



SEMANTIC AND STYLISTIC FEATURES OF VERBS OF COGNITIVE ACTIVITY

G. Rozikova

Professor at Fergana State University

S. Soyibjonova

Lecturer at Fergana State University

Abstract

This article examines the semantic characteristics of verbs expressing cognitive activity in the Uzbek and Russian languages, as well as their lexical and grammatical peculiarities and their functional role in literary discourse. Particular attention is paid to the place of mental activity verbs in the national worldview, their synonymous layers, metaphorical usage, and expressive potential in fiction. The study reveals the semantic richness of verbs denoting cognitive processes through examples and analyzes their contribution to the representation of human thought and perception.

Keywords: Verbs of mental activity, cognitive verbs, thinking, semantics, perception, cognition, cognitive metaphor.

Introduction

The relationship between language and human cognition has become one of the central concerns of contemporary linguistics, particularly within the framework of the anthropocentric paradigm. Language is not merely a means of communication but also a mechanism through which individuals conceptualize, interpret, and represent reality. Among the linguistic units involved in this process, verbs denoting cognitive activity occupy a special position, as they verbalize mental processes such as perception, understanding, remembering, reasoning, and inference.

Cognitive verbs provide valuable insights into the ways speakers encode knowledge, express intellectual operations, and reveal their inner psychological



states. These lexical units serve not only grammatical functions but also reflect culturally specific patterns of conceptualization. Through cognitive verbs, languages demonstrate how members of a speech community perceive, process, and evaluate information.

The comparative study of cognitive activity verbs in Uzbek and Russian contributes to a deeper understanding of the linguistic representation of human cognition and highlights both universal and culture-specific features of conceptual structures. Moreover, the analysis of their stylistic potential in literary discourse reveals the important role these verbs play in constructing characters' psychological portraits and depicting the dynamics of thought processes.

Therefore, the present study aims to investigate the semantic and stylistic characteristics of cognitive activity verbs in Uzbek and Russian, to classify their semantic subgroups, and to identify their functional significance in literary texts.

Literature Review

The study of verbs has traditionally occupied an important place in linguistic research due to their central role in representing actions, states, and processes. Early investigations into the semantics of verbs in Uzbek linguistics are associated with the works of A. Hojiev, who emphasized that verbal meanings encompass not only physical actions but also psychological and developmental processes (Hojiev, 1973).

Within cognitive linguistics, the relationship between language and mental activity has attracted considerable scholarly attention. Researchers working within the anthropocentric paradigm argue that linguistic structures reflect the mechanisms of human cognition and conceptualization. Cognitive verbs, therefore, have been examined as linguistic manifestations of perception, comprehension, memory, and reasoning.

In Russian linguistics, verbs such as думать, понимать, осознавать, and вспоминать have been analyzed as indicators of cognitive operations and as lexical means representing the inner world of an individual. Comparative studies have further demonstrated that, despite semantic similarities among languages, cognitive verbs reveal culture-specific conceptual models and evaluative patterns.



Recent studies have also highlighted the stylistic significance of cognitive verbs in literary discourse. They function as important devices for portraying internal monologues, emotional experiences, and psychological conflicts. Abdullayeva (2023), for example, notes that mental process verbs acquire different expressive and evaluative shades depending on contextual conditions and contribute to the interpretation of literary images.

However, despite the growing interest in cognitive semantics, comparative investigations of Uzbek and Russian cognitive verbs remain relatively limited. The present study attempts to address this gap by examining their semantic classifications, grammatical peculiarities, metaphorical extensions, and stylistic functions from an integrated cognitive perspective.

Methodology and Methods

The present research employs a comparative-semantic and descriptive approach to the analysis of cognitive activity verbs in Uzbek and Russian. The methodological framework of the study is based on the principles of cognitive linguistics, anthropocentric linguistics, and functional semantics.

The empirical material consists of lexical units denoting mental activity extracted from Uzbek and Russian linguistic sources, dictionaries, and literary texts. The selected verbs were analyzed according to their semantic structure, grammatical properties, metaphorical extensions, and stylistic functions.

Several research methods were employed:

the descriptive method, used to characterize the semantic and grammatical properties of cognitive verbs;

the comparative method, applied to identify similarities and differences between Uzbek and Russian cognitive verbs;

componential semantic analysis, utilized to determine the semantic constituents underlying cognitive meanings;

contextual analysis, employed to investigate the stylistic realization of cognitive verbs in literary discourse;

elements of cognitive interpretation, used to explain metaphorical conceptualizations associated with mental activity.



