



## BASIC CONCEPTS OF COGNITIVE LINGUISTICS

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### Annotation

The article deals with the problems and tasks of cognitive linguistics. The purpose of the work is to reveal the essence of cognitive linguistics and the concept as its basic concept, as well as the study of linguistic processes, linguistic units and categories, etc. in their correlation with memory, imagination, perception, and thinking.

**Keywords:** cognitive linguistics, concept of concept, word sign, background concepts, cultural knowledge, mental unit, knowledge and cognition.

Recently, the word concept has actively entered scientific use. A concept is a unit for describing a picture of the world - a mental unit containing linguistic and cultural knowledge, ideas, assessments. In cognitive science, a concept is viewed as a mental unit that constantly undergoes changes: all new background concepts can enter its sphere, the standard set of situations can change, and a single component in the content is even more mobile. The concept is realized in the word sign and in the language as a whole. In this case, the core of the concept is the aggregate linguistic and speech semantics of words. The presence of concepts in the language of any nation attracts attention, because research data can help in studying the culture of the nation itself and its history. To date, little attention has been paid to this issue. The study of the nature of the concept in cognitive linguistics is of paramount importance. Any attempt to comprehend the nature of the concept leads to the realization of the fact of the existence of a number of related concepts and terms.

First of all, it is a concept, concept and meaning. The problem of their differentiation is one of the most difficult to solve and debatable in theoretical linguistics today. This is explained by the fact that when analyzing a concept, we are dealing with entities of the content plan, not given to the researcher in direct perception; we can only judge their properties and nature on the basis of indirect data. Cognitive linguistics is one of the new cognitive sciences, the object of research of which is the nature and essence of knowledge and cognition, the results of perception of reality and human cognitive activity, accumulated in the form of meaningful information brought into a certain system.





Let's define the initial concepts of the new discipline. Cognition is the process of reflection and reproduction of reality in thinking, as a result of which there is an accumulation of knowledge; it is the interaction of systems of perception, understanding, representation (representation) and information generation. Information - a message about facts, events, processes; data, information, knowledge that comes to a person through different channels and is encoded, processed and processed in the current consciousness; knowledge represented and transmitted by linguistic structures in the process of communication. Knowledge is the basic form of the cognitive organization of the results of reflection of objective properties and signs of reality in the minds of people, since it is an important factor in ordering their daily life and activities.

Knowledge is a part of memory, information contained in consciousness, the results of reflection of objects of the surrounding world, combined into a certain ordered system. These are data obtained in the course of such thought processes as induction and deduction, inference reasoning, association, as well as operations of comparison, identification, recognition, categorization and classification of objects; data represented (represented) by various cognitive structures: frames, scripts, scripts, propositions, images, etc. it is due to the relevance and importance in human life that knowledge becomes an element of culture. At the same time, knowledge is a product of culture, since the process of mastering the rules, norms and stereotypes of thinking developed by previous eras by a person occurs through the inclusion of knowledge into the real historical practice of people belonging to the corresponding ethnocultural community.

In such rules, norms and stereotypes of thinking, the experience of mastering and understanding the world around is captured, a certain culture is encoded, organized as a kind of language (and not a form of human life!). The forms of the language of culture and the forms of knowledge form a synergistic unity that has historical variability, i.e. at each new stage of historical development, the essence of this unity appears in a new configuration, in a new guise.

For example, practical consciousness is characterized by such forms of its internal organization that differ significantly from the structuring of mythopoetic consciousness, etc. in accordance with this knowledge a) is included in various ways in the archaic or modern system of cultural consciousness and b) performs various functions in the social life order. In linguo-cognitive research, knowledge is a special object identified in the language of culture, since knowledge plays a leading role in the value-communicative systems that organize the conscious activity of a





person. This is how this type of knowledge differs from practical, methodological or philosophical-theoretical knowledge.

The object of linguoculturological analysis is verbalized knowledge of the pragmatic type. In accordance with the selected types of knowledge, special approaches to their study have been developed: structural, formal-logical and pragmatic. Each of them, studying knowledge from a certain point of view, has its own advantages. All types of knowledge correlate with objective reality and with other types of knowledge.

