

REPUBLIC OF AZERBAIJAN

The right of the manuscript

**COGNITIVE STUDY OFV THE NOTION OF ASPECT
(On materials of the Azerbaijani and English languages)**

Speciality: 5704.01- Language theory

Field of Science: Philology - linguistics

PhD pretender: Shahla Natiq Hasanova

ABSTRACT

Of the research paper presented for the degree of
Doctor of Philology

Baku – 2021

The dissertation work was carried out at the chair of the English language and methods of its teaching.

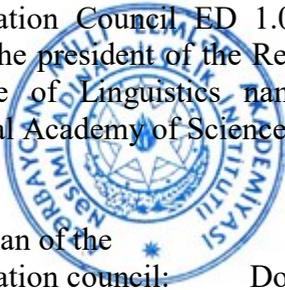
Scientific supervisor: Doctor of Philological Sciences, Professor
Fikrat Fatish Jahangirov

Official opponents: Doctor of Philological Sciences, Professor
Ilham Mikayil Tahirov

Doctor of Philological Sciences, Associate
Professor
Amil Muzaffar Jafarov

Doctor of Philological Sciences
Ilhama Mammadagha Mammadova

Dissertation Council, ED 1.06 of Higher Attestation Commission under the president of the Republic of Azerbaijan functioning at the Institute of Linguistics named after Nasimi of the Azerbaijan National Academy of Sciences Chairman of the Dissertation



Chairman of the
Dissertation council: Doctor of Philological Sciences, professor
Nadir Balaoglan Mammadli

A handwritten signature in blue ink, appearing to be 'Nadir Balaoglan Mammadli', written over a horizontal line.

Scientific secretary of the
Dissertation council: Doctor of Philosophy, assoc. prof.
Sevinj Yusif Mammadova

A handwritten signature in blue ink, appearing to be 'Sevinj Yusif Mammadova', written over a horizontal line.

Chairman of the
scientific seminar: Doctor of Philological Sciences, Professor
Gulsum Israfil Huseynova

A handwritten signature in blue ink, appearing to be 'Gulsum Israfil Huseynova', written over a horizontal line.

INTRODUCTION

The number of scientific studies on cognition has been growing rapidly in the last 30-40 years. Although the use of the word "cognitive" in the title of the research does not mean that the work is done within the framework of the cognitive paradigm, there are really significant studies among such works, and namely these studies give rise to various fields of cognitive science, or rather to cognitive science itself and contribute to formation of not only individual schools, but also various cognitive sciences - cognitive psychology, neuroscience, anthropology, etc. Scholars give different definitions of the concept of "cognition" both in various articles and monographs on cognition, and in the "Introduction" parts of books on different cognitive sciences. In this respect, the explanation of the concept is related to the specific science in which it is used and depends on the positions of the scientists who characterize it. The main point for most of these definitions is as follows: a person's knowledge of the world is stored in his brain in the form of concepts, and its formation, storage, comparison with reality and improvement - the sum of all these processes in the brain is the cognition or cognitivity.

In recent years, the issue of cognition is priority of research in the field of linguistics, the study of linguistic phenomena in discourse, rather than in itself, is more topical. As a result, new fields of linguistics, such as cognitive linguistics and linguoculturology, have emerged and are developing rapidly. These scientific directions are now considered to be one of the most intensively developing and promising areas of linguistics, as they study both the field of language and the spheres of thought and culture in close interaction with a number of other disciplines - psychology, anthropology, philosophy. These fields of science are aimed at clarifying and defining the features of conceptualization and categorization of the surrounding reality in the minds of one or another ethnos, and this process is based on the analysis of linguistic events, materials, because they lead to unobserved processes and events of the human mental world.

Linguists' interest for considering the laws of language and their mechanisms in conjunction with a person who understands the world is natural, because the traditional methods used to describe the meaning of language are not enough to explain a number of events that are not directly included in the language system.

If we consider that the speech situation affects the superficial structure of speech and that one or another form of language determines certain rules of choice, then it would be clear why researchers associate the use of a language with our ability to interpret other people's speech behavior, as "understanding the meaning of language implies a combination of linguistic and extralinguistic knowledge, obvious and background information."¹. In other words, in order to explain the general phenomenon of language comprehension and reproduction, the following interrelated parameters must be taken into account: the cognitive state of the speaker, the context, including its socio-cultural characteristics, act of speech formation, discourse planning and management strategy, which is the main communicative unit of language.

Therefore, the number of studies in the field of cognitive linguistics is growing, and to some extent, views on the category of aspect are changing in these studies, and as a result, new approaches to the understanding of language phenomena, including aspect, are emerging.

The significance and degree of study of the theme. In the framework of cognitive linguistics and linguoculturology, concepts are not considered within grammatical combinations in the form of lexical units, peculiar to classical linguistics, but within the text, context and even more broadly – inside discourse. Since the majority of linguocultural research focuses on cultural concepts as an example, it seems that the notion concept refers only to cultural concepts. In fact, everything that is stored in the human mind in the form of certain images and that evokes the same or similar "images"

¹ Кубрякова, Е.С. Начальные этапы становления когнитивизма: лингвистика-психология - когнитивная наука / Е.С.Кубрякова. – Москва: Вопросы языкознания, – 1994. –С.7

in the human mind, regardless of the means by which they are transmitted, is a concept (by images, we also mean action and its aspect, because when the name of any situation or action is uttered, its "image" comes to life in the mind of the perceptor, which indicates the existence of their concept). This reason, makes it possible to talk about the concept of aspect.

The concept of aspect is closely related to the concept of time (tense). Although there is no fundamental difference in the approach to this concept among languages in general, particularly great difference can be observed in the views based on duration of time, on its completeness, on its aspects of expression etc. This is primarily due to the richness of the category of tense, and the breadth of expression of its forms. To put it simply, the more grammatically and subtly the category of time is expressed, the less there is a need for a separate category of a particular aspect. For example, in Slavic languages, including Russian, there are three tense forms (two forms for a group of verbs). Considering that only one future tense can be formed from each verb type, the grammatical diversity of tenses is not so great. There are two forms of past and future tenses in the Azerbaijani language, or rather, two past and two future tenses can be formed from the same verb. This allows us to convey aspects of time, to limit the boundaries of time, and to specify it.

