создать, сделать. Хорошо выполненный чертёж. несовершенный вид выполнять, -яю, -яешь. существительное выполнение, -я, средний род Доложить о выполнении задания and “выполнять” (несов) переходный, невозвратный, I спряжение: Исполнение какой-либо работы, приказа, долга, обязательства. Например: Я привык выполнять обещания. Выполнять работу следует тщательно. Создание произведения искусства или каких-либо предметов определенным образом. Например: Этот портрет следовало бы выполнять более светлыми красками. (to do) that has many variations such as, выполнить желание – fulfill a dream, выполнять правила – abide by rules, выполнять обязательство – accomplish, выполнить работу – put through, выполнить обещание – keep a promise. In its

turn, any of the listed verbs will have additional meanings: fulfill –удовлетворять; abide – терпеть, выносить; accomplish – оформлять, достигать; put through – соединять по телефону; keep – держать, хранить, управлять and so on.

The most commonly used classification of the verbs is the classification by

Z. Vendler. He distinguishes four classes of predicates: states, activities, achievements and accomplishments.

Let us consider the most polysemantic verbs in the English language.

The verb “to take”:

- Взять, брать - Ann took your pencil. – Анна взяла твой карандаш.

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- Пить, принимать пищу-It’s useful to take some water before meal. – Полезно выпить немного воды перед едой.

- Ловить, поймать на месте преступления - My friend and I like to take fish. – Мой друг и я любим ловить рыбу.

- Сесть (в транспорт), занимать место- John takes bus every evening. – Джон садится на автобус каждый вечер.

The verb “to make” :

- Делать-She must make a telephone call. – Она должна сделать телефонный звонок.

- Создавать-My mom made a cake. – Моя мама сделала торт.

- Причинять- The children made such a mess in a sitting room.– Дети сделали беспорядок в гостиной.

- Заставить кого-то сделать что-то- He can’t make her learn, if she doesn’t want to. – Он не может заставить её учиться, если она не хочет.

-Стать-I think she’ll make a good lawyer. – Я думаю,она станет хорошим адвокатом.

-Зарабатывать- Mike makes \$70 000 a year as an engineer. – Майк зарабатывает 70 000 долларов в год, работая инженером.

The verb “to keep”:

- Хранить-I keep my copybooks in a bookcase. – Я храню свои тетради в книжном шкафу.

- Сохраняться, держаться - The weather keeps warm. – Погода держится теплой.

- Вести: Father keeps house in our family. – Отец ведет хозяйство в нашей семье.

Miranda does not like to keep a diary. – Миранда не любит вести дневник.

- Продолжать: She kept discussing this theme. – Она продолжала обсуждать эту тему.

- The verb “to get” :

It is often translated as «получать» (receive) in combination with a pronoun or noun: I have got his gift. – Я получила его подарок. If an adjective follows after get, the verb usually has meaning «становиться» (become): He got annoyed after that meeting. – Он стал раздраженным после той встречи.

It is used in the meaning of «покупать что-либо» (buy): We got this dress for our mother. – Мы купили это платье для нашей мамы.

-Приносить (что-либо для кого-то) (bring): I'll get you a cup of tea. – Я принесу тебе чашку чая.

-Сделать, закончить (справиться с какой-то работой) (finish): She'll get the article by morning. – К утру она закончит статью.

- Уговорить (настоять на том, чтобы кто-либо

сделал что-то) (insist on): He got her to work in his company. – Он уговорил её работать в его компании.

-Переносить (что-либо) (carry), сменять (профессию, занятие) (change profession): I want to get the armchair to the bedroom. – Я хочу перенести кресло в спальню. He got to court of law last year. – Он начал работать в суде в прошлом году.

-Добираться, приезжать (reach to, arrive):It takes three hours to get to the railway station. Необходимо три часа, чтобы добраться до железно- дорожной станции.

-Зарабатывать (earn): She has gotten USD 15 000 this year. – Она заработала 15 000 долларов в этом году.

- Понимать (understand): I didn't get the topic. –Я не поняла тему.

It is impossible to determine «basic» aspect type in most of predicates, but, for convenience of description, most types of events are given the type on default. So, he verb take has primary type «accomplishment». But influenced by the changes occurring in the structure of frame, this verb can be referred to the verbs of «activity» in the second cluster of its meanings.

