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Pragmalingvistika, funksional tarjimashunoslik va til o'rgatish jarayonlari integratsiyasi

Прагмалингвистика, функциональное переводоведение и интеграция процессов преподавания языка

Pragmalinguistics, functional translation studies and integration of language teaching processes

International Scientific and Theoretical Conference

Section 1: Cognitive science and linguoculturology in modern linguistics.

Section 2: Literary studies and society.

Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of information and communication technologies into the language learning process.

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**O‘ZBEKISTON RESPUBLIKASI OLIY
TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI**

Ingliz tilshunosligi kafedrası

**PRAGMALINGVISTIKA, FUNKSIONAL
TARJIMASHUNOSLIK VA TIL O‘RGATISH
JARAYONLARI INTEGRATSIYASI**

**mavzusidagi xalqaro miqyosidagi ilmiy-nazariy anjuman materiallari
TO‘PLAMI**

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Pragmalingvistika, funksional tarjimashunoslik va til o'rgatish jarayonlari integratsiyasi maqola va tezislar to'plami, to'plovchi va nashrga tayyorlovchi: M.A.Shukurova, G.F.Xayrullayeva, A.X.Qodirova; Buxoro; 2025 yil, 337 bet.

To'plamda respublikamiz olimlari, katta ilmiy xodim-izlanuvchilari va mustaqil izlanuvchilarining xorijiy tillarda o'quv va badiiy adabiyotlar, elektron darsliklar, ixtisoslashtirilgan rasmlar bilan bezatilgan gazetalar va jurnallarni yaratish hamda chop etish samaradorligini oshirish, yoshlarda chet tilni egallash darajalarining Yevropa tizimi (CEFR)ni o'rganishning o'rni, yoshlarga chet tilni o'rgatishning psixologik aspektlari, chet tilni o'rganishda til xususiyatlarining ahamiyati va muammolari, til va madaniyatlararo kommunikatsiya metodlari, tilshunoslik va adabiyotshunoslik masalalari, uslubshunos olimlarning ilg'or tajribalarining roli kabi masalalar talqiniga bag'ishlangan maqolalari o'z ifodasini topgan. To'plamda til muammolari bilan qiziquvchi ilmiy xodimlar, katta ilmiy-xodim izlanuvchilar, mustaqil tadqiqotchi-izlanuvchilar, magistrantlar va o'quvchilar foydalanishlari mumkin.

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Prof. O.X.Xamidov, prof.K.A.Samiyev, prof. M.Q.Baqoyeva, prof.
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M.A.Shukurova (mas'ul kotiba)

To'plovchi va nashrga tayyorlovchi:

Ingliz tilshunosligi kafedrası o'qituvchilari: M.A.Shukurova, G.F.Xayrullayeva,
A.X.Qodirova

Taqrizchilar:

Filologiya fanlari nomzodi, professor M.H.Alimova
Filologiya fanlari nomzodi, dotsent N.B.Bakayev
Filologiya fanlari nomzodi, dotsent Z.B.Toshev

ideas in a concise and relatable way, making the reader feel more connected to the material. Additionally, it adds depth and dimension to the work, creating a more vivid and stimulating experience for those who engage with it. By utilizing metaphors, similes, personification, and other literary devices, writers can create a world that is both familiar and unique, opening up new perspectives and insights that may not have been possible through more straightforward means of storytelling.

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COGNITIVE APPROACH ON EXPLORING COHESION AND COHERENCE

Saidova Mukhayyo Umedilloevna
PhD, Associate Professor
Bukhara State University
m.u.saidova@buxdu.uz

Abstract: This paper examines the cognitive processes involved in interpreting cohesion and coherence. The research is to investigate how cognitive processes, such as schema activation, inferencing and working memory, contribute to the perception and construction of cohesion and coherence in texts.

Key words: cognitive processing, cohesion, coherence, inference, schema, mental model.

Аннотация: В данной статье рассматриваются когнитивные процессы, участвующие в интерпретации когезии и когерентности. Исследование направлено на изучение того, как когнитивные процессы, такие как активация схем, вывод и оперативная память, способствуют восприятию и формированию когезии и когерентности в текстах.

Ключевые слова: когнитивная обработка, когезия, когерентность, инференция, схема, ментальная модель.

The cognitive approach in linguistics is based on Cognitive Linguistics and psycholinguistics, which emphasize how humans process and mentally represent language. In this framework, cohesion and coherence are driven by how the brain constructs mental models of discourse. Cohesion and coherence are fundamental to textual understanding, and a cognitive approach offers valuable insights into how readers process and construct meaning from discourse. This perspective examines the mental frameworks, such as schema theory and conceptual integration, that enable individuals to establish logical connections between ideas. Cognitive mechanisms, including working memory, inferencing and attentional focus, play a crucial role in interpreting cohesive ties like referents, conjunctions and lexical repetition. Moreover, coherence is shaped by readers' background knowledge, expectations and cognitive load, influencing their ability to perceive a text as meaningful and well-structured. By integrating findings from cognitive linguistics and psycholinguistics, this approach provides a deeper understanding of how cohesion and coherence contribute to text comprehension and production.

Cohesion is seen in terms of how linguistic elements activate mental representations, triggering associations and conceptual links between ideas, while coherence is constructed through the reader's or listener's *mental model*, where the information is integrated with existing knowledge to form a coherent understanding. There are some key concepts which are closely interconnected with cognitive approach: mental models - internal representations of the world or knowledge based on discourse; *schemas* - cognitive structures that help categorize and interpret information; *inferences* - cognitive processes that connect and fill in gaps between discourse elements.

Example: "John went to the bakery. He bought some bread."

