

## Cognitive Linguistics

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### **Abstract**

Cognitive linguistics arises on the basis of cognitivism within the framework of the modern anthropocentric paradigm, significantly expanding the horizons of linguistic research. In the 20th century, there was a need to look at 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 different channels, but the subject of consideration in cognitive linguistics is only that part of it that becomes reflected and recorded in linguistic forms. In this article, cognitology, its emergence, cognitive linguistics that it is a newly emerging field within linguistics, cognitivist, and the field of cognitology are given.

**Keywords:** language and speech, cognitology, cognitive linguistics, linguistics, language and thinking, stage of development.

The emergence of language and speech is directly related to other social processes. For this reason, language and speech are related to a number of social sciences, such as psychology, philosophy, history, ethnography, sociology, psychology, ethics, which study people's thinking, worldview, past, spirituality, and similar issues. As a result of this connection, a number of new directions in linguistics have emerged - new areas of science such as mentalinguistics, linguocultural science, sociolinguistics, psycholinguistics, neurolinguistics, cognitive linguistics.

It is known that the views on linguistics have existed since ancient times, but in the first quarter of the 19th century, they emerged as a separate independent science. There is no doubt that the field of language learning, like other sciences, is a science that has its own object of study and methods of investigation as a result of research, experience, research, ideas, observations, and analysis. It would not be wrong to say that linguistics is a complex, scientific, philosophical and social science. The science of linguistics has experienced three thousand years of historical development before reaching its current stage of development.

The acceleration of today's social development and production, the gradual penetration of computer technology into all spheres, has completely destroyed the possibility of peoples being separated from each other or living without social contact. Also, there is probably not a single nation on earth that has paid attention to the achievements of other nations or has not exchanged experiences with them during its development. All this social similarity is manifested, first of all, in the language and through the language in the life of the people.

In the recent times, Cognitive Linguistics has developed into one of the most dynamic and attractive frameworks within theoretical and descriptive linguistics. Cognitive linguistics is regarded as an interdisciplinary branch of linguistics with a combination of knowledge and investigation adopting from cognitive psychology, neuropsychology and linguistics. It is a modern school of linguistic thought that originally emerged in the early 1970s out of dissatisfaction; and it is a cluster of overlapping approaches to the study of language as a mental

phenomenon. Cognitive Linguistics is a method to deal with the study of natural language that began in the late 70s and early 80s in the work of George Lakoff, Ron Langacker, and Len Talmy. It is emphasizing on language as an instrument for arranging, handling, and passing on information (Geeraerts and Cuyckens, 2007).

Language is a particular human cognitive capability yet the intellectual processes answerable for the storage and recovery of linguistic and non-linguistic knowledge are fundamentally the alike. Cognitive linguistics incorporates various extensively viable hypothetical ways to deal with linguistic importance and structure sharing a typical premise: the thought that language is a central part of cognition and it mirrors the relationship of social, psychological, and informative elements which must be perceived with regards to a sensible perspective on conceptualization and mental processing.

The concept of cognitivism is a whole that includes the study of all the principles that regulate human thought processes. Language is interpreted as a means of access to the processes of thought and influence. Human experience, his thinking, worldview, mentality take a strong place in language; and language is a cognitive mechanism, a system of symbols that expresses and transforms information using special codes. Cognitivism is a direction in science, the object of study of which is the human mind, thinking and those mental processes and states that are associated with them. This is the science of knowledge and cognition, of the perception of the world in the process of human activity.

According to cognitivism, a person should be studied as an information processing system, and human behavior should be described and explained in terms of his internal states. These states are physically manifested, observed and interpreted as the receipt, processing, storage, and then mobilization of information for rational problem solving [Maslova, 2005].

Since problem solving is directly related to the use of language, it is only natural that language has become the focus of attention among cognitive scientists.[Demyankov, 1994: 17-33].

