

## FOUR ASPECTUAL CLASSIFICATIONS OF VERBS IN ENGLISH

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### Abstract:

This article provides information on how completion in English serves as a sign of relevance for future events and has a pragmatic expression. It is also shown by examples that the meaning of completed structures in Uzbek depends on the meaning of the auxiliary verb and that the language units that make up the structure are evaluated as one phrase through syntactic connection. In addition, the article presents the idea that completion is reflected in the syntactic relation of the subject.

**Keywords:** *achievements, performances, temporal modifiers, semantic element, procedurality, aspectual semantics, actionability*

### Introduction

Representatives of the traditional linguistics direction of the twentieth century, who proposed to divide verbs into aspectual classes, are mainly B. Comrie (1967), Z. Vendler (1957, 1967) and O. Dunn (1980) are considered. Z. Vendler tries to distinguish the concepts of achievements (result) and accomplishments (completion), their important difference from each other; accomplishment indicates that the process has been completed and it is related to a specific task and task, while achievement (result) means a change in the situation or condition without any tasks or tasks, that is, this word only indicates that the situation has changed. More specifically, it indicates that certain results can be achieved even before a process or task is completed.

**Literature review and methodology.** In addition to the aspectual types emphasized in Z. Vendler's classification, there are also works focused on states, activities and performances (Bybee, 1967). Performances are treated here as events with a natural end point. Accomplishments are the main focus of the scientist, but in his view, from a tactical point of view, he classified achievements as performances. Exactly Z. Vendler's (1997) classification combines the previous traditions, classification according to four directions, namely state, activity, result, and completion, is more effective and at the same time, it is relevant to linguistic studies, including D. Doughty's seminal-semantic analysis (1979) served as the basis for his research (D. Doughty, 1979). K. Smith (1991) introduces the classification of semelfactives to the listed species. We hardly refer to this class in our research, but it plays an important role in the theory of the emergence of lexical classes. D. Dowty (1979) discusses Vendler's classification of verb participles and analyzes these classification groups in relation to their logical contribution, temporal modifiers, and interactions with verb tense.

In general, actional and aspectual meanings are closely related to limit. This situation is realized by distinguishing between the lexical feature of the verb and its context effect. B. Kh. Rizaev uses the term "limitation" in order to summarize the meanings of "actional aspect". This term (from Latin *limis-mites* - border) was first used by H.K. Serensen in 1962 [Rizaev B.Kh. 1988:96]. B. Kh. Rizaev distinguishes between aspectuality, actionality and limitation. "The difference between "aspectuality" and "actionality" on the one hand, and "limitation" on the other hand, is that the first covers the qualitative and quantitative features of the aspect, actional meanings, while the limitation combines the signs of possibility and real limitation of the action of the verb" (the same work, p. 96).

Actional properties of verbs, such as finiteness or nonfiniteness, do not affect the expression of procedurality in their contextual use. Procedurality is also an integral part of the aspectual situation. Regarding processuality, A.B. Bondarko gives the following opinion: "Procedurality is the determination of the middle phase of the movement in the flow of time" [Bondarko.A.V. 1971:118]. B. Kh. Rizaev agrees with this opinion and gives the opinion that "procedurality is a categorical-grammatical feature of the verb as a different semantic element of lexical meanings." At this point, we think it is important to distinguish between procedurality and process. "process" is an action, flow, reality, event, state, which has an initiation flow and completion phases. Process is the categorical-grammatical meaning of the verb. Procedurality is understood as the flow of the process expressed by the verb, that is, the middle phase of the action. Procedurality is also present in verbs characterized by finiteness or non-finiteness [Serebrennikov B.A. 1960].

Dividing verbs into three action groups plays an important role in determining their procedural semantics. G'.Q., who studied the verbs of movement in English and Uzbek, conducted analyzes in this direction. It can also be observed in Mirsanov's work. It is based on the classification of verbs proposed by B. Kh. Rizaev into three action groups. [G'. Q. Mirsanov. 2009:21] One of the most important aspectological concepts related to procedurality is whether an action, a process, is bounded or unbounded.