In the Azerbaijani and English languages, unlike in the Slavic languages, there are no pairs in terms of aspect, and therefore the category of aspect is manifested through the transmission and perception of information, which is namely possible from a cognitive point of view.

While the phenomenon of aspect exists in one way or another in all languages, it is not correct to look for its existence in all languages as a grammatical category. Since aspect category can be expressed in a variety of ways and methods in speech, and it is at this point that there are significant differences among languages, the comparison of the concept of aspect, allows these features become more apparent in each specific language. On the other hand, lexical or grammatical research alone does not bring complete clarity to the concept of aspect as a linguistic phenomenon and at the same time as

a grammatical category. The topicality of our research is due to the general scientific interest in the study of different methods of conceptual organization of knowledge in the process of speech formation and perception, and to the fact that the means and methods of using the concept of aspect are not viewed directly within the framework of grammar, but in the discourse process as a whole.

Not all of the issues raised in the study have been developed equally in linguistics. It is even possible to note that the study of the same problem in different languages is not carried out at the same level.

Since the study considers the phenomenon of cognitivity, cognitive linguistics, concept and aspect through their prism, it is necessary to focus on the level of study of these concepts and events.

European scholars, T.A. van Dyke, J. Lakoff, C. Fillmore, J. Fokonye, R. Langacker and others, who had role in the emergence and development of cognitive linguistics - the youngest of the linguistic sciences, etc., began studying the problem of the aspect of verb in Turkic languages in the middle of the last century. Since the researchers set the Russian language and its grammar as an example, much attention was paid to the problem of aspect in the grammars of the Turkish languages, but the approaches were quite different. Researchers who considered the problem of aspect are divided into two groups according to their views and approaches to the problem²:

1) *Those who claim that aspect is mainly denotes the repetition of work, situation and movement, continuity, its one-time occurrence, transformation of action and movement into a state, different directions of movement, etc. (these linguists focus on the most typical meanings for verb aspects)* ³.

2) *Those who state that style mainly means the end, non-*

² Mūsasir Azərbaycan dili: [3 cildə]/ Z.Budaqova. – Bakı: Elm, c 2. – 1980. – s. 280

³ Жигадло, В.Н. Современный английский язык / В.Н.Жигадло, И.П. Иванова, Л.Л. Иофик, – Москва: Издательство литературы на иностранных языках, – 1956; Баскеева, Н.К. О преподавании русского глагола в V-VIII классах в татарской школе / Н.К.Баскеева. – Москва: Татгосиздат, – 1951.

*completion and beginning of the state, situation and action*⁴ (this group of linguists focuses on Russian and looks for analogues of Russian aspect in the Turkic languages).

In both cases, the key factor is the approach. Taking this into account, A.I.Kharisov notes that if peculiar laws of languages are followed, "*the specificity of the category of aspect and its right of citizenship in Turkish can be easily proved*", but if approached from the point of another language, for example Russian, as most Turkologists did in the Soviet period, it would be possible to deny the existence of this category."⁵

Object and subject of research is a phenomenon of aspect, its concept and category in English and Azerbaijani languages.

The subject of the research is the linguistic phenomena manifested by the concept of aspect in two different language groups - English and Azerbaijani. Therefore, research focuses on the perception and formation of the speech situation which is a verbalized way of expression of the aspectual characteristics of the action and is provided by various means of language.

Goals and objectives of the research. The main purpose of the research is to held cognitive study of the concept of aspect based on the materials of English and Azerbaijani languages. For this purpose, the following tasks are set:

- to clarify the concepts of cognitivity, cognitive linguistics and the basic principles of cognitive linguistics;
- to determine the place and meaning of "concept" in modern scientific discourse;
- consider existing cognitive models of a text;
- to analyze the views on the concept of aspect, its means and methods of expression and, based on this, to determine the paradigm of forms of aspect;

⁴ Будагова, З. Азербайджанский язык / З. Будагова – Баку: Эльм, – 1982; Гуревич, В.В. Теоретическая грамматика английского языка / В.В. Гуревич. – Москва: Флинта, – 1985.

⁵ Харисов, А.И. Категория глагольных видов в башкирском языке / А.И. Харисов. – Уфа: Башгосиздат, – 1944.

- to study aspect as a functional-semantic category;
- to study the aspect-tense form of the verb in English;
- to determine the harmony and proportion of time and aspect categories in modern English and Azerbaijani languages

Research methods: Descriptive, historical-comparative, contrastive and areal methods were used for comparative analysis.

Provisions presented for the defense:

- The notion concept which is an integral part of cognition, is one of the main categories of cognitive linguistics;
- Concepts are the copies, forms of storage and "images" of not only abstract concepts or objects, but also any situation and action formed in the mind after reflection and perception of the context;
- Although the phenomenon of aspect exists in all languages, it is not equally developed in all of them;
- In some languages aspect is a separate grammatical category, but in English and Azerbaijani it is not expedient to consider the aspect of the verb from this perspective, as it does not have special grammatical features in these languages and it is more appropriate to talk about the concept of aspect here;
- There is a close correlation between aspect and tense language phenomena: in languages with highly developed tense forms, such as Turkish, English the language phenomena of aspect appear in the form of meaning, concept, in languages with relatively poor tense forms, such as Slavic languages, aspect acts as a special grammatical category with its own indicators.

Scientific novelty of the research. For the first time in Azerbaijani linguistics, the concepts of cognition, cognitive linguistics and their main subject, the notion of concept, are considered in a complex way, certain specificity is brought to their meaning and scope; existing cognitive models of text are considered; views in scientific literature on the concept of aspect and ways of its expression are considered and the paradigm of style forms is determined; In modern English and Azerbaijani, aspect is analyzed both separately as a grammatical category and concept of cognition, and the appropriacy of considering aspect as a language phenomenon and concept of its reflection in cognition than as a grammatical

category in English and Azerbaijani is concluded.

