



THE OBSERVATION OF THE USAGE OF THE VERBS OF BODY MOVEMENT

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ABSTRACT

Our modern rapidly developing society requires to exchange the relationship around the world, a part of this in the sphere of comparative translation. As for the verbs indicating the part of the body used to make the movement is one of the huge parts of the language translation. In this article we are going to observe the translation system of English and Uzbek languages and the analyses of scientists of this sphere.

The achievements of comparative linguistics are effectively used in the translation. Most Uzbek linguists analysed the translation of Uzbek and English words, a part of this the verbs which is described the movement of body. Here is we are applying to the (Tarjima nazariyasi: I.G'ofurov, O.Mo'minov, N.Qambarov. – Toshkent 2012ⁱ)(1) moreover to the scientist all over the world: Hauk, Johnsrude, & Pulvermuller, 2004; also see Boulenger et al., 2006; Pulvermuller, 2005).(2)

The purpose of comparative analysis in translation is learning rules in general translation process. In the theory of translation, comparative analysis is the comparison of words and sentences are based on the fact (evidence) received as a result of the analysis. Comparing the different features of words with another language shows that different words has various characters. The word form, the semantic structure and the usage of them in the speech is multifarious. Every language has its own lexical structure . But not in all cases, that is in Uzbek which expresses the meaning of the English word can be noticed. For example, compare the meaning of the word “hand” with the word “qo'l” in Uzbek language.

Moreover variety of words in English and Uzbek languages makes another compound words by linking suffixes. For example “hand” (handful, handiness) qo'l (qo'lla, qo'lsiz, qo'lli).

The verb “to take” means “olmoq” are incompatible in several meaning. For example: to take an exam – imtihon topshirmoq; to take tea – choy ichmoq; to take off – yechinmoq; to give an examination – imtihon olmoq; to have a rest – dam olmoq; to photograph – rasm olmoq.

The level of lexical valence of the English word in the Uzbek language not the same type with the word. For example: “ko'tarma” in Uzbek word can be combined with nouns such as



“qo‘l” and “stul”. But Its meaning is represented by the verb “to raise” and the noun “hand” in English can be combined with “to raise hands”, but not “to raise chair”, maybe “to lift chair”).

The difference in the translation process is the degree of semantic similarity between we can learn to do. Accordingly, the translation equivalent of several types differ from each other. For example,

- 1) maybe there is some chemistry between us that doesn't mix – xarakteri umuman biri biriga to'g'ri kelmaydigan odamlar nisbatan ishlatiladi.
- 2) A rolling stone gathers no mass. Mehr-muruvvat ko'rsatish uchun vaqt tanlanmaydi.
- 3) That's a pretty thing to say – uyalsang bo'lardi!

This is In this we mean the original and the general meaning in its translation or we cannot find any dissimilarity in structure. Relationship of language units dissimilarity is the clear logical similarity between the two texts is explained by the lack of it, but in fact they said: “about other things”. This is because they are the same or a similar situation image is moving. It is clear that both sentences have a common meaning. This general aspect of the content is sufficient to match the content and is of great importance in providing.

In addition, it is original in translation (being translated text) retains all the meaning of the component contains information. From the examples we can see that the original and unity in his translation is the general content of the text and is a figurative meaning, that is, in a word, a general conclusion or the meaning in the textual aspect is interpreted by the translator from the main content or should be able to embody in a person from the union. “Original” in English what the (original) text is about”, “what is written in it; or how it is described” – is not described, but only “in it what is being said”, that is, the main meaning and main content of the text is described. Do not combine examples of this type lexically or structurally characterized by the absence of parallelism.

Most of the time it's defined phrases in English is translated into Uzbek language with adverbial phrasal verbs.

