



THEORETICAL PROBLEMS OF COGNITOLIGY AND COGNITIVE LINGUISTICS

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ANNOTATION

The article is devoted to the development of cognitive linguistics, its aims, subject and the connection with other sciences. The main branches of modern cognitive linguistics are also classified.

KEY WORDS: *cognitology, cognition, categorization, classification, cognitive linguistics, encode, verbalisation*

DISCUSSION

In recent years, the study of the real functioning of the language brings linguistics to a new level associated with the cognitive activity of a person, his individual and social life. This is due to the expansion of the boundaries of linguistics.

At the end of the twentieth century. The development occurred in a large number of disciplines related to the study of receiving, processing and storing information.

XXI century. the emergence of cognitology, which has been intensively developing in recent years, is emerging, which is explained by the emerging interest in the processes of obtaining and processing information taking place in the human brain.

The definition of cognitology is concerned by most several researchers, according to which it is a science "about knowledge and cognition, about the results of the perception of the world and the subject-cognitive activity of people, collected in the form of meaningful and given in a certain system of data, which -that way they are depicted in our consciousness and form the basis of mental, or cognitive, processes of thinking"[5].

The aim of cognitology is to track how the processes of perception, categorization, classification and understanding of the world are carried out, how knowledge increases, which systems provide various types of activities with information" [1].

So, cognitology is an independent area of knowledge, the subject of which is the acquisition, processing and use of information by a person.

Having arisen as a science about knowledge and its representation, cognitology integrates many scientific disciplines: philosophy, logic, psychology, linguistics, culture science, neurophysiology. This is necessary to gain a complete understanding of the human mind.

Due to the fact that the mind has been the subject of attention of scientists since ancient times, cognitology has a rich prehistory. "Human intelligence, patterns of thinking, sources of knowledge and processes of its attainment - all of this has long been the subject of such sciences as philosophy and logic, psychology and biology. In philosophy, there is a special section dedicated to the theory of knowledge, in which gnoseological problems are investigated - the problems of the possibilities of cognition, the relation of knowledge to reality, questions of the truth and falsity of knowledge, etc. Within the framework of cognitive science, all these questions sound differently and arise in connection with the emergence of new paradigms of scientific knowledge in modern science" [10].

The beginning of cognitive science occurs in the 40s-50s. XX century. The best scientists from Germany and all of Europe were gathered in the USA [1]. "During a war, it becomes clear that for the successful conduct of hostilities, with the interaction of various subunits, combat arms and associate



armies, it is superior to make quick decisions to coordinate joint actions. That is why, the posers of communication and fast information processing turn out to be extremely important" [10]. The US government and the US Department of Defense provide scientists with huge amounts of money for scientific research, including the study of fast and effective communication, to develop perfect communication channels.

At the same time, the famous physicist R. Oppenheimer, director of the American Institute for Fundamental Research in Princeton, conclude that man has a powerful impact of everything that happens in physics. Accordingly, there is a need to determine the level of human influence on the solution of a particular problem. To discuss these issues R. Oppenheimer invited psychologists (J. Miller), cybernetics (N. Wiener), specialists in mathematical modeling, information theory, linguists (R. Jakobson) [10].

An attempt to find out what a person is, how he programs his actions, what depends on him in science, generated to the emergence of an anthropocentric paradigm of scientific knowledge, which turns from a simple description of scientific problems and phenomena to an understanding of the role of a person. century and his consciousness.

This is how the need increased to study ordinary human consciousness in order to understand what processes a person carries out, cognizing and understanding the world. As a result, psychologists came to the study of mental, thought processes, which later were called cognitive processes.

Scientists also drew attention to the fact that language occupies a special place in the processing of information coming to a person. It is the level at which information is processed, conceptualized, associated, categorized and classified. Therefore, it is linguists who must account for how these processes take place. An understanding is formed that the best access to consciousness is not only observation of the subject-cognitive activity of a person, but also study of language as a form of expression of thought processes.

It is through language that a person receives basic information about the world, it is in language that he reflects this information. There are certain cognitive processes behind all this that needed to be investigated. This factor determined the emergence and development of cognitive science.

Cognitive linguistics arises as a scientific direction that answers the same questions as cognitive science, only in their direct connection with language. The most important aspect of the connection between cognitive science and linguistics is that part of linguistics that falls on the study of semantics, the meaning of linguistic forms and

expressions. After all, the meaning itself is defined as a cognitive phenomenon, and any data about this phenomenon - as shedding light on the structures of consciousness and their internal structure. Among these structures, verbal and non-verbal are distinguished. The most essential of the representations of our brain and the existing structures of consciousness are those that depict the structures of consciousness with the help of linguistic signs [5].

The birth of cognitive linguistics was officially announced in the spring of 1989 in Duisburg at a symposium arranged by René Dirven and other European scholars. It announced the creation of the International Association for Cognitive Linguistics, the preparation of the journal "Cognitive Linguistics" and a series of monographs "Research in Cognitive Linguistics". In the first issue of the magazine

"Cognitive linguistics" the tasks of the new linguistic direction were defined as follows: study of language as a means of organizing, processing and carrying information. At the same time, cognitive linguistics is based on the study of the conceptual and empirical base of linguistic categories and concepts. Linguistic forms are studied not by themselves, but from the attitude of how they reflect a certain vision of the world by a person and the ways of its conceptualization in language, general principles of categorization and mechanisms of information processing from the point of view of how they reflect the entire cognitive background of a person, as well as the influence of the environment [10].

