The Necessity Of Identifying The Usage Frequency Of Verb Morphological Forms In The Uzbek Language

Nasirdinova Oydinniso Dagarovna

PhD Student, 2nd Year, Department Of Uzbek Language And Literature, Tashkent State University Of Uzbek Language And Literature, Uzbekistan

Abstract: In the era of information, the necessity for speed and efficiency in every field, including linguistics and education, is growing rapidly. In the process of teaching Uzbek as a native or foreign language, it is essential to ensure a targeted, systematic, and gradual acquisition of language skills. Identifying the frequency of usage of verb morphological forms in speech, and determining their linguistic basis, is a pressing issue in Uzbek linguistics. This paper discusses the scientific and social necessity of analyzing verb forms through corpus-based, statistical, and CEFR-aligned approaches, providing a foundation for developing frequency-based dictionaries and improving Uzbek language teaching materials.

Introduction: In the current stage of global development, characterized by rapid progress in technology, science, and education, the factor of time plays a crucial role in determining the value and efficiency of any process. Particularly in the educational system, the ability to "save time" has become synonymous with improving both the quality of teaching and the effectiveness of learning outcomes. The same principle applies to the process of teaching Uzbek as either a native or foreign language. Achieving educational effectiveness in language instruction requires clearly defined, structured, and systematized stages, allowing learners to master linguistic competencies and communicative skills progressively, in accordance with a level-based framework. At the core of linguistic competence lies grammar, and within that, verbs represent a complex and highly dynamic word class. To improve language teaching practices, it is essential to identify the actual usage frequency of verb morphological forms in spoken and written texts. A scientifically grounded system for classifying these forms based on their functionality in speech and alignment with language proficiency levels is a significant task facing modern Uzbek linguistics.

MAIN PART

I. Scientific and Linguistic Necessity. The necessity of identifying the frequency of verb morphological forms in the Uzbek language can be justified on both scientific-linguistic and socio-pedagogical grounds. From a linguistic perspective:

• Verbs are one of the richest and most functionally diverse word classes in the Uzbek language. Their wide grammatical variation, including tense, mood, person-number, and aspect, makes them central to sentence structure. It is reported that over 4000 pure verb forms exist in modern literary Uzbek. Despite this, the frequency and distribution of verb forms in natural spoken and written discourse have not been extensively studied.

• Verb forms encompass around 100 morphological categories, resulting in millions of potential combinations. The need to create lexical and grammatical frequency dictionaries based on these forms demonstrates the scope and complexity of this research area.

• Linguistic modeling and corpus-based research require accurate statistical data. By applying frequency (chastotnost) methods and analyzing forms across different registers and styles, it is possible to determine

which verb forms are actively used and which are passive. This provides the foundation for the creation of frequency dictionaries and sub-corpora within the framework of a national Uzbek language corpus.

II. Social and Educational Necessity. The research is also of great significance for language education. In Uzbek language textbooks, especially those for foreign learners, grammatical content often lacks empirical grounding. The absence of quantitative data on verb usage results in teaching materials that are heavily theoretical. Incorporating frequency-based data allows for more effective curricula and instructional content aligned with real language usage.

• According to CEFR standards (Common European Framework of Reference for Languages), the division of grammatical and lexical units into levels (A1–C2) plays a crucial role in determining language proficiency. The classification of verb forms based on their frequency and functional load supports the creation of level-appropriate texts and assessments.

• The implementation of such classification systems in official, educational, and media contexts helps promote a more culturally and stylistically aware usage of Uzbek verbs. Knowing which verb forms appear in which functional styles (e.g., academic, journalistic, artistic) can support clarity and precision in communication.

• The methodological foundation of the research includes applying the Pareto Principle (80/20 Rule), which suggests that 20% of verb forms may account for 80% of actual language use. Quantifying this distribution provides a rational basis for selecting which forms to prioritize in teaching and assessment.

Results and Discussions. The conducted research supports the idea that analyzing the frequency of verb morphological forms in the Uzbek language is essential both for theoretical linguistics and applied language teaching. The key findings and their implications are as follows:

• The quantitative ranking of verb forms illustrates the active/passive usage of verbs in real speech, allowing for the development of frequency-based grammatical scales. These scales can be aligned with CEFR levels, where certain verb forms are associated with specific proficiency levels (e.g., A1, B2, C1). This can lead to a clear "grammatical profile" for each level.

• Frequency analysis forms the basis for linguistic modeling, supporting the development of Uzbek language corpora, including educational subcorpora and illustrative microcorpora. These will enrich national language databases and provide authentic material for textbook creation and digital learning platforms.

