

**PROBLEMS OF CONCEPTUALIZATION AND CATEGORIZATION OF THE WORLD
IN LANGUAGE**

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Annotation

The cognitive approach to the analysis of language is to identify and explain the processes of categorization and conceptualization, which are reflected in the language. The unit of conceptualization in cognitive linguistics is the concept, understood as the result of cognition. In the concept, according to the cognitive and linguo-culturological approach, not only the semantics of the language unit is concentrated. The concept is a unit of the mental lexicon and is a set of meanings, values and norms as a result of human cognitive activity. The mental lexicon of a person stores not only meanings, but also destinations, all sensory images, meanings, evaluations and connotations, personal and collective, refracted through the prism of a particular culture in the linguistic consciousness. The following article is devoted to the study of the problem of conceptualization and categorization in linguistics.

Key words: concept, conceptualization, categorization, logic, category, reality, connotation.

A concept in cognitive linguistics is a unit that provides access to understanding “how the world is conceptualized through the prism of language and what kind of picture of the world the language we are studying and a single language demonstrates” (Kubryakova 1997, p. 46). Language projections of concepts represent not only the linguistically assimilated world in the form of a linguistic picture of the world, but also the originality of the way of assimilation of the world. We need to clarify what is: a) conceptualization; b) category, categorization.

“CONCEPTUALIZATION is the primary theoretical form that provides the theoretical organization of the material; a connection diagram of concepts that reflect possible trends in change ..., allowing you to produce hypotheses about their nature and the nature of relationships; a way of organizing mental work that allows you to move from the material and primary theoretical concepts to more and more abstract constructs, reflecting in the limit the assumptions underlying the construction of a picture of the vision of the studied segment of reality.”[1]

The concept is nominated by the word, but it is a structure of a slightly different order than the word from the point of view of classical semantics. Let us immediately emphasize that there is still no consensus in linguistics regarding what a concept.

meanings that make up its periphery and are not fixed by explanatory dictionaries.

The concept is realized through a frame (construct, gestalt, script).

Concepts are understood as "clumps of meaning", carrying important cultural information and finding their concrete expression in the form of signs. He takes into his field not only explicit, but also implicit knowledge, connected in the mentality of a person-speaking (writing, reading, thinking, reflecting) with a given concept, materialized through a word-sign.

CATEGORY (a term introduced by Aristotle) is a logical and metaphysical term, an a priori concept of reason, a condition for the possibility of thinking. Categories are the nodal points of knowledge, "steps", and moments of penetration of thinking into the essence of things. Categories are an ideal analogue of the material world, its general properties, connections and relationships.

And now let's start a conversation on the topic of today's meeting. Back in the 4th century BC, Aristotle argued that grammar is based on logic [2]. His followers on this issue were the French scholars Antoine Arnauld and Claude Lanson, abbots of the monastery of Port-Royal. In *The Universal Rational Grammar* (1660), they argued that the goal of linguistics is the study of the logical principles that underlie all languages. They believed that all thinking people think in the same categories and according to the same laws. And if so, then they have the same grammar. Consequently, logical and linguistic categories are identical. The reasoning of these abbots went something like this:

Logic is based on judgment, i.e. a form of thought in which something is affirmed or denied. The judgment consists of the subject S, predicate p, ligaments and quantifiers. The subject is that about which something is said, and the predicate is that which is said about the subject, and S is singular, and P is universal.

The problems of typology of concepts are closely related to the problem of categorization, which has always been recognized as one of the most important aspects of language learning. E.S. Kubryakova shares the concepts of "categorization" and "conceptualization". Conceptualization is interpreted as "... one of the most important processes of human cognitive activity, which consists in comprehending the information coming to him and leading to the formation of concepts, conceptual structures and the entire conceptual system in the human brain" (*Brief Dictionary of Cognitive Terms* 1996:93). Any comprehension of the perceived material requires categorization (and it is impossible without categorization), the result of such comprehension is a formed cognitive unit or cognitive structure, i.e. the process of categorization "accompanies" the process of comprehension. At the same time, the process of categorization may be meaningless, but the formation of mental formations takes place.

Consequently, the concepts of "categorization" and "conceptualization" cannot be separated if the formation of mental formations (as cognitive units and cognitive structures) is recognized as a differential feature of these concepts.

Categorization in the narrow sense - bringing a phenomenon, object, process under a certain rubric of experience, category and recognizing it as a member of this category, in a broader sense - the process of formation and selection of the categories themselves, division of the external and internal world of a person in accordance with the essential characteristics of his functioning and being, an ordered presentation of various phenomena through their reduction to a smaller number of categories or associations, as well as the result of classification (taxonomic) activities. Categorization is one of the key concepts in the description of human cognitive activity, associated with all cognitive abilities and systems in its cognitive apparatus, as well as with operations performed in the processes of thinking: comparison, identification, establishment of similarity and similarity, etc.

In the analysis of categorization, one should distinguish, on the one hand, the ways of forming new categories and ways of replenishing and developing existing ones, and on the other hand, the study of relations between members of one category and the criteria according to which they are or are not considered to represent the same category.

The concept of categorization of human experience is one of the most fundamental concepts in the characterization of cognitive activity. Closely connected with all human cognitive abilities, it is also closely intertwined with various components of this activity - memory, imagination, attention, etc. The ability to classify phenomena, distribute them into different groupings and classes, categories and categories indicates that in the acts of perceiving the world a person judges the identity of certain objects to others, or, on the contrary, their difference. The categorization of what is perceived is a way to give an orderly character to the information that comes to a person, a way to systematize, sort what is seen and heard. Therefore, it is important to try to understand on the basis of what criteria a person makes judgments about the similarity of some sensations or the difference of others.

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