Polysemy in the group of verbs in English can be described in terms of cognitive approach which considers it as conceptual phenomenon that manifests in the lexical units grouped around a prototype and forming polysemantic conceptual categories of special type – radial categories. The radial categories are characterized by relatedness of the meanings via common cognitive principles and formalized in radial networks.

Frequently, in English speech you can hear phrases and word expressions confusing any foreigner who is not a native speaker of the language. Those are idioms and phrasal verbs, and polysemantic verbs which are an inseparable part of daily communication of English-speaking people.

Personally, I like idioms, because exploring them gives an opportunity to dig in language and to learn about the culture of the nation which invented this strange phrases and understand the mental peculiarities of their mind and linguistic features of the language as a communicative tool.

Proceeding from my foreign experience of studying in London Metropolitan University, I wish to emphasize that our trainers were surprised that we have passed grammar test more successfully than the vocabulary one, whereas many of their local student, quite the

contrary, passed vocabulary test better than we did. The explanation is that we place emphasis on grammar, rather than to the content. Grammar for native speakers is a kind of boring and complicated study. They pass content test successfully because they think in this language. The decision is covered in mentality, national and cultural features of different notions and their cognitive perception of foreign language. Idioms, as expressions with metaphorical figurative meaning and the most colorful and expressive part of vocabulary, which represents conceptual dependence of idiom components on the cultural knowledge, our understanding of the world, and stereotypical figurativeness from the cognitive point of view, may be.

To my opinion, if we study the language from inside, we will better understand the mental features and ways of thinking of native speakers.

For instance, examine the following sentences:

### 1 .Break one's leg:

- Please, be careful, you will break your leg !  
Good bye! Break your leg!

In the first example the verb "to break" is given in its direct meaning - "to separate or become separated into two or more pieces, damage or become damaged so as to be inoperative ", and in the second example, there given a figurative meaning of the verb. There used an English idiom "Break your leg". This idiom means " good luck ". For native speaker there is no difficulty in understanding the meaning, but students studying the language can translate it as " сломай свою ногу" and misunderstand the speaker. In their mind appears a cognitive picture in which someone has damaged part of his body, in this case, his leg and subsequently followed by ache and disability. Here we can notice negative meaning .

### 2. To hit a sack/ to hit a hay:

-Father is going to hit a sack in the bedroom. The direct translation is – Папа собирается бить мешок в спальне, but father is not going to hit a sack in the bedroom, because there is no sack there, he is just going to hit a hay. But to hit a hay means " косить сено". How could the hay appear in the bedroom? No, father is not going to hit a hay , he just wants to sleep a while. The definition of idioms " to hit a hay, to hit a sack" – to go to bed. In this example we can see a chain of wrong pictures in the mind of learners about what is father is going to do.

### 3. Go cold turkey :

"Shall I get your mom a glass of wine?"

"No, she's stopped drinking."

"Really, why?"

"I don't know. A few months ago, she just announced one day she's quitting drinking."

"She just quit **cold turkey**?"

"Yes, just like that!"

Sound weird? Well, you're right, it does. How can anyone literally go cold turkey? A person can't transform into the bird we all love to eat for celebrations such as Christmas and Thanksgiving. The origins of this English idiom are strange and to **go cold turkey** means to suddenly quit or stop addictive or dangerous behavior such as smoking or drinking alcohol.

This English idiom is said to have originated in the early 20th century and suggests that a person who suddenly quits something addictive—such as drugs or alcohol—suffers from side effects that make them look and feel like a cold, uncooked turkey. This includes pale (very white) skin and goose bumps (little small bumps on the skin when we're cold or sick).

### 4 .Ring a bell:

"You've met my friend Amy Adams, right?"

"Hmmm, I'm not sure, but that name rings a bell. Was she the one who went to Paris last year?"

If we look at the literal meaning of ring a bell, it's just that: You could be ringing the school bell to tell students it's time to go to class or ringing someone's doorbell.

But the idiom means that somebody has mentioned something that sounds familiar to you, perhaps you've heard it before. In other words, when someone says something that you believe you've heard in the past, alarm bells start ringing and you try to remember how or why that name or place sounds familiar.

#### **5. Pay an arm and a leg for something:**

-To pay a lot of money for something. You can also say that something "costs an arm and a leg."

