

VERBS AND THEIR GRAMMATICAL CATEGORIES

*Jizzakh branch of the National University of
Uzbekistan named after Mirzo Ulugbek
The faculty of Psychology, department of Foreign languages
Phylology and foreign languages
Teshaboyeva Nafisa Zubaydulla qizi
Student of group 301-21: Mo`minova Zuhra Khayot qizi*

Annotation: This article looks at the various grammatical classifications of verbs and how they impact sentence structure and meaning. The many characteristics of verbs, including as tense, aspect, mood, voice, person, number, and transitivity, are thoroughly examined. Gaining clarity in written and spoken communication requires an understanding of these areas in order to analyze sentence structure.

Keywords: Verbs, grammatical categories, tense, aspect, mood, voice, person, number, transitivity, syntactic function

One of a sentence's most basic elements, verbs are essential for expressing action, state, or occurrence.

The six common morphological categories of the finite verbs in the contrasted languages are accomplished in part by various analytical (complex, consisting of at least two verbal parts) and in part through synthetic (simple) techniques (by inflections). Thus, while the category of tense is realized both synthetically and analytically, the categories of person and number are realized synthetically in both contrasting languages. A system of finite and non-finite forms is shown by verbs.

The infinitive, gerund, present participle, and past participle are the four non-finite forms (sometimes known as verbals).

The morphological categories of person (особа), number (число), tense (час), aspect (вид), voice (стан), and mood (спосіб) are all present in the verb's finite form.

The category of **person** conveys the relationship between the speaker and the action and its agent, indicating whether the action was carried out by the speaker in the first person, by someone the speaker addressed, by the addressee in the second person, or by someone or something other than the speaker or the person addressed in the third person.

The **number** category indicates whether the action is carried out by a single person, a group of people, or a non-person (for to be: am/is/are; was/were). Finite verbs have two numerals and three persons. The relationship between the time of the action and the time of speaking is expressed by the category of tense in English (and also in Ukrainian and Russian). Tension and time are not synonymous. While tense is a grammatical construct, "time"—which includes past, present, and future—is a notion. English has two separate tenses: present and past, although there are many ways to discuss the future. This is in contrast to Ukrainian, which has three tenses: present, future, and past. Additionally, when a future scenario is viewed from a point in the past, there is another tense in English known as the "future in the past."

The present simple is the unmarked tense in English. Accordingly, it is utilized for extremely generic time when precise marking for non-present time is superfluous and irrelevant. In other words, any time frame that contains the speaking moment (whether it extends into the past or the future) can be considered present time and utilize the present tense. The past simple is a distinct tense that is typically indicated via inflection. The present tense form conceptually connects the circumstance being described to the utterance situation: I currently reside here. The circumstance portrayed is further removed from the actual context by the use of the past tense: I lived there then. Future circumstances are handled differently.

Despite their intrinsic non-factual nature, they can be categorized as either implausible or even impossible (i.e., regarded as far from happening) or reasonably certain (i.e., perceived as close to happening). In reality, the verb form that is commonly referred to as "the future tense" is stated using a modal verb that expresses the relative likelihood of an event: I will live here.

Aspect: progressive or perfective. We must examine the issue in order to discuss any aspect. Regarding its intrinsic dimensions, a situation can be depicted as either permanent or dynamic, as having duration or as existing for a brief instant, and as comprehensive or continuous. These differences are aspectual. The perfect or progressive forms of the verb are used to grammatically express aspect. If we wish to underline that the state or action is in some manner finished or accomplished, yet it is still relevant; this is known as the perfective aspect, and it is shown by the lexical verb's HAVE + past participle. I can now send the letter because I have written it. The progressive aspect, denoted by BE + present participle, is or was in process, transient, or incomplete. The letter was/is being written by me.

Voice: either passive or active. It's common to refer to the difference between

active and passive voice as a differentiation of voice. It provides a variety of methods for drawing attention to different informational components. The active voice is used when discussing the person or object that performs an activity. Every night at six o'clock, Mr. Smith locks the gate. Dozens of trees were destroyed by the storm. Joan answered, "I deny that." We are aware that you have been deceiving us. Why did you do it? Therefore, the active voice indicates that the agent (the one who performs an action) is the person or thing that the subject of a sentence refers to, as indicated by the predicate verb. The passive voice is used when you want to draw attention to the person or thing that is impacted by an action rather than the person or thing that does it. Every night at six o'clock, the gate is locked. Numerous trees were felled. After supper, the announcement will be made. The toddler was aware of the accolades she was receiving. Almost every piece of furniture will be removed from the space. I couldn't talk to anyone. Those who trespass will face legal action. The passive voice is used to indicate that the subject of a sentence is the object of the action rather than the agent (the one performing the action) as stated by the predicate verb.

