REPUBLIC OF AZERBAIJAN

On the rights of the manuscript

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

A COGNITIVE-SEMANTIC STUDY OF THE NON-FINITE FORMS OF THE VERB IN ENGLISH AND AZERBAIJANI

Speciality: 5714.01 – "Comparative-historical and comparative-typological linguistics"

Field of science: Philological sciences

Applicant: **Narmin Imran Mammadova**

Baku – 2026

The work was performed at Department of English Lexicology and Stylistics-1 of the Faculty of Education, Azerbaijan University of Languages.

Scientific supervisor: Doctor of Philological Sciences, Professor
Afgan Ali oglu Abdullayev

Official opponents: Doctor of Philological Sciences, Associate Professor
Kamala Avadir Jafarova

Doctor of Philosophy in Philology, Associate Professor
Malahat Mammad Mursalova

Doctor of Philosophy in Philology
Parvana Ismayil Pashayeva

Dissertation council FD 1.06 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Institute of Linguistics named after Nasimi of the Azerbaijan National Academy of Sciences.

Chairman of the Dissertation council:
Doctor of Philological Sciences, Professor
Nadir Balaoghlan Mammadli

Scientific secretary of the Dissertation council:
Doctor of Philosophy in Philology, Associate Professor
Sevinj Yusif Mammadova

Chairman of the scientific seminar:
Doctor of Philological Sciences, Associate Professor
Valeh Bayram Nasibov

INTRODUCTION

Relevance and development of the research work. Human thought is boundless in its quest. Its penetration into various fields of scientific knowledge grows broader, more precise and more multifaceted year after year. It paves the way for new discoveries, creates new technologies, and puts forward new ideas and approaches. Its boundlessness lies not only in the boundlessness of the world known to humankind, but also in the fact that the knowledge accumulated at a certain stage of development leads to its qualitatively new transformation, as a result of which familiar phenomena, now considered in other aspects and from other approaches, give rise to new explanations and interpretations.

It is therefore natural that thought itself becomes the subject of numerous studies, or, more precisely, its principal material embodiment, ie. the language, which forms the basis of the world of human thought. Knowledge about language accumulated in various fields of science, especially in philosophy, logic, psychology and linguistics, leads to a qualitative understanding of the essence of language and of its role in reflecting the surrounding world. Of course, this does not mean that language was studied without regard to its connection with thought processes. Nevertheless, the study of linguistic units, phenomena and processes has been carried out within language itself, regarded as a complex closed system or structure developing, as it were, according to its own internal laws. One of the advances of this system is associated with the emergence of the well-known dichotomy: language – speech, which contributes to an understanding of the functional purpose of language and largely determines its organization and development. The language system turns into a linguistic instrument, and in this capacity it becomes an object of communicatively oriented research, in which attention is focused on the pragmatic aspects directly related to the realization of language in speech.

A qualitative understanding of the essence of language is connected with its interpretation as a cognitive mechanism, in which language as an instrument turns into language as thought about the

surrounding world, by means of which this world is represented, apprehended, transformed and transmitted. Recent decades have witnessed the emergence and development of cognitive linguistics, in which linguistic form ultimately appears as a reflection of cognitive structure, as a form of the realization of thought, and as a reflection of the structures of human thinking and cognition. The efforts of linguists have been directed at a precise study of linguistic units as a means of conveying a complete thought or idea, and as a means of structuring the reflected reality and contributing to its cognition, which radically changes both the interpretation of language and the approaches to its study and description. The main goal of these efforts is to create a cognitive model of language. In this respect, the works of linguists that constitute a distinct direction in the study of language and are entitled "Logical Analysis of Language"[1] may be regarded as indicative.

The ongoing orientation affects all aspects of language, including grammar, where much attention is paid to the verb as one of the principal parts of speech. At the same time, it is emphasized that the verb has its own distinctive linguistic form, which possesses tense, voice and other features, carries a certain mental content, and evokes its own distinctive verbal and non-verbal representation in the human mind.

The verb has two forms: finite and non-finite forms. In English, the non-finite forms are defined as the infinitive, the gerund and the participle (I; II).

There are a number of important works in which the non-finite forms have been studied; however, the study of their functioning in language still attracts the interest of linguists, since the cognitive approach reveals new aspects of their study and description.

[1] Кубрякова, Е.С. О связях между лингвистикой текста и словообразованием / Лингвистические проблемы текста // – М.,Тр. МГПИИЯ им. М.Тореза. – 1983. Вып. 217, – с. 50-58; Поспелов, Г.Н. Теория литературы. / Г.Н.Поспелов. – М.: Высш. школа, – 1978. – 351 с.; Солганик, Г.Я. О синтаксической структуре текста // Русский язык в школе, – 1984. № 5, – с. 80-85.

Textbooks of English grammar contain very little information on the cognitive foundations of the verb forms.

It is also important that the growing need for learning foreign languages presupposes an appropriate level of education, in which the verb and the non-finite forms of the verb constitute a significant part of the curriculum. Moreover, the practical use of the non-finite forms in speech requires the development of special skills and an awareness of the subtle differences in their meanings, particularly in cases where the non-finite forms can be used in the same functions and, to a certain extent, can replace one another.

The verb is a part of speech denoting an action or state of a person or object.

The finite forms of the verb include its forms in the three persons, in the singular and plural, in the indicative and subjunctive moods, and in the active and passive voices. They function as the predicate in the sentence and are always expressed with a subject (usually a pronoun or a noun) with which the verb-predicate agrees in person and number.

The non-finite forms of the verb are the infinitive, the gerund and the participle (I; II), which, unlike the finite forms, cannot express the categories of person, number and mood. They cannot function as the predicate in the sentence, but they can perform various other functions.

Each of the non-finite forms of the verb is highly interesting and significant in its own right. All three non-finite forms of the verb make speech more interesting, simple and fluent, and their use in writing and speaking adds variety to anyone's speech or writing. Furthermore, the use of all three forms in speaking and writing is a clear indicator of the writer's or speaker's literacy and erudition.

Each of the non-finite forms of the verb has predicative constructions. There are three predicative constructions with the infinitive: 1) the Objective Infinitive Construction; 2) the Subjective Infinitive Construction; 3) the for-to-Infinitive Construction. The construction with the gerund is called the Gerundial Construction. There are six predicative constructions with the participle: 1) the Objective Participial Construction; 2) the Subjective Participial

Construction; 3) the Nominative Absolute Participial Construction; 4) the Prepositional Absolute Participial Construction; 5) the Nominative Absolute Construction without a participle; 6) the Prepositional Absolute Construction without a participle.

The non-finite forms of the verb have been extensively studied in both Azerbaijani and foreign linguistics. In Azerbaijani linguistics, one encounters an extensive and detailed study of the non-finite forms of the verb, for example: L. Khanbutayeva, A. Shiraliyev, S. Nuriyeva and others; in foreign linguistics: W. Bolton, D. Crystal, F. Palmer, R. Carter, M. McCarthy, P. Collins, C. Fries, S. Greenbaum, R. Quirk and others; in Russian linguistics: L.V. Kaushanskaya, N. Kobrina, A. Iosifovich and others.

