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VERBAL AGRESSIYANING O'ZBEK VA INGLIZ ADABIYOTARIDA NAMOYAN BO'LISH XUSUSIYATLARI**ОСОБЕННОСТИ ЭКСПРЕССИФИКАЦИИ ВЕРБАЛЬНОЙ АГРЕССИИ В УЗБЕКСКОЙ И АНГЛОЯЗЫЧНОЙ ЛИТЕРАТУРЕ****PROPERTIES OF EXPRESSIFICATION OF VERBAL AGGRESSION IN UZBEK AND ENGLISH LITERATURE****Muxamadiyev Aziz Shavkatovich** 

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Annotatsiya

Mazkur ilmiy maqolada verbal (og'zaki) agressiyaning o'zbek va ingliz adabiyotida ishlatilishi, bir-biriga semantik, pragmatik aloqaga kirishishiga ko'ra xususiyatlariga ko'ra o'xshashlik va farqlari tahlil qilinadi. Shuningdek aggressiv xatti-harakatni vujudga kelishi, uni verbal holatda amalga oshirilishidagi vositalar hamda aggressiyaning insonga psixik ta'siri, aggressiyadan keyingi holati lingvistik jihatdan tahlil qilingan. Bundan tashqari verbal aggressiyaning jazolash kabi turlari, ushbu turlarga tegishli bo'lgan xatti-harakatlarni ifodalovchi misollar, ularning qo'llanilishida aggressivlik darajasining oshishi yoki pasayishi misollar bilan ochib berishga harakat qilingan. Ingliz va o'zbek tillaridagi verbal aggressiv iboralar solishtirilib tahlil qilingan va ularning qo'llanilishidagi farq va o'xshashliklar ochib berilishiga harakat qilingan.

Аннотация

В данной научной статье анализируются сходства и различия вербальной агрессии в узбекской и английской литературе по их характеристикам, по смысловой и прагматической связи. Также лингвистически анализируются возникновение агрессивного поведения, способы его вербальной реализации, психологическое воздействие агрессии на человека, ситуация после агрессии. Кроме того, была предпринята попытка выявить виды вербальной агрессии, такие как наказание, примеры поведения, относящиеся к этим видам, а также примеры повышения или снижения уровня агрессивности при их использовании. Были сопоставлены и проанализированы вербальные агрессивные словосочетания в английском и узбекском языках, а также предпринята попытка выявить различия и сходства в их употреблении.

Abstract

This scientific article analyzes the similarities and differences of verbal (oral) aggression in Uzbek and English literature according to their characteristics, semantic and pragmatic connections. The emergence of aggressive behavior, methods of its verbal implementation, the psychological impact of aggression on a person, and the situation after aggression are also analyzed linguistically. In addition, an attempt was made to identify types of verbal aggression such as punishment, examples of behavior related to these types, and examples of increases or decreases in the level of aggression when using them. Verbal aggressive phrases in the English and Uzbek languages were compared and analyzed, and an attempt was made to identify differences and similarities in their use.

Kalit so'zlar: tajovuzkor, verbal, emotsional reaksiya, leksema-aniqlovchilar, semantika, jinoyat, qurol, jazo.**Ключевые слова:** агрессивная, речевая, эмоциональная реакция, лексемы-определители, семантика, преступление, оружие, наказание.**Key words:** aggressive, speech, emotional reaction, defining lexemes, semantics, crime, weapons, punishment.**INTRODUCTION**

The study of the verbal manifestation of the state of aggression gets particular importance in our time in connection with the development of digital means of communication, where many people regularly encounter verbal aggression in the course of social network discourse, which is highlighted by many by researchers as a separate type of discourse. [2;57].