Therefore, it can be assumed that they mutually complement each other and in this complementarity in the context of human life, they have a special significance. Integration of different models of knowledge is possible only if there is a common basis for understanding them (for example, understanding knowledge as a cultural phenomenon). Knowledge as a self-sufficient semantic reality in the context of culture is ordered by the value-semantic models of the traditional worldview. Knowledge is a systemically ordered set of information deposited in consciousness as part of memory. Distinguish between linguistic knowledge (knowledge of the language - grammar, vocabulary, etc.; knowledge of the use of language; knowledge of the basics of speech communication) and extra-linguistic knowledge - knowledge of the situation, the addressee (his goals, plans, ideas about the speaker and the environment), knowledge about the world. The focus of cognitive linguistics is on linguistic knowledge.

There are four variants of cognitive science:

- description and explanation of the mechanisms connecting stimulus and response, input and output of the human "thinking machine";
- study of the phenomena of the inner mental nature of a person;
- emphasizing the subject as a source, initiator of their actions;
- study of the specifics of cognitive processes in comparison with affects.

At this stage of development, cognitive linguistics is faced with three main problems: about the nature of linguistic knowledge, about its assimilation and how it is used. Therefore, research is carried out mainly in the following areas:

- a) the types and types of knowledge represented in these signs (epistemology = theory of knowledge), and the mechanism for extracting knowledge from signs, i.e. rules of interpretation (cognitive semantics and pragmatics);
- b) the conditions for the emergence and development of signs and the laws governing their functioning;
- c) the ratio of linguistic signs and cultural realities reflected in them. The categorization of human experience has become a central problem in cognitive linguistics.





Categorization is closely related to all cognitive abilities of a person, as well as to various components of cognitive activity - memory, imagination, attention, etc. Categorizing of the perceived is the most important way to organize information coming to a person.

According to modern concepts, the main task of the general theory of language is to explain the mechanism of natural language processing, to build a model for its understanding. Considering that such a model is based on the thesis about the interaction of different types of knowledge, linguistics no longer has a monopoly on building a general model of language. Linguistic theory should answer not only the question of what language is, but also the question of what a person achieves through language. In this regard, the tasks of cognitive linguistics should be defined as an attempt to understand the following. What is the role of language participation in the processes of cognition and understanding of the world? Find out the relationship of conceptual systems with linguistic ones. How exactly do cognitive structures of consciousness relate to language units? Establish how the language participates in the processes of receiving, processing and transmitting information about the world. Understand the processes of conceptualizing and categorizing knowledge; describe the means and ways of linguistic categorization and conceptualization of culture constants. How to describe the system of universal concepts that organize the concept sphere and are the main rubrics for its division? Solve the problems of the linguistic picture of the world; the ratio of scientific and everyday pictures of the world with the language. What is the subject of study in English cognitive linguistics today?

First, it is cognitive semantics, because the content of a sign is closely related to the cognitive activity of a person. The structure of knowledge behind linguistic expression reflects, to a certain extent, the way of nomination. Therefore, an important place in cognitive research is given to the linguistic nomination - a section of linguistics that studies the principles and mechanisms of naming ideas and representations that a person has. Secondly, cognitive linguistics establishes figurative schemes within the framework of which a person learns the world. According to M. Johnson, the author of the theory of figurative schemes, it is a repeating dynamic pattern of our perception processes, on the basis of which more abstract ideas are then interpreted. For example, feelings are perceived through any flowing liquid.

Metaphor and metonymy are examined from a cognitive point of view. For example, a metaphor is the comprehension and representation of some meanings on the basis of others. So, the bottom is negatively assessed in the English





mentality, hence the expressions of low thoughts, low tastes, low deeds, the lower classes of society. The metaphorical way of comprehending the world is universal and obligatory, therefore the metaphor can be considered as one of the fundamental cognitive mechanisms of human consciousness.

Metonymy is a stable association of representations. They are based on the idea of contiguity of representations - a shift from one name to another: I love Bach (= Bach's music). The metonymy considered in the system highlights special figurative blocks that are perceived by native speakers, but in general are not fixed by the language. Third, research from the cognitive perspective of discourse. Fourth, from the standpoint of cognitive linguistics, scientists are trying to penetrate into other forms of knowledge representation that play an important role in the functioning of the language - frames, scripts, propositions, etc. Fifth, the subject of research in cognitive linguistics is also concepts, more precisely, modeling the world using concepts. The most essential for the construction of the entire conceptual system are those that organize the conceptual space itself and act as the main headings of its division.

And so, cognitive linguistics complements the analysis of the language with the analysis of speech, various contexts of the use of the corresponding lexemes, the judgments about the concept recorded in the texts, its definitions in various dictionaries and reference books, the analysis of phraseology, proverbs, sayings, aphorisms in which the concept is represented.

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