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COGNITIVE SEMANTICS IN THE CONTEXT OF THE DEVELOPMENT OF LINGUISTIC-COGNITIVE RESEARCH STUDIES

ABSTRACT

This article presents different perspectives on meaning as a cognitive process. It discusses the history and current state of “Cognitive semantics”, a field separate from cognitive linguistics. The strong relationship between linguistics and other related fields has led to the development of areas of study that go beyond traditional linguistics, and cognitive analysis of languages is one such area.

The main aim of focusing on language as a general cognitive mechanism is to establish a framework for explaining the human language's ability to encode and modify information. The author's focus is on developing the science and its internal components, using the descriptive method as the primary research tool. Additionally, various models such as frame semantics, construction mechanisms in grammar, conceptual metaphor, conceptual metonymy, prototypicality, and radial networks have been mentioned as part of the wide range of descriptive models created within cognitive linguistics for analyzing linguistic meaning.

The author of this scientific work aims to clarify the definition of the term “concept”, which refers to a mental representation with sensory imagery and internal organization based on the field principle. According to the author, the structure of a concept consists of cohesive elements that differ in the vividness of their features and are organized under the characteristics of the field.

Accordingly, it can be mentioned that the content of the science of ‘cognitive semantics’ is closely related to the concepts of cognitive

KOGNITIV SEMANTIKA LINGVISTIK VA KOGNITIV TADQIQOTLAR TARAQQIYOTI KONTEKSTIDA

ANNOTATSIYA

Ushbu maqolada kognitiv jarayon sifatidagi ma'noga nisbatan mavjud turli nuqtayi nazarlar xususida fikr yuritiladi. Jumladan, kognitiv tilshunoslikdan alohida soha sifatida “kognitiv semantika” fanining rivojlanish tarixi va uning hozirgi holati ko'rib chiqiladi. Binobarin, tilshunoslik va boshqa turdosh bilim sohalari o'rtasida uzoq vaqt mobaynida shakllangan yaqin aloqalar bugungi kunda tobora mustahkamlanib bormoqda. Misol uchun, ushbu toifalar orasida tillarning kognitiv tahlili alohida o'rin tutadi.

Ma'lumki, tilni umumiy kognitiv mexanizm sifatida tavsiflashning asosiy maqsadi inson tilining ma'lumotni kodlash va o'zgartirish qobiliyatini tushuntirish uchun amalda o'ziga xos omilni ta'minlashdan iborat. Muallif asosiy tadqiqot vositasi sifatida tavsiflash metodidan foydalangan holda fan taraqqiyoti va uning ichki tarkibiy qismlariga alohida e'tibor qaratishga intiladi. Bundan tashqari, kognitiv tilshunoslikda lingvistik ma'no tahlili uchun yaratilgan tavsifiy modellarning keng doirasi sifatida freym semantikasi, grammatikadagi qurilish mexanizmlari, konseptual metafora, konseptual metonimiya, prototipik va radial tarmoqlar kabi turli modellar keltiriladi.

Mazkur tadqiqot muallifi sensor-mental tuzilishga ega bo'lgan “konsept” deb ataluvchi tushunchani aniqlashtirishga harakat qilgan. Uning fikricha, konsept strukturasi ramzlarning yorqinligi bilan ajralib turadigan va maydon xususiyatlariga muvofiq tashkil etilgan ichki elementlardan iborat. Shuningdek, u konseptning milliy, ijtimoiy, guruh va individual o'ziga

semasiology and semiotics. The author completed the investigation by examining the relationship between “meaning and concept” in defining the boundaries of cognitive semantics. Meaning, as a fixed reality, is considered objective and fundamentally social. The “language-speech” system, which defines the boundaries of linguistic expression, is a more complex phenomenon.

Key words: meaning construction, context, lexical meaning, pragmatics, cognitive semantics, language-speech system, concept, model, linguistic meaning, internal organization.

xosligini qayd etgan.

Natijada u “kognitiv semantika” fanining mazmuni kognitiv semasiologiya va semiotika tushunchalari bilan chambarchas bog‘liq degan xulosaga kelgan. U o‘z tadqiqotini kognitiv semantika chegaralarini belgilashda “ma’no va tushuncha”ni qarama-qarshi qo‘yish orqali yakunlaydi. Ya’ni, til belgisining semantik va so‘z yasaliş tuzilishidan olingan lingvistik va nolingvistik ma’lumotlar konseptual tizimning kognitiv semantik va so‘z yasaliş parametrlariga bevosita bog‘liq. Tadqiqot natijalariga ko‘ra shuni ta’kidlash joizki, ma’no, qat’iy voqelik sifatida obyektiv va asosiy ijtimoiy vosita hisoblanadi. Zero, lingvistik ifoda chegaralarini belgilovchi “til-nutq” tizimi murakkabroq hodisadir.

Kalit so‘zlar: ma’no konstruksiyasi, kontekst, leksik ma’no, pragmatika, kognitiv semantika, til-nutq tizimi, tushuncha, model, lingvistik ma’no, ichki tuzilish.

INTRODUCTION

In the following years, studies devoted to the interpretation of the subject and categories of cognitive linguistics from different perspectives were created. In defining the categories of cognitive linguistics, scientists have defined new directions for studying language as a system and speech reality. Ways of a cognitive approach to the study of word formation and the identification of grammatical categories have been developed. In the Uzbek linguistics, studies with a cognitive approach to determining the nature of language phenomena was conducted.

