

A THEORETICAL STUDY OF COGNITIVE LINGUISTICS

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ABSTRACT

The article examines cognitive linguistics, its emergence, development, and stages of development. Important factors in the formation of science are listed. The units studied within the framework of linguocognitology are analyzed.

Keywords: Cognitive linguistics, script, gestalt, prototype, slot, frame, knowledge, concept, psycholinguistics, linguoculturology, mentality.

I. INTRODUCTION

Cognitive linguistics is one of the branches of anthropocentric linguistics that studies important and multidisciplinary categories of linguistic activity and its implementation. This direction studies not only the field of mind and thinking, but also the individual and all kinds of social, cultural and mental aspects related to the activity.

Many scholars associate the emergence of the cognitive approach in linguistics with the publication of the famous book "Language and Cognition" by George Miller and Philip Johnson-Laird (Miller, Johnson-Laird 1976). Its authors study language psychologically and set themselves the task of creating the foundations of the science of "psycholexicology". But based on their ideas, the principles of cognitive linguistics began to appear in science. [12, 7].

The meaning of the term cognitive linguistics is related to the English word for knowing. It is known that knowing the world and expressing it is not a simple event. In some cases, they associate knowledge with direct comprehension and understanding actions. But it is known that animals also have the ability to partially (albeit in a simple form) understand, analyze and generalize. It should not be forgotten that the thinking itself is formed as a result of the purposeful activity of a person, and it is the expression of an active attitude towards reality expressed in the process of communication between people [11, 10].

Lingo-cognitive studies also have methods of analysis, such as from language to concept, from concept to concept, which, as Sh. Safarov pointed out, intersects the intersection of several areas. In particular, this field relies on the achievements and information of philosophy, linguistics, anthropology, neuroscience, artificial intelligence and psychology.

Cognitive linguistics is based on the theory of knowledge. Within the framework of the theory of knowledge, terms such as knowledge, concept, understanding are in the primary position.

KNOWLEDGE - information created by people about the phenomena of nature and society; the reflection of reality in human thinking. If we believe what is what in our daily imagination, and this belief does not contradict the events and events (rules) we are used to, such belief is considered knowledge. In order for the information we know about reality to rise to the level of knowledge, it must satisfy the following conditions: first, the proportionality of this information to reality; secondly, to be sufficiently convincing; thirdly, this information should be supported by evidence. All three conditions together bring existing information to the level of knowledge. In the process of social development, a person goes from ignorance to knowledge, from abstract

knowledge to perfect and precise knowledge. A person's knowledge of the material world is relative, it is constantly developing. Knowledge is accumulated through daily experience and observation. In epistemology, a research study of knowledge, perceptive (emotional), vital - everyday (common sense) and scientific forms of knowledge are distinguished. In scientific literature, scientific and non-scientific forms of knowledge are also distinguished[15].

The theory of knowledge of reality is a complex dialectical process that reflects the material world in the human mind. This theory helps to deeply understand the relationship between the object and the subject in the process of knowledge, the main stages and forms of knowledge, the dialectic of reaching the truth, and many other complex issues [14].

II. LITERATURE REVIEW

E.S. Kubrayako's scientific research was a great impetus for the emergence of cognitive linguistics in Russian linguistics. In 1996, the "Brief explanatory dictionary of cognitive terms[7]" was published under the leadership of the scientist. It provides a detailed explanation of several terms such as cognitive metaphor, cognitive knowledge, cognitive revolution, cognitive, conceptual, mind, intellect, mental representation (reflection).

In E.S. Kubrayakova's textbook "The role of language in knowing the world", the issue of "does language serve for man or man for language" is studied in a broad aspect[6]. rni and the data obtained as a result of these processes are cross-referenced.

In his research, Krasnik describes the "cognitive base", the role of knowledge in human life, the study of concepts in national-mental and social life. From this point of view, it is emphasized that cognitive includes a linguo-cultural character [8].

