

Application of cognitive linguistics for the development of speech skills in philology students.

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Annotation. *The research examines the specifics of cognitive linguistics regarding developing communicative competence and forming students' linguistic personalities. Attention is paid to the essence of cognitive linguistics, the history of the emergence of this direction, and the current state of research. The article analyzes the ways, methods, and forms of cognitive linguistics application in the educational process to form the student's linguistic personality and develop communicative competence. The structure of the concept is presented for the simplified perception of a specific phenomenon by a student of a philological specialty.*

Keywords: *cognitive linguistics, communicative competence, thinking, language personality, student, phenomenon*

Cognitive linguistics is a field that has gained significant attention in recent years due to its potential in enhancing language learning and speech skills. When it comes to philology students, the application of cognitive linguistics can be particularly beneficial in developing their speech skills. By understanding how cognitive linguistics can be applied in this context, educators can better equip philology students with the necessary tools to excel in their field. One of the key aspects of cognitive linguistics is the emphasis on understanding language as a product of human cognition. This approach to language study focuses on how language is shaped by our mental processes, and how it is used to convey meaning and communicate effectively. For philology students, this perspective offers a deeper insight into the intricacies of language and speech, allowing them to develop a more nuanced understanding of linguistic structures and their cognitive underpinnings. One way in which cognitive linguistics can be applied to the development of speech skills in philology students is through the analysis of linguistic patterns and their cognitive significance. By examining how language structures reflect cognitive processes, students can gain a richer understanding of the relationship between language and thought.

This, in turn, can enhance their ability to analyze and interpret speech patterns, leading to improved speech production and comprehension. Furthermore, cognitive linguistics offers valuable insights into the role of conceptual metaphors and mental imagery in language use. By exploring how our conceptual system shapes language and vice versa, students can develop a deeper appreciation for the ways in which language is intertwined with cognition. This can be particularly beneficial for philology students as they strive to master the intricacies of language and develop their speech skills to a high level of proficiency. Another important aspect of cognitive linguistics that can benefit philology students is the study of linguistic relativity.

This concept suggests that the structure of a language can influence the way its speakers perceive and think about the world. By understanding the impact of linguistic relativity, students can gain valuable insights into the cultural and cognitive dimensions of language, which is essential for developing well-rounded speech skills. Incorporating cognitive linguistics into the curriculum for

philology students can provide them with a solid foundation for understanding the cognitive mechanisms underlying language and speech. By integrating this approach into language learning and speech skill development, educators can empower students to become more effective communicators and analytical thinkers in the field of philology. In conclusion, the application of cognitive linguistics for the development of speech skills in philology students holds great promise for enhancing their understanding of language and cognition. By leveraging the insights offered by cognitive linguistics, educators can help students gain a deeper understanding of linguistic structures, conceptual metaphors, and linguistic relativity, ultimately equipping them with the skills they need to excel in their academic and professional pursuits.

Cognitive linguistics, in general, has a positive influence on the formation of knowledge and self-awareness, the development of language experience, the consolidation of real-life experience, and the acquisition of knowledge from other fields or spheres by students. As a result, the cognitive methodology has gained popularity while developing students' communicative competence. It involves actively incorporating cognitive linguistics into the process of developing communicative competence. This methodology combines various linguistic units and establishes connections between them to form a unified conceptual worldview. Consequently, cognitive methodology, particularly the case study method, is frequently employed in language classes, including foreign language classes. The most popular method of the cognitive approach in working with students is the case study method. Its essence lies in presenting students with real-life situations that they may encounter in their professional activities. The task for students is to solve the problem correctly and demonstrate their professional knowledge, thus laying the foundations for professional experience. The method is based on constant interaction among students, and dialogues and polylogues contribute to the development of necessary skills. This method is often referred to as situational, as it involves selecting real-life situations. For example, a philology student may have a conversation partner who, although a native speaker, has a distinct regional accent, requiring the student not only to understand the interlocutor but also to communicate with them effectively. Such situations occur quite frequently, making practice in this area truly essential. Often, when working with this method, the teacher presents a situation and one possible solution, and students independently determine whether this solution suits them or not. If not, they are expected to propose their approach and, through discussion with other students and dialogue with the teacher, evaluate the effectiveness of their strategy. Moreover, it is during the student years that various mental operations develop, making this direction influential in shaping young people's linguistic personalities.

The implementation of the case study method generally involves the following sequence of stages, as illustrated in

Figure 1 – the stages of implementing the case method.

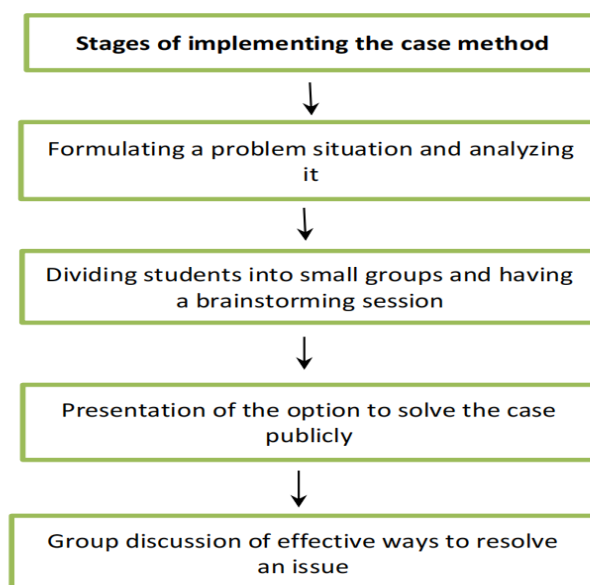


Figure 1 Stages of implementing the case method.

