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BASIC CONCEPTS AND PRINCIPLES OF COGNITIVE LINGUISTICS

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ABSTRACT

That it is done in the framework of new anthropocentric linguistic trends-Cognitive linguistics and Linguoculturology; by the absence of researches of this concepts in the English language;.. The research can be continued in the framework of the following topics: comparative study of this concept in different languages; taxonomical analysis of concepts and concept spheres in different languages; investigation of gender factors reflected in different concepts.

KEYWORDS: *Linguistic And Cultural Studies, Analysis Of Phraseological Units, Ethnolinguistics, Lingvopragnatics, Lingvoculturology, Sociolinguistics, And Cognitive Linguistics.*

INTRODUCTION

Just as there have been periods of upheaval in the history of every science, there have also been periods of crisis. The occurrence of such a situation in itself requires scientists to look at the object of study with a "new eye", to approach it from a different point of view. Consequently, the crisis in theoretical physics in the early twentieth century lasted a long time. As a result of the application of new methods in research, different theories have emerged. It was during this period that it became clear that the science of linguistics could not answer the questions that arose in the practice of information technology, where stagnant or traditional methods and conclusions were rapidly evolving. This field of science, which has hitherto analyzed the language system and text construction as a product of speech activity from a philological point of view, has now expanded with concepts and categories related to the activities of perception, cognition, comprehension, and analysis. As a result, the need for linguistics to collaborate with cognitive sciences such as logic, psychology, and cognitive theory is growing. This collaboration, on the one hand, introduced linguistics into the field of cognitive science, which deals with the problems of human thinking, and, on the other hand, enriched linguistics itself with another field - cognitive linguistics. When it comes to the emergence of cognitivism, J. Miller points out that a symposium on information theory held in the 1950s is of particular

importance. Another American professor, J.J. Brunner is the first to give a lecture on cognitive processes [3.59]. U .J. Together with Miller, he founded the Center for Cognitive Research at Harvard University in 1960. The emergence of cognitive linguistics in the 60s and 70s of the twentieth century (mainly in North America) led to the view of semantics as a separate linguistic theory. Therefore, in the scientific research of cognitologists, semantics plays an important role in the use of language, which is studied as the most basic force. Based on this approach, which is based on mathematical views of language as a formal system, a less informal approach has emerged that considers language as a biological system [5.103]. In the second case (i.e., when language is viewed as a biological system), language is considered to be disordered by its nature and a much more difficult phenomenon to illuminate. The development of cognitive orientation in American linguistics has clearly demonstrated that traditional methods of semantic expression cannot meet all the requirements of cognitive semantic research. Cognitive linguistics emerged on the basis of cognitivism within the modern anthropocentric paradigm and significantly expanded the scope of linguistic research. By the last years of the twentieth century, there was a need to approach language from the point of view of its participation in the activities of human thought. As a result of the activity of thinking, information reaches man through various channels, but the subject of cognitive linguistics is only a certain part of the information, which is reflected and expressed in linguistic forms. Cognitivism is a field of science that studies the human mind, thinking, and the mental processes and states associated with them. It is the science of knowing, perceiving, and understanding the world in the process(1). According to Kubryakova, cognitive linguistics defines language as a cognitive mechanism that plays an important role in encoding and transmitting information. The tasks of cognitive linguistics include: 1) To determine the role of language in the emergence of human knowledge; 2) To understand the processes of categorization of the universe and its objects (division into types, forming concepts), conceptualization (creation of concepts) and naming (nomination); 3) Determine the relationship between the conceptual system and the language system; 4) To reveal issues related to linguistic and cognitive (conceptual) images of the world .Cognition, which is the basic concept of cognitive linguistics, encompasses knowledge and thinking within a language, so cognition, cognitivism, is closely related to linguistics [1.98]. Nowadays, in the whole complex of human sciences, it has become a common axiom to study the relationship between language and other types of human activity. Language helps cognitivists to understand human behavior even more than culture and society. Attempts to classify these disciplines are often seen in scientific research devoted to the problems of modern cognitive linguistics. In some scientific studies, in particular, E.Yu. While Balashova dwells on the existence of two: lingvocognitive and lingvocultural(2), on the other hand, distinguishes such areas of cognitive linguistics as classical cognitivism and modern cognitive-discursive, which study the structures of knowledge based on logical methods. Stern argues that at least the following areas of cognitive linguistics can be enumerated today: • Culturological - the concept is studied as an element of culture based on the results of various sciences (Yu.S. Stepanov). Such research is of an interdisciplinary nature, where language emerges as one of the sources of knowledge about the concept; • Linguoculturological - the concept is studied as an element of national linguoculture, the relationship of national values and national identity of this culture, this direction is called "from language to culture" .Semantic-cognitive - lexical and grammatical semantics of language is studied as a tool that reveals the conceptual content, a tool that serves to transform the language from semantic modeling to the conceptsphere• Philosophical-semiotic -

