



(MUDIMA)



## Analyzing Cognitive Verbs in English and Uzbek

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### ARTICLE INFO

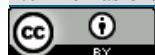
*Keywords:* Cognitive Verbs, Verbal Predicate, Valency, Lexical-Semantic Field, Paradigmatic Classification, Perception Verbs

*Received* : 5 February

*Revised* : 22 March

*Accepted* : 25 April

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### ABSTRACT

This article explores the verb as the semantic and grammatical core of the sentence and argues that verbal predicates have a broader meaning potential than their basic lexical semantics. Drawing on S.D.Kasnelson's approach, it is shown that a verbal predicate not only denotes an event or state but also encodes a "sentence blueprint" through its valency structure (i.e., a set of semantic slots to be filled by arguments). The paper notes that modern linguistics lacks a universally accepted semantic classification of verbs; therefore, a paradigmatic perspective is employed, distinguishing verbs of activity, state, property, and relation on the basis of invariant meaning. The main focus is the classification of mental (cognitive) verbs into microfields, including verbs of sensation, desire, perception (general perception, visual perception, auditory perception, olfactory perception), attention, emotional experience and attitude, thinking, and memory. The analysis is supported by Uzbek and English examples drawn from literary sources. The study contributes to the systematization of the mental lexicon and provides implications for contrastive semantics, lexicography, translation, and language teaching

## INTRODUCTION

The lexical meaning of verbs represents a certain lexical-semantic type and, at the same time, reflects a categorial feature that is characteristic of combining with a particular nominal category [1]. In addition, verbs form semantic fields within the language, united on the basis of shared meanings. The verb constitutes both the semantic and the grammatical center of the sentence. Therefore, it remains a central object of attention not only from the lexical and morphological perspectives, but also from the syntactic point of view.

According to S.D.Kasnelson, at the level of meaning, verbal predicates are broader than simple lexical meaning [2]. Along with expressing a specific lexical meaning, verbal predicates also reflect the blueprint of a prospective sentence. While having certain “empty slots” (valency positions), they also belong, semantically, to a particular semantic paradigm. In his view, verbal predicates exceed the limits of ordinary lexical meaning and are capable of shaping the construction of the sentence that will be formed. This approach emphasizes not only the meaning of the verb as a single word, but also its organizing (structuring) role in the sentence. In modern linguistics, there is no single universally accepted semantic classification of verbs. Depending on the principles adopted, verbs are classified from different perspectives, including denotative, paradigmatic, and syntagmatic aspects.

## METHODS

Explain From a paradigmatic perspective, a verb is classified according to its **invariant meaning**. Accordingly, verbs are divided into verbs of **action (activity), state, property, and relation** [3]. These semantic fields of verbal predicates, in turn, form smaller **microfields**. For example, activity verbs may be subdivided into the microfields of **mental activity, speech activity, labor activity**, and others. Mental activity verbs, in particular, can be divided into even smaller microfields [4].

**1) Verbs of sensation (feeling):** *sezmoq, his qilmoq; to feel, to sense*. **Example:** “U (Nurmat tog’a) o’tgan umri, bolalari, xotini oldidagi qarzdan bir oz bo’lsa ham uzilgandek, o’zini yengil sezdi” — *He (Uncle Nurmat) felt relieved, as if he had at least partly repaid his debt to his past life, his children, and his wife* (S. Ahmad, *Jimjitlik*, p. 48). “Children can feel,

but they cannot analyze their feelings” (Ch. Brontë, *Jane Eyre*, p. 32).

**2) Verbs of desire:** *istamoq, xohlamoq; to want, to desire*. **Example:** “U (Tolibjon) hayotda ana shunday quvonchli, nurli, beozor, huzur-halovatli damlarning ko’p bo’lishini, uzoq bo’lishini istardi” — *He (Tolibjon) wished that such joyful, bright, harmless moments of peace and comfort in life would be many and long-lasting* (S. Ahmad, *Jimjitlik*, p. 152). “I have given you answers enough for the present: now I want to read” (Ch. Brontë, *Jane Eyre*, p. 32).