Typically, human behavior involves expressing emotions that reflect an individual's inner state and their attitude towards the world and others. The presence of emotional elements in

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behavior is mostly influenced by the individual's current situation. Social processes play a significant role in shaping aggression in language and speech. These processes impact a person's consciousness, emotional sphere, language usage, behavioral culture, and speech patterns. Consequently, events and media texts can often be interpreted in a negative and hostile manner, with aggressive undertones. It's important to note that works of art often mirror interpersonal relationships, including aggressive emotional expressions. Despite societal changes and increased individual freedom, aggression as an emotional response remains prevalent. In fact, the expansion of speech freedom, removal of taboos, and reduced censorship in liberal and democratic societies can stimulate aggression in language and speech behavior. Additionally, the competitive nature of modern society in economic, political, and cultural domains, along with various forms of conflict, actively contribute to widespread aggressive emotional reactions that are manifested in language and speech. These reactions have specific characteristics and prerequisites that reveal an individual's emotional state.

MATERIALS AND METHODS

Psychology views verbal aggression as a simple expression of negative emotions through language, that is, the pragmatic side of language is not taken into account [3;182]. That is, when analyzing this speech phenomenon, it is impossible to do without a linguistic analysis of the verbal manifestation of aggression, and it is impossible not to take into account the rich experience of linguistics. It is extremely important to take into account the causes of verbal aggression, which are successfully described by the single term "relative deprivation", which shows the discrepancy, the difference between value expectations and value opportunities. [4;82].

It is worth noting that verbal aggression is often dangerous to a person's mental health. Thus, children exposed to verbal aggression from parents and peers are susceptible to disorders, depression, retaliatory aggression and irritability. Children exposed to verbal aggression from peers are more likely to use drugs and alcohol (especially males). In addition, in persons exposed to verbal aggression, even the cerebral cortex changes [1;192].

In addition, there are big differences between ordinary aggression and its verbal manifestation. They manifest themselves in completely different social conditions, they are not identical and are even used on different occasions and for different purposes, and this can present particular difficulties in research. For traditional psychology, it is difficult to study the verbal side of this phenomenon; moreover, some researchers believe that a purely psychological approach is insufficient for studying the linguistic manifestation of aggression. Therefore, aggression can only be studied from the point of view of psycholinguistics and other related cognitive disciplines.

For example, Infant and Wigley developed an interpersonal model that identifies the types of verbally aggressive messages in interpersonal relationships, their consequences, and their causes. They also theoretically substantiated the need to study verbal aggression separately from other types of aggression and created a scale of verbal aggression [5;199]

Therefore, in our time, the verbal side of aggression is studied from a variety of angles and, due to the complexity of its research, is the subject of interest of a variety of sciences. In addition, many works devoted to this phenomenon are interdisciplinary studies.

The term "verbal aggression," like the term "aggression," does not have an unambiguous interpretation accepted by all scientists. [1;92] notes two types of understanding of the term "verbal aggression". In a narrow sense, verbal aggression is considered a speech act that replaces an aggressive physical action: insult (including rude language), ridicule, threat, hostile remark, ill-wishing, categorical demand without the use of generally accepted etiquette means. Basovskaya also notes another facet of this concept - "with the widest possible interpretation of the term verbal aggression is all types of offensive, dominant speech behavior" [1;92].

RESULT AND DISCUSSION

This idea suggests that speech aggression can be characterized by two distinct aspects: internal/substantive and external/formal. The external aspect relates to the outward display of hostility, which can be observed through the choice of words, semantic expressions, intonation, tone, and volume of speech. On the other hand, the internal aspect pertains to the underlying discourse, content, and intention behind the statement, which contribute to the overall aggressive nature of the speech.

For instance:

"He's made a donkey of himself!"

"Ah! It's too distressin'!" [6;334].

It is important to note that the provided text fragment exhibits an existential discourse. The addressee's statement expresses condemnation towards the target of aggression, while the hero's precise reproduction focuses on the external manifestation of a negative attitude towards the target.

The usage of the donkey metonymy to describe the second hero serves as a clear example of how the hero condemns and expresses disdain towards the despised individual. In line with a donkey is metaphorically associated with a foolish person who lacks good judgment or sense. Therefore, the hero's irrational behavior becomes the basis for the emotion of scorn. The exclamation **"He's made a donkey out of himself!"** intensifies the negative lexical characteristic through its intonation. The exclamation mark in this instance signifies a heightened level of intensity in the speaker's statement, further emphasizing their criticism of the hero.