Predicative constructions with Participle II are also found in Modern English. Admittedly, although these constructions are not widely covered in books, constructions with Participle II do exist in Modern English and are found in both the theoretical and the practical grammar of English. Unlike other linguists, S. Nuriyeva devoted a special section to this topic in her book “Exercises on English Verbals”, gave a dedicated explanation of Participle II constructions, and developed a large number of exercises on them.

The extensive degree of elaboration of this topic determines its relevance. The use of the non-finite forms of the verb is very frequently encountered in any literary or scientific work in English, in newspaper materials, TV programmes, etc.

The object and subject of the research. The object of the research is text samples containing the non-finite forms of the verb in English and Azerbaijani.

The subject of the research is the generalization and systematization of the cognitive study of the non-finite forms of the verb in the compared languages.

The aim and objectives of the research. The main aim of the research is to conduct a cognitive study of the non-finite forms of the verb in English and Azerbaijani texts. To achieve this aim, the following objectives are envisaged:

– to investigate the finite and non-finite forms of the verb in structurally different languages;

– to identify the features of verb paradigms;

– to define the finite forms of the verb in English and Azerbaijani;

– to carry out a contextual analysis of the non-finite forms of the verb in English and Azerbaijani;

– to examine the study of verb paradigms in English literary samples;

– to review the study of the verb in foreign English studies;

– to carry out a linguostatistical study of the finite and non-finite forms of the verb.

The research methods. The methods used in conducting the research are selected in close connection with the topic. The correct choice of methods ensures the objective outcome of the research. In accordance with the topic of our research, the following methods have been applied: method of linguistic analysis, method of observation, contrastive-typological method, methods of discourse analysis of English and Azerbaijani literary text samples.

The main provisions for defense:

– the history of the study of the verb in English and Azerbaijani is examined;

– the important role of the non-finite forms of the verb in the formation of a literary text in the compared languages is observed;

– the pragmatic-stylistic aspects of word choice in text formation by means of the non-finite forms of the verb in the compared languages are distinguished;

– the contextual relations of means of expression from different language levels in a literary text are determined;

– the important role of the non-finite forms of the verb in the structural-semantic organization of a literary text is revealed;

– the principal pragmatic-stylistic functions of the non-finite forms of the verb in text formation are determined;

– the frequency of use of the non-finite forms of the verb is examined;

– the linguistic analysis of the use of the non-finite forms of the verb is explained.

Scientific novelty of the research. The study of the cognitive nature of the non-finite forms of the verb in English and Azerbaijani is of considerable importance in itself. For the first time in Azerbaijani Germanic studies, the cognitive nature of the non-finite forms of the verb has been investigated as a separate object of research. The work examines the cognitive study of the non-finite forms of the verb in the compared languages, identifies their text-forming functions, and attempts to determine the roles of cognition in revealing their semantic fields.

In addressing the aim and objectives set in the research, reference to materials drawn from various samples of literary speech attracts attention from the standpoint of analysing the text from different aspects. The identification of a number of features arising from the linguostatistical use of the non-finite forms of the verb in the course of analysis and investigation, and their scientific substantiation, may be regarded as a research method new to text linguistics.

In addition, the functions performed by the cognitive nature of the non-finite forms of the verb in text formation, the interrelations between them, and their roles in text formation are identified as the scientific novelty of the research.

Theoretical and practical significance of the research. The dissertation identifies the cognitive aspects of the non-finite forms of the verb. Along with the confirmation of their realization in a literary text, their various text-forming potentials based on the thematic or semantic commonality of words, and their roles in text formation, have also been investigated and revealed. For the first time in the work, an attempt has been made to shed light on the cognitive functions of the non-finite forms of the verb and their text-forming perspectives. The theoretical propositions of the dissertation are considered significant for research in various fields of linguistics. The practical significance of the research lies in its applicability to the writing of textbooks on text linguistics; the results of the research may be used in lectures and practical courses on the non-finite forms of the verb at the philology faculties of universities.

Approbation and application. The main theses and propositions of the research conducted on the topic of the dissertation have been published in scientific collections, journals and proceedings; the applicant has presented papers at international and national scientific conferences, and the theses of these papers have been published.

Name of the organization where the dissertation was carried out. The dissertation was carried out at the Department of English Lexicology and Stylistics-1 of the Faculty of Education, Azerbaijan University of Languages.

Total volume of the dissertation in characters, with the volume of its structural sections indicated separately. The dissertation consists of an introduction, two chapters, a conclusion and a list of references. The Introduction comprises 6 pages and 10755 characters, Chapter I – 57 pages and 97499 characters, Chapter II – 55 pages and 97030 characters, and the Conclusion – 2 pages and 3451 characters. The total volume of the dissertation, excluding the list of references, is 208735 characters.

MAIN CONTENT OF THE RESEARCH

The Introduction of the dissertation substantiates the relevance of the topic and the degree of its elaboration; defines the object and subject, the aim and objectives, the research methods and the propositions submitted for defense; and provides information on the scientific novelty, the theoretical and practical significance, the approbation and application of the research, the name of the organization where the dissertation was carried out, and the structure of the dissertation.

The first chapter of the dissertation, entitled **"Finite and Non-Finite Forms of the Verb in Structurally Different Languages"**, consists of three sections. The first section is entitled ***"The Study of the Verb in Foreign Linguistics"***. The scope of linguistics is broad, and it may be said that this science is still at the initial stage of its study. Grammar, an integral part of linguistics, has followed a certain path of development from traditional to modern linguistics and began

to develop after the traditional approach was applied to structural grammar.

Traditional grammar originated in Ancient Greece in the 5th century BC and was at that time closely connected with philosophy and literary criticism. Over the centuries, numerous grammars have been presented that varied greatly in terms of "purpose, quality, basic assumption and method of analysis" and were rich in new ideas and definitions. Despite the shortcomings of each grammatical system and the acknowledgement of errors identified by other systems, each grammatical system has been productive in its own way.

Grammar is a science dealing with the parts of speech, and the parts of speech are often taken as the basis for the syntactic analysis of language. D. Crystal writes: *"Linguists assume that they can satisfactorily describe the word classes of English and regard the parts of speech merely as 'the theoretical preamble of grammar'"*[2]. He considered this approach erroneous, since he believed that the parts of speech cannot be perceived in isolation from the more complex parts of grammar. In a sense, the relationship between the parts of speech and the other parts of grammar is highly complex, since it involves a reciprocal relationship: the parts of speech are defined in terms of the other parts of grammar, and the other parts in terms of the parts of speech.