The classification of cognitive verbs was conducted according to the stages of cognitive processing they represent, including perception, comprehension, memory, and reflective reasoning. Such an integrated methodology enables a comprehensive understanding of how language verbalizes human cognition and reflects culturally specific conceptual models.

The main part

“Verbs are lexical units that denote actions or processes. In grammar, however, the notion of “action” is interpreted broadly and encompasses not only physical activities but also various states, psychological changes, and developmental processes. Thus, verbs such as *to sleep*, *to lie*, and *to stand* express states; verbs such as *to fear*, *to be startled*, *to enjoy*, and *to become angry* denote psychological changes; while verbs such as *to bloom* and *to grow* represent developmental processes. Consequently, the semantic scope of verbs includes a wide range of phenomena associated with human experience and activity [1]¹.

In the Uzbek language, verbs denoting mental activity can be semantically classified into several groups: verbs expressing cognitive activity (“o‘ylamoq”, “tushunmoq”, “anglamoq”), verbs expressing emotional states (“sevinmoq”, “xafa bo‘lmoq”, “yomon ko‘rmoq”), and verbs expressing volitional processes (“xohlamoq”, “qaror qilmoq”, “niyat qilmoq”). Through these verbs, an individual’s inner experiences and thought processes are manifested at the linguistic level through specific lexical units. For example, in the sentences “Men seni sevaman” and “U o‘ylab qaror qildi”, different aspects of a person’s psychological state are expressed.

In Russian, this group includes such verbs as “думать”, “понимать”, “знать”, “чувствовать”, “верить”, “желать”, “бояться”. Although these verbs share common semantic features in both languages, their usage reflects certain national and cultural distinctions. For instance, the Uzbek verb “o‘ylamoq” may be rendered in Russian as “думать”, “размышлять”, or “соображать” depending on the context. This variation is related to the semantic differentiation of each

¹ Хожиев А. Фёль. – Тошкент: Фан, 1973. – Б.4.



language and the way psychological categories are conceptualized and represented linguistically.

The study of the relationship between human cognition and language constitutes one of the central directions of the anthropocentric paradigm in modern linguistics. Human beings express their thoughts, processes of understanding, and knowledge acquisition through language, primarily by means of verbs. Therefore, verbs denoting cognitive processes such as *o'ylamoq*, *anglamoq*, *tushunmoq*, *eslamoq*, *tasavvur qilmoq*, *bilmoq* and others occupy a central position within the cognitive system of language. These verbs reflect not only logical reasoning processes but also the functioning of perception, sensation, and memory.

Verbs of cognitive processes represent the structural model of human cognition, as the stages of thought – perception, comprehension, inference, and memorization are transformed into verbal forms through language. This demonstrates that cognitive processes occupy a central place within the semantic system of mental activity verbs.

The meanings of cognitive verbs encompass such processes as thinking, knowing, understanding, remembering, and drawing conclusions. In Uzbek, these verbs typically express the subject's internal mental activity and include *o'ylamoq*, *tushunmoq*, *anglamoq*, *bilmoq*, *eslamoq*, *tasavvur qilmoq*, *taxmin qilmoq*, *mulohaza yuritmoq*.

In Russian, these processes are expressed through verbs such as *думать*, *понимать*, *осознавать*, *вспоминать*, *соображать*, *представлять себе*.

Cognitive verbs may be semantically classified into the following subgroups:

a) Verbs expressing perception: *ko'rmoq*, *eshitmoq*, *sezmoq* (Russian: *видеть*, *слышать*, *ощущать*). These verbs denote the initial stage of cognition—the acquisition of knowledge through sensory perception. For example: “*Men uning ovozini eshitdim va bir zum o'ylab qoldim*”. In this case, perception and the process of thinking are closely interconnected.

b) Verbs expressing comprehension and understanding: *anglamoq*, *tushunmoq*, *fahmlamoq* (Russian: *понимать*, *осознавать*, *постигать*). These verbs represent the stage following perception, namely the understanding of meaning and essence.



c) Memory-related verbs: *eslamoq, yodlamoq, yodidan chiqarmoq, unutmoq* (Russian: *вспоминать, помнить, забывать*). These verbs are associated with the processes of storing, retaining, and retrieving information in memory.

d) Verbs expressing reflection and inference: *o‘ylamoq, fikrlamoq, taxmin qilmoq, mulohaza yuritmoq* (Russian: *думать, размышлять, предполагать, рассуждать*). These verbs denote higher-order cognitive activities involving reasoning, evaluation, and the formulation of conclusions.

