

GOALS AND TASKS OF MOTHER LANGUAGE TEACHING METHODOLOGY BASED ON LINGUOCOGNITIVE APPROACH

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ANNOTATION

This article is written about the goals and objectives of the mother tongue teaching methodology based on the linguocognitive approach. Uzbek formal linguistics solved a number of pressing issues of its time and created a foundation for a new linguistics, which uses the achievements of formal linguistics, works with dialectical principles, observes the relationship between language and thought, is interested in the description of linguistic and speech phenomena, and functionalizes them. - gave place to Uzbek substantive linguistics, which tried to explain the lack of interpretation with the methods of structural analysis. The representatives of this linguistics were engaged in studying and implementing the methods of events in terms of the relationship between language and speech, language-thought connection, internal capabilities of language and their language-speech differentiation. Work was done on the basis of dialectical principles (generality, essence, possibility, cause - language and its units; individuality, event, reality, consequence - speech and speech units).

Keywords: mother tongue, education, speech, thought, oral, knowledge, grammar.

INTRODUCTION

Since the second half of the 19th century, formal linguistics has been widely popular in several linguistics of the world. If we look at the history of Uzbek linguistics, by the second half of the 20th century, it aimed to ensure mass literacy, develop modern literary language norms and popularize them among the people, and find solutions to the issues necessary for its time. , formal linguistics was formed, which laid the foundation stone for the formation of linguistics as a science. "It is most effective and most convenient when the society faces practical tasks such as ensuring public literacy, eliminating inter-dialect differences, popularizing the literary language, publishing and disseminating the historical monuments of the language and people, and establishing education in modern methods. This is the formal method of classification and education[1].

In the second half of the 20th century, the revolution in science and technology, a number of changes related to the theory of "artificial intelligence" related to computer literacy, as well as in all fields, did not fail to have an impact on linguistics. Western linguistics had already (at the beginning of the 20th century) come to the conclusion that "complex sciences should be put on the road to study many phenomena that cannot be the object of either linguistics or other sciences", and in this regard began to develop and introduce several innovations[2].

ANALYSIS AND RESULTS

The need for a number of disciplines such as psycholinguistics, sociolinguistics, ethnolinguistics, which studies the psychological and psychophysical nature of language, the relationship between language and society, has been recognized at international linguistic meetings and conferences. Of course, such trends solved their problems based on the practical development of language, that is, the principle of

language-speech. During this period, Uzbek linguistics was still working with the creation and popularization of literary language norms and the study of linguistics on the model of Russian and European languages.

A number of changes and developments in world linguistics had an impact on Uzbek linguistics. From the 80s of the XX century, it was realized that a structural approach to the language was necessary, and that it would be effective to work using dialectical methodology in all phenomena of the field. . After all, as SH. Rakhmatullayev pointed out, during this period, Uzbek linguistics "was formed and developed mainly relying on Russian linguistics, but it is not correct to assess this as a defect, only to indulge in inappropriate imitation, blind some ideas - negative situations such as blind acceptance should be condemned." .

With the honor of independence, a number of innovations and interpretations began to appear, which show that it is necessary to approach our language based on its own internal capabilities, and that learning it without the influence of the Russian language is contrary to the pure nature of the Uzbek language. