

Conversation in English-Uzbek Languages and its Cognitive Features as a Linguistic

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Abstract.

General Background: The study of cognitive linguistics has garnered significant attention, focusing on the intricate relationship between language and thought, and the cognitive features that govern linguistic expressions. **Specific Background:** Within this domain, the phenomenon of conversion where words or phrases shift between grammatical categories without morphological change has been explored in various languages, including English and Uzbek. Conversion serves as a crucial process in linguistic evolution, facilitating the creation of new lexical items and reflecting the mental and communicative needs of speakers. **Knowledge Gap:** However, while previous studies have examined conversion from morphological, syntactic, and diachronic perspectives, there is a lack of comprehensive research that integrates these aspects with cognitive linguistics, particularly in cross-linguistic contexts such as English and Uzbek. **Aims:** This study aims to bridge this gap by analyzing the cognitive and linguistic features of conversion in English and Uzbek, examining how this process reflects the mental activity and cognitive frameworks of speakers in both languages. **Results:** The findings reveal that conversion in both languages functions as a dynamic mechanism that not only facilitates linguistic creativity but also aligns with the cognitive patterns of speakers, enabling efficient communication and language processing. **Novelty:** The study introduces a novel integrative approach, combining cognitive, morphological, and cross-linguistic analyses to offer a more comprehensive understanding of conversion. This approach highlights the role of conversion as a cognitive and linguistic tool that transcends simple morphological changes, embedding deeper cognitive processes. **Implications:** The implications of this study extend to the fields of psycholinguistics, sociolinguistics, and language education, providing insights into how language structure and cognitive processes interact across different linguistic environments, thereby contributing to the broader understanding of language cognition and its application in multilingual settings.

Keywords: Conversion, Cognitive, Phrase, Linguistic Consciousness, Linguistic Knowledge.

Introduction

The foundations of the cognitive approach are shown in research on cognitive linguistics. Cognitive linguistics is developing as an integrative field. Issues of cognitive linguistics include the concepts of ethnolinguistics, psycholinguistics, pragmalinguistics, and linguoculturology. At the heart of cognitive analysis is the concept. In further studies, "concept" is considered as a unit of thought (Hojieva, 2002).

The concept is a memory, unit of knowledge based on social-political, cultural-educational knowledge, mental thinking, a picture of the world manifested in language and speech. In the world and Uzbek linguistics, the semantics of linguistic units and the research of linguistic phenomena on the basis of the concept are carried out in a wide scope. The concept term exhibits three different semantics:

1. In cognitive linguistics: a unit of the information system that reflects the mental and spiritual capabilities of the human mind, its knowledge and experience.
2. In Linguistics: the unity of collective consciousness, which has the character of mentality and linguistic expression, and is distinguished by ethno-cultural identity.
3. In psycholinguistics: a mobile preceptive-cognitive-affective structure that arises in the cognitive and communication activities of a person and obeys the laws of his psyche.

Method

Conversion is a Latin word, *conversio* means "to turn", "to change". A word is transferred from one word group to another word group without changing phonetically and morphologically, thus creating a new word.

Conversion is explained as a process of lexicalization in the current sources of Uzbek language theory. The general linguistic laws of lexicalization or lexemization, including the spiritual specialization of phonetic variants, in particular, the change of the normative syntagmatic and paradigmatic relations of the lexeme, the continuous enrichment of the language at the expense of speech derivatives, the striving for symmetry of form and meaning in the language system, the lexeme as a unit specialized to perform the naming-naming function in it place, lexemization of word combinations and acquisition of specialized meanings of artificial words under this influence is explained (Bram, 2011).

In the transformation called conversion, it is observed that internal changes occur at the level of the given sentence. However, these changes do not occur in the structure of the lexical components of the sentence, but in the framework of the grammatical structure: Along with independence, the time has come to restore identity → The time of restoration of identity came with independence (Absalomova, 2021).

In the process of transformation, there is almost no change in the composition of the lexical components of the given sentences. But in the grammatical structure of these sentences, we can see that the phenomenon of conversion is taking place. In other words, the word "message", which acts

as a grammatical subject in the first sentence, acts as a complement in the second sentence, and the word "kanini", which acts as an indirect complement in the first sentence, acts as a subject in the second sentence. Although the words in the function of grammatical predicate are not lexically common, they are close to each other according to their semantic weight (Al-Murib, 2021).