**3) Verbs of perception.** These verbs may be divided into four groups:

- a) **General perception / cognition:** *anglamoq, bilmoq, payqamoq; to understand, to know*. **Example:** “Ana shu savolni Hamida bonu yigitning yuzida qalqqan iztirobdan payqadi-da, o’zi ham ikki o’t orasida qolishi mumkinligini endi sezdi” — *From the anguish that rose on the young man’s face, Hamida Bonu noticed this and realized that she too might end up caught between two fires* (P. Qodirov, *Avlodlar dovoni*, p. 11). “I know you do; and it is that which makes the wonder” (J. Austen, *Pride and Prejudice*, p. 18).
- b) **Visual perception:** *ko’rmoq, ko’r bo’lmoq; to see, to be blind*. **Example:** “Humoyun esa qo’rchiboshiga ‘ma’zursiz’ degan kabi jilmayib qo’rganini Hamida bonu aniq ko’rdi” — *Hamida Bonu clearly saw that Humoyun smiled at the commander as if to say “no apologies”* (P. Qodirov, *Avlodlar dovoni*, p. 12). “She did laugh as she saw Heathcliff pass the window” (E. Brontë, *Wuthering Heights*, p. 133).
- c) **Auditory perception:** *eshitmoq, kar bo’lmoq; to hear, to be deaf*. **Example:** “Ba’zan sokin tog’ kechasini bezovta qilib portlash tovushlari eshitiladi” — *Sometimes explosions are heard, disturbing the quiet mountain night* (S. Ahmad, *Jimjitlik*, p. 169). “While pondering this new idea, I heard the front door open” (Ch. Brontë, *Jane Eyre*, p. 120).
- d) **Olfactory perception (smell):** *hidlamoq, sezmoq; to smell, to sniff*. **Example:** “Eshik yo’lakka qarab ochildi-yu, ichkaridan avval qo’lansa hid chiqdi, keyin zanjirlarning

shaqirlashi va odamlarning g'ovuri eshitildi" — *The door opened toward the corridor, and first a foul smell came from inside; then the clanking of chains and the murmur of people were heard* (P. Qodirov, *Avlodlar dovoni*, p. 51). "Phoo! I can sniff it now" (J. Conrad, *Heart of Darkness*, p. 56).

**4) Verbs of attention:** *e'tibor qilmoq, e'tibor bilan eshitmoq; to pay attention, to listen carefully.*

**Example:** "Xonzoda begim Komronning ko'zi yaltirab, lablari quruqshab turganiga endi e'tibor berdi" — *Only then did Khonzoda Begim notice that Komron's eyes were shining and his lips were dry* (P. Qodirov, *Avlodlar dovoni*, p. 45). "He paid no attention to my explanations, and playing with a stick of sealing-wax ..." (J. Conrad, *Heart of Darkness*, p. 34).

**5) Verbs of emotional experience:** *to'ymoq; to be satisfied, to feel content.*

**6) Verbs of emotional attitude:** *sevmoq, hurmat qilmoq, yoqmoq; to love, to respect, to like.*

**Example:** "U bilan xizmatkoriga muromliklar o'rmon chetidan yog'och uy qurib beradilar, uni 'Baburin polos', ya'ni 'Boburning elchisi' deb hurmat qiladilar" — *They built him and his servant a wooden house at the edge of the forest and respected him as "Baburin polos", that is, "Babur's envoy"* (P. Qodirov, *Avlodlar dovoni*, p. 22). "I loved her with all my heart" (W. Shakespeare, *Romeo and Juliet*).

**7) Verbs of thinking:** *fikrlamoq, o'ylamoq, tasavvur qilmoq, taxmin qilmoq, yanglishmoq, xato qilmoq; to think, to reflect, to imagine, to assume, to make a mistake, to err.* **Example:** "Nurmat miltiqni endi o'qladi, deb o'yladi Hojimumurod" — *Hojimumurod thought that Nurmat had just loaded the rifle* (S. Ahmad, *Jimjitlik*, p. 49). "Miss Miller assumed the fourth vacant chair, which was that the nearest the door..." (Ch. Brontë, *Jane Eyre*, p. 66).

**8) Verbs of memory:** *eslatmoq, esdan chiqarmoq; to remind, to forget.* **Example:** "Bayramxonning qat'iyat bilan yongan ko'zlari Akbarning yodiga bultur Sirhinddagi shiddatli jang paytlarini eslatdi" — *Bayramkhan's eyes burning with determination reminded Akbar of the fierce battle at Sirhind last year* (P. Qodirov, *Avlodlar dovoni*, p. 161). "Your reproof, so well applied, I shall never forget: 'had you behaved in a more gentlemanlike manner'" (J. Austen, *Pride and Prejudice*, p. 453).

