

## **ANALYSIS OF PHRASAL VERBS DENOTING STATE AND THE WAYS OF TRANSLATION**

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Annotation. This article is devoted to phrasal verbs denoting state, take a considerable place in vocabulary verbs of Modern English language and are generally used in idiomatic phrases. Their functioning is heterogeneous with a view to their great variety. The development and supplementation of phrasal verbs system proceeds in two directions: new verbs inclusion and semantic development.

Key words: language, phrasal verbs, phonology, function, significance, specific characteristics.

In the Modern English language, the number of the Phrasal verbs grows. It is the evidence of many books and dictionaries devoted to Phrasal verbs and their applications. Together with the growth in number, the frequency of the usage also grows. This means that the Phrasal verbs carry out their necessary function because of greater conciseness and significance at the same time.

Phrasal verbs are used not only in the spoken language; several of them are the integral part of the language of the newspapers and of the official business.

Before proceeding to the description of the Phrasal verbs, it is necessary to give the definition of the verbs and of their function.

A verb is a word used primarily to indicate a type of action, such as to fly or to wish, though it may also be used to indicate a general state of existence, such as to live. There is also a special type of verb, known as a copula or linking verb, which helps to describe the subject of the sentence, rather than describing an action. The primary example of this in English is the verb to be which is usually used in the role of linking verb. A verb is one of the basic building blocks of a sentence in most languages, with most grammatical sentences requiring at least one noun acting as a subject, and one verb to indicate an action<sup>1</sup>.

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<sup>1</sup>Bollinger, D., The Phrasal Verb in English, Harvard University Press, Cambridge, Mass., 1971

Verbs can be inflected, which means the verb is changed in some way to indicate something about the sentence the verb is a part of. A verb may be inflected to describe virtually anything.

Phrasal verbs as a distinct group of verbs exhibit specific characteristics that distinguish them from other classes of verbs:

1. The number of particles used to form phrasal verbs are limited; they are mostly: on, in, down, over, out, up, off
2. Phrasal verbs are not easily or freely composed. In fact, there are certain restrictions on their composition. In the phrasal verb look for, for example, we cannot replace for by after, simply because this will break the meaning with for. The meaning of look for is search whereas the meaning of look after is tend.
3. Because phrasal verbs often constitute one unit, they can, thus, be replaced by single verbs of the same sense:

They tried hard to put out the fire but they couldn't. ( o'chirmoq )

12. I was about to get on the fence when my father called me. ( oshmoq )

4. Most phrasal verbs allow passive construction except those which are considered 'intransitive' which cannot be followed by a noun phrase as their objects, i.e., particularly those that have idiomatic meanings rather than those that carry literal meanings:

The conclusion has been arrived at. – Xulosaga keldi.

The students are looked down by their teacher. – Talabalar o'qituvchisi tomonidan haqoratlanishdi.

5. Phonologically, in contrast with compound verbs, the primary stress is often placed on the particle rather on the lexical verb. For instance, in the verb give in the particle in is rather accented than the lexical verb give, unless the first element is a noun as in CARE take.

The verb has finite and non-finite forms, the latter being also called verbal. The verbals, unlike the finite forms of the verb, do not express person, number or mood therefore they cannot be used as the predicate of a sentence. Like the finite forms of the verb the verbals have tense and voice distinctions, but their tense distinctions differ greatly from those of the finite verb.

There are 3 verbals in English: the participle, the gerund and the infinitive.

In the sentence a verbal may occur:

- (a) singly, without accompanying words

To decide is to act

- (b) in phrases, with one or several accompanying words

The phrases form syntactic units serving as one part of the sentence.

She tried to tranquillize him by reading aloud

(c) in predicative constructions

There is no mistake about his being a genius.

The characteristic traits of the verbals are as follows:

1. They have a double nature, nominal and verbal. The participle combines the characteristics of a verb with those of an adjective; the gerund and the infinitive combine the characteristics of a verb with those of a noun.