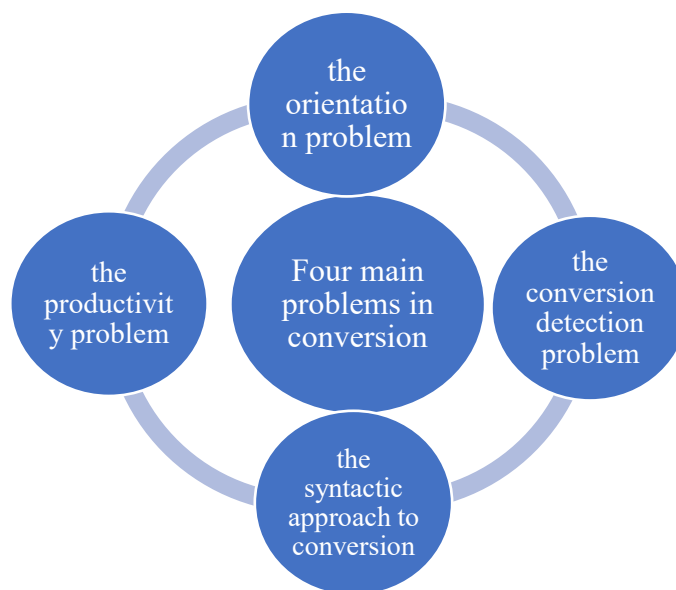
Most of the research carried out in recent years emphasizes the characteristic of studying language and speech processes from an anthropocentric point of view in linguistics at the end of the 20th century and the beginning of the 21st century. Globalization and innovative technologies have further expanded the range of use of English as a metalanguage. But the ongoing socio-political processes have almost no effect on the internal structure of the English language. It is noted that studies have investigated various forms of conversion, but studies evaluating conversion as a word-saving mechanism are lacking. In the study of L. Gadimova, conversion was analyzed as a universal representational tool of the language, not as a means of word formation or one of the types of transposition. This approach is related to the factors of the cognitive nature that reflect the specific needs of the language and define conversion as a communicative task of the speaker (Iskakhova, 2024).

Conversion is seen as using the same base for different grammatical units. Some studies have argued that conversion is a phenomenon related only to morphology, only to syntax, or to both morphology and syntax.

Results and Discussion

Conversion is described as an efficient way of forming new words in English morphology. This process has a derivational character, and even if the lexical category of the word has passed from one class to another, there will be no change in the form. In the studies, conversion was considered in synchronic and diachronic aspects (Xidirova, 2023). In a synchronic analysis, current types of conversion in English are closely studied, focusing on controversial questions about the process of conversion in English.

Four main problems in conversion linguistics are mentioned:



A number of proposed theories of conversion have been described. In addition, the historical development of conversion in English is considered based on a diachronic approach. The conversion process of word formation has existed in the language for centuries. A diachronic approach to conversion is rarely observed. English conversion is divided into three diachronically: Old English conversion, Middle English conversion, and Modern English conversion. The cases of conversion in each period were manipulated (Tojiyeva, 2020).

A number of studies have investigated the main total conversion direction in English. The main total conversion process is defined as the result of creating a new lexical element by changing the grammatical signs of the base: dry (dry - adjective) - to dry (to dry - verb). It is also worth noting that in such cases it is difficult to determine which member of the pair is the base and which is the converted pair. In this regard, a large corpus of converted texts has been collected (Pardayev, 2016).

Much research has been done investigating conversion as a method of word formation. In M.Asanova's study, conversion is analyzed as a semantic-morphological-syntactic method of word formation, not a functional event, syncretism (Asanova, 2007).

In this case, it is understood that a word belonging to one word group is formed into a word from another group without changes in its form. In this case, semantic shift, morphological paradigm and grammatical formation of the word were taken as a means of word formation. Conversion is presented as an active method of word formation in modern English and Karachay-Balkar languages (Gadimova, 2021).

The generality of the Adj-N conversion model for English and Karachay Balkar languages, and the rare occurrence of the Adj-Adv model in English is emphasized. It is said that a new word can be formed from any set of words in English with the requirement of communication. It was mentioned that most simple verbs are formed from nouns by the conversion method, and that there are not many verbs formed by the conversion method from adjectives (Djamalovna, 2022).

