

**Tashmatova Gulnara Rafailovna, PhD**, Senior teacher, Department of English  
practical course Fergana State University [gulnara.baratbaeva@mail.ru](mailto:gulnara.baratbaeva@mail.ru) |  
+9 9891 656 71 07 ORCID: 0009-0008-8424-9757



## VAQT KATEGORIYASI UNIVERSAL LINGVISTIK KATEGORIYA SIFATIDA

<https://zenodo.org/records/19878046>

**Annotatsiya.** Maqolada vaqt kategoriyasi til tizimida vaqt munosabatlarining konseptuallashtiruv usullarini aks ettiruvchi universal lingvistik kategoriya sifatida ko'rib chiqiladi. Vaqt kategoriyasining falsafiy asoslari, til tizimida temporallikning namoyon bo'lish xususiyatlari hamda vaqtning funksional-semantik kategoriya sifatidagi talqini tahlil qilinadi. Temporallik grammatik, sintaktik va leksik ko'rsatkichlarni birlashtiruvchi murakkab, ko'p darajali tizim ekanligi ko'rsatib beriladi. Alohida e'tibor funksional-semantik yondashuvga qaratilib, unga ko'ra vaqt kategoriyasi yadro va periferik komponentlarni o'z ichiga oluvchi funksional-semantik maydon sifatida talqin qilinadi. O'zbek, rus va ingliz tillaridan keltirilgan misollar asosida vaqt munosabatlarini ifodalashning turli usullari namoyish etiladi. Tadqiqot natijasida vaqt kategoriyasining universal xususiyati umumiy semantik asoslarning mavjudligi bilan, biroq uni ifodalash vositalarining tipologik jihatdan farqlanishi bilan belgilanadi, degan xulosa chiqariladi.

**Kalit so'zlar:** vaqt kategoriyasi, temporallik, funksional-semantik maydon, grammatik zamon, til universallari, vaqt munosabatlari.

## КАТЕГОРИЯ ВРЕМЕНИ КАК УНИВЕРСАЛЬНАЯ ЛИНГВИСТИЧЕСКАЯ КАТЕГОРИЯ

**Аннотация.** В статье рассматривается категория времени как универсальная лингвистическая категория, отражающая способы концептуализации временных отношений в языке. Анализируются философские основы категории времени, особенности проявления темпоральности в языке, а также интерпретация времени как функционально-семантической категории. Показано, что темпоральность представляет собой сложную многоуровневую систему средств, объединяющую грамматические, синтаксические и лексические показатели. Особое внимание уделяется функционально-семантическому подходу, согласно которому категория времени рассматривается как функционально-семантическое поле, включающее ядерные и периферийные компоненты. На примерах из узбекского, русского и английского языков демонстрируются различные способы выражения временных отношений. Делается вывод о том, что универсальный характер категории времени проявляется в наличии общих семантических основ при типологически обусловленных различиях в языковых средствах её выражения.

**Ключевые слова:** категория времени, темпоральность, функционально-семантическое поле, грамматическое время, языковые универсалии, временные отношения.

### THE CATEGORY OF TIME AS A UNIVERSAL LINGUISTIC CATEGORY

**Abstract.** The article examines the category of time as a universal linguistic category reflecting the ways temporal relations are conceptualized in language. The philosophical foundations of the category of time, the specific features of temporality in language, and the interpretation of time as a functional-semantic category are analyzed. It is shown that temporality represents a complex multi-level system of means combining grammatical, syntactic, and lexical markers. Particular attention is paid to the functional-semantic approach, according to which the category of time is interpreted as a functional-semantic field that includes core and peripheral components. Examples from Uzbek, Russian, and English demonstrate different ways of expressing temporal relations. The study concludes that the universal nature of the category of time manifests itself in the presence of common semantic foundations alongside typologically conditioned differences in the linguistic means used to express it.

**Keywords:** category of time, temporality, functional-semantic field, grammatical tense, language universals, temporal relations.

### INTRODUCTION

The category of time occupies one of the central places in the system of linguistic categories, as it reflects a fundamental property of human cognition—the perception and structuring of temporal relations. Humans perceive reality as a sequence of events occurring in time, and language serves as a means of expressing these relations. In linguistics, the category of time has traditionally been regarded as a grammatical category of the verb; however, contemporary studies demonstrate that temporality is a much more complex phenomenon encompassing several levels of the language system.

The relevance of studying the category of time is determined by the development of functional and cognitive linguistics, within which temporality is viewed as a multi-level system of means that ensure the localization of an event within the temporal continuum. The analysis of temporal relations makes it possible to identify universal mechanisms of linguistic representation of reality while simultaneously revealing typological features of individual languages. In this regard, particular interest lies in considering the category of time as a functional-semantic category that integrates various means of expressing temporal meanings.

