



ON THE QUESTION OF THE HISTORICAL INTERDEPENDENCE OF LANGUAGE AND KNOWLEDGE

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ANNOTATION

This article examines the problem of the relationship between language, cognitive activity and knowledge acquisition. The scientific picture of the world is now a huge mosaic, in which each part corresponds to a separate study: without some of these studies, the mosaic will be incomplete, but in order to see the picture in full, all the parts of this complex mosaic must be combined in perception.

KEY WORDS: *language, knowledge, cognition, system, picture of the world, essence of language.*

DISCUSSION

The language is a very complex system. He has always aroused the interest of scientists, since the time when scientific knowledge was just being formed. All attempts to cognize the system of language, however, led to the understanding that language is a fundamentally unknowable system, since something that constitutes the essence of language was constantly eluding the study of scientists - each concept, each theory had its supporters and opponents, followers and opponents. , advantages and weaknesses. However, attempts to learn the meaning and essence of the language did not stop. With the development of scientific knowledge, approaches and methods changed, the principles of language cognition changed, with the change in scientific pictures of the world, the idea of language also changed.

Many modern linguistic studies are devoted to the description of the phenomena and processes that occur in modern languages. These researches are narrowly focused and deep, reveal the essence of the investigated phenomena. However, the linguistic scientific picture of the world is now a huge mosaic, in which each part corresponds to a separate study: without some of these studies, the mosaic will be incomplete, but in order to see the picture in full, all parts of this complex mosaic must be combined in perception.

Over the past decade, many fundamental works have been published devoted to the study of deep processes occurring in languages [4], not only observing modern processes and their description, but also restoration of past states, as well as revealing

the hidden mechanisms of functioning of a particular language system [1 , 8]. The identification of such complex parameters and aspects of the existence of language systems is possible only with an integrated approach to research. Comprehensive study involves the use of data from other sciences, comparison of applied and fundamental theories. "As a result, the processes of interaction of principles and representations of pictures of reality that are formed in various sciences are intensified. More and more often, changes in these pictures take place not so much under the influence of intradisciplinary factors as through the "paradigmatic grafting" of ideas transmitted from other sciences. In this process, the rigid dividing lines between the pictures of reality that determine the vision of the subject of a particular science are gradually erased. They become interdependent and appear as fragments of an integral general scientific picture of the world "[5].

The key idea of modern science is the idea of a holistic understanding of the world, seeing it as a unity of the material and the ideal, which has constant development and functioning. All this, of course, is determined by the anthropocentric vision of the world, which is based on "a holistic understanding of the unity of man, society and nature, material and spiritual, the characteristics of man as a developing and functioning biopsychosocial being" [2, 14].

The central concept around which all knowledge about the world is formed is the concept of anthropocentrism, since a person cognizes the world only within the framework of his thinking and the existing achievements of science and culture.



New knowledge is superimposed on what is already known, corrects and supplements existing knowledge, and also becomes the basis for generating new knowledge, reliable or apparent. A person imagines the world only as he seems to him, therefore, it is difficult to talk about objective knowledge, since modern knowledge, like historical knowledge, is made up of a multitude of subjective knowledge that is formed in the thinking of an individual person or shared by a group of people. The complexity of the formation of general (universal) knowledge in general about language as a phenomenon of human activity, and in particular about each individual language, is associated with the fact that language is such a system that satisfies the needs of both humanity (in the case of using world languages) and national communities, and individuals. Consequently, language as a system that generates society and man and is simultaneously generated by society and man is so complex that it is impossible to separate its study from the study of man in a broad sense. The more we learn about the language, the more we understand how much still unexplored language is fraught with. It is these complex systems that are at the center of modern science research: "The objects of modern interdisciplinary research are increasingly becoming unique systems characterized by openness and self-development. Objects of this type are gradually beginning to determine the nature of the subject areas of the main fundamental sciences, determining the appearance of modern, post-non-classical science"[5].

