

The secret behind English verbs: simple rules for complex grammar

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Abstract: This article examines the structure of English verbs as one of the most complex elements of the grammatical system in the context of modern linguistic theory and language teaching. It explores the classification of verbs into lexical and functional subclasses, as well as the category of tense and its interaction with aspect. Particular attention is given to the comparison between English and Uzbek verb systems, highlighting the differences in grammatical expression and their impact on language learning. The study emphasizes that despite the apparent complexity of English verb forms, their system is based on clear and logical principles that can be effectively understood through a functional and comparative approach.

Keywords: verb, tense, aspect, lexical verbs, auxiliary verbs, modal verbs, English grammar, Uzbek language, comparison

The verb occupies a pivotal position within the grammatical architecture of any language, serving as the fundamental structural core that organizes the sentence and bridges the gap between linguistic expression and objective reality. In English linguistics, the verbal system is traditionally regarded as one of the most intricate domains of grammar due to its multifaceted array of forms, categories, and functions. However, this complexity is far from arbitrary; instead, it reflects a highly systematic organization governed by precise semantic, morphological, and syntactic principles. In the contemporary landscape of linguistics and pedagogy, a profound grasp of the English verb is indispensable for achieving genuine communicative competence. This is especially pertinent for Uzbek learners, whose native tongue diverges significantly from English typologically. While English relies heavily on analytical constructions and auxiliary components, the Uzbek language predominantly conveys similar grammatical meanings through a synthetic process of suffixation and reliance on contextual indicators.

From a theoretical perspective, the English verb must be examined through the dual lenses of lexical semantics and grammatical utility. Lexical classification differentiates between dynamic and stative verbs: dynamic verbs signify actions or processes unfolding over time (such as *construct*, *execute*, or *migrate*) and are typically compatible with progressive aspects. Conversely, stative verbs describe enduring conditions or cognitive states (such as *comprehend*, *believe*, or *adore*) and generally

resist continuous formatting as they lack internal temporal development. Furthermore, the distinction of transitivity remains crucial, as transitive verbs necessitate a direct object to achieve semantic closure, whereas intransitive verbs function autonomously. Functionally, verbs are divided into lexical (main) verbs, which provide primary semantic content, and auxiliary verbs (*be, have, do*) that facilitate the construction of tense, aspect, voice, and negation. Modal verbs further enrich this system by introducing the speaker's subjective stance regarding necessity, possibility, or obligation.

One of the most formidable challenges in English grammar is the tense system, frequently misinterpreted as a collection of twelve independent forms. From a structuralist viewpoint, English possesses only three primary tenses - present, past, and future - while the perceived multiplicity arises from the intersection of tense and aspect. Aspectual categories (simple, continuous, perfect, and perfect continuous) provide specific nuances, such as duration or completion, to the temporal framework. Consequently, a construction like "I have finished" remains within the present tense but utilizes the perfect aspect to emphasize relevance to the current moment. Understanding this internal logic allows learners to transition from rote memorization to a conceptual mastery of temporal relationships.

A comparative inquiry into English and Uzbek verb systems highlights significant typological contrasts that influence the acquisition process. As an analytical language, English frequently utilizes separate auxiliary words to express grammatical relations. In contrast, Uzbek, being highly synthetic and agglutinative, relies on the attachment of specific morphemes to the verb root. This structural disparity often creates obstacles for Uzbek learners, particularly in internalizing the perfect and continuous aspects, which lack direct morphological counterparts in their native language. Beyond morphology, the verb acts as the syntactic governor of the sentence, determining valency, controlling word order, and defining clause boundaries. Ultimately, the verb is not merely a lexical unit but the functional nucleus of the clause. Effective pedagogical strategies should therefore emphasize the underlying logic of these forms and utilize comparative analysis to bridge the gap between the learner's native structures and the target language's analytical requirements.

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