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THEORETICAL APPROACH TO LINGUISTIC-COGNITIVE APPROACHES IN MODERN LINGUISTICS



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Annotation

This article analyzes the theoretical foundations, stages of formation, and basic principles of linguo-cognitive approaches in modern linguistics. The relationship between language and thought, conceptual systems, cognitive models, and the reflection of language units in the human mind are scientifically substantiated. The importance of linguistic-cognitive approaches in the educational process and the possibilities of practical application are also highlighted.

Keywords: Linguistic-cognitive approach, cognitive linguistics, concept, conceptual system, mental model, discourse, thinking, semantics, pragmatics

Introduction

21st century linguistics has developed on the basis of an anthropocentric paradigm, paying special attention to the study of language in its inextricable connection with the human factor. From this perspective, the linguo-cognitive approach interprets language not only as a communicative tool, but also as a product of human thinking, cognitive processes, and the activity of the mind. This approach allows us to analyze language units in relation to human knowledge, experience, perception, and mental models. The formation of the linguo-cognitive approach occurred in the second half of the 20th century in the process of integration with disciplines such as cognitive psychology, psycholinguistics, neurolinguistics, and artificial intelligence. As a result, new scientific views emerged aimed at interpreting the semantic and functional properties of language based on conceptual systems in the human mind.

Today, the linguo-cognitive approach is one of the important areas of modern linguistics, serving to deeply analyze the relationship between language and thought, as well as concepts such as concepts, frames, and mental models. This approach is not only theoretically but also practically significant, serving as an effective methodological framework for language teaching, text analysis, and discourse studies.

Literature review

The linguo-cognitive approach is one of the important scientific directions of modern linguistics, and its theoretical foundations have been developed by many foreign scholars. Research in this area is of great importance in shedding light on the relationship between language and thought, the formation of conceptual systems, and the reflection of linguistic units in the human mind.

For example, G. Lakoff and M. Johnson, in their famous studies, argued that metaphor is not just an artistic device, but a natural mechanism of human thinking [1]. They believe that humans understand abstract concepts through concrete experience, and therefore language units arise as a product of conceptual thinking. This approach has paved the way for a deeper study of concepts and metaphors in linguistic-cognitive research.

In the scientific views of R. Langacker, the language system is interpreted as a phenomenon directly related to human conceptual experience. Through the theory of cognitive grammar, the author shows that human perception, experience, and meaning-making processes play an important role in the formation of grammatical units. This allows for the analysis of linguistic phenomena from a substantive-cognitive perspective, rather than a formal one [2].

The scientific resource created by V. Evans and M. Green systematically describes the theoretical foundations, main categories, and research methods of cognitive linguistics [3]. The work reveals the essence of concepts such as concept, frame, prototype, mental model, and shows their role in explaining the semantics of language units. This study is one of the important sources for a general theoretical understanding of the linguo-cognitive approach.

E.S. Kubryakova is one of the scientists who made a significant contribution to the formation of cognitive linguistics as an independent scientific direction [4]. In his research, language is analyzed in its inextricable connection with the system of knowledge in the human mind. The author also emphasizes the role of cognitive factors such as thinking, knowledge, memory, and perception in understanding the content of linguistic units.

The studies conducted by W. Croft and D.A. Cruse provide an in-depth analysis of the semantic direction of cognitive linguistics [5]. They argue that the meaning of linguistic units is closely related to human experience, perception of the world, and the activity of dividing it into conceptual categories. This approach helps to understand language not as a static system, but as a dynamic phenomenon that is consistent with thinking.

In general, these sources serve as an important scientific basis for illuminating the theoretical foundations of the linguo-cognitive approach, revealing the connection between language and thinking, and forming a methodology for conceptual analysis.

