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EVALUATION CATEGORY IN UZBEK AND ENGLISH LANGUAGES (BASED ON GOOD AND BAD CONCEPTS)

Utambetova A. K.

TTA Pedagogika, psixologiya va Tillar kafedrası o'qituvchisi

Tayanch soʻzlar: baholash, turkumlashtirish, yaxshi va yomon tushunchalar, aniq, yashirin, komponentlar, leksikologiya, stilistika, tilshunoslik.

Ключевые слова: оценка, категоризация, хорошие и плохие концепты, эксплицит, имплицит, компоненты, лексикология, стилистика, лингвистика.

Key words: evaluation, categorization, good and bad concepts, explicit, implicit, components, lexicology, stylistics, linguistics.

In the 90s of the twentieth century, there was a formation of such a branch of philosophy, as an axiology - a science that studies the issues of values. Concerning there was an awareness of such a concept as «assessment», an independent phenomenon. Axiological directions in social and philosophical practice have become an integral part of learning. Many scientists prove that assessment is a philosophical category that means «axiological a person's attitude to all normally represented diversity objective incarnations of human life and their capabilities cognitive and practical development. Assessment favors manifestation of values that are actualized in the course of cognition. Values, being a social phenomenon, they are the result of social being, the life of public institutions. Values are not only in social consciousness, but also in personal consciousness, therefore they act as models for evaluating a particular phenomenon. How values of comparisons and evaluation are studied by philosophers, sociologists, psychologists, since values can be objective and subjective at the same time. That's why the concept of «value» is inextricably linked with the concept of «valuation». Linguistics can be included in this list of sciences. Evaluation problem is one of the key topics of modern linguistic research. This is due to the fact that linguistics seeks to study anthropological phenomena of reality. The anthropocentric paradigm deduces a person to the fore, while language is the most important condition for the existence human. Language reflects objective reality, where a person enters with his actions,



thoughts, utilities. Everyone has an idea of what is good, what is bad, can distinguish good from evil, that is, to assess a particular phenomenon.

Evaluation often depends on the opinion and worldview of the speaker. Many scientists agree the opinion that the assessment belongs to the number of strictly human categories is subjective. According to N.D.Arutyunova, for assessment object, a person must «pass» this object through himself, because the nature of evaluation is inherent in the person himself. Moreover, the estimate do not have reasons, all logical connections are in the mind of a person. The only thing, what determines the assessment of the subject - its actual properties, which motivate the subject. The motives can be different: the properties of the object, attitude to the set goal, patterns of perception.

The object of the research is the evaluative categories of «good» and «bad» concepts in English and Uzbek languages, which are considered as a result of the evaluative categorization of objects of reality and abstract entities. Under evaluative categorization in the work, following N.N. Boldirev understands the mental correlation of an object or phenomenon with a certain axiological category (dynamic aspect), or the grouping of objects and phenomena according to the nature of their assessment into the corresponding evaluative categories, that is, a system of evaluative categories (static aspect) (Boldirev 2002). The specificity of the object lies in the fact that the evaluation categories are not directly related to the real world. The speaker aims not at reflecting the real features of objects of reality, but at their interpretation them.

The subject of the research is the nature, structure and content of the evaluation categories «good» and «bad». The processes of forming evaluative meanings based on the use of specific linguistic means.

The hypothesis of the research is that the evaluative categorization implies the establishment of a certain relationship between the subject of the assessment and its object. The subject can be as explicit and implicit component, the object is always explicit. In this case, the assessment always belongs to a certain person, the team or society as a whole. In other words, the estimate is always relative.

The relevance of this topic lies in the fact that it is associated with cognitive linguistics. Cognitive linguistics reveals the connection linguistic processes and human knowledge. When examining the estimated categorization, cognitive linguistics makes it possible to define the role a person in the formation of an assessment in terms of language and cognitive aspect. Thus, the evaluation categories «good» and «bad» in the present work are considered in the aspect of mental processes of evaluative categorization. Accordingly, the evaluative



categories «good» and «bad» in this study are considered from the point of view of the mental processes of evaluative character, in the semantics of linguistic units.

The purpose of this work is to study the evaluative meaning in the language, which is formed through the evaluation categories «good» and «bad». Based on the purpose of the study, it seems possible to determine the following tasks:

- to clarify the features of evaluative concepts as a basis for the formation of evaluative categories in the language in relation to the research topic: to identify the foundations of the formation of evaluative categories in the language;
- to consider the content of the evaluation categories;
- to consider the principles of forming evaluation categories in the context of cognitive linguistics;
- to highlight the evaluative categorization of various types;

The theoretical basis of the research is the main provisions, developed in the framework of the following scientific directions:

- cognitive linguistics (E.G. Belyaevskaya, H.H. Boldyrev, E.S. Kubryakov, V.I. Karasik, R.I. Pavilenis, R. Lanecker, J. Lakoff, R. Jackendoff, J.R. Taylor, etc.);
- structural linguistics (N.D. Arutyunova, Y.D. Apresyan, E.M. Wolf, A. Vezhbtskaya, G.V. Kolshansky, T.V. Markelova, V.N. Telia, etc.);

The materials used for the analysis were 85 examples obtained by the method of continuous sampling from works of art of modern English and American writers and as a result of the use information resources of the Internet. As an illustrative material data from English dictionaries were also used. Magazines and journals containing articles on teaching technologies.

The methods of investigation used in this research are as following: The study of the factual material was carried out using a complex of methods, including conceptual and contextual analyzes, cognitive modeling, and analysis of dictionary definitions. Cognitive analysis, comparative method, procedure cognitive assessment and observation method.

