

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2023-2/4

**Вестник Хорезмской академии Маъмуна
Издается с 2006 года**

Хива-2023

Бош муҳаррир:

Абдуллаев Икрам Искандарович, б.ф.д., проф.

Бош муҳаррир ўринбосари:

Ҳасанов Шодлик Бекпўлатович, к.ф.н., к.и.х.

Таҳрир хайати:

<i>Абдуллаев Икрам Искандарович, б.ф.д., проф.</i>	<i>Пазилов Абдуваеит, б.ф.д., проф.</i>
<i>Абдуллаев Баҳром Исмоилович, ф-м.ф.д.</i>	<i>Рахимов Раҳим Атажанович, т.ф.д., проф.</i>
<i>Абдуллаев Равшан Бабажонович, тиб.ф.д., проф.</i>	<i>Рахимов Матназар Шомуратович, б.ф.д., проф.</i>
<i>Абдуҳалимов Баҳром Абдурахимович, т.ф.д., проф.</i>	<i>Рашидов Негмурод Элмуродович, б.ф.н., доц.</i>
<i>Азимова Гулчехра Азизовна, т.ф.д., проф.</i>	<i>Рўзбоев Рашид Юсупович, тиб.ф.д., проф.</i>
<i>Алмбетов Нағмет Каллиевич, и.ф.д., акад.</i>	<i>Рўзметов Бахтияр, и.ф.д., проф.</i>
<i>Аметов Якуб Идрисович, д.б.н., проф.</i>	<i>Садуллаев Азимбой, ф-м.ф.д., акад.</i>
<i>Бабаджанов Хушнўт, ф.ф.н., проф.</i>	<i>Салаев Санъатбек Комилович, и.ф.д., проф.</i>
<i>Бекчанов Даврон Жуманазарович, к.ф.д.</i>	<i>Сапарбаева Гуландам Машариповна, ф.ф.ф.д.</i>
<i>Буриев Хасан Чутбаевич, б.ф.д., проф.</i>	<i>Сапаров Каландар Абдуллаевич, б.ф.д., проф.</i>
<i>Ганджаева Лола Атаназаровна, б.ф.д., к.и.х.</i>	<i>Сирожов Ойбек Очилович, с.ф.д., проф.</i>
<i>Давлетов Санжар Ражабович, тар.ф.д.</i>	<i>Сотилов Гойипназар, к/х.ф.д., проф.</i>
<i>Дурдиева Гавҳар Салаевна, арх.ф.д.</i>	<i>Тожибаев Комилжон Шаробитдинович, б.ф.д., академик</i>
<i>Дўсчанов Бахтиёр, тиб.ф.д., проф.</i>	<i>Холшев Аскар Эргашевич, б.ф.д., проф.</i>
<i>Ибрагимов Бахтиёр Тўлаганович, к.ф.д., акад.</i>	<i>Холматов Бахтиёр Рустамович, б.ф.д.</i>
<i>Жугинисов Тангирберген Исаевич, б.ф.н., доц.</i>	<i>Чўпонов Отаназар Отожонович, ф.ф.д., доц.</i>
<i>Жуманиёзов Зоҳид Отабоевич, ф.ф.н., доц.</i>	<i>Шакарбоев Эркин Бердиқулович, б.ф.д., проф.</i>
<i>Жуманов Мурат Арпаевич, д.б.н., проф.</i>	<i>Эрматова Жамила Исмаиловна, ф.ф.н., доц.</i>
<i>Кадирова Шахноза Абдухалиловна, к.ф.д., проф.</i>	<i>Эшчанов Рузўмбой Абдуллаевич, б.ф.д., доц.</i>
<i>Каримов Улғубек Темирбаевич, DSc</i>	<i>Ўразбоев Ғайрат Ўразалиевич, ф-м.ф.д.</i>
<i>Қўтлийев Учқун Отобоевич, ф-м.ф.д.</i>	<i>Ўрозбоев Абдулла Дурдиевич, ф.ф.д.</i>
<i>Ламерс Жон, к/х.ф.д., проф.</i>	<i>Ҳажиева Мақсуда Султоновна, фал.ф.д.</i>
<i>Майкл С. Энжел, б.ф.д., проф.</i>	<i>Ҳасанов Шодлик Бекпўлатович, к.ф.н., к.и.х.</i>
<i>Махмудов Рауфжон Баходирович, ф.ф.д., к.и.х.</i>	<i>Худайберганова Дурдона Сидиқовна, ф.ф.д.</i>
<i>Мирзаев Сирожиддин Зайниевич, ф-м.ф.д., проф.</i>	
<i>Мирзаева Гулнара Саидарифовна, б.ф.д.</i>	

Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№2/4 (98), Хоразм Маъмун академияси, 2023 й. – 245 б. – Босма нашрнинг электрон варианты - <http://mamun.uz/uz/page/56>

ISSN 2091-573 X

Муассис: Ўзбекистон Республикаси Фанлар академияси минтақавий бўлими – Хоразм Маъмун академияси

© Хоразм Маъмун академияси ноширлик бўлими, 2023

МУНДАРИЖА
ФИЛОЛОГИЯ ФАНЛАРИ

Abduvokhidova H. Translation of agricultural terms	5
Artikova N.S. Dialogik nutq to'liqsiz gaplarni yaratuvchi omil sifatida	7
Artikova N.S. Methods of research of binuclear non-verbal sentences	10
Atajanova N.F. Xorazmlik shoirlar ijodidagi mumtoz adabiy an'analarning davom ettirilishi xususida	14
Azizova M. Comprehensive understanding english language in ESP classes	18
Babakulova L.R. Terminology and translation problems in teaching English	21
Bobojonova N.J. Categorization in english cognitive linguistics	23
Chorieva A., Lokteva N. American literature's "Family chronicle genre" in the second half of the 22th century	26
Dalieva M.X. Semantic and cognitive approach to the modern english terminology	28
Daminov N.K. Formation of resistance to stress in the process of simultaneous interpreting	30
Davletova D.N. Fe'li kollokatsiya (turg'un birlikma) tushunchasi va uning ingliz va o'zbek tillarida ifodalanishi	35
Erdanova Z.A. Description of human professional activity in English and Uzbek phraseology	37
Eshniyozova G.H. Halima Xudoyberdiyeva she'riyatida qo'llanilgan badiiy san'atlarning lingvopoetikasi	40
Haydarov A.A., Xayrullayeva G. Turli sistem tillarda so'z ma'nolari kuchaytirishning leksik vositalari	42
Jabborova H.A. Radio tilining milliy – madaniy xususiyatlari: hushmuomalalik tamoyili	45
Jalilova L.J., Axmedova M.F. J.K. Roulingning "Garri Potter" asarida yosh psixologiyasi	47
Kadirova A.Kh. Qualificattion and skills required of a simultaneous interpreter	50
Kasimova S.M. About the mechanisms that provide understanding of the original text while speaking text in the target language	52
Kimsanboyeva B.N. Kvantitativlikning topishmoqlarda izohlanishi	55
Khaydarova L. The description of social life and the usage of syntactic stylistic devices in the novel "Hard times" by Charles Dickens	57
Khayitova D.B. Language units as means of intercultural communication	61
Masharipova Z. Halima Ahmedova she'riyatida pafosning namoyon bo'lishi	63
Mirabdullayeva S., Abduvokhidova H. Ingliz va o'zbek tillarida metaforalarning tavsifi, ishlatilishi va ilmiy ahamiyati	68
Narzulaeva D.B. Miracles of the Holy Koran	70
Niyazova M.Kh., Tuxtayeva M.A. The use of proverbs in the speech of characters by english and uzbek writers	73
Niyazova M.X., Temirova M. Dunyo tilshunosligida frazeologik birliklarni o'rganishning nazariy asoslari	75
Osmanov M.T. Cognitive and linguistic factors in improving reading comprehension on the base of illustrated texts	77
Polvannazirova S.X. Kontrastiv lingvistika va tarjimaning o'zaro munosabati	79
Qarshiyeva Sh.T., Yuldashev A.A. O'zbek va ingliz tillaridagi frazeologik birliklarning qiyosiy etimologiyasi	82
Qobilova N.S., Barotova N.Sh. Linguistic and cognitive features of negative attitudes in english and uzbek languages	84
Qobilova N.S., Nurullayeva U.B. Frazeologik birliklar xalqning milliy-madaniy xususiyatlari oynasi sifatida	87
Qodirova H.X. Ingliz va o'zbek tillarida soxta diskursning pragmatik parametrlari	91
Qosimova F.X., A'zamjonova M.S. Ingliz va o'zbek lingvokulturologiyasida "Baxt" konsepti	93
Qurbonova M.I. Alisher Navoiy xamsasidagi Farhod va Majnun obrazlarining qiyosiy tahlili	96
Ochilova N. Tarjimada sinonimik qatordagi so'zlardan foydalanish muammolari	98
Raximova M.A. Termin va atamalar haqida ayrim mulohazalar	102
Raxmatova M.M., Aslonova Sh.Z. Inson kommunikatsiyasining hosil bo'lishi jarayonida diskursning roli	105

