

## FOREIGN LANGUAGE COGNITIVE LINGUISTICS IN THE SYSTEM OF SCIENCES

**Samandarova Gulsara Ismatilloeyvna\***

\*Teacher,  
Department of Languages, Tashkent State Agrarian University,  
Tashkent, UZBEKISTAN  
Email id: g.samandarova@mail.ru

**DOI: 10.5958/2278-4853.2022.00085.4**

---

### ABSTRACT

*The article discusses the most important achievements of modern linguistics in Uzbekistan. It is now in a new paradigm, from the point of view of the educational activity of foreign language classes with the participation of students of pedagogical universities. The most important object of research in this article on cognitive linguistics of foreign languages is the concept of concept. Concepts are mental thoughts that have a name in language and reflect the cultural and national views of a person in the world. Concepts are the concentrate of culture and the experience of a people.*

**KEYWORDS:** *Linguistics, Language, Philologist, Knowledge Science, Science, Foreign Languages, Concept, Student.*

---

### INTRODUCTION

A foreign language is a verbal treasure of a nation, a means of conveying an idea that “fills” a particular language structure. In this case, the knowledge of the foreign language to be studied is not limited to the knowledge of the language. It is also information about the world, the social environment, the principles of speech communication, and situations. None of this type of information is considered a priority, only the study of all of them together and interconnected helps us to understand the essence of the relationship of language. The purpose of this article is to acquaint philologists with the basic theoretical and methodological guidelines of modern linguistics in the future; systematise the basic concepts of this science in a foreign language; cognitive linguistics is to show how tasks can be solved.

On the other hand, the concept is that the learner himself can enter the culture and in some cases influence it.

Cognitive is a branch of science in which the object of study is the human mind, thinking, and the mental processes and states associated with them. This knowledge and knowledge is the science of perceiving the world in the process of human activity.

The processes associated with knowledge and information is called cognitive or cognitive. Their synonyms are also the words "intellectual", "mental", "and rational"[1]. From the standpoint of cognitive, a person is studied as an information processing system, and a person's behavior is described and explained in terms of his internal states. These states are physically manifested,

observable, and interpreted as receiving, processing, storing, and then mobilizing information for rational solving problems.

Among the most important principles of cognitive is the interpretation of a person as a subject acting, actively perceiving and producing information, guided in his thinking activity by certain schemes, programs, plans, and strategies. And cognitive science itself has become regarded as the science of general principles governing the mental processes in the human brain.

Modern studies indicate that cognitive science unites several scientific areas: cognitive psychology, cultural anthropology, artificial intelligence modeling, philosophy, neuroscience, linguistics, etc. In this connection, it is important to note the interdisciplinary nature of cognitive science.

In cognitive science, the main attention is paid to human cognition, not only observable actions are investigated, but their mental representations (internal representations, models), symbols, strategies of a person, which generate knowledge-based actions; that is, the cognitive world of a person is studied according to his behavior and activity, proceeding with the active participation of language, which forms the speech-thinking basis of any human activity — it forms its motives, attitudes, predicts the result.

Thus, central to cognitive linguistics is the category of knowledge, the problem of the types of knowledge and ways of their language representation, since it is language that is the main means of fixing, storing, processing and transmitting knowledge.

It was in the middle of the twentieth century that the prospect of explaining some thought processes through observations of children learning the language appeared: it seemed that children in a uniform way came to master their native language and that this universal “algorithm” of mastering the language consists in introducing new rules into the inner grammar of the child. Summarizing the observations, the researchers came to the conclusion that these rules are very similar to everything that controls nonverbal activities and sometimes looks like involuntary, uncontrollable behavior, reflecting on the structure of perception, memory, and even emotions. Based on similar considerations, the cognitive approach is similar in spirit to the linguist’s work, interpreting the text and analyzing the reasons for the correctness and meaningfulness of the sentences.