Cognitive linguistics is not limited to the theory of knowledge in philosophy, it connects language with thinking and conducts in-depth scientific research on the psychological, biological and neurophysiological aspects of its formation and its inextricable connection with social, cultural and linguistic phenomena. The American psychologist H.Gardner states that at the crossroads of cognitive sciences, six fields of science (philosophy, psychology, linguistics, anthropology, artificial intelligence, neurology) are united and busy with a single scientific goal – the search for solutions to problems. collection, processing and application of knowledge in natural and artificial systems [Gardner, 1987; 52].

With the rapid development of cybernetics and computer technologies after the Second World War, scientists were forced to look anew at the processes of thinking, knowing and understanding, as well as at the problems of receiving, storing, processing and expressing information in humans’ intelligence and computer systems. According to historians, in the 1950s and 1960s, a process called the cognitive revolution took place in science, and the school of cognitology began to take shape. However, the past

has proven that cybernetics and computer technology are incapable of performing the tasks of the human mind. Cognitive linguistics, in turn, began to form as a school in the late 1970s [Brugmann, 1981; 254].

The principles of describing the language system developed by traditional linguistics have been significantly enriched in recent decades due to the widespread use of an interdisciplinary approach, which involves combining two or more academic disciplines in one type of activity. The strong relationship between linguistics and several related disciplines that have existed for a long time has led to the emergence of several disciplines whose object of study goes beyond the boundaries of linguistics itself. Among such disciplines, cognitive linguistics occupies a special place. Focus on language as a general cognitive mechanism is primarily aimed at developing an adequate methodology to describe and explain the human linguistic capacity to encode and transform information. Cognitive linguistics sees its task not only in studying the role of mental structures in the working mechanisms of language but also in embodying these structures in material linguistic symbols. Its characteristic feature is also an appeal to the “mental” basis of speech understanding and production. Cognitive linguistics has undertaken the heavy burden of synthesizing two research plans: the analysis of the manifestation of linguistic knowledge in the human mind and the study of speech creation, perception and understanding, thereby studying the relationship between language and thinking, speech [Geeraerts & Cuyckens, 2007; 124].

It should be said that in traditional linguistics there is no single method suitable for fully revealing these relations. Neither structural linguistics, which have clear methods for describing language and defining structures, connections between different aspects of language, nor functional linguistics, which is language “in motion” in the process of communication, is able to adequately formulate theoretical rules, which reveals the mechanisms of information processing systems and associated mental operations that determine the formation of linguistic symbols and the structure of language systems. Entering the interdisciplinary research space seems to yield the desired result. The main difficulty lies in the fact that any sign system resulting from a specific human or animal activity is functionally dependent and derived from a sign system of a lower level. A system of signs cannot arise by itself; it is based on elements of other sign systems, units of other order. In relation to natural language, such elements were certain proto-signs representing a special case of “saying” whose meaning had not yet been transformed into a sign. It represents the emotional traces of real impressions and the beginnings of mental activity. In animals, the communication system did not find further development in the course of evolution and essentially remained at the level of protosignals or signals for the transmission of information carried out by special organs (voice apparatus, olfactory glands, body shape). Perhaps the messenger of human language was a certain social “condensation” that appeared at a certain period of the development of human society, caused by the process of exteriorization, that is, the process of turning internal mental action into external action. In the works of N.Chomsky and his followers, this feature is called the main feature of language. The

question arises, how and when did it appear?

The emergence of meaningful word-like elements remains a mystery to everyone. It is difficult to answer the question of when and how exactly the operation of unifying protosignals appeared. N.Chomsky and R.Berbick refer to the time interval between the emergence of anatomically modern humans (about 200,000 years ago in South Africa) and the first behaviorally humans (about 80,000 years ago) [Chomsky & Berbick, 2021; 246-247]. It seems that until this time, the human mind was in a single state. Later, in parallel with the increase in brain size, there was an expansion of consciousness and its gradual differentiation into linguistic and non-linguistic consciousness. It can be seen that from the moment of the final bifurcation of the linguistic and non-linguistic division of consciousness, the research task can be set to establish the ontology and phenomenology of linguistic and non-linguistic consciousness [Tarasov, 2018].

Many scientists associate the emergence of the cognitive approach in linguistics with the publication of the famous book “Language and Cognition” by George Miller and Philip Johnson-Laird. Its authors set themselves the task of creating the foundations of “psycholexicology”, a science that studies the language system and lexicon from a psychological point of view. As the future showed, psycholexicology could not be formed as a science, but cognitive linguistics emerged based on the ideas and approaches advanced by Miller and Johnson-Laird⁴. The book was aimed not only at determining the future subject-problems of this field, but also its methodology aimed at wide involvement of other applied sciences, as well as issues related to knowledge and language behavior (issues of language acquisition, understanding, application, etc.). The position of J.Miller and F.Johnson-Laird is characterized by a firm rejection of the ideas of association, which determines their attitude to this problem – in their opinion, this is the result of posing the question incorrectly. They set themselves the task not to explain all the associative links between words and objects of perception, but to study and describe the psychological processes behind them. This study is based on the lexical level because, from the authors' point of view, the lexical level offers the best opportunities to reveal the relationship between language and cognition – but is not limited to it, because learning cannot be done without studying meanings. The authors emphasize the need to take into account both the external relations of words (with the world of things) and their relations within the lexical system of the language.

These aspects of lexical semantics are closely related, and from the point of view of Miller and Johnson-Laird, an attempt to construct a theory of meaning based on the consideration of only one of them is inevitably unfounded. According to the authors, perception of objects, their properties and relationships is the ability of a person to judge their properties (duration, strength, etc.) by distinguishing certain parameters of the perceived situation (ignoring others) and concentrating related to the strengthening of the mechanical connection between the object perceived in the human mind and the sound complex that accompanies it, and the efforts to pay attention to various properties and relationships are the essence of the process of perception, as well as an alternative approach put forward in the context of comments about them. According

to the authors, the basis for mastering words is not the objects of perception, but the results of these attention and reasoning actions. To mark them, the authors use a predicate symbol - for example, Red (spotted) (the red (spotted) symbol means that the perceiving subject focuses on one point, and from his point of view, the color of this point is red. These are called perceptual predicates [Lakoff, 1987; 46].

Cognitive linguistics is the study of the mental processes that take place in the process of perception, understanding and, as a result, the mind's knowledge of reality, as well as the types and forms of mental images. The material of linguistic-cognitive analysis is language, and the goals of such studies can be different in different specific fields (schools) of cognitive linguistics – from in-depth study of language using the cognitive categorical-terminological apparatus to specific modeling of its content and structure individual concepts as units of national consciousness [Brugmann, 1981; 15].

Consequently, on the basis of cognitive science, cognitive linguistics emerged as an independent branch of modern linguistics. At the same time, the difference of cognitive linguistics from other cognitive sciences lies in its content: it analyzes the mind using language material. The semantic-cognitive approach to language is the study of the relationship between language semantics and the conceptual sphere of the people, the relationship between semantic processes and cognitive processes.

Cognitive linguistics became possible after formalization of the theoretical postulates of psycholinguistics. Psycholinguists have established the existence of non-verbal thinking, the existence of a field of concepts in the minds of people consisting of quanta of knowledge – concepts that are constantly changing and being updated. It turns out that linguistic signs are created by people to share important information, that is, for the most common and communicatively popular concepts; linguistic signs are only a dotted line in the space of conceptual meanings, the scope of the concept is quite voluminous and wider than its part defined by linguistic means. These theoretical achievements of psycholinguistics became the basis for the creation of the methodology of cognitive linguistics [Geeraerts & Cuyckens, 2007; 81].

According to English-speaking experts, cognitive linguistics is a branch of linguistics that combines knowledge and research from cognitive psychology, neuropsychology, and linguistics. But it should be noted that the word cognitive itself means knowing. As you can see, cognitive linguistics is inextricably linked with psychology, which again refers to the human factor. Now, if we connect the terms of literary text, human factor and cognitive-semantic approach, cognitive semantics is a direction in cognitive linguistics, according to cognitive semantics, language is a common part of individuals, and people only perceive the world. Studies have shown that there are several basic rules of cognitive semantics: - grammar reflects the understanding of the world within the framework of culture; - knowing the language has a specific context; - ability to use language is based on specific sources rather than general sources. Cognitive-semantic rules directly might be applied to anthropocentric paradigms and concepts. This allows us to group the terms we need to summarize above around the concept that is our main topic. The conceptual problem is one of the central problems of the antropocentric paradigm. It is known that in linguistics, the

idea that concepts are mainly represented by lexical and lexical phraseological units prevails. Recently, theoretical views on syntactic concepts and research on this topic have appeared in science [Talmy, 1977].

Cognitive-semantic theories are mainly based on the thesis about the conceptuality of lexical meaning; The meaning of a lexeme is not a simple reference to reality or an expression of relations in the “real world” that can be “attached” to the lexeme, such a connection is also possible with a consciousness-based, experiential or relational concept. So, semantics is biased, and semantic knowledge accompanies encyclopedic knowledge. So, cognitive-semantic theories are based on the idea that semantics, like encyclopedic knowledge, is subject to mental processes. These theories have an interdisciplinary basis and draw on theories from cognitive psychology and cognitive anthropology. These are theories of prototypes and theories of cognitive models (frame semantics), which explain the phenomena of polysemy and secondary nominalization.

Therefore, what is promising in the postmodern mainstream of the educational paradigm is not a purely theoretical, narrowly specialized content, but something that enables the use of linguistic tools in interdisciplinary research and applied in pedagogical practice. The purpose of this study is to determine the main theoretical rules and directions of the cognitive-semantic theory in linguistics, to determine the effectiveness of learning the basics of cognitive linguistics, to determine the feasibility of using cognitive-semantic methods in the training of specialists in the field of linguistics and philology.

METHODS

Separately, there is also an experimental direction in cognitive semantics, which is related to the theory of prototypes and natural categories presented in research. This theory is aimed at describing the theoretical and everyday procedural features of knowing the world through language, the speaker's cognitive activities and cognitive capabilities. Central to this approach there are key concepts such as categorization and conceptualization. The ability to separate and group the objects of the surrounding world, to categorize language phenomena in the process of cognition, makes it possible to form a categorical network of a person's epistemological experience. Such an approach to language phenomena makes it possible to facilitate the perception of grammatical, morphological and phonological levels in the study of foreign languages. Certain approach of linguistic knowledge makes it possible to form an idea about the phenomena of linguistic reality [Herskovits, 2009; 78].

