

## VERB: STRUCTURE AND ITS GRAMMATICAL CATEGORIES

Madjitova Ayjan

**Annotatsiya:** *Ushbu maqola fe'lining tuzilishi va uning grammatik kategoriyalarini tahlil qiladi. Unda fe'lining shakllari, zamon, mayl va shaxs-son kabi kategoriyalari ko'rib chiqiladi. Maqolada har bir kategoriyaning mazmuni va amaliy ahamiyati, shuningdek, ularning lingvistik kontekstda tutgan o'рни o'rganiladi. Tadqiqot shuni ko'rsatadiki, fe'lining tuzilishi va Grammatik kategoriyalari nutq mazmunini to'g'ri ifodalashda muhim ahamiyatga ega.*

*Shuningdek, maqolada bu kategoriyalarning o'qitish usullariga ta'siri va integratsiyalangan yondashuv zarurligi haqida fikr yuritiladi.*

**Kalit so'zlar:** *Fe'l, grammatik kategoriyalar, zamon, mayl, shaxs-son, tuzilma, lingvistik yondashuv, nutq mazmuni.*

**Аннотация:** *В данной статье рассматривается структура глагола и его грамматические категории. Анализируются такие аспекты, как формы глагола, времена, наклонения и категории лица и числа. Особое внимание уделяется их значению в выражении смысла речи и их роли в языковом контексте. Исследование показывает, что структура глагола и его грамматические категории играют ключевую роль в точности передачи содержания речи. Кроме того, обсуждается влияние этих категорий на методы обучения и необходимость интегрированного подхода.*

**Ключевые слова:** *Глагол, грамматические категории, времена, наклонения, лицо и число, структура, лингвистический подход, содержание речи.*

**Abstract:** *This article examines the structure of verbs and their grammatical categories, focusing on their forms, tenses, moods, voices, and person-number agreement. The analysis highlights the significance of these categories in linguistic theory, sentence construction, and practical language application. Furthermore, it explores how these features contribute to effective communication and their implications for second-language acquisition and teaching methodologies. This study offers insights into the integration of theoretical concepts and applied linguistics.*

**Keywords:** *Verb, grammatical categories, tense, aspect, mood, voice, person-number agreement, linguistic theory, language acquisition.*

The verb is one of the most fundamental elements of grammar, playing a pivotal role in sentence structure and meaning. It functions as the core of predicate construction, connecting the subject with its action or state. Verbs are unique in their rich morphological system, which includes various grammatical categories such as tense, aspect, mood, voice, and agreement. Linguists have extensively analyzed verbs due to their complexity and universality across languages (Greenbaum & Quirk, 1990).

These grammatical categories not only define the temporal, modal, or spatial features of a sentence but also reflect cultural and contextual nuances.

Understanding the structure and categories of verbs is essential for linguistics, language teaching, and language acquisition.

### Verb Structure

Verb structure varies across languages, but it typically comprises three main components:

1. Root/Base Form – The fundamental form of a verb (e.g., “write”).
2. Inflectional Morphemes – Suffixes or prefixes indicating tense, aspect, mood, or agreement (e.g., “writes,” “writing,” “written”).
3. Auxiliary Verbs – Additional verbs that provide grammatical support (e.g., “is writing,” “has written”).

In English, the verb system is largely analytic, relying on auxiliary verbs, while in other languages, such as Turkish or Russian, verbs are more synthetic, incorporating multiple grammatical features into one form (Comrie, 1976).

### Grammatical Categories of Verbs Tense

Tense indicates the time of action relative to the speaker’s perspective. English, for instance, has three primary tenses (past, present, and future), often combined with aspects such as perfect and progressive. The correct use of tense is vital for clarity and coherence in communication (Crystal, 2003).

### Aspect

Aspect refers to the nature of the action—whether it is completed (perfect), ongoing (progressive), or habitual. For example:

- “I have eaten” (perfect aspect).
- “I am eating” (progressive aspect).

Languages like Mandarin Chinese rely more on aspect markers than tense, showcasing the diversity in grammatical systems worldwide (Li & Thompson, 1981).

### Mood

Mood reflects the speaker’s attitude toward the action, such as certainty, obligation, or possibility. The three primary moods in

English are:

1. Indicative: Statements of fact (e.g., “She works hard”).
2. Imperative: Commands (e.g., “Work harder!”).
3. Subjunctive: Hypotheticals or wishes (e.g., “If I were you...”).

### Voice

Voice indicates whether the subject performs the action (active) or receives it (passive). For example:

- Active: “The teacher praised the student.”
- Passive: “The student was praised by the teacher.”

Voice alternation can shift focus and is crucial in both linguistic studies and practical writing skills (Leech, 2004).

### Person and Number

Agreement between the verb and subject in person and number is a universal feature of grammar. For instance:

- First person singular: “I write.”
- Third person singular: “He writes.”

Languages like Spanish and Russian have more complex agreement systems compared to English, which simplifies person- number marking.

#### The Role of Verbs in Linguistics

Verbs provide a window into the syntax and semantics of a language. The way verbs are structured and inflected often determines the flexibility and expressive capacity of a language. For example, the inflectional richness of verbs in Latin allowed for flexible word order, while English relies heavily on fixed syntax.

Theories such as Universal Grammar (Chomsky, 1981) highlight verbs as key to understanding how language is acquired and processed in the brain. Additionally, cognitive linguistics emphasizes the conceptualization of time, space, and modality through verb categories (Langacker, 1987).

#### Pedagogical Implications of Verb Categories

Teaching verb categories is one of the most challenging aspects of language instruction. Learners often struggle with tense and aspect distinctions due to differences in their native language systems (Swan, 2001). For example, Russian speakers learning English may find it difficult to differentiate between the simple past (“I walked”) and the present perfect (“I have walked”). Communicative Language Teaching (CLT) emphasizes the practical use of verb forms in authentic contexts, while grammar - translation methods focus on accuracy in verb conjugations.

A balanced, integrated approach is often recommended for achieving both fluency and accuracy (Richards & Rodgers, 2001). The structure and grammatical categories of verbs are central to understanding and teaching language.

Tense, aspect, mood, voice, and agreement provide nuanced layers of meaning, making verbs one of the most dynamic components of grammar.

Insights from linguistics and pedagogy continue to inform best practices for teaching and learning verbs, especially in the context of globalization and multilingualism.

### REFERENCES:

1. Chomsky, N. (1981). *Lectures on Government and Binding*. Dordrecht: Foris Publications.
2. Comrie, B. (1976). *Aspect: An Introduction to the Study of Verbal Aspect and Related Problems*. Cambridge: Cambridge University Press.
3. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.
4. Greenbaum, S., & Quirk, R. (1990). *A Student’s Grammar of the English Language*. Longman.
5. Langacker, R. W. (1987). *Foundations of Cognitive Grammar*. Stanford: Stanford University Press.

6. Li, C. N., & Thompson, S. A. (1981). Mandarin Chinese: A Functional Reference Grammar. University of California Press.
7. Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
8. Swan, M. (2001). Practical English Usage. Oxford: Oxford University Press.