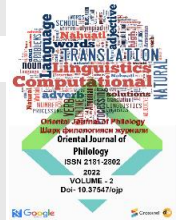




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PHASALITY AS A FUNCTIONAL-SEMANTIC CATEGORY AND ITS LEXICAL-GRAMMATICAL MEANS OF EXPRESSION IN ENGLISH AND UZBEK: A CONTRASTIVE ANALYSIS

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ABOUT ARTICLE

Key words: phasality, phasal verbs, aspectuality, contrastive linguistics, English, Uzbek, auxiliary verbs, converbs, functional-semantic field.

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Abstract: This article examines phasality, the representation of the initial, medial, and final phases of a situation, in English (Germanic, analytic-inflectional) and Uzbek (Turkic, agglutinative). Using the functional-semantic field approach and a contrastive methodology, it identifies the lexical, lexico-grammatical, and morphological means each language uses to express inception, continuation, cessation, and completion. English relies mainly on phasal verbs with non-finite complements (begin, continue, stop, finish) and on phrasal-verb constructions. Uzbek relies on a synthetic-analytic system of converb-plus-auxiliary constructions (-a boshlamoq, -ib qolmoq, -ib chiqmoq, -aver-) alongside lexical phasal verbs governing verbal nouns. The study concludes that the two languages share a universal semantic core but differ in how grammaticalized the category is. Uzbek encodes phasal meaning more systematically in verb morphology, while English distributes it across complementation patterns and aspectual periphrasis.

**INGLIZ VA O‘ZBEK TILLARIDA FAZALILIK FUNKSIONAL-SEMANTIK
KATEGORIYA SIFATIDA VA UNING LEKSIK-GRAMMATIK IFODA VOSITALARI:
QIYOSIY TAHLIL**

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MAQOLA HAQIDA

Kalit soʻzlar: fazalilik, fazali feʼllar, aspektuallik, qiyosiy tilshunoslik, ingliz tili, oʻzbek tili, koʻmakchi feʼllar, ravishdoshlar, funksional-semantik maydon.

Annotatsiya: Maqolada ingliz (german, analitik-flektiv) va oʻzbek (turkiy, agglyutinatив) tillarida fazalilik, yaʼni vaziyatning boshlanish, davom etish va tugash bosqichlarining ifodalanishi tadqiq etiladi. Funksional-semantik maydon yondashuvi va qiyosiy metodika asosida har ikki tilda boshlanish, davomiylik, toʻxtash va tugallanish maʼnolarini ifodalovchi leksik, leksik-grammatik va morfologik vositalar aniqlanadi. Ingliz tilida bu maʼnolar asosan feʼning noshaxsiy shakllarini boshqaruvchi fazali feʼllar (begin, continue, stop, finish) hamda frazali feʼl qurilmalari orqali ifodalanadi. Oʻzbek tilida esa harakat nomini boshqaruvchi leksik fazali feʼllar bilan bir qatorda ravishdosh va koʻmakchi feʼldan iborat sintetik-analitik qurilmalar tizimi (-a boshlamoq, -ib qolmoq, -ib chiqmoq, -aver-) asosiy oʻrin tutadi. Tadqiqot har ikki til umumiy semantik oʻzakka ega boʻlsa-da, kategoriyaning grammatiklashuv darajasida farqlanishini koʻrsatadi: oʻzbek tilida fazali maʼno feʼl morfologiyasida izchilroq ifodalanadi, ingliz tilida esa toʻldiruvchi modellari va aspektual perifrazalar oʻrtasida taqsimlanadi.

**ФАЗОВОСТЬ КАК ФУНКЦИОНАЛЬНО-СЕМАНТИЧЕСКАЯ КАТЕГОРИЯ И
ЛЕКСИКО-ГРАММАТИЧЕСКИЕ СРЕДСТВА ЕЁ ВЫРАЖЕНИЯ В
АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ: СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ**

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О СТАТЬЕ

Ключевые слова: фазовость, фазовые глаголы, аспектуальность, сопоставительная лингвистика, английский язык, узбекский язык, вспомогательные глаголы, деепричастия, функционально-семантическое поле.

Аннотация: В статье рассматривается фазовость, то есть представление начальной, срединной и конечной фаз ситуации, в английском (германском, аналитико-флективном) и узбекском (тюркском, агглютинативном) языках. На основе функционально-семантического подхода и сопоставительной методики выявляются лексические, лексико-грамматические и морфологические средства выражения начала, продолжения,

прекращения и завершения действия в каждом из языков. В английском языке фазовые значения выражаются главным образом фазовыми глаголами, управляющими неличными формами глагола (begin, continue, stop, finish), а также конструкциями с фразовыми глаголами. В узбекском языке наряду с лексическими фазовыми глаголами, управляющими отглагольным именем, ведущую роль играет синтетико-аналитическая система конструкций «деепричастие + вспомогательный глагол» (-а boshlamoq, -ib qolmoq, -ib chiqmoq, -aver-). Делается вывод о том, что при общем семантическом ядре языки различаются степенью грамматикализации категории: в узбекском языке фазовое значение последовательнее кодируется в морфологии глагола, тогда как в английском оно распределено между моделями дополнения и аспектуальными перифразами.

Introduction. Phasality is a semantic category that divides the temporal structure of a situation into phases and shows at which phase the situation is viewed: its beginning, its continuation, its termination, or its completion. It is closely related to aspect and Aktionsart, but it is not identical to either. Aspect concerns the speaker's perspective on the internal temporal constituency of a situation (Comrie, 1976), whereas phasality foregrounds a particular boundary or stage of the situation, often through a separate lexical item.

Contrastive research on phasality is useful for three reasons. First, it shows how languages with different typological profiles lexicalize or grammaticalize the same conceptual domain. Second, it helps identify learner difficulties in translation and foreign-language teaching, such as the English choice between -ing and to-infinitive complements or the Uzbek choice among several converb-auxiliary combinations. Third, the English–Uzbek pair has received comparatively little systematic attention within a functional-semantic framework.

This article aims to define phasality and delimit it from adjacent categories, to classify the phasal meanings, to describe the lexical and grammatical means of expressing them in English and Uzbek, and to identify convergences and divergences. The main hypothesis is that, although both languages express the same four core phasal meanings, English is more lexically oriented and syntactically conditioned in its phasal expression, whereas Uzbek is more morphologically oriented, with auxiliary constructions that add modal-expressive shades to the phasal meaning.

Theoretical Background

Aspect is conventionally defined as "different ways of viewing the internal temporal constituency of a situation" (Comrie, 1976), typically through the perfective/imperfective opposition. Aktionsart, or lexical aspect, concerns the inherent temporal properties of predicates, as in Vendler's (1957) classes of states, activities, accomplishments, and achievements, later refined by Dowty (1979) and Smith (1991). Phasality interacts with both. A phasal verb selects a phase of an event described by its complement, so its semantic contribution depends on the lexical aspect of that complement. *Begin* combines readily with activities (*begin to run*) and accomplishments (*begin to build a house*), but it is odd with punctual achievements (*#begin to notice*).

In the Russian-language and Turkic traditions, phasality (*fazovost'*) has often been treated as a subcategory of the broader field of aspectuality, together with durativity, iterativity, and resultativity. Within the functional-semantic field model, phasality is a field with a center of grammaticalized means and a periphery of lexical and contextual means. This model suits a contrastive study well, because it does not require either language to have a dedicated grammatical morpheme for the category.

Most descriptions recognize four core meanings. The inceptive (or ingressive) meaning marks the beginning of the situation and is expressed by verbs such as *begin*, *start*, and *commence*. The continuative meaning marks the continuation of an already begun situation (*continue*, *keep*, *go on*, *carry on*). The cessative (or terminative) meaning marks the interruption or discontinuation of the situation without necessary completion (*stop*, *cease*, *quit*, *give up*). The completive (or egressive) meaning marks the natural end of a situation that has run its course (*finish*, *complete*, *end*). Some authors add a resumptive phase (*resume*, *start again*) and a conative or preparatory phase. The cessative/completive distinction is essential in contrastive work, because the two are often conflated in translation: *He stopped writing the letter* does not entail that the letter was finished, whereas *He finished writing the letter* does.

Phasal verbs in English have been studied from the angles of complementation and raising/control (Perlmutter, 1970), the semantics of aspectual complementation (Freed, 1979), and grammatical description (Quirk et al., 1985; Huddleston & Pullum, 2002). Brinton (1988) examined the development of English aspectual systems, including phasal markers. In Turkic linguistics, converb-plus-auxiliary constructions, often called compound or analytic verbs, have been analyzed in descriptions of Turkic grammar (Johanson & Csató, 1998). In Uzbek linguistics, auxiliary verbs (*ko'makchi fe'llar*) and their aspectual-modal functions were described monographically by Hojiyev (1966) and are treated in detail in modern grammars of the literary language (Sayfullayeva et al., 2009).

