

## **CATEGORY OF NEGATION AND ITS REPRESENTATION IN LANGUAGE (ON THE EXAMPLE OF UZBEK AND ENGLISH LANGUAGES)**

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### **ABSTRACT:**

**This article reviews the main semantics provided by the category of negation, discusses the ways of expressing the negation a sentence. The article also compares the ways of expressing negation within Uzbek and English sentences which shows differences in the linguistic world pictures.**

**KEYWORDS: category of negation, semantics of negation, means of negation, culture, ethno specific.**

### **INTRODUCTION:**

The problem of the relationship and interconnection of language and culture is raised by representatives of many sciences, such as cultural studies, sociology, and philosophy and, of course, linguistics. Language is the main component of culture, its tool through which communication between people, exchange of knowledge and experience is carried out. In the modern world, in the process of mass globalization, the need to communicate with representatives of different cultures, and, accordingly, with speakers of different languages, is increasing every day, along with which the interest of society in the problems and issues of intercultural communication increases. In the language, as in the mirror of the surrounding world, a specific worldview, unique for each language and its speakers, is reflected. Awareness of both significant and minor differences between languages and cultures is especially important for specialists in the humanities in general and for teaching foreign languages in particular.

### **METHODS:**

In the linguistic literature, as well as in the broadest culturological plan of recent decades, a significant number of works have been accumulated on the question of the characteristics and functioning of negation, which indicates that negation is one of the fundamental categories of language. Indeed, it is a universal, original semantic category inherent in absolutely all languages of the world. Its roots go back to antiquity: in the oldest written monuments of languages of various families, the category of negation appears as a complete one, having its own form and content, along with the category of affirmation [2, p. nine].

It is logical to assume that negation appears after the emergence of the category of affirmation, however, there is no reason to doubt that as a category, it arose "at the dawn of language development", as evidenced by the data of less developed languages [2, p. nine]. Thus, we can conclude that in the cultural genesis of each language, the category of negation goes its own way, reflecting the specifics of national consciousness.

The questions that researchers address in the process of studying this category are varied. These include: the definition of the concept of linguistic and logical negation, their relationship, the study of the means of expressing negation in various languages, as well as the study of the role of this category in the constitution of the sentence structure. As you can see, all these questions reflect ethno specific moments in the culture of the speakers of each particular language. Nevertheless,

despite a large layer of works devoted to this issue, denial is still an underdeveloped topic, in particular, it continues to attract the attention of culturologists.

### RESULTS:

The most varied parameters of this phenomenon, such as extensive the sphere of its functioning and taking into account a sufficiently large set of means of expression need further comprehension and development. In addition to immersion in a purely cultural context, it requires an appeal to the issues of logic and philosophy. According to I. N. Brodsky, negative judgments, like affirmative ones, on the one hand, are a form of reflection of reality, and on the other, they act as a judgment about a judgment. Consequently, in formal logic, two types of negation are distinguished: a) negative judgment as a reflection of the idea of non-existence, the absence of something in reality, that is, having an independent character; b) negative judgment as a way refutation of what was said, in other words, there is a formal moment of denial, the prohibition to recognize the judgment as true [3; 4].

Negative judgments can express the following logical relationships: the relationship of difference, absence, incompatibility, opposition, deprivation and lack [3]. It may be interesting to what extent and how these relations are manifested in different languages, and their functional significance turns out to be an important cultural aspect. In logic, along with affirmative and negative judgments, there are also positive and negative concepts. Positive concepts are considered that express the presence of certain features in an object, and negative - the absence of features that make up the content of a positive concept. From a linguistic point of view, they are formed from positive ones by adding a negative

particle "not" or the prefix "without", for example, "beautiful" - "ugly", "sensible" - "stupid", etc. Thus, negative concepts, as a rule, are expressed within a given word, while negative judgments are at the sentence level. It should be borne in mind that concepts, being forms of reflection of reality, have an inextricable connection with language and are most often expressed in words and phrases, it would be wrong to identify words with concepts. A concept is a specific form of reflection of reality in thinking, something common that is preserved when translating words from one language to another, in other words, this is the meaning of the words expressing it [9]. In the meaning of the word, in addition to the concept itself, connotations are also reflected, which most often are the carriers of ethno-specific cultural differences.

### ANALYSIS:

Other researchers also proposed classifications of negative sentences. So, according to A.A. Sukhareva, the types of negative sentences should be distinguished on the basis of the specifically formal expression of this category in the sentence:

1. Sentences, the structure of which includes the negative form of the existential verb. For example: From ... surprise there will be neither the ability to retell you, nor the strength (I. Krylov);
2. Sentences in which the predicate is expressed by a transitive verb with negation;
3. Sentences in which the predicate is expressed by an intransitive verb with negation or in which a compound nominal predicate is included;
4. Sentences, the structure of which includes pronouns and adverbs of no one, nothing, nowhere, no need, etc. These constructions are impersonal, and the main term in them is expressed by a negative pronoun or adverb

with an infinitive. For example: You don't need to live here.

5. Sentences that contain the word no. For example: There is no beast stronger than a cat.

6. Sentences with double negation, that is, in which there are several negative elements, including those that can be regarded as elements that reinforce the negation. For example: Brother never studied anything.

7. Negative sentences, in which the particle is not used with a noun or pronoun in the form nobody, nothing is outside the connection with the particle. For example: No communications, no artillery. Downstairs, near the building, no one [17, p. 1-25].

However, this classification does not take into account the cases of denial, transmitted intonationally or phraseologically, which leads to an incomplete volume of means of expression in this category.

#### **DISCUSSION:**

For successful communication at the intercultural level, it is necessary not only to know a foreign language, but also to realize that different languages reflect the realities of the outside world in different ways, structure the outside world in different ways. The language as a repository of the historical experience of an ethnos contains the basic concepts and ideas of a given people about the external world, which may differ from the ideas of another people due to various features of their historical development or geographical location. In addition to the fact that knowledge of the mental and cultural characteristics of a particular society plays a vital role in improving the forms and effectiveness of communication, they are also important for aspects such as teaching a foreign language. This kind of knowledge will help learners more easily and quickly find the right words and expressions, accurately express their thoughts

in a foreign language and contribute to more intensive learning.

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