Theoretical and practical significance of the research. Research materials can be used in studies in the field of cognition, cognitive linguistics, in scientific research on the notion of concept, in teaching of modern English and Azerbaijani verbs at both bachelor's and master's levels, and in the development of textbooks and teaching aids on these issues.

Approbation and application. The main results of the research are reflected in the author's reports at national and international conferences, as well as in articles and thesis reports published in prestigious scientific journals in Azerbaijan and abroad.

Name of the organization where the dissertation work is carried out: Department of the English language and methods of its teaching at Azerbaijan State Pedagogical University.

The volume of the structural sections of dissertation separately and general volume in signs. The dissertation consists of an introduction, three chapters, a conclusion, a list of references. The introductory part of the dissertation consists of 7 pages, the first chapter 36 pages, the second chapter 29 pages, the third chapter 40 pages, the final part 4 pages, the literature part 10 pages. The dissertation consists of a total of 129 pages, 213,062 characters

MAIN CONTENT OF DISSERTATION

The "Introduction" part of the research substantiates the relevance and degree of study of the theme, defines the object and subject of research, aims and objectives, sources, methods and techniques, reflects the main provisions, scientific novelty, theoretical and practical significance of the research, approbation and application of the dissertation, informs about the name of the organization where the dissertation work is performed and about the total volume of the paper, and volume of sections separately in signs.

Chapter I titled "**Principles of cognitive linguistics and cognitive modeling**" is divided into 3 paragraphs. The first paragraph, "**Cognitiveness and Cognitive Linguistics**" discusses cognitive science, trends in cognitive science, scholars' views on

cognition, cognitive linguistics, and states that cognitive science or Cognitology is an independent field of scientific knowledge that deals with the study of processes related to the acquisition, processing, storage and use of information by humans. Cognition is a complex science combining the most diverse fields of knowledge - psychology, linguistics, anthropology, philosophy, physiology, the theory of artificial intelligence - with the general goal of studying the nature and functioning of the human mind. The basic concept of cognitive science is *cognition*. This concept includes the most diverse blocks - perception, memory, attention, reasoning, information retrieval, the ability to think and solve a problem, imagination, and so on. - and they are interdependent and define each other in a cognitive perspective.

In general, cognitivism can be called the field of science, that takes human mind and mental processes associated with them as the object of study. That is, it is the science of knowledge and comprehension, the understanding of the world through the process of human activity. One of the directions of cognitive science is cognitive linguistics. Despite being a young science, it presently has got several strong currents in the world. Each of them has its own direction, field of analysis and specific procedures of analysis.

As cognitive science itself has mental essence at its center of influence, the term "cognitive" is beginning to be used as a synonym for "mental," "inner," "mental," and other concepts. Since all cognitive processes can be considered as pshyco (mental) acts, they are often identified. When distinguishing each of them in the course of a specific experiment or research, it is not difficult to determine which aspect of the action of each of them can characterize. In any case, the concept of "cognitive" is understood in its original, prototypical sense.

From the above, it is clear that cognitologists intend to oppose the scientific understanding of the world to the natural cognition (that is, simply, as a mutual contact with the world in everyday life). In cognitive science, all research on the categorization and conceptualization of reality is primarily concerned with ordinary experience and ordinary human behavior. The language also,

describes the results of cognition as a process aimed at solving practical problems in terms of human adaptation to the environment, survival, classification of perceptual data, division of information flows, and so on.

Paragraph 2 of Chapter I discusses the "**Basic Principles of Cognitive Linguistics**" and notes that cognitive linguistics originated on the basis of several sources.

1) Cognitive science. This science defines the subject of cognitive linguistics. Y.S.Kubryakova notes that it is "it is the science of "knowledge and understanding, the results of human perception of the world and the material-cognitive activity of human beings in the form of thoughtful and definite systems and somehow presented to our minds and collected in the form of data that form the basis of mental or cognitive processes"⁶. According to scientists, not a separate science, but a " federation of subjects" combined with a general interdisciplinary program of study of processes related to knowledge and information back the concept of cognition.

2) Cognitive psychology. It is considered that cognitive linguistics has borrowed the notions of conceptual and cognitive models from cognitive psychology. This is explained by the fact that language is the most important element in the collection and keeping of a graded experience of human interaction with the natural environment and the world, and by basing its functioning on psychological mechanisms. Since perception and memory forms the basis of any experience, it is impossible to learn a language without taking into account the characteristics of the perceptual processes studied in the realm of perception and psychology

3) Linguistic semantics. Some researchers consider cognitive linguistics to be "extremely deep semantics" and view it as a natural development of semantic ideas. Behind the categories of linguistic semantics, they see more general categories of concepts that can be

⁶ Кубрякова, Е. С. Краткий словарь когнитивных терминов / Е.С. Кубряков, В.З.Демьянков, Ю.Г.Панкрац, Л.Г.Лузина. – Москва: Филологический факультет МГУ им. М.В.Ломоносова, – 1996. – 205 с.

imagined as a result of man's mastery of the world in the process of understanding it.

In addition to these three main sources, such sciences as psycholinguistics, culturology, neurolinguistics, linguistic typology, ethnolinguistics, and comparative-historical linguistics also played a role in the formation of cognitive linguistics. Cognitive science studies the meanings that a person uses in his mental activity, reflects his experience and knowledge, and is stored in the mind as special mental structures. These meanings are also called concepts.

The concept is being studied by various sciences and its different interpretations by different sciences are related to this. For example, the field of interest of cognitive linguistics includes, first of all, the question of ideal essences and how concepts are related to the forms of language that objectify them. Only after clarifying this issue one can put ideas about how the cognitive system works. In this regard, let us consider a few more common definitions of the concept.

1) "The concept exists in the human mind (mental world). The concept is a "set" of ideas, concepts, knowledge, associations, impressions that accompany the word.

2) The concept is "a unit of global thinking consisting of a structured quantum of knowledge"

Views on the concept are not limited to what we have discussed above. Other authors, in fact, consider "cultural concepts" to some extent, but they take the concept of "culture" in such a broad sense that their conclusions can be applied to the whole concept.