As a result of cognitive activity, a system of meanings is created relating to what the individual knows and thinks about the world. The study of operating with symbols when thinking about man and the world and himself in the world united linguistics with other disciplines that study man and society, led to the creation of cognitive linguistics. Language from the standpoint of this science cannot be considered in isolation from other forms of human intellectual activity, since it is in the language that the results of cognitive activity are fixed. In general, the activity is one of the incarnations of man and his ontological property. They also considered language as a continuous creative activity and understood it as the basis of all other types of human activity.

Thus, the categorization of human experience is connected with its cognitive activity, since the informative information obtained in the course of human cognitive activity and becoming the product of its processing finds its expression in linguistic forms: “Language consciousness in general and the meaning of a word as its fragment is a form of structuring and fixing public people's experience, knowledge of the world ... the form of presentation and the actual retention

of knowledge in the individual consciousness ". Cognitive processes "are language-related and take the form of" linguistic "processes." [4].

Cognition is an important concept of cognitive linguistics; it embraces knowledge and thinking in their linguistic embodiment, and therefore cognition, cognitive turned out to be closely related to linguistics. It has already become an axiom that, in the whole complex of human sciences, there is, first of all, a relationship between language and other types of human activity. Language, even more than culture and society, gives cognitive scientists the key to understanding human behavior. Therefore, language has become the focus of attention of cognitiveists.

Cognitive linguistics emerges on the basis of cognitive within the framework of the modern anthropocentric paradigm, which significantly expands the horizons of linguistic research. In the second half of the twentieth century was the need to look at the language from the point of view of its participation in human cognitive activity. Information obtained in the course of subject-cognitive activity comes to a person through various channels, but the subject of consideration in cognitive linguistics is only that part of it that is reflected and fixed in language forms.

The formation of certain ideas about the world is the result of the interaction of three levels of mental reflection: sensory perception, the formation of ideas (elementary generalizations and abstractions), verbal and cognitive processes. All this summary information is the essence of the concept system. Cognitive science is the science of knowledge representation and information systems.

Knowledge derived from direct experience is refracted by consciousness in accordance with the existing empirical experience. Moreover, real ontological fragments of the world seem to acquire tropic features in the naive picture of the world, which is reflected in language. A person does not so much express his thoughts with metaphors as he thinks with metaphors, but because of this they assume self-interpretability: the semantic field, the grid of meanings, hybrid semantics, semantic space, the connection of different theories, and the center of the semantic field.

The solution of mental tasks is directly related to the use of language, for language has proven to be the most powerful in the semiotic plan of all communication systems. This is a cognitive mechanism that provides a virtually infinite production and understanding of the meanings in speech activity. A language not only mediates the transmission and reception of information, knowledge, messages, but also processes information received by an individual from outside, that is, he builds specific language frames. Thus, the language creates opportunities for streamlining and systematization in the memory of a multitude of knowledge, for building a linguistic picture of the world that is characteristic of each given ethno cultural collective.

Some researchers characterize cognitive linguistics as a new scientific paradigm.

The goal of cognitive linguistics is to understand how the processes of perception, categorization, classification and understanding of the world are carried out, how knowledge is accumulated what systems provide for various types of information activities.

It is language that provides the most natural access to consciousness and thought processes, and not at all because many of the results of mental activity are verbalized, but because "we know about the structures of consciousness, only because of the language that allows us to communicate about these structures and describe them in any natural language."

---

Cognitive linguistics was formed in a controversy with structural linguistics, but it does not contradict the structural approach, moreover, it assumes it and to some extent uses it. Structural approaches to the language, based on the immanent representation of the language, in different countries differed mainly by their attachment to certain national scientific traditions and a greater or lesser degree of reductionism.

A break in the minds of many linguists of our time came only with the emergence of a number of new disciplines that showed the inadequacy of the immanent approach to the language system, ignoring the activity nature of the language and its inclusion in the processes of human life and society. This had an impact on linguistics itself: there was a change of value orientations, there was a desire to study mental processes and socially significant human actions, and linguistics was humanized. The center of linguistic research at the turn of the century turned out to be the processes of receiving, processing, and storing information. It was proved that, receiving new information; a person relates it to the already existing in his mind, giving rise to new meanings.

