

THEORETICAL FOUNDATIONS OF VERB SEMANTICS

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According to theoretical materials, linguistics combines verbs that are semantically close to a smaller class of verbs, but each of them, in addition to the general meaning, reflects different colors, i.e., it is defined as the use of syntax in the performance of different forms.

The verbs of the studied subclass can be divided into three subgroups.

The first group includes the semantic structures of transform, formulate, formalize, reform, etc. The second group includes verbs containing the components "production, creation" - create, establish, produce, etc.

The third group consists of verbs that combine the semantic structure of form, shape, fashion, model, and other features.

Secondly, the selection of verbs in this group is of theoretical interest, since most of them are derived from Latin and French, with the exception of the verbs shape, frame, set because they are characteristic of formal and scientific methods.

Nevertheless, words conform to the norms of the English language, and this subclass of verbs is formed according to laws common to all verbs. The practical significance of the work is determined by the fact that its results can be applied in the study of courses on theoretical grammar of the English language, cognitive semantics, in the preparation of special courses on syntax and lexical semantics, as well as in teaching practical grammar of the English language.

The need arose to determine the broad connection of language with other cognitive abilities and mental processes: sensation, memory, thinking, etc. The realization of the need for a systematic study of human consciousness and the realization that only

language can provide the only reliable path to consciousness became a necessary impetus for the development of science [2, 20]. Many researchers (J. Lakoff, Ch. R. Filmor) Langaker, J. Fokonyer, S. D. Karakov, Katnelson primarily recognizes language as the center of all cognitive activity. In that case, all cognitive processes and abilities are expressed. At the same time, language is a special system that ensures the realization of these processes and abilities. Language appears to us as an open system, the properties of which are determined by general conceptualization processes related to various spheres of human experience. Thus, the complexity of studying linguistic facts from a cognitive perspective lies in the fact that, on the one hand, we consider language as one of the many cognitive systems, but on the other hand, the superiority of language over all other systems is revealed, since the direct function of language is to reflect and highlight various aspects of intellectual activity. When we speak of the intellectual, we mean knowledge and reason, the results of our perception of the world, and the objective intellectual activity of people. The modern trend is associated with an experimental approach that takes into account all types of knowledge [2, 22].

In cognitive linguistics, the systematic characterization and explanation of a person's role in the creation and functioning of language and speech mechanisms are at the center of attention.

Cognitive science studies the interrelationship between language signs and cognition - the manifestation of human consciousness in language [8,34-37]. Thus, the concept of "cognition" encompasses the cognitive process itself - the process of acquiring knowledge and the result of this process - "knowledge," which must also be taken into account. This concept encompasses not only goal-oriented, theoretical knowledge, but also a simple, ordinary (and not always conscious) understanding of the world in a person's daily life, and the most basic experience in a person's daily interaction with the surrounding world.

This is any process related to the acquisition, modification, memorization, recall, and use of information and knowledge.

Demyankov, one of the main tasks of cognitive science is to answer the question of how linguistic knowledge structures participate in information processing and how they are reflected [5,21].

A person's cognitive abilities and acquired knowledge models are directly and continuously expressed in language; therefore, language structures are an essential source of information about basic intellectual concepts.

Furthermore, it states, "Human activity is active, conscious, and creative." Humans not only perceive reality but also shape it in a specific way, actively and purposefully, for specific purposes. [5, 24]

As mentioned above, cognitive linguistics does not reflect the world, but rather represents knowledge about the world.

A person plays an active role in shaping the meanings of linguistic units: a person shapes meanings not in a ready-made form, but in their own way.

At the same time, it plays an active role in selecting language tools to describe any situation and in understanding the reasons for this choice [2, 19].

According to some authors (J. Lakoff, Ch.E. S. Filmor, Kubryakov, N. A. Kobrina, N. N. Baltyrev, et al.), a complete characterization of a linguistic phenomenon, characterized from the perspective of cognitive semantics, involves not only the objective characteristics of the situation, but also the properties of its perception, relevant knowledge, intentions, the separation of specific units, and the selection of a perspective, focusing attention on certain things.

Thus, we are once again convinced that the verbs we are discussing are reflected in various meanings depending on their semantic content, structure, form, and groups.

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