The scientific novelty of the research lies in the fact that in this work describes the processes of evaluative categorization in terms of interaction of linguistic factors and conceptual structures. Using this approach in the study, it seems possible to identify specifics of evaluative concepts and categories, their structure and areas evaluative categorization.



The theoretical significance of the work is the development of the theory evaluative categorization in language, identification and study of language and cognitive mechanisms of evaluative categorization.

The practical significance of the work lies in the fact that the results obtained can be used in lecture courses on lexicology, stylistics and interpretation of text, typology, in the development of special courses in cognitive linguistics, in diploma and dissertation research, in the theory and practice of translation, as well as in teaching practical proficiency in English.

Conclusion. Summing up the above, we can conclude that number of factors determine the formation of general evaluation categories. “GOOD” and “BAD”, as a result of which these categories have a complex structure.

The specificity of the evaluative concepts «good» and «bad» is that they have a dependent, relational character, i.e. specific content evaluative concepts is formed only when they interact with others concepts belonging to abstract and natural categories. In the content of the evaluative concepts «good» and «bad» can be distinguished by the gradation of their signs, i.e. a rating scale that can be based on both objective and subjective knowledge. At the same time, there are common characteristics that are central and prototypical. Objective characteristics and subjective characteristics make up the periphery concept. The categorical boundaries of evaluative concepts are not clear, they are dependent and vague, which determines the dependent nature evaluation category. This fact explains the presence of transition zones between evaluative categories. For each of the above areas of evaluative categorization the most significant characteristics were identified based on conceptual analysis. Interaction of these characteristics with characteristics of evaluative concepts «good» and «bad» determines evaluative categorization of the object, resulting in the formation of a certain evaluative meaning. Moreover, the totality of all knowledge and ideas of a person about a particular object forms the basis to highlight a figure - a directly assessed characteristic.

Definite cognitive and linguistic mechanisms form the basis evaluative categorization. Among the cognitive mechanisms, one can distinguish following: profiling, comparison, metaphorical comparison, metonymic transfer.

Thus, the study of linguistic categorization is one of the main aspects of the individual's mental activity, while it is necessary to study the general principles and mechanisms for the formation of evaluative categories.

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РЕЗЮМЕ

Ushbu maqola baholovchi kontseptualizatsiya va baholovchi turkumlashning tildagi ifodalarini o'rganishga, ya'ni baholovchi tushunchalarning ingliz va o'zbek tillarida baholash ma'nolarini shakllantirish mexanizmlari asosida ifodalanishining o'ziga xos xususiyatlarini o'rganishga bag'ishlangan.

РЕЗЮМЕ

Данная статья посвящена изучению языковых выражений оценочной концептуализации и оценочной категоризации, а именно изучению специфики выражения оценочных концептов на основе механизмов образования оценочных значений в английском и узбекском языках.

SUMMARY

This article is devoted to the study of language expressions of evaluative conceptualization and evaluative categorization, and namely, the study of the specifics of the expression of evaluative concepts based on mechanisms for the formation of evaluative meanings in the English and Uzbek languages.



**MASOFAVIY TA'LIMDA PEDAGOGIK
TEKNOLOGIYALARNING QO'LLANILISHI***Majidov Sh. S.**JDPU o'qituvchisi**Sayfullayev L. N.**JDPU talabasi*

Tayanch so'zlar: masofaviy o'qitish, ta'lim, o'quvchi, talaba, hamkorlik, ota-ona, birlamchi model, ikkilamchi model, aralashgan model, konsorsium, franchaysing, validasiya, uzoqlashgan avditoriyalar, proyektlar.

Ключевые слова: дистанционное обучение, образование, ученик, ученик, партнерство, родитель, первичная модель, вторичная модель, смешанная модель, консорциум, франчайзинг, валидация, удаленные аудитории, проекты.

Key words: distance learning, education, pupil, student, partnership, parent, primary model, secondary model, mixed model, consortium, franchising, validation, remote audiences, projects.

Kirish. Hozirgi davr talabiga asosan yangicha o'qitish usuli har tomonlama eskicha o'qitish tizimini orqada qoldirib bormoqda. Misol sifatida 2003 yilni oladigan bo'lsak EXM lar uchun dsturlarga patentlar olish uchun faqatgina 140 ariza qabul qilingan. Mamlakatimiz ta'lim tizimida sezilarli o'zgarishlar ro'y berayotganligi kun sayin yaqqol ko'rinib bormoqda. Turli ta'lim shakllari qatori ayniqsa, masofadan o'qitish keng qo'llanilayotgatlighi ham quvonchli hol. Ko'pchilik Internetdan faqatgina yangiliklar bilan tanishish, informatsiya qidirish, elektron pochtdan foydalanish yoki gap sotish uchun foydalanishi sir emas. Internetning imkoniyatlari kundan - kunga oshib bormoqda. Internetdan foydalanishning yangi bosqichi boshlandi, ya'ni Internet turli sohalarga tadbiiq qilindi. Internet texnologiyalar: masofadan o'qitish, elektron kutubxonalar, teleditsina, telemetrologiya, elektron tadbirkorlik, elektron magazinlar va boshqalar. Quyida bu texnologiyalarning qisqacha, lekin asosiy tavsiflarini keltiramiz.

Masofaviy o'qitish-yangi va ancha progressiv bo'lgan o'qitish shaklidir. Bu usulning turli xil ta'lim muassasalariga, xususan, iqtisodiy, ijtimoiy, huquqiy sohalarga tatbiiqi o'quvchi-talaba va o'qituvchi(pedagog)larni dunyoning ilg'or