- text-forming competence, i.e. knowledge of the correlation of the rules for generating texts in native and foreign languages, the ability to build texts adequate to the original of different functional style, genre and type;
- communicative competence, assuming the ability to convey the meaning of the text as fully as possible;
- technological competence, i.e. specific knowledge, mastery of basic translation strategies and techniques;
- special competence (knowledge of the subject; possession of the conceptual and terminological apparatus of this subject area); - compensatory skills, i.e. the ability to use dictionaries, reference books, databases and other sources of additional information.

Translation training involves simultaneous, parallel formation of speech skills and the development of skills in the main types of speech activity and the formation of proper translation competencies in its main types. In addition, it is advisable to combine translation training with informative reading and writing training, and interpretation training with speaking and listening training. At the same time, it can be said that the co-teaching of language and translation becomes more rational if it is implemented on a correlation basis. The most acceptable task regarding teaching translation in a non-linguistic university is to use translation as a way to control the accuracy of understanding a written text. Unlike teaching other practical aspects of the language, it is advisable to start translation training at the senior stage, when students have mastered a significant amount of knowledge of vocabulary, phraseology, grammar and stylistics sufficient for fluent reading in a foreign language. In the course of practical training, along with studying the rules of translation, the teacher should demonstrate successful and not quite successful translations to students so that they develop the right assessment attitude both to the available samples, and thereby to previous translation experience, and to their own knowledge and capabilities.

In conclusion, it should be noted that in the conditions of a non-linguistic university, the formation of skills and the development of translation skills should be carried out together with the teaching of language, speech and linguistic and cultural competencies. In addition, students of a non-linguistic university should understand that translation is a means, the mastery of which, along with other communicative competencies, will allow them to solve professional tasks more effectively, will contribute to increasing competitiveness in the labor market, will allow access to new information resources, expand qualification opportunities, etc.

REFERENCES:

1. Barkhudarov L.S. Language and translation: Issues of general and particular theory of translation. – 2nd ed. – Moscow: LKI, 2008. – 240 p.
2. Gavhar T. Tarjima gipotezasi. ilmiy-falsafiy ko'p komponentli atamalarni tarjima qilishning o'ziga xosligi va muammolari //Innovations in Technology and Science Education. – 2022. – T. 1. – №. 1. – С. 185-194.

