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- 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.

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CATEGORIZATION IN ENGLISH COGNITIVE LINGUISTICS

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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.

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