the cognitive basis of characters is studied (A.V. Kravchenko)[4.87]. • These enumerated areas are sufficiently formed in modern linguistics, all of which have their own methodological principles and their representatives among the more famous linguists-cognitivists. Cognitive linguistics uses operative units of memory such as frames, concepts, gestalts as a research tool. Cognitive linguistics aims to model the worldview as well as to model the means of linguistic thinking. The formation of a certain perception of the world is The USA Journals manifested as a result of the interaction of three psychic perceptions, such as the sphere of emotion, the level of formation of the imagination, the sphere of speech thought processes. The sum of all this forms the basis of a system of concepts. Among the many current problems in cognitive linguistics, the study of the cognitive (conceptual) basis of language signs is of great importance. The study of conceptual foundations in cognitive linguistics can be done in two different directions. In the first, the research begins with a specific selected concept, collects all the language tools that represent it, and then analyzes them. In the second direction, the research selects a specific keyword and collects different contexts related to its application. This allows the study of the semantics of the selected word, revealing the semantic features and characteristics in the process of its application. Here a corresponding lexical or phraseological concept emerges based on the collected semantic characters. As Sternin points out, the conceptual model of the concept studied as a unit of global thinking in national identity and

he maximum use of the language tools that generate the concept studied for theoretical analysis and the full coverage of the semantics of these language units (words, phrases, parems, texts) is the goal of research. M.L. According to Kovshova, the study of meaning in linguistic and cognitive aspects and their compatibility as a common cognitive mechanism in language learning, the definition of its representation in human thought and the mechanism of these representations, the manifestation of cognitive-operational processes as a subject of communication is one of the important issues [2.45]. Both approaches are important in that they do not negate each other, on the contrary, they complement each other and are applied together at the same time in a number of cases. Many problems of a semantic nature can be better understood if mental structures are addressed in the process of studying language units at different levels. The effectiveness of the application of the cognitive approach in studying the problem of unit semantics in different layers of language structure, the relevance of referring to different types of cognitive models to illuminate different linguistic means of communication is emphasized by many researchers. For example, the effectiveness of involving cognitive analysis in the study of the lexical layer of language has been studied by E.S. Kubryakova, E.G. Belyaevskaya, E.M. Pozdnyakova, V.N. Eliseeva, G.G. It is reflected in the scientific research of scholars such as Bondarchuk; in the phraseological layer, M.V. Cognitive approach is involved in the scientific research of linguists such as Shamanova, ML Kovshova (study of artistic, political, economic, poetic texts). The basic terms of cognitive linguistics are: mind (intelligence), knowledge, conceptualization, conceptual system, cognition, linguistic worldview, cognitive base, mental representations, cognitive model, categorization, verbalization, mentality, cultural constants, concept, world image, conceptsphere, national cultural area, etc. All of these concepts are related to a person's cognitive activity, i.e., as a result of an activity, a person makes a certain decision or acquires knowledge. processes observed in the processing of information and involves the creation of separate structures of thinking. In this case, linguistic (speech) activity is a form of cognitive activity. Let's look at some important concepts in cognitive

linguistics. Mind (consciousness) is the ability of a person to act purposefully within this connection, which leads to knowledge, understanding and allows to understand the universal relationship of values, things and events. This is the mechanism of formation of knowledge, which is the purposeful realization of knowledge in the process of interaction (interaction) of a particular organism with the environment. The environment here is the sum of all the physical (physical), social (social) and mental factors that an organism encounters in the course of its life activities. Knowledge is the ability to have experience and understanding that is both subjectively and objectively correct, and based on objective and subjective aspects (thinking and drawing conclusions) it is possible to think and draw conclusions that provide purposeful behavior (behavior). Knowledge is a dynamic functional structure that shapes the "world style" and is the product of the processing of webral and novebral experiences. Peterim Sorokin emphasizes that there are 3 views of scientific truth: emotional-empirical (simple, ordinary knowledge), scientific-rational (scientific knowledge) and intuitive. Each of them is only partially true, and the whole takes place in their whole integration. The division of knowledge into scientific and simple types is based on a number of parameters. D. V. Vichev and V. A. Philosophers such as Shtoff wrote in an article on the subject: differs according to other characteristics "[2.32]. Conceptualization is interpreted in modern linguistics as some kind of "open" phenomenon for different structures of knowledge and different forms of cognitive process of knowledge formation that arise (created) from some small minimal conceptual units. A conceptual system is a mental level or mental set based on the sum of all the concepts present in the human mind and their experienced combination. In this case, the conceptual system is a system of thoughts and knowledge about the world, which is reflected in human experience. The cognitive basis is the sum of the necessary knowledge that all linguists in a given linguocultural society should possess. The cognitive base is formed through cognitive structures, while cognitive structures in turn shape our competence (good knowledge) and form its basis. The information encoded and stored in the form of cognitive structure includes not only information about the world, but also knowledge of language and knowledge of language. The cognitive base performs unifying and differentiating functions. From the point of view of cognitive linguistics, categorization is a cognitive division of being, the essence of which is the division of the whole ontological being (territory) into different categorical parts (regions)[5.132]. It is the formation of the world, the state of placing a word or object in a group, "a class is a way of creating a hierarchical relationship in the appearance (type) of a class member." In conclusion, from the point of view of cognitivism, man is considered as a system that processes information, and his behavior and attitudes should be expressed and interpreted in terms of his inner state. Cognitive linguistics is part of the sciences that deal with human cognitive activity and studies the role of language in the formation of the image of reality in the human mind. Cognitive linguistics is an interdisciplinary science that is closely related to areas such as psychology, history, sociology, and cultural studies.

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