OSCAR
PUBLISHING SERVICES

🔓 Research Article

COGNITIVE DESCRIPTION AND CLASSIFICATION OF LINGUISTIC UNITS OF DIFFERENT LEVELS

Norbekova Gulrukh Khusan Kizi
Post-Graduate Student, Jizzakh State Pedagogical University, Uzbekistan

Prof. Mirsanov. G. K.
Scientific Supervisor, Post-Graduate Student, Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT

This article discusses the cognitive processes involved in the description and classification of linguistic units at different levels. It explores how language is processed and understood by the human brain, and how this understanding can be used to identify and categorize different types of linguistic units. The article also examines the role of context and cultural factors in shaping our perception and interpretation of language. By providing a comprehensive overview of the cognitive aspects of linguistic description and classification, this article offers insights into how we can better understand and analyze language at all levels.

KEYWORDS

Cognition, cognitive linguistics, cognitive process, linguistic units, different levels of a language, cognitive aspect, cognitive model, perception, interpretation, cultural factor, mental image, linguistic frame.

INTRODUCTION

Today, there are trends to conduct comprehensive research from a cognitive point of view at different levels of language. The 20th century brought significant changes to the study of global language phenomena. Linguistics reflects the globalization of language units in the mind of a certain cultural group. In this regard, it is promising to study the place of linguistic units in this process. Linguistic units are the soul of any national language, reflect the cultural relations of people, and therefore cause great difficulties in decoding by speakers of other linguistic and cultural communities.

On the other hand, languages do not exist without linguistic units. The languages of the world are very diverse, but the basic mechanisms of cognition are universal, which is reflected in the semantics of the

language. Linguistic units are highly informative language units and are considered as a special structure (model) of knowledge. Correspondence of cognitive models in different languages helps to understand the linguistic units in the language. The content, meaning and internal form of such units form a single cognitive structure. The basis of this content is the cognitive level of meaning and the cognitive level of internal form. In this regard, it is necessary to pay attention to several studies conducted on the concept of "cognitive structure".

MATERIALS AND METHODS

There are different interpretations of the concept of "cognitive structures", A.A. Kibrick considers cognitive structures to be structures of human mind, thinking and perception [6, p. 126], V.B. According to Kasevich, cognitive structures are structures created by a person in the process of processing information [4, p. 98]. He considers the concept of "cognitive structure" to be a knowledge representation scheme consisting of verbal and non-verbal knowledge.

Non-verbal forms of knowledge expression mean information processing tools (mental images) that a person uses without resorting to language: images, "pictures", schemes. Verbalized (linguistic) knowledge is divided into text "constructed" through the use of limited linguistic and language within the relevant language system. At the same time, textual knowledge significantly exceeds real language in terms of volume, resulting in encyclopedic knowledge.

The most common structures of knowledge representation are categories, kinesthetic image schemes, frames, scenarios.

In modern scientific paradigms, meaning is considered as a cognitive structure that reflects knowledge and

experience that is embedded in language and closely related to human activity. Meaning covers the entire set of knowledge about the signified, including potential and associative properties. In cognitive linguistics, it is assumed that linguistic and encyclopedic information cannot be strictly separated due to the autonomy of linguistic knowledge, its inseparability from knowledge about the world in general [3, p. 17].

The meaning of a linguistic unit is understandable only in the context of other cognitive structures or blocks of knowledge that stand behind these meanings and ensure their understanding. This turn of the problem allows us to consider linguistic units as figures against the background of some basic knowledge structure [11, p. 17].

V.N. Telia considers a language unit as an event belonging to a certain frame in speech. She also argues that linguistic units are considered informative by their meaning, which is "embedded" in the structures of knowledge about the world - frames, scenarios, which mediate between the actual linguistic meaning and the defined reality [9, p. 129].

In terms of linguistic units, two structures of knowledge interact - knowledge "categorization" and knowledge "scenario"; the first appears as a classifying frame and the second as a situational frame.

Summarizing the arguments about the cognitive approach to the study of word meaning, there are other approaches to the study of the meaning of language units in modern linguistics: transformational-interpretive analysis (interpreting one meaning by interpreting the meaning of another unit), component analysis (breaking values into minimal semantic components), paraphrasing (explaining the meaning of a word / unit through synonyms), distributive

analysis (determining the meaning of a word / unit through the environment). The described methods of studying the meaning of language units do not negate each other, but complement each other, which emphasizes the complexity and versatility of the phenomenon.

The cognitive content of the linguistic sign is acquired by the internal form and content. A specific internal form expressed through linguistic reality is a complex cognitive structure.

At the same time, the internal form of linguistic units is an extremely complex phenomenon. Despite many studies in this area, they may not lead to the creation of a comprehensive theory of the concept of "inner form". In modern linguistics, the concept of "internal form" is interpreted differently. Often, this term is used by researchers to indicate features of an unusual order. Linguists use different approaches and criteria to study this phenomenon

RESULTS AND ANALYSIS

The linguistic fund of any literary language is divided into two - figurative and simple units. As an internal form of linguistic simple units, it is not limited to the content of individual lexical units, but covers all categorical features belonging to each lexical unit. This, in turn, applies to the linguistic, cultural and conceptual foundations of the lexical unit taken for analysis.

