## THE COGNITIVE FUNCTION OF LEARNING

**Yigitaliyeva Shohsanam Isog'ali qizi**
*Teacher of KSPI*

**Annotation.** *K.Ajej noted, "in the last quarter of the 20th century, humanity was drowned in the ocean of endless words and expressions" [Ajej 2003: 11]. Many researchers turn to the inner world of the language user - the "speaker", which indicates a change in the linguistic paradigm in general, which focuses on the set of the most complex human relations, which are currently carried out by language, with the help of speech tools.*

**Key words:** *concept, cognitive linguistics, consciousness, linguistic reality, understanding*

Linguistic personality is a cross-cutting idea that permeates all aspects of language learning and, at the same time, breaks down the boundaries between disciplines that study a person, because a person cannot be studied outside of his language [Karaulov 2003]. The idea of studying the role of the human factor in language, according to E.S. Kubryakova, "inextricably corresponds to thoughts about the linguo-creative activity of a person, the linguistic image of the world he creates, his possibilities [Kubryakova 2004: 12]. The anthropocentrism of the modern linguistic scientific paradigm is a series of language studies began its directions related to the speech, cognitive, social and other activities of the user, therefore, interest in the social, psychological, communicative aspects of language increased. Expanding the boundaries of the science of linguistics became possible due to the general context of knowledge about the human world, the involvement of the center of linguistic research, and thus cognitive In other words, the cognitive approach to language learning is that a person, as a carrier of certain experience and knowledge, plays a major role in the formation of linguistic meanings. Consequently, a special perspective of considering language as an object of study is related to the recognition of the central role of a person in cognitive processes and speech activity [Boldyrev 2004], which means the anthropocentrism of the language.

Cognitive research in linguistics today corresponds to a general trend - a shift from "internal" linguistics to "external" linguistics, which examines language phenomena as closely related to the individual and his thinking. We agree with the opinion of scientists that cognitive linguistics makes it

possible to study language phenomena based on an anthropocentric approach, to distinguish the cognitive structures of knowledge expression behind linguistic forms. Cognitive research and the many reviews that have appeared [Rosch 1975; Lakoff, Johnson 1980; Kubryakova et al. 1996; Rakhilina 1998; Chenky 1995; Chenky 1997; Boldirev 1997] shows that "despite all their diversity, they have one thing in common, that is, the anthropocentricity of the language, or rather, the practical, theoretical and cultural knowledge and experience embedded in the language, acquired, directly or indirectly, expressed in words, by native speakers and ultimately as a result of semantic and conceptual analysis - can be reconstructed in the form of a linguistic representation of the world" [Ryabtseva http://www.dialog-21. gi]. At present, language is the easiest way to enter the human mind, its study helps to reveal the features of the world view characteristic of a certain ethnic group, and language activity is the tip of the iceberg as one of the "states" of cognition, based on cognitive abilities, which are not purely linguistic. , but provides the necessary conditions for the second" [Demyankov 1994: 22] and "the study of the cognitive function of language in all its forms, perception should be understood as the study of its linguistic reflection" [Boldyrev 2004: 22].

Many modern linguists emphasize the role of the human factor in the development of cognitive linguistics and believe that the perception of the image of the world is possible if a hierarchy of meanings and values is established in the thesaurus of a person: "... there cannot be a single hierarchy of meanings and spiritual values for all people who speak a language. A complete, unambiguously perceived image of the world is possible only on the basis of establishing a hierarchy of meanings and values for an individual language person" (Karaulov 1987:36).

The following postulates are the program rules of cognitive linguistics (E.V. Rakhilina):

1. Language is not an autonomous module of knowledge. The language system is an aspect of the conceptual system and is organized along the same lines as the conceptual system.

2. Linguistic knowledge is anthropocentric and experiential. Linguistic unity is not directly related to objective reality, but is perceived through the mind of a person who perceives this world.

3. Linguistic knowledge is organized using general cognitive categorization mechanisms, and therefore general cognitive features are characteristic of language categories: "family similarity", "prototyping", "gradual division", "priority of basic categories";

4. Linguistic meaning is a part of the general conceptual system and therefore constitutes the main subject of cognitive linguistics, because "if we talk about some general principles that are based on these rules, then these should be semantic rules" [Rakhilina 1998: 281].

In our work, the combination of the above principles of considering language phenomena represents a cognitive approach to the study of linguistic forms. In general, the main principle of the cognitive approach to the study of language material is the opinion that it is unrealistic to talk about language in isolation from cognitive activity, memory, attention, social relations of a person and other aspects of experience (R. Langaker), J. Lakoff, G Fillmore, A .Wierzbicka, R. Jackendoff and others).

N.N. Boldyrev considers language as a cognitive ability of a person as a means of learning within the cognitive function, that is, as a means of organizing, processing and transmitting information [Boldyrev 2004]. When the most important structures of knowledge are objectified in a linguistic form, the nature of knowledge determines the tasks of cognitive linguistics, one of which is "the study of knowledge systems reflected in language, that is, their transmission, organization, storage, linguistic forms of memory restoration, linguistic forms of influencing knowledge, etc. [Boldyrev 2004: 23]. Defining new goals of cognitive linguistics is related to a new understanding of the problem of the relationship between language and consciousness. According to N.Boldyrev, it is necessary to penetrate into the forms of various knowledge structures through the understanding of language and to describe the connections between them and language [Boldyrev, 2004]. Today, a large stream of theoretical research in linguistics claims the right to be characterized as a cognitive type of research. The development of cognitive science and cognitive linguistics has led to the emergence of many new terms and new concepts, in which the "cognitive" attribute is always distinguished [Kubryakova 2002]. We rely on cognitive terminology in our work, and therefore we believe that it is necessary to define the basic concepts of the cognitive approach to the phenomena of language and human psyche. Basic concepts such as categorization, conceptualization, world image, mental space, mentality, conceptual field, concept, prototype are rooted in cognitive science.

The issue of mental foundations of language structures and their speech realization is one of the most important issues of modern linguistics. Mental categories are considered by scientists as knowledge structures organized in a unique way, the user of which inevitably follows a certain system of cognitive strategies. When considering the problems of the relationship

between language and thinking, linguists came to the conclusion that the general laws that regulate the development of thinking and language are not specific to any language of a particular society. The processes of information perception, understanding and processing in speech-cognitive activity of a person are based on some conceptual categories that are common to all people. Conceptual categories have been the subject of many studies [Meshchaninov 1945; Jespersen 1958; Paul 1960; Bondarko 1974; Khudyakov 1991].

To theoretically study the processes of categorization and conceptualization, we turned to a cognitive model of language learning. This model is based on the assumption that "cognitive structures of a person (perception, thinking, memory, language) are closely related to one common task - the essence of human consciousness within the framework of explaining the processes of knowledge processing and transformation" [Petrov 1988: 4].

The problem of categorization of language knowledge has occupied philosophers and linguists since ancient times. A person knows the world with consciousness, "the process of perception is impossible without the structure that is realized due to the activity of the subject" (Piaget 2001: 98). We organize the world every day, in other words, we categorize the world in our daily practice, "but at the same time, categorization is always a link in a chain of specific actions aimed at solving a specific problem" [Frumkina 2001: 90].

While perceiving the world, a person classifies events, divides them into classes and groups, which shows that the categorization of what is perceived is the main method of giving an orderly character to the information coming to a person: something can be systematized, sorted, heard and read" [Borisova 2003: 45], " categorizing or classifying the essence of the world is the most important mental operation, a necessary condition for the systematization of the world in the mind" [Nikitin 2004: 55].

According to the main thesis of the theory of cognition, thinking is the process of processing and creating knowledge. "Knowledge" or "knowledge" is an undefined category. The human cognitive system acts as a "processor" that processes knowledge [Baranov 2001: 14]. Cognitive information processing, which is carried out in the process of understanding and creating speech, is a very complex procedure in which mental representations are formed or retrieved from long-term memory.

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