Theoretical foundations of the linguo-cognitive approach

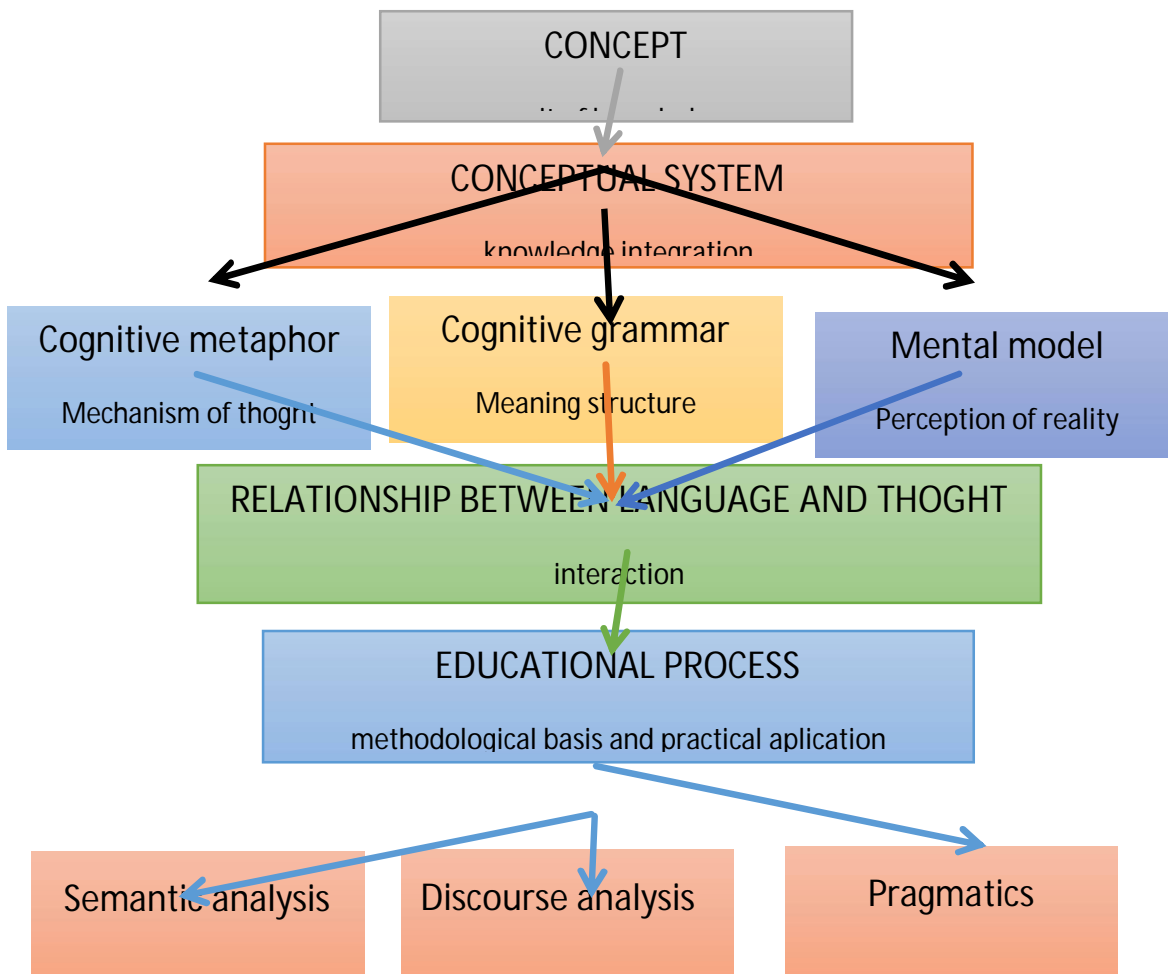
The linguo-cognitive approach is based on the anthropocentric direction of modern linguistics and interprets language as a complex system inextricably linked to human thinking, cognitive processes, and mental activity. According to this approach, language is an integral part of the process of human perception of existence, processing it in the mind, and expressing this knowledge in a communicative form. Therefore, in the study of language phenomena, not only linguistic factors, but also psychological, cognitive, and cultural factors are important. The theoretical foundations of the linguo-cognitive approach are based on the idea of an inextricable link between language and thinking [6]. In this approach, language units are interpreted through concepts, frames, scenarios, and mental models formed in the human mind. In other words, language is seen as a means of expressing a person's internal knowledge system in an external form.

A language - means of organizing and transmitting linguistic knowledge: Language is the main tool that allows a person to systematize, preserve, and transmit knowledge about existence from generation to generation. From a linguo-cognitive perspective, through language, a person forms their perceptions of the world and assimilates social experience.

Language units are expressions of mental structures: Each linguistic unit (word, phrase, sentence) corresponds to a specific concept or knowledge structure that exists in the human mind. For example, words not only name objects, but also embody perceptions, evaluations, and experiences about them.