"The price of chocolate has doubled. I nearly paid an arm and a leg for a small candy bar." Russian translation is "Цена на шоколад выросла. Я заплатила почти одну руку и ногу за плитку шоколада." So, let us imagine: "You are in the shop at the cash desk and instead of giving money or credit card, someone is trying to tear his leg and arm in order to pay!" It's a nonsense. One theory is that this saying originated from the early 20th century, possibly during one of the major World Wars. The idea being that soldiers, because of their heavy involvement in war and being in the line of fire, can possibly lose a hand, foot, leg, or arm. Thus, the war would literally cost the person their arm or leg, which is a high price to pay.

Another theory is that this phrase may simply derive from older expressions that also use the terms 'arms' and 'legs' as ways to describe a high cost. For example, there's an expression that goes 'I would give my right arm' that dates back to at least the late 18th century. An early example of this is written in a magazine called *The Lady's Magazine*: Or

Entertaining Companion for the Fair Sex, Appropriated Solely to Their Use and Amusement, 1790, and it reads: "This is my sole desire—my only passion; and in order to gratify it, I would give my right arm, and my entire fortune." In examples 3,4 and 5 the context and the propositions of the verbs help learners to form a picture of the meaning.

#### **6. Chew the fat -To gossip or make friendly small talk:**

"I could sit and chew the fat with you for hours." – In Russian it sounds like "я мог сидеть и часами жевать жир с тобой" The learner can hardly understand how someone could chew the fat for hours.

Origin: The phrase began to be used to refer to a light gossip in the early 20th century. One theory suggests that the phrase comes from the convention of chatting whilst chewing on the leftover fat after a meal. Another refers to sailors chewing salted beef and pork on deck whilst they complained about life.

Russian equivalent is "перемывать косточки" - Современная форма фразеологического сращения перемывать косточки, синонимического глаголам сплетничать, злословить, судачить (о ком-либо), сменила более старую перемывать кости, известную еще в XIX веке. Именно эта старая форма и явилась основой для образования слова костить "ругать".оборот "перемывать кости" в качестве устойчивого сочетания слов родился на базе переменного словосочетания, связанного с существованием в древности у славян обрядом так называемого вторичного захоронения, которое осуществлялось спустя несколько лет после похорон умершего для очищения его от грехов и снятия с него заклятия. Перед вторичным захоронением выкопанные останки (т. е. кости) перемывались, что, естественно, сопровождалось

воспоминаниями о покойнике, оценкой его характера, поступков и дел. Это и явилось причиной образно-метафорического переосмысления слов перемыть кости, первоначально имевших самый прямой, буквальный смысл.

### **7. Wipe the floor with someone: to defeat someone very easily**

"I am very satisfied with myself! Because I have just wiped the floor with my classmate" - "Я довольна собой! Я только что вытерла пол своим одноклассником". The picture in learners' mind: someone is taking his classmate, then sticking him into the bucket with dirty water, squeezing, winding on the mop and wiping the floor with great satisfaction.

Origin: 1. This means what you think it does - someone has been defeated so completely that you might as well have used them to clean the floor. 2. According to A dictionary of slang, jargon and cant by Barrère and Leland (1897), it means that "one man has thrashed another so completely as to have taken him like a broom or mop, and swept or cleaned the floor with him."

Russian equivalent is "разделать под орех" (размазать кого-то по стенке, разбить в пух и прах): 1. сильно, зло и беспощадно ругать. 2. одержать над кем-то полную победу (в игре или драке), 3. сделать что-то мастерски. Это третье значение поможет объяснить смысл оборота: ведь он пришёл из речи мастеровых — столяров-краснодеревщиков.

Мебель из простой древесины они могли обработать так, что она казалась сделанной из дорогой древесины орешника — разделана под орех.

Видно, что во всех приведённых значениях есть общая часть — интенсивно, сильно, в высшей степени.

### **8. John Hancock – Signature:**

The expression "put your John Hancock here" (Who is John Hancock? And why should I put him on the paper?) refers to one of the officials who signed the Declaration of Independence, named John Hancock. He immediately became famous for signing the Declaration with a far larger signature than all the other delegates. The actual expression however didn't come into use until c.1903.

Russian equivalent "поставить подпись, черкнуть на бумаге, поставить крестик".

For contrastive analysis let us explain some Russian idioms and identify cognitive meaning in their usage.