The aim of this article is to examine the category of time as a universal linguistic category through the analysis of its philosophical foundations, the manifestations of temporality in language, and the functional-semantic nature of the means used to express temporal relations.

### LITERATURE REVIEW

The problem of time has long attracted the attention of philosophers and linguists. In philosophy, time has been considered one of the fundamental forms of the existence of the world. Aristotle associated time with motion and change, regarding it as a measure of movement [1, p. 218]. In later philosophical traditions, I. Kant interpreted time as an a priori

form of sensory perception through which humans comprehend the surrounding reality [5, p. 67]. These ideas significantly influenced linguistic studies because language reflects the ways in which time is conceptualized in human consciousness.

In linguistics, the category of time was traditionally studied within the framework of verb grammar. In the works of V.V. Vinogradov and A.A. Shakhmatov, time was regarded as a grammatical category expressing the relation of an action to the moment of speech [2, p. 112]. Later studies demonstrated that temporal meanings are not limited solely to verbal forms. Representatives of functional grammar, primarily A.V. Bondarko, proposed considering time as a functional-semantic category that unites various linguistic means [3, p. 34]. According to this concept, temporality is organized according to the principle of a field, in which grammatical tense forms occupy the central position, while syntactic and lexical means constitute the peripheral zones [3, p. 51].

Typological studies by B. Comrie and Yu.S. Maslov have shown that the means of expressing time may differ significantly across languages with different morphological structures [4, p. 9; 6, p. 141]. Nevertheless, all languages possess means for expressing temporal relations, which confirms the universal nature of the category of time.

## RESEARCH METHODOLOGY

The methodological foundation of the study is based on the principles of functional grammar and comparative linguistics. The research employs the descriptive-analytical method, functional-semantic analysis, and elements of the comparative-typological approach. The analysis of linguistic data is conducted using material from Uzbek, Russian, and English, which makes it possible to identify both universal and language-specific means of expressing temporal relations. Particular attention is given to the interaction of grammatical, syntactic, and lexical means within the structure of the functional-semantic field of time.

## ANALYSIS AND RESULTS

The philosophical understanding of time has had a significant influence on its linguistic interpretation. In language, time not only reflects the objective sequence of events but also expresses the subjective perception of temporal relations. The linguistic system enables the speaker to relate an event either to the moment of speech or to another event. For example, in Russian the distinction between present, past, and future tense forms makes it possible to determine the temporal localization of an action: **Я читаю книгу** (Ya chitayu knigu, “I am reading a book”), **Я читал книгу** (Ya chital knigu, “I was reading a book”), **Я буду читать книгу** (Ya budu chitat knigu, “I will read a book”). In English, similar meanings are conveyed through analytic verb forms: *I read a book, I was reading a book, I will read a book*. In Uzbek, temporal relations are expressed by means of affixes and auxiliary elements, for example: **Men kitob o‘qiyman** (“I read / I am reading a book”), **Men kitob o‘qidim** (“I read / I have read a book”), **Men kitob o‘qiyman** or **o‘qimoqchiman** (“I will read a book / I intend to read a book”).

Temporality in language is manifested not only through verb forms but also through other linguistic means. Temporal relations may be expressed by syntactic constructions. For example, in Russian temporal subordinate clauses help specify the temporal localization of an event: **Когда наступила ночь, город погрузился в тишину** (Kogda nastupila noch’,

gorod pogrulilsya v tishinu, “When night fell, the city sank into silence”). In English, a similar meaning is conveyed through temporal conjunctions: *When the night came, the city became quiet*. In Uzbek, temporal relations may also be expressed through complex sentences: **Tun tushganda shahar jim bo‘ldi** (“When night fell, the city became quiet”).

Lexical means, especially adverbs of time, also play an important role in expressing temporality. Words such as **вчера** (vchera, yesterday), **сегодня** (segodnya, today), **завтра** (zavtra, tomorrow), **уже** (uzhe, already), and **скоро** (skoro, soon) in Russian; *yesterday*, *today*, *tomorrow*, *already* in English; and **kecha** (yesterday), **bugun** (today), **ertaga** (tomorrow), **hozir** (now) in Uzbek specify the temporal characteristics of an action and help determine its temporal localization more precisely. For example, the sentences **Я приехал вчера** (Ya priekhal vchera, “I arrived yesterday”), *I arrived yesterday*, and **Men kecha keldim** (“I arrived yesterday”) demonstrate similar ways of expressing temporal meaning in different languages.