For example, it is believed that cultural concepts are cultural values (and the "metalanguage" that make them up) and, in turn, include, above all, joy, love, good, evil, destiny, creativity, and so on are concepts expressed by abstract nouns, i.e concepts, in verbal form, are the "key words" of that language and culture. Although these views are important to everyone, very few people can explain them. "Language speakers do not know their exact definition and, as a rule, do not learn them from dictionaries." However, such concepts are interpreted in different (sometimes contradictory) ways in the

works of philosophers, culturologists and literary critics. In fact, each of the sciences forms its own view on this or that concept.

The cultural concept is always the object of evaluation. The possibility of using evaluation predicates can be considered an "indicator" of the existence of a concept based on that event of reality within that culture. For example, the analysis of predicates used with the word "ideology" (Ideology is necessary / inadequate / important / dangerous / criminal / inspiring / tough; Ideology guides / motivates / leads / justifies / holds smb. captive, etc.) shows that the concept ideology phenomenon forms a certain value (or counter-value) for English speakers.

The second subsection of the paragraph considers "**Features of the process of cognitive categorization**". It is noted that the most important feature of the cognitive system is the ability to carry out the process of classifying objects and events of reality, actually, their concepts into categories, i.e. to implement their division into groups or classes, to a certain extent.

The categorization of natural phenomena is a very complex process from a psychological point of view. It includes the following points:

1. Selection of stimuli: only a few of the most important stimuli received by human sensory systems (seeing, hearing, tactile, etc.) are selected for cognitive processing. Identification and classification are obtained by comparing the selected stimuli with the relevant knowledge stored in memory.

2. Naming: Many cognitive categories are named. It is true that some of them are not specifically named. For example: "things to eat on a diet", "things to pack in a suitcase".

In contrast to classical logic, the cognitive theory of categorization states that categories do not have clearly defined boundaries; internal structural nuclear and surrounding elements are distinguished in them; the inclusion of units to the category is ambiguous and depends on the speaker's decision and his tolerance for elements that do not resemble his prototype.

Paragraph 3 titled "**Cognitive modeling**" studies the principles and types of modeling as a whole and points out that modeling is - a

means of discovering the cognitive regularities of the studied phenomenon, gaining theoretical and practical knowledge about the problem and forming practical results on the grounds of this. Modeling is a cyclical process. Knowledge of the problem under study is expanding and clarifying, and the initial model is constantly improving.

Modeling is used when, for any reason, the study an object in a natural environment gets difficult or impossible, or when it becomes necessary to facilitate the process of studying an object. Modeling can be material, physical, mathematical, logical, etc.

Cognitive models of the text are considered separately, and Ronald Langaker's cognitive grammar is taken as the first model. According to Langaker, all language expressions, regardless of their level of complexity, on a semantic plane, are characterized by placing the profile base. This provision can be applied to nominative predicates, as well as to verbs, adverbs, adjectives, aprons, etc. which are relational predications.

F. Johnson-Lerd considers the mental model to be the only worthy example that satisfies the utterance of all existing models. All mental models are divided into two groups. One of them is a physical model that represents the material world, and the other is a conceptual that serves to represent a more abstract essence and events. Concluding the classification of mental models, F. Johnson-Lerd emphasizes once again that the presented typology is the first and the existence of other models than those listed is impossible.

One of the models of the text is "**Lakoff's idealized cognitive model**". The theory of idealized cognitive models is an attempt to model the structures that respond to the organization of knowledge in the human brain. The author uses examples to explain the concept of an idealized cognitive model. For example, the meaning of the word "Tuesday" can be understood and defined only in the context of an idealized cognitive model divided into seven lines of the week. This model is idealized because there is no seven-day week in nature. It is a product of human thinking, and it is applied to our culture, because there are more complex calendar systems. The idealized cognitive model can, in one case, accurately

reflect reality, and in another, it may not.

Subsection four of the paragraph deals with "**Metonymic and metaphorical models**".

By a metonymic model Lakoff means, a type of intelligent cognitive model in which one or another category is replaced by its subcategory, member or subclass. Metaphorical models are the opposite of the corresponding structures of proposition and figurative-schematic models from the same field. Metaphor can be understood as a transfer from the source field to the target field.

J. Fokonye's theory of mental spaces is an attempt to model the mechanisms of language perception on the basis of theoretical principles of cognitive linguistics. The author offers mental space as a theoretical construct that reflects the cognitive background of everyday communication and common sense.

Mental spaces are models of discourse perception, arising in the process of communication, becoming clearer and constantly changing. They have great agility and always maintain their consistency and inconsistency, which reflects the characteristics of human communication as a whole and, consequently, allows for a more adequate modeling of the process of speech perception.

It should be noted that J. Fokonye's mental spaces are characterized by a very limited external structure. According to the author, the condition for the connection between spaces is the presence of an intuitive obvious relationship - a connector that connects the objects of these spaces.

Chapter II deals with the "Concept of aspect and the aspect category of the verb." It is stated that compared to other grammatical categories, the category of aspect is one of the less studied problems.

In order to clarify whether the category of aspect and the concept of aspect exist in one language or another, it is first necessary to determine the meaning behind the concept of aspect and to clarify its manifestations in language.

Paragraph 1 of the chapter ("**The concept of aspect, means and methods of its expression**") states that there is no single view on the meaning of the concept of aspect, means of expression, and even its existence. This can be explained by the fact that the level of

development and forms of expression of aspect in world languages are radically different in number of cases. Aspect is often interpreted as the relation of an action to its inner limits, or as whether the action ends in the semantics of the verb. This indicates that the aspect is directly related to the action. But as we know, aspect is not the only thing that is related to action.