### **1. "пускать пыль в глаза" (meaning: to deceive, to hoodwink) has at least three permanent items of its usage:**

We have not been able to avail ourselves, in this case, of the English phrase 'to throw dust in somebody's eyes' though its dust-in-the-eyes image is similar to the "пыль в глаза" image of the Russian phrase. The usage of this English phrase differs from that of the Russian idiom: 'to throw dust in.'s somebody's eyes' use: to deceive by preventing a person from seeing the true state of affairs (as if by impairing a person's vision so that he cannot see things clearly). Had one translated the phrase "пускать пыль в глаза" by means of 'to throw dust in somebody's eyes' (tr.: сбивать кого-л. с толку) it would have been an error which can be generally considered typical of inexperienced interpreters and translators.

### **2. разводить руками:**

We see that, firstly, the phrase "разводить руками" can be taken for a free word-combination and it would be an error, to do so. Secondly, the idiom is in common with the language of gestures. And "Он развел руками" is often translated as 'He shrugged his



shoulders', for the Russian gesture is rarely employed in the English 'language of gestures'. And, thirdly, it is common knowledge that this and any gesture can mean different things and, thus, is to be understood accordingly. For instance, one may shrug one's shoulders as a sign of regret, astonishment, lack of understanding or information. And this is why this Russian phrase sometimes complicates the translators' life, and one would especially appreciate knowing that this phrase is frequently used both in the press and in colloquial speech.

The origin of idioms is closely connected with people's mentality. The present day English can't be considered full of value without idiomatic usage, as the use of idioms is the first sign of a certain language's developing. Idiomatic sentences enrich a language and the knowledge of idioms

16 <http://www.fraze.ru/index.php/frazeol/ogizm/na-bukvu-r/razdelat-pod-orekh>

17 [https://www.phrases.org.uk/bulletin\\_board/22/messages/500.html](https://www.phrases.org.uk/bulletin_board/22/messages/500.html)

Signal that the speaker knows the language on the level of a native speaker. This research proposes practical hints for teachers wishing to diversify their lessons with idioms. And we concluded that even languages belonging to different families may have similar or hemisimilar idioms and those which differ grammatically can be guessed within the context. So idioms are an integral part of language which make our speech more colorful and authentically native. That is why the English and Russian verbs were compared through the context of idioms in order to fully disclose cognitive features of the verbs.

#### **CONCLUSION:**

The present research deals with a detailed analysis of the verbs. The verbs have been analyzed and described from the point of

view of their cognitive-linguistic and stylistic features.

A significant amount of work was done in order to develop science in our Republic. Many researches are still being held in different fields of science. In Uzbekistan cognitive linguistics was recognized at the dawn of XXI century. Problems of interaction of thinking and language, the causes of inception of cognitive science, the history of development of cognitive linguistics, its aims and main tasks, its essential provisions and notions (concept, frame, scenario, gestalt, script), different theories and concepts (the theory of prototypes, frame semantics), national-cultural peculiarities of cognitive functioning, methods of cognitive analysis of language units- are at the core.

The notion of the theory of cognition and cognitive linguistics was explained. Cognition is defined as 'the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.' At Cambridge Cognition we look at it as the mental processes relating to the input and storage of information and how that information is then used to guide your behavior. It is in essence, the ability to perceive and react, process and understand, store and retrieve information, make decisions and produce appropriate responses. The modern word 'cognition' actually has its roots back to Latin, the word 'cognoscere' which is to 'get to know'. With that in mind, cognitive functioning is therefore critical for day-to-day life, governing our thoughts and actions. We need cognition to help us understand information about the world around us and interact safely with our environment, as the sensory information we receive is vast and complicated: cognition is needed to distill all this information down to its essentials.

The examination of English verb "to look" and its Russian equivalent "смотреть" in

this chapter demonstrated that the semantics of the verb is flexible and shifts according to the context. When the implied object is something that actually exists, its meaning focuses more on physical perception involving activation of visual capacity and movement of the visual line. On the other hand, "look" can be also used with a stronger emphasis on "attention," in which case, the object to which the attention is to be directed does not necessarily need to be within the potential field of vision. Some of the conventionalized expressions and constructions also suggest that the central meanings of the verb "look" may be back grounded as the conventionalized meaning use become widely accepted by native speakers.

Cognitive analysis of the verb helps to provide more complicated imagination of the verb usage in different context and not to make different mistakes in expressing the language. You can draw your own picture of the words in your mind and broaden your perception about the word and language as a whole.