Methodology. The study uses the descriptive method, the comparative-contrastive method, and componential semantic analysis. The functional-semantic approach is applied: the starting point is the shared semantic invariant (the four phases), and the analysis then compares the formal means each language uses to express it (the tertium comparationis). The examples are typical constructions of each language, of the kind described in reference grammars of English (Quirk et al., 1985; Huddleston & Pullum, 2002) and Uzbek (Hojiyev, 1966; Sayfullayeva et al., 2009). Uzbek examples are glossed with the following abbreviations: CVB = converb, PST = past, VN = verbal noun, ACC = accusative, NEG = negation, 3SG = third person singular.

Means of Expressing Phasality in English

The core English means is a closed class of phasal verbs followed by a gerund-participle (-ing) or a to-infinitive. Their complement choice is semantically and syntactically conditioned. For inception, begin and start accept both complement types with little change of meaning (It began to rain / It began raining). Freed (1979) and others note subtle distinctions, for instance a preference for the -ing form with ongoing activities and for the infinitive with states or dispositions, as in He began to understand. Commence belongs to a more formal register.

For continuation, continue takes both forms (She continued to work / working), while keep (on) and go on require -ing: He kept talking, She went on reading. Go on can also signal continuation after a change of activity (She went on to become a lawyer), where the to-infinitive denotes a subsequent event, not the continuation of the same one. Cessation is expressed by stop, cease, quit, and give up. Stop is the classic case of meaning-sensitive complementation: He stopped smoking means the habit ended, whereas He stopped to smoke means he interrupted another activity in order to smoke. Cease accepts both forms, while quit and give up require -ing.

Completion is expressed by finish and complete, which require a gerund (They finished painting the wall; *finished to paint), reflecting the telic orientation of the verbs. End and conclude appear more often in other frames (end up doing, conclude by saying). English also has a periphery of multi-word units. Set about and get down to express inception, go on and carry on express continuation, break off, leave off, and pack in express cessation, and wind up and round off express completion. Their meanings are often idiomatic and register-sensitive. For example, carry on in British English is more colloquial than continue.

Grammatical aspect contributes indirectly to phasal readings. The progressive (is writing) presents the situation in its medial phase, and the perfect (has finished) presents the final phase with current relevance. The inchoative get and grow (get angry, grow old) express transition into a state. These forms do not form a dedicated phasal paradigm. They express phasal meaning as an overlap with aspect and tense. Adverbs and particles sharpen phase reference: already and yet signal completion or its absence, still signals continuation, no longer and any more signal

cessation, and at first and from the start signal inception. Their contribution is compositional and contextual.

Means of Expressing Phasality in Uzbek

Uzbek has lexical phasal verbs that govern a verbal noun in -ish, often with accusative marking, which is structurally close to the English gerund pattern. Boshlamoq ('begin') appears in U yozishni boshladi (3SG write-VN-ACC begin-PST, 'He began writing'). Davom etmoq ('continue') appears in U o'qishni davom ettirdi ('He continued reading'). To'xtamoq and to'xtatmoq ('stop') appear in U gapirishni to'xtatdi ('He stopped speaking'), and tugatmoq and bitirmoq ('finish') appear in U ishni tugatdi / bitirdi ('He finished the work'). Kirishmoq ('set about', 'get down to') also belongs to this group, as in U ishga kirishdi.

The distinctive feature of Uzbek is the analytic verb, a main verb in converb form followed by an auxiliary that is partly desemanticized. This pattern is highly productive in expressing phase together with manner, intensity, and speaker attitude.

The inceptive construction -a/-y + boshlamoq is illustrated by Yomg'ir yog'a boshladi (rain fall-CVB begin-PST, 'It began to rain'). It is the closest functional parallel to English begin/start + to-infinitive, with the difference that the construction is a single predicate complex. Suddenness of onset is expressed by -ib yubormoq and -ib qolmoq. U yig'lab yubordi (cry-CVB send-PST) conveys sudden, often uncontrolled onset ('burst into tears'), while U uxlab qoldi (sleep-CVB remain-PST) expresses falling asleep, entering a state, usually unintentionally. English has no regular grammatical equivalent and uses lexical items such as burst into, fall asleep, or suddenly.