The reader builds a *mental model* of a person (John) performing an action (going to the bakery) and an object (bread) being purchased. This mental construction ties the sentences together in a *coherent* narrative, even if some details (like what kind of bread) are not explicitly mentioned.

The cognitive approach to analyzing cohesion and coherence focuses on understanding how readers or listeners mentally process and interpret texts to achieve comprehension. This approach investigates how linguistic and conceptual elements in a text are connected and how these connections facilitate or hinder the cognitive processing of information. Here, cohesion is considered Surface-Level Links and it refers to explicit linguistic devices that link sentences and ideas within a text. These may include lexical cohesion as repetition, synonyms or related words; grammatical cohesion as pronouns, conjunctions and reference markers; ellipsis and substitution as omitted words that can be inferred from context. The cognitive approach examines how readers use these cues to construct a mental representation of the text. And coherence is Deep-Level Meaning and it concerns the logical flow and conceptual unity of the text. It relies on logical relationships like cause-effect, contrast and sequence; schema activation, prior knowledge or mental frameworks readers bring to the text; inference-making, filling gaps based on implicit information. The cognitive approach explores how readers mentally integrate these elements to make sense of the overall message.

Cognitive Processes in text comprehension goes through *text representation in memory* where text comprehension involves building a situation model, a mental representation of the text that integrates linguistic cues with the reader's prior knowledge. Cohesive devices help readers maintain continuity in this model. The other is *working memory and processing load* where cohesion devices reduce cognitive effort by signaling relationships between ideas, easing the processing load in working memory. Lack of coherence increases cognitive effort as readers must resolve ambiguities or fill gaps. The next is *top-down and bottom-up processing*. In Bottom-Up Processing explicit linguistic markers (e.g., pronouns, connectives) are used to establish links. In Top-Down Processing prior knowledge, expectations and context are drawn on to interpret implicit meanings.

The cognitive approach to cohesion and coherence highlights the intricate mental processes involved in constructing and interpreting textual meaning. By examining how readers utilize cognitive mechanisms such as schema activation, inferencing, and working memory, this perspective underscores the dynamic interaction between linguistic structures and mental representations. Cohesion ensures surface-level connectivity, while coherence emerges from deeper

cognitive engagement, shaped by context, background knowledge, and expectation. Understanding these cognitive processes not only enhances linguistic and discourse analysis but also contributes to improving reading comprehension, text production, and language learning. Ultimately, this approach provides a comprehensive framework for exploring how coherence and cohesion function as essential elements of effective communication.

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KOGEZIYA VA KOGERENSIYANI O'RGANISHDA FUNKTSIONAL YONDASHUV

Saidova Muxayyo Umedilloevna

PhD, dotsent

Buxoro davlat universiteti

m.u.saidova@buxdu.uz

Abstract: *This study explores cohesion and coherence through a functional approach, emphasizing their role in constructing meaning in discourse. Cohesion refers to the linguistic elements that create textual connectivity, while coherence involves the logical and cognitive relationships that ensure comprehensibility. The functional perspective considers how these aspects operate in various communicative contexts, highlighting their interaction with pragmatic and cognitive factors. The research aims to provide a deeper understanding of textual organization, contributing to linguistic and discourse analysis.*

Key words: *cohesion, coherence, reference, ellipsis, substitution, hyponymy*

Аннотация: *В данном исследовании когезия и когерентность рассматриваются с функциональной точки зрения, подчеркивая их роль в формировании смысла в дискурсе. Когезия относится к языковым элементам, создающим текстовую связность, тогда как когерентность включает логические и когнитивные связи, обеспечивающие понятность. Функциональный подход анализирует, как эти аспекты работают в различных коммуникативных контекстах, акцентируя их взаимодействие с прагматическими и когнитивными факторами. Цель исследования – углубленное понимание текстовой организации, способствующее развитию лингвистического и дискурсивного анализа.*

Ключевые слова: *когезия, когерентность, референция, эллипсис, субституция, гипонимия.*

Kogeziya va kogerensiyani o'rganishda funktsional yondashuv matnshunoslik va tilshunoslikning muhim yo'nalishlaridan biridir. Bu yondashuv matnni grammatik va semantik birliklar majmuasi sifatida emas, balki uning kommunikativ vazifasi va amaliy foydaliligiga ko'ra tahlil qiladi. Funktsional yondashuvni shakllantirgan olimlardan biri M.A.K.Halliday bo'lib, uning Funktsional grammatika nazariyasi matnning kommunikativ bog'liqligini tushunishga asos bo'ladi. Maykl Halliday va Ruqaiya Hasanning matnshunoslikka oid ta'limoti kogeziya va kogerensiya tushunchalarini tushunish va ularni tahlil qilishda muhim nazariy asoslarni beradi. Halliday kogeziya va kogerensiyani matnning yaxlitligini ta'minlovchi asosiy komponentlar sifatida ko'rib chiqadi. Ular matnshunoslik va tilshunoslik tadqiqotlarida keng qo'llaniladi. Quyida Halliday ta'limoti asosida ushbu tushunchalar kengroq ko'rib chiqamiz.

Halliday ta'limotida kogeziya matn elementlari orasidagi grammatik va leksik bog'lanishlarni anglatadi. Hallidayga ko'ra, kogeziya matnni faqat gaplar yig'indisi emas, balki bir butun matn sifatida idrok qilishga yordam beradi. Uning asosiy maqsadi – matnning til elementlari o'rtasida o'quvchi yoki tinglovchi uchun mantiqiy aloqani yaratishdir. U kogeziyaning quyidagi turlarini ajratib ko'rsatadi:

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