Historicism of cognition manifests itself in the change of worldviews recreated by the language and their layering on each other, in the preservation of remnants of previous views in every state of the language. To implement such a change, the system of linguistic signs must have the ability to expand, which is manifested, in particular, in the ability of the content of the word to grow. This ability is due to the fact that the signified has a hierarchical structure, the components of which are linked by relationships: the semantically poorer and formal element moves to a more meaningful one (representation - nearest meaning - further meaning). "Thanks to this structure, the sign turns out to be the unity of the social and the individual and can serve as a means of self-expression and communication of many individuals. The reflective nature of the signified linguistic sign forces us to reject the dogma of the arbitrariness of the linguistic sign. [3, 204].

In connection with the above, let us turn to the specifics of the new in relation to the old in the development of semantics and allegory of German euphemisms. Since all types of linguistic duality are explained by the double structure of the language, i.e. system properties of units and their contextual use, there are two types of allegory:

- on the basis of regular linguistic polysemy, since the possibility of different interpretations of a lexical unit, including that used euphemistically, is implicitly present in the semantics of any polysemantic word,

- on the basis of occasional speech polysemy, which violates the usual configuration of the composition of monosemantic lexemes due to the transformation of the occasional meaning.

The linguistic potential for euphemistic allegory is especially clearly manifested in those polysemantic lexemes, the induction of which by stigmatic content is based on the convergence of distant associative schemes.

Remarkable is the process, the result of which is the revival of the original (most often direct) meaning of the word in certain linguistic conditions and which occurs on the basis of changes in the motivational sphere of the linguistic sign. For instance, *der Tee ist so schwach, das er zuwenig Kraft harten laufen*. The component *schwach* "liquid" in the stable phrase *der Tee ist so schwach* "the tea is so liquid", which results in the revival and meaning of the word *schwach* "physically weak". Or: «Сад был беременен яблоками» - "The garden was pregnant with apples".

The following types of structurally limited contexts are distinguished: a sentence, a combination of sentences, a paragraph, a combination of paragraphs, a segment of text, the text as a whole, which contain lexical and grammatical means that condition the remoting of units. The leading role is played by the lexical composition of the remotivating context. In the interlanguage approach, a comparative analysis of the means of identifying rhemes will be of paramount importance.

Thus, the actual division of the sentence (as a linguistic universal) is realized in English and Russian by a certain set of contextual and grammatical means - similar for both languages and characteristic only for the English language. Common for the Russian and English languages are such means of removal as, for example:

1. Word order: Never had met a woman so capable of inspiring affection - "Never in his life has he met a woman who would have attracted him so much." The means of removing in these sentences is the phrase-ending position of the rhematic element. In an English sentence, along with word order, such means as the indefinite article and postpositive definition operate. The symmetry of the current division is maintained here.

2. Characteristic only for the English language are: the use of the phrase *there was*: The greatest opera - man his day! There was no opera now ["He was once an inveterate theatergoer. There is no opera now!"]; anticipating there can go down: Irene smiled: and in the curve of her lips was a



strange provocation [“Irene smiled, and there was some kind of challenge in the curve of her mouth”]; use of turnover It is ... that (who, which); the use of a passive construction - the use of the verb do, etc.

In this case, semantic occasionalism arises as a consequence of the transformation of the subject-logical meaning, and as a result of occasional changes in the connotative content of a word, which is understood as the emotional-evaluative, stylistic and aesthetic components of meaning.

There are several principles of formation of occasional meaning:

- Any occasional meaning basically has Conventional, which is enriched by updating one or several semes;

- The occasional meaning may not contain all the elements of the conventional and may include elements of an extralinguistic nature;

- The occasional meaning may not correlate with the conventional meaning, i.e. completely displace it;

- Occasional and conventional meanings can be antonymic;

- The occasional meaning is realized in syntactic level, i.e. due to unconventional connection previously not matching words. In this case, contamination occurs. Sem, actualized not in one, but in two words.

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