Continuation is expressed by -aver- (-a bermoq) and -ib turmoq. U ishlayverdi ('He kept on working') expresses unbroken, sometimes unwanted or indifferent, continuation, whereas -ib turmoq is associated with ongoing or repeated posture or state, as in U menga qarab turdi ('He kept looking at me'). Completion is expressed by -ib chiqmoq, -ib bo'lmoq, and -ib tugatmoq. In U kitobni o'qib chiqdi (read-CVB exit-PST, 'He read the book through'), chiqmoq adds the sense of covering the object from start to finish, while gapirib bo'ldi ('finished speaking') stresses reaching the endpoint. Cessation is expressed by the negative converb with qo'ymoq, which often carries the nuance of giving up a habitual action: U kelmay qo'ydi ('He stopped coming'). English renders this with stop, no longer, or give up, losing the grammatical compactness.

Uzbek tense-aspect markers, for example the present-progressive -moqda and -yap-, the perfect -gan, and the past -di, contribute to phase reference in the same indirect way as English aspectual forms. Unlike English, however, auxiliary constructions form a quasi-paradigmatic system in which each auxiliary combines a phasal meaning with a modal-expressive shade. Particles and adverbs include hali ('still/yet'), hamon ('still'), allaqachon ('already'), endi

('now/from now on'), yana ('again'), and boshida ('at the beginning'). They work as context-dependent indicators in the same way as their English counterparts.

Contrastive Analysis

Both languages recognize the four core phases and possess lexical phasal verbs whose complement is a nominalized or non-finite verb form: the gerund or infinitive in English and the verbal noun in Uzbek. Both distinguish cessation from completion lexically, both use adverbs and aspectual tense forms as supplementary markers, and in both the interpretation of a phasal verb depends on the Aktionsart of the dependent event.

The differences begin with typological base. English is analytic and builds phasal meaning from lexical verbs and complementation, while Uzbek is agglutinative and builds it from converb-auxiliary complexes in addition to phasal verbs with verbal nouns. The degree of grammaticalization therefore differs: English phasal expression is mostly lexical, whereas Uzbek auxiliaries are partially desemanticized and form a quasi-paradigmatic system.

Complement selection also works differently. In English it is verb-specific and sometimes meaning-changing, as in the contrast between stop to and stop -ing. In Uzbek it is determined by the morphological requirements of the auxiliary. Expressive nuances such as suddenness, unintended action, and completeness are conveyed in English through adverbs and context, but in Uzbek they are built into the auxiliary itself. Negative cessation shows the same pattern, since English expresses it lexically (stop, no longer) while Uzbek expresses it grammatically (-may qo'ymoq). Finally, both languages have multi-word idiomatic units, which are phrasal verbs in English (carry on, break off) and compound verbs in Uzbek (davom etmoq, kirishmoq).

Several asymmetries follow from these differences. First, Uzbek -ib yubormoq and -ib qolmoq have no single-word English equivalents, so translation requires lexical compensation (burst out crying, dozed off). Second, the English stop + to-inf./-ing contrast has no morphological parallel in Uzbek and is usually resolved by context or by different verbs. Third, English learners of Uzbek must master the semantic-expressive range of the auxiliaries, not only their phasal meaning, while Uzbek learners of English must master the verb-specific complement patterns. Fourth, English finish with its gerund corresponds to several Uzbek options (tugatmoq, bitirmoq, -ib chiqmoq, -ib bo'lmoq), which differ in whether they stress the completion of the process, the totality of the object, or the endpoint.

Conclusion. The contrastive analysis confirms that phasality is a universal semantic field realized by typologically conditioned means. English concentrates phasal expression in a closed class of phasal verbs with non-finite complements, supported by phrasal verbs, aspectual forms, and adverbs. Uzbek combines lexical phasal verbs with a highly productive system of converb-auxiliary constructions, in which phasal meaning is fused with modal-expressive shades. The

central difference lies in the degree and locus of grammaticalization: more lexical and syntactic in English, more morphological and analytic-verbal in Uzbek. The findings have practical value for translation, lexicography, and the teaching of English and Uzbek as foreign languages. Further research could examine corpus frequency, register distribution, and the behavior of phasal verbs in literary translation.

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