Looking at the ancient classification of the parts of speech, we see that, according to M. Maittaire, nouns and verbs constituted the two principal parts of speech. His approach was supported by the views put forward by great philosophers, namely Aristotle and Theodectes. According to the author, the other parts of speech were gradually added by later philosophers, mainly the Stoics. He defined the verb as follows:

"Verbs denote action, and every action necessarily implies some 'being' or 'existence'"[3].

According to R. Garnett, *"a word is a verb if it expresses either existence, or doing something, or suffering"*[4].

---

[2] Crystal, D. English word classes. / D.Crystal. – London: Lingua, – 1967. – p.24

[3] Maittaire, M. The English Grammar. / M.Maittaire. – New-York: Gale ECCO publishing, – 2010. – p.103

The vocabulary of English includes verbs of various types – lexical, inflectional, derivative and other verbs. Since the verb is the constituent functioning at the centre, no sentence without a verb can be meaningful for the speaker. Verbs are words expressing external (*run – qaɜmaq, jump – tullanmaq, work – iєləmək*) and internal (*love – sevmək, think – dьєьnmək, consider – nəzərə almaq*) actions. Without verbs, it is impossible to do something, to feel something, and sometimes even to exist.

The English grammarian and political scientist James Harris published his grammar book approximately 40 years after M. Maittaire (in 1751). In it, a separate heading was devoted to adjectives, verbs and particles, and detailed explanations or commentaries were provided for each of them. In his book, J. Harris noted that *"all verbs express energy" (by energy he meant* "action and its essence")[5].

The English journalist and jurist Sir John Stoddart noted that the verb is a part of speech derived from the Latin word "verbum". Comparing this fact with a similar view expressed by Aristotle regarding the verb in Greek, he concluded that *"the verb is a complete word, ... important in terms of time*". J. Stoddart acknowledged that even in his time the verb had been defined differently by various philosophers[6]. Grouping verbs into a separate class, he defined them as the part of speech that explains to us "what many words in the group do" or "that they exist". As early as the 19th century, students were familiar with the parts of speech, sentence patterns and their analysis. Of the 10 parts of speech, they took into account six, including the verb, which expresses "action, existence, state of being". It should be noted that fundamental ideas concerning grammatical theories were not expressed until the works of H. Sweet.

According to O. Jespersen, verbs should be designated as a separate word class owing to their distinctive features (because they

---

[4] https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=7097&context=etd 25 p.

[5] Maittaire, M. The English Grammar. / M.Maittaire. – New-York. Gale ECCO publishing, – 2010. – p.48

[6] https://journals.plos.org/plosone/article?id=10.1371/journal.pone. 0102882 17 p.

are the nucleus of the sentence, because they possess concrete or abstract action in a certain form or degree in the deep structure of expressions, etc.). A sentence usually contains a verb, but sometimes verbless combinations are also used, which are usually called "complete sentences". He assumed the existence of a "Nine-Tense System" in Latin and of "Seven Tenses" in English, and explained that these tenses derive from three basic tenses – the present, the past and the future[7].

In English, the verb has only 5 different inflectional forms, which were discussed in detail in morphology by Norman Stageberg. He maintains that the verb is one of the ten parts of speech and adds that the verb is always a single word. At a later stage, a verb may consist of paradigms of three or more inflectional forms. For example, the verb "*set*" has only three inflectional forms (*set, sets, setting*), whereas the verb "*buy*" has more inflectional forms. The Past Indefinite and Participle II forms of the verb "*buy*" are identical: "*bought*". Consequently, the verb "*buy*" consists of 4 inflectional forms[8].

The second section of the first chapter is entitled ***"The Concept and the Features of Verb Paradigms"***. Until recently, semantics was concerned with revealing word meaning. However, since cognitive linguistics treats meaning as units of mental representation linked to linguistic forms, it does not confine itself to the word alone but sets itself the goal of studying other linguistic units as well. These units carry information essential for communication, and through them a person can establish contact with the surrounding world. The problem of meaning is connected, on the one hand, with the storage of meaning in memory and, on the other, with the ways of expressing one's attitude to the surrounding world. A person's linguistic competence makes it possible to understand utterances as meaning-bearing units. The system of semantic knowledge links language and conceptual representations.

---

[7] Jespersen, O. The Philosophy of Grammar. / O.Jespersen. – New York: w. w. Norton, and Company, Inc., – 1992. – p.98

[8] Stageberg, N.C. An Introductory English Grammar. / N.C.Stageberg. – New York: Holt, Rinehart and Winston, Inc., – 1965. – p.30-40

In the first case, grammatically well-formed sentences are meant, without the influence of context. In words, this is determined by the meaning of lexemes that have a trace in memory, and in sentences, by the meaning of all the lexemes participating in the combination on the basis of semantic agreement and by grammatical relations. In the second case, the cognitive nature is revealed depending on the context. It is determined in the word and in the sentence depending on the contextual factor. In the third case, the way in which the communicative intention of the speaker and the listener is realized is meant. Let us now turn to a few facts to illustrate our point:

1. /The chairman is going to speak now//; 2. /The chairman is going to speak now//

These two utterances need not be repetitions of each other. The pragmatic approach and the context allow their meanings to be expressed differently. In the first situation, a person standing at the door, not letting latecomers into the hall, says: The chairman is going to speak now, i.e. one must not disturb. This situation may relate to the chairman of the board or of the meeting. In any case, the speaker uses this utterance to justify the impossibility of entering through the door. In the second situation, a member of the same organization joyfully informs a fellow member, saying: The chairman is going to speak now. In this situation, too, it is quite clear that the chairman of the society is meant. The speaker also wishes to tell the interlocutor: "don't leave, because our chairman is going to speak". As can be seen, a sentence with the same lexical composition and syntactic structure can be interpreted in two senses depending on the context and the pragmatic approach. F. Veysalli writes that the cognitive nature takes into account both pragmatic and contextual meaning[9]. In this case, contextual units are reflected at the level of activation of consciousness. Let us present a few examples: 1) The university is located near the theatre; 2) The university is politically right-leaning; 3) The university is not important for these young people. In the first example, the word is used to denote a building; in the second, the

[9] Veysəlli, F.Y. Koqnitiv dilçilik: əsas anlayışları və perspektivləri. / F.Y.Veysəlli. – Bakı: Mütərcim, – 2015. – s.44

political stance of the university; and in the third, a mode of occupation. This shows that a concept engraved in the mental lexicon, by denoting one or another member of a prototype category, is used in one or another meaning at a specific moment. In this case, the concept and the meaning coincide. Sometimes the concept and the meaning diverge. Actual meanings are taken as the result of conceptual specification. In the examples above, university expresses a specific meaning in all senses depending on the context. Therefore, it is incorrect to draw a sharp distinction between meaning and concept. Three-stage semantic analysis distinguishes the amodal specific concept, the lexical meaning, and the meanings actualized in connection with the context. The last may be described as the result of a cognitive process. Meaning undergoes change with the context and, being organized, expresses various shades.