2. The tense distinctions of the verbals are not absolute, but relative; the form of a verbal does not show whether the action it denotes refers to the present past or future; it shows only whether the action expressed by the verbal is simultaneous with the action expressed by the finite verb or prior to it.

3. All the verbals can form predicative constructions, constructions consisting of two elements, a nominal (noun or pronoun) and a verbal (participle, gerund or infinitive); the verbal element stands in predicate relation to the nominal element, in a relation similar to that between the subject and the predicate of the sentence. In most cases predicative constructions form syntactic units, serving as one part of the sentence.

They sat down to supper, Manston still talking cheerfully is a predicative construction with a participle: the participle talking stands in predicate relation to the noun Manston, which denotes the doer of the action expressed by the participle.

Language may be synthetic and analytical according to their grammatical structure.

In synthetic languages, such as for instance Russian, the grammatical relations between words are expressed by means of inflections: e.g. крышадом.

In analytical languages, such as English, the grammatical relations between words are expressed by means of form words and word order: e.g. the roof of the house.

Analytical forms are mostly proper to verbs. An analytical verb-form consists of one or more words, which have no lexical meaning and only express or more of the grammatical categories of person, number, tense, aspect, voice, mood and one national word, generally an infinitive or a participle: e.g. he has come, I am reading.

The analytical forms are:

1. Tense and Aspect verb-forms
2. The Passive Voice
3. The analytical form of the Subjunctive Mood.

In all these analytical forms the form word is an auxiliary verb.

However, the structure of a language is never purely synthetic or purely analytical. According in the English language there are:

1) Endings:

-s in the third person singular in the Present Indefinite

-s in the plural of nouns

-s in the genitive case

-ed in the Past Indefinite of regular verbs

2) Inner flexions: man – men

3) The synthetic forms of the Subjunctive Mood

Owing to the scarcity of synthetic forms the order of words, which is fixed in English, acquires extreme importance:

The fisherman caught a fish

A deviation from the general principle of word order is possible only in special cases.

One of the marled features of the English language is the extensive use of substitutes. A word substitute saves the repetition of a word in certain conditions. Here belong one, that, do.

One replaces class nouns in the singular and in the plural:

Thanks for the compliment, if it is one.

That generally substitutes nouns, especially abstract nouns and nouns of material followed by an attribute, mostly introduced by the preposition of:

Almost every day there after Mrs. Skelton would go for a ride in her own car or that of Castleman.

Do substitutes verbs:

You know your law better than I do

Forgive me for speaking with brutal frankness, I only do so because I care.

Group verb is very diverse as to their compatibility, as well as the added value that they are or who they acquire in the text. They can express the character of the transition from one state to another, inducing action, etc., but in all cases action is always a value, the prisoners in the verb<sup>2</sup>.

Very large and diverse group of phrase verbs express the movement<sup>3</sup> and at the same time describing it. Verbs of this group often express not just the traffic and

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<sup>2</sup>Baker M. In Other Words: A Course Book of Translation. Routledge, London. 1992. – 241 p.

<sup>3</sup> Walker, B. L. Basic English grammar. Baltimore, Maryland, USA Yates J.(1999), the ins and outs of prepositions, New York Barron's educational series.

move from one place to another. Therefore, most of them used to Postpositions indicating direction of movement (into, out, up, to).

For example: stand up - stand up;

go out - go, go;

go into - enter;

jump into - jump, leap;

It should be noted cases where the phrasal verb is termination, or, conversely, the beginning of the movement.

For example: get over - to end, away from anything;

jump down - jumping off, jump off;

run out - run out;

throw off, get off - to start (something);

A very large group consists of group verb, expressing the transition object from one state to another, or his movement.

In fact, verbs of motion objecting to the transition from immobility or beginning of motion, can be attributed to this group or be considered as an intermediate link. Generally, the boundaries between different groups of phrase verbs are very unsteady in lexical terms, so it is not easy determined.

For example: 1) move in = to take possession of a new place to live

move towards - to go in the direction of (something or someone)

2) to change one's opinion in the direction of.

move off = to start a journey; leave.

