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EĞİTİM BİLİMLERİ 2

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EĞİTİM BİLİMLERİ 2

SEMANTIC-COGNITIVE ASPECTS OF BEHAVIORAL VERBS IN UZBEK AND ENGLISH LANGUAGES

Khursanov Nurislam Iskandarovich[10]   Gulzhan Shokym[11]

Abstract

The present paper will discuss semantic-cognitive aspects of behavioral verbs in Uzbek and English languages.

Keywords: semantic-cognitive aspect, analytical processes, knowledge utilization, memory, knowledge, comprehension, application, analysis, synthesis, evaluation.

INTRODUCTION

In order for knowing cognitive features of verbs of behavior we categorized them according to their functionality and expressiveness in language use. They are:

Retrieval and comprehension;

Analytical processes;

Knowledge utilization;

The description for the retrieval and comprehension is that "the activation and transfer of knowledge from permanent memory to working memory, and the storage of critical features of information in permanent memory". In this category the following skills come into brain usage to help a person take control of him/her: recognizing, recalling, executing, integrating and symbolizing. Let's take as an example the verbs (as given in the first and second chapter) describe, demonstrate, understand and recognize.

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The next category is analytical processes; it involves the reasoned extension of knowledge like how to match, classify, error analyze, generalizing and specifying. These categories are acceptable in Uzbek language as well. Verb meaning properties widely demonstrate its function in human behavior and self-act. About using knowledge (knowledge utilization) – involves the processes individuals use when they wish to accomplish a specific task. Furthermore, this category represents the skills where human behavior regards according to the social status, culture, education, language and etc. As they are: decision-making, problem-solving, experimental inquiry and investigating.

The word has its own meaning and form. It is natural for a word to have its own sound and meaning as soon as it appears [1, p. 198]. However, it should also be noted that time is always the primary meaning in the formation of a word. When meaning appears in the mind, the form is chosen by the need to express it.

The lexical meanings of social verbs encode knowledge about stereotypical, repetitive situations (situations of deception, bragging, avarice, etc.), which represent such structures of knowledge, which are called scenarios, or scripts. A cognitive scenario is an abstract mental structure that represents the speaker's interpretation of a situation in non-linguistic reality as a typical (repetitive) dynamic process consisting of a set of episodes and involving a set of participants with fixed social roles.

According to Benjamin Bloom (Bloom's Taxonomy 1956), who created the taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities? The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity). By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning. This theory can come handy when used in semantics and cognitive linguistics; Bloom gave these verbs in order and with distinct categorical level. The critical thinking categories (knowledge, comprehension, application, analysis, synthesis, evaluation) [2] can help people manipulate themselves in front of the public.

Cognitive analysis of the lexica-semantic verbs of behavior involves the identification and interpretation of the main cognitive scenarios of human behavior, determining the specifics of their representation in the verb vocabulary of the Russian language. The analysis is carried out according to the following model: 1) the identification of a group of verbs whose lexical

meanings realize a cognitive scenario, and the linguocultural interpretation of the semantics of this group; 2) the selection of the base word - a representative of the cognitive scenario; 3) a characteristic of the denotative situation, which is revealed on the basis of the analysis and generalization of contexts with the verbs being studied (denotative situation of human behavior includes the composition of the participants and the relationships between them, typical manifestations of behavior, behavior motivation, behavior assessment according to the parameter of attitude to social norms); 4) modeling of the cognitive scenario, which involves identifying the composition of event and logical propositions, determining the temporal sequence of propositions, characterizing the position of the observer; 5) consideration of the specifics of varying the cognitive scenario, which consists in changing the composition and sequence of propositions, complicating propositions, replacing actants, etc [3]. Consider the cognitive scenario of "maqtanmoq, maqtanchoqlik" (to boast, boastful behavior).

1. The cognitive scenario is represented by the verbs: maqtanmoq (to boast), o'zini maqtamoq (to show off), katta og'zilik qilmoq, katta gapirmoq (to brag about), katta ketmoq, tarang qilmoq (to swagger), kalandimoqlanmoq, kekkaymoq (to act haughty, to ruffle out), kibrlanmoq (to expose ostentatiously, to put on airs), gerdaymoq (to make a parade of, to plume oneself on), mag'rurlanmoq, taltaymoq (to become presumptuous), chiranmoq (to puff up), minnat qilmoq (to glorify), burnini ko'tarmoq (to put on frills).

2. The base word is a representative of the cognitive scenario: "maqtanmoq, maqtanchoqlik" (to boast, boastful behavior).