From the functional-semantic perspective, the category of time can be represented as a functional-semantic field. The central part of this field consists of grammatical tense forms that directly express the temporal localization of an action. The peripheral zones include syntactic constructions and lexical means that complement and clarify temporal meanings. In actual speech, various means interact with one another, forming an integrated system for expressing temporal relations. For example, in the sentence **Вчера вечером я долго читал книгу** (Vchera vecherom ya dolgo chital knigu, “Yesterday evening I was reading a book for a long time”), the temporal meaning is formed simultaneously by the past tense verb form and the lexical expression **вчера вечером** (“yesterday evening”).

Thus, the analysis of linguistic material shows that temporality represents a complex system consisting of means operating at different levels of language. The universality of the category of time lies in the fact that all languages possess means of expressing temporal relations, although the specific ways in which these relations are realized may differ significantly.

## CONCLUSION

The conducted study allows us to conclude that the category of time is a universal linguistic category reflecting fundamental features of human perception of reality. Temporality in language has a multi-level character and is realized through the interaction of grammatical, syntactic, and lexical means. The functional-semantic approach makes it possible to view the category of time as a field that integrates various means of expressing temporal meanings. The analysis of examples from Uzbek, Russian, and English shows that while languages share common semantic foundations, they demonstrate typologically conditioned differences in the means used to represent temporal relations. A promising direction for further research is the comparative study of functional-semantic fields of time in languages of different typological structures, as well as the analysis of the linguocultural aspects of temporality.

## REFERENCES

1. Aristotle. The Complete Works of Aristotle. Princeton: Princeton University Press, 1984. pp. 218–223.
2. Виноградов В.В. Русский язык. Грамматическое учение о слове. М.: Высшая школа, 1972. 614 с.
3. Бондарко А.В. Теория функциональной грамматики. Л.: Наука, 1987. 348 с.
4. Comrie B. Tense. Cambridge: Cambridge University Press, 1985. 139 p.
5. Кант И. Критика чистого разума. М.: Мысль, 1994. 734 с.
6. Маслов Ю.С. Введение в языкознание. М.: Высшая школа, 1997. 272 с.

---

**Endirboyeva Zilola Safarboy qizi**, Ajiniyoz nomidagi Nukus davlat pedagogika institute Ta'lim va tarbiya nazariyasi va metodikasi(Boshlang'ich ta'lim) mutaxassisligi 1-bosqich magistranti [zilolaendirboyeva787@gmail.com](mailto:zilolaendirboyeva787@gmail.com)  
ORCID ID:0009-0007-2624-3448



---

## **BOSHLANG'ICH SINFDAN O'QISH SAVODXONLIGINI SHAKLLANTIRISHDA IJODIY TOPSHIRIQLARNING AHAMIYATI**

<https://zenodo.org/records/19878171>

**Annotatsiya:** Mazkur maqolada boshlang'ich sinf o'quvchilarida o'qish savodxonligini shakllantirish jarayonida ijodiy topshiriqlarning pedagogik ahamiyati ilmiy-nazariy va metodik jihatdan tahlil qilingan. O'qish savodxonligi tushunchasining mazmuni, uning xalqaro baholash mezonlari asosida talqini, ijodiy topshiriqlar orqali o'quvchilarning mustaqil fikrlash, tahlil qilish va nutqiy kompetensiyasini rivojlantirish mexanizmlari yoritilgan. Tadqiqot jarayonida kuzatish, pedagogik tajriba va qiyosiy tahlil metodlaridan foydalanilgan.

**Kalit so'zlar:** o'qish savodxonligi, ijodiy topshiriq, kreativlik, boshlang'ich ta'lim, kognitiv rivojlanish, affektiv rivojlanish, innovatsion salohiyat.

## **НАЧАЛЬНОЕ ФОРМИРОВАНИЕ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ С ИСПОЛЬЗОВАНИЕМ ТВОРЧЕСКИХ ЗАДАНИЙ И ИХ ЗНАЧЕНИЕ**

**Аннотация:** В данной статье с научной, теоретической и методологической точек зрения анализируется педагогическое значение творческих заданий в процессе формирования навыков чтения у учащихся начальной школы. Освещается содержание концепции грамотности чтения, её интерпретация на основе международных критериев оценки, а также механизмы развития самостоятельного мышления, анализа и речевой компетенции учащихся посредством творческих заданий. В исследовании использованы методы наблюдения, педагогического опыта и сравнительного анализа.

**Ключевые слова:** читательская грамотность, творческое задание, креативность, начальное образование, компетентностный подход, педагогические технологии.