

**COGNITIVE-SEMANTIC ANALYSIS OF WORDS AND WORD
COMBINATIONS AND THEIR EXPRESSION IN TRANSLATED TEXTS**

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ABSTRACT

This article deals with the issues of cognitive-semantic analysis of words and phrases and their expression in translated texts. It is emphasized that linguistic issues are directly related to the problems of cognitology, unity of language and thought, and the proportionality of language units to thought units. The research of words and word combinations in a number of linguistic fields such as system structural linguistics, psycholinguistics, sociolinguistics, and the need for an integrative approach to the interpretation of semantic features of language units is noted. It is explained that cognitive linguistics is a field dealing with human mental activity; linguistic knowledge is the basis of linguocognitive analysis.

As a product of perception, understanding of the mental lexicon, the role of linguistic memory in the manifestation of lexemes in the listener's mind through the semantic scope, increase of vocabulary, assimilation of the meaning of words, storage in memory and application are shown. Cognitive features of words and phrases in metaphors and phraseological units are explained on the basis of Uzbek and English language materials. Conceptuization of words and phrases is shown to be related to thinking and perception.

KEYWORDS: *Word, Metaphor, Concept, Phrase, Perception, Thinking, Linguistic Consciousness, Linguistic Knowledge, Mental Lexicon, Artificial Intelligence, Phraseology, Translation, Transliteration, Translation Issues, Translation Problems.*

INTRODUCTION

Enter

During the historical development of humanity, the humanity has acquired a certain understanding and knowledge based on the study of existence. In the early stages of human history, common characteristics of all people were manifested in perception of the world, perception of events through senses. As time passed, differences arose between people's living environment, historical formation and social relations and the national mental perception of the world landscape began to form.

Based on the analysis of the historical development of the language and the views of the schools of linguistics in world science, a trend of structural linguistics arose. The analysis of language as a system, the allocation of language levels, the study of internal properties and their interaction on a scientific basis, the fixation of signs as a system of symbols, and the definition of relationships between linguistic units are of current importance. Immanence increased, the analysis of linguistic phenomena was aimed at ensuring linguistic development. As a result, the human factor was ignored.

At the end of the 20th century, language and society, language and thinking, language and speech

began to be given importance to the characteristics of language owners. The decisive role of the individual factor in the use of language marked the beginning of the centralization of the anthropocentric paradigm. In the anthropocentric paradigm, linguistic phenomena are analyzed in connection with the language base, vocabulary, level of knowledge, abilities and cultural consciousness of native speakers. Such areas of the anthropocentric paradigm as cognitive linguistics, linguoculturology, psycholinguistics, and pragmalinguistics have been formed.

The English word “cognize” means “to know”, “to understand”, “to perceive” [Safarov , 2006:10], and was originally used as a philosophical concept. Later, as a result of the combination of cognitive science with linguistics, the field of "cognitive linguistics" was formed. Cognitive linguistics is a field based on the relationship between language and thinking that sheds light on the place of consciousness and thinking in the expression of speech, interprets the features of speech as a neurophysiological, psychological and biological process, as well as social, linguistic and cultural reality from the point of view of an individual factor. Questions of cognitive linguistics are directly related to the reality, understanding and representation of reality, things and events through language.

Linguistic issues are directly related to cognitive issues. The fact that the object of study of linguistic research is the language system, linguistic activity and its product, the composition, structure, semantic features of words, phrases, sentences and texts in a number of linguistic fields such as systemic-structural linguistics, psycholinguistics, sociolinguistics, etc., emphasizes the need for an integrative approach. Linguistics, the cooperation of fields such as psychology, sociology, cultural studies phenomena based on cognitive activity. Cognitive linguistics is also part of the sciences dealing with human cognition [Safarov, 2006:8]. Linguistic knowledge is chosen as the basis of linguocognitive analysis.

METHOD AND METHODOLOGY

In the article, researched on the basics of cognitive-semantic, methods of cognitive analysis, description, comparisons, diachronic and synchronized methods were used.

Cognitive linguistics.In the description of speech, cognitive linguistics works in connection with the field of psycholinguistics, neurolinguistics, ethnolinguistics, and linguoculturology.

Language is a product of a cognitive system. Although the formation of linguistic knowledge has commonalities with the acquisition of any other actions and processes, it differs in that it is a result of human nature, experience, and its synthesis in the mind. Linguistics is based on the relationship between language and thinking. In the sources on the theory of linguistics, linguistic units are analyzed: phoneme, morpheme, lexeme, construction, as well as mental units: concept, perception, judgment, and attitude. [Kholmanova, 2020:33-55].

In scientific studies, it was mentioned that the mental and physiological, neurolinguistic mechanisms of speech activities are common, but the procedures based on the mechanisms are different [Bayeen, 1999]. Differences in the functioning of the mechanisms indicate that it is not possible to create a model of the mental lexicon that is common and valid for all languages. Therefore, it is almost impossible to describe the mental lexicon in the form of a single model that is valid for different languages.

Mental Lexicon

Mental vocabulary is checked on the basis of associative experiences, as well as speech defects, deviations from the norm. In psycholinguistics, neurolinguistics, there are changes in the mental lexicon when mastering a foreign language, enriching the language with foreign words, dividing the vocabulary into active and inactive layers, semantic relationships in concepts, associative chains. the basis of the network image of the dictionary, the graphical model of the mental

dictionary. A language enriched on the basis of a foreign language provides the process of communication as a product of an associative-verbal network.

Mental lexicon is a product of perception, understanding. Mental lexicon is manifested in the listener's mind through the semantic scope of lexemes. An important part of the language learning process is vocabulary development. The content of the vocabulary is realized through grammatical rules. Because the presence of lexemes in the mind does not mean the language. In order to express an idea, there is a need for order and relationships between them. The relationship between order and lexemes takes place according to the grammar rules. Grammar is a complex system that reflects the unique nature of language. A fund of lexemes that complements it and ensures its realization is necessary. Methods of increasing vocabulary, mastering the meaning of words, memorizing, paying attention to semantic differences in use are one of the main issues of the language education system. That's why scientists believe that learning the language and using it in practice is not based on mastering the principles of the synthetic system, but on understanding the semantics of lexemes [Kavitha, 2003]. The speaker is based on the semantics of the crew, in determining the order of lexemes and understanding the valence relations between them.

In learning English, the main focus is on reading and listening comprehension of English. In listening comprehension, along with the content of the text, lexemes are also mastered.

Mental lexicon is a systematic representation of the formation, storage and expression of words in the language. The issue of mental lexicon is one of the main issues of the phenomenon of bilingualism. The lexicon created in two languages, their mixed appearance, expression in speech requires both psycholinguistic and neurolinguistic-cognitive analysis.

The mental lexicon is structured in relation to the linguistic base of the person in relation to the social environment, worldview, and attitude to reality, evaluation.

Cognitive linguistics analyzes the basis of the mental lexicon, information, storage, structure, order, interaction, and semantic composition of the fund of lexemes in the linguistic mind.

Rasulov cites the following thoughts of the German scientist Wilhelm von Humboldt about the difference of languages and justify his views: "The diversity of languages is not only the difference of sounds, but also the result of the difference in seeing the world in each nation" [Rasulov, 2010:87]. [Rasulov, 2010:87].

Language units - phoneme, morpheme, Alexeme, construction - are a whole understood through thinking. A phoneme is a unit perceived by the functional value of speech sounds. A phoneme is a unit perceived by the functional value of speech. A morpheme can be compared to stem from machine memory. Lexemes are semantic signs of a whole that has the character of a lemma in the mind. Construction has grammatical patterns, structures aimed at expressing ideas. "Stemming is the process of identifying word roots (stems). Stemming processes the word independently of the context, it cannot distinguish words with different meanings belonging to different categories [Zakarov, 2011:39]. Lemmatization is a technique of separating the initial, initial form of a word (the form in the dictionary - lemma), and this process is carried out based on other word forms of this word. For example, in the Uzbek language, the form of words in the dictionary - lemma is as follows:

- For the noun group - head agreement, singular form (chess, intelligence, gymnastics);
- For the verb group - action noun form (to come, to turn, to turn);
- For the adjective phrase – simple degree form (blue, bright, short).

Sprout, sprouts, to sprouts, in sprouts, from sprouts, of sprouts; return, returned, returned, is returning, wants to return; blue, bluish, bluish, bluer [Rahimov, 2011].

Lemmatization and stemming are a morphological analysis, the process of breaking down words into meaningful parts. Stemmer takes summer as the bases for the words write, write, write, write. And the lemmatizer separates verb forms writing, writing as the basis for word forms from writing, writing in the noun group, writing lexeme as the basis for the words of the writing. In the process of creating electronic dictionaries, the formation of a database is a stage among the creation of a corpse of texts, a search system, coding, linguistic and software elements [Kholmanova, 2020:141-142].

Stem and lemmas are related to artificial intelligence - machine memory. The process of creating artificial intelligence can be compared to the human mind's function of breaking down and mastering the meanings of words.

The interpretation of the thought forms, laws and methods of the science of logic improved during the development of science. Logical units: The concept, perception, judgment have common features for all people. But it is expressed in different forms of different languages. The place of language units in the system becomes more and more fixed, and on this basic grammatical patterns are formed. Logical units: Understanding, perception, judgment are the factors that form the expression of the world in the human mind.

“Perception” is a complex form of emotional cognition, which allows us to imagine the object as a whole, which has a direct effect on the sense organs. An image of an objective entity reconstructed in the human mind is an imagination. “Concept” is a form of thinking that reflects the most important signs of reality reflected in the mind. Concepts are expressed through words that are contained in a "concept". “Judgment” is a form of thinking that reflects existence, events, processes in relation, and is realized through sentences.

"The language of thought is the most important method in communication; it shows the nature of language. When teaching the nature of language, especially in the process of communication, the formation of logical thinking leads to the understanding of human psychology, the expansion of the scope of thinking, and serves to accelerate socialization" [Vrabel, 2009:12].

The connection between language and thinking ensures the projection of the world view in the linguistic mind.

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