According to N. Ellis, the meaning expressed in a sentence exists potentially prior to use. For example, the use of gerund-participle constructions is based on their verbal use[10]. These potential meanings are regarded as schematic, and these schemas are activated in various ways. In progressive constructions, the interior of events is presented as a fact pertaining to a certain theme. This presents the event as divided into a completed part and a not-yet-completed part according to the position of the theme within it[11]. A view of the interior of the event shows that it (the event) will be expressed implicitly somewhat later within the sentence or the text. Let us consider the following examples:

/A man resembling my father walked in// Resembling – used as Participle I. (Atamı xatırladan adam otağa daxil oldu).

This sentence contains a state, i.e. no progressiveness is observed in the sentence. At the same time, no impression of incompleteness of the action is felt in the sentence. The action is completed.

---

[10] Ellis, N.C. Cognitive approaches to SLA. // Annual Review of Applied Linguistics, – 1999. № 19, – p.22

[11] Ellis, N.C. At the interface: Dynamic interactions of explicit and implicit language knowledge. // Studies in Second Language Acquisition, – 2005. №27, – p.305-352

Another example:

/A man driving a Mercedes waved at us// Driving – used as Participle I; (Mersedes avtomobilini sürən kişi bizə əl etdi).

This example, by contrast, contains an action. There is no factor creating a sense of incompleteness or progressive dynamism.

Let us consider another example:

/*Climbing* a mountain is very good for one's stamina// (Dağa qalxmaq insanın dözümlülüyü üçün çox yaxşıdır.) (Climbing answers the question "what?" and is regarded as a gerund among the non-finite forms of the verb).

Concepts belong to human consciousness and are purely mental in nature. A. Abdullayev writes: *"Concepts are internal representatives of individual fragments and aspects of the surrounding world in the human psyche, i.e. they are within us"*[12]. Concepts as a whole are portions of knowledge that are stored, activated and used during acts of thinking and speech activity. They are units of meaning that are not analysed and cannot be divided into smaller parts in the process of the cognitive processing of information. In a word, concepts may be regarded as a distinctive property of the human spirit.

Concepts arising in the human brain are the creation of events and objects in the imagination, which leads to the formation of objects and events in the human brain. N. Chomsky writes: *"The concepts arising in the human brain determine the form and meaning of an infinite number of sentences, which means that our knowledge and thought are infinite"*[13]. He argues that all languages are built on the same model, but this does not mean that there is the same kind of correspondence between individual languages or that people speaking culturally different languages create the conceptual explanation or description of the same objects and events in the same way. He notes that the formation of concepts in different languages is connected with a person's linguistic competence and its use. He notes

[12] Abdullayev, Ə.Ə. Aktual üzvlənmə, mətn və diskurs / Ə.Ə.Abdullayev. – Bakı: Xəzər Universiteti Nəşriyyatı, – 2011. – s.189

[13] Chomsky, N. Knowledge of language: Its nature, origin, and use / N.Chomsky. – New York: Praeger, – 1986. – p.189

that the formation of a concept in the human imagination is individual in character, since the formation of a concept in each person depends on his or her culturally determined language use and living conditions[14]. Concepts reflect the surrounding world and all the changes occurring in it, which also explains the distinctive nature of constantly changing human knowledge[15]. This, as we have noted, is built upon the speaker's theory of language. The acquisition of language is considered an important factor in the formation of concepts. Genetic factors should not be overlooked in this regard either.

In the course of studying the cognitive nature of the non-finite forms of the verb, our attention was drawn to certain verbs, for example, the verbs /start to/ and /begin to/. Both indicate the beginning of an action. Let us compare two sentences:

(1) *All of a sudden it started to rain.* (Birdən yağış yağmağa başladı).

(2) *"Kestrel started to say something, but decided not to. She would listen until he was finished, but it was not easy to hold her questions"*[16]. (*Kestrel nəsə deməyə başladı, lakin sonra deməməyə qərar verdi. O, o (Kestrel) sözünü bitirənə qədər dinləyəcəkdi, lakin onun suallarını saxlamaq asan deyildi*).

P. Duffley writes that /begin+to/ always reflects the initiation of an event that takes place[17]. For example:

(3) *"The woman giggled and began to say something about a "Miller house" when her husband glared at her and sternly shushed her"*[18]. (*Əri ona baxıb sərt şəkildə susdurduqda qadın güldü və "Dəyirmançı evi" haqqında nəsə deməyə başladı*).

---

[14] Chomsky, N. Knowledge of language: Its nature, origin, and use / N.Chomsky. – New York: Praeger, – 1986. – p.189

[15] Ibid., p.190

[16] Marcus G., Davis E. Insights for AI from the Human Mind: [Electronic resource] // Communications of the ACM, – 2021. Vol. 64, No. 1, – p.38-41. URL: www.magespace.net/stories/id/id21.html

[17] Duffley, P.J. The English infinitive: [Electronic resource] / – London: Longman, – 1992. URL: www.wirenot.net/X/Stories/Ghost/Ghost%20P-S/redeye.shtml

[18] Ibid.

The usage features of such verbs when introducing the non-finite forms of the verb, i.e. their cognitive semantics, are associated with the distinction between potential and actual meanings. These are regarded as fairly simple principles based on informal meaning.

Three main principles are distinguished in order to determine the distinctive features and the cognitive load of the infinitive and gerund-participle forms: 1) the semantic content of the non-finite forms themselves; 2) the lexical content of the main verb; 3) the function of the main verb in the sentence[19].

The cognitive content of the non-finite forms of the verb has for many years been a subject of discussion among both linguists and grammarians. Those studying the grammar of Modern English have generally refrained from defining the cognitive meanings of these forms. They drew attention to the use of the non-finite forms of the verb in the simple tense forms, as well as in the continuous and perfect tense forms[20].

E. Kruisinga writes that the most modern cognitive grammar of the non-finite forms of the verb adheres to the same tradition, i.e. –ing words (the gerund and Participle I) retain the same value (value of use) as in progressive constructions. It is known that all continuous tense forms in the active voice are formed by adding the suffix –ing to the main verb[21]. For example:

/She is pruning the roses// (O, qızılgülləri budayır) – in this sentence, the action takes place at the moment of speaking. Hence, the main verb indicates that the action is taking place at present. Like the participle, the gerund is also formed by adding the suffix /–ing/ to the main verb. As is known, the gerund historically derives from the verbal noun[22].

---

[19] Duffley, P.J. Gerund versus infinitive as complements of transitive verbs in English: The problems of 'tense' and 'control' // Journal of English Linguistics, – 2000. № 28, – p.221

[20] Kruisinga, E. An English Grammar. /Vol 1: Accidence and syntax, part 2, 8th ed./ E.Kruisinga, P.A.Erades. – Groningen: P. Noordhoff, – 1960. – p.259

[21] Ibid., p.260

[22] Hamawand, Z. Atemporal Complement Clauses in English: a Cognitive Grammar Analysis. / Z.Hamawand. – Munich: Lincom Europa, – 2002. – p.99

/*Cooking is my sister's hobby*// (Yemək bişirmək bacımın hobbisidir). In this sentence, the gerund denotes an action in general, i.e. depending on the context, we can refer the sentence to the present, the past or the future. The number of such examples can be increased:

Crossing the bridge *was* very difficult. (Körpüdən keçmək çox çətin idi).