As can be seen from Figure 1, the sequence of each stage is regulated and designed to achieve clear goals. The most crucial stage for forming students' communicative competence is the third stage, where they are required to present their vision of solving a problem.

During this stage, students not only engage in various types of thinking but also develop speaking skills, learn to interact with the audience, cultivate the ability to defend their own opinion, and objectively evaluate criticism.

Verbal communication carries numerous advantages. It includes the development of the ability to express one's thoughts, the formation of interaction skills, and the acquisition of linguistic units. However, controlled verbal communication is artificial and may not yield the desired results. Simultaneously, independent exploration of linguistic units allows students to acquire knowledge individually regarding specific issues. Nonetheless, a student may choose to seek external expertise or avoid performing tasks. A student's linguistic personality can be developed by offering them to familiarize themselves with the following methods of cognitive linguistics used in teaching students:

- component analysis (identifying commonalities among different derivative words);
- analysis by structure (highlighting separate parts of a sentence or a word);
- word-formation analysis (determining the origin of a word and the reasons for its creation);
- transformational methods (considering possible ways of creating new words);
- frame analysis (identifying frames within the words).

These methods allow for forming the basics of cognitive modeling, enabling the student to work freely with new words and use them in appropriate situations. Consequently, students will possess different language options and will be able to select appropriate vocabulary based on the given circumstances (Matvieieva 2022). When introducing students to cognitive linguistics, it is advisable to start by familiarizing them with the concept of a "concept." Generally, a concept refers to a mental formation in a person's cognitive sphere that corresponds to a specific structure and encompasses the culmination of knowledge and information assimilated by an individual, society's perception of a particular phenomenon. Accordingly, students internalize a unified worldview and form their own speech, developing practical communication skills. As a result, the following structure for the concept can be proposed. According to this scheme, a concept has a complex and hierarchical structure. Familiarization with

its components will allow the student to quickly and easily acquire information about the cognitive components and understand the basics of creating certain words. As a result, each component can be presented as follows Figure 2

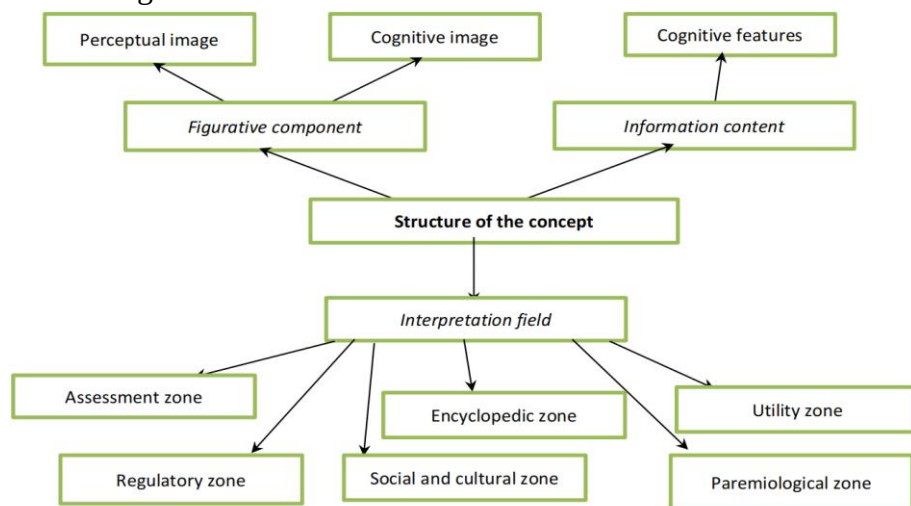


Figure 2 The structure of the concept.

The first component. The figurative component includes perceptual aspects (images that arise after seeing or hearing something through touch or taste) and cognitive aspects (abstract transformation of something widely used in a particular culture). Such images are common and familiar to students. They are often based on personal experiences. The second component. Information content involves the characteristics of the concept that reflect the differences between one phenomenon and another. The information content includes presenting facts about a specific phenomenon, such as reflecting vocabulary or a dictionary. The third component. The interpretation field involves the transformation of the meaning of one phenomenon to another. In other words, it generalizes the acquired knowledge about a particular component. Its main elements include:

- assessment zone (overall impression of the concept);
- utility (society's attitude towards a specific idea);
- encyclopedic zone (a generalization of characteristics of a particular phenomenon);
- regulatory zone (permissions and prohibitions regarding a specific phenomenon);
- social and cultural zone (a relation of the phenomenon to customs and traditions of the people);
- paremiological zone (proverbs and sayings related to the defined phenomenon) .

The division of each component into subcomponents belonging to the second level allows for a more thorough and optimal assimilation of information. At the same time, by familiarizing themselves with the concepts and their structure, students learn the peculiarities of people's thinking and determine the leading indicators of a certain process.

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