It is important to note that the addressee's speech also carries a significant emotional tone, as evident from its grammatical structure, marked by the use of multiple exclamation points. The exclamation **"Ah!"** and the choice of distressing lexical substance contribute to the heightened emotional state. The lexeme "making you feel really unhappy and nervous" [6;392] specifically conveys the addressee's feelings of sadness and agitation in response to the addressee's remark. The adverb "more than is reasonable, possible, or essential" emphasizes the intense emotional nature of the word "distressing", further intensifying the heroine's feelings of frustration and concern. Additionally, the heroine's use of exclamation in her subsequent remark serves to amplify the addressee's negative emotions, although the specific emotional component is not explicitly identified.

Teringga somon tiqmasammi! — dedi oyim tayoqni o'qталib. [8;6]

The expression **"Teriga somon tiqish"** is one of the highest peaks of aggression in the Uzbek language. That is, this is the most difficult type of tormenting a person. In addition, during the above example, the phrase "shooting the stick" also evokes aggression, but it creates a weak aggressive state compared to the example that came before it.

Orqamdan:

— Sehrgar! — Plagiator. — She'r o'g'risi. — Uyatsiz. — Tekinxo'r. — Ishyoqmas. — Dangasa, — degan kishini uncha xursand qilmaydigan, yo'g'on-ingichka ovozlari ancha vaqtgacha eshitilib turdi. [8;49]

If the words magician, plagiarist, poem thief, shameless, gratuitous, apathetic, lazy are taken separately in the above passage, there is no aggressiveness in them. But the situation of their use and the imagination of the student in the process of reading the work, when approaching the situation, cognitive hatred aggression is formed.

Consider another example.

— Yo'q, — dedi xotini, keyin «voy o'lmasam, shokoladni qizingiz yebdi. Dilbar, qurib ketmagur, tur o'ringdan», degan ovoz eshitildi [8;46].

Examining the passage in question allows us to establish a connection between the internal and external aspects of the depicted violent emotional response. When considering the internal component, it is important to note the presence of an existential discourse, despite the content of the statement resembling more of a command aimed at subduing the addressee to the speaker's will. The volume of speech, intonation, lexical structure, and syntactic organization of the aggressor's repetition all serve as external manifestations of hostility that are influenced by the internal aspect. The word **"stand up"** - defined as **"assume a standing position"** - conveys an order in the text fragment, with its infinitive grammatical form denoting the imperative mood. While the verb **"stand up"** is repeated in the hero's replicas, there is a noticeable difference in intonation between these repetitions, with the first being more of a placeholder before the second is put into action.

- Get up! I yelled, *"Get up!"* in a quiet but stern voice. [7;109]

The presence of the highly emotive punctuation mark, the exclamation mark, indicates that the lexeme **"stand up"** in both instances carries a certain level of emotionality. However, by

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comparing the syntactic structures of the two repetitions, "**Stand up!**" (one exclamation mark) and "**Stand up!!!**" (three exclamation marks), one can discern the difference in the intensity of the speaker's angry emotion. The inclusion of three exclamation marks in the second repetition signifies a triple amplification of intonation. Furthermore, the final repetition, "Get up!" yelled loudly, indicates a higher volume on the speech intensity scale, reflecting the speaker's loss of emotional control. Hence, in the text fragment, the external aspect of the speaker's violent reaction is manifested through both the lexical structure of their statements and the intonation traits, such as the strength and volume of their voice.

Indeed, when examining verbal and non-verbal aggressiveness, it is crucial to recognize that they encompass a spectrum of emotions that vary in intensity, ranging from milder forms to more potent expressions. Understanding the level of severity is essential when attempting to characterize hostile feelings. This perspective aligns with the idea that emotions can exist on a continuum, with differing levels of intensity and impact. [4;166].

