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**АДАБИЁТШУНОСЛИК ВА ТАРЖИМАШУНОСЛИКНИНГ
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ТЎПЛАМИ**

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«Адабиётшунослик ва таржимашуносликнинг долзарб муаммолари: адабий жараён, қиёсий адабиётшунослик, услубшунослик ва тилшунослик масалалари» халқаро илмий-амалий анжумани материаллари. Бухоро – 2022. - 224 бет

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Ушбу тўпламда жамланган мақолалар хорижий тилларни ўқитишнинг замонавий ёндашувлари ва истиқболлари, корпус лингвистикаси масалалари, медиалингвистика ва лингвистик тадқиқотлар, қиёсий адабиётшуносликнинг долзарб муаммолари, Ўзбекистонда таржима мактаби яратиш ва уни ривожлантиришда инновацион ғоя ва технологияларни қўллаш масалалари доирасида мутахассисларнинг тажриба ва фикр алмашинувини таъминлашга хизмат қилади.

degan gaplaridan saxovat aralash minnat tuyg‘usi, yaxshilikni biror javob evaziga qilish xissi ustunligini namoyish qiladi. Hikoya so‘nggida bu mehmonlarning allaqachon aloqani uzib qo‘yishgani oshkor bo‘ladi.

“Inson shaxsi muhit ta’siri ostida o‘z xarakteri imkoniyatlari doirasida o‘zgaradi. Kuchli va sobit xarakterlar o‘tkinchi muhit ta’siriga hadeganda tushavermaydilar. Muhitga qarshilik ko‘rsatish tuyg‘usi ularda kuchli rivojlangan bo‘ladi”. Shukur Xolmirzayev hikoyalarida biz sobit xarakterlarni ham, o‘zgaruvchan xarakterlarni ham uchratamiz. Har bitta qahramon alohida shaxs va alohida xarakter egasi. Ularda yozuvchining boshqa adiblarnikiga o‘xshamagan o‘ziga xos uslubi sezilib turadi.

Foydalanilgan adabiyotlar ro‘yhati:

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CLASSIFICATION OF ACTION VERBS IN ENGLISH AND UZBEK LANGUAGES.

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Annotation: In this article, words are described according to their meaning structure. The meaning structure of the word is extremely complex. Consequently, the study of the meaning structure of action verbs is of great scientific-theoretical and practical importance. The meaning of action verbs in both languages was studied by dividing them into components.

Key words: semantic meaning , motion verbs, horizontal, vertical, breath and sound action verbs, meaning structure.

According to the objective basis, verbs with an active action in the language include actions - processes in nature and society, in the animal world. That is, verbs of action differ from verb lexemes belonging to other semantic fields by their breadth and complexity, variety, and expression of different actions specific to matter, permanence, according to their material basis (object). Since the reality, objectivity of the movement is related to its implementation by a certain living being, its "materialization" in it, therefore, the existence of a logical subject is also measured by its absolute movement. More precisely, motion is the living form of matter.

Causative thing in objective existence - verbs expressing various active actions specific to objects, persons and animals are distinguished by their frequent use in speech and complex semantic structure. The common theme of the verbs of action is "active action", which unites verbs into one macrosystem (semantic field). That is, the semantic field of verbs is formed on the basis of the common meaning character "active action" meaning.

Based on our observations of English and Uzbek explanatory dictionaries and verbs of action used in the verbal context, we divided the action verbs into groups according to their meaning structure as follows:

Action verbs without an object

1. Verbs of horizontal movement
2. Vertical verbs
3. Circular action verbs
4. Inflectional action verbs
5. Action verbs related to breathing and sound production

Object action verbs

1. Action verbs denoting the resulting performance
2. The result is abstract action verbs
3. Verbs expressing actions in the oral cavity

In these lexical semantic groups, meaning fragments such as "horizontal", "vertical", "rotation", "vibration", "breath and sound" representing the act of release, "resulting

performance" is an abstract performance, "movements in the oral cavity" is a unifying theme. Therefore, the complex nature of the semantics of verbs reflecting different actions in the objective entity logically leads to the semantic grouping of action verbs in the 8 forms noted.

At work, verbs are given in the infinitive form. When giving the verbs in sequence, the degree of meaning between them was taken into account. That is, the meaning of action in verbs "grows". In this way, the meaning leveling of action verbs in the English (and Uzbek) language is also revealed.

