
Linguo-Cognitive Approach in Foreign Language Teaching

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Abstract: The article addresses the problems of learning a foreign language and teaching it. The solutions are encouraged to look through the prism of the main provisions of cognitive linguistics, particularly the theory of the conceptualization of the obtained knowledge, the layered structure of the concept of conditionality and its contents to the peculiarities of national perception, national consciousness, and the linguistic view of the world. Comprehending a foreign language, the student gets acquainted with a new linguistic picture of the world, which is a verbal reflection of the content of linguistic cognition and consists of fragments of knowledge, “units of storage”, “and elementary units of knowledge”. The basis of the lingua-cognitive approach is the attention to the word as a key unit of teaching the lexical side of speech, demonstrating the connection of lexical units with concepts, notions. The lingua-cognitive approach determines all components of the language learning process: the selection, introduction, organization and learning of lexical material. Lingua-cognitive approach is associated with a large amount of complex information and its optimal learning, so the conceptual arrangement of the material helps to memorize vocabulary more firmly. In the logic of these provisions key positions and approaches in teaching a foreign language are built, according to them the basis of this process is not mechanical memorization of words based on the native language, but the explanatory method, revealing the features of all levels of language use based on the conceptual content and conceptual relationships within the target language.

Keywords: Linguodidactics, concept, concept structure, conceptualization, lingua-cognitive, translation method.

Currently, it is a recognized fact that there is the need to strengthen the cultural aspects of language learning in the methodology of teaching a foreign language. Mastering a foreign culture in the process of learning a foreign language as part of mastering communication skills is a necessity. The study states the following: the development of a new language logically implies the development of a new national culture through the comprehension of language forms and categories of ways to reflect the socio-historical experience.

Words and their meanings are the things with what the study of any foreign language begins, and it is the knowledge of vocabulary that has traditionally been considered and is considered a measure of the mastery of a foreign language.

The results of comparative studies of linguistic semantics, as well as linguoculturology pointed to a very important circumstance, namely, the fact that the volume of the meaning of a word in one language and its equivalent in the other often does not coincide. There are also more categorical statements, according to which no word of one language is equivalent completely to any word of another language in its complete semantic structure (Komlev, 2007).

The study of cognitive linguistics confirmed that fact. According to the cognitive approach to the study of language and language processes, language is a means of expressing semantic concepts that are the result of a person's perception of the surrounding reality and the processing of obtained information. Natural language and cognition are phenomena that form a close relationship in which language reflects the cognitively known speaker's world. Consequently, the referent of the linguistic sign is not the real, extra mental objects of the surrounding world, as claimed by the representatives of naive realism, but the cognitively constructed (mental) unit (concept), as a reflection of this object in our consciousness. The referential area of linguistic expressions does not belong to the real, but to the "projected world" (Jackendoff, 1983), and the reference is the ratio of linguistic expressions to the units of representation at the cognitive level and these units are either the results of perception of objects in the real world, or the results of our imagination (Schwarz, 1992).

Littlemore (2009) in "Applying Cognitive Linguistics to Second Language Learning and Teaching" states the fact that "unlike generative linguists, cognitive linguists argue that the cognitive processes governing language use and learning are essentially the same as those involved in all other types of knowledge processing" (p. 1). The cognitive abilities using in speaking and understanding language are not significantly different from other cognitive tasks, such as visual perception, motor activity, reasoning (Croft & Cruse, 2004).

The language that the speakers use every day can be served as an input from which people draw inferences about form-meaning relationships and typical patterns. There is no distinction between language competence and language performance as we modify the mental lexicon in response to the language we use. Thus, language knowledge and learning are usage-based in that our knowledge of language is "derived from and informed by language use" (Evans & Green, 2006).

The key elements of cognitive processes that are involved in language learning and use consist of comparison, categorization, pattern-finding and blending.

It is also necessary to note that there are two concepts that can be considered as the basis for human thought and communication. They are metaphor and metonymy. Basically, metaphor suggests the relations of substitution and similarity, and metonymy draws on relations of contiguity. In metaphor, one notion or thing is seen through another, and in metonymy, an entity is used to denote and understand something that it is related to. Jakobson (1971) argues the fact that metaphor and metonymy comprise two fundamental spheres of human thought. But, it should be stated that these two concepts are so embedded in the language people use that they are often unnoticed. However, languages differ in the extent to which they employ metaphor and metonymy and the ways they are employed, and this "can have important ramifications for those endeavouring to acquire a second language" (Littlemore, 2009, p. 94).

Learning a second language requires the students to overcome the cognitive habits. It helps them reorganize encyclopaedic knowledge and corresponding word association networks, thus deepening the knowledge of the second language. Speaking about learning new constructions and constructions Grigorenko notes a "cognitive ability for novelty in acquisition of a foreign language" (Grigorenko, Ehrman, & Sternberg, 2002, p. 392). Basically, it means the ability to "spot new patterns in the language input and to use one's existing knowledge selectively, along with analogical reasoning, to work out new form-meaning pairings" (Pütz, & Sicola, 2010, p. 307) and that is crucial condition for learning language through language use.

The translation method of teaching or learning a foreign language is not optimal and cannot, at least overwhelmingly, be used in the learning process. As an example, the German

adjective *müde* (tired) and its basic quasi – equivalent are *tired* with the help of which students are acquainted with the meaning of this German adjective. Remembering this word in the meaning given in the German – Russian dictionary composed by Moskalskaya (2001) or the dictionary of the textbook based on it, the learner masters, however, only a part of the meaning of this word and can correctly denote this adjective by the human condition / animal after a heavy, tiring physical or mental activity but cannot properly identify another state.

Owing to the fact that our language reflects not the real world, but its mental representation, formed on the basis of human experience and personal perception of the world, there is no absolute semantic equivalence between the two words of different languages related to quasi-analogous referents. “No traditional vocabulary solves the problem of immersing the user in the conventional linguistic knowledge inherent in any native speaker, and thus does not represent the conceptual content of the units of the described language in any distinct and motivated manner” (Rivelis, 2009, p. 48). And if the language means, using the figurative expression of Babushkin (1996), are “a kind of window through which you can look at how the world is formed in the human mind” (p. 37), then translating these means into the native language, it seems as if we drape them.

Cognitive linguistics provides an answer to this question by introducing the notion of a concept, the main characteristics of which, in our view, are the perceptually-cognitive-affective nature, which determines the peculiarity of mental content, national and cultural determinism, linguistic “attachment”, layered structure (on the one hand, the isolation of the etymological and actual layer, (Stepanov, 1997), and the conceptual, value and figurative layer, on the other (Karasik, 2004).

The multilayer structure of the concept is predetermined by the fact that the optimal assimilation (= to make one's own) of the meaning of a word is possible only if all its layers are addressed. Etymological meaning, or etymon, represents the first step in the process of the generation of the word and its meaning. According to the metaphorical expression by Krasavsky (2008), etymological analysis can reveal the veil of the secrets of the first steps of the concept. The etymology of the word, its internal form, allows us to explain the meaning of the word through its underlying image or attribute and thereby make the assimilation of this meaning conscious and visible.

The address to the etymology or internal form of the word is quite well known, but, unfortunately, still an underestimated and often ignored today acceptance of an explanation of its meaning, the content of the concept conceptualized by the word, including the explanation of the word's valence dependent on the lexical meaning.

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