Because cognitive linguistics sees language as embedded in the overall cognitive capacities of man, topics of special interest for cognitive linguistics include: the structural characteristics of natural language categorization (such as prototypically, systematic polysemy, cognitive models, mental imagery and metaphor); the functional principles of linguistic organization (such as iconicity and naturalness); the conceptual interface between syntax and semantics (as explored by cognitive grammar and construction grammar); the experiential and pragmatic background of language-in-use; and the relationship between language and thought, including questions about relativism and conceptual universals.

In this research, the strong connections between Cognitive Linguistics and the research areas of functional linguistics, linguistic

description, stylistics, psycholinguistics, pragmatics, and discourse studies can be seen.

Cognitive grammar is a usage-based approach grammar that emphasizes symbolic and semantic definitions of theoretical concepts that have traditionally been analyzed as purely syntactic.

Cognitive grammar is associated with wider movements in contemporary language studies, especially cognitive linguistics and functionalism.

In the research we represent new approaches in studying the parts of speech, their cognitive grounds and, furthermore, there are given findings in the field of cognitive semantics of the verb.

Formation of the new concept of parts of speech became possible as it considers conceptual and functional properties classes of words according to the parts of speech, and also their prototypical character organically corresponding to partitioning of the reflected world without rigid borders, in natural riches of characteristics.

Occurrence of cognitive semantics has allowed to rethink a number of traditional problems and to put before a science of a problem of development of new linguistic objects. The circle of problems raised in modern cognitive semantics was gradually generated. From them the following concerns a number of the most considerable:

- 1) the theory of prototypes as ways of categorization of the world in consciousness of the person;
- 2) a problem of dictionary representation of value and creation of a semantic meta language;
- 3) the metaphor theory as informative mechanism of the person and source of data on the structure of human thinking;
- 4) a problem polysemy «the major problem of cognitive semantics appears in the

description of types or ways of transition from one meaning to another»;

- 5) Cognitive status of the parts of speech, in the first turn the verb as a carrier of propositional information.

In this research paper are presented some concrete decisions of the problems given below.

Paying attention not to the meaning of the structure, but on that, how as well as what information on the world is presented in values of language units, cognitologists define the meaning as « a concept, seized by a sign» and say that in the meaning is represented mediated by language perception of the world. On the basis of such representations we can conclude that cognitive semantics is the theory of conceptualization and categorization, the theory of how the person perceives and comprehends world around and how his experience of cognition is realized in values of language expressions .

In linguistics specificity of cognitive approach, according to the majority of scientists, was most brightly showed in cognitive semantics. Scientists even mark inconsistency in the use of terms «cognitive semantics» and «cognitive linguistics» which mix frequently up and considered as synonymous.

In the study we have determined that human language represents our cognitive system, gives the key to hidden knowledge background and helps us in representing our thoughts and feelings. Language consists of components such as sounds, morphemes, words, sentences, and discourse, which are combined or separated, as required, for the purpose of communication.

In this research paper we have studied similar semantic features of English and Russian verbs through the verb of perception “to look” in English and its Russian equivalent “смотреть”, identified by carrying out the

research. The close consideration of the most commonly used “look at” demonstrated that the meanings connoted by “look” as well as those by “at” shift according to the nature of the object in order to profile certain parameters of the described event, such as the degree of movement of the visual line, visual focus, attention, and timeframe. In most of the usages of “look at,” physical vision has some role to play in the process of carrying out the depicted activity, except for the cases where “look at” is used to mean directing one’s attention to the past or the future.

We concluded that even languages belonging to different families they may have similar or semi similar idioms and those which differ grammatically can be guessed within the context. So idioms are integral part of language which make our speech more colorful and authentically native. That is why the English and Russian verbs were compared through the context of idioms in order to fully disclose cognitive features of the verbs.

Taking into consideration a position of the verb, that is, what preposition is before or after the word, and also time, context and the other factors.

The origin of idioms is closely connected with people's mentality .The present day English can't be considered full of value without idiomatic usage, as the use of idioms is the first sign of a certain language's developing. Idiomatic sentences enrich a language and the knowledge of idioms signal that the speaker knows the language on the level of a native speaker.

That is why the English and Russian verbs were analyzed through the context of idioms and on the example of polysemantic verbs.

The practical value of the work is in the fact that its materials, results and conclusion can be used in the process of scientific researches in the field of cognitive linguistics,

general linguistics, comparative and typological linguistics, helpful for the teachers, students of the English philology in teaching and learning the courses like practical and written English, lexicology and stylistics of the English and Russian languages, translation.

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