3. The denotative situation of boasting is a private form of deception, since a boasting person usually tries to create a false impression on others of his significance or a false idea of what he owns. Such behavior can be both verbal (a person can talk about his merits) and non-verbal (a person can demonstrate his worth, flaunt what he has).

The subject of the situation of boasting, as the analysis of contexts with the verbs and phraseological units studied shows, often speaks quickly, unrestrained, with repetitions, takes pleasure in his words, emphasizing his significance with a proud posture, a complacent look, and self-love. A boasting person seems to increase in size, like a balloon or a soap bubble, to those objects that can burst: mag'rurlanib ketdi (inflated with arrogance), sovun pufagi kabi shishiradi (inflates like a soap bubble) - and what he is talking about is also increasing in size: pashshadan fil yasadi (to make mountains out of molehills). By his actions, he damages his

reputation and causes ridicule among others, he is assessed as frivolous, light-minded and empty.

4. The cognitive boasting scenario includes two participants: X (the subject) and Y (the object whose location the boasting person wants to impress), as well as N (the position of the boasting). Y is usually both an object and an observer, evaluating the subject's act as boastful behavior.

The cognitive scenario can be represented as follows: X believes that he has certain qualities that distinguish him from others, he wants to demonstrate Y his advantages. For this, X says Y about N, i.e. about yourself, your merits, about what is, or shows it. Y estimates the behavior of X as immodest, not consistent with the true state of affairs.

5. The position of the subject of boasting is subject to variation: these may be material objects, qualities and abilities of the speaker, actions and deeds. In the verbs forming a synonymous series kibrlanmoq (to expose ostentatiously, to put on airs) (gerdaymoq (to make a parade of, to plume oneself on), mag'rurlanmoq, taltaymoq (to become presumptuous), chiranmoq (to puff up), minnat qilmoq (to glorify), burnini ko'tarmoq (to put on frills)), the external features of this behavior are emphasized: words, proud posture, arrogance and edifying tone, solidity, etc. Assessment of boasting can vary (from extremely negative, if it is a way of deceit, to soft and condescending, if bragging is considered as a manifestation of a person's weakness, inability to be modest). The assessment of the boastful behavior of an adult and a child is different. The assessment of the arrogant, arrogant behavior of an adult is unambiguously negative, the assessment of the same behavior of a child is rather mild: the desire to show one's superiority in a child is not an expression of disregard for others, but an attempt to demonstrate oneself to adults.

The prototype of the boasting synonymic series with the dominant reflects elements of the cognitive scenario: Boasting – "talk about yourself, your merits and what is special that a person has or did, with exaggerated pride, praise, approval, flaunt your merits, merits (often imaginary, seeming or knowingly doubtful), trying to create a false impression of their own significance among others, to demonstrate their difference from others. Succumbing to the desire to show him on the favorable side, a person joins fiction or tells a lie, lies and thereby damages his reputation, creates a low opinion of himself as a man frivolous, frivolous and empty, causes a mocking attitude of others. Such a person speaks quickly, unrestrainedly, with repetitions, takes

pleasure in his words, emphasizing his significance with a proud posture, a complacent look, self-love, attention to how he looks [4].

The analysis of cognitive scenarios allows not only to determine the component composition of the lexical meanings of verbs, but also to demonstrate the relationship of the lexical meanings of verbs with the dynamic fragments of the world displayed by them. In addition, the analysis of cognitive scenarios allows us to identify those interpretative meanings that are associated with the image of the speaker and his assessment of the situation, and to reconstruct a fragment of the procedurally eventual picture of the world represented by the verbs of the act and behavior.

In modern world one of the leading branches in linguistics is cognitive semantics which studies the meanings of language units as the result of human cognitive activity and the way of representation of knowledge. In contemporary linguistics extremely important aspect is the investigation of typological features of semantic universals. One of the most significant semantic universals is regular polysemanticism and secondary lexical nomination. English vocabulary is polysemantic, that is, it possesses polysemanticism. In the English language the notions «multilingualism» and «polysemy» are synonyms, which denote that words have two or more interrelated and historical meanings [5].

The currency of this topic is grounded on undeveloped theory of cognitive and semantic basis of polysemanticism as one of the principal mental processes that is conductive to the meanings of the words being changed and developed, the verbs in particular.