- to be
- to have
- to give + A + N phrase
- to take

The following examples can be given to the above samples: “to have a good sleep” – “yaxshi tiniqib uxlamog”, “to take a deep breath” – “chuqur nafas olmog”, to give a loud whistle” – “qattiq hushtak chalmog”, “to have a good lunch” – “yaxshi, (mazali taom yeb tushlik qilmog” and so on. (Tarjima nazariyasi: I.G'ofurov, O.Mo'minov, N.Qambarov. – Toshkent 2012)

There are a number of verbs that used to express body movements. These are movements made with a specific part of the body. Here are some examples:

- He clapped his hands in time to the music.
- Stop scratching that would. It'll never heal!
- Nod once for 'yes' and twice for 'no'.
- She whistled a tune as she walked down the street.

The following chart provides each verb indicating the part of the body used to make the movement, as well as providing an ESL definition and an example for each verb.



Verbs Used with Body Movements

Verb	Body Part	Definition	Example
blink	eyes	wink the eye; close eye rapidly without conscious effort; link wink but not intended	He blinked rapidly as he tried to see in the bright sun.
glance	eyes	a quick look at something or someone	He glanced at the documents and gave his OK.
stare	eyes	a long penetrating look at something or someone	He stared at the painting on the wall for over ten minutes.
wink	eye	close eye rapidly with a conscious effort; like blink but intended	He gave me a wink to signal that he understood.
point	finger	spot or show something with the finger	He pointed to his friend in the crowd.
scratch	finger	scrape the skin	If something itches then you probably need to scratch it.
kick	foot	strike with the foot	He kicked the ball into the goal.
clap	hands	applaud	The audience clapped enthusiastically at the end of the concert.
punch	hands	to strike with a fist	Boxers try to knock out their opponents by punching them in the face.
shake	hands	move back and forth; greeting when seeing someone	He shook the present to see if he could understand what was inside.
slap	hands	strike with an open hand	Don't ever slap a child, no matter how angry you become.
smack	hands	similar to slap	He smacked the table hard to emphasize the point he had just made.
nod	head	to move the head up and down	He nodded his approval of what the candidate was saying as he was listening.
shake	head	to move the head from side to side	He shook his head violently to show his disagreement with what she was saying.
kiss	lips	touch with the lips	He sweetly kissed his wife as they toasted their fiftieth wedding anniversary.
whistle	lips / mouth	make a sound by blowing air through the lips	He whistled his favorite tune as he drove to work.
eat	mouth	to introduce food into the body	He usually eats lunch at noon.
mutter	mouth	to speak softly, often in a manner which is hard to understand	He muttered something about how difficult his boss was and went back



			to work.
talk	mouth	to speak	They spoke about old times and the fun they had had together as children.
taste	mouth	to perceive flavor with the tongue	He tasted the vintage wine with relish.
whisper	mouth	to speak softly, usually without voice	He whispered his secret into my ear.
breathe	mouth	to respire; take air into the lungs	Just breathe that wonderful morning air. Isn't it fantastic!
smell	nose	to sense through the nose; to give scent	Roses smell wonderful.
sniff	nose	short inhalation, often to smell something	He sniffed the various perfumes and decided on Joy No. 4.
shrug	shoulder	raise the shoulders, usually to show indifference to something	He shrugged when I asked him to explain why he had arrived late.
bite	mouth	grip with the teeth and introduce into the mouth	He took a big bite out of the fresh apple.
chew	mouth	grind food with the teeth	You should always chew your food thoroughly before swallowing.
stub	toe	strike one's toe into something	He stubbed his toe on the door.
lick	tongue	draw tongue across something	He licked his ice-cream cone contentedly.
Swallow	throat	send down the throat, usually food and drink	He swallowed his food even though he wasn't hungry.

From the given table we can see the parts of body which gives various meaning by their types of action and has multifarious usage of them. Definitions and examples gives clear approach to every verbs of parts of body.

The body stands between the mind and the world and thus the properties of the body itself may shape knowledge. This embodiment hypothesis has attracted recent interest in the study of common verbs.