The third group belongs to group verb with semantic component "Lack of change of an object".

For example: stay behind;

to remain at a distance behind something or someone;

keep behind ; stay down = to remain at a lower level ;

remain ahead = to stay in a forward or leading position

The following group of values is dominated by verbal component "image Movement ".

For example : walk away from = to leave (something or someone) on foot;

walk about / around = to walk in a place without direction;

spin along = to move forward easily a quite quickly with a rolling movement;

frighten away / off = to make (somebody) leave through fear.

Collection of Phrasal Verbs Denoting State Taken from the Translated Passage

Nº	Uzbek	English
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1	Умуман савобли иш қилсам, уч тўрт кун <i>табиатим равшан бўлиб юраман</i>	In general, if I do some good deed I <i>will get happy</i> for the next three or four days
2	Пенсия ололмай сарсон бўлиб қопти. Шунақаларни кўрсам <i>эзилиб кетаман</i>	She has been in trouble for a long time being unable to get the pension. When I see such people I <i>get too sad</i> .
3	Мен кулдим. Домла бу бемаврид <i>кулгидан ғазабланди</i> .	I laughed. Teacher <i>got angry with</i> that unexpected laughter.
4	Домла бармоқларини букиб йил санаркан, бирдан <i>қаҳ-қаҳ уриб кулиб юборди</i>	The teacher started counting with his fingers and suddenly he <i>burst into a loud laughter</i> .
5	Домла, умуман, кўхлик аёлларни кўрганда <i>маҳлиё бўлиб қоларди</i> .	The teacher used to <i>fall in love with</i> pretty women at all.
6	Бу ҳил шеърларга кўникмаган эдик. Шоир шеърлари бизни гаранг қилиб кўйганди.	We were not used to listening to those kinds of poems. We were shocked at the poets' poems.
7	У таржимага шу қадар <i>берилиб кетдики</i> , бола чақаларининг тирикчилигини ҳам унутди.	He <i>got into</i> the translation so much that he even forgot his living and children
8	Домла жуда <i>ҳафа бўлди</i>	The teacher <i>got sad</i> a lot.
9	Уйга келиб юзлаб саҳифаларни битталаб йиртиб, бундан ҳам <i>таскин топмагач</i> , мана, мана, деб, бурда бурда қилиб ўт ёнаётган ўчоққа ташлади.	Having come back home he tore hundreds of pages one by one and even after that he did not <i>calm down</i> and threw the torn pages into the burning oven.
10	Фақат <i>шу таржима билан банд бўлиб бошқа иш қилолмаганидан табиийки</i> , рўзғорнинг таги чиқиб қолган эди.	Since <i>he was busy only with that translation</i> it is obvious that he had no money for living then.
11	Озод нима дейишини билмай бир дам <i>эсанкираб туриб</i> қолди.	Ozod kept silence for some time <i>being surprised at</i> that.
12	Тошкентга <i>қайтиб кета қолай</i> . Катталарнинг кўзига хунук кўриниб нима қиламан!	I <i>would rather go back to</i> Tashkent. I don't want to seem like a jerk in front of the bosses.