**Discussion and results.** S.G. Tatevosov in his doctoral dissertation on "AktSIONalnost v lexike i v grammatike" (Actionality in Grammar and Lexicon) defined actionality as semantic predicate, taxonomic type of verb, aspectual class, Aktionsart, aspectual description, case type, event type (eventuality type), action ( action) as a semantic description that is called by different

names and occurs in the differences between sentences. S.G. Tatevosov gives the following examples and explains them as follows:

- 5) John knows Russian[atelic]
- 6) John walked in the garden [atelic]
- 7) John ate an apple [telic]
- 8) John reached the summit [telic]

In the first example, a state is being described, and this state is immutable at any point in time. In the second and fourth examples, there may be a change over time, that is, a dynamic situation is observed in these examples. In the third and fourth sentences, the situation reaches a peak or limit, and the resulting situation occurs. For example: "The apple is eaten" and "The soul is at the peak". When the resulting state occurs, the action ends.

Actionability can be defined in different ways. According to the classification of Z. Vendler (Vendler, Z. 1967), these four examples represent four predicates, Z. Vendler calls them activities, accomplishments, achievements, and states. That is, it divides the verbs expressing only activity and process into four semantic groups: 1) Activities (durative, change - atelic) - verbs expressing activity or "priority process" - a continuous set of actions and its dependence on a certain time - walk, swim, push; 2) Accomplishment (durative, change - telic) - verbs expressing the completion of the intended action in a certain time process and the fact that this action was prepared through a previous process - paint a picture, build a house; 3) Achievement (non-durative, change - telic) verbs expressing the result of an action, its dependence on a certain period, happening at a moment - recognize, stop; 4) State (durative, no change - atelic) verbs expressing that the ongoing process will take place in an indefinite period - possess, know, love.

In this classification proposed by L Vendler, semantic groups represent the duration and execution process of an action with certain generalizing aspects and are limited by time and duration. It is these groups that are unique in that they are used in Continuous forms. At the same time, these two groups (2,3) are characterized by the limitation of their actions. Verbs expressing state also ensure that (4) is distinguished from all other group verbs by being non-finite [Wendler L. 1974:217].

Even before L Vendler, G. Ryle (Ryle.G. 1949) and Yu.S. Maslov (Maslov Yu.S. 1948) and other linguists worked in this field. Although a lot of work was done on the study of the interaction of aspectual semantics and the lexical meaning of the verb before L. Vendler's scientific work, it was L. Vendler's classification that was taken as a base for further scientific research. The views taken into account in such studies often differ from L. Vendler's initial hypotheses. There are contradictions in answering the questions whether it is correct to see action as an element of the lexical meaning of the verb, what is the nature of different action groups, how these groups relate to each other, whether they occur step by step or are formed independently of each other.

The authors suggest that there must be at least two different aspectual shift operations to determine the ultimate completion property. The first shift is made by the progressive (i.e. continuous) operator, which distinguishes completion from the lexical completion predicate by connecting the action event with the telic point. In this case, the properties of the finite point are given by the result. The second shift operation is triggered by the resultative predicate operation and creates result semantics from the lexical operation predicate by associating the culmination or finite point with the event represented by the lexical operation. In both cases, although the act of structural displacement provided a compositional interpretation of the structures, questions remained open as to when the use of the mechanism was appropriate for the context. In particular, we will try to raise two questions: a) how far from the point where the "outcome event" is scheduled to occur must be in order for it to occur in the present continuous tense (progressiveness)? For example, in the case of Jane is reaching the top of the mountain, how far must Jane be from the top of the mountain, or the distance to the top of the mountain, in order for us to be reasonably close to the completion point? b) What are the restrictions on the relationship between the verb and the

resulting predicate in constructions that imply completion? Where does the logical connection between the expression and the condition come from?

To find answers to these questions, we focus on the following analysis: (a) the example given in the sample is more acceptable than the example in the sample (b); It can be concluded that "pollution of the house" in the sentence given in (b) acquires a complete meaning as a result of being painted red.

Compare:

a. Mary painted the house red.

b. Mary painted the house dirty. (Craft, ...)

In both cases, we suggest that the solution to these questions can be found once we understand what the degree of development (incrementality) in completion is. This chapter is dedicated to finding a solution to this problem. The explanation of incrementality in completion is directly related to the study of another concept, the concept of culmination. Climax is often manifested in an organic relationship with limitation.

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