

## APPROACHES TO THE STUDY OF SPEECH VERBS IN MODERN ENGLISH

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### **Abstract.**

*There are two main approaches to the study of parts of speech: the semantic approach and the structural or distributional approach. In the semantic approach, the major word classes. This article devoted to the study of speech verbs and various approaches to their study in modern English*

### **Key words.**

*speech verbs, various approaches, verbs of speech, communicative verbs, grammatical semantics, syntactic properties.*

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### **Аннотация.**

*Существует два основных подхода к изучению частей речи: семантический подход и структурный, или дистрибутивный, подход. При семантическом подходе выделяются основные классы слов. Данная статья посвящена изучению речевых глаголов и различным подходам к их изучению в современном английском языке*

### **Ключевые слова.**

*речевые глаголы, различные подходы, глаголы речи, коммуникативные глаголы, грамматическая семантика, синтаксические свойства.*

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### **Annotatsiya.**

*Soʻz turkumlarini oʻrganishda ikkita asosiy yondashuv mavjud: semantik yondashuv va tarkibiy yoki distributiv yondashuv. Semantik jihatdan yondashuvda soʻzlar asosiy ikki sinflarga ajratiladi. Ushbu maqola nutq feʼllarini zamonaviy ingliz tilida oʻrganishdagi turli xil yondashuvlarga bagʻ ishlangan.*

### **Kalit soʻzlar.**

*nutq feʼllari, turli xil yondashuvlar, nutqiy faoliyat feʼllari, kommunikativ feʼllar, grammatik maʼno, sintaktik xususiyatlar.*

In linguistics, the study of speech verbs (verbs of speech, communicative verbs) went in different directions and native and foreign scientists set themselves different tasks. These classes of verbs were studied from the point of view of their lexical and grammatical semantics, from the point of view of the syntactic properties of these verbs, at the functional level, in the aspect of the relationship between thinking and speech, from the point of view of the logical and semantic properties of speech verbs.

For a long time, the object of analysis was verbs that denote only the process of speech in its pure form.

Verbs, however, realizing some activity in the act of speech, were excluded from the circle of those considered. In this approach, it is believed that verbs of speech denote an action (in a broad sense) performed by the speech apparatus, that is, the pronunciation of articulate sounds (individual words or phrases) in the process of speech communication. For a long time, two main groups were distinguished in the thematic group of verbs containing an indication of the speech process:

a) verbs denoting the actual process of speech and its main functions (message, conversation, story): tell, say, speak, talk.

b) verbs denoting some other action that can be implemented in the process of speech (oral or written): command, order, affirm, repeat.

In turn, verbs denoting the actual process of speech can be divided into two subgroups:

1. Verbs, in the semantics of which there is a designation of one of the functions of the speech process in its pure form, without additional characteristics:

a) verbs of the most general designation of the speech process: tell, say, speak, talk.

b) verbs of a narrower designation of the speech process: narrate, express, repeat, declare.

2. Verbs containing additional characteristics of the speech process - its duration, beginning, end, sound power, clarity of pronunciation, and so on. As a rule, verbs with additional adverbial words that characterize this process are highlighted here.

The founders of this approach to the study of verbs of speech were inclined to believe that these linguistic units call the process of speech in its most general content. In other words, the verbs under study should be considered outside of the additional characteristics of sound, tone, and emotional evaluation.

In other words, the verbs under study should be considered outside of the additional characteristics of sound, tone, and emotional evaluation. We can disclose any additional information about the utterance only if the verb has one of the constructions showing the content of the utterance or the subject of speech: constructions with direct or indirect complement, with direct speech or with additional adjuncts or circumstances.

In further studies, the relationship between the lexical-grammatical compatibility of the verb and its lexical meaning began to be taken into account:

1. Identifying with which parts of speech, in which forms or with which syntactic constructions the verbs of speaking are combined;

2. Determining the nature of the relationship between the meaning of the verb and its compatibility.

The founders of this approach refer to the semantic category of verbs of speaking those verbs that, as dictionary units, denote the process of speaking out of context.