The idea of constraint is an example of an image schema defined by cognitive linguists. In the cognitive paradigm, the image-schematic idea is one of the ways in which bodily experience gives rise to meaningful concepts. While the container of ideas is based on the physically embodied experience of interacting with finite symbols, the conceptual structure of an image schema can also create more abstract forms of meaning. For example, consider the following examples [Lakoff & Johnson, 1999; 112]:

- He is in love.
- Now we have no problems.
- He comes out of his coma.
- I'm slowly getting into shape.
- He entered a state of euphoria.
- He became depressed.

G.Lakoff and M.Johnson suggest that similar examples are licensed by the metaphorical projection of the container-image schema onto the abstract conceptual domain of states, including concepts such as love, adversity, and health. These cases lead to the conceptual metaphor of containers. The premise of metaphorical projection is that meaningful structure derived from physical experience gives rise to concrete concepts, such as container image schema, and then helps to organize abstract conceptual domains such as states. In this way, the intellectual structure is embodied [Lakoff, 1987; 53].

The main point of this method is that by studying the semantics of linguistic signs, it is possible to penetrate into the conceptual framework of people, to determine what was important for a certain people in different periods of its history and what remained outside its borders. Based on this methodological position, the methods of cognitive linguistics were developed, which now make it possible to determine the characteristics of not only national, but also group thinking and the entire diversity of the conceptual fields of an individual author.

A concept is a property of the human mind, a global unit of mental activity. The set of concepts organized in the human mind constitutes its conceptual field. Language is one of the means of entering the human mind, its conceptual field, the content and structure of concepts as units of thought. A significant part of the conceptual content of the mind can be known and explained with the help of language [Fillmore, 1976].

Linguistic approaches to describing the lexical and grammatical semantics of language units are developing in the linguistic-cognitive research methodology. Cognitive linguistics studies the semantics of units representing (objectifying, expressing) one or more concepts in the language. Studying the semantics of linguistic components that objectify concepts provides access to the content of concepts as a mental entity. The semantic space of the language is taken together by all the meanings of the language units. The concept is the unity of the field of concepts, and the meaning is the unity of the semantic space of the language. Meaning is an aspect of linguistic consciousness, and idea is cognitive ("general"). Both concepts and meanings are mental phenomena. Meaning is part of an idea as a mental unit reinforced by a linguistic sign. Psycholinguistic meaning ("psychologically real", that is, in the mind of a native speaker, in the whole range of semantic properties associated with a word, determined mainly by experimental methods) and "lexicographic" meaning (briefly formulated) or there is a difference between reflected in explanatory dictionaries). Concept. If it is named, it includes psycholinguistic and lexicographic meaning as its component. But the size of its content remains incomparably greater than both of the above values [Talmy, 1977].

The official “birth” of cognitive linguistics was associated with the International Linguistic Symposium held in Duisburg, Germany in the spring of 1989, which at the same time became the first international conference on Cognitive Linguistics. The participants of the symposium formed the International Association of Cognitive Linguistics, founded the journal “Cognitive Linguistics” and created the monograph series “Research in Cognitive Linguistics”, which later published the works of well-known representatives of this field.

The work of local and foreign researchers in certain fields of knowledge: linguistics, cognitive linguistics, psycholinguistics, word formation became the basis for developing the theoretical rules of this research. Conceptual analysis and cognitive modeling were used as methodological tools to study the interaction of knowledge structures and linguistic meanings, and then to determine the elements of the semantic structure of derived words. In addition, the method of speech analysis was used, which allows us to show more clearly the parameters of the semantic and structural components of the discursive space [Fillmore, 1976].

The problem of parameters of cognitive semantics is of scientific interest from the point of view of determining the semantic boundaries of linguistic units, and in a broader sense, the boundary between simple and scientific pictures of the world. This problem may attract the attention of researchers who work with computational factors considering language as a computational system. Sometimes computing factors coexist with artificial intelligence computing factors. O.P. Kuznetsov writes: “From the point of view of information, the brain is a large and complex biocomputer, therefore, intellectual processes should be carried out on the basis of the principles of working with information on a computer, that is, on the basis of the symbolic representation of information and their processing using algorithmic logic-combinatorial procedures” [Kuznetsov, 2012; 32].

According to S.Y. Kuzmina, the syntactic concept is information about the situation that reflects the objects and their relationships, expressed through the structure scheme of the sentence and expressed through a typical sentence (a structured sum of the content) [Kuzmina, 2012]. For example, by giving a few English sentences (*I won't give you the book, the doctor gave him cough medicine, I sent him a letter ...*), one defines the form of giving something to someone as a typical offer. It is clear that the content they understand when defining the concept is unclear. It is known that a concept is an abstract concept that does not have a clear definition and cannot be directly observed. This phenomenon related to human cognitive activity can be determined by its linguistic forms. From the scientific point of view of syntactic concepts, it can be concluded that speech, which is one of the languages units, is recognized as a conceptual expression. This means that we can analyze literary texts in terms of cognitive semantics and conceptualization. Let's analyze two different texts as proof of the conceptual connection: *The bloody autumn rains have begun. Everyone hit Barak's slate roof. There were no cotton stalks left, but when the rains stopped, they plowed into the fields and the students wandered like dancing in the cotton fields* [Brugmann, 1981; 25].