The linguistic essence of the image was explained by V.G. Gak defines the concept of "figurativeness" in the book "Conversations about the French word" and claims that the linguist derives from the semantic conditionality of figurative units, which allows to understand the mechanism of the appearance of a linguistic image. V.G. Gak believes that figurativeness

"is based on the interdependence of two images, one of which is the figurative meaning of a word (or expression), and the other corresponds to its literal (original) meaning. Such expressions, corresponding to two different meanings, occur in a dependent manner [2, p. 335]. In addition, the figurative meaning is activated in the foreground, and the literal meaning is activated in the literal sense. All this is related to the degree to which semantics is developed in the language. The development of semantics depends on cognitive activities such as thinking structure and perception. Knowledge arises through cognitive activity, and knowledge forms the basis of the semantic field.

Semantics is based on the new meaning resulting from the connection (syntactic, logical) of different linguistic units, and the realization of such meaning is considered a conceptual phenomenon that occupies an important place in cognitive linguistics.

The concept is a unit of thought and its basis is the generalization of concept, image and linguistic meaning. M. B. Nikitin emphasizes that the basis of the concept is the meaning.

The meaning, in turn, is determined by the universality of the main forms of semantic changes, the universal nature of logical and mental operations, and aspects related to the determination of relations, functions, their similarities, combinations, etc., characteristic of linguistic reality [8, p. 294].

Thus, V.N. Telia, studying the uniqueness of cognitively related meanings of words, comes to the conclusion that the semantic key words in this combination, which determine the entire formation process of linguistically related meanings, play a special role in the formation of a phrase. The scientist considers such words to be names of reference. According to the author,

according to their denotation, the possible meanings of the words were added [10, p. 284].

From the perspective of cognitive linguistics, knowledge plays a key role in the mechanism of metaphorical transfer. J. Lakoff and M. Johnson emphasizes that the theory of metaphor is a conceptual system of thinking, a person, so the authors are based on the idea that linguistic semantics has a metaphorical nature [1, p. 6]. Understanding events and phenomena in different languages is based on a revision of the basic concepts of human experience (physical, emotional, anatomical, etc.).

We can witness that they are embedded in the conceptual system of each ethnic group as linguistic expressions that combine different meanings. The conceptual system defines the image schemes that operate in the human mind. These image schemes can be identified by observing the actual use of language - after all, the basis of linguistic communication is the same conceptual system that a person uses in the process of thinking and acting. Thus, language is recognized as an important source of information about a person's conceptual system.

Conclusion. From the perspective of cognitive linguistics, linguistic units are considered as cognitive linguistic features. The cognitive structure of linguistic units consists of two levels - the cognitive level of meaning and the cognitive level of internal form. Such a view of the nature of linguistic units opens up new perspectives for researchers.

In conclusion, the cognitive processes involved in the description and classification of linguistic units at different levels are complex and multifaceted. Understanding these processes is crucial for developing a deeper understanding of language and its use. By examining the ways in which language is processed and understood by the human brain, we can better identify and categorize linguistic units at various levels. Additionally, taking into account the role of context and cultural factors can help us to better interpret and analyze language. Overall, a comprehensive understanding of the cognitive aspects of linguistic description and classification is essential for advancing our knowledge of language and its use in communication.

REFERENCES

1. Lakoff G., Johnson M. Metaphors we live by. – Chicago, London, 1980. – p. 6, 242.

2. Гак В.Г. Беседы о французском слове. (Из сравнит. лексикологии фр. И рус. яз.). – М.: Междунар. отношения, 1966. – 335 с.

3. Демьянков В.З. Когнитивная лингвистика как разновидность интерпретирующего подхода // Вопр. языкознания. – 1994. – № 4. – С. 17.

4. Касевич В.Б. Языковые и текстовые знания // Вопр. языкознания. – 1990. – № 6. – С. 98.

5. Касевич В.Б. Языковые структуры и когнитивная деятельность // Язык и когнитивная деятельность / АН СССР, Ин-т языкознания; [Редкол.: Р.М. Фрумкина (отв. ред.) и др.]. – М., 1989. – С. 8, 18.

6. Кибрик А.А. Когнитивные исследования по дискурсу // Вопр. языкознания. – 1994. – № 5. – С. 126.

7. Кубрякова Е.С., Демьянков В.З., Панкрац Ю.Г. и др. Краткий словарь когнитивных терминов / под общ. ред. Е.С. Кубряковой. – М.: МГУ, 1996. – 245 с.

8. Солодухо Э.М. Теория фразеологического сближения (На материале яз. слав., герм. и роман. групп). – Казань: Изд-во Казан. ун-та, 1989. – 294 с.

9. Телия В.Н. Вторичная номинация и ее виды // Языковая номинация: Виды наименований. – М., 1977. – С. 129.

10. Телия В.Н. Русская фразеология: Семантический, прагматический лингвокультурологический аспекты. – М.: Языки рус. культуры, 1996. – 284 с.

11. Феоктистова А.Б. Когнитивные аспекты семантики идиом, обозначающих чувства-состояния: автореф. дис. … канд. филол. наук. – М., 1996. – 17 с.

12. Norbekova, G. K. K. (2021). The Linguacultural Role Of Incantations In Linguistics. Academic research in educational sciences, 2(CSPI conference 2), 307-310.

13. Norbekova, G. (2021). Linguacultural Pecularities Of Incantations Of The Uzbek Language. Mental Enlightenment Scientific-Methodological Journal, 2021(5), 169-179.

14. Norbekova, G. (2020). CHARACTERISTICS, SIGNIFICANCE AND ROLE OF MOTIVATION PROBLEMS IN FOREIGN LANGUAGE LEARNING. Архив Научных Публикаций JSPI.