UDC 808.3

CATEGORIZATION IN ENGLISH COGNITIVE LINGUISTICS

N.J. Bobojonova, PhD student, Bukhara State University, Bukhara

Annotatsiya. *Kognitiv tilshunoslik kognitiv fanlardan biri bo'lib, til bilan bog'liq psixik tuzilmalar va jarayonlarni tavsiflash va tushuntirish bilan shug'ullanadi. Bu yangi bilim sohasi hisoblanib, integratsiyalashgan ilmiy intizom sifatida harakat qiladi. Bu yangi tilshunoslik sohasi inson ongi va tashqi muhitdagi bilimlar tuzilmasi shakllanishini o'rganadi, tadqiq qiladi.*

Kalit so'zlar: *kognitsiya, lingvistika, tilshunoslik, konsept, kategorizatsiya, kategorizatsiyalashtirish*

Аннотация. *Когнитивная лингвистика - одна из когнитивных наук, которая занимается описанием и объяснением психических структур и процессов, связанных с языком. Она считается новой областью знаний и выступает как целостная научная дисциплина. Эта новая область языкознания изучает и исследует формирование человеческого сознания и структуру знаний во внешней среде.*

Ключевые слова: познание, языкознание, языкознание, понятие, категоризация, концепт

Abstract. Cognitive linguistics is a cognitive science that describes and explains psychological structures and processes related to language. It acts as integrating scientific discipline that tries to find interconnection among structures of mental representations, their processing, and neural substrate. It examines the possibilities of shaping the process of learning, reception, and production of language, while its fundamental effort is to create complex theory about cohesion of structural and procedural aspects of language knowledge.

Keywords: cognition, linguistics, linguistics, concept, categorization, categorization

The study of the mind, including its composition and activities, is known as cognitive science. Several research sciences are included in it. Since the dawn of time, man has endeavored to comprehend his own mind. The oldest authors discussed knowledge, stupidity, and the marvel of thought. Biblical authors discussed both the intelligent and the wise, covering linguistic, anthropological, psychological, and philosophical facets. Plato and Aristotle, two of the earliest Greek philosophers, attempted to explain how human knowledge operates by referring to the mind's operations. In the 1800s, as psychology as a science, and particularly experimental psychology, started to grow, scientists started looking for distinctive traits that the human mind shared in common. The scientific community accepted behaviorism, a viewpoint that considered the human mind as little more than a collection of programmed behaviors that entirely occurred as biological reactions to stimuli, in its quest for consistency and explanation. In other words, you weren't much different from a dog or a single-celled organism in the behaviorists' eyes. They perceived people as just more developed examples of "cause and effect," stimuli, and response.

Scientists started to propose the theory that there is much more to the human mind than only preprogrammed answers in more recent periods, at the beginning of the 1900s. Scientists gained a better understanding of the reasoning process as computer simulations of human thought processes were developed, and they became aware of the intricacy of the operations that take place inside the mind.

The study of language, the mind, and sociocultural experience is studied using an interdisciplinary method known as cognitive linguistics, which first appeared in the 1970s. A principle of cognitive linguistics is the inseparability of meaning and form in the study of language.

A subfield of linguistics called cognitive linguistics studies how the mind and language interact. The fundamental tenet of the field is that language and language production are cognitive abilities. This particular branch of linguistics includes research on cognitive and human systems, as well as how they relate to and explain how language and communication function. The study of pragmatics, language economy, imagery, metaphors, and categorization can all be included under the umbrella of cognitive linguistics. Another crucial area of cognitive linguistic research is memory and recall.

The study of cognitive linguistics began to take shape in the 1970s as a spinoff of more conventional Chomskyan theory and linguistic investigation that clearly distinguished form from content. Advocates of cognitive linguistics believed that by examining the mind, brain, and other cognitive processes as a whole, it would be possible to connect the structure of language to its semantic meaning. A general research of how human cognitive powers can use language as a tool to organize and process thoughts and convey these concepts with others is also investigated, as well as the interface between syntax and semantics. The psychology of language and language use is also studied in this discipline. The connection and relationship between language and thought has gained importance within the subject in recent years. Large volumes of language data illustrating language in use are used in this particular branch of linguistics' experimental study, particularly in the area of language acquisition. Numerous studies look at the cognitive system during the process of producing language, as well as during periods of low or high stress, emotion, or other variables or events that may influence language production and produce observable or measurably different language output.

