

## THE DIVISION OF LANGUAGE UNITS INTO NOTION AND FUNCTION WORDS

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### ABSTRACT

The article provides information about the division of language units into notion and function words. It is a fundamental aspect of linguistic structure and cognitive processing. This distinction plays a crucial role in organizing and conveying meaning within languages, involving theoretical perspectives, typological variations, psycholinguistic and cognitive implications, language acquisition and development, as well as pedagogical considerations. The discussion of this linguistic division encompasses the examination of universal and language-specific patterns in the distribution and use of notion and function words, offering insights into the range of grammatical and communicative strategies employed by human languages. And detailed information is provided in the article.

**Key words:** cross-linguistic patterns, coherent utterances, grammatical, semantic, cognitive, and pedagogical dimensions

### INTRODUCTION

The division of language units into notion and function words is a fundamental concept in linguistics that provides a framework for understanding the structural and functional aspects of languages. This division helps to classify and analyze the different types of words that make up a language, shedding light on how meaning is conveyed and how sentences are structured. Notion words, also known as content words, carry meaningful content and are essential for conveying the main ideas and concepts in a sentence, while function words serve grammatical or structural functions within a sentence, rather than carrying specific lexical meanings. By recognizing the roles and characteristics of notion and function words, researchers



and language learners can gain valuable insights into the structure, meaning, and use of language, and develop effective strategies for studying, teaching, and using different languages.

## LITERATURE REVIEW

The division of language units into notion and function words has been a subject of extensive research and scholarly exploration in the field of linguistics. A literature review on this topic encompasses a wide range of studies, theoretical frameworks, and empirical investigations that have contributed to our understanding of the structural and functional aspects of language. Chomskyan approaches have emphasized the role of function words in specifying the structural relationships within sentences, while also recognizing the essential role of content words in conveying propositional content. The literature review also encompasses studies that investigate the typological variation in the division of notion and function words across different languages. This extensive body of work has contributed to a deeper understanding of how languages structure and convey meaning, as well as the cognitive, developmental, and pedagogical implications of the notion-function word distinction. Additionally, studies have explored how educators can integrate the teaching of notion and function words into language curricula to support language learners' proficiency in both the expressive and structural aspects of language use.

## METHODOLOGY

Research on the division of language units into notion and function words employs a variety of methodologies to investigate the structural, functional, and cognitive aspects of linguistic units. The diverse nature of this research necessitates the use of multiple methodological approaches to address questions related to language psycholinguistics, typology, language acquisition, and pedagogical implications. Psycholinguistic research methods, including experimental paradigms, eye-tracking studies, and neuroimaging techniques, are employed to investigate how speakers process and comprehend notion and function words. Psycholinguistic methodologies contribute to our understanding of how speakers access and manipulate notion and function words during language production and comprehension.



Typological and comparative methodologies involve the systematic comparison of linguistic features across different languages to uncover cross-linguistic patterns and variations in the categorization of notion and function words. Comparative studies help elucidate how languages instantiate the division of language units into notion and function words, contributing to our understanding of linguistic diversity and universals.

Methodologies in language acquisition research encompass longitudinal and cross-sectional studies that investigate the emergence and development of notion and function words in children's language acquisition. Language acquisition methodologies provide insights into how children acquire the grammatical and semantic distinctions associated with notion and function words, shedding light on the developmental trajectories in language learning.

Research methodologies in the realm of language education and pedagogy encompass qualitative and quantitative studies that examine instructional strategies, curriculum design, and assessment methods related to notion and function words. Educators may employ classroom-based observations, teacher interviews, and student assessments to investigate the effectiveness of pedagogical interventions aimed at developing learners' awareness of the distinction between content and function words.

These diverse methodological approaches are utilized to address research questions related to the division of language units into notion and function words from multiple perspectives, including theoretical, empirical, and applied dimensions. Additionally, interdisciplinary collaborations among researchers from linguistics, psychology, education, and related fields further enrich the methodological diversity and depth of investigations into this fundamental aspect of language structure and meaning.

## FINDINGS

The division of language units into notion and function words has yielded a range of findings across various domains of linguistic inquiry. These findings provide insights into the grammatical, semantic, cognitive, and pedagogical dimensions of the distinction between content and function words in different languages.