The passive verb's subject undergoes an action rather than acting; it is acted upon. All tenses employ the matching active tense of BE + past participle to create the passive voice. The altercation broke the chair. The only verbs with a passive form are transitive verbs.

Mood. The term "difference of mood" usually refers to the opposition between indicative (for facts), imperative (for requests, instructions), and subjunctive (for non-facts, hypotheses, and suppositions).

- The imperative and the verb's base form are identical. When you want to give someone instructions, advise, or cautions, or to ask them to do anything, you employ the imperative. As soon as the bell rings, begin. Don't move too quickly. Give the salt. Act quickly!
- Modern English, which typically finds other methods to convey that the events being discussed are unknown or hypothetical, has few subjunctive forms. Two categories of subjunctive exist:

A. Wishes are expressed using the base of the verb for all verbs and all persons. Save the Queen, please! God bless you! Let the President live! God bless us!

B. Were-subjunctive. In some forms, the word BE can employ WERE for all persons.

Conclusion

Understanding the many grammatical categories of verbs is crucial for language analysis since they are fundamental to the grammatical structure of sentences. A sentence's meaning is shaped by its tense, aspect, mood, voice, person, number, and transitivity, which all influence how events, states, and actions are described and comprehended. A thorough comprehension of these categories improves written and spoken language and facilitates clearer communication. For syntactic precision and efficient communication in any language, mastery of verb forms and their grammatical categories is essential. Gaining insight into the effects of these categories can greatly improve communication and language understanding abilities.

Effect on Communication Precision and Clarity

In order to achieve clarity and precision in language, the grammatical categories of verbs are crucial. Consider tense: the reader or listener's comprehension of the time of an action is directly impacted by the use of present, past, or future tenses. For example, "She reads the book" explicitly places the activity in the past, whereas "She read the book" suggests a continuous or habitual action. This distinction enables speakers to precisely describe temporal relationships while avoiding ambiguity.

Modality of Expression and Speaker Attitude

Verbs also affect a sentence's mood, which expresses how the speaker feels about the action. While the imperative mood is used to provide orders ("Walk to school"), the indicative mood is used to express factual statements ("She walks to school"). A layer of speculative or unrealistic situations is introduced by the subjunctive mood ("If I were you, I would walk to school"). Speakers can convey a variety of attitudes, including uncertainty, potential, necessity, and wishes, by adjusting their mood. Having the capacity to change moods enhances communication since it allows speakers to express their feelings, expectations, and ideas in addition to describing activities.

In this sense, verbs constitute the foundation of good communication, enabling people to exchange thoughts, narrate tales, convey feelings, and have deep conversations.

REFERENCES and WEBSITES

1. Akmajian, A. and F. Heny. 1980 An introduction to the principle of transformational syntax. Cambridge, MA: The MIT Press.
2. Finch, G. 2000 Linguistic terms and concepts. New York: St. Martin's Press.
3. Klammer, T. and M. Schulz. 1996 Analyzing English grammar. Boston: Allyn and Bacon.
4. Kroeger, P. 2004 Analyzing syntax: A lexical-functional approach.

- Cambridge, UK: Cambridge University Press.
5. Matthews, P. 2007 Syntactic relations: A critical survey. Cambridge, UK: Cambridge University Press.
6. Miller, J. 2011 A critical introduction to syntax. London: continuum.
7. Osborne, T., M. Putnam, and T. Groß 2011 Bare phrase structure, label-less structures, and specifier-less syntax: Is Minimalism becoming a dependency grammar? *The Linguistic Review* 28: 315– 364.
8. Sobin, N. 2011 Syntactic analysis: The basics. Malden, MA: Wiley–Blackwell.
9. Tesnière, Lucien 1959 *Éléments de syntaxe structurale*. Paris: Klincksieck.
10. van Valin, R. 2001 An introduction to syntax. Cambridge, UK: Cambridge University Press.
11. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
12. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
13. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE IN TESOL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).
14. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. *Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollari*, 1(1), 120-122.
15. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.
16. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from <https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84>
17. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT

- DAY. Журнал иностранных языков и лингвистики, 5(5).
18. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).
19. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).
20. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).
21. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).
22. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.