For example,
 "You are **mad**, Dorian."
 "Ah! I was waiting for you to call me Dorian."
 "You are **mad**" [7;143]

The text fragment indeed portrays the hero's aggression of medium intensity, which is manifested through the condemnation of the addressee. This aggression is expressed through the repetitive use of the word "mad" in a lexical manner. It is important to note that this aggression does not imply any form of physical violence towards the addressee. The focus here is on verbal condemnation rather than physical harm.

For example:

Liza (looking fiercely round at him). I wouldn't marry you if you asked me; and you're nearer my age than what he is. Higgins (gently). Than he is: not "than what he is".

Liza (losing her temper and rising). I'll talk as I like. You're not my teacher now [7, 23].

The basis of the structure of aggressive communication is the motive (motivating force) and goal (desire to achieve the result of communication), which determine the speaker's intention (intention). In an aggressive act communication motivated by the emotions of the triad of hostility (anger), in the course of aggressive communication, which implies the obligatory presence of an evaluative component, the speaker's aggressive emotions of various nature are realized. Verbal and non-verbal aggression is represented by two aspects - external/formal and internal/meaningful. syntactic means of the English language, timbre, intonation, the loudness of the speaker's speech in the process of embodying the corresponding emotional reactions. The internal aspect reflects the discourse, content, purposefulness of the statement. The external and internal aspects of verbal and non-verbal aggression are in interaction, that is, the identification of the aggressive emotions of the speaker, as well as the definition of their additional characteristics.

Aggressive emotions and feelings are universal, "international" in nature, they are inherent in the British and Russians, which is reflected in their verbal and non-verbal behavior of the corresponding emotionality, characterized by certain features.

The purpose of aggressive verbal manifestation is to the desire to harm the object, cause negative emotions, as well as response in the form of various kinds of aggressive manifestations, including actions similar to the actions of the addresser, which have both verbal, and character. As a result of verbal and non-verbal aggression there is also a significant degree of overlap, which is due to the possibility of achieving a certain negative physical and emotional state of the object by resorting to both verbal and non-verbal aggressive actions. The greatest difference is observed in the lexical embodiment, as well as the number of lexemes-identifiers of such components of verbal and non-verbal aggression as means and process.

It is worth noting that verbal aggression is not a monolithic phenomenon. Perceptions of verbal aggression vary across languages. Speech aggression is specific to each culture, "even in different societies that use the same language, the pragmatic power of invective can be different. The degree of perception of verbal aggression differs even from individual to individual, from situation to situation. Even the same person can consider the same verbal correlates aggressive

depending on the situation, the textual discourse in which he exists at the moment. Therefore, when studying verbal aggression, it is extremely important to take into account the context and discourse in which this type of symbolic behavior is implemented.

There are many different ways to verbalize aggression. Different researchers use different classification models. One of the first attempts to classify aggression was made by A. Buss, although the prerequisites for the emergence of such a classification arose in earlier works. This researcher in 1976 proposed 4 types of verbal aggression (with explanations by Sidorova [3; 35]):

1. Verbal active direct (direct immediate verbal insult or humiliation of the addressee)
2. Verbal active indirect (spreading gossip about a third person)
3. Verbal passive direct (refusal to talk to the addressee)
4. Verbal passive indirect (refusal to give verbal explanations).

Leontyev argues that "a speech act is always an act of establishing correspondence between two activities, or more precisely, an act of including speech activity in a broader system of activity as one of the necessary and interdependent components of this latter". That is, he considers the speech act from the point of view of the activity approach, which is integrally connected with pragmalinguistics, for example, in the understanding of Searle, who considered one of the main tasks of pragmalinguistics to solve the problem of "direct and indirect speech acts", which can be correlated with the above-mentioned division of aggression.

In addition, it is possible to carry out analysis taking into account semantics. So, R. Potapova and L. Komalova analyzed the semantic field of aggression.