Each action can be characterized both in itself and in relation to the moment of speech. These characteristics of action are based on interrelated meanings of aspect and tense. Aspect refers primarily to how events unfold over time. Z. Budagova states that “the aspect of the verb is understood as the nature of the development of the process, i.e. it is understood as a grammatical category expressing attitude to such indicators as ultimate limit, outcome, duration, repetition of the action. etc. (the distinction belongs to us - Sh.H.)”⁷. Thus, “facts” of events occur during some time, the events end, are repeated once or several times etc is conveyed and this act is reflected by certain lexical and grammatical means. G. Kazimov expresses the same opinion in a more concise way. He writes: "Verb aspect in a broad sense express the nature of the state of execution of the action, the quantity of the execution of the action." Continuing this idea, the scientist states: “In general, the category of style is a category that shows the change in the quantitative form of action. Whether it is completed (or not done), whether it ends, whether it begins or not, is the basis of the category of aspect.

Usually two types of aspect, finished and unfinished, are distinguished. The finished aspect limits the action to some extent and denotes it at any moment of implementation. An unfinished aspect expresses ongoing action, without pointing to its limits or borders. This division can be applied to all languages as a whole. In all existing languages, action is expressed, and the above-mentioned points (whether the action ends, happens only once or repeated., etc.) in the expression of this action by language are conveyed in one way or another. Thus, it is more correct to consider aspect as an

⁷ Budaqova, Z. Feil. Azərbaycan dilinin qrammatikası. Morfologiya / Z. Budaqova. – Bakı: Azərb. SSR EA, – hissə 1, – 1961. – 324 s.

ambiguous phenomenon, as a notion consisting of "meaning" and "form". Here, "meaning" refers to the concept of a specific action in the mind, and "form" to the ways and techniques of conveying that concept (while talking about grammatical categories this point is highlighted). It is possible to clarify the concept of aspect and draw parallels between languages from this point). Thus, the concepts of aspect (i.e, the state of movement, how, etc.) can mostly be regarded identical or similar in all language speakers (regardless of national and linguistic affiliation). But their means, ways and methods of expression are definitely different.

In order to clarify this issue, it is necessary to pay attention to the meaning, scope and proportions of the concepts of aspect and aspect. Because sometimes they put an equal sign between the concepts of aspect and aspect, they use them as synonyms. In English, indeed, one of the dictionary meanings of the aspect is aspect. Sometimes the aspect is investigated much narrower concept than the aspect (in any case applied to the English verb). The cognitive basis of the aspect should be the same, because the concepts that exist in the human mind in the form of images, frames, regardless of language, are formed at the moment when they go out of consciousness, that is, they are regulated and shaped by means of language. The level and form of regulation partially convey how it exists in the mind. On the other hand, delivered concepts cannot be properly evaluated until they reach their destination. On the one hand, the correct acceptance of aspect concepts by the perceiver, the question of "decryption" directly depends on the readiness of the perceiver, it also depends on the receiving part to be ready to perceive it. If the concept is "stored" in the mind of the perceptor, so it can adequately receive the message. Otherwise, the "password" will remain undisclosed.

Let us see such an example to comment on our opinion. Let's say that life is possible on one of the other planets. Based on this assumption, it can be assumed that there are living things and even thinking creatures anywhere in the galaxy. But the concept of these creatures does not exist in our minds, because the concept is formed on the basis of certain experience, it is not something given to man

from creation. This directs concept and cognition directly from practice to abstract thinking, where experience (each experience is individual) is generalized and stored in the form of concepts. The concept exists in the human mind (in his mental world). The concept is a "set" of ideas, imaginations, concepts, knowledge, associations, impressions that accompany the word. Let's clarify this definition. Any action also exists in the mind in the form of a concept. Therefore, while speaking about the concepts, impressions, etc., the situation and the action should also be added here. On the other hand, in the specified definition, the "word" is put to the fore. However, since a word is a carrier of meaning (imaginations, ideas, concepts, etc.), so its concept must be in the first place. Because if we take the pair "content" and "form" in parallel, the leading one, i.e. "content" and as well as "concept" will stand in the first place. Thus, the concept, which focuses on the practice of concrete use of abstract thinking, is revived by means of language. But adequate revitalization of it in other minds is possible only on the basis of the identity of the experience. That is, if two people live in the same house and they observe one and the same object every day, when the name of that object is mentioned, the image of that object will come to life in the minds of both of them. It is interesting that when the task is given to describe the object, there will be a slight difference in their description, and this difference will inevitably be in the formation of this image by means of language.

As for the "formation" of aspect concepts - expressed through language, it goes differently in different languages. While some languages have specific grammatical categories to express aspect, others do not have such categories, and this is evident in the way and style they express themselves.

If the concept of style expresses the attitude of the action expressed by the verb to its inner limit of action, if there are observed similarities between different languages (otherwise translation and communication between speakers of different languages are would generally be impossible), and in some cases identities (i.e. overlaps of meanings), so there is no and cannot be this identity between the means and methods of expression of

concepts. Therefore, we talk about the category of aspect in Russian, the "meaning" of aspect in Azerbaijani, and the idea that the meanings of aspect and time are closely related to each other is emphasized. In English, the concept of aspect is expressed in the form of a whole aspect-time: *to do - to have done* (Present Perfect - Tense Form).

In the second paragraph of this chapter ("**Paradigm of aspect forms**") it is indicated that the grammatical categories of each language can be called a kind of questionnaire, which is required in the description of objects and situations described in that language, since the speaker must answer the questions of that "grammatical questionnaire" in order to be able to successfully implement this description. Otherwise, he will not be able to cope with this mission.

The importance of the role grammar playing in the creation a "naive picture of the world" comes from here. Here comes the way of reflection of reality, which is the specificity of each language and the culture behind it. Because the collective experience of the carriers of this language is reflected, first of all, in the system of grammatical categories.

The number of grammatical categories varies in different languages. There are some languages where the "grammar questionnaire" is very broad, and there are languages where the grammatical categories are very limited. It depends on many different factors. Among these factors, the most diverse aspects such as the richness of the language, the level of its development, the already existing traditions that determine the direction of language development, the expression of the feelings and thoughts of language carriers can be distinguished according to the "needs" of their ideas.

A grammatical category is one of the basic concepts of any language and is a combination of two or more grammatical forms that are placed opposite or compared to each other according to their grammatical meaning. This grammatical meaning is attached to that set of forms (paradigm).

