

WAYS OF EXPRESSING ABILITY IN ENGLISH AND UZBEK LANGUAGES**Avazova Munisa Sharof kizi**

Master's degree in Karshi State University, Uzbekistan

ABSTRACT

This article discusses Ways of expressing ability in in the example of English and Uzbek languages and the means of evaluative representation of abilities in modern English. There are 2 ways of expressing the assessment: direct and descriptive (indirect). In a descriptive assessment, the formation of the evaluative meaning is carried out through a combination of various components of the sentence. The derivation of a positive or negative assessment of a person's intellectual abilities is based on the identification of cause-and-effect relationships.

Key words: *descriptive assessment, human intellectual abilities, cognitive and linguistic mechanisms of formation of evaluative meaning.*

This study aims to study the evaluative representation of knowledge from the point of view of their linguistic expression. In particular, the evaluative representation of a person's intellectual abilities in modern English is studied. The main provisions of the theory of evaluative representation are based on the theory of evaluative conceptualization and evaluative categorization developed by N. N. Boldyrev [3]. This article systematizes linguistic means representing the assessment of a person's intellectual abilities, pays special attention to descriptive linguistic means, and analyzes the cognitive and linguistic mechanisms of the formation of evaluative meanings. As the study showed, in English the assessment of a person's intellectual abilities is represented in two ways: directly and descriptively.

In the first case, we are dealing with a direct assessment, when the assessment of a person's intellectual abilities is embedded in the systemic meaning of language units. According to the classification of N. D. Arutyunova, such language units are called intellectual assessments [2]. These can be adjectival means: clever, intelligent, intellectual, wise, bright, smart, great, alert, able, brilliant, ingenious, sophisticated, broad-minded, activeminded, quick-witted, etc. (for a positive assessment), ignorant, unintelligent, unable, stupid, foolish, half-witted, slowwitted, thick-witted, dull, obtuse, dunce, narrow-minded, daft, inane, dolt, silly, folly, crass, dumb, dense, etc. (for a negative assessment). Also, nominative means are used to express a direct assessment of a person's intellectual abilities: nouns a genius, a talent, an intellectual, a fool, a blockhead, a dolt, a dim-wit, a numskull, a dunce, a silly-billy, etc. ., and nominal phrases: a man of talent, a person of manifold gifts, a person endowed with reason, a man showing genius, intelligence, brilliancy, ingenuity, etc.

Each of these units has its own meaning and conveys an assessment of a specific manifestation of a person's intellectual abilities in English. However, despite the fact that the English language has a fairly rich system of direct intellectual assessment tools, using the continuous sampling method, many cases of using indirect (descriptive) assessment of human intelligence were identified. A descriptive assessment is a way of expressing an assessment, in which the formation of the evaluative meaning is carried out through a combination of different components of the sentence. In the group of indirect assessment of a person's intellectual abilities, statements are distinguished that contain an evaluative component in one of the members of the sentence (predicate, addition, nominal part of a compound nominal predicate), and "quasi-evaluative statements" that do not contain evaluative components at all, but are capable of conveying an evaluative meaning. The presence of such sentences indicates that native speakers express their attitude to the mental abilities of people not directly, but emphasizing their achievements in any field, the results of their activities, moral qualities and social status, thereby characterizing

their intelligence positively. or negative. Let us dwell in more detail on the study of means of expressing an indirect (descriptive) assessment of a person's intellectual abilities in modern English.

Considering sentences containing an evaluative element, it can be noted that the evaluative component can be embedded in the semantics of the verb, which acts as an axiological predicate in the sentence. The indirect nature of axiological predicates lies in the fact that they do not contain in their meaning an evaluative component that directly indicates the relationship of the subject specifically to the intellectual abilities of the object being evaluated. The formation of evaluative meaning and the correlation of objects with evaluative categories is carried out on the basis of identifying cause-and-effect relationships and inferential inference. For example: 1) I told Romero how much I liked his work, and he was very pleased (E. Hemingway). 2) When I was in Paris this spring I saw a lot of Tschuplitski. I admire his work tremendously (A. Huxley). 3) Priscilla praised his latest book. 'Splendid, I thought it was', she said in her large, jolly way (A. Huxley). In the considered examples, the selected predicates express the attitude of the subject of assessment to the product of the activity of the object of assessment. Assigning objects to intellectual evaluation categories is based on the knowledge that a high level of intellectual ability is required to create high quality products. At the conceptual level, the process of correlating an object with the category of a positive assessment is determined by the profiling mechanism, which is expressed by the lexical semantics of the axiological predicate: 1) like - to enjoy something or think that it is nice [4], 2) admire - to have a very high opinion of someone because of a quality they have or because of something they have done [4], 3) praise - to say that you admire and approve of someone or something, especially publicly [4].