The term "conversion" was first used in English in 1892 by G. Sweet. This phenomenon was noticed earlier by Metzner. In Turkic languages, German Vamberi determined the homonymy of the verb. There are three different views of conversion in Germanic studies:

1. Conversion means the replacement of a word from one category by another category. Proponents of this point of view evaluate conversion as occurrence of one word in different categories and deny that a new word is created in the conversion method. Proponents of the concept of polyfunctionality divide the meaning of the word into "ordinary", "basic" and factual or functional meaning. Conversion is evaluated as a syntactic event (Elmurodova, 2023).
2. Conversion, on the one hand, expresses the use of a certain word in another category, and on the other hand, it is compared to the creation of a word. Supporters of this view interpret conversion as a phenomenon that occurs as a result of the frequent use of one word in place of another word group.
3. Conversion is considered as a method of word formation. For example, Vt-N: rescue (spasat) – N (spacenie), Adj-N-Adv-Prep.-Vt-V1 round Adj (circle) - N (circle) –Adv (circle)- Prep (around)-W (rotate)- V1 (rotate).

A. Yu. Golubeva's research also approached conversion as a method of word formation. It is noted that the conversion was initially used in production, in the economic field, in relation to the transformation of the defense industry into manufacturing products, in physics, in relation to the exchange of electromagnetic waves, in biology, in relation to the transformation of bacteria. In grammar and lexicon, it is mentioned that conversion expresses subjective-objective relations in sentences that are equivalent in terms of content (Golubeva, 2014).

Conversion is a term that entered linguistics on the basis of integration, and is one of the phenomena related to word meaning and its perception. Conversion has been described in studies based on different approaches. Basically, it is evaluated as the appearance of one word in different categories of tasks and explained in the manner of polyfunctionality. It is analyzed as a form of transformation that is important in the process of translation. The process of lexicalization is evaluated in the form of lexemization. Approached as a form of word formation (Ismailov, 2021).

Conversion is a concept that encompasses all of the above phenomena. It is better to divide language units evaluated as conversion into forms such as intercategory transfer, transformation, word formation, category syncretism, as a term used only for the transfer of a word from one category to another category.

A person understands and assimilates existence throughout his life. This process is considered as knowing. There are important means of knowing the world, and signal means such as vision, hearing, taste, smell, and skin sensation are noted as the primary system. Language as a second signal system is the main means of cognition. It is not possible to perform the function of language through the first signaling system. But the features of the language provide opportunities to implement the function of the first signal system. Brain activity plays a decisive role in perceiving the world through

the senses. Information about the signs of the external world (hardness, softness, heat, coldness, size, smallness, greenness, fragrance) is transmitted to the brain through sense organs, and in turn, as a result of the brain's reaction, the existence is assimilated (Tsyganskaya, 2019).

Consciousness, which is a product of the brain, and thinking, which is a product of its activity, becomes important in knowing the material world through language.

The phonetic-phonological level of the language provides information about phonemes with content value, while the dictionary level interprets the concepts of thing-event, action-state, sign-property, its expression in the brain, national-cultural symbols. An intermediate level studies the meaning of phraseological combinations, proverbs, and wise words in paremiology. In terms of the formation of these units, a certain historical period, socio-political environment is required, and the acquisition of concepts and content takes place simultaneously (Ganieva, 2024).

As syntactic level units are mastered, knowledge about events, objects, their signs, and actions is formed in the linguistic consciousness. In addition, the subjective attitude, national-cultural values of the language owner, and the evaluation of the speaker are also expressed in the discourse based on the dialogue between the speaker and the listener.

In the field of syntax, on the basis of a systematic approach, new views, directions, and scientific schools were formed (Umarovna, 2024).

Content syntax relies on the concepts of cognitive linguistics. In content syntax, the meaning of the compound, the methods of expression are analyzed. In the linguistic consciousness, the phonetic-phonological level creates information about the speech sound, the lexical level about the concept, and the syntactic level about the content and thought.

One of the units of cognitive linguistics that represents the syntactic concept formed in the linguistic mind is a proposition. Proposition is a concept related to substantive syntax and is a fragment of objective existence, reality, situation expressed in a syntactic unit (phrase, phrase, sentence). For example, an action was performed on the book - the book was read. This is a proposition. A proposition can be expressed by a phrase (the book is read) or by a sentence (the book was read). However, in different syntactic units, it is reflected in a specific concept in a phrase, and in a sentence as a relative complete thought. In order for a proposition to appear as a sentence, the speaker's communicative purpose and modality markers are also required. In the first syntactic unit (reading of the book), the proposition is given in the form of a concept, provided with grammatical forms (-ning, -i) and tone (ascending - incomplete). In the second case, due to the intention of the speaker to present the proposition as a relative complete thought, it is provided with an appropriate grammatical device (the verb category) and a special tone (descending, completed) in the speech. It turned out that the content and form did not match. One content (proposition) is expressed by different forms (phrase and sentence). Also, one form can represent different contents. For example, the sentence "I am a student" expresses two meanings as a syntactic form. Compare:

1. I am a schoolboy.
2. I am a reader

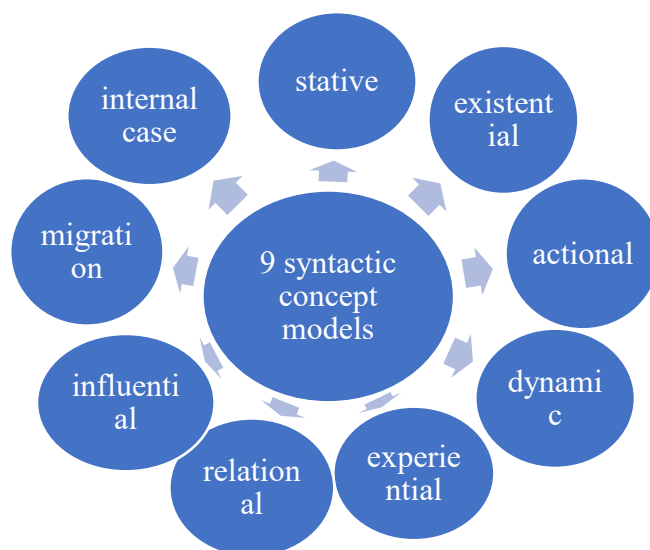
In content syntax, the content of a sentence is considered to consist of two elements - objective and subjective content. The objective content is the proposition reflected in the sentence (dictum), the subjective content is the attitude of the speaker to reality (modus).

The content expressed on the basis of a syntactic combination is a dictum, that is, a proposition. Speech is not only a form that expresses the content, but also a form of speech that expresses the attitude of the speaker. Therefore, modus, i.e. modality, is considered as a necessary part that forms a sentence: P (proposition)+ M (modus)=sentence.

The topic of the proposition has been theoretically analyzed in research. L. Kuznetsova analyzed the characteristics of the expression of the tense proposition on the basis of newspaper materials. The scientist separated the units representing the concept of time in a complex way, the manifestation of propositional signs, their place in the internal language system, and their importance in describing the Russian language in the communicative-pragmatic aspect were highlighted. The theoretical issues of the proposition are analyzed (Kuznetsova, 2007). Many aspects of propositivity are also addressed. Propositional theory has been evaluated as a semantic theory of grammar that has developed in recent years. The relationship of the semantic constant (proposition) with the subjective sign (modality) is explained. Based on the researches, the view of the proposition based on three different approaches is distinguished: dictum proposition - the meaning arising from all the subjective content of the sentence, the state of action. Modus proposition is a speech expression of the situation. Accordingly, the proposition includes not only the state of action, but also the speaker's attitude to the situation. A logical proposition is an expression of the situation, represents the hyperstructure of the text [8:2007]

On the example of Russian and English language materials, O. Tsiganskaya interpreted the syntactic concept as a cognitive model of the various expressions of propositions and the manifestation of the structural scheme of a simple sentence. In the study, the syntactic concept was interpreted as a cognitive model of the connection of the objects relevant for the discourse with the fragments of the world view. The main models of syntactic concepts, their description and classification, their place in discourse formation are shown. Categorization, naming, and predication processes are presented as cognitive processes of modeling the landscape of the world in the linguistic mind. Comparison, conjunction, disjunction, and negation are mentioned here as relatively difficult processes. Three aspects are mentioned as a cognitive procedure of speech thinking activity: situation assessment (the structure of the cognitive model in the discourse process), planning of speech expression in a figurative-schematic way (building a model of fragments of the world view based on communication), creating an internal speech scheme of the content expressed on the basis of base words - at this stage of speech perception, base words, representative concepts appear as key concepts of fragments of the world scene.

While researching the syntactic concept in simple sentences as a cognitive model of proposition expression, O. Tsiganova first divides simple sentences into two-component and multi-component syntactic concepts. He presented 9 syntactic concept models identified as a result of the research: existential (SK0), stative (SK1), actional (SK2), dynamic (SK3), experiential (SK4), relational (SK5), influential (SK6), migration (SK7), internal case (SK8) syntactic concepts.



The introduction of the concept into science is related to cognitive linguistics. Concept theory and its relationship to related concepts have been covered in a number of studies. V. Karasik interpreted the concept as a person, in connection with the discourse, as the organizers of the language sphere. Yu. Stepanov evaluated the concept as a factor ensuring the relationship between language and mentality. S. Ter-Minasova described the concept on the basis of linguistic and cultural issues.

A. Abduazizov notes the greatness of the scope of the concept, which covers the image together with the meaning.

The concept was defined as a central issue of research in Uzbek linguistics. In Sh. Safarov's research, the theoretical issues of the cognitive concept, its definition and description were analyzed, while in the dissertation of N. Tokhtakhojaeva, the study of the linguistic and cultural concept in the translated literary texts was carried out. Another type of concept - the axiological concept - was considered in the studies devoted to the analysis of linguistic phenomena based on the conceptual approach. Based on these studies, four types of concepts can be distinguished:

The cognitive concept is a fundamental system based on knowledge and experience, reflecting the mental capabilities of the human mind, perception, and spiritual consciousness.

1. Psycholinguistic concept is a perceptive-cognitive-affective system determined by the capabilities of human linguistic consciousness and realized in communication, subject to the laws of mental thinking.
2. Linguistic-cultural concept - a unit of thought with mental and ethno-cultural characteristics, manifested in language.
3. Axiological concept is a concept expressing cultural values with a directive feature as a product of ethical-aesthetic categories.

A cognitive concept is a product of perception that underlies all concepts. Therefore, it is also relative to distinguish it as a type of concept. The psycholinguistic concept is related to speech and speech activity, manifested through perception and cognitive ability. The axiological concept represents moral and spiritual values with national and national characteristics. The linguistic and cultural concept is related to national-cultural relations and mental perception (Kim, 2010).

One of the important issues of research in the field of cognitive linguistics and linguo-cultural studies is the issue of the relationship between the terms "concept" and "concept". When defining the term concept, the word "concept" is often used to refer to it. Symbols that summarize these terms: (Nazirova, 2024)

1. Both are a unity of thought.
2. The primary basis is related to the knowledge of objects and figurative imagination.

Differences between concept and concept:

1. The scope of the concept is wider than the concept: concept > notion. A concept encompasses an understanding. At the basis of the concept lies the generalization of the image and linguistic meaning, along with the concept.
2. The concept boundary covers the range from the formation of an individual image to its realization in the form of a linguistic unit. The concept reflects the extent to realization in the form of a linguistic unit.

A concept is a mental structure, which is a summary of knowledge in content and form. The systematic nature of the concept is determined by its complex structure and perception as a mental structure.

1. The concept is a complex structure that expands with different knowledge.
2. A number of studies on cognitive linguistics have emerged.

In recent years, the scope of research on comparative and cross-linguistics is expanding. The founder of comparative linguistics was Mahmud Koshgari, and research in this field was continued by I.A. Beaudoin de Courtenay, L.V. Shcherba, E.D. Polivanov. Comparative linguistics studies genetic relatedness of languages, changes in word semantics associated with language development, general and specific stages of language development. Comparative linguistics is important in determining common problems in the development of related languages, and in highlighting specific features (Sayfullayeva, 2010).

Cross-linguistics is a branch of linguistics that focuses on the comparison of languages with different genetic bases (Khamzaev, 2021).

Comparative linguistics also approaches the comparison of languages from a historical perspective. Cross-linguistics is based on synchronic research. Comparative linguistics compares languages belonging to two different groups and analyzes the common and different features between them. Explains universals and specific signs, scientifically substantiates them. Cross-linguistics focuses on the study of phonetic-phonological, lexical-semantic, syntactic features of languages.

R. Yakobson, V. Yartseva, S. Katsnelson, V. Gak, A. conducted in the field of cross-linguistics. Bondarko, V. Arakin, V. Yartseva, R. Muryasov, M. Jusupov, J. Buranov, M. Rasulova, Z. Shukurova's studies can be cited as an example.

Theoretical issues of cognitive linguistics are interpreted in the research. The description of the landscape of the universe in the linguistic mind, the role of perception and thinking in the formation of knowledge about existence is highlighted (Mirzakhlov, 2021).

The foundations of cognitive interpretation are expressed in research on cognitive linguistics. Z.D. Popova I.A. Sternin improved the approach to linguocognitive research and formulated it as a "cognitive-semantic approach". They described this approach as a direction that researches the relationship between language semantics and the folk conceptsphere, semantic processes and cognitive processes.

Cognitive linguistics as an integrative field also requires a direct psycholinguistic approach. Expression of language units of the world scene, the process of encoding the speaker's thoughts, and the reception of the speech by the listener are revealed through psycholinguistic analysis.

The possibilities of cognitive linguistics expanded after the formation of psycholinguistics, the precise definition of its problems, and the solidification of its theoretical postulates. It was psycholinguists who founded the existence of non-verbal thinking, the existence of a conceptsphere consisting of quantum knowledge - concepts, which is constantly changing and renewing in the minds of people. From psycholinguistic observations, it became clear that language signs provide the expression of concepts that have a relatively wide scope and form the need for communication by people for the purpose of exchanging ideas. Language symbols are evaluated by scientists as certain contour lines in the world of concepts. The conceptsphere covers a much wider area than can be represented by language symbols. So, language units reflect only a certain aspect of the conceptsphere. The achievements in the field of psycholinguistics serve as the basis for the formation of the methodology of cognitive linguistics.

Z.D. Popova I.A. Sternins emphasize that the main position of the methodology of cognitive linguistics is manifested in breaking into the conceptual sphere by studying the semantics of language signs. It will be possible to find out what is important for a representative of this or that nation during the stages of his social life, what things that are important for another nation are left out of his perspective and the reasons for this (Rakhimova, 2023).

On the basis of psycholinguistic methodology, the methodology of cognitive linguistics has emerged, covering not only national, but also national features of thinking, all signs of the individual-author conceptsphere (Mavlonov, 2020).

Z.D. Popova I.A. Sterninlar presented the following as the main postulates improving the cognitive-semantic approach:

1. Human thinking is non-verbal, it is realized with the help of universal codes of the subject; a person thinks with the help of concepts coded using code units and forming a universal code base (Vygotsky 1982, Jinkin 1958, 1982, 1998, Gorelov 1980, 2003, Gorelov, Sedov 1998).

A concept is a product of the human mind, the main unit of his thinking activity. An ordered system of concepts constitutes the conceptsphere in the human mind.

2. Language is a means of entering the human mind, conceptsphere, the form and meaning of the concept as a unit of thought. With the help of language, it becomes possible to understand a certain part of the conceptual content of the mind.
3. Linguistic methods used in elucidating the lexical and grammatical description of language units appear as linguocognitive research methods.
4. Cognitive linguistics sheds light on the semantics of language units that cover, objectify, verbalize the features of one or another concept.

Studying the semantics of language units allows access to the content of concepts as a unit of thought. The set of values of language units forms the semantic field of the language. Concept is a conceptsphere, meaning is a unit of the semantic field of language. Meaning is an element of linguistic consciousness, while concept is a cognitive unit.

Conclusion

In English, words and phrases are manifestations of language units in the process of communication and are realized on the basis of linguistic regularity. In English, the phrase is understood in a wide range. Conjunctions with equal connection, constant conjunctions are also interpreted as word combinations. Studies on the psycholinguistic properties of words and phrases have been conducted in English linguistics. Words and word combinations are analyzed lexically-semanticly. Most of the studies in the cognitive direction are aimed at elucidating the semantics of words in the verb group. Studies on the analysis of lexemes in the semasiological-cognitive aspect, grammatical interpretations of word combinations serve as a scientific-theoretical basis for cognitive-semantic analysis.

Cognitive approach is based on the issue of cognitive interpretation. Cognitive interpretation is a direction that studies the relationship between language semantics and folk conceptsphere, semantic processes and cognitive processes. Cognitive interpretation works on the basis of lexicographic and psycholinguistic analysis.

Underlying the cognitive interpretation is the concept. The concept is a unit of thought that reflects the view of the world in relation to social-political, cultural-educational knowledge, mental thinking, perception. Characterization of the concept as a "perceptual-cognitive-affective" structure is determined by its relation to linguistic perception and thinking.

The concept includes both psycholinguistic and lexicographic meaning. Cognitive-semantic analysis is based on lexicographic and psycholinguistic meaning analysis of language units.

If the lexicographic meaning of the word is determined by the logical method, introspective method, component analysis method in different oral and written contexts, the psycholinguistic meaning is revealed through experiments.

Semantic-cognitive analysis is an analysis directed from the meaning content to the concept content.

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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