The grammatical category does not exist except for permanent formal indicators. Grammatical categories contain at least two opposing forms in them, but their number may be much more

greater. For example, there are three types of tense forms - present, past and future; there are four types of verbs in English - indefinite, continuous, perfect, perfect continuous; but there are only two cases of the noun - singular and plural, and so on. There is no category that has only one form: an article can not have one type, and so on. can. Comparison within the category is necessary.

The category of aspect usually conveys the characteristics of the action or process expressed by the verb, such as repetition, longevity, specificity, efficiency, exhaustion, limitability, i.e. the relation of the action to its inner limit. The characteristics of the course of action or process are expressed in different languages in the most diverse morphological or morphological-syntactic forms and means.

The English verb can act in four ways: the Indefinite, or Simple, or Common Aspect, the Perfect Aspect, the Continuous Aspect or Progressive, and the Perfect Continuous Aspect. In English, the continuous form of a verb reflects its movement at a certain point or time in its development:

“Where are you going?”-

“What are you doing now?” -

“Take the kettle off the stove, the water is boiling”.

The English verb can also convey two meanings of two (perfect and continuous) aspects. Such a mixed form of the verb is called perfect-continuous, and refers to an action that lasted for a certain period of time until the beginning of the present moment, and probably continued after that. For example,

“I have been waiting for you for two hours”.

So, when answering the question of when this or that verb of the English language is, it is not enough to indicate whether it is present, past or future. It is also necessary to show the aspect of the verb. In other words, the concept of grammatical time (Tense) consists of the time of the action and the aspect of the action (Aspect). In other words, the concept of grammatical time (Tense) consists of the time of occurrence of an action, the aspect and the character (Aspect) of an action.

Thus, aspect is a grammatical category expressed by forms of word change and word formation.

In the third paragraph named "**Aspect as a functional-semantic category**" aspect is considered as a functional semantic category.

In contrast to the grammatical category of aspect expressed by morphological means, some linguists say that the verb has aspect semantics. In the analysis of language material, the main way to determine the grammatical structure is used in conjunction with the approach from "semantics to its formal expression", "from functions to means", "from form to semantics" and "from means to functions".

When speaking of formal indicators, it is difficult to consider the aspect character of the verb in English and Azerbaijani languages as a grammatical category, because they do not have appropriate formal indicators. But it is either compatible with the meaning of the aspect form, or if the character of the aspect is the opposite of the meaning of the aspect, so it shows that it has the ability to change this meaning which indicates that it has a grammatical beginning.

The category of aspect includes, as already mentioned, vague or general common and ongoing continuous aspect. By persistent aspect here we mean the forms of aspect that can be opposed to the indefinite aspect and differ in their aspects, such as continuous, perfect and perfect continuous.

The English aspect-time system includes four pragmatic types - Indefinite, Continuous, Perfect, and Perfect Continuous.

The third chapter of the dissertation considers "Aspect and tense forms in the English and Azerbaijani languages".

The first paragraph ("The aspect tense form of the verb in English") states that even in the ancient English language, despite the limited number of grammatical categories of the verb, its paradigm had a very complex structure.

It is difficult to distinguish the "pre-change" period in the development of tense form and aspect forms of the verb. In the written period of history, it is possible to see the process of

coexistence and substitution of grammatical and lexical-grammatical synonyms. It was these categories that acted as material for the formation of tense concerning and manner categories. The use of tense forms is much more common than in later periods and current forms of language.

The Old English period is characterized by the absence of a special form for the delivery of the future tense form.

The list of meanings of constructions does not give a clear picture in the XV-XVIII centuries, i.e. at this period the auxiliary verbs "shall" and "will" were used intensively and competed with each other and at the same time with the present tense form.

In Old English, the past tense form was used to denote a variety of actions, including actions that occurred or did not occur in the past, as well as past continuous, present continuous past perfect, present perfect, and past tense actions in modern English.

The second paragraph of the chapter deals with "**Categories of aspect and manner in the modern English language**". It is shown that language time (Tense) does not necessarily coincide with objective time (Time). The human can consciously use different tense forms to express different sections of objective time that do not coincide with the meaning of language time. In addition, tense forms may not be used in their literal sense.

The existence of overlapping tense forms of verbs in language – such as present, past, future - suggests that they have an exceptional meaning in addition to the meaning of time.

The specific feature of English aspect forms is that the meaning of aspect is always accompanied by a reference to the time interval during the period of action takes place, and is therefore expressed within the time. The aspect can also be called a category that conveys the nature of the movement in relation to the cross-section to the point when it shows a more precise form. Therefore, aspect forms are called aspect-tense forms in order to emphasize the inseparable link between the aspect and tense in English.

As we know, in English, in addition to direct tense forms of verb (present, past and future), there are four other special tense forms of verb. These are indefinite (simple), continuous

(progressive), perfect, and perfect continuous (perfect progressive) tense forms. In the system of the tense forms English verb, each of these tense forms has been considered many times, both separately and in comparison with each other.

In modern English, the basic meaning of indefinite forms is to express ordinary, constant action that has taken place in the past, is taking place now, and will take place in the future. The indefinite (simple) form of the present tense refers to the ordinary action peculiar to the subject. The indefinite form of the past tense refers to an action that has taken place over a period of time. The indefinite form of the future tense indicates an action that will take place in the future.

In modern English, the main meaning of perfect tense forms is to express an action that took place at a certain point in the past, present and future. The present perfect tense form of the present tense signifies an action whose outcome is obvious. The past perfect form of the past tense expresses an action that took place in the past and carries the *sema* (the Greek term that expresses the smallest unit of the sentence) of exhaustion that comes before. The perfect tense form of the future tense can mean not only the essential meaning of an action that will end at a certain point in the future, but also the probable past action.

In modern English, the continuous tense form is characterized by a continuous movement that occurs over a period of time and is limited in time. There are present, past and future continuous tense forms and they carry different characteristics. The present continuous tense form conveys the continuous action that takes place in the present tense, albeit not necessarily in the moment of speech. The present and future continuous tense forms can indicate the short-term action of the future. Especially if the intention or belief is expressed for its implementation.

