



SIMILARITIES AND DIFFERENCES OF ASPECTS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: The article discusses the concept of aspect in the English language has been described using different categories and terminologies, which can sometimes cause confusion for teachers and students. Given the importance of a clear understanding of this concept in learning a foreign language, we reviewed and compared how aspect is presented in five of the most traditional descriptive English grammar books. We investigated whether aspect is explicitly addressed, how it is defined and categorized, and whether the types of aspect are clearly explained in terms of their meanings. Based on this analysis, we contrasted the classifications and terminologies used in these books with an alternative approach, highlighting both ambiguities and commonalities.

Key words: aspect, English grammar, classification, comparative analysis, defined and categorized, grammar books.

Аннотация: В статье рассматривается понятие аспекта в английском языке, описываемое с использованием различных категорий и терминологий, что иногда может вызвать путаницу у преподавателей и учащихся. Учитывая важность четкого понимания этого понятия при изучении иностранного языка, мы рассмотрели и сравнили то, как аспект представлен в пяти наиболее традиционных описательных учебниках по английской грамматике. Мы исследовали, рассматривается ли аспект явно, как он определяется и классифицируется, а также четко ли объясняются типы аспектов с точки зрения их значений. На основе этого анализа мы противопоставили классификации и терминологии, используемые в этих книгах, альтернативному подходу, подчеркнув как двусмысленности, так и общие черты.

Ключевые слова: аспект, Английская грамматика, классификация, сравнительный анализ, определения и категоризации, учебники по грамматике.

Annotatsiya: Maqolada ingliz tilidagi aspekt tushunchasi muhokama qilinadi, ba'zan o'qituvchilar va talabalar uchun chalkashliklarga olib kelishi mumkin bo'lgan turli toifalar va atamalar yordamida tasvirlangan. Chet tilini o'rganishda ushbu



kontsepsiyanı anıq tushunish muhimligini hisobga olib, biz ingliz tilining eng an'anaviy tavsiflovchi grammatika kitoblaridan beshtasida aspekt qanday taqdim etilishini ko'rib chiqdik va taqqosladik. Biz jihatga anıq murojaat qilinganmi, qanday ta'riflangan va turkumlanganligi, jihat turlari ma'nosi bo'yicha anıq tushuntirilganmi yoki yo'qligini o'rganib chiqdik. Ushbu tahlilga asoslanib, biz ushbu kitoblarda qo'llanilgan tasnif va atamalarni muqobil yondashuvga qarama-qarshi qo'ydik, ikkala noaniqlik va umumiy tomonlarni ko'rsatdik.

Kalit so'zlar: aspekt, ingliz tili grammatikasi, tasnif, qiyosiy tahlil, aniqlangan va toifalangan, grammatika kitoblari.

Nowadays, preserving, researching, and analyzing the linguistic richness of each nation in its native language is a crucial task in the field of linguistics. In particular, an in-depth study of linguistics, which is closely tied to the cultural values of different peoples, involves examining linguistic elements such as sentences and analyzing the factors that contribute to the enrichment or decline of syntactic knowledge among populations. Stylistics, a branch of linguistics, plays a significant role in language research. Comparative stylistics, in particular, is vital for uncovering linguistic identity and cultural differences between languages.

With globalization, many researchers have started to study the interrelationships between cultures and have explored the connections between linguistics and culture. In conducting linguocultural research, scientists have identified active and inactive language layers across the world's languages and have analyzed the factors influencing their developmental stages, both conceptually and empirically. English, which has become a lingua franca in the international arena, has been a focal point in this research. Consequently, the integration of cultures has underscored the necessity of making English an international language of communication.[1; 267]

Results and discussion: Aspect in grammar refers to how we treat verbs to indicate not only when an action occurs (which is determined by tense) but also its duration or continuation. While tense tells us the timing of an action, aspect provides information about the action's extent over time.[2; 87]

There are four aspects of verbs: simple, perfect, progressive, and perfect progressive. Simple aspect simply states an action without specifying its duration:

Example: Jameson practiced shooting baskets. Progressive aspect indicates a continuing action: Example: Jameson is practicing shooting baskets because he wants to improve his scoring. Perfect aspect describes the relationship between an earlier



action and a later time: Example: Jameson has practiced shooting baskets because he wants to improve his scoring.

Perfect progressive aspect expresses a past ongoing action that may be complete or incomplete before another suggested or identified time:

Example: Jameson has been practicing shooting baskets to prepare for tonight's game.[3; 59]

Understanding verb aspect helps clarify how each type corresponds with the different tenses of the verb "to practice."

Another perspective on grammatical aspect condenses it into two categories: perfective and imperfective.

Perfective aspect encompasses simple and perfect aspects, indicating actions with a sense of completion or containment without conveying a flow of time.[4; 216]

Example 1: "Each line, as thick around as a big pencil, was looped onto a greensapped stick so that any pull or touch on the bait would make the stick dip, and each line had two forty-fathom coils that could be fastened to the other spare coils, allowing a fish to take out over three hundred fathoms of line if necessary." [7; 25]

From the examples provided, it is evident that in English literary texts, particularly in Ernest Hemingway's *The Old Man and the Sea*, conditional sentences are intentionally selected and used to express the author's purpose. Stylistically, such sentences are crafted to create an emotional and expressive impact on the reader. In these examples, the conditional constructions deviate from strict grammatical correctness. For instance, in standard English, the future present suffix "will" is not used after the conditional conjunction "if." However, in the sentence above, "will" is used, resulting in an emotional effect on the reader. The conditional meaning is emphasized, thereby achieving an emotional and expressive effect.[5; 59]

Now, let us analyze the stylistic aspect of conditional sentences in Uzbek.

Example 1: "Ҳали менга осиялсанми? Сен менинг кимлигимни сўраясанми? - буви ўгай қизнинг орқасидан ғабланарди. - Агар мени худо жазоламаганда, агар у менинг беш гўдагимни бағримдан юлиб олмаганда, ёлғиз ўғлим ўн саккиз ёшида урушда ўққа учмаганда, чолгинам, меҳрибонгинам Тайғар сурув билан бўронда қотиб қолмаганда, мен сиз, ўрмон одамларининг орасида юрармидим? Мен сенга ўхшайманми, сенга-я, туғмас? Мен қариган чоғимда сенинг жиннисифат отанг Мўмин билан яшаб юрармидим? Қайси айбим - гуноҳларим учун сен мени бунча қийнадинг, лаънати худо?"[6; 153]

From this example, it is clear that in Uzbek, conditional sentences tend to be lengthy and consist of a main clause and several subordinate clauses. The main clause



is in the form of a rhetorical question. A notable feature is that the subordinate clauses include four parts, two of which are marked by the conditional conjunction "if," while the other two are unmarked. The emotiveness is achieved through the repetition of the conditional sentence, consisting of four antecedent clauses and one main clause. The stylistic effect is enhanced by the rhetorical question in the main clause and the repetition of the subordinate clauses.

conclusion, it's important to highlight that the concept of aspect is described and formulated in various ways, adding complexity to the topic. Recognizing its significance, our paper reviews and compares how aspect is presented in traditional descriptive grammar books.

Our analysis reveals that while aspect is comprehensively addressed in four out of five grammar books, there is consistent variation in the categorization and terminology used by the authors. This inconsistency could potentially confuse students and teachers who rely on these resources. To thoroughly examine these categories and terminologies, we contrasted them with an alternative perspective based on cross-linguistic studies, which focuses more on meaning.

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