In the course of a study conducted by R. Potapova and L. Komalova, it was revealed that the "semantic field "aggression" can be divided into categories:

- physical aggression (description of violent actions, calls for violent actions);
- verbal aggression (description of the verbal embodiment of aggressive actions);
- negativism (expressed in the prevailing evaluativeness and criticality texts);
- auto-aggression (descriptions of experiences, negative emotional states, resentment and guilt)" [2;76].

Ochiq mozordan! — dedim tobora achchig'im chiqib. [8;78]

In the passage above, the phrase "**Ochiq mozordan**" (**open grave**) aggression is used, and by adding the phrase bitterly to it, the aggression of anger is turned.

Buncha ezma bo'lib ketding, qoqbosh!— deydi buvijonim achchig'i chiqib. [8;84]

In the passage above, we can see an increase in aggression. In other words, the phrase "**Buncha ezma bo'lib ketding**" (**You are talking too much**) provokes an aggressive attitude towards a person, and the word "**Qoqbosh**" (**Silly**) after it causes an increase in aggression.

"The scientific paradigm of modern linguistics and human sciences requires access to real situations of speech communication, to discourse, to activity, to a system of mechanisms that jointly ensure the production and understanding of speech messages and texts". Speech science "spills out" beyond this framework and covers not only such aspects as what is said, who speaks and how, but also why, for what purpose and to whom it is said, how this message is interpreted by the communication partner, in what situation the act of speaking and understanding occurs, how this act correlates with the values of intercultural communication, aspects of extra-, para and ethnolinguistics, proxemics, etc. [2;18].

Therefore, for linguistics now not only the text itself, but also the discourse is of particular importance; the situation in which communication took place, along with the social and psychological characteristics of communication. To understand the specifics of communication on the Internet, the concept of discourse is especially important, which helps explain the characteristics of communication on the Internet, since it takes into account not only the given text, but also the multifaceted context that arises and exists around this text.

Communication theory seeks to take all these features into account when studying discourse. The concept of communication deserves separate study, and it is not as obvious as it might seem at first glance. It is especially important to study the theory of communication in connection with the development of the Internet, which has greatly expanded the possibilities for communication, contributing to scientific, cultural and economic development.

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It is also worth noting the importance of taking into account the features of communication theory in internet discourse, in computer-mediated communication.

The term "communication" has acquired the meaning of a collective key concept, a kind of concept in relation to a number of its components: for example, written and oral communication; interpersonal, interlingual, intercultural, monolingual, monocultural; direct and indirect; contact and distance; really temporary and unrealistically temporary (delayed); verbal, nonverbal, paraverbal, extraverbal; institutional and non-institutional; noise-resistant taking into account the transmitting technical channel and non-interference-resistant; planned and unplanned (spontaneous); axial and non-axial (multiaxial); pathologically substantial and corresponding to the norms of neurophysiology, neuropsychology, neurolinguistics. In a word, communication is a bipolar (multipolar) process, characterized by such functions as, for example, as informative (informative), emotive, phatic, evaluative, incentive, prohibitive, identifying, that is, related to the characteristics of the individual "portrait" of communicants" [2;13].

Specific hostile actions make use of the methods of carrying out aggressive acts. As a result, it is necessary to identify the units in the corpus of lexemes that reflect the process of aggression as a particular emotional response. We view the process as the aggressive party acting in a particular way to get what he wants. We can draw the conclusion that the process of aggressive actions is transmitted through words that signify aggressive actions and lexical units that they convey their characteristics, describing the behavior of people as well as their attitude towards objects through the analysis of dictionary definitions. This feature made it possible for us to group these words into distinct groups, or generators, based on the shared meaning. It is possible to tell apart the primary transmitters of the process of aggressive acts from:

- generator of murder (for example: *assassinate, butchery, burn; blow up, ruin, kill*);
- generator of criminal actions (*assault, rape, robbery; terror, murder, fascism*);
- generator of punishment (*execute, fry, punish; tear, punish, punish*);
- generator of physical actions carried out by means of blows (*bash, fight, struggle; bash, thrash*);
- generator of actions carried out using weapons (*attack, level at, strike; blow up, hack, shoot*);
- generator of coercion (*eject, expel, exile; hurry, force, incite*);
- generator of threat (*fearsome, terrifying; threaten, threaten, intimidate*);
- generator of destruction (*disaster, discredit, outburst; explosion, destructive, destructive*);
- generator of actions of harming the object (*battering, harm, mischief; maim, offend, dirty*), causing suffering (*punish, smite, torment; suffer, suffer, suffer*), physical pain (*bash, cripple, hit; beat, poison, bruise*);
- generator of actions involving violence and cruelty (*abuse, maltreat, rape; bludgeon, expel*);
- generator of disgust (*scabby, shitty, vile; disgusting, nauseous*);
- generator of anger (*aggressive, damn, mad; angry, furious, ardent*);
- generators of actions involving rudeness (*bearish, horrible, impudent; audacious, animal, boorish*), anger (*brutal, mean, merciless; poisonous, malicious, prickly*), lack of friendliness (*antagonistic, cold, hospitable*), dislike (*prejudiced, misanthropic, poxy; distressing, nasty, devilish*), hatred (*baleful, malignant, virulent; anti-Semitic*), lack or lack of humanity (*bestial, callous, hard; ruthless, indifferent, cold*), disrespect (*contemptible, disrespectful, impudent; arrogant, indelicate, boorish*), severity (*draconian, stern, strict; bossy*), impatience (*impatient, irritated, testy*), disgust/offensiveness (*distasteful, filthy, shocking; offensive, impudent, cheeky*). [4;189]

It is given that there is a relationship between them, it is evident that the causes of murder, crime, and punishment should be taken into account together. Assuming the deprivation of the object's life, murder is thus characterized by the highest level of cruelty. This suggests that it has some connection to the crime generator. In turn, the crime should unquestionably be punished; in other words, the factors that lead to murder and other crimes also influence the factors that result in punishment, allowing us to discuss these factors separately.

The analysis of the corpus of lexical units of aggressive semantics reveals that distinct groups of lexemes identify aggressive actions that deprive an object of life, including murder with

weapons and carried out by shooting (*pick off, plug, out, pump bullets into smb. / smth., snipe; shoot, fire, shoot, shoot, shoot*), actions of strangling an object (*choke, strangle, suffocate* [In addition, the use of Uzbek morphological structure in the selected lexical units reveals a huge number of words that share the same root as our suggested semantic terms—"arrows" and "souls" — which strikes us as one of the key differences between Uzbek and English. [4;122]

CONCLUSION

Consequently, the corpus of lexical units related to aggressive emotional response that we analyzed enabled us to identify a significant number of lexemes-identifiers of the process of aggressive non-verbal actions and their attendant characteristics. Moreover, the dictionary definitions of both languages enabled a fairly clear identification of the most common generators of the process of the type of emotional response studied in this dissertation research, both in Uzbek and English, based on the identification of a common meaning component in them. However, it should be noted that in the vast majority of generators we have identified, a smaller number of Uzbek language identifiers than English language identifiers have been discovered. Insufficiently detailed semantic descriptions of lexemes in Uzbek explanatory dictionaries are the primary reason for this, in our opinion.

We were able to find a substantial number of lexemes-identifiers of the process of aggressive nonverbal acts as well as their accompanying characteristics thanks to the corpus of lexical phrases we examined that were related to aggressive emotional response. Additionally, by allocating a common component of meaning in them, both in Uzbek and English, the dictionary definitions of both languages allowed for the possibility of a fairly clear identification of the most frequent generators of the process of the type of emotional response investigated in this dissertation research. It should be noted, nonetheless, that fewer identifiers for the Uzbek language were discovered in the vast majority of the generators we chose than for the English language. We believe that the main cause of this is the incomplete semantic descriptions of the supplied lexemes in Uzbek explanatory dictionaries.

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