The continuous form of the past tense is used to denote a continuous action that occurs at a certain point or in a certain period of time in the past. The continuity of the movement is not obligatory.

In modern English, the present perfect tense form of the present simple tense is used to denote a continuous action that began in the past and continues in the present. It also refers to a continuous movement that began in the past and ended on the eve of the moment of speech. The past perfect tense form of a past tense refers to a past tense action that occurs at the moment of the beginning of another action, indicating how long it lasts, and the past tense action that occurs directly on the eve of the beginning of another past action and it refers to an end-to-end past action directly on the eve of the beginning of another past action.

The future perfect continuous tense form refers to a temporary future action that will begin before another future action and will occur at the time it begins.

In the third sub-chapter (Time and aspect in the modern Azerbaijani language), time and aspect are spoken in modern Azerbaijani. When we talk about aspect and time as a category, we mean that each of them is an independent category, that is, a category with its own grammatical features. However, in Azerbaijani linguistics, it does not seem plausible that these categories are completely different and independent, especially when it is spoken about the aspect. It is difficult to say in terms of aspect (as a grammatical category) when it is obvious in relation to time.

The tense forms of the verb (forms of indicative mood) indicate the time of execution of the action, situation. The aspect forms of the verb express the nature of the course of action, the performance of the work (whether it ends, continued, repeated, etc.). The first researcher of the aspect in the Azerbaijani language Z. Budagova *“notes that aspects are usually expressed in an analytical way - in the form of combining the auxiliary verb with the verb conjugation, and conditionally calls the first component of the aspect construction “a main verb” and the second component “an auxiliary verb”*⁸. Starting with Z. Budagova, most researchers

⁸ Будагова, З. Азербайджанский язык / З. Будагова – Баку: Эльм, – 1982. – 140 с.

note that there are a number of suffixes (in the Azerbaijani language) and “they cause a change in the quantitative form of action in verbs. Unlike time suffixes, these suffixes denote the continuity, its repeteadness, continuous execution of an action. The continuity expressed by tense suffixes differs from the continuity expressed by them. Tense form suffixes indicate that the work continues over the definite time, and these suffixes indicate the repetition of one and the same task. Professor Kazimov notes that the meaning of aspect in verbs is formed in two ways. Let us pay attention: he notes not the category of aspect, but the meaning of aspect.

The researcher distinguishes two ways of forming the stylistic meaning of the verb: morphological and syntactic - and states that “*both morphological suffixes, which can be called suffixes of aspect, and common suffixes - time suffixes are used to form the meaning of manner*”⁹.

Russian turkologist A.N.Kononov shows that there are five ways of expressing the category of aspect and characterizes one lexical, two morphological and two syntactic methods. Despite distinguishing five methods, the author ultimately summarizes them into three groups: lexical, morphological and syntactic.

Professor Kazimov notes that the meaning of aspect in verbs is formed in two ways. NB: he means not the category of aspect, but the meaning of aspect. The researcher distinguishes two ways of forming the stylistic meaning of the verb: morphological and syntactic - and states that “*both morphological suffixes, which can be called suffixes of aspect, and common suffixes - time suffixes are used to form the meaning of manner*”¹⁰.

Thus, although enough attention is paid to the phenomenon of aspect in Azerbaijani linguistics, it is difficult to say that the

⁹ Budaqova, Z. Feil. Azərbaycan dilinin qrammatikası. Morfologiya / Z.Budaqova. – Bakı: Azərb. SSR EA, – hissə 1, – 1961. – 324 s.

¹⁰ Budaqova, Z. Feil. Azərbaycan dilinin qrammatikası. Morfologiya / Z.Budaqova. – Bakı: Azərb. SSR EA, – hissə 1, – 1961. – 324 s.

problem is completely solved. As in all Turkic languages, there is no doubt that the Azerbaijani language has an aspect phenomenon and meaning of aspect. But it is suspicious to consider the category of aspect as a category with formal indicators. Because if in other languages the action is characterized by certain features of aspect, in the Azerbaijani language the five tense forms of the verb and their narrative form are able to convey all the meanings of aspect of any action. This shows that the meaning of aspect in the Azerbaijani language is closely related to the tense forms of the verb and there is no need for an independent aspect category in our language.

In the conclusion of the dissertation the following provisions are summarized:

1. Cognitive linguistics, the youngest of all the linguistic sciences, originated within the boundaries of cognitology and linguocultural studies, it studies all forms of the interaction of language and cognition. It is based on the external manifestations of mental structures that stand behind the language units and forms and are not formally observed. In this case, the concept of "mental structures" means concepts and the act of cognition as a whole, and "external manifestations", in the broadest sense of the word, means the realization of these concepts in the discourse.

2. The concept, which is one of the main categories of cognitive linguistics, is localized in the human mind, realized through language and non-linguistic means as their content. The concept should not be taken into consideration as a concrete concept. The concept is also taken as a "frame" that changes, depending on the personal experience and level of worldview of each carrier. Concepts are classified according to a number of important features (content, value component in the structure, function in language, etc.). This ability is one of the main features of the cognitive system itself. This is because the perceived information is systematized in the human brain, and the classification of elements is based on the similarity or the identity to the prototype.

3. While in classical theory metaphor is considered as the "decoration" of speech, in cognitive science it is considered a very

important cognitive operation on concepts, a method of structuring concepts (in the broadest sense). Among the metaphors, the so-called conceptual ones are especially different because they allow us to comprehend abstract concepts, complex situations and events.

4. The verb as a part of speech that presents motion or state, manifestation, change of sign, and many other stated of an action is larger than any other parts of speech in the modern English language. It has a more advanced and challenged system of means of expression of word formation and word changing than them. There are many aspectual grammars in the verb system.

5. As the phenomenon of aspect manifests itself differently in different languages, it does not appear as a grammatical category of the verb in all languages. However, in linguistics, the category of aspect is considered as a grammatical category of the verb expressed in the forms of word formation and semantics of the word. It is also called a formal category, which indicates the nature of the action.