The textbook "Cognitive Linguistics[9]" authored by Sternin and Popova discusses the linguistic consciousness and the mechanisms of its realization. It is emphasized that knowledge is the messages used by communicators in the production and perception of speech, and the system of language units is in this linguistic consciousness. An opinion was expressed that not only the knowledge acquired through individual experience, but also collective consciousness, concrete sciences, and abstract theories play an important role in drawing a direct picture of the world.

III. MATERIALS AND METHODS

The linguistic image of the world is formed on the basis of people's perceptions of reality, certain stages of the nation's development, collected data, the linguistic division of the world, and a comprehensive system of general information about the world. With this aspect, the language becomes a multifaceted and integrated system that includes several object areas. At the root of cognitive linguistics is the achievement of such sciences as psycholinguistic, linguocultural, neurolinguistic, and philosophy.

T. G. Skrebsova's text of lectures entitled "Cognitive Linguistics"[13] states that the emergence of cognitive linguistics was not only due to the history of linguistics, but also to the development of modern languages and language systems. In the Center for Cognitive Research at Harvard University, the famous linguist N. Hom and the psychologist J. Miller say that they separated cognitive linguistics from the science of psychology and defined the limits of "mind expressed through language". In the text of his lectures, he provides information about the "concept", its emergence and "macroconcepts".

IV. DISCUSSION AND RESULTS

In modern cognitive terminology, there are a number of concepts that have the characteristics of cognitive description [9].

1. The material aspect (shell) of a thing
2. Biological aspect (what it consists of)
3. Spatial aspect (place of origin of matter, location)
4. Structural aspect (main elements, possibilities and disadvantages)
5. Socio-psychological aspect (intellectual potential, profession, culture, social origin)
6. Aspect of functional activity (speed, strength, effectiveness of being able to influence other objects)
7. Aspect of interest (daily needs, level of usefulness to society, living conditions, impact on humanity)
8. Social importance (value, development, originality)
9. Socio-cultural aspect (category of persons using the object, its socio-cultural level).

The aspects listed above help to get general information about a certain thing or matter in a complex way. Cognitive sciences can reflect a single image and provide detailed information about something to another person only if it is a generalization of the above aspects.

V.Z. Demyanykov in his research entitled "Cognitive Linguistics as a Diverse Interpretive Approach" [3, 5] states that this field is a system of general knowledge, and that there is a place for cognitive psychology in the field of science.

Sh. Safarov[11] also notes that linguocognitive linguistics is a broad field and emphasizes that the following models are used to describe stereotyped knowledge.

1. The scenario
2. Script
3. Frame
4. Gestalt
5. Prototyping and categorization.

A.V. Kravchenko's "Language and perception. In the study entitled "Description of the cognitive aspects of the language[4]", the cognitive origin of the linguistic description, the problems of expressing knowledge in the language, and the cognitive structures of the acquired objects were described.

The cognitive studies started by Safarov, D. Ashurova, A. Mamatov and G. Hoshimov are also important in terms of their study and significance. As cognitive linguistics develops day by day, new branches of cognitive grammar and cognitive semantics are emerging [10].

Sh. Safarov's textbook "Cognitive Linguistics" lists the stages of development of cognitive linguistics from the formation to the present day. Concepts studied in this field are analyzed one by one [11].

In her research, D. Ashurova analyzes cognitive linguistics in a comparative aspect with other disciplines. In his article "Stylistics in the Interpretation of Cognitive Linguistics"[1], a number of aspects of stylistics related to cognitive linguistics are listed. In both of them, it was noted that the problem of concept and conceptualization occupies an important place in science.

In the scientist's article "Cognitive Linguistics: Theoretical and Methodological Problems", it is noted that the language systems studied on the basis of the cognitive paradigm, the similarity of the science with other areas, and the convergence of several fields [2].

V. CONCLUSION

Cognitive linguistics is an expression of "federative" sciences, focused on providing detailed information on the subject matter, which includes the intellectual potential, mental and cultural characteristics of the speaker, in the words of Kubryakova. After all, in it, many areas and areas are intersected and comprehensively analyzed and studied.

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