Many common verbs – for example, kiss, hug, kick – seem to be about actions performed by specific body parts. Further, imaging studies indicate that merely hearing a verb (e.g., kick) activates the cortical motor areas relevant to moving the appropriate body part (Hauk, Johnsrude, & Pulvermuller, 2004) also see(Boulenger et al., 2006); (Pulvermuller, 2005). (2) Behavioral studies also suggest a connection between verbs and movements by particular parts of the body. For example, moving the arm away from the body slows judgment about the sentence, “Open the drawer” (an action involving the movement of the arm toward the body (Glenberg & Kaschak, 2002)).(3) Such results suggest that the on-line processing of verb meanings may involve or interact with some of the same processes that generate bodily action (Barsalou, 2003). (4)These past studies, by their very nature, examined only a small set of select verbs. An understanding of how generally verbs relate to bodily action may benefit from a broader examination of their associations to specific body parts.



Here some analyses of the body-part associations of 101 common English early-learned verbs. These verbs comprise the starting point for the English verbal system.

Moreover, young children first comprehend individual verbs in the context of their own action rather than in the context of the actions of others (Huttenlocher, Smiley, & Chaney, 1983; but, see Childers & Tomasello, 2006), (5) an observation that suggests that first-learned verbs may be strongly linked to action and thus the parts of bodies that perform those actions. Using a free-association task, the experiment asked adults to supply one body part for each verb.

If these verbs are associated with specific body parts – and if this is shared knowledge by mature speakers of English – then adults should systematically associate specific body parts with specific verbs, and they should agree with each other.

The analyses examined the structure of these associations with respect to two questions:

(a) Are body-part associations pervasive and systematic in this corpus of early learned verbs? and (b) Is the age of acquisition of a verb related to its associated body parts? The goals of this study are purely descriptive; an understanding of the extent and nature of these possible associations would seem prerequisite to determining their semantic significance. As the next stage of our work we analyse it according to Fillmore's frame.

Following Fillmore's frame semantics (1992) body movement verbs denote motions or actions that an Agent performs using a part of his body. The body-movement frame specifies further elements, including cause, addressee, source, path and goal. A close look at body movement verbs in English Spanish and French shows two significant divergences (1) in English the body part is often specified by the verb and is not expressed, while in Spanish and French the body part is expressed ('frown'/fruncir el ceño/froncer les sourcils) (2) unlike the Spanish and French verbs, the English verbs frequently encode a manner parameter ('grin'/sonreír/sourire) The present paper seeks to analyse the translation of body movement verbs on the basis of a corpus drawn from two English novels (David Lodge's *Small World* and *Changing Places*) and their respective translations into Spanish and French. Our analysis reveals quantitative and qualitative differences between the source and target verbs that involve differences in terms of informational weight.

Although the current results tell us that speakers of English have considerable shared knowledge about verbs and body parts, they do not tell us how, or if, that knowledge is used in the comprehension of verbs. Traditional research on verb meaning and early verb learning has concentrated on the abstract and relational structure of verbs and their role in sentential syntax (e.g., Fisher, 1994; Gleitman, 1990; Naigles, 1990). (6) Body-part knowledge could be independent of and complementary to these relational aspects of verb meaning. Alternatively, there may be deep relations waiting to be discovered between the kinds of actions that can be performed by different body parts and more relational aspects of verb meanings (see Kemmerer, 2006). Moreover, whatever role body parts play in adults' processing of verbs, it seems likely that they play an even greater role in the moment-to-moment dynamics of acquisition. Children learn verbs in the contexts of their own actions and, consequently, the body part – and the constraints it imposes on action and relational structure – may play a prominent role in the learning and at least initial understanding of verbs.



To conclude, the translation theory of the verbs of body movement has various structure that must be analysed. Translating from English to Uzbek, keeping their original and general meaning with its differences in comparative linguistics. Beside we analysed the definition of verbs indicating the part of the body used to make the movement. Traditional researches on verb meaning related on this issue requires to analyse it on a various aspects.

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