The doctor informs us that *smoking hurts* us. (Həkim siqaretin bizə zərər verdiyini bildirir).

"Dancing was the only thing she knew, but she knew just as clearly that at thirty, she could not return to ballet, after more than eleven years without dancing"[23]. (Rəqs onun bildiyi yeganə şey idi, lakin o, on bir ildən çox rəqs etmədikdən sonra otuz yaşında artıq baletə qayıda bilməyəcəyini aydın bilirdi).

The cognitive composition of the to+infinitive construction is more complex than that of the gerund and the participle, since this construction consists of two words: to + the infinitive without to (i.e. the bare infinitive). The latter is an abstract variant of the simple form of the verb and simply indicates a certain time of performance of the event in accordance with the tense, i.e. it reflects the real time at which the event occurs[24]. Here, the verb's denotation of an action or a state comes to the fore. For example:

/*He did read my letter*// (O, məktubumu oxudu). Whereas an action is observed in this example, a state is observed in the sentence /*He may be here right now*// (O, indi burada ola bilər).

The third section of the first chapter is entitled *"Finite and Non-Finite Forms of the Verb"*.

The principal place in the classification of verbs is occupied by the division based on their relation to the category of person. In this respect, English verbs are divided into two groups: finite and non-finite. The finite form of the verb changes according to person and number.

[23] Steel, D. Zoya. / D.Steel. – USA: Dell Publishing Group, – 1989. – p.311

[24] Hirtle, W. Language in the Mind: an Introduction to Guillaume's Theory. / W.Hirtle. – Montreal and Kingston: McGill-Queen's Univ. Press, – 2007. – p.115

The finite forms of the verb possess the categories of tense, person and number. For example:

I go (mən gedirəm), *she goes* (o gedir), *we went* (biz getdik), etc.

She was waiting in the room before he came in. (O, otağa daxil olanda, o, otaqda otururdu).

Does your brother know my brother? (Sənin qardaşın mənim qardaşımı tanıyır?)

The night before he had to leave, they sat on the small sofa and looked at old family photos. (Bir gecə əvvəl o, yola düşməmişdən qabaq, onlar balaca divanın üstündə oturub köhnə ailə şəkillərinə baxırdılar).

Aren't you a bit late? (Sən bir qədər gecikmisən?)

The non-finite forms of the verb, by contrast, do not possess the categories of tense, person and number. Typically, they include the infinitive (with *to* and without *to*) and the forms in *-ing* and (*-ed*) (*going, gone, done*, etc.).

L.W. Chafe writes that normally a sentence has one subject and one predicate[25]. If a sentence has a subject and a predicate, it is regarded as finite. Let us consider some examples:

We want her to be here. (Biz onun burada olmasını istəyirik).

I like taking photographs of trees. (Mən ağacların şəklini çəkməyi xoşlayıram).

Coming home last night, I saw a man run across the street. (Keçən gecə evə gələndə, keçədən keçən bir kişi gördüm).

The non-finite forms of the verb differ from the finite forms in a number of features. They are as follows:

1) unlike the finite forms of the verb, the non-finite forms do not possess the categories of number, mood and person.

2) The non-finite forms of the verb have a dual nature: the infinitive and the gerund have verbal and nominal properties, while the participle has verbal and adjectival properties.

[25] Chafe, W.L. Structure and meaning of Language. /W.L.Chafe. – Cambridge: Cambridge University Press, first edition, – 1970. – p.83

3) The non-finite forms of the verb cannot by themselves function as the predicate of a sentence. They are used only as part of the predicate.

4) Unlike the finite form of the verb, the notion of time inherent in its non-finite forms is not absolute but relative. Their notion of time depends on that of the finite form.

R. Dixon notes that the verbal features of the non-finite forms of the verb are as follows[26]:

1) tense, aspect and voice, which are inherent in them but also have their own distinctive properties;

2) the ability to take a direct object and to be modified by an adverbial modifier. This feature is reflected in the same types of combinations into which the finite forms of the verb can enter. Thus, the verbal feature of the non-finite forms of the verb in English is reflected in the categories of tense, aspect and voice, as well as in the characteristics of the word combinations in which the studied forms function.

Let us compare: /reading a book aloud/ – /without reading a book aloud/ – /to read a book aloud/ – /I am reading a book aloud//

In most linguistic sources, the main feature distinguishing the finite forms of the verb from the non-finite forms is considered to be the absence of the grammatical categories of person, tense and aspect in the participle, the gerund and the infinitive, as a consequence of which they are unable to perform the syntactic function of the predicate inherent in the finite forms of the verb.

According to R. Dixon, the nominal properties of the non-finite forms of the verb manifest themselves in the cognitive-semantic functions they perform[27]. On this issue, we agree with R. Dixon's view. In this respect, the non-finite forms of the verb are not homogeneous, and each form is distinguished from the others by appearing in meanings that are peculiar to it alone.

---

[26] Dixon, R.M.W. A New Approach to English Grammar, on Semantic Principles. / R.M.W.Dixon. – Oxford: Clarendon Press, – 1992. – p.116

[27] Dixon, R.M.W. The semantic basis of syntactic properties // Proceedings of the Berkeley Linguistic Society, – 1984. №10, – p.583

The non-finite forms of the verb preserve their inherent nominal properties (the infinitive and the gerund) and adjectival properties (the participle), whereas the verbal features are a quality they acquired in the course of their historical development. The history of the development of the non-finite forms is the history of their gradual incorporation into the verbal system, and as a result, in Modern English, their verbal properties are more important than their genuine nominal properties in revealing their characteristics.

The differences between the finite and non-finite forms of the verb are listed as follows:

1. Unlike the finite form of the verb, its non-finite forms do not include the categories of number, mood and person;

2. The non-finite forms of the verb have a dual nature. The infinitive and the gerund have verbal and nominal properties, while the participle has verbal and adjectival properties;

3. The non-finite forms of the verb cannot by themselves function as the predicate of a sentence. They function only as part of the predicate[28].

The second chapter of the dissertation is entitled **"Linguostatistical Study of the Finite and Non-Finite Forms of the Verb"**.

This chapter consists of two sections. The first section of the second chapter is entitled ***"The Frequency of Use of the Non-Finite Forms of the Verb"***.

Cognitive linguistics means the study of language in its cognitive function. Let us explain the meaning of the term cognitive. The Oxford Dictionary of English explains the term cognitive as follows: 1) "relating to or connected with the conscious intellectual activity of an individual (the emergence of thought, reasoning, remembering, etc.); 2) based on empirical factual knowledge that can be modified[29]. If we wish to give an example for a clearer explanation, we can offer the following: "The concept of learning

[28] Duffley, P.J. The English gerund-participle in cognitive grammar. // LACUS Forum, – 2005. vol. 32, – p. 302

[29] Oxford Advanced Learner's Dictionary / – Oxford: Oxford University Press, – 2005. – 1780 p.1111

itself can be an example of cognition. It relates to the way the brain makes connections when recalling what has been learned. The ability to reason logically is an excellent example of cognition, problem-solving and making judgements about information.