6. While the meaning of aspect is presented in all languages, but the grammatical category of aspect has not been developed in the same level in all languages. This is why there is disagreement among researchers as to how to differentiate the grammatical category of aspect in English. While some experts speak of the grammatical category of aspect, the others indicate the groups of tense forms (indefinite, continuous, perfect, perfect-continuous).

7. In ancient times, the number of grammatical categories of verbs in the English language was very limited. Thus, the category of tense was hypocritical, and the meaning of the future tense was conveyed through the present tense. It was clear from the context that this was in the future tense form. There was no category of aspect, but the meaning of aspect, such as exhaustion, was conveyed in an indefinite form of the past tense and was determined by context.

8. In English, the category of tense and the category of aspect have developed together. By the end of the early English period, the analytical form of the future and the analytical form of sustainability (continuous) were emerging.

9. In modern English, the categories of aspect and tense are distinguished, they also form four types by intersecting at different (within a definite time frame) spaces: indefinite, continuous, perfect, perfect continuous. But in fact, three of these four types have aspects, and only one of them does not have any aspect. This is an indefinite tense form, and it should be considered a purely tense category. Aspectual species can be considered as the tense form with the aspect category.

10. Continuous, perfect, and perfect-continuous tense forms have present, past, and future tenses, and they differ from one another in both content and structure. It is impossible to distinguish and consider their categories of tense and aspect separately, as each of them conveys not only the state of the action, but also the state of the action. The meaning of aspect is always conveyed at a certain time. Thus, the present perfect tense form refers to the action that has taken place in the present and the result is visible, the action that has already taken place in the past, and the future action that will end at a certain moment in the future.

The continuous action of the present tense refers to the continuous action that takes place at the moment of speech in the present tense, the action of the past and future tenses that began at a certain moment in the past or future and is still going on at the present time. As for the perfect continuous tense form, it is still unclear in linguistics. This tense form carries out the characteristics of two aspects. This type of action refers to an action that began in the past in the present tense and also occurs at the point of speech, continuous action that began in the past and ends directly at the point of speech, continuous action that began in the past tense, expressed in the past tense and occurs at the moment of its occurrence, continuous action that began before the other past tense, and continuous in the future action.

11. The same phenomenon is observed in the Azerbaijani language. Thus, since the category of time has a wide range of development and possibilities of expression in our language, this category is characterized by exhaustion, and expresses such aspect meanings as repetition, one-timeness of movement,

simultaneousness, continuity and so on. If we take into account that the presence of two past tense forms, one present and two future tense forms in the Azerbaijani language and the narrative form of the past tense form opens up a wide range of possibilities for the expression of aspect meanings, there is almost no place for a separate grammatical category of aspect.

12. Since the tense forms of the verb are widely developed in the Azerbaijani and English languages and do not have their own formal grammatical indicators and pairs that differ only in aspectual meaning, it is possible to speak about the concept of aspect in these languages, but there is not enough basis to distinguish the grammatical category of aspect.

The main content and scientific provisions of the dissertation are reflected in the following articles and theses of the author:

1. Dilçilikdə model və Koqnitiv modelləşdirmə.// –Bakı: Filologiya məsələləri , – 2013. №7, – s. 126-130.

2. Tərz və zaman kateqoriyalarının əlaqəsinə dair. // – Bakı: Pedaqoji Universitet Xəbərləri, – 2013. №4, – s. 214-217.

3. Koqnitiv dilçilikdə “konsept” məsələsinə dair. // – Bakı: “Language and Literature” Beynəlxalq Elmi nəzəri jurnal, – 2015. №2, – s. 34-38.

4. Mətnin koqnitiv modelləri məsələsinə dair.// “İnsan və Zaman” mövzusunda Respublika Elmi Konfransı, filologiya elmləri, – Bakı: – 26-27 noyabr, – 2015. – s. 84-88.

5. Azərbaycan dilçiliyində tərz anlayışına münasibət.// Beynəlxalq Elmi Konfrans “Kitabi Dədə qorqud və Turk dünyası, – Bakı: – 29 dekabr, – 2015. – s. 638-640.

6. Koqnitivlik və koqnitiv linqivistika. // Doktorantların və Gənc Tədqiqatçıların XIX Respublika Elmi Konfransı, – Bakı: – 2015. – s. 68-70.

7. Müasir ingilis dilində zaman və tərz kateqoriyaları problemlərinə dair. // – Bakı: Humanitar Elmlərin Öyrənilməsinin Aktual Problemləri, – 2016. №2, – s. 89-93.

8. Вид как функционально-семантическая категория. // – Киев: Вестник филологических наук, – 2016. No 1, – с. 212-218.

9. Tərzin zamanla əlaqəsi. //Ümummilli Lider Heydər Əliyevin anadan olmasının 95 – ci ildönümünə həsr olunmuş” Azərbaycan Xalq Cümhuriyyəti və müasir Azərbaycanın iqtisadi inkişaf istiqamətləri” mövzusunda beynəlxalq elmi-praktiki konfrans, – Bakı: – 2018. – səh. 555-556

10. Метонимические и метафорические модели. / New World, New Language, new thinking. Современном языкознании – Moskva: – 2021 – стр. – 559-564



The defense will be held on 25th January 2022 in 10⁰⁰ at the meeting of the Dissertation council – ED 1.06 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Azerbaijan National Academy of Sciences, the Institute of Linguistics named after Nasimi.

Address: Baku, AZ 1143, The avenue H.Javid 115, V floor, ANAS, The Institute of Linguistics named after Nasimi.

Dissertation is accessible at the Library of Azerbaijan National Academy of Sciences, The Institute of Linguistics named after Nasimi.

Electronic versions of dissertation and its abstract are available on the official website of the Institute of Linguistics named after Nasimi, Azerbaijan National Academy of Sciences.

Abstract was sent to the required addresses on 24th December in 2021

Signed for print: 22.12.2021
Paper format: 60x84 16¹
Volume: 45 809
Number of hard copies: 20