• The practical application of the Pareto principle in linguistic research demonstrates that around 20% of the most frequently used verb forms may cover up to 80% of natural language usage in educational, official, and literary domains. This provides an empirical foundation for the selection and prioritization of grammatical material in syllabi.

• Comparing historical frequency dictionaries reveals that previous works (e.g., by S. Muhamedov and A. Hojiyev) often focused on limited genres (e.g., newspapers, epics). The current research expands on this by suggesting that at least 1 million words are necessary for statistically reliable linguistic conclusions.

• The integration of frequency-based data into educational practice can bridge the gap between theory and practice, improving both textbook development and classroom instruction.

The identification of the degree to which morphological forms are used in Uzbek speech forms the basis for classifying morphological affixes along a continuum from "simple to complex" and from "active to less active." This is of particular importance for the practical teaching of Uzbek grammar to non-native learners in a clear, accessible, and step-by-step manner. Classifying linguistic units according to their frequency of occurrence in actual speech requires quantitative indicators – such as statistical status, frequency, and comparative mathematical analysis. In this regard, linguostatistics defines the core methodology of the research. It relies on the fundamental principle that "quantitative changes lead to qualitative transformations", which in turn introduces probability theory into the interpretation of linguistic phenomena. From an applied perspective, to determine the frequency and activity of linguistic units – particularly morphological forms – it is crucial to draw on both spoken and written language sources. These sources should include selected corpora, quantifiable frequency tables of the analyzed units, comparative analyses of results, and classification of affixes based on their degree of activeness or passiveness in speech. This stepwise approach ensures methodological rigor.

The use of language corpora significantly enhances the efficiency, accuracy, and reliability of such research. Furthermore, the frequency of morphological forms in speech must be assessed in connection with the frequency of lexical items. According to the principle of systemic linguistic unity, "a unit of one linguistic level cannot function in speech independently of the general semantic functions of other levels." Thus, highly frequent word forms in speech tend to occur with grammatically relevant affixes. This regularity allows

for a precise identification of affix frequencies. Currently, Uzbek language corpora do not provide direct data on the frequency of individual affixes, because available computational tools primarily detect affixes within word forms rather than as independent units. Therefore, it is methodologically appropriate to analyze affixes that belong to a specific part of speech by focusing on their use within a determined set of high-frequency words. Such an approach not only ensures greater statistical accuracy but also contributes to the theoretical and practical development of Uzbek language studies.

CONCLUSION

The identification and classification of verb morphological forms based on their frequency in spoken and written Uzbek speech represent a foundational step toward modernizing Uzbek linguistics and language education. The research supports the idea that frequency-based analysis should guide the creation of CEFR-aligned curricula, lexical-grammatical corpora, and user-oriented language tools. Applying corpus and statistical methods not only strengthens linguistic theory but also ensures practical utility for language learners, educators, and policy-makers. Moreover, this study contributes to the broader effort of creating a comprehensive, standardized framework for teaching Uzbek—a resource that reflects modern usage, aligns with international standards, and is grounded in reliable linguistic data.

REFERENCES

Sodiqova, M. (1975). Fe'l stilistikasi [Verb Stylistics]. Tashkent: Fan.

Mengliyev, B., et al. (2024). 80/20: Til, adabiyot, ta'lim [80/20: Language, Literature, Education]. Tashkent: Dimal.

President of the Republic of Uzbekistan. (2020, October 20). Decree No. PF-6084: On measures to further develop the Uzbek language and improve language policy.

English Profile. (n.d.). English Grammar Profile Online. Retrieved from https://www.englishprofile.org

Muhamedov, S. (1982). O'zbek tilining alfavitli-chastotali lug'ati [Alphabetical-Frequency Dictionary of Uzbek]. Tashkent: Fan.

Bennett, G. R. (2010). Using Corpora in the Language Classroom: Corpus Linguistics for Teaching. Michigan ELT.

Yo'ldoshev, B., & O'rinboyeva, D. (2008). O'zbek xalq dostonlarining chastotali izohli frazeologik lug'ati [Frequency-Based Explanatory Dictionary of Uzbek Folk Epics]. Tashkent: National Encyclopedia of Uzbekistan.

Hojiyev, A., Nurmonov, A., et al. (2001). Hozirgi o'zbek tili faol so'zlarining izohli lug'ati [Explanatory Dictionary of Active Words in Modern Uzbek]. Tashkent: Sharq.

Brown, H. D. (1961). A Corpus of Present-Day American English. Providence: Brown University.

Common European Framework of Reference for Languages (CEFR). (2001). Council of Europe.

Mengliyev, B. (2002). Linguistic system integrity and inter-level relations (Doctoral dissertation in Philology). Tashkent. 248 pages.