The formation of evaluative meaning through axiological predicates can also be based on the cognitive mechanisms of metaphor and metonymy. For example: 4) 'She's raving about your book' (W.S. Maugham). 5) His 'Olympia' seemed to me the greatest picture of modern times, and 'Le Déjeuner sur l'Herbe' moved me profoundly (W.S. Maugham).

In example No. 4, the cognitive mechanism of metonymy is due to the fact that the characteristic "to speak with admiration about something" is part of the general characteristic of the subject, referring it to a positive category. At the language level, this mechanism is expressed by the interaction of the semantic components of the axiological predicate is raving and its object your book (cf. to rave – to talk in a very excited way about something, saying how much you admire or enjoy it [4]). In example No. 5, along with a direct assessment of the activity product in the first part of the sentence (the greatest picture of modern times), there is an indirect assessment of another activity product in the second. The latter is due to the mechanism of metaphorical transfer. The causal metaphor assumes the transfer of the characteristics of a person's state as a result of the impact of a certain object (move - to make someone feel strong feelings, especially of sadness or sympathy [4]) to the assessment of the object itself. The intensifier of evaluation is the adverb profoundly. In language, the cognitive mechanism of metaphor is expressed by the semantic and syntactic combination of the axiological predicate (moved) and the name of the object of evaluation ('Le Déjeuner sur l'Herbe').

Other axiological predicates include the following: enjoy, marvel, delight, impress, adore, hate, dislike, etc. An auxiliary verb can be used as an intensification of the assessment. For example: 6) I expect you will. I mean - but I do like what you write (I. Murdoch). In this example, the auxiliary verb do is optional in terms of the grammatical correctness of the sentence. Its function is to strengthen the central characteristic of the semantic verb like and thus to place the object under evaluation closer to the pole of the positive category. The meaning of an axiological predicate can be embedded in the semantics of a noun, which also correlates an object with a certain evaluation category. For example: 7) Jose Carreras' mother was his biggest fan [5]. 8) Dr. Weitbrecht-Rotholz was

an enthusiastic admirer of Charles Strickland... (W.S. Maugham). In sentences No. 7 and No. 8, the evaluative component “to admire someone” is embedded in the lexical semantics of the word as a function of the nominal part of the predicate: fan – someone who <...> admires a famous person [4]; be an admirer of - to admire someone, especially a famous person, or their work [4]. A positive assessment of a person's intellectual abilities is based on knowledge of the cognitive context: for high achievements in any field, including creative activity, high intelligence is required.

In the considered examples, the intellectual abilities of a person are considered through the results of his activity. The profiled characteristic "high achievements in a certain area" at the language level is represented by the lexical semantics of evaluation units: 9)acclaim - praise for a person or their achievements [4] with evaluation intensifiers expressed by the parametric adjective huge and broad language context (at 23, the youngest actor, in the title role); 10) top billing - to name a particular performer, actor etc as being the most important person in a show, play etc [4]. The assignment of objects to a positive evaluation category is based on the knowledge that intelligence is a necessary condition for great creative achievements. Separately, it is worth noting that the language units that contain an evaluation component related to the middle part of the evaluation scale usually correlate the object with a negative category.

Table 3. English phraseological units belong to intellectual abilities

Cleverness	Crazyness	Thinking	Recognizing, hesitating	Remembering
clear head as the priest's chicken; with one's head screwed on (the right way, properly); have eyes to see; clever as a duck; have ahead on the shoulders; with a head; head on whose shoulders; quick-witted;	a birdbrain; stupid as sheep; as silly as a woman's navel; silly as a goose; not to have got a brain in one's head; does not know beans about something; go bananas;	rack one's brain (s); one has a screw (a cog, a slate, a tile) loose; one is off his rocker; one is not quite there;	begin to see the light; have mixed feelings; make heads or tails of (someone or something); put two and two together;	Make a mental note of something; ring a bell;

However, Uzbek linguist, A Mamatov in his research has investigated the opinion of V.V Vinogradov, he has pointed out that phraseological units are broad terms that include technical and scientific terms, phrases, proverbs, sayings. As a result, the meaning of them are expanded, their inner meaning is unformed and most of them are not connoted as well. For this reason, he considered that take into account their wide range and need to classify them again. Using the scholars' points we gather total 43 phraseological units of English and 35 phraseological units of Uzbek language. We have classified the phraseological units which represent human intellectual abilities by means of their meanings. 'Cleverness', 'Crazyness', 'Thinking', 'Recognizing/ 'Hesitating', 'Remembering' have been found the main components of human intellect. In tables 2 and 3 you are allowed to see semantic distinctions of phraseological units which representing human intellectual abilities in English and Uzbek languages.