RESULTS

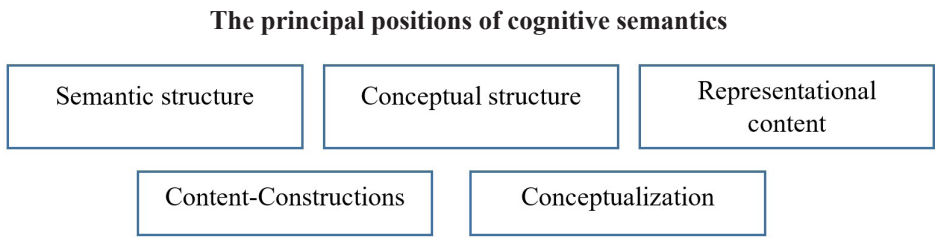
The concept does not have to be associated with words or other language devices. A concept may or may not be verbalized by linguistic means. In the speech act, the communicatively relevant part of the concept is expressed in words. Studying the semantics of language units that verbalize a concept is a method of describing the verbalized part of the concept.

Linguistics of the new era placed the correlative positions of the human mind, psychic properties expressed as structures of collective consciousness, forms of collective experience and language system (spaces of expression of the former) in the center of research. Educational materials devoted to the main cognitive-semantic theories of linguistics allow to systematize the problems of the latest linguistic research and to apply them in educational activities. The theoretical and practical direction of the course has a systematic nature; which should be accepted and mastered as a whole project.

The block of educational components should, first of all, provide an overview of the main cognitive-semantic theories of modern linguistics. Basic theoretical concepts such as categorization, frames, semantic fields, semantic dominants, prototypes, metonymies, metaphors, polysemy, semantic relations (antonymy, hyponymy, etc.) should be presented and discussed. An important component of mastering the basic knowledge of cognitive linguistics is also an introduction to various cognitive theories: they are cognitive grammar, metaphor theories; framework semantics; constructive grammar. These theoretical positions can be applied to interlinguistic and structural arrangements within the language system [Croft & Cruse, 2012; 113].

In our opinion, an important stage of research is to determine the content and role of the verbalization process in the structure and methodical organization of training courses on communicative and speech development, career orientation, character development. As a priority part of courses of this type, teaching and research are based on the positions of cognitive semantics:

Figure 1.



The reasons for the verbal expression of the concept or the lack of communication are purely communicative (communicative relevance of the concept). Whether or not a concept is spoken does not affect its presence in the mind as a unit of thought. There are many non-verbal concepts in the mind. An important part of the concepts of individual consciousness is not subject to speech at all. The concept can be expressed in different ways (lexical, phraseological, syntactic, etc.), through systematization and semantic description, through a whole set of linguistic tools that allow identifying

cognitive properties and cognitive classifiers when there is a communicative need [Herskovits, 2009; 25].

The concept has a certain structure, it is not fixed, but a necessary condition for the existence of the concept and its inclusion in the scope of the concept. Concepts are internally organized according to the field principle and contain a sensory image. The structure of the concept is formed by cognitive properties, they differ in the brightness of the carriers and are arranged accordingly to the characteristics of the field in the structure of the concept. National, social, group and individual specificity of the concept is observed. Concepts have national characteristics of content and structure; Endemic concepts are possible, lacunarity of the concept is possible.

In the most general sense, the term “cognitive semantics” serves to designate the field of linguistic research that studies the mental nature of semantic phenomena. It represents a branch of cognitive science that views language as a cognitive system, that is, as a mental system of cognition [Schwarz, 1994; 10]. In the understanding of V.Z. Demyankov, cognitive semantics is “a concrete, empirically based theory of subjective or conceptual meaning, in which it is accepted that the meaning of an expression cannot be reduced to an objective description of the situation described in the statement: the point of view does not matter. The “conceptualizer” selected for consideration and its expressive description” [Demyankov, 1996; 73-74]. According to N.N. Boldirev, “cognitive semantics is a certain theory of meaning, which is unique in that it focuses on the anthropocentric factor - the individual is important as an observer, “conceptualizer” and “categorizer” [Boldyrev, 2016; 23]. Based on this concept, which is popular among linguists, it explains the active human activity in the formation of the meanings of linguistic signs and adequate perception, in contrast to traditional semantics. It is generally accepted that the use of certain linguistic means in a given speech situation and the explanation of the reasons for their choice depend on the linguistic ability of the native speaker, or rather, on the corresponding parameters of his mental abilities. In passing, we note that in the work of Y.Y. Golubkova, the concept of “cognitive semantics” is considered practically the same as the concept of “cognitive linguistics”, we cannot agree with this [Golubkova, 2015; 48].

Obviously, one should not make too many claims: from the point of view of cognitive semantics, it is impossible to fully and consistently explain the semiotic processes of meaning and meaning-making. Many reasons prevent you from following the line that suits you in making the right decision. When dealing with cognitive semantics, we are not sure that it is not able to determine all the relevant facts of some linguistic phenomenon, to give a complete semantic description of the expression, taking into account the perceived situation, assumptions and assumptions, and the selected point. In this regard, our theoretical generalizations are more predictive than deterministic.

The prevailing view that a word acquires its meaning only in speech, say, in a particular communicative situation, and therefore is not a container for lexical meaning, is wrong to treat the word as a specific semantic construction only at the level of the text. It is based on interpretation. “Word”, writes A.N. Tikhonov, is a

semantic inseparable unit of language [Tikhonov, 2000; 18]. Attempts to replace the word as the basic unit of language with a specific construction are doomed to failure. L.G. Vedenina also: "The inevitable result of the exclusion of the word from the structure of language units is empiricism in the field of semantics, the erosion of analysis in the meaning of speech, the impossibility of significant generalizations in this field" [Vedenina, 1978; 83]. Awareness of this fact raises the question of what is the general mechanism for the emergence of such information and what are the most important linguistic and extralinguistic factors that contribute to its emergence this problem is known as the subtext problem, which has been particularly actively developed since the middle of the last century, and its main conclusion is: "the subtext is not necessarily the meaning of the statement, but it does not exist without the subtext". N.N. Boldyrev rightly noted: "The modern view of language and oral communication requires taking into account not only their true symbolic nature, but also the complex interaction of various language functions and their implementation includes: cognition, communication, explanation" [Boldyrev, 2017; 5]. First of all, it is necessary to define the scope of cognitive semantics problems, among which two important cycles should be distinguished:

- 1) problems of the ontology of verbal meaning;
- 2) methodological problems of cognitive semantics.

According to Y.F. Tarasov, traditional semantic concepts (referent, determinative, prototype) cannot adequately analyze the content aspect of language units; the meaning of the expression exceeds the cognitive capacity of these theories [Tarasov, 2018; 9]. Thus, the referential theory of meaning assumes that language is used as a whole to make judgments about things outside (as well as inside) language. According to this theory, the meaning of an expression is determined by what it refers to. The weakness of the referential theory of meaning is that the connection between language and reality cannot always be expressed in concrete forms. So "Get one!" the structure of the phrase and the meaning of its components indicates a certain item. For example, *take one watermelon, one copy, one hectare of land, etc. From the basket of unleavened bread set before the Lord, take one loaf, one cake dipped in olive oil, and one cake*. Based on the above facts, it is difficult to consider the correct attempt to show the connection of language with the world as the interaction of important linguistic components with various components of reality. The situation is not good in other traditional areas. The essence of the matter is that linguistic and non-linguistic knowledge are distinguished in traditional concepts of meaning.

The semantics of a language unit in a system is contrasted with its use in speech. Vocabulary system, like syntax, is part of the sign language of language. But in cognitive semantics, the boundary between these realities is irrelevant. Establishing the meaning of an expression occurs as a result of processing the entire data set. Language is structured in such a way that linguistic elements receive a "semantic charge" together with a certain conceptual system. The concept of a conceptual system has become one of the main concepts of cognitive linguistics, allowing to explain the causal connection between the mental activity of a person and concepts objectified in

the form of words or phrases [Brandt, 2016; 391].

Like other theories, the cognitive theory of meaning is based on some common sense, but its importance should not be overstated. Just as it is undeniable that a person expresses and conveys his thoughts to another person with the help of linguistic symbols, and points to the world, it is undeniable that language units also acquire their meaning in the process of being used by people. Attempts to directly reveal the meaning of a phrase, determined by the individual intellectual characteristics of the speaker, through the specific meaning embedded in it, immediately face difficulties, since this specific meaning is never otherwise it should be known to the listener, otherwise there will be no mutual understanding between the participants of the communication. In other words, the new meaning should be consolidated in the linguistic consciousness, and the language unit should be subjected to a restrictive action on its use due to its belonging to the language system. This unusual ontological situation requires its own explanation. When referring to a specific linguistic material, representatives of different schools of linguistics have different understandings of the nature of the relationship between these aspects. And this is manifested in the opposition of meaning as a form of “social fixation and codification of activity” and as a motivated attitude to meaning, as a form of involvement of meaning in the structure of the individual’s consciousness.

L.M. Vasiliev, considering modern linguistic semantics from the perspective of the cognitive theory of language, defines the following very important features for it:

1) the basis of modern linguistic semantics is the theory of prototypes; the essence of this theory is that among the types of the category there are exemplary, exemplary (crow – an exemplary bird) and non-exemplary species, which have all the signs of the prototype (ostrich – a bird without an example);

2) the theory of semantic and conceptual fields was supplemented by the theory of cognitive and associative fields describing the cognitive picture of the world, their representation in the mind is concepts;

3) description of the universal language of thought (*lingua mentalis*) based on semantic primitives;

4) the modular structure of the language is considered isomorphic with the modular infrastructure of the brain and its neural network in cognitive semantics [Vasiliev, 2000].

One of the most urgent problems of cognitive word formation is the problem of adequately describing the linguistic ability of a person to understand motivated linguistic units for their correct use in speech activity. Basically, all cognitive and psycholinguistic research in the field of word formation serves one purpose: to reveal the nature of this ability. Cognitive derivational science is currently becoming one of the current trends in the study of human speech. Its determination as an independent field of linguistics, along with cognitive grammar and cognitive semantics, is naturally determined by the general principles of modern linguistics aimed at studying the internal, mental processes that a person acquires knowledge about the world. It goes without saying that cognitive derivation is closely related to both cognitive grammar

and cognitive semantics. Their connection is determined by the study of related aspects, similar to the connection with grammar and semantics in traditional word formation [Chomsky, 1988].

In the theory of cognitive word formation, a special place is given to the concept of a derivation sign, which forms a certain type of knowledge about a specified object. This structure of knowledge is fundamentally different from a non-derivative, indivisible or conditionally indivisible word perceived as a whole. Thus, in the compound German word *Löwenzahn* “dandelion” the idea of “lion’s tooth” is expressed. The common words are *Löwe* “lion” and *Zahn* “tooth”. The peculiarity of derived words is that they are always “such a conceptual (cognitive) that by definition connects several concepts into a whole and therefore is able to preserve people’s ideas about what) reflects the structures. To whom / what describes the synchronic level. For example, in the German word “relative” (German *wand*) is mediated by the concept of “winding” (German *winden*). In this case, we are not dealing with a simple idea: a relative is a person who lives behind our wall, but is related to us by blood. It should be said that in the framework of the considered theories, the derived word has a double reference, that is, reference to the world of reality, which is characteristic of ordinary words, and reference to the world of words in their composition represents units. At the level of word formation, it seems important to extract the meaning from the derived sign.

Therefore, we chose the text for analysis. In this literary context, we will focus on the general meaning of words, in which we will pay attention not only to culture, but also to the presence of dialect-specific words. In the semantics of this text, we can see not only the national culture and the spirit of the time, but also the author’s style. When it comes to textual analysis, we can see the national identity from the beginning. *This is because rain is a favorite natural phenomenon of many peoples, especially the British, and it does not “bleed” everyone. This does not mean that Uzbek people do not like rain. This is where the cognitive semantics of the text comes into play. - Why does autumn rain make people bleed? The reason is that for the students who had to go to pick cotton and pick cotton in the cold weather, that rainy season - almost every day of autumn rain did not like it.* This meaning becomes clear from the next parts of the text. The general analysis of the sentences in the text is interrelated and cannot be understood by a person who has no knowledge of the environment, style of writing, history and even the natural phenomena of the time. It seems that even a foreigner who is ignorant of the Uzbek people, their culture and history is not capable of this. This proves that the text is integral to the concept. To prove these points, here is an excerpt from a work in the exact opposite style:

*Night-hag: I’m sorry,
I don’t know.
I can’t help feeling
And the crow is your eternal companion.
Mephistopheles:
I’m sorry, maybe you’re innocent,*

*We haven't seen each other in a long time,
It's been a long time, a long time.*

A conversation between Night-hag and Mephistopheles. A reader who has not read the work completely does not know who Mephistopheles is. But if you have enough information, you can understand it from the text: *"I couldn't do it". Although the work is a masterpiece of German literature, the myth of the demonic goat's hoof suggests that Mephistopheles was a demon. (Remember: Abdulla Oripov "The Great")*. So, the above text is in part a conversation between the Devil and Satan. But from the point of view of national culture, *"Crow is an eternal companion"* is a foreign concept. In particular, the Uzbek people do not have the impression that the crow is a companion of the devil, even if it does not leave a positive impression. In Britain, crows are a positive image. Even crows are involved in describing the beauty of women.

DISCUSSION

The approach of semantic-cognitive analysis shows that in the process of linguocognitive research, we move from the content of meanings to the content of ideas at a specific stage of description, which is called cognitive interpretation. Cognitive interpretation is a stage of semantic-cognitive analysis that keeps the query within the framework of language semantics. By identifying and describing relevant concepts, the semantic-cognitive approach provides researchers with two more options for using the obtained data:

- return to language: use of acquired cognitive knowledge;
- explanation of events and processes in language semantics, in-depth study of lexical and grammatical semantics; this research field is cognitive semasiology;
- movement towards consciousness: national concept, modeling concepts as a field of national cultural unity; this direction is linguistic conceptualization [Fillmore, 1976].

Cognitive semasiology defines which components of the concept entered the semantic space of the language as a global mental unit, which cognitive processes form and develop the semantics of the corresponding language units. Cognitive semasiology primarily uses the concept of understanding. Second, it is a means of limiting the studied linguistic material, as well as revealing the internal unity and structure of the important sections of the lexical-phraseological and syntactic system of the language, combined with the expression of the same concept in different forms, as a means of explaining and deeply describing the semantics of language units. Linguistic conceptology uses the concept.

The concept is a sign of the national cognitive unity of the mind, modeled utilizing linguistic means, as a unit of modeling and description of the national sphere of understanding.

The semantic-cognitive approach in linguistic-cognitive research shows that the research path "from language to concept" is the most reliable, and the analysis of linguistic tools allows the simplest and most effective way to identify the characteristics

of concepts and model the concept.

An area of intersection between semiotics and linguistics is the study of sign systems. In semiotics, a sign is defined as a certain physical body that can speak about something it is not, if it is in the state of the sign [Croft & Cruse, 2004; 68].

