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THE PROBLEM OF MENTAL ACTIVITY AND MENTAL VERBS

Babaqulova Dilobar
University of Asian Technology
Assistant teacher

Abstract

Mental activity verbs represent an important part of the lexical and semantic system of language because they express various cognitive processes such as thinking, understanding, remembering, knowing, and perceiving. In modern linguistics, the study of mental verbs is closely connected with semantic analysis, cognitive linguistics, and functional grammar. These verbs reflect not only linguistic meaning but also the conceptualization of human cognitive activity. The present study examines the theoretical foundations of mental activity and the linguistic features of mental verbs in language. Special attention is given to their semantic classification, functional properties, and their role in representing internal cognitive states. The research also highlights different linguistic approaches to the study of mental verbs, including semantic, cognitive, and functional perspectives. The results show that mental verbs play a crucial role in expressing intellectual processes and contribute significantly to the structure of discourse. Understanding the nature of mental activity verbs helps to reveal deeper connections between language, cognition, and human perception.

Key words

mental activity, mental verbs, cognition, semantic analysis, cognitive linguistics, language and thought, lexical semantics, cognitive processes, linguistic categorization.

INTRODUCTION

The relationship between language and human cognition has long been a central issue in linguistic research. One of the most significant linguistic tools used to express cognitive processes is the group of mental activity verbs. These verbs represent various internal processes such as thinking, knowing, understanding, remembering, believing, and perceiving. Because they reflect internal mental states, they are considered an essential part of the semantic structure of language. Mental verbs occupy a special position in linguistic studies because they connect language with the psychological and cognitive activities of human beings. Researchers in semantics, psycholinguistics, and cognitive linguistics have examined these verbs from different perspectives. The study of mental verbs allows linguists to understand how language represents human intellectual activity and how speakers conceptualize knowledge and perception. In addition, mental verbs play an important role in discourse because they help express attitudes, opinions, beliefs, and evaluations. Therefore, the investigation of mental activity verbs contributes to a better understanding of the interaction between language structure and human cognition.

METHODOLOGY

The present research employs several linguistic methods to analyze the problem of mental activity verbs. First, the descriptive method is used to identify and characterize the semantic properties of mental verbs. This method helps describe their linguistic functions and their role in expressing cognitive processes. Second, the semantic analysis method is applied to examine the meanings and semantic structures of mental verbs. Through semantic classification, the verbs are grouped according to different cognitive processes such as thinking, perception, memory, and knowledge. Third, the comparative approach is used to observe similarities and differences in the interpretation of mental verbs within different linguistic traditions. This approach allows the study to consider theoretical viewpoints from various scholars and linguistic

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schools. Finally, elements of cognitive linguistic analysis are used to explore how mental verbs reflect conceptual structures related to human thinking and knowledge.

RESULTS AND DISCUSSION

The analysis shows that mental activity verbs form a distinct semantic group within the verbal system of language. These verbs are closely connected with the representation of internal cognitive processes. Unlike physical action verbs, mental verbs describe invisible psychological states and intellectual activities. From a semantic perspective, mental verbs can be divided into several categories. One group includes verbs related to thinking processes such as *think, consider, reflect,* and *analyze*. Another group consists of verbs expressing knowledge and understanding, such as *know, understand, realize,* and *recognize*. A third group includes verbs related to memory and perception, such as *remember, forget, notice,* and *perceive*. In cognitive linguistics, mental verbs are often interpreted as linguistic reflections of conceptual structures in the human mind. They demonstrate how speakers organize and interpret knowledge about the world. Moreover, mental verbs frequently function as markers of subjectivity in discourse because they express the speaker's beliefs, attitudes, and judgments. The study also indicates that mental verbs play a significant role in communication, especially in argumentative, academic, and narrative discourse. By using these verbs, speakers can present thoughts, interpretations, and evaluations more effectively.

MAIN BODY

The problem of mental activity and mental verbs is one of the central issues of the relationship between language and thinking. Language is not only a product of thought but also plays a role in its formation and development. Mental activity provides important information about how human thinking works; how cognitive processes are organized [5]. For example, the difference between the verbs to know and to believe indicates a person's attitude towards faith and accurate knowledge. The formation of structuralism in the linguistics of the twentieth century laid the foundation for the systematic organization of lexical units. Structural linguistics, founded by Ferdinand de Sossur, is the study of language in a synchronous aspect, in terms of its internal structure and the relationships between elements. This approach allowed to study on a scientific basis the problem of systematic organization of words, applying not only to the grammatical layer of the language but also to the lexical level. The main postulate of the structural approach in lexicology is that words do not exist separately in a language, but in close dependence on each other, united into certain groups. [2] A major representative of Russian semanology M.M. Pokrovsky argued in the second half of the 19th century that words and their meanings do not exist separately from each other, but unite in our minds, into different groups regardless of our own will. [2]

One of the important concepts developed within the framework of structural linguistics is the category of lexical-semantic group (LSG). LSG is a group of words that are united on the basis of a common semantic character, in a certain paradigmatic and syntagmatic relationship. This theory makes it possible to study the systematic organization of lexical units, their semantic structure and the relationship of semanticism. The main features of the main group of lexical semantic groups are:

A common integral scheme is a basic meaning component that is common to all tunes in the group

Differential schemes are components of meaning that separate words within a group

Paradigmatic contradictions – conflicting relationships between group members

Syntagmatic association – the ability of group members to connect with other words.