It should be noted for information that the term "cognitive" can also be designated in other ways, for example: intellective (intelektual), mental (əqli), perceptive (qavrayэю), etc.

V. Evans and M. Green write: *"Language offers a window into cognitive function, providing insights into the nature, structure and organization of thoughts and ideas. Thus, the most important way in which cognitive linguistics differs from other approaches to the study of language is that language is assumed to reflect itself, i.e. certain fundamental properties and design features of the human mind"*[30].

They then continue their thoughts as follows: "Cognitive linguistics is the study of language in its cognitive function, where the crucial role of informational structures in our encounters with the cognitive world is brought to the fore. Cognitive linguistics... dictates that our interaction with the world is mediated through informational structures. It is more specific than cognitive psychology, but by focusing on natural language as a means of organizing, processing and conveying this information... conveys it to people[31].

D. Geeraerts expresses cognitive linguistics as follows: *"What unites the various forms of Cognitive Linguistics is the belief that linguistic knowledge involves not only knowledge of language, but also knowledge of our experience of the world as mediated by language"*[32].

"One of the central assumptions underlying research in cognitive linguistics is that language use reflects conceptual structure, and therefore the study of language can inform us about the mental structures on which language is based. Therefore, one of

[30] Evans, V. Cognitive Linguistics: An Introduction. / V.Evans, M.Green. – UK: Routledge, – 2006. – p.11

[31] Evans, V. Cognitive Linguistics: An Introduction. / V.Evans, M.Green. – UK: Routledge, – 2006. – p.15

[32] Geeraerts, D. Cognitive Linguistics. Basic Readings. / D.Geeraerts. – Berlin: Mouton de Gruyter, – 2006. – p.53

the goals of this field is to study correctly. In doing so, it is necessary to determine what kinds of mental representations are constructed with different types of linguistic utterances". G. Fauconnier writes that early research in this field was carried out through theoretical discussions based on the methods of introspection and rational argumentation. To name a few, these methods were used to investigate various topics such as the mental representation of hypotheticals, negation, counterfactuals and metaphors[33].

F. Ungerer and H.-J. Schmid write: *"Unfortunately, the observation of human mental structures through introspection may be limited in terms of its accuracy"*[34].

In cognitive linguistics, attention should be paid to the following methods:

a) memory function;

b) item recognition;

c) reading method;

d) self-report measures;

e) the effect of language comprehension on a subsequent task, etc.[35]

One of the areas in which the cognitive nature of the non-finite forms of the verb is observed is the group of verbs used with the gerund and the infinitive. Let us present an example:

"Instead of answering Bella he went on upstairs and into his wife's room. He kissed Mrs.Griffihts, looked in upon Myra, who came to the door to embrace him, and spoke of the successful nature of the trip. One could see by the way he embraced his wife that there was an agreeable understanding between them – no disharmony – by the way he greeted Myra that if did not exactly sympathize with her temperament and point of view, at least he included her within the largess of his affection.

[33] Fauconnier, G. Spaces, Worlds, and Grammar (Cognitive Theory of Language and Culture Series). / G.Fauconnier. – Chicago: University of Chicago Press, – 1996. – p.87

[34] Ungerer, Friedrich. An introduction to cognitive linguistics. / Friedrich Ungerer, Schmid Hans-Jörg. – London: Longman, – 1996. (2nd ed., 2006), – p.120

[35] Langacker, R.W. Cognitive Grammar. A basic introduction. / R.W.Langacker. – Oxford: Oxford University Press, – 2008. – p.163

As they were talking Mrs.Truesdale began saying that diner was ready, and Gilbert, having completed his toilet, now entered. Once seated at the table, the family forthwith began discussing topics of current local interest"[36].

In this example, after the verb *to begin* used with the gerund, the suffix *–ing* is added to the verb, and a gerund is formed. The cognitive nature of the given text is observed in the function in which the verb is used. In this text, *began saying* and *began discussing* are part of a compound verbal aspect predicate.

Example in Azerbaijani:

Pənah bəy kürəyini ağaca söykəyib iri qara gözləriylə bütün bunları seyr edirdi, təbiətin nəğməsini dinləsə də, fikri qarşıdakı meşədə gözdən itən el yolundaydı, gözləyirdi, o günü gözləyirdi....gözləyirdi o günü.... günlərin bir günü meşəlikdən kəhəri qan-tərə batmış çaparı çıxmalıydı: "Gözlərin aydın, Pənah bəy, ayar olsun gözlərin, şah öldü! Nadir şah Əfşarı öldürdülər! Daha bu gündən sənə zaval yoxdu, bəyim", deməliydi[37]. (Panah bey, having leaned his back against a tree, was watching all this with his large black eyes; though he was listening to the song of nature, his thoughts were on the country road vanishing into the forest ahead; he was waiting, waiting for that day... waiting for that day... one day a courier on a chestnut horse drenched in blood and sweat was to ride out of the woods and say: "Rejoice, Panah bey, let your eyes shine, the shah is dead! They have killed Nadir Shah Afshar! From this day on, no misfortune can befall you, my bey".)

This text, too, is rich in verb forms.

The leading unit in the text is "Panah bey", and the verb forms used make it possible to describe and visualize Panah bey's psychological state. The verb forms in the text give rise to the cognitive and semantic coherence of the text.

One of the noteworthy points here is the repetition of certain verbal combinations. As A. Abdullayev also writes, the text-forming

[36] Dreiser, Th. An American Tragedy. / Th.Dreiser. – USA: Signet, – 2010. – p.194

[37] https://mir.az/kitab/234-elxan-elatli-on-dorduncu-adam-pdf.html

function of repetitions manifests itself in word combinations[38]. Repeated word combinations are actualized in the text and link the sentences of the text to one another. The word combinations used in this text play a special role in revealing its content.

The power and mystery in the use of the non-finite forms of the verb are steadily increasing. It is precisely for this reason that their use is as difficult as it is interesting. P. Roberts writes that, in fact, some of these verbals can be regarded as 100% nouns or adjectives depending on their syntactic function and on the other words accompanying or surrounding them (i.e. primary gerunds and nominalized participles, or present and past participles)[39]. If we have to decide whether, with the same spelling, we are dealing with a verb or a noun, there may be another obstacle to overcome. For example, strike can be both a verb and a noun. Only depending on the context can we see in which function it is used. For example:

/*There has been a strike at a factory today*// (noun) (Bu gьn bir fabrikdə tətil olub).