Text linguistics studies large linguistic units - statements and texts. They go beyond the scope of linguosemiotics, they are not signs of the language system, and many postulates of general semiotics are very suitable for them. The subject of cognitive linguistics is determined from the considered positions as follows: cognitive linguistics studies the connection of symbols, their combinations, typical propositions expressed in language with the field of concepts. Cognitive linguistics enters the field of meanings through text linguistics, which has the means to identify hidden meanings that lie deep in texts and are not verbally expressed. By analyzing linguistic semantics into the field of concepts, this is the main idea of cognitive linguistics [Talmy, 2000; 565].

It should be noted that the use of a cognitive approach often combines different directions within and outside the same field, and psychology undoubtedly belongs to such a field, which is also the basis for many linguistic, anthropological, psycholinguistic studies. In particular, the main ways of developing this approach are indicated due to the developments and experimental data obtained in the new understanding of the cognitive processes of conceptualization and categorization within the framework of cognitive psychology. It can be said with a high degree of certainty that cognitive linguistics arose in the depths of foreign cognitive psychology and opened new horizons of research based on ideas about the acquisition of knowledge about the world, its storage and processing, prototypes and elementary levels, categories, about the graded nature of cognitive processes because many results were obtained and confirmed by psychologists on the basis of language and through various experiments with language data [Rosch, 1975; 415]. This also applies to other disciplines, in which language also serves as a unifying factor. Linguistic material greatly contributed to obtaining new information on processes of perception of color space and prototypical effects and served as evidence in favor of defining the basic classification level and focal colors within the framework of developmental psychology, neurophysiology, psycholinguistics, anthropology and others. Mental schematic images and their traditional connections with language, ideas about inferential knowledge motivated the development of theories of conceptual metaphor and metonymy, and now continue to determine the prospects for their further development [Gibbs, 2017]. The theory of cognitive distortions creates the necessary conditions for studying the processes and principles of linguistic interpretation, different understanding and presentation of information, including in the context of manipulative speech and information wars, not only in linguistics, but also in sociology and politics.

The most difficult task in this regard is the construction of a theoretical model that allows to determine the existing connections, relations, propositions between the word and “structures of consciousness or structures of knowledge” taken as a universal tool of scientific knowledge. Its complexity lies in the fact that the cognitive

mechanisms involved in the process of forming a derivative unit and filling it with some meaning are not given to us in a “pure” form. Their hidden nature does not mean that they can be used as an analysis of empirical material. Therefore, in most works on cognitive derivatology, the study of the processes of formation and perception of derived vocabulary meanings is, as a rule, hypothetical. It requires clarifying the general idea that certain word-formation models entrenched in linguistic consciousness have the ability to correlate linguistic structures with knowledge structures. In recent years, the need to study the processes that ensure the perception of meanings and their transformation into derived units has become more and more acute [Diessel, 2019; 55].

The cognitive-discursive descriptions of various word-formation systems available to researchers clearly show that neither cognitive nor discursive information that is sufficient to understand these processes. The problem is that even a native speaker cannot always describe the meaning of a word, but at the same time use it correctly. Naturally, the question arises: is it necessary to distinguish the knowledge of the meaning of the word and the use of the word in accordance with the meaning? Aren't the two connected by something combined? It is possible to agree with the statement of L.V. Voronina implies that she does not exclude a cognitive-discursive approach to word formation, but, on the contrary, a deep study of the nature of the derived language sign [Voronina, 2022]. The construction of derived word meaning in speech is a conclusion that represents a multidimensional and multidimensional process determined by many linguistic and extralinguistic factors. In the scheme developed by L.V. Voronina's derived word, the central place is occupied by the sentence structure represented by certain word formation models in the language. Limiting the modeling of meaning is carried out by the action of the cognitive filter. In our opinion, among the factors that make up the chain of filters, the structural factors of the language should also be included. Special attention is paid to the social, individual-personal, national-variant parameters that introduce their own characteristics into the analysis of language units [van Dijk, 2015; 509].

CONCLUSION

To conclude, in determining the parameters of cognitive semantics and cognitive word formation, it is recommended to use the opposition “meaning and concept”. Meaning is fixed in a linguistic sign, is objective, and is essentially a social phenomenon. A more complex phenomenon is meaning in the “language-speech” system, which defines the parameters of linguistic expression. A prerequisite for decoding the meaning of idioms and complex words is not only linguistic ability and knowledge of symbols, but also the ability to work with these symbols in the process of certain mental operations. In order to extract meaning from a speech, the receiver must perform two mental operations: first, to determine the presence of a cognitive metaphor, and second, to determine the hidden meaning from its concrete component.

In connection with this issue, the question arises whether the interrelationship between the structural units of the language and the structures of human mental

activity can be interpreted as an induction between the system-forming elements of the language and the elements of human cognitive activity. In other words, does the structure of language (and if so, to what extent) affect human mental functioning?

In this study, we came to the following main conclusion: linguistic and non-linguistic information obtained from the semantic and word formation structure of a linguistic sign depends on the cognitive semantic and word formation parameters of the conceptual system; it is inherently unstable and changes according to the actual or potential state of affairs in the world. Internal disorders of mental operations and even the inability to “understand” and determine the meaning of a linguistic phrase (this is especially evident when learning a foreign language) are mainly explained by the structural features of the language structure, but the interrelationship of hierarchical structure with the globality of language intuition expressed in the ability to feel and understand language and intuitively understand new linguistic phenomena, neologisms, borrowings, previously unknown to people.

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