Table 2. Uzbek phraseological units belong to human intellectual abilities

Donolik	Axmoqlik	Anglash, Ikkilanmoq	O'ylamoq	Eslamoq
aqli;	tovuq miya;	boshi shishdi;	fikrga tolmoq;	yoddan chiqmoq;
aqli raso;	miyasi yoq;	miyasi govlab ketdi;	xayoldan kechirmoq;	yoddan ko'tarilmoq;
zehni baland (o'tkir);	g'irt ahmoq;	miyasi aynidi;	xayolidan kechmoq;	xotiridan ko'tarilmoq;
aqli joyida;	aqldan ozmoq;	boshi qotdi;		xotiridan chiqmoq;
aqli yetadi;	esi og'moq;			esdan ko'tarilmoq;
fahmi yetadi;	miyasini yemoq;			
	esini yemoq;			
	aqldan ozmoq;			
	esi og'moq;			
	kaltafahm;			
	zehni past;			

While investigating we have found them in English language "cleverness" of a human being is described with the following phraseological units which are the same meaning in Uzbek language: 'with one's head screwed on (right, the right way, straight, properly)- 'aqli joyida, aqli yetadi, fahmi yetadi, aqli raso, zehni baland'. In English and Uzbek languages 'head' ("bosh", "kalla") is playing an integral role in representing the presence of intellect. Besides, in Uzbek, it is expressed with 'mind' ('aql', 'fahm' and 'zahn'). One obtains data, and knowledge, in his or her mind and evaluates things by leaning on this knowledge. In both languages phraseology "head" is the main tool for cleverness. In Uzbek culture, human intellect is measured by the degree or enoughness of 'mind' ('aql', 'fahm' and 'zahn'). The absence of intelligence of a person is considered silly, craziness and stupidity.

The lack of intelligence is compared some animals, or their organs such as 'brain' in English and "miya" in Uzbek. As examples: 'birdbrain' and 'tovuqmiya'. It is undoubted that bird and hen's brains are located in their head and their heads are small and then their brains are even smaller rather than head. In two languages absence of cleverness in other words craziness is evaluated with size of brain. Also, in English 'stupid as sheep', 'silly as a goose' and are used to describe the concept of foolish of human being. There are several sources that show the reason of the concept of foolish compared to 'goose'. One of the reason is that goose is often portrayed as being the unwise or gullible one in fairy tales and fables such as 'The fox and Goose'." Another source comes from the fact male geese often overact to perceived competition from other males. If their mates come closer to another male goose, the angry will stand in between them wagging wings and make angry noise. [4] This goes to show that negative behavior of goose is transferred to human's personality. In English "have mixed feelings" and in Uzbek "boshi shishdi", "miyasi govlab ketdi", "miyasi aynidi", "boshi qotdi" are connected with feeling uncertain or hesitating about things. The deficiency of mental ability, slow speed brain capacity, total absence of brainpower of person often associated with health issues or illness (temporary, permanent): English «be out of one's senses», «go bananas», in Uzbek 'aqldan ozmoq', 'esi og'moq', 'aqlini yo'qotmoq', 'miyasini yemoq', 'aqlini yemoq', 'esini yemoq', 'aqldan ozmoq', 'esi og'moq', 'esi o'g'ib ketdi'. Description of anger is characterized by losing 'sense' in English, however, in Uzbek 'mind' ('aql', 'es') is connoted with verb 'eat', 'lose' which express the feeling of anger. The origin of 'go banana' is based on 'going ape', given the legendary enthusiasm of monkey for bananas.

Summarizing the above, we can conclude that the considered sentences, which are descriptive in their essence, are evaluative due to the combination of the components of the words included in them. At the same time, the cognitive context plays an important role, containing knowledge of generally accepted norms and standards, as well as knowledge of the reactions that objects and phenomena can cause in a person. These statements are non-prototypical means of evaluative representation of a person's intellectual abilities and correlate the object with the zone of the far periphery of the categories associated with the evaluation of this conceptual area. The category boundaries are vague and suggest the existence of transitional zones.

REFERENCES

- [1] Arutyunova N. D. Language and the human world. M., 2009. p 198-199.
- [2] Boldyrev N. N. Cognitive semantics: a course of lectures on English philology. Tambov, 2010, p. 28.
- [3] Boldyrev N. N. The structure and principles of the formation of evaluation categories: Sat. scientific tr. Dedicated to E. S. Kubryakova. M.; Voronezh, 2012, pp. 103-114.
- [4] Longman Dictionary of Contemporary English. England Longman Group UK Ltd., 2015.
- [5] Reader's Digest. February, 1990. P. 36. 6. Reader's Digest. November, 2009. P. 134.