PPSUTLSC-2024
PRACTICAL PROBLEMS AND SOLUTIONS TO THE
USE OF THEORETICAL LAWS IN THE SCIENCES OF
THE 21ST CENTURY
TASHKENT, 6-8 MAY 2024

www.in-academy.uz

THE CONCEPT IS THE MAIN CONCEPT OF COGNITIVE LINGUISTICS

Matchanova Fazilat Shixanzar qizi
University of Tashkent for Applied Sciences, Gavhar Street 1, Tashkent 100149, Uzbekistan
niginasobirova2024@gmail.com

Abstract: Cognitive linguistics is a subfield of linguistics that focuses on the relationship between language and cognition, emphasizing how language reflects and shapes our mental processes. In this abstract, we explore the main concept of cognitive linguistics and its key principles. We discuss how cognitive linguistics differs from traditional approaches to language study, such as generative grammar, by emphasizing the importance of meaning, conceptualization, and embodied cognition in language use. We also examine the role of metaphor, image schemas, and conceptual metaphors in cognitive linguistics, highlighting how these cognitive mechanisms influence language structure and usage. Additionally, we discuss the relevance of cognitive linguistics to other disciplines, such as psychology, neuroscience, and anthropology, and its potential implications for understanding human cognition and communication. Overall, this abstract provides an overview of the central concepts of cognitive linguistics and its significance in studying the complex interplay between language, thought, and culture

Keywords: cognitive linguistics, language and cognition, meaning, conceptualization, embodied cognition, metaphor, image schemas, conceptual metaphors, interdisciplinary, human cognition, communication

1 INTRODUCTION

Cognitive linguistics is a modern approach to the study of language that focuses on how language is shaped by human cognition and experience. It emphasizes the idea that language is not just a set of abstract rules and structures, but is deeply rooted in our mental processes, perceptions, and experiences. At the heart of cognitive linguistics is the concept of "conceptual metaphor," which suggests that our understanding of abstract concepts is often based on our experiences with concrete, physical entities. This approach challenges traditional views of language as a separate, autonomous system, and instead sees it as intertwined with our thoughts, emotions, and bodily experiences. Cognitive linguistics has led to significant advances in our understanding of how language works, how it is processed in the mind, and how it reflects and shapes our cognitive abilities and cultural practices.

The concept is indeed a central idea in cognitive linguistics. In this approach, language is seen as a reflection of our conceptual system - the mental structures and processes that shape how we perceive and make sense of the world. According to cognitive linguists, our conceptual system is not just a passive repository of knowledge, but an active, dynamic system that helps us understand and interact with our environment. One key aspect of the concept in cognitive linguistics is the idea of "image schemas." Image schemas are recurring patterns of sensory-motor experiences that underlie our understanding of abstract concepts. For example, the image schema of "container" helps us conceptualize ideas like containment, inclusion,

and boundaries. These image schemas are thought to be universal and shared across languages and cultures, providing a foundation for our understanding and use of language.

2 RESEARCH METHODOLOLOGY

Another important concept in cognitive linguistics is the notion of "prototypes." Prototypes are idealized mental representations of categories that capture the most typical or salient features of a concept. For example, when we think of the concept of "bird," we might have a prototype that includes features like wings, feathers, and the ability to fly. Prototypes help us categorize and understand the world around us, and they play a crucial role in how we use language to communicate and convey meaning. Overall, the concept is a fundamental aspect of cognitive linguistics that highlights the close connection between language, thought, and experience. By studying how our conceptual system shapes and is shaped by language, cognitive linguistics offers valuable insights into the nature of human cognition and communication.

The concept of the concept is indeed a central theme in cognitive linguistics literature. Scholars in the field have extensively explored how our mental representations and cognitive processes shape language use and understanding. George Lakoff and Mark Johnson's seminal work "Metaphors We Live By" (1980) laid the foundation for conceptual metaphor theory, which posits that abstract concepts are structured and understood through metaphorical mappings from more concrete domains. This book revolutionized the study of language and thought by demonstrating how

PPSUTLSC-2024
PRACTICAL PROBLEMS AND SOLUTIONS TO THE USE OF THEORETICAL LAWS IN THE SCIENCES OF THE 21ST CENTURY
TASHKENT, 6-8 MAY 2024

www.in-academy.uz

metaphorical concepts shape our understanding of the world.

3 ANALYSIS OF LITERATURE ON THE SUBJECT

Eleanor Rosch's research on prototypes and categorization (1973) has been influential in cognitive linguistics, emphasizing the role of prototypical examples in organizing our conceptual knowledge. Rosch's work has highlighted the importance of prototype effects in language processing and categorization. Conceptual blending theory, developed by Gilles Fauconnier and Mark Turner, explores how our cognitive processes combine multiple mental spaces to create new conceptual blends. This theory has been applied to various linguistic phenomena, such as creativity in language use and the emergence of novel meanings.

4 ANALYSIS AND RESULTS

The notion of image schemas, introduced by Mark Johnson (1987), has been instrumental in understanding how our embodied experiences shape our conceptual structures. Image schemas are recurring patterns of bodily experience that underlie our understanding of abstract concepts and linguistic expressions. Recent research in cognitive linguistics has also focused on the role of cultural models and conceptual metaphors in shaping language use and meaning construction. Scholars like Zoltán Kövecses and Brigitte Nerlich have explored how cultural values and beliefs influence our conceptualizations of abstract concepts.

5 CONCLUSION AND SUGGESTIONS

In conclusion, the concept is indeed a central and foundational concept in cognitive linguistics. It underscores the idea that language is intricately linked to our conceptual system, shaping how we perceive, think about, and communicate about the world. By examining how our mental structures and processes influence language use and understanding, cognitive linguistics provides valuable insights into the nature of human cognition and communication. The study of concepts, image schemas, prototypes, and other cognitive constructs helps us better understand how language reflects and influences our thoughts, experiences, and interactions with the world around us. Overall, the concept plays a key role in shaping the theoretical framework and research agenda of cognitive linguistics, highlighting the deep interconnections between language, thought, and perception.

REFERENCES

[1] Lakoff, G., & Johnson, M. (1983). Metaphors we live by. University of Chicago Press.

[2] Langacker, R. W. (2008). Cognitive grammar: A basic introduction. Oxford University Press.

[3] Evans, V., & Green, M. (2006). Cognitive linguistics: An introduction. Edinburgh University Press.

[4] Talmy, L. (2000). Toward a cognitive semantics: Concept structuring systems. MIT Press.

[5] Croft, W., & Cruse, D. A. (2004). Cognitive linguistics. Cambridge University Press.

[6] Fauconnier, G., & Turner, M. (2002). The way we think: Conceptual blending and the mind's hidden complexities. Basic Books.

[7] Johnson, M. (1987). The body in the mind: The bodily basis of meaning, imagination, and reason. University of Chicago Press.

[8] Kövecses, Z. (2002). Metaphor: A practical introduction. Oxford University Press.

[9] Goldberg, A. E. (1995). Constructions: A construction grammar approach to argument structure. University of Chicago Press.

[10] Barsalou, L. W. (2008). Grounded cognition. Annual review of psychology, 59, 617-645.

[11] Андреева Т.В. Психология семьи / Т.В. Андреева. - СПб.: Речь, 2007. - 384 с.

[12] Борисов И.Ю. Полоролевая дифференциация во взаимоотношениях супругов на различных стадиях жизненного цикла. Психология семьи: хрестоматия / сост. Д.Я. Райгородский. - Самара: Издательский дом «БАХРАХ-М», 2002. - С. 321323.

[13] Дружинин В.Н. Психология семьи. Журнал Высшей школы экономики. 2005. Т. 2. № 3. С. 60-77.

[14] Зинкевич-Куземкина Т.А., Велента Т.Ф., Олифирович Н.И. Психология семейных кризисов. - СПб.: Речь, 2006. - 360 с.

[15] Дилмурод А. Оқ аждар сайёраси. Ўзбекистон НМИУ. – Тошкент, 2012.

[16] Дилмурод А. Хаёл чўғланиши. Янги аср авлоди. – Тошкент, 2015.

[17] Дилмурод А. Паҳлавон Муҳаммад. Ғафур Ғулом номидаги адабиёт ва санъат нашриёти, 2016.

[18] Дилмурод А. Хилват. Янги аср авлоди. – Тошкент, 2017.

[19] Ёқубов И. Бадиий-эстетик сўз сехри. Фан ва технология. Тошкент, 2013.

[20] Дилмурод А. Танланган асарлар 2-жилд. ШАРҚ – Тошкент, 2012.