The result of the semantic-conceptual system: The meaning of linguistic units is formed based on the conceptual system that exists in the human mind. Therefore, semantics is not limited to a lexical definition, but is interpreted in relation to a person's perception, experience, and worldview [10].

Thought and language are an interconnected system: Language and thinking are complementary and developing systems. Thought is expressed through language, and language shapes and directs the thought process. This interaction is one of the central issues in linguistic-cognitive research.



1-picture. Linguo-cognitive approach

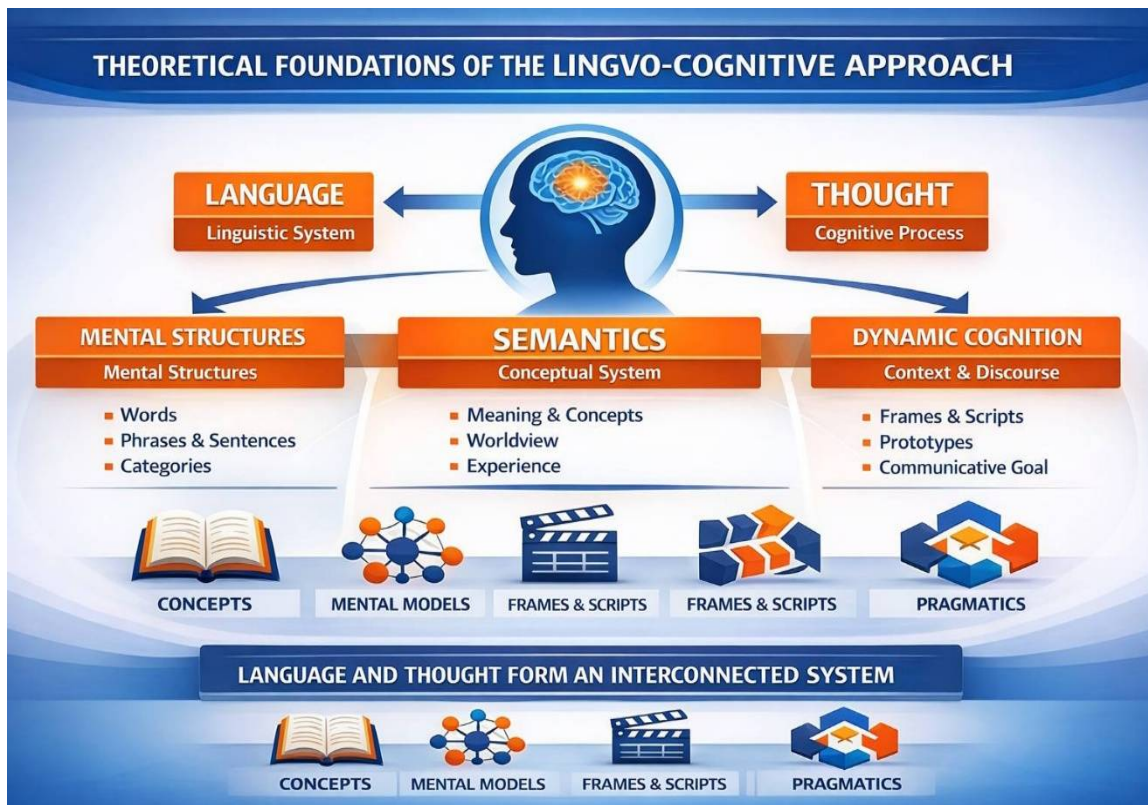
This approach is based on the following basic theoretical principles:

In addition, the linguo-cognitive approach views language not as a static system, but as a dynamic, evolving phenomenon closely related to human activity. In this approach, language units are analyzed in relation to context, speech situation, and communicative purpose. This allows for a deeper understanding of the functional and pragmatic aspects of language. Also, in the linguo-cognitive approach, concepts such as concept, frame, scenario, prototype, and mental model are considered important theoretical categories [9]. They determine how humans classify, categorize, and express existence through language. As a result, the process of learning a language is combined with the study of human cognitive activity [7]. In general, the linguo-cognitive approach is an important theoretical framework that serves to comprehensively study the internal content structure of language, its reflection in the human mind, and its interaction with thinking.