Operational units of memory - frames, concepts - become the instrument for operating in cognitive linguistics. Consequently, cognitive linguistics is aimed at modeling the picture of the world, at modeling the device of linguistic consciousness.

Cognitive linguistics are associated with new accents in language understanding, opening up broad perspectives for its study in all the diverse and diverse connections with a person, his intellect, and all cognitive processes. Cognitive linguistics goes beyond linguistics proper, in contact with logic, psychology, sociology, philosophy, which makes work in this area extremely attractive.

Cognitive linguistics and traditional structural-semantic linguistics are not alternative currents of scientific thought, but different aspects of knowledge of linguistic reality.

The conceptual structures constructed by means of the language are more likely related to the possible than the actual experience of the individual. Different concepts of the same conceptual system can be called the same verbal expression, which reflects the ambiguity of language expressions. We say that a man and a horse run, the clock runs, thoughts run, life runs, a stream runs. But language expressions in any case correlate with a certain concept (or their structure). Therefore, the understanding of a language expression is considered as its interpretation in a certain conceptual system, and not in terms of a certain set of semantic objects.

The most important object of cognitive science is language, but now scientists approach it from a different perspective. Without addressing the language, one cannot hope to understand the essence of such cognitive abilities of a person as perception, assimilation and processing of language information, planning, problem solving, reasoning, learning, as well as the acquisition, presentation and use of knowledge. Cognitive linguistics explores not only language but also cognition (cognition, thinking, knowledge): at the basic level of categorization "... the categories are not fundamental and the" highest "in the hierarchy of associations, but associations in which the most relevant for the ordinary are concentrated consciousness properties.

Concepts reduce the diversity of observed and imagined phenomena to something single, bringing them under one heading; they allow you to store knowledge about the world and turn out to be building elements of a conceptual system, facilitating the processing of subjective experience by summarizing information under certain categories and classes developed by

society. Two or more different objects have the opportunity to consider them as instances and representatives of the same class / category.

Consequently, today's approach to the study of language is so complex that it can qualify as an interdisciplinary cognitive science, uniting the efforts of linguists, philosophers, psychologists, neurophysiologists, cult urologists, and specialists in the field of artificial intelligence. So, in cognitive linguistics, the computer type of cognitive comes to the fore, exploring assumptions about the work of the human mind with a computer. Problems are similar to artificial intelligence modeling. German is associated with the analysis of language processing of information in the acts of generation and speech perception. Cognitive linguistics in Uzbekistan focuses on understanding how a naive picture of the world develops in the processes of human cognitive activity.

## REFERENCES

1. Sharipova I. A. Efficiency Of Interactive Methods Of Teaching A Professionally-Oriented English Language For Students Of A Technical University //Theoretical & Applied Science. – 2019. – №. 11. – C. 608-610.
2. Azamatovna S. I. How To Integrate Steam In English Language Classroom //Тошкент-2021. – C. 24.
3. Azamatovna S. I. Didactic Games On English Language Classes As A Means Of Developing Professionally Significant Qualities Of A Future Specialist //доктора/кандидата наук предлагаем вступить в редакционную коллегию журнала (подробности на сайте). – С. 194.
4. Bazarova U. M. The Role Of Spiritual And Moral Education Of Students Of Technical University In The Lessons Of Foreign Languages //Theoretical & Applied Science. – 2019. – №. 11. – C. 614-616.
5. Bazarova U. M. The state of the problem of moral and aesthetic education of students by means of a foreign language at the present stage //International scientific journal "Scientific Horizons" no. – T. 1.
6. Muhabbat H., Bazarova U. M., Mirzaeva M. N. Opportunities for innovation technologies in higher education //International journal on integrated education (IJIE) Indonesia. – 2020. – №. 12.
7. Bazarova U. M. Improvement of mechanisms of moral and aesthetic education of students in foreign language lessons of a technical university //Asian Journal of Research in Social Sciences and Humanities. – 2021. – T. 11. – №. 11. – C. 7-9.