

THEORY OF COGNITIVE-COMPARATIVE ANALYSIS IN LINGUISTICS

Nasimova Shakhnoza Ziyodullayevna,
Teacher of English of "Yangi asr" private school
nasimova.shahnoza@bk.ru

Abstract: this article is devoted to the study of the theory of cognitive analysis, one of the important areas in linguistics, and covers the theoretical foundations of identifying general and specific traditions of language development. Also, the explanation given by the scientists to the cognitive-comparative analysis, theoretical views, the role of the family in the national-cultural worldview of the peoples are also described.

Key words: cognitive, analysis, outlook, comparison, culture, linguistics, classification.

Аннотация: данная статья посвящена изучению теории когнитивного анализа, одного из важных направлений лингвистики, и освещает теоретические основы выявления общих и специфических традиций языкового развития. Также описываются объяснения, данные учеными познавательно-сравнительному анализу, теоретические взгляды, роль семьи в национально-культурном мировоззрении народов.

Ключевые слова: познавательный, анализ, мировоззрение, сравнение, культура, лингвистика, классификация.

Cognitive linguistics is a branch of linguistics that studies the problems of the relationship between language and consciousness, the role of language in conceptualizing and categorizing the world, in cognitive processes and generalizing human experience, the connection with individual cognitive abilities of a person, and the forms of language and their interaction.

Categorization refers to the process of organizing acquired knowledge, that is, the distribution of new knowledge under certain headings that exist in the human mind and are often defined by the categories of the person's native language. . Conceptualization is the process of identifying a set of cognitive properties (including categorical) of some phenomenon of the real or imaginary world, which allow a person to have a somewhat defined concept and idea about this phenomenon, to remember it and fill it with new information, and to distinguish it from other phenomena. .

In general, cognitivism is a set of disciplines that combines the study of general principles that govern thought processes. Thus, language is presented as a means of access to thought processes. The experience of humanity, its thinking is based on language; language is a cognitive mechanism, a system of symbols that specially encodes and transforms information.

History of formation and development of cognitive linguistics

The emergence of cognitive linguistics was determined not only by the history of linguistics, but also by the development of cognitive research and the emergence of the so-called cognitive science (English: cognitive science; in Russian-language publications, the terms cognitology and cogitology are also used) [1].

The official "birth" of cognitive linguistics dates back to the International Linguistics Symposium held in the spring of 1989. in Duisburg (Germany) and at the same time was the first international conference on cognitive linguistics. The participants of the symposium formed the

International Association of Cognitive Linguistics (English: International Cognitive Linguistics Association), founded the Journal of Cognitive Linguistics and created a series of Monographs of Cognitive Linguistics Research, later published the works of well-known representatives of this direction. However, in essence, cognitive linguistics emerged earlier and in the late 1980s. - this is not the period of his birth, but the period of his flowering, the period when many works created in the spirit of the relevant ideology were published [1].

In cognitive linguistics, we see a new stage in the study of the complex relationship between language and thinking, a problem that is mainly characteristic of Russian theoretical linguistics. Such studies were initiated by neurophysiologists, doctors, psychologists (P. Brock, K. Wernick, I. M. Sechenov, V. M. Bekhterev, I. P. Pavlov, etc.). Neurolinguistics was created on the basis of neurophysiology (L. S. Vygotsky, A. R. Luria). Language activity occurs in the human brain, different types of language activity (language acquisition, listening, speaking, reading, writing, etc.) are associated with different parts of the brain[2].

The next stage in the development of the problem of the relationship between language and thinking is psycholinguistics, which studies the processes of speech creation and perception, the processes of learning language as a system of signs stored in the human mind, and the interdependence of language).[2]

Main directions

We can talk about at least the following directions of cognitive linguistics identified so far (we name typical representatives of these trends):

cultural - study of concepts as elements of culture based on information from various disciplines. Such studies are usually de facto interdisciplinary and not exclusively linguistic, although they may be conducted by linguists (which allows us to consider this approach within cognitive linguistics); in this case, language works only as one of the sources of knowledge about concepts (for example, information about the etymology of the word naming this concept is used to describe the concept);

linguo-cultural - study of the concepts named by language units as elements of national language culture in connection with national values and national characteristics of this culture: "from language to culture" direction;

logical - analysis of concepts by logical methods without direct connection to their linguistic form;

semantic-cognitive — studying the lexical and grammatical semantics of the language as a means of accessing the content of concepts, as a means of modeling them from language semantics to the field of concepts;

philosophical and semiotic - the cognitive foundations of the sign are studied.

Each of these areas can be considered already well-established in modern linguistics, all of them have their own methodological principles (all of them are primarily united by the theoretical idea of the concept as a unit of consciousness), and all of them have their supporters. cognitive linguists, they are represented by very well-known academic schools[2].

Sections of cognitive linguistics

Cognitive linguistics is divided into three main branches:

- Cognitive semantics deals primarily with lexical semantics;
- Cognitive grammar mainly deals with syntax, morphology and other areas of linguistics related to grammar;

- Cognitive phonology.

Aspects of cognition of interest to cognitive linguistics include:

- Constructive grammar and cognitive grammar;
- Conceptual metaphor and conceptual confusion;
- Conceptual organization: categorization, metonymy, frame semantics, and iconicity.

Cognitive linguistics tries to integrate these fields more than generative linguistics. Difficulties arise because the terminology of cognitive linguistics is not yet fully established, because it is a relatively new field of study, and because of its connections with other disciplines.

The development of cognitive linguistics is becoming a recognized method of analyzing literary texts. Cognitive poetics has become an important part of modern stylistics. The best book on the subject remains Peter Stockwell's Cognitive Poetics [3].

FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Аскольдов С.А. Концепт и слово// Русская словесность. От теории словесности к структуре текста. Антология. – М:Academia. 1997. – С.267-280
2. Кубрякова, Е. Когнитивный взгляд на природу частей речи // Словарь. Грамматика. Текст. – М., 1996. – 331 с.
3. Maslova V.A. Lingvokulturologiya/ V.A. Maslova: Talabalar uchun darslik. – M.: "Akademiya" nashriyot markazi, 2011. – 208 b.
4. Lebedko M.G madaniyatning kognitiv dominantlari sifatida. Amerika va Rossiya vaqtinchalik kontsepsiya sohalarini taqqoslash / – Vladivostok: Dalnevost nashriyoti. un-ta, 2012. – 240 b.]
5. <https://en.wikipedia.org>
6. <https://www.cambridge.org>
7. <https://izoh.uz>