Revelation of mental structures standing for polysemantic expressions and determination of their composition and also the rules of generation of these units allow move many obstacles when developing the samples of artificial intelligence, modern dictionaries and translating machines [15]. Most scholars consider polysemy as an objective language feature, besides, one of the conditions of its existing and developing as the main semasiological law.

Linguists differentiate different reasons of emergence of polysemy. It was V.V.Vinogradov who defined the idea of causality of lexical polysemanticism most distinctly and categorically: "None of the language could express each concrete idea by means of an independent word or root element. Concreteness of experience is boundless; the resources of the very language are severely restricted" [6].

Here we can conclude that how polysemantic words influence in many ways to human thinking and his behavior:

1) polysemy is the result of disproportion which exists between the number of signs of speech and enormous number of notions that seek for being expressed in language;

2) polysemy is caused by antinomy of the designated and one that designates by antinomy predetermined by asymmetry of the language sign: one meaning may relate to the two designated;

3) lexical polysemy of a word is the result of operation of the law of parsimony;

4) the causes of polysemy – in the context;

5) polysemy is predetermined by correlation of the very objects and phenomena which are reflected in the human consciousness in the form of "clusters" of the meanings;

6) cause – in special nature of human thinking which reflects an intention of human being to cognize reality in correlation and interdependence of its objects and phenomena. Lexical polysemy thus reflects universal laws of thinking.

From the above conclusions it is clear that polysemantic words are interrelated to human cognition wherein should be taken into account. We gave several verbs which give or express more than one meaning in translating from Uzbek into English and vise verse.

The emergence of a new meaning in the word is always a complex and interesting question. Wordage is not something invariable. Indeed, the semantic history of words in many cases represents changes in life conditions of society. The most widespread in communication are the verbs that can have up to 15 different meanings [7, pp. 81-84]. The verbs from the point of view of syntax are the central elements of simple sentences and have a direct influence on the presence and realization of the other parts of the sentence.

Also 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 is the verb bajarmoq (to do) that has many variations such as, istakni bajarmoq – fulfill a dream, qoidalarga rioya qilmoq – abide by rules, majburiyatni bajarmoq– accomplish, ishni bajarmoq – put through, va'dasini bajarmoq – keep a promise. In its turn, any of the listed verbs will have additional meanings:

fulfill – qondirmoq; abide – chidamoq, dosh bermoq.; accomplish – rasmiylashtirmoq, erishmoq; put through – telefon orqali ulanmoq; keep – ushlab turmoq, saqlamoq, boshqarmoq and so on.

At transitivity level, there are five major process types – material, mental, verbal, relational and behavioral that cover the grammatical and semantic space of happenings, doings, sensing, saying, being, having and so on. There are prototypes cases of all the five major process types and these are the core types of these processes. However, there are more peripheral cases of each process. As a result, it is impossible for us to interpret a clear borderline among these processes. At behavioral process itself, in addition to its prototype cases of psychological and physiological process such as sneezing, dreaming, breathing, stuttering, etc. There are a lot of peripheral cases that mix characteristics of with material, verbal and mental processes. Therefore, behavioral processes also include more mental-like, verbal-like and material – like subtypes [8, pp. 347-352].

Speaking about the verbs of existence, we have already stated that they can be used not only independently but also as a link- verb, proper meaning of which is graded and has become the part of the composite predicate. The same thing can occur with some verbs of action. Such possibility is provided by the circumstance that syntactical tie of these verbs with the following members of the sentence (particularly, their meaning of transitivity and intransitivity) remains much less determined and regulated than that Uzbek and English have.

CONCLUSION

We can claim that the language is itself a living blessing that cannot be imagined without humanity and vise verse. The simple definition of the language is "the language is socio-biological process". So it means as long as the humanity exists it will too. The first section of the chapter is devoted to the cognitive features of behavioral verbs and their comparisons in English and Uzbek languages. It is worth to mention that we came across with some difficulties finding literatures of materials in Uzbek language. The semantic-cognitive features of verbs in Uzbek language is less or partially investigated field; notwithstanding, the English scholars and linguists did great progresses.

This section analyzed cognitive features of behavioral verbs from different point of view and provided scenario of it. These four scenarios illustrate the verb property and its function in positive and negative evaluation. As scenarios the object of example the verb "maqtanmoq,

maqtanchoqlik" (to boast, boastful 76 behavior) is taken. Moreover, according to the Benjamin Bloom (1956), the measurable verbs are the source of investigation for human act and behavior.

Because it demonstrates the six stages of Critical Thinking: knowledge, comprehension, application, analysis, synthesis, evaluation.

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