Thus, from a semantic perspective, cognitive verbs reflect the sequential stages of human thought processes such as perceiving, understanding, remembering, and drawing conclusions. Through these lexical units, language verbalizes the fundamental mechanisms of cognition and conceptualization.

In the Uzbek language, cognitive verbs are often grammatically intransitive, yet semantically oriented toward an object. For example, in the sentence “Men seni tushunaman,” the verb *tushunmoq* takes an object (*seni*), although the process itself represents an internal mental activity. In Russian, this characteristic is expressed even more explicitly, as in “Я понимаю тебя” and “Он осознаёт ошибку.”

From a grammatical perspective, cognitive verbs exhibit semantic distinctions related to tense forms. For instance, *o‘ylayapman* denotes an ongoing mental process in the present, whereas *o‘yladim* indicates a completed cognitive act and its result. In Russian, a similar distinction is observed between *я думаю* (present process) and *я подумал* (completed or resultative action).

In literary discourse, cognitive verbs serve as an important means of revealing a character’s inner world. Through these verbs, authors depict internal monologues, reflections, and psychological conflicts, thereby providing insight into the character’s mental and emotional state.

Cognitive verbs not only denote intellectual processes but also illuminate the national specificity of cognition through metaphorical imagery. In Uzbek, expressions such as “*aql bovar qilmaydi*,” “*ko‘ngliga sig‘maydi*,” and “*miyasiga kelmadi*” are widely used. These expressions are based on the conceptualization of thinking as a physical space or location, which constitutes a classic example of a cognitive metaphor.



In Russian, similar conceptual models can be observed in expressions such as “в голову не пришло,” “ум не постигает,” and “разум ослеплён.” These units likewise reflect the metaphorical representation of mental activity through spatial and physical imagery.

Such metaphorical expressions reveal the cognitive experience encoded in language, demonstrating how processes of thinking and understanding are conceptualized in the human mind. In Uzbek linguistic culture, cognition is frequently associated with the concepts of “yurak” and “ko‘ngil,” whereas in Russian it is more commonly linked to the concepts of “ум” and “голова.” This distinction reflects differences in the linguistic and cultural representation of human cognition in the two languages.

In Uzbek and Russian languages, verbs of mental activity represent the most active verbal expression of human cognition. Semantically, they encompass the stages of thinking, perception, understanding, remembering, and reflection. Cognitive verbs model the process of knowledge acquisition in language and express the individual’s inner world.

Although these verbs demonstrate semantic similarity in both languages, their cultural connotations differ. In Uzbek, the process of thinking is more closely associated with emotional experience, whereas in Russian it is predominantly expressed in a rational and analytical manner. In literary discourse, these verbs play a central role in constructing psychological portraits, conveying inner monologues, and depicting the evolution of a character’s cognition. “Such verbs function in various contextual situations within the interpretation of literary images, and depending on the context, they manifest different changes in the character’s mood and psychological state” [2].

Conclusion

The findings of the study demonstrate that cognitive activity verbs constitute an essential component of the lexical-semantic system of both Uzbek and Russian. These verbs represent various stages of human cognition, including perception, understanding, remembering, and inferential thinking, thereby verbalizing the fundamental mechanisms of mental activity.



The comparative analysis reveals considerable semantic correspondence between the two languages; however, important differences emerge in their cultural conceptualization of cognition. Uzbek cognitive expressions tend to integrate emotional and experiential dimensions of thought, whereas Russian equivalents frequently emphasize rational and analytical aspects of intellectual activity.

Furthermore, cognitive verbs possess significant stylistic potential in literary discourse. They function as effective means of portraying psychological states, constructing internal monologues, and revealing the dynamics of a character's consciousness. Their metaphorical extensions also reflect culturally embedded models of conceptualizing the human mind and cognitive experience.

Consequently, the study of cognitive verbs contributes not only to the understanding of lexical semantics but also to broader investigations within cognitive linguistics, anthropocentric studies, intercultural communication, and discourse analysis. Future research may focus on expanding the corpus of analyzed texts and exploring the pragmatic and translational aspects of cognitive activity verbs across different linguistic and cultural contexts

References:

1. Ҳожиёв А. Феъл. – Тошкент: Фан, 1973.
2. Abdullayeva M.O. Salbiy munosabat ifodalovchi ruhiy jarayon fe'llari (Abdulla Qodiriy romanlari asosida) // Педагогик ва психологик тадқиқотлар. № 1 (2023).