We will first present our thoughts on the group of non-object verbs based on the table below. These verbs represent actions that are not directly directed to the object or cannot be transferred to the object. Some verbs express a relation of place, not an object: to roam the streets; to walk round the garden - this phenomenon is mainly explained by the semantic factor. Therefore, some verbs of action in both languages are united in the "common scheme" due to their lack of object as a common paradigmatic sign at the initial stage of semantic classification. These verbs are also called intransitive verbs in linguistics. In our work, we found it necessary to use the term objectless.

The meaning structure of horizontal movement verbs.

Action verbs in English and Uzbek - verbs expressing horizontal movement have their own meaning. These verbs represent different actions performed in a horizontal direction. Expression of direction is the most important, main semantic feature of action verbs. Accordingly, all verbs with the same conjunctive form have the meaning of "expressing direction". Verbs belonging to this group are without object. Because the action expressed in them does not transfer to the object. Verbs belonging to this group can be divided into 3 according to the way they express the direction of action:

1. Verbs of definite directional action.
2. Abstract directional action verbs.
3. Action verbs to change direction.

1. We divided the verbs in the directional movement group into 3 internal groups depending on their movement:

- a) moving to the before - Moving forward;
- b) moving to the back;
- s) moving to the some object.

Verbs expressing forward movement (Moving to the before): to step, to go, to rush, to leap, to aspire to, to intensify, to quicken, to ramble, to fidget, to run, to quickly, to swim, to creep, to crawl.

Such verbs express the movement of a person or a creature in the same direction. Hence, this distinct meaning is observed in the following verbs:

Verbs expressing moving back (Moving to the back): to go back to, to step back, to return, to come back, to get back, to turn back.

In such expressive verbs, the causative meaning is strong. That is, the movement to the back is caused by someone or something.

So, in terms of verbs with the meaning of backward movement, the English language is richer than the Uzbek language. Because, as we have already seen, the translation of the verbs to go back to, to return, to come back, to get back, to turn back in Uzbek is given by one verb "to return".

Moving to the object: to enter, to spring, to go out, to follow, to pursue, to run away, to come up, to approach, to come, to return, to reach, to slip, to go, to leave, to pass, to ply, to cross.

In English and Uzbek, the verbs to spring to enter and to go out are actively used both in the literary language and in colloquial language.

Verbs with this distinguishing feature represent the aimless, wasted time of a person or creature. In this case, the agent can perform actions in different directions.

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COMPLEX OBSERVATION OF THE AMERICAN FROM UZBEK STUDENT PERSPECTIVE

SECTION 1: FOSSIL RIDGE INTERMEDIATE SCHOOL

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This observation tends to explore the American education system through the observation of 6th and 7th grade classes in Fossil Ridge intermediate school, its students, teachers and education process , this experience shows the difference of teaching various age groups and realize the potential difficulties that may occur while teaching teenagers.

In general school design and planning was interesting. The two-storey building was equally divided for 6th and 7th grade students, where 6th graders had the second floor and 7th grades - the first. Such outline seemed quite usual for schools in Uzbekistan, however, the division is made between elementary school students (1-4 grades), who usually study in the 1st floor and secondary students (5-11 grades) in the 2nd floor.

The design of the whole school itself was engaging and having ancient history theme with dinosaurs, pyramids, pharaohs, queens and kings with students’ art work on the walls, in my opinion, also pleases children of the 11-12 ages.

The school was surprisingly clean; all the classrooms were bright and well-equipped. Another great aspect of the school was the location of different facilities. The PE room, library and Art center were located in the upper floor, while media center and dining hall on the 1st floor. The library of the Fossil Ridge Intermediate had different reading zones with a wide variety of book sections. The library had also its own computers, reading tables and sofas. Another interesting part of the library was the book exhibition for the reading contests going on. The cafeteria, located on the 1st floor served students of 6th and 7th grades on the different shifts. First, 6th graders had their lunch at about from 10.30 am to 11.00 am, while 7th grade students from 11.30 a.m. to 12.00 p.m. In my opinion, that was a great decision to reduce the congestion during the breaks and lunch time.

One aspect of the school, which I did not like was, the scheduling of the school, which changed over the week, was pretty complicated to remember for me as a visitor. Probably, it took time for students of Fossil Ridge and their parents to get used to such different class timings.

Section #2: The Classroom

During my visit to Fossil Ridge, I have observed 3 classes and 3 different teachers. The first period I have been in 7th grade Language & Arts classroom. The classroom, compared to Heritage Elementary, had only several tables placed in a row. The room was not distinctly decorated; however there were several posters about English grammar rules and others. The second classroom was 6th grade Language & Arts, as the former one this room as also a usual

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