Within the framework of the structural approach, verbs of mental activity began to be studied as a separate lexical-semantic group. The LSG quality study of these verbs serves to reveal the following aspects of them. In the classification of the semantics of mental verbs, the type of mental activity that represents them plays an important role. Below we will consider the main types of these verbs on the example of the Uzbek language. Perception verbs express the

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processes of receiving information through the sensory organs. They are classified according to five basic types of intuition [4].

Types of feelings	In Uzbek	In Rusian
View	See, watch, feed, target, observe	Видеть, смотреть, глядеть, намереваться, наблюдать.
Listening	Hear, listen, listen	Слышать, прислушиваться, прислушиваться к совету
Smell perception	Smell, scaffold, smell	ощущать запах, пахнуть, чувствовать запах
Tasting	To taste	Попробовать, дегустация
Touch Sensing	Catch, Touch, Caress, Feel	Трогать, держать, щупать, чувствовать

To substantiate this chart with examples: I have seen it – the direct realization of perception; He was chasing an opportunity – purposeful perception; A child tasted ice cream – perception through taste; I felt the wind—perceiving through intuition.

Cognitive verbs express mental processes such as thinking, understanding, knowing, reasoning. These verbs encompass the most complex types of mental activity. *Verbs to know* – to know (to know), to recognize (to know), to understand (to know). Examples: I know her well (state of knowing); He understood the truth (understanding, realizing). *Verbs of understanding-thinking* – to understand (understand), to understand (to understand), to think (to think), to reason (to think), to think (to think), to know (to learn), to calculate (to think). Examples: I put my thought and thought over much in this matter (thought process), did not understand what he was saying (incomprehensible), he learned everything (end of knowing). *Verbs remembering and forgetting* to remember (remember), memorize (remember), forget (forget), remind (remind you), memorize (memorize). Examples: I remembered her name (memory), I couldn't remember yesterday's incident (not remember), I forgot to mention that sentence (forgetting), I reminded her of the meeting (remind). *Verbs of belief-doubts:* believe, doubt, suspect (assumption), guess (guess), hypothesize (assume). Examples: I believe what he says (belief), i think he will come (doubt), i doubt his intentions (doubt) [3].

Emotional verbs – Feeling is used to express emotion. Although they are separated as a separate group in classifications, they are considered to be closely related to mental processes. At the same time, they are divided into positive and negative emotions. Positive emotions are to love (to love), to like (to like), to appreciate (to appreciate), to respect (respect). Negative emotions – to hate (to hate), to hate (to despise), to be afraid (to fear), to be hurt (to be sad), to be surprised (to be surprised). Examples: I love it. She's afraid of the rain. I was surprised by such a result. An important feature of mental activity verbs is that they have two semantic roles, the adjective and the stimulus. According to the classification proposed by Schlesinger, mental verbs are divided into two large groups: Испытатель and стимул [1].

И-verbs – In this group, the owner of the evening will have a grammatical position. Examples: I love it. The boy likes ice cream. She's afraid of dogs. We believe in him.

Verbs	**Subject (Ega)**	**Stimulus (To'ldiruvchi)**
love	I	Her
like	child	Ice cream
fear	He	Of dogs
trust	We	him
Know	you	Truth

This classification plays an important role in structural-semantic analysis of mental verbs, because the grammatical structure of a verb is related to its semantics. William Croft divides mental verbs into three main causal phenomenal types.

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Causative verbs – express the formation of a mental change in the late owner of the stimulus. For example: surprise, intimidate, upset, please, annoy. His arrival (stimulus) has made everyone (the host of the evening) happy (change: to cheer). This novelty (stimulus) surprised me (the owner of the evening) (change: surprise).

Verbs of activity – express the attention of the owner of the evening. Examples: think, observe, listen, learn, seek. He (the party owner) thought a lot about the problem (focus). We (the host of the evening) watched the sunset (perception activity).

Verbs of state – express mental states that are force-dynamically neutral. For example: to know, to see, to hear, to love, to believe. I (the owner of the party) know the truth (status). He (the owner of the party) saw it (state of perception).

CONCLUSION

Mental activity verbs represent a crucial linguistic category that reflects human cognitive processes. The study of these verbs reveals important connections between language, thought, and conceptualization. Through semantic and cognitive analysis, it becomes clear that mental verbs not only express internal intellectual activities but also serve important communicative functions in discourse. The research confirms that mental verbs form a semantically structured group that includes verbs related to thinking, knowledge, perception, and memory. Their linguistic properties demonstrate how language encodes mental states and cognitive operations. Overall, the investigation of mental activity verbs contributes to a deeper understanding of the relationship between language and cognition. Further studies may explore their cross-linguistic characteristics and their role in different types of discourse.

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