Concept and conceptual system

The central concept of the linguo-cognitive approach is a concept, which is interpreted as a complex unit of knowledge that is formed in the human mind, arises as a result of experience, knowledge, and perception, and is expressed through language. The concept not only constitutes the semantic basis of language units, but also acts as a cognitive mechanism that organizes and systematizes human knowledge about existence. According to modern scientific views, a concept is the basic "operational unit" of human thought, through which a person understands, classifies, and

categorizes reality. Therefore, studying the concept allows for a deeper understanding of the connection between language and thought.



The concept has a multi-layered structure and usually consists of the following main components:

- Imaginary component - a set of visual or sensory images formed in the human imagination
- Conceptual component - logical, scientific and abstract content
- Evaluative component – subjective attitude, emotional and axiological assessment

Individual concepts are interconnected and form a conceptual system in the human mind.

A conceptual system is a complex cognitive structure that reflects a person's knowledge, experience, and worldview about existence. Through this system, humans perceive the world and express it through language.

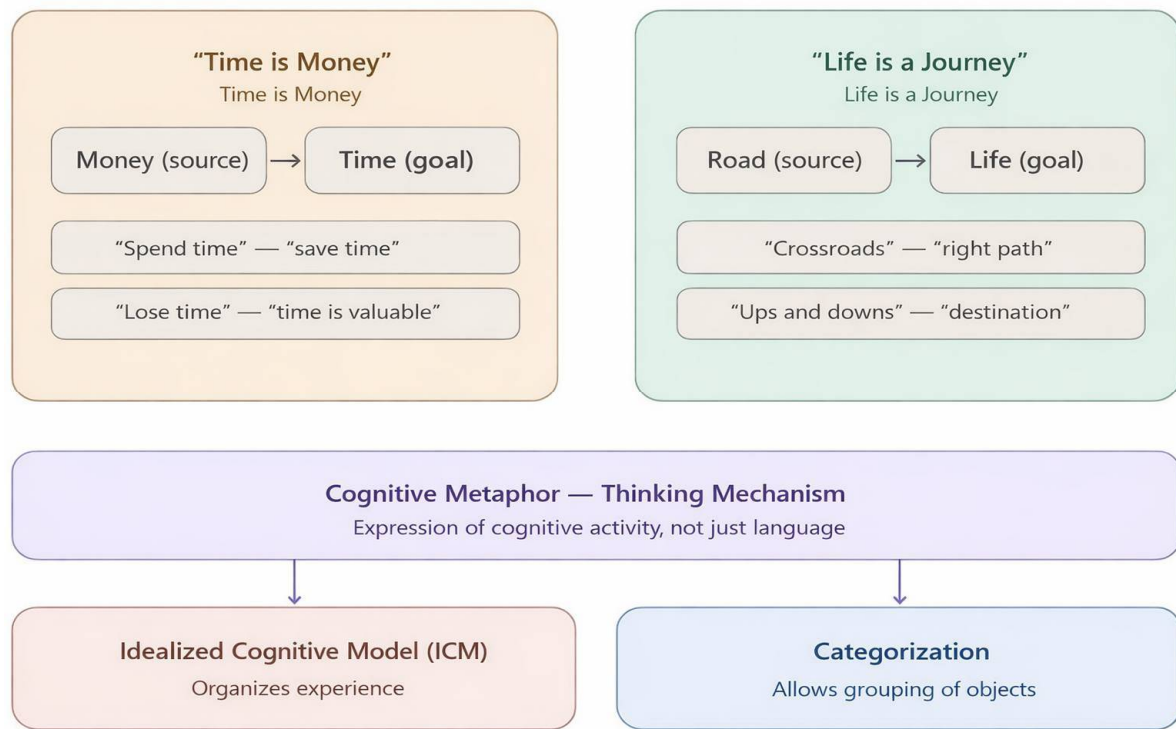
The conceptual system has the following characteristics:

- systematicity (concepts are interconnected)
- hierarchical (structured from simple to complex)
- dynamic (changes based on experience)
- cultural conditioning (dependent on national and social factors)

From the perspective of the linguo-cognitive approach, the concept is the main link between language and thinking. Through it, a person understands existence, systematizes their knowledge, and expresses it through language [8]. The conceptual system is an integrated form of this knowledge and is a linguistic reflection of a person's worldview. This approach is important for a deeper understanding of the meaning of language units, analyzing them in relation to knowledge in the human mind, and creating an effective methodological foundation in the educational process.

