

## MORPHOLOGICAL CHARACTERISTICS OF VERBS AND AS AN OBJECT OF ASPECTOLOGY

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### ABSTRACT

*This article deals with expressing morphological characteristics of the verbs, as well as there has been some information about aspectology and its features. On the top of that various consequences concerning characteristics of the verb has been implied in the article.*

**KEYWORDS:** *Verb, Aspectology, Morphology, Learning, Context, Analysis.*

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### INTRODUCTION

Verbs are not present in the earliest verbal utterances of youngsters learning different languages, and adverbial phrases are frequently used to allude to activities or status. Verbs enter children's lexicons when their vocabulary is rather extensive, and it is widely known that the processes by which verbs are taught are more convoluted and opaque than the mechanisms by which nouns are learned. [1]

On the other hand, the importance of verbs in the formation of syntax is critical since verbs are essential for infants to begin speaking about who does something to whom, where, and when (i.e., sentences are created explicating the argument structure of verbs). [2]

### Main part

But what information do youngsters have about verbs when they first start using them? The nativist approach opposes the debate on this question by conceptualizing children's linguistic knowledge as relating to large abstract categories, assuming that the linguistic units to which syntactic rules apply (e.g., verbs) are more abstract than those involved in the final utterance (i.e., the specific word describing, e.g., a specific action). At the opposite end of the spectrum are theories arguing that in the early stages of language development, children's syntactic knowledge is verb particular (or item specific) and that no information is transmitted from one verb to another or from one pattern to another [3].

These include the theories of Tomasello, Lieven, Pine, and their associates. In this theoretical approach, the abstract category "verb" emerges by means of a process of generalizations and abstraction after the acquisition of many different specific verbs and the experience with their argument characteristics. The fact that the syntactic structure of early multiword utterances including verbs is quite elementary in infants globally poses a challenge to theories that claim an early abstract grasp of the nature of verbs. As a solution to this paradox, Valian claimed that infants in the early stages of language learning linguistically convey less than what is in their

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thoughts. This idea was also used in the first systematic research of single-word utterances, which hypothesized that the communicative meaning underlying a child's single-word utterance is more complicated than object naming and may be recognized by its extra linguistic context. [4]

#### Acquisition of Verb Morphology

In order to establish a parameter setting or, more broadly, a nativist view of language development, the acquisition of verb morphology by Italian children has been compared to that of English children. Hyams suggested a parameterized explanation of inflectional morphology acquisition, hypothesizing the presence of a "stem-parameter," that is, whether a verbal stem constitutes or does not constitute a well-formed word. Some languages (for example, English) have a positive value for this parameter because verbs can appear as bare stems (for example, in English, a bare stem is used in most regular present tense verb conjugations, with only the third person singular being formed by adding a marked inflection "+s" to the bare verb stem). [5,6]

Verbs that are typical and representative express motions and acts. Verbs have the grammatical role of constructing the predicate of various clauses since they represent movement. In relation to this function, verbs change their word form. Adjectives can also change form and function as predicates, but their primary function is to express attributes, and their main application is adnominal modification. [7-9]

When the mean length of utterances in words grew, the percentage of direct object provision with transitive verb arguments increased, but this was also true for the expression of optional arguments (subject and indirect complements). As a result, it appears that for children at the current language level, the ability to generate lengthier sentences is not accompanied by the development of knowledge regarding the abstract argument structures of the various classes of verbs. It is probable that the features that are added are chosen for pragmatic and/or conversational reasons rather than grammatical requirements, to which children appear to be more sensitive in this early stage of development. [10]

The examination of mixed verb productions does not allow for the formulation of firm conclusions [2]. Many of the mixed verbs generated by children were created in only one frame, offering little sign that they were making a decision (transitive versus intransitive form). Furthermore, there is no way to tell when mixed verbs were formed in the intransitive form vs when they were produced in the transitive form with direct object omissions. [11]

The simple aspect is the first grammatical aspect in the English language. Speakers can convey discrete or habitual acts or feelings because to the simple aspect. The following statements, for example, are instances of the English simple aspect in the present tense: [12]

The little girl reads a book every morning.

The perfect aspect is the second grammatical aspect in the English language. The ideal aspect enables speakers to describe and underline the ramifications of a past action or situation. The following sentences, for example, are instances of the English perfect aspect in the present tense:

She has done her homework. [13-15]

The progressive aspect is the third grammatical aspect in the English language. Because of the progressive component, speakers can communicate incomplete or ongoing acts or states. The following lines, for example, demonstrate the English progressive aspect in the present tense:

I am working in the office.

The perfect-progressive aspect is the fourth grammatical aspect in the English language. The perfect-progressive feature allows speakers to communicate and stress the outcomes of past ongoing or unfinished actions or situations. The following lines, for example, demonstrate the English perfect-progressive aspect in the present tense:

My father has been reading a newspaper.

Conclusion

Grammatical aspect is the grammaticalized representation of an action's or states temporal structure. Duration is approximately related to temporal structure. Verbs in the English language express grammatical aspect.

In English, the four aspects are the simple aspect, the perfect aspect, the progressive aspect, and the perfect-progressive aspect that constituted main part of English linguistics.

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