Can lightning strike twice in the same place? (finite verb) (Əldərəm eyni yerə iki dəfə dьєə bilərmi?) (*strike* – simple verbal predicate)

Did you hear the clock strike nine? (non-finite form) (Saatən doqquzu vurdupunu eюitdinizmi?) (*the clock strike* – Objective Infinitive Construction, after the verb to hear)

P. Roberts writes about the cognitive features of the non-finite forms of the verb: *"Verbals may resemble the finite form in their form, but they differ in that they cannot complete predication; the incompleteness of the verbal is shown by numerous syntactic patterns that differ from the patterns accompanying finite verbs. It is at this point that the cognitive side of the non-finite form is also revealed"*[40].

[38] Abdullayev, Ə.Ə. Aktual üzvlənmə, mətn və diskurs / Ə.Ə.Abdullayev. – Bakı: Xəzər Universiteti Nəşriyyatı, – 2011. – s.160

[39] Roberts, P. Understanding Grammar. / P.Roberts. – Harper and Brothers Publishers, – 1954. – p.184

[40] Ibid., p.250

The second section of the second chapter of the dissertation is entitled *"Linguistic Analysis of the Use of the Non-Finite Forms of the Verb"*.

In analysing the linguistic sources devoted to the study of the problems of the text, we encounter numerous definitions and interpretations of this notion. Modern linguistics has not developed a single understanding of the text that would satisfy representatives of various schools and trends. It would be incorrect to attribute this mainly to the text having been insufficiently studied. In fact, this picture is due to the text being a multifaceted phenomenon that requires study from various aspects.

In modern linguistics, the communicative function of language is regarded as its single integrative function. The study of this function enables researchers to illuminate the basic mechanism of language, since the text represents language as a means of communication; in other words, it acts as a full-fledged unit of language.

In modern linguistics, the text is regarded as a coherent sequence of linguistic signs conditioned by the internal laws of that system. Taking this aspect into account, P. Hartmann wrote that *"language exists primarily in the form of text, and the text, from the linguistic point of view, is the primary linguistic sign, while other linguistic units are distinguished from it through linguistic analysis"*[41]. According to P. Hartmann, *"everything expressed in language can be marked in the text. Language becomes visible only in the form of text"*[42].

The fact of studying the functioning of language in the process of communication brings linguists together with representatives of other fields of the humanities. As E.V. Paducheva noted, *"linguistics can no longer confine itself to spoken language alone, that is, language as a means of communication. Linguistic semantics sees its*

[41] Хартманн, П. Текст, тексты, классы текстов /Проблемы теории текста: Реферативный сборник/ П.Хартманн. – М.: Наука, – 1978. – с.17

[42] Hartmann, P. Text, Texte, Klassen von Texten // Bogawus. H. 2. Münster/ Westf, – 1964. – S.16

task in developing the interpretation of any type of text"[43]. According to K.M. Abdullayev, *"research in the field of text linguistics in recent years shows that, although this is a young field of research, through its development it is capable of shedding light on unresolved issues in other fields of linguistics as well"*[44].

Naturally, text linguistics did not arise out of nowhere. The emergence of text linguistics, which took shape at the intersection of rhetoric, poetics, stylistics, hermeneutics, semiotics, psycholinguistics, information theory and other sciences, was conditioned by the situation prevailing in 20th-century linguistics, since it was precisely during this period that the linguistic and literary aspects of text analysis began to be distinguished within philology. In the words of E.S. Kubryakova, the emergence of text linguistics is *"a sign of the emergence of a new paradigm in linguistics and of a reaction to the old one"*[45].

In defining the characteristic features of the text, it should be noted that the text, as the result of the speech process, is a complete message that is systematized, literarily polished in accordance with the requirements of the functional style, and pragmatically oriented. The formation of text linguistics as a special field was conditioned by the general development of philological thought. The intensive study of the text is the result of a turn from language to speech, to the communicative act. As Z.Ya. Turaeva also noted, *"this interest is also connected with the attempt to comprehend, through the text, the existence of language and the regularities revealed in the functioning of its linguistic units in segments larger than the sentence"*[46].

---

[43] Падучева, Е.В. Семантические исследования: Семантика времени и вида в русском языке. Семантика нарратива. / Е.В.Падучева. – М.: Языки русской культуры, – 1996. – с.219

[44] Abdullayev, K.M. Azərbaycan dili sintaksisinin nəzəri problemləri. / K.M.Abdullayev. – Bakı: Maarif, – 1998. – s.179

[45] Кубрякова, Е.С. О связях между лингвистикой текста и словообразованием / Лингвистические проблемы текста // – М.: Тр. МГПИИЯ им. М.Тореза. – 1983. Вып. 217, – с. 50

[46] Тураева, З.Я. Лингвистика текста. Текст: структура и семантика. / З.Я.Тураева. – М.: Просвещение, – 1986. – с.5

Among the researchers dealing with text issues in Azerbaijani linguistics, K.M. Abdullayev stands out for his special position. In his view, the text is *"a sequence of semantically connected sentences formed by means of morphological, semantic and prosodic devices"*[47].

According to F.Y. Veysalli, *"the text is one of the means of language. At first glance, the text can be defined as a sequence of sentences. The text is the driving force of the sentence"*[48]. *"... the text is a linear sequence of linguistic units denoting various actions"*[49]. The author also identifies the features of the text: *"1) the text is larger than the sentence, 2) there are speech acts that can only be conveyed in the text"*[50]. According to A.Y. Mammadov, *"the text can exist in a form isolated from the surrounding world, for example, ancient written monuments. However, these are rare cases. The text must have a socially conditioned pragmatic effect"*[51].

The analysis of theoretical sources shows that the study of the text and of text categories is considered one of the most controversial issues of modern text theory. The category of connectedness is the foundation on which the theme is built. Cohesion and coherence in a text can be evaluated as the interplay of the surface structure – grammatical-syntactic, lexical, graphic – and the deep structure, i.e. the level of meaning (the semantic level).

Thus, connected speech is not merely a set of sentences organized logically, grammatically and stylistically, but also a structural unity of linguistic units for realizing a whole that is complete in meaning. The main features of connected speech (the text) are completeness (autonomy, closedness, independence, completeness) and connectedness.

For example,

---

[47] Abdullayev, K.M. Azərbaycan dili sintaksisinin nəzəri problemləri. / K.M.Abdullayev. – Bakı: Maarif, – 1998. – s.16

[48] Veysəlli, F.Y. Dilçiliyə giriş. Dərs vəsaiti / F.Y.Veysəlli. – Bakı: Mütərcim, – 2017. – s.390

[49] Ibid., s.396

[50] Ibid., s.295

[51] Məmmədov, A. Diskurs təhlilinin koqnitiv perspektivləri / A.Məmmədov, M.Məmmədov. – Bakı: Çaşıoğlu, – 2010. – s.9

"He knocked softly once, and the footsteps stopped. They stopped for a long time, and when she was awake he'd gone away. He heard them cry again, and this time he heard Sava bark. He stepped out into a hurricane and exclaimed: 'What nice weather we're having'. It was very stupid to call that kind of weather fine!"[52].