In cognitive science, the main attention is paid to human cognition; it is not just observed actions that are studied, but their mental representations, symbols, and human strategies, which give rise to actions based on knowledge. The cognitive world of a person is studied by his behavior and activities, which take place with the active participation of language, which forms the speech-thinking basis of any human activity. Thus, one of the most important principles of cognitivism is the interpretation of a person as actively perceiving and producing information, guided in his mental activity by certain schemes, programs and plans. And cognitive science itself began to be viewed as the science of the general principles that govern mental processes in the human brain. Cognitive science includes several sciences - cognitive psychology, cultural anthropology, artificial intelligence modeling, philosophy, neuroscience, linguistics, etc. In this regard, it is important to note the interdisciplinary nature of cognitive science.

As a result of cognitive activity, a system of meanings is created related to what the individual knows and thinks about the world. The study of how a person operates with symbols, comprehending both the world and himself in the world, united linguistics with other disciplines that study man and society, creating cognitive linguistics. The categorization of human experience is associated with human cognitive activity, since the meaningful information obtained in the course of human cognitive activity and becoming a product of processing finds its expression in linguistic forms. Linguistic consciousness in general and the meaning of a word as its fragment is a form of structuring and fixing people's social experience, knowledge about the world, a form of presentation and actual retention of knowledge in individual consciousness. Cognitive processes are associated with language and take the form of "linguistic" processes [Kubryakova, 2004].

Cognition is the main concept of cognitive linguistics; it covers knowledge and thinking in their linguistic embodiment, and therefore cognition and cognitivism turned out to be closely related to cognitive science. It has now become an axiom that in the entire complex of human sciences, the relationship between language and other types of human activity primarily collides.

Language, to a greater extent than culture and society, gives cognitive scientists the key to understanding human behavior [Maslova, 2005: 8-9]

It is language that provides the most natural access to consciousness and mental processes, not because many of the results of mental activity are verbalized, but because “we know about the structures of consciousness only thanks to language, which allows us to communicate about these structures and describe them in any natural language.” [Kubryakova, 1997:21]

Cognitive linguistics was formed in overcoming structural linguistics, but it does not contradict the structural approach: it presupposes and uses it. A turning point in the consciousness of many linguists of our time came with the emergence of a number of new disciplines that showed the inadequacy of the immanent approach to the language system, which ignores the active nature of the sign and its involvement in the life processes of man and society. Among these disciplines that arose at the intersection with linguistics were psycholinguistics, ethnolinguistics, sociolinguistics, cognitive linguistics and cultural linguistics.

This had an impact on linguistics itself: there was a change in value orientations and there was a desire to study thought processes and socially significant human actions. The processes of obtaining, processing and storing information have become the focus of linguistic research. In addition, it has been proven that when a person receives new information, he correlates it with what is already in his mind, thereby generating new meanings. Operating memory units - frames, concepts, gestalts, etc. - become the operating tool in cognitive linguistics.

Consequently, cognitive linguistics is aimed at modeling the picture of the world, at modeling the structure of linguistic consciousness. The solution of mental problems is directly related to the use of language, because language turned out to be the most powerful in semiotic terms of all communication systems. It not only mediates the transmission and reception of information and knowledge, but also processes the information received by the individual from the outside, i.e. builds specific language frames. Thus, language creates opportunities for organizing and systematizing a variety of knowledge in memory to build a linguistic picture of the world.

One of the most serious problems that linguistic theory can face, Ray Jackendoff wrote in his book, is the question of the relationship between language and thought. Rather, he adds, it is a question of how language helps us think (Jackendoff, 1997). Agreeing with this point of view, we can believe that in an even more specific form this question can be formulated as the question of how the operational units of human consciousness are connected with the linguistic forms that objectify them. A significant step forward in solving these problems was the position put forward in cognitive linguistics about concepts as operational units, and about the need to explore meaning by turning to the structures of knowledge and evaluation - to the conceptual structures behind the units of language - and defining meaning through conceptual structures (concepts connected by a sign) [Nikitin, 2007].