Cognitive models and cognitive metaphor theory

Cognitive models and metaphorical projection phenomena are central to the study of the fundamentals of cognitive linguistics. This approach interprets language not simply as a means of communication, but as a product of human intellectual activity and a tool for understanding the world.



A cognitive model (or idealized cognitive model – ICM) is a structured set of knowledge accumulated in the human mind about a particular part of reality. According to J. Lakoff's theory, these models organize human experience and serve as a basis for interpreting new information.

- Basis of perception: Humans perceive existence not directly, but through the prism of models existing in their minds.

- Categorisation: Cognitive models are used to classify objects and events into specific categories, which allows for the economy of the thinking process.

While in traditional linguistics, metaphor was considered merely a stylistic device and a metaphor, in the cognitive approach it has risen to the level of a thinking mechanism. As J. Lakoff and M. Johnson point out in their work "Metaphors We Live By", metaphor is the process of understanding one domain of concepts (source domain) through a second, more complex domain of concepts (target domain).

1. From concrete to abstract: A person models complex and abstract concepts (time, love, life, politics) through concrete concepts (space, movement, material wealth) that he can feel and rely on his physical experience.

2. Cognitive projection (Mapping): Logical connections in the donor domain (source) are transferred to the recipient domain (target).

The manifestation of cognitive models in language can be seen through the following classic examples:

- Time is Money: In this metaphorical model, time is perceived as a limited resource. As a result, economic terms such as "wasting time," "wasting time," and "saving time" appear in our speech. Humans follow a cognitive model of viewing time as a material value.

- Life is a Journey: Here, the stages of life are compared to a trajectory of action. Phrases such as "crossroads of life," "choosing the right path," and "highs and lows" explain human life experience through a spatial movement model.

Thus, cognitive models and metaphors are not just decorations of language, but are a fundamental tool that shapes a person's worldview [12]. Through them, complex existence is systematized and made understandable to human thought.

Fundamental directions of the linguo-cognitive approach

In modern linguistics, the linguo-cognitive approach interprets language as a "mental phenomenon" and has formed the following specialized branches of it: This field studies the

meaning of words not simply in terms of their dictionary definition, but in relation to concepts in the human mind and the worldview. The main idea is that behind the meaning of the word lies an entire system of encyclopedic knowledge. For example, the word "house" is not just a building, but also includes conceptual meanings such as "safety", "family", and "warmth". This direction, founded by R. Lanakker, views grammatical forms (contractions, tenses, syntactic devices) as a way of perceiving human existence.

Grammar is not meaningless patterns, but symbolic structures that give meaning. For example, passive and active ratios depend on the point from which we observe the event (focus).

The methodological importance of the linguo-cognitive approach in the educational process

Organizing the education system on a linguistic-cognitive basis serves to shape the student as a constructor of knowledge, not just a collector of information. Unlike the traditional memorization method, the cognitive approach involves integrating new information into the student's existing knowledge base (frames). This ensures that knowledge is stored in long-term memory [11]. Students learn to see the logical connections behind language units. For example, when studying terminology, their etymology and conceptual basis are analyzed, which increases critical thinking.

Cognitive metaphors and visual models act as a bridge in explaining complex engineering processes:

- Making the abstract concrete: For example, explaining the movement of electric current through the metaphor of "water flow" or describing computer memory through the "library" model.

- Terminological clarity: Engineering terms are often based on cognitive models, and their linguistic analysis helps to more quickly understand the essence of the technical process.

This approach to education prioritizes "how to understand" rather than "what to learn." This not only enhances the specialist's verbal culture, but also their professional intelligence.

Conclusion

The linguo-cognitive approach is one of the important scientific directions of modern linguistics. This approach allows us to learn language in an inextricable link with human thinking, knowledge, and mental models. As a result, the deep semantic and conceptual essence of language units is revealed. The linguo-cognitive approach also serves as an effective methodological basis in the educational process, helping to increase students' knowledge and develop their independent thinking.

Through this article, we can understand that language is an important factor that reflects a person's worldview and helps them connect with others. Additionally, success in using language is achieved by understanding what it is and how it can be used. As a result, teachers can deliver the information to students in the right way and maintain students' motivation to learn.

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Maqolani tayorlashda qo'yiladigan talablar:

1. Maqola o'zbek, ingliz va rus tillarida minimal 6 sahifadan iborat bo'lib, Microsoft Word dasturida Times New Roman shriftida 12 kegl, 1 satr oralig'ida, sahifalar barcha tomondan 2 sm qoldirilgan holda bo'lishi shart.
2. Satr boshi - 1,25 sm bo'lib, satrlarni eniga to'g'irlash, so'zlarni boshqa qatorga ko'chirish avtomatik tarzda bo'lishi lozim.
3. Birinchi qator o'ng tomondan muallifning familiyasi, ismi va otasining ismi, ikkinchi qatorda muallifning ish joyi, lavozimi, ilmiy darajasi va unvoni, e-mail va telefon raqami, uchinchi qatorda sahifaning o'rtasida bosh va qalin harflar bilan maqolaning nomi yoziladi. Ushbu ma'lumotlar o'zbek, ingliz va rus tillarda berilishi lozim.
4. Keyingi qatordan o'zbek, ingliz va rus tillarida 60 so'zdan iborat annotatsiya beriladi.
5. Keyingi qatordan 7-10 ta o'zbek, ingliz va rus tillarida kalit so'zlar beriladi.
6. Keyingi qatordan asosiy matn boshlanadi va maqola 4 qismdan iborat bo'ladi: Mavzuning dolzarbligi. Metodlar va o'rganilganlik darajasi. Tadqiqot natijalari. Xulosa.
7. Maqolalar ilmiy ahamiyatga ega bo'lib, ulardagi fakt va fikrlar asoslangan hamda mustaqil ma'no kasb etishi lozim, plagiat holati taqiqlanadi. Muallif foydalanilgan adabiyotlarni aniq ko'rsatishi, olingan iqtiboslarning aniq manbalarini keltirishi lozim.
8. Web of science hamda Scopus tizimidagi jurnallardan iqtiboslar olish maqsadga muvofiqdir.
9. Iqtiboslar matn ichida [1, 25] beriladi. Adabiyotlarning to'liq ro'yxati asosiy matndan so'ng alifbo tartibida ko'rsatilishi lozim.

Требования к оформлению научной статьи:

1. Статьи должны содержать 6 страниц, в формате Times New Roman на Microsoft Word, 12 кегль, 1 см, со всех сторон 2 см.
2. Начала абзаца - 1,25 см, формировать строки по ширине, перенос слов в другой ряд должен быть в автоматическом порядке.
3. В первой строке от правой стороны Ф.И.О. автора, во второй строке место работы, должность, ученая степень и ученое звание, e-mail и номер телефона, в третьей строке по центру страницы прописными буквами жирным шрифтом название статьи. Эта информация должна быть предоставлена на узбекском, английском и русском языках.
4. В следующей строке аннотация из 60 слов на трех языках: узбекский, английский и русский.
5. Со следующей строки ключевые слова 7-10.
6. Далее начинается основной текст. новой текст начинается со следующей строки, и статья состоит из 4 частей: актуальность темы, методы и уровень исследования, результаты исследования, заключение.
7. Статьи должны иметь научное значение, факты и идеи должны быть обоснованными и избежать плагиатства. Автор должен точно указать использованную литературу и ссылку на источники, при помощи которых он выразил свое мнение.
8. Сноски или ссылки должен быть взяты из Web of science, а также системы журналов Scopus.
9. Цитирование приводится в тексте [1, 25] Полный список литературы должен быть указан после основного текста, а алфавитном порядке.

Requirements of the articles submitted:

1. Articles should be at least 6 pages, in Times New Roman, 12 pt., 1 inter.
2. The line head should be 1,25 cm, line spacing, and the words should be automatically moved.
3. The author's full name should be on the first line from the right; the author's place of work, position, academic degree, and academic rank, email address, and phone number should be on the second line; the article title should be centered in bold, capital letters, on the third line. This information should be provided in Uzbek, English, and Russian.
4. An annotation of 60 words in the next line in three languages.
5. Key words from the next row in three languages 7-10.
6. The next line begins with the main text. The main text begins on the next line, and the article consists of four parts: the relevance of the topic, the methods and level of research, the results, and the conclusion.
7. Articles must be of scientific importance and facts and opinions in the article should be well-grounded and have an independent meaning, and they must be free of plagiarism. The author must clearly demonstrate the literature used in his or her opinion, and provide the exact sources of the extracts.
8. Quotes should be from "Web of science" and "Scopus" journals.
9. A complete list of publications should be followed in alphabetical order after the main text. Seals and references should be in the main text [1, 25].