13	Ўзидек содда, дўлвор миришкорлар суҳбатида <i>яйраб кетарди.</i>	He <i>would get very happy</i> when he talked to simple and gentle workers and farmers.
14	Шундай кезишларимизда паранжи ёпиниб, чачвони билан ўзини елпиб келаётган ниҳоятда кўҳлик жувонга <i>рўпара келдик.</i>	During one of our trips we <i>came across</i> a very pretty woman wearing a yashmak.
15	Домла анча ўзини олдирган. <i>Озиб, ранглари кетиб қолганди</i>	The teacher was much sicker than he used to be now. He <i>got thinner and pale.</i>
16	Шу ишни тириклигида қилсалар бўлмасмиди? <i>Қандоқ қувонарди!</i>	Why couldn't they do it when he was alive? He <i>would have been very happy</i> then!
17	Менинг ҳам қадримга етишарканку, <i>деб кўкси тоғдек кўтарилмасмиди!</i>	<i>Wouldn't he get very happy</i> seeing that he had been noticed by someone?!
18	Камситишлардан <i>дили вайрон бўлди</i>	His soul <i>was ruined of tortures.</i>
19	Эркин Воҳидов билан Абдулла Ориповга у алоҳида <i>меҳр қўйган эди.</i>	He <i>liked</i> Erkin Vohidov and Abdulla Oripov very much
20	Улар ҳақида гапирганда <i>оғзидан бол томарди</i>	When he spoke about them he <i>would always praise</i> them a lot.
21	Домла Наим Каримовдан <i>миннатдор эди</i>	The teacher <i>was thankful for</i> Naim Karimov
22	Бирови кулган, бирови йиғлаган, бирови энг яқин <i>кишисидан жудо бўлган...</i>	Some of them were laughing, some of them were crying and others were <i>separated from the close people.</i>
23	У ижодга шунчалик <i>берилиб кетган эдики</i> , ҳафталаб кўчага чиқмас, кечасию кундузи ухламай ёзарди.	He <i>was in</i> the literature so much he would not go out for weeks and he would write day and night at a row.
24	Қани энди бу гапларнинг биронтаси тирик пайтингда ўзингга айтган бўлсак, <i>бунчалик</i>	I wish we had said one of these words when you were alive. It <i>would not hurt</i> so much now.



	<i>алам қилмасди.</i>	
25	Бу гапни айтишга <i>тилим айланмади</i>	<i>I did not dare to tell him this.</i>
26	Нега унақа қилаётганини билолмай, <i>хайрон бўлиб қараб турардим.</i>	<i>I didn't know why she was doing that and I kept watching her with surprise.</i>
27	Дўстим, сенсиз <i>бағрим хувиллаб қолди</i>	<i>My friend, my heart is all alone without you.</i>
28	Саидахонни <i>эслаб кетаман</i>	<i>I start thinking of Saidakhon</i>
29	“Уфқ” трилогиямни унга бағишладим, назаримда <i>кўнгли тўлмади</i>	<i>I dedicated my trilogy “The Sky” to her and I guess she was not completely satisfied with that.</i>
30	Баъзан унинг бу ишидан <i>ҳижолат чекардим</i>	<i>Sometimes I would get embarrassed of that.</i>
31	Бўлмаса томоғимдан овқат <i>ўтмайди, деб кулиб қўярди</i>	<i>Otherwise I cannot have anything, -she would say smiling.</i>
32	Бордигу ўша куни ҳафсаламиз пир бўлди.	<i>As soon as we arrived there I got disappointed.</i>
33	Саидахон <i>жуда хафа бўлиб қолди</i>	<i>Saidakhon got very sad.</i>
34	Кетгиси келиб <i>қовоғини ўйиб олди</i>	<i>She wanted to leave and made a serious face</i>
35	Ҳали ҳалигача кечаси ишлайман. Шунга <i>ўрганиб кетганман</i>	<i>I still keep working at night. I am used to working at night though.</i>
36	Негадир бу <i>қўшиқ менга жудаям таъсир қилди</i>	<i>No reason that song made a great impression on me</i>
37	Турна тўғрисида ёзаман деганимда <i>жуда севиниб кетди</i>	<i>When I told her that I was going to write about a crane she got very joyful.</i>
38	<i>Хайрон бўлдим</i>	<i>I was surprised at that</i>
39	Такси чироғини кўрганда <i>кўзлари яшнаб кетарди</i>	<i>Her eyes would sparkle when she saw the lamp of a taxi.</i>
40	<i>Яйраб кетаман</i>	<i>I get very revealed</i>
41	Саидахон <i>хайрон бўлиб қолди</i>	<i>Saidakhon got surprised</i>

To sum up, in order to speak fluently English learners should know more about phrasal verbs. This paper help improve their knowledge about phrasal verbs.



Here is given a lot of usage of phrasal verbs that can be used in the informal speech too.

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