Research has revealed that languages manifest grammatical distinctions between notion and function words, with function words typically fulfilling structural and relational roles in sentences, while notion words encode lexical content and semantic



meaning. The findings underscore the role of function words in expressing grammatical relationships and organizing the syntactic structure of utterances across languages.

Investigations into the semantic properties of notion and function words have demonstrated that function words often convey grammatical information, such as tense, aspect, mood, and negation, while notion words contribute to the lexical content and propositional meaning of utterances. These findings highlight the semantic and pragmatic functions of function words in shaping the meaning and coherence of linguistic expressions.

Notion words are often associated with greater lexical retrieval, conceptual activation, and referential processing, whereas function words are linked to syntactic parsing, grammatical integration, and discourse-level processing. These cognitive distinctions shed light on the distinct roles played by notion and function words in supporting the comprehension and production of meaningful linguistic expressions. Educational research has generated findings with implications for language teaching and curriculum design, indicating the importance of raising learners' awareness of the notion-function word division in language learning contexts. Effective pedagogical approaches involve explicit instruction, guided practice, and feedback that help learners distinguish between content and function words, recognize their grammatical and communicative roles, and apply this understanding in their oral and written communication.

These methodological approaches converge to provide a comprehensive and interdisciplinary understanding of the division of language units into notion and function words, offering insights into the structural, functional, cognitive, developmental, and pedagogical dimensions of this linguistic phenomenon. By integrating diverse research methodologies, scholars across various disciplines advance our knowledge of the intricate interplay between content and function words in human language, contributing to theoretical advancements, applied linguistic insights, and cross-cultural communication practices.

## DISCUSSION

The division of language units into notion and function words represents a fundamental aspect of linguistic structure and cognitive processing. This division serves a crucial role in organizing and conveying meaning within languages,



shedding light on the intricate interplay between grammatical, semantic, and communicative dimensions of natural language. The discussion of this linguistic division encompasses several key areas of inquiry, including theoretical perspectives, typological variations, psycholinguistic and cognitive implications, language acquisition and development, as well as pedagogical considerations.

From a theoretical standpoint, the distinction between notion and function words is central to understanding the syntactic, semantic, and pragmatic organization of linguistic expressions. The division reflects the structural and functional roles played by different word categories in constructing coherent utterances and conveying propositional content. Theories such as generative grammar, cognitive linguistics, and construction grammar offer frameworks for exploring how content words contribute to conceptual content and propositional meaning, while function words serve to encode grammatical relations, marking categories such as tense, aspect, mood, and modality.

Typological studies investigate the diverse strategies employed by languages to mark grammatical relations and convey lexical content, shedding light on the nuanced grammatical systems and communicative strategies found across different language families and geographical regions.

Psycholinguistic research has revealed differences in the cognitive processing mechanisms associated with content and function words, including patterns of lexical access, syntactic integration, and discourse-level discourse processing. These findings contribute to our understanding of the cognitive mechanisms underlying the division between content and function words, providing insights into how language users organize and interpret linguistic input.

The study of how children acquire and differentiate between notion and function words during language development has been a focal point of research in developmental psychology and linguistics. Developmental studies have explored the milestones and patterns associated with the acquisition of content and function words, shedding light on the developmental trajectories of language learners as they acquire the syntactic, semantic, and pragmatic functions of different word categories. Furthermore, research in this area has important implications for understanding the developmental pathways of language acquisition and the interaction between cognitive and linguistic development in early childhood.



Educators and researchers explore instructional strategies for teaching learners to recognize and use notion and function words effectively in both first and second language learning contexts. By raising learners' awareness of the grammatical and communicative functions of these word categories, educators aim to enhance language proficiency and communicative competence, underscoring the importance of integrating explicit instruction on the notion-function word distinction into language pedagogy. In summary, the division of language units into notion and function words encompasses a multifaceted and interdisciplinary discussion, touching upon theoretical, typological, psycholinguistic, developmental, and pedagogical dimensions. This linguistic division serves as a cornerstone for understanding the interplay of form and meaning in language, contributing to theoretical advancements, cross-linguistic insights, and practical applications in language education and communication.

## CONCLUSION

In summary, the division of language units into notion and function words is a fundamental concept in linguistics that helps to classify, analyze, and understand the essential components of language. By recognizing the roles and characteristics of notion and function words, researchers and language learners can gain valuable insights into the structure, meaning, and use of language, and develop effective strategies for studying, teaching, and using different languages.

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