## RESULTS AND DISCUSSION

The present study has shown that the semantic organization of verbs cannot be reduced to their "simple" dictionary meanings, because the verb functions as the **semantic and grammatical nucleus** of the clause and, as a predicate, carries information about the **potential structure of the future utterance**. In line with S.D.Kasnelson's view, verbal predicates are meaningful not only as lexical units but also as **constructive units**: they presuppose a set of valency positions ("empty slots") and thereby determine how participants and circumstances are distributed in a sentence. This perspective strengthens the argument that a verb's meaning should be described in two interconnected dimensions: (a) its lexical-semantic content as a member of a semantic field, and (b) its syntactic projection, i.e., its capacity to organize a clause and impose constraints on argument realization.

Given that modern linguistics still lacks a single universally accepted semantic classification of verbs, the paradigmatic approach adopted in this article provides an effective analytical framework for systematization. By classifying verbs according to **invariant meaning** (activity/action, state, property, relation) and further subdividing activity verbs into microfields, the study demonstrates how large semantic domains may be operationally decomposed into more fine-grained groups. Most importantly, the paper offers a structured account of **mental activity (cognitive) verbs** as a highly relevant microdomain of the verbal lexicon. The proposed microfield typology—verbs of sensation, desire, perception (general, visual, auditory, olfactory), attention, emotional experience, emotional attitude, thinking, and memory—highlights the internal semantic architecture of the "mental lexicon" and shows that cognitive verbs are not a homogeneous class but a system of related yet distinct semantic clusters.

The contrastive material (Uzbek and English examples) confirms that mental predicates are especially valuable for cross-linguistic description because they reflect universal cognitive operations while revealing language-specific patterns of lexicalization and usage. The examples illustrate that both languages possess lexical resources to encode not only perception as a physiological process but also perception as a **cognitive mechanism** (e.g., noticing, recognizing, understanding), and that these meanings interact closely with discourse context.

From a descriptive standpoint, the microfield approach also helps clarify borderline cases: for instance, verbs of perception often overlap with verbs of attention and cognition (e.g., “notice” vs. “understand”), while emotional predicates may combine experiential and attitudinal components. Such overlaps are not analytical shortcomings; rather, they represent the natural structure of the mental lexicon where meanings form gradients and networks rather than strictly separated compartments.

The findings have direct implications for several applied areas. In **lexicography**, the classification supports more principled dictionary entries that reflect semantic relations among mental verbs, their typical valency frames, and their contextual constraints. In **translation studies**, it helps translators choose equivalents more accurately by distinguishing near-synonymous verbs across microfields (e.g., “to see” as visual perception vs. “to see” as understanding). In **language teaching**, the typology can guide syllabus design and pedagogical sequencing: learners can be introduced to mental verbs not as isolated items but as interconnected sets with clear semantic contrasts (perception vs. attention vs. cognition), which improves both comprehension and production.

At the same time, the study also points to future research directions. First, the proposed microfields can be refined through corpus-based analysis that measures frequency, collocation patterns, and typical syntactic frames of cognitive verbs in real discourse. Second, further work may explore how modality, evidentiality, and evaluation interact with mental predicates (e.g., “I think,” “I know,” “It seems”), since these categories often function as discourse markers and stance devices. Third, a deeper examination of derivational and multiword patterns (especially in Uzbek) may reveal how cognitive meanings are distributed between lexical verbs and analytic constructions. These extensions would make it possible to model cognitive verbs not only as a semantic taxonomy but also as a dynamic system shaped by usage, genre, and communicative goals.

## CONCLUSION

In conclusion, studying cognitive verbs is crucial because language remains one of the most reliable windows into human mental activity. Although the verbal lexicon provides only a partial

projection of cognition, systematic classification of mental predicates allows researchers to describe how languages encode perception, attention, emotion, memory, and thinking as structured semantic domains. By combining a paradigmatic semantic framework with the notion of predicative valency, the article contributes to a more comprehensive understanding of verbs as both lexical signs and clause-forming mechanisms, thereby offering a solid foundation for subsequent theoretical and applied work in semantics, contrastive linguistics, translation, and pedagogy.

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