In this text fragment, five non-finite forms of the verb are used: gone – Participle II; them cry – Objective Infinitive Construction; Sava bark – Objective Infinitive Construction; having – Participle I; to call – infinitive.

The use of the non-finite forms of the verb within the text realizes its semantic completeness. The use of the non-finite forms of the verb ensures the connectedness of the text. We believe that the non-finite forms of the verb can encompass such factors in the text as communicative orientation, compositional structure and the content of the text.

The use of a large number of non-finite forms of the verb is very common in written and oral speech.

Generalizing the general and specific aspects of the research conducted, the following conclusions can be drawn:

1. Human thinking is regarded as an extremely complex object, and research into its conceptual embodiment and realization in language is extremely important.
2. The study of the interaction of language and thinking is the goal of various sciences that investigate and attempt to explain various aspects of this interrelation. Linguistics, being one of them, has come a long way both in comprehending the essence of language and in determining the existing connections and interdependence between language and thinking. The postulate of the transition from thought to word in speech has recently been replaced by the recognition of the fact that thought is formed and develops in the word.
3. It is clear that the understanding of the interaction of language and thinking is the result of research conducted not only in linguistics, but also in psychology, logic and other sciences. It is also evident that this created opportunities for studying linguistic

[52] Steel, D. Zoya. / D.Steel. – USA: Dell Publishing Group, – 1989. – p.90

units not as isolated elements, but in their relations at the level of sentence – proposition – context. Such a pragmatic approach makes it possible to focus attention not only on the use of the word, but also on the numerous effects it acquires through interaction or combination with other elements of the context. The analysis of the fixed meaning of the word is replaced by consideration of the variable content of the utterance, and the meaning acquired by a linguistic unit in the context of the utterance becomes decisive.

4. The representation of the notion of process by non-finite forms is determined not so much by the grammatical semantics of the infinitive and the gerund as by their lexical semantics, in particular by the terminativity or non-terminativity of the verb from which the non-finite form is derived.
5. Contextual elements interacting with the non-finite forms of the verb can change their terminativity;
6. Inceptive verbs have a high degree of compatibility with the gerund and the infinitive.
7. The infinitive is frequently used to represent the process of both mental and physical activity, whereas the gerund mainly reflects physical activity.
8. With the exception of verbs expressing feelings, verbs of the three groups combine with gerunds very rarely, and such combinations with the verbs to intend and to forget are not found at all; the gerund of non-terminative verbs is used mainly with the verbs to love and to remember;
9. The cognitive feature of the infinitive in structurally different languages is observed in the actions it expresses. The infinitive is used when the action is unreal, abstract and refers to the future.
10. In Modern English, the cognitive feature of the gerund is observed in the action it expresses. The gerund is used when the action is real, concrete and completed.
11. The cognitive features of the gerund and Participle I are observed in their syntactic functions. While the gerund is used as a noun in the sentence, the participle has adjectival and

adverbial features.

12. Whereas Participle I can only be part of a complex subject within a participial construction, the gerund can function as the subject of the sentence.

The content of the dissertation is reflected in the following theses and articles:

1. On the communicative aspect of texts // – Baku: Ministry of Education of the Republic of Azerbaijan, Baku Slavic University, Actual Problems of the Study of Humanities, – 2018. №4, – p.73-75;
2. Finite and non-finite forms of the verb in structurally different languages // – Baku: Ministry of Education of the Republic of Azerbaijan, Baku Girls' University, Scientific Works, – 2019. №3, – p.29-34;
3. Features of verb paradigms in different languages // – Baku: Azerbaijan National Academy of Sciences, Institute of Manuscripts named after M. Fuzuli, Problems of Philology, – 2019. №1, – p.166-170;
4. Cognitive semantics of the verb // Proceedings of the International Scientific Conference “Interdisciplinary Integration: Linguodidactic, Linguocultural and Psycholinguistic Aspects”, Ministry of Education of the Republic of Azerbaijan, – Sumgayit: Sumgayit State University, – 2019, – p.329-330;
5. Classification of verbs in Modern English // – Baku: Terminology Commission under the Cabinet of Ministers of the Republic of Azerbaijan, Problems of Terminology, – 2020. №2, – p.124-127;
6. The place of the verb in the system of parts of speech // – Baku: Ministry of Education of the Republic of Azerbaijan, Baku Slavic University, Actual Problems of the Study of Humanities, – 2020. №2, – p.25-29;
7. On the cognitive semantics of the verbals // Advanced Science, XI International Scientific Conference, International Centre for Scientific Cooperation “Science and Education”, – Пенза: РФ, – – 2020, – p.151-153;
8. Some facts about the taxonomy of the verbs //

Фундаментальные и Прикладные Научные Исследования, Актуальные Вопросы, Достижения и Инновации, Сборник Статей XXXVI Международной Научно-Практической Конференции, Международный центр научного сотрудничества, «Наука и просвещение», – Пенза: РФ, – 2020, – p.213-215;

9. On cognitive semantics of the verbals (non-finite forms of the verb) // – Baku: Ministry of Education of the Republic of Azerbaijan, Baku Girls' University, Scientific Works, – 2021. №12, – p.86-91;
10. Некоторые факты о неличных формах глагола // Science, Education, Innovation, International Scientific Conference, Сборник Статей Международной Научно-Практической Конференции, Международный центр научного сотрудничества, «Наука и просвещение», – Пенза, РФ, –2021, – с.86-88.
11. The verb and the verbals (the non-finite forms of the verb) – Вчені Записки Таврійського Національного Університету імені В.І.Вернадського Серія: Філологія. Журналістика, – 2021. Том 32(71) №6, Ч.1, p.151-157.
12. The study of the verb in foreign linguistics – Baku: Scientific News, – 2022. №2, – p.56-61;
13. Participle I and the gerund in Modern English – Baku: "Actual Problems of Foreign Language Teaching", National Scientific-Practical Conference. Collection of Theses, – 2022, p.92-93;
14. Participle I as a form of the verb // На Перекрестке Культур: Единство Языка, Литературы и Образования – IV, – Могилев, – 2024, p.190-192;



The defense will be held on 15 December 2026 at 11:00 at the meeting of the Dissertation council FD 1.06 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Institute of Linguistics named after Nasimi of the Azerbaijan National Academy of Sciences.

Address: AZ1143, Baku city, H.Javid avenue 115, V floor, Institute of Linguistics named after Nasimi of ANAS.

Dissertation is accessible at the Institute of Linguistics named after Nasimi of the Azerbaijan National Academy of Sciences Library.

Electronic version of the abstract is available on the official website of the Institute of Linguistics named after Nasimi of the Azerbaijan National Academy of Sciences.

Abstract was sent to the required addresses on 13 November 2026.

Signed for print: 05.11.2026

Paper format: 60x84 16/1

Volume: 45 055

Number of hard copies : 20