

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ  
ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ  
ИНГЛИЗ ТИЛШУНОСЛИГИ КАФЕДРАСИ**

**ТИЛ ВА ТИЛ ЎҚИТИШНИНГ ЗАМОНАВИЙ МУАММОЛАРИ**

**(Инглиз тилшунослиги кафедраси олимаси  
М.Қ.Абдуллаева таваллудининг 80 йиллигига  
бағишланади)**

**мавзусидаги Университет миқёсидаги ОНЛАЙН  
илмий-амалий анжумани материаллари  
ТЎПЛАМИ**

**BUKHARA STATE UNIVERSITY**

**30-oktabr 2020-yil**

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**БУХОРО – 2020**

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**БУХОРО – 2020**

**Тил ва тил ўқитишнинг замонавий муаммолари (Инглиз тилшунослиги кафедраси олимаси М.Қ.Абдуллаева таваллудининг 80 йиллигига бағишланади):** мақола ва тезислар тўплами, тўпловчи ва нашрга тайёрловчи: М.А.Шукурова, О.И.Жумаева, И.И.Акрамов; Бухоро; “Дурдона” нашриёти, 2020 йил, 273 бет.

Тўпланда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилни эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилини ўргатишнинг психологик аспекти, чет тилини ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илғор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпланда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

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Тўпланим БухДУ Хорижий тиллар факультети кенгашида муҳокама қилинган ва нашрга тавсия қилинган (2020 йил 29 октябрдаги 3-сонли баённома)

## LANGUAGE IS A MEANS OF COGNITION AND COMMUNICATION

*Jumayeva O.I.*

*Buxoro davlat universiteti Ingliz tilshunosligi kafedrası o'qituvchisi*

As we know language is a significant feature that differentiate human from other living beings. It is a central figure of our lives. We found our personality as individuals and social beings when we get language during childhood.

At the beginning of XIX century some linguists, especially, one of members of naturalism August Schleicher emphasized that language is a living organism. However, Wilhelm von Humboldt is against naturalism and he stated that language is a system. He also mentioned about the approaches of language and mind and the connections and differences between them.

Some linguists such as, a Swiss linguist F. de Saussure stated language as a system of signs and means of communication.

However, modern science studies language as reflecting nature of conceptual structure and cognition. It analyzes the relationship between human language and mind<sup>1</sup>. According to these opinions the new theory emerges in modern science which is called cognitive linguistics. This term came from a Latin word “cogniscere” which means cognize and cognition.

Cognitive linguistics has its origins in scholarship which came up in the 1970s, conducted by some scientists that include Charles Fillmore, George Lakoff, Ronald Langacker, and Leonard Talmy. In 1980 famous linguists G. Lakoff and Jonsons wrote “Metaphors we live by” which helped this science improve strongly.

Cognitive linguistics characterizes a modern approach to language, language learning, and conceptual structure. Furthermore, it provides an outlook for language and the mind which is diametrically opposed to both Grammar and Formal Semantics. Cognitive linguistics investigates the relationship between human language, the mind, and sociophysical experience.

The famous linguist Nino Kirvalidze defined that language is a means of cognition and communication. It enables us to express our ideas and emotions, to think for ourselves or set control over others. But language is first and foremost a means of transmitting information which helps us cooperate with other people in our community.<sup>2</sup>

When we know a language, we are able to speak and be understood by other people who know this language. Acquiring a language gets us to combine words to make, and phrases to form sentences. Yet every group of words doesn't form a sentence well in a language. For that reason, in addition to knowing the lexis of the language, linguistic knowledge involves instructions for their combination to make sentences and give our own opinions. These instructions must be controlled in

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<sup>1</sup> John Wiley & Sons, Ltd. WIREs. Cognitive linguistics. Cognitive Science, 2012. -3 p.

<sup>2</sup> Kirvalidze N. Theoretical course of English grammar. Tbilisi, 2003. – 2 p.

length and number and it can be kept in our mind. But, they must allow us to make and understand new sentences.

Maybe we have a dictionary of any language; however, it can't include all the words of the language, because no dictionary can list all the possible sentences. Knowing a language means being able to produce new sentences never spoken before and to understand sentences never heard before.

The famous linguist Noam Chomsky stated this ability as a creative feature of language use: creativity is a universal property of human language.<sup>1</sup>

Every speaker of a language can probably not make great literature, however all people who are aware of a language, they are able to create or know an infinite set of new sentences in the procedure of human communication.

Therefore, creativity or creative aspect of language includes the skills to make and know an infinite set of new sentences in the procedure of human communication.

Language is a system of signs. It can role as a means of cognition and communication because of the unity and contact of its three basic subsystems. These parts are the phonological system, the lexical system and the grammatical system. They play a big role in human language.

- The phonological system controls the phonetic forms of its significative units, such as phonemes, sounds, intonation and so on.
- The lexical system studies lexis, the lexical meanings of words, constant word groups.
- The grammatical system determines the grammatical meaning of the words, grammatical categories and grammatical forms in the process of discourse.

In conclusion, cognitive linguists learn language for its own purpose; they try to describe and account for its functions, systematicity, its structure.

It serves and how these functions are realised by the language system. However, an important reason behind why cognitive linguists study language stems from the assumption that language reflects patterns of thought.

Therefore, to study language from this perspective is to study patterns of conceptualisation. Language offers a window into cognitive function, providing insights into the nature, structure and organisation of thoughts and ideas.

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<sup>1</sup> Chomsky N. Syntactic Structures. M.,1962. -34 p.

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