According to N.A. Kobrina, the cognitive approach, which was formed and received the recognition it deserves in linguistics, is used mainly in the field of syntax - “to study syntactic connections and relationships, and the facts of the expansion of combinatorics and, hence, the study of the mechanisms of formation of semantic polycomponentity of lexemes, their categorization and recategorization and others phenomena revealed in syntax and requiring comprehension and explanation” [Kobrina, 2005: 7].

Agreeing with this point of view, cognitive linguists believe that central to cognitive science are the interrelated concepts of concept, conceptual structure and mental world. A concept is a discrete meaningful unit of consciousness that is formed in it as a result of the creative ability to build mental worlds. Concepts, when combined, form conceptual structures of different levels of complexity, despite the fact that the combined concepts themselves, each at its own level of the holistic hierarchy have their own structure (including the world of consciousness itself as part of the real world). The most basic among the worlds of consciousness is the mental world, bound by the need to correspond to the reflected (objective) world of reality. Along with it and on its basis, consciousness constructs diverse imaginary worlds of varying degrees of complexity. In

this sense, all mental worlds of consciousness, from the basic to the purely imaginary, are of a mixed nature, but differ in the degree of combination of elements of the real and imaginary, the rigidity of the obligation to correspond to the reality of the immutable world. The extreme position on the scale of imaginary worlds is occupied by irrational worlds of consciousness, which legalize the existence of the impossible [Nikitin, 2003].

Despite the appearance of the cognitive field in linguistics or the formation of views about it somewhat earlier, its recognition in the field of official linguistics dates back to the end of the 20th century. During this period, that is, in the spring of 1989, the first international symposium on cognitive linguistics was held in Duisburg, Germany. At the symposium, it was agreed to form a cognitive linguistic association. It was agreed to create a series of monographs in which the conclusions of cognitive linguistics researches would be presented, which was the stage of development of cognitive linguistics.

Cognitive linguistics is a field that studies language as a general cognitive mechanism. It is a "explanatory" science that studies human linguistic activity in terms of cause and effect. Cognitive linguistics is a collective direction (field), which, in addition to linguistics and psychology, also summarizes scientific approaches related to the theory of artificial intelligence, psycholinguistics, neurolinguistics. Modern cognitive linguistics arose at the core of the science of cognitology. Cognitive psychology, cognitive anthropology, cognitive sociology, and even cognitive literary studies were created under the influence of this science. With the emergence of cognitive linguistics, a new concept and terms representing this concept appeared. For example, cognitive linguistics, cognitive metaphor, cognitive phonology, lexical concept, linguistic paradigm, grammatical monitor, linguistic consciousness, text focus, thinking language, intermediate language, natural language. The connection between the sciences complements each other. Cognitive linguistics is part of the sciences dealing with human cognition. Thinking itself is formed as a result of the purposeful activity of a person. The scope of linguistics has now expanded with concepts and categories related to the activities of perception, knowledge, understanding, and analysis.

The use of cognitive linguistic terms in Uzbek linguistics can be found in scientific articles and scientific works created in the first decade of the 21st century. The science of psycholinguistics arose within the framework of the emergence and development of human speech, the study of language as a system of signs, its preservation in human memory, its function, and the interaction of language and thinking. It is not difficult to observe that the processes taking place in human psychology are directly manifested in his speech. An anthropocentric approach to language appeared in almost all of the scientific research and educational literature devoted to linguaculturology in the late 20th and early 21st centuries.

Cognitive linguistics is important because it brings new approaches to linguistics. Cognitive linguistics is part of the sciences dealing with human cognition. Thinking itself is formed as a result of the purposeful activity of a person. Since this field, which deals with issues within the framework of such disciplines as linguistics and epistemology, linguistics, and philosophy, based on the nature of the Uzbek language, the number of works done in this regard is not so great.

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