Along with the general semantic feature of the whole group (expression of the speech process), each verb also indicates a certain speech act. Some verbs of speaking express the actual processes of communication, others denote the processes of speech associated with other aspects of human life and activity - the expression of will, the manifestation of various emotions.

Thus, verbs in the semantics of which speech is combined with evaluation, causation, truth, and so on, also fell into the field of analyzed verbs.

In this regard, the supporters of this approach distinguish three large groups:

a) verbs denoting the actual process of speaking;

b) verbs denoting the process of speech and characterizing it depending on the tasks of communication;

c) verbs denoting the processes of speech associated with other aspects of human life and activity.

The verbs of the first group do not express the content of the utterance and do not reflect the connection with other aspects of human life. It only indicates the very act of pronunciation (words, phrases) in the process of speech communication.

In the verbs of the second group, not only the action of speaking is expressed, but also its character is determined - the content of the utterance. Here, in the verb itself, there is an indication of some other process that characterizes speaking in relation to content.

The third group includes verbs that denote an action that has an external manifestation through the process of speech, that is, the expression of an act of will in words. It is important that the features of lexical and grammatical compatibility of verbs can be indicated by syntactic constructions that are not due to the laws of the construction of phrases, but the structure of the whole sentence as a whole, for example, some combinations of a verb with an infinitive, as well as combinations of a verb with direct speech and subordinate clauses.

The syntactic connection of verbs with various adverbial determinants of the way of action, which give vigor, attentiveness, intensity, thoroughness (carefully, immediately, perfectly, strongly, easily, precisely etc.) indicates the active, agentive nature of the subject. The forms of progressive, imperative, compatibility with modal and phase verbs, as well as with actionable verbs as homogeneous members act as additional actualize of the subject's activity sign.

The advantage of this approach is that a detailed examination of the compatibility of each verb helps to identify the connections of speech verbs with various forms of other words or whole constructions in the sentence and determine the dependence of these connections on the lexical meaning of the verb.

In further studies of this lexico-semantic group of verbs, scientists focused on all verbs that normatively perform the function of speech production, which significantly expanded the boundaries of this class.

Supporters of this theory took as a basis a three-level idea of the speech act, first proposed by Dj.Austin, in which three aspects are distinguished: locative, illocutive and perlocutive.

It should be noted that for Dj.Searle, the successor of the ideas of Dj. Austin's theory of speech acts was primarily a theory of meaning. Dj.Searle focused on one of the three levels of the speech act - illocutionary. An illocutionary act is an action that we perform by uttering a certain phrase (we can convince someone, ask, accuse, instruct), it should be distinguished from a locative act - by itself uttering

some sounds or writing some signs on paper - and a perlocutionary act - the effect of our utterance on actions, thoughts or the emotions of the listeners.

Dj.Searle believed that the main purpose of language is not to describe the objects of reality, but to carry out purposeful actions; therefore, in search of an answer to the question: "What is the meaning?", he moved from the level of a single word to the level of a communication unit, with which a separate action is carried out, that is, to the level of an illocutionary act.

Dj.Searle, in turn, was inclined to believe that the study of speech acts is of great interest and is important for the philosophy of language. An essential feature of any kind of language communication is that it includes a language act. Contrary to popular belief, the basic unit of linguistic communication is not a symbol, not a word, not a sentence, or even a specific instance of a symbol, word or sentence, but the production of this particular instance during the performance of a speech act. More precisely, the production of a specific sentence under certain conditions is an illocutionary act, and an illocutionary act is the minimum unit of linguistic communication.

In a typical speech situation involving the speaker, the listener, and the speaker's utterance, a wide variety of types of acts are associated with the utterance. When speaking, the speaker sets the speech apparatus in motion, pronounces sounds. At the same time, he performs other acts: informs listeners, or causes them irritation or boredom. He also carries out acts consisting in mentioning certain persons, places. In addition, the speaker makes a statement or asks a question, gives a command or reports, congratulates or warns, that is, commits an act from among those that Dj.Austin called illocutionary.

