

CATEGORIZATION OF LANGUAGE UNITS

Yuldasheva Dilorom Aliyevna,

A teacher of Kokand state pedagogical institute

Telefon raqami: +998912043401

Email: dilyahonim@mail.ru

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ABSTRACT

Learning a language is not an easy matter as it is essential to learn a foreign languages and it is easy to understand when we divide into the language subject into categories. The aim of the article is to research on the categorization of language unit. Moreover, it discusses some types of categories and their features in a language

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INTRODUCTION

As language is vitally important part of humans' life, it never ends learning. Categorization is a good way to learn the language deeply. Moreover, this method could be effective to learn and to teach a foreign language. There are two kinds of classification of languages practiced in linguistics: genetic (or genealogical) and typological. The purpose of genetic classification is to group languages into families according to their degree of diachronic relatedness.

Categorization is main cognitive process in speech. According to Lakoff and Mignot (in 1987 and 2017 respectively), humans utilize their language to categorize primarily through the nominal category. More particularly, categorization enables them to better organize the world around them in order to make learning and decision making easier.

According to their ideas, categorization helps learning and teaching to make easier. Moreover, it helps students to make their own decisions and to be independent.

MATERIALS AND METHODS

The problem of categorization is one of the basic issues in the linguo-cognitive study of language units. It is known that the concept of category is interpreted differently depending on the essence of different sciences. The first of them is a philosophical category.

Philosophical categories, along with expressing certain, separate relations and connections of things and events in reality, also reflect characteristics and relations characteristic of the whole universe, human life and thinking. Therefore, each specific science turns to philosophical categories to reveal the characteristics and features of the field it studies. In G. Hegel's doctrine of categories, the system of

philosophical dialectical categories is defined. He pointed out the following as clear logical categories: existence, essence, concept. Hegel is also based on the interrelationship of dialectical categories and their transition to each other. It seems that G. Hegel's teaching envisages the gradual realization of knowledge acquired by a person.

It is understood that philosophical categories cover the most important basic relations in reality and have not lost their validity until now.

In general, categories in philosophy testify that they are formed from the point of view of human knowledge and perception of the world. Categories are, firstly, the knowledge gained by a person in the process of knowing the essence and laws of nature and social phenomena, and secondly, they are important scientific tools used to deepen their knowledge of reality and reveal its secrets and laws.

One of the new as well as top point of linguistics of today is cognitive linguistics. And One of the main terms of cognitive linguistics is the concept, which has been given several different definitions in linguistics. Let's look at them one by one.

A concept is information about the actual or hypothetical location (state) of things or events in existence (the world)

A concept is something that a person knows, assumes, thinks about things and events in existence (E.S. Kubryakova. Dictionary).

The concept is collective knowledge, the main unit of the national mentality system, it has linguistic means of expression and ethnocultural identity (E.S. Kubryakova. Dictionary).

RESEARCH AND DISCUSSION

There are five basic components (phonology, morphology, syntax, semantics, and pragmatics) found across languages in linguistics.

As it is mentioned above, two kinds of classification of languages practiced in linguistics, they are as followings:

1. genetic (or genealogical)
2. Typological

The purpose of genetic classification is to group languages into families according to their degree of diachronic relatedness. Taking as an example, within the Indo-European family, such subfamilies as Germanic or Celtic are recognized; these subfamilies consist of German, English, Dutch, Swedish, Norwegian, Danish, and others, on the one hand, and Irish, Welsh, Breton, and others, on the other. So far, most of the languages of the world have been divided into groups only tentatively into families, and many of the classificatory schemes that have been proposed will no doubt be radically revised as further progress is made.

Categorization is a cognitive process, like a basic, philosophical category in the theory of cognition. From the point of view of cognitive linguistics, categorization is, on the one hand, the knowledge of the names of subjects, objects and events in the environment in which a person lives, and the process of placing these subjects, objects and events into specific categories and mastering their names. Thus, categorization is the division of the world into certain systematic categories, that is, groups, classes, categories of similar objects or events.

At the same time, categorization as a cognitive process is a system of knowledge related to the identification of an object or phenomenon with a certain category, including by the subject by its name. Accordingly, the exchange of information by people using language for the purposes of communication consists in comparing it with the existing system of knowledge, defining a certain subject, object and

events through certain categories. This dynamic process, in contrast to the category, is given in statics and is the essence of categorization as a cognitive process [1.37]

The classification of physical objects and their parameters in the environment where the subject lives is considered to be a more important thinking process than the manifestation of the specific characteristics of nature. This kind of thinking process of classification is called categorization, and its results are called cognitive categories. For example, cognitive categories of colors: white, green, red, yellow, blue.[2. 2]

CONCLUSION

There is, in principle, no limit to the variety of ways in which languages can be grouped typologically. One can distinguish languages with a relatively rich phonemic inventory from languages with a relatively poor phonemic inventory, languages with a high ratio of consonants to vowels from languages with a low ratio of consonants to vowels, languages with a fixed word order from languages with a free word order, prefixing languages from suffixing languages, and so on. The problem lies in deciding what significance should be attached to particular typological characteristics. Although there is, not surprisingly, a tendency for genetically related languages to be typologically similar in many ways, typological similarity of itself is no proof of genetic relationship.

In conclusion, it should be noted that each person interprets cognitive processes in his linguistic activity in his own way. The anthropocentric status of language is manifested in its interpretative function. This, in turn, shows that the individual is always at the center, that a person simultaneously uses both the collective framework of knowledge and interpretation and his own personal conceptual system in this process. Anthropocentricity of language is a set of ideas that a person is at the center of the language system, and language is considered a reflection of the person's imagination of things, events, and situations around him.

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