Cognitive linguistics was a widely recognized subfield and branch of linguistics by the early 1990s. Numerous regional, national, and international conferences are now regularly organized. This

area of linguistics has its own periodicals, some of which are published by academic or professional groups. The area of linguistics is intimately related to other linguistic disciplines, such as pragmatics, semantics, functional linguistics, descriptive linguistics, general and theoretical linguistics, and psycholinguistics. Multiple degrees of study are possible in cognitive linguistics. Before specializing in cognitive linguistics at the Master's or Doctoral level, most students must first get a bachelor's degree in general linguistics or within a language and communication program. Because language can be thought of as a way to categorize experience, categorization is a crucial topic in semantics. For instance, the term "flower" classifies an infinitely broad range of various things in the world as all representatives of a single kind of object, the category FLOWER. Consider the differences between a tulip, a carnation, and a sunflower to illustrate how different flower kinds actually are. However, these variations have no bearing on whether something is classified as a flower or not. Other lexical categories share the same characteristics. Not only does the word class category include ambiguity, but so do the individual word classes. Since the class of members of the usual degree and its semantic content and function must be explored from the meaning of the word class, cognitive linguistics likewise acknowledges its ambiguity but places more emphasis on exploring the genesis and essence of this phenomena. The classification of word classes, which serves as the foundation of grammar, has perplexed linguistics for nearly a century due to language issues. So far, linguists essentially still use the traditional Latin system of class classification. However, there have been a lot of differences in how words have been divided. Quirk and Crystia have observed some hazy events in the word class. The non-typical members of a given segment of speech have additional characteristics that help classify them, while the usual members have less features.

The categorization theory of archetypes states that using the classification of the benefits and drawbacks of word distribution is a realistic and thorough technique to categorizing the word. Word class is a form of archetype that is based on how words are distributed in the family group and how they are comparable to one another. Many linguists consider "class typical theory" to be a semantic theory because it includes the most useful research on semantics. " The classification of the environment in which we live has an impact on how language is formed and how people perceive it, therefore the first semantic concern is categorization."

The foundation of cognitive linguistics is class theory on the field theory and semantic analysis of the epistemological basis of the suggested new interpretation technique, which emerged from the theory of cognitive psychology. It is created in the psychological field and becomes mature in linguistics, but its theoretical importance extends beyond just comprehending how languages work. Language research will unavoidably change as a result of the class-typical theory on the division's breadth and the substance of new perspectives and methodologies.

REFERENCES:

1. Zhang Weizhen. Family Similarity of Semantic Category [J]. Foreign Language Teaching and Research. 2006 (04).15
2. Li Yihua. On the necessary and necessary conditions and the interpretation of the prototype theory [J]. Dages Study. 2011 (04).88
3. Pan Weizhen. China fuzzy linguistics: review and forward [J]. Foreign Language Teaching and Research. 2012(01).159
4. Zhou Hong. Cognitive Mechanism of Semantic Category and Word Meaning Evolution [J]. Journal of Zhengzhou University of Technology, 2009 (04), 63
5. Hu Shaojie. Journal of Foreign Languages Teaching and Research. 2008 (02).85
6. Croft, William A. & D.A. Cruse (2004). Cognitive Linguistics. Cambridge: Cambridge University Press.
7. Dienhart, John M. (1999). "A linguistic look at riddles". Journal of Pragmatics, 31. 95-125.
8. Lakoff, George (1987). Women, Fire, and Dangerous Things: What Categories Reveal about the Mind. Chicago: Chicago University Press.
9. Ungerer, Friedrich & Hans-Jörg Schmid (1996). An Introduction to Cognitive Linguistics. London: Longman.