Examples of English verbs associated with illocutionary acts are:

assert "tasdiqlash", describe "tasvirlamoq", warn "ogohlantirmoq", remark "payqamoq", comment "izohlamoq", command "buyruq bermoq", order "buyurmoq", request "so`ramoq", approve "tasdiqlamoq".

It should be noted that the true discovery, the honor of which belongs to Dj. Austin, there was the allocation of a special class of performative verbs, the use of which in the first person of the present tense of the indicative mood means not just speaking, but a certain action: I promise... and, therefore, from this moment I bind myself with a promise. Let's take a closer look at the class of verbs called performatives. As is known, actual speech is based on a number of relatively independently functioning types of communicative activity, represented by locative, illocutive and perlocutive acts and described by the corresponding types of verbs. These speech acts can be divided into actions that actualize the plan of

expression of an integral communicative act and its content plan. The first include locative acts, the second - illocutive-perlocutive.

Modern researchers developing the theory of speech activity consider not only speech impact, but also communicative interaction in general. G.G. Pochepsov, exploring illocutionary units, identifies two semes that are mandatory for these verbs:

- 1) an illocutionary sema characterizing the pragmatic type of the illocutionary act being denoted and
- 2) a locative sema (the sema of speaking).

Thus, he believes that not all verbs of speech are illocutive. For example, in the meaning of the verbs voice, whisper, there is a locative sema, but there is no illocutionary one. On the other hand, some verbs can be interpreted as both locative and perlocutive. For example, add, go on are among the locative ones. It is interesting to note that the verb say in its classification combines both a locative and an illocutive meaning (state, promise).

According to Z.Wendler, who provides grammatical criteria for recognizing illocutionary verbs, the class of verbs of speaking can be attributed to the number of performatives.

As it turns out, a lot of verbs that can be used as part of these formulas, and a lot of verbs that meet syntactic criteria, more or less coincide. In addition, the variety of performatives reflects the difference in the ways in which something can be said, which reveals the fact that the verb say "to speak/to say", in its basic sense, is the most common performative. This formulation confirms the position of E.V.Paducheva states that each illocutionary act corresponds to a certain performative verb. A speech act belongs to one or another type in accordance with its illocutionary function.

Recently, a qualitatively new approach to the analysis of linguistic phenomena has appeared - cognitive. The object of cognitive linguistics research is the nature and essence of knowledge and cognition, the results of perception of reality and cognitive activity of a person accumulated in the form of meaningful and brought into a certain system of information. The study of the problem of conceptualization in the language of the surrounding reality is extremely relevant. Within the framework of cognitive linguistics, it is supposed to study various structures of knowledge underlying linguistic functioning. In this regard, the primary task is to identify concepts, analyze their structure and content.

In line with the latest research on cognitive linguistics, scientists are attracted by the idea of a comprehensive description, systematization and hierarchy of

concepts as forms of representation and storage of human knowledge about the world. Nevertheless, of particular interest are, first of all, specific mechanisms and forms of realization of this knowledge by means of language, since the analysis of concepts as cognitive phenomena in which our knowledge of the surrounding world and the principles of utterance formation are fixed is possible if they find their expression through linguistic means.

In relation to the semantic analysis of linguistic units, the essence of the cognitive approach is to explain how and to what extent cognitive information is reflected in the semantics of the word, that is, the whole complex of knowledge about the world acquired by a person in the course of his subject-cognitive and creative activity. Cognitive analysis considers not only the well-established facts of social knowledge fixed by social practice, but also takes into account the individual characteristics of the speaker's linguistic practice, phenomena of a temporary, situational nature.

From the point of view of the formation of the utterance, the verb is of particular interest for research, since the verb is a unit in the semantics of which the phenomena of the surrounding world are conceptualized by presenting the situation of objective reality as an action, process or state. After all, it is the verb, to a greater extent than other parts of speech that has the ability to nominate complex structures of knowledge with a variety of cognitive characteristics in a collapsed, compressing form.

In other words, a specific phenomenon of the surrounding reality is nominated by a verb as a lexical unit with an individualized content that can carry new information.

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