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The Linguistic and Methodological Research Boundaries in Determining the Degree of Verbal Morphological Forms in the Uzbek Language

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Abstract. *Issues that lie at the intersection of specializations in linguistics are bounded according to dialectical approach, research object, subject, aim, and methodology. The investigated topics form a coherent whole in terms of theoretical and practical significance, and the priority goal identified by the researcher determines the boundary of the specialization. The determination of the degree of verbal morphological forms in Uzbek is studied as a purely linguistic research, while corpus linguistics acts as a facilitating tool, and methodology serves as a supporting field that implements the results in practice. This topic connects theoretical and applied linguistics, corpus linguistics, and methodology, although in the research process, certain approaches are primary while others play a supporting role.*

Key words: *verb, morphological form, lingvostatistical analysis, linguistics, methodology, corpus linguistics, method, dialectics, theory and practice, language and speech, form and content, statics and dynamics, analysis and application.*

Introduction

Many research topics in modern Uzbek linguistics are conducted across multiple subfields due to their broad practical relevance. The study on determining the degree of verbal morphological forms in Uzbek is interconnected from a linguistic and methodological perspective; however, the object, subject, and aim of the research delimit the scope along two directions.

The research object is the main area or phenomenon that attracts the researcher's attention and is directed at study. For instance, in linguistics, the object of research is the language itself, including its structure, function, and similarities or differences with other languages. In the current study, the object is the lexical and inflectional categories of verbs in contemporary Uzbek literary language, while the subject is the degree of activity or passivity of these forms in actual speech.

Methods (Linguistic and Methodological Framework)

From a linguistic perspective, verbal morphological forms constitute the central units of the Uzbek grammatical system, and determining their activity in speech allows analysis of the functional and statistical organization of the language. Methodologically, the gradation of verb forms serves as a foundation for step-by-step language teaching, development of grammatical competence, and alignment with CEFR levels.

1. Purely linguistic analysis: The research focuses on verbal morphological forms, and its results provide a foundation for educational application.

2. Dialectical interconnection: The study is conducted based on the dialectical relationship between linguistics and methodology. The systematic (linguistic) properties of verb forms and their pedagogical (methodological) realization complement and reinforce each other.

Dialectical Pair Table

Dialectical Pair	Linguistic Aspect	Methodological Aspect	Integration
Theory – Practice	Studies the language system (grammar, morphology, semantics)	Applies the system in teaching	Theoretical knowledge is confirmed through practice
Language – Speech	Analyzes linguistic units	Teaches their manifestation in speech	System and speech interact
Form – Content	Analyzes morphological forms	Connects forms with meaning in learners' minds	Form–content unity occurs in teaching
Statics – Dynamics	Examines language structure	Teaches language in dynamic speech processes	Language is constantly evolving
Analysis – Application	Develops theoretical models	Creates methodological tools	Theory is tested in practice

Thus, the study examines morphological forms linguistically while methodology demonstrates their application in speech and teaching. This represents a live example of dialectical unity and contradiction.

Results

The research employs a combination of linguistic methods, including lingvostatistical, functional, classification, and componential analysis. Using a corpus of 4,070 verbs, lexical and inflectional forms were analyzed quantitatively. Frequency data were classified according to Zipf's and Pareto's laws into active (A), moderately active (B), and passive (C) categories. The findings allow graded pedagogical application: highly active forms are recommended for CEFR A1–B1 levels, while less active forms are introduced at C1–C2 levels. Corpus linguistics facilitated the creation of a 1,276,140-word illustrative corpus (O'zFe'lKorpus) covering four functional styles (literary, scientific, journalistic, official) from 2000–2025, enabling statistical analysis of verbal morphological forms.

Discussion

The study demonstrates the dialectical interrelation between linguistic theory and methodology. While linguistics provides the structural and statistical basis, methodology enables pedagogical implementation. This mirrors international projects, such as Anne O'Keeffe and Geraldine Mark's "English Grammar Profile" project using the Cambridge Learner Corpus, and Seval Özen's research on multi-word verbs in Turkish using national and international corpora.

The Uzbek verbal morphological gradation model informs both dictionary creation and CEFR-aligned teaching materials. This cross-disciplinary integration highlights the significance of linguistic data in practical application.

Conclusion

Research in linguistics occurs within specialized boundaries or across interdisciplinary intersections. The precise delimitation of research object, subject, aim, methodology, and methods ensures scientific clarity. Graded verbal morphological forms in Uzbek illuminate the statistical-functional foundations of the grammatical system. While primarily linguistic, the study holds pedagogical value, serving as a foundation for developing graded grammatical competence in Uzbek language education.

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