The formation of modern cognitive linguistics is affiliated with the works of American linguists J. Lakoff, R. Langacker, R. Jakobson, in whose works we find statements about how information enters the human brain and how it is processed, encoded and verbalized ... R. Jakobson considers linguistic meaning as a mentally coded information structure, and J. Lakoff says that the cognitive system produced by language is made up of imaginative perception, cognitive images and images of cultural realities [7].

The works of these scientists and the development of the problem of cognitive linguistics are considered in detail and characterized in the works of E.S. Kubryakova, which formed the basis of cognitive linguistics in Russia.

In Russian linguistics, despite the fact that cognitive linguistics has developed in the last decades of the twentieth century, language was believed in the first theoretical works on linguistics from the point of view of its connection with thinking.

The task of cognitive linguistics is "to describe and explain the internal cognitive structure and dynamics of the speaker / listener. The speaker /



listener is considered as a system of information processing, consisting of a finite number of independent components ... and correlating linguistic information at different levels.

The goal of cognitive linguistics is the study of the system and the concern of its most important principles, and not just a systematic reflection of the phenomena of language. It is crucial for the cognitive scientist to understand what the mental representation of linguistic knowledge should be and how this knowledge

Is "cognitively" processed, i.e. what is the "cognitive reality" [10].

Today, there are a large number of scientific schools and areas of linguo-cognitive research, which are classified in different ways by linguists.

Z.D. Popova and I.A. Sternin give the following classification of the main schools and directions of modern cognitive linguistics:

- culturological - the study of concepts as elements of culture based on data from different sciences (Yu.S. Stepanov);
- linguocultural - the study of concepts named by linguistic units as elements of national linguoculture in their connection with national values and national characteristics of this culture (V.I. Karasik, S.G. Vorkachev, G.G. Slysh-kin, G.V. Tokarev);
- logical - the analysis of concepts by logical methods, regardless of their linguistic form (ND Arutyunova, RI Pavilionis);
- semantic-cognitive - the study of the lexical and grammatical semantics of the language as a means of access to the content of concepts, as a means of modeling them from the semantics of the language to the concept sphere (ES Kubryakova, NN Boldyrev, EV Rakhilina, E. V. Lukashevich, A. P. Babushkin, Z.D. Popova, I. A. Sternin, G. V. Bykova);
- philosophical and semiotic - the cognitive foundations of sign are investigated (AV Kravchenko) [9].

A.V. Rudakova identifies the following main schools and areas of modern cognitive linguistics:

- general conceptual approach of the Moscow school. Representatives: E.S. Kubryakova, V.Z. Demyankov, Yu.S. Stepanov, Yu.N. Karaulov, D.S. Likhachev, Yu.A. Sorokin, E.V. Rakhilina, R.M. Frumkina, A.N. Baranov, D.O. Dobrovolsky and others;
- psycholinguistic approach. Representatives: I.N. Gorelov, N.I. Zhinkin, A.A. Zalevskaya and others;
- a prototypical approach to the study of the cognitive aspects of the language units of the Tambov school. Representatives: N.N. Boldyrev, T.A. Fesenko, E.V. Miloserdova, N.I. Kolodin, E.M. Pozdnyakova, A.L. Sharandin, I.V. Mironova, S.V. Ivulgina, E.L. Kochkina, S.G. Vinogradov and others;

• lexical and semantic approach in the study of the conceptual content of language units of the Voronezh school. Representatives: Z.D. Popova, I.A. Sternin, A.P. Babushkin, V.Yu. Koprov, G.V. Bykova, L.I. Grishaeva, A.A. Kretov, V.M. Toporov, V.I. Ubiyko, V.B. Goldberg, O.V. Ivashenko, E. D. Khaustova and others;

• discourse analysis. Representatives: A.A. Kibrik, L.V. Tsurikova, O. N. Charykov, V.I. Karasik and others;

• a culturological approach to considering the problems of knowledge representation. Representatives: Yu.S. Stepanov and others;

• linguistic and cultural approach to the study of knowledge representation of the Volgograd school. Representatives: V.I. Karasik, G.G. Slyshkin, N.A. Krasavsky, N.F. Alefirenko, S.G. Vorkachev, A.A. Khudyakov, E.N. Egina, M.V. Milovanov and others;

• gender analysis of the representation of conceptual structures in the mind. Representatives: A.V. Kirilina and others [10]. IN AND. Karasik, within the framework of the cultural research of the language, identifies the following areas: identification of the national and cultural specifics of the use of the language (Vorkachev, Vezhbitskaya, Prokhorov, Telia, Vorobiev, Maslova, Snitko, Bizheva, Klovov, Krasavkiy, Evsyukova); study of ethnocultural features of language and speech within the framework of linguistic and regional studies (Vereshchagin, Kostomarov, Tomakhin, Oshchepkova), ethnolinguistics (Gerd, Kopylenko, Tolstoy), ethnopsycholinguistics (Sorokin), the theory of intercultural communication (Kabakchi, Shamne, Leontovich) [2]. So, today, despite different understandings, cognitive linguistics

Is a branch of linguistic functionalism, which believes that the linguistic form is derived from the functions of language, since cognitive linguistics is associated with the belief that "the linguistic form is a reflection of cognitive structures, that is, the structures of human consciousness, thinking and cognition"[4]. The main categories of cognitive linguistics are concept, categorization, conceptualization, concept sphere.

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