THEORETICAL KNOWLEDGE OF COGNITIVE LINGUISTICS

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INTRODUCTION

Cognitive linguistics is a modern, actively developing field of scientific research. Cognitive linguistics is recognized as one of the central branches of cognitology, the science of human cognition.

MATERIALS AND METHODS

Knowing, perceiving, reflecting the world and reality in mind and language, communicating through language, transmitting and receiving information is not a simple phenomenon. Cognitive linguistics is not limited to the theory of knowledge in philosophy, but connects language with thinking and conducts in-depth scientific research on the integral connection of psychological, biological and neurophysiological aspects of its formation with social, cultural and linguistic phenomena. The American psychologist H. Gardner noted that at the intersection of cognitive sciences, six fields of science converge and one scientific goal is the concentration of knowledge in natural and artificial systems.

With the rapid development of cybernetics and computer technologies after the Second World War, scientists were forced to look anew at the processes of thinking, knowing and understanding, as well as at the problems of receiving, storing, processing and expressing information both in the human mind and in computer systems. According to historians, the process called the cognitive revolution took place in science in the 1950s and 1960s, and the school of cognitology began to form. However, the past has proven that cybernetics and computer technologies are incapable of performing the tasks of human consciousness. Cognitive linguistics, in turn, began to form as a school in the late 1970s [1].

RESULTS AND DISCUSSION

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. Its authors set themselves the task of creating the foundations of "psycholexicology", a science that studies the language system and lexicon from a psychological point of view. As the future showed, psycholexicology did not develop as a discipline, but cognitive linguistics emerged based on the ideas and approaches proposed by Miller and Johnson-Laird. The book was aimed at identifying not only the future subject - problem of this field, but also the issues related to knowledge and language behavior (issues of language acquisition, understanding, application, etc.), and its methodology aimed at wide involvement of other practical sciences. The position of J. Miller and F. Johnson-Laird is characterized by a strict rejection of the ideas of association, which determines their attitude to this problem - in their opinion, this is the result of posing the question incorrectly [2].

They set themselves as a task not to explain all the associative connections between words and objects of perception, but to study and describe the psychological processes behind them. This research is based on the lexical level - because, from the authors' point of view, the lexical level provides the best opportunities to reveal the relationship between language and cognition - but is not limited to it, because it is impossible to study meanings without taking context into account. The authors emphasize the need to take into account both the external relations of words (with the world of things) and their relations within the lexical system of the language. These aspects of lexical semantics are closely related to each other, and from Miller's and Johnson-Laird's point of view, any attempt to construct a theory of meaning based on the consideration of only one of them is inevitably unfounded. The authors say that the perception of objects, their properties and relations is related to the ability of a person to single out certain parameters of the perceived situation (neglecting others) and make judgments about their properties (duration, strength, etc.) by focusing attention. Thus, the acquisition of words is associated with the strengthening of the mechanical connection between the object perceived in the human mind and the sound

complex accompanying it, and the essence of the process of perception is to include acts of attention to various properties and relationships of the perceived situation and comments about them. point of view is rejected. According to the authors, the basis for learning words is not the objects of perception, but the results of these acts of attention and judgment [4].

To mark them, the authors use a predicate symbol - for example, the symbol Red (spot) means that the perceiver-subject's attention is focused on a point, and from his point of view, the color of this point is red. These are called perceptual predicates.

The above-mentioned scientists started the beginning of cognitive linguistics without realizing it. The creation of cognitive linguistics under the name of cognitive linguistics goes back to the scientific prohibitions of American linguists J. Lakoff, Johnson, R. Langaker, R. Jackendoff, Leonard Talmy and others.

The main goal of cognitive linguistics is to determine the participation and share of the language system in the cognitive process. Determining the role of language units in the linguistic realization of acquired knowledge and the role of linguistic activity in the formation and "processing" of information is one of the manifestations of cognitive analysis. A cognitivist - a linguist is interested in the role of linguistic phenomena in the activity of thinking, the tasks they perform. But this interest is not simple. He (a cognitivist) looks for the causes of the relationship between linguistic and thinking activities and tries to understand and analyze the content and content of the communication texts - linguistic structures that are the result of these causes. So, cognitive linguistics is basically a field of science that researches and "explains" human linguistic activity in terms of cause and effect.

Categorization is a complex mental and linguistic process. This process involves certain types of action steps:

1. Stimulus selection. Only those that attract attention are selected from the stimuli that enter the sensory system (such as sight, hearing, smell);

2. Separation and classification. This action is performed by comparing and matching the selected stimulus with the knowledge in memory;

3. Naming. The resulting cognitive category (concept) is named.

Human language is divided into the following categories in terms of structure: (1) conceptual structure, (2) external world, (3) knowledge system.

Conceptual structure is the basis of the human cognitive system. Humanity cannot know itself and the world without the process of conceptualization, the process of conceptualization includes two aspects of ability: one is abstract ability, and the other is imaginative ability. The external form of a conceptual system is language. The concept has its own structure, but the existence and development of the concept is closely related to the existence and development of the language.

The external world is manifested as objects and their properties. The external world does not depend on people's subjective knowledge, but the description and description of the external world is inseparable from people's conceptual system. Humans always use familiar concepts to understand and recognize beings in the external world. The form and meaning of language establish a mapping relationship with the outside world through conceptual structure.

The system of knowledge is the totality of human cognitive experience. The system of human knowledge includes the classification of the external world and the recognition of the beings in the external world, the recognition of the qualities of the beings, and the knowledge of the relations between the beings.

Sh. Safarov, D. Ashurova, A. Mamatov and G. Hoshimov are working as cognitive linguists in Uzbek linguistics. As cognitive linguistics develops day by day, new branches of cognitive grammar and cognitive semantics are emerging. Cognitive linguistics makes it possible to "discover new destinations" during the study of the language system, which is a phenomenon.

Linguist Sh. Safarov notes that in cognitive analysis, the study of methods and tools in the scope of mechanisms that ensure the linguistic expression of logical (mental) structures that arise in the process of knowing the world moves to the main place [6]. The main goal of cognitive linguistics is to determine the participation and share of the language system in the cognitive process. Determining to what extent the participation of language units in the realization of acquired knowledge and the role of activity in the formation of information is, without a doubt, a form of cognitive analysis. Cognitive linguistics refers to metaphor as a cognitive mechanism that structurally organizes human thought and experience. Therefore, cognitive linguistics is considered as a science that explains the composition of linguistic ability. From the above points, we can understand that the cognitive approach to the language system allows to study some more specific aspects of the language. In addition, it serves as an object of actual importance in the language system for cognitive analysis.

The expression of a knowledge system cannot be separated from language, and the expression and understanding of language depends on the support of the knowledge system [6].

1.1. A psychologically based study of language.

Psychology-based language research examines language in terms of basic cognitive systems, with a long history of research on emotion, perception, memory, attention, and reasoning. Research in this field is based on laboratory experiments or instrumental research. Traditional experimental techniques are relatively backward, and with the development of modern technology, new advances have been made with research based on psychological experiments, such as brain scans and brain imaging, which can provide evidence of intuitive understanding for language perception, but their potential to solve linguistic problems is still very limited.

1.2. Linguistics-based language research.

Studying language forms is one of the main tasks of linguistics. Categories and the problem of categorization are at the center of attention of the study of forms. Cognitive linguistics focuses on the fundamental question of how categories represent the human mind, that is, how we categorize things. Traditional theories of categories are based on shared attributes, and recent research has shown that the problem of categorization is much more complex than that. Among them, prototype theory posits that human categorization follows some basic principles that go far beyond common traits. Not only this, Langaker also mentioned two concepts of categorization: one is categorization by prototypes and the other is categorization by schemas.

Prototype-based categorization can be expressed as follows: in a group there is one most typical representative, who is the prototype of the group. Other members of the group have degrees of congruence with the prototype based on their degree of similarity to the prototype. The degree of this similarity in turn varies, with some members more similar to the prototype and some members less similar to the prototype. Schema-based categorization theory is the exact opposite of prototype theory: a schema is based on the common properties of all members, where each member is not hierarchical, and one schema can cover all members of a schema.

CONCLUSION

In conclusion, the article examines more than ten articles and monographs of Russian, European and Uzbek researchers on the formation and improvement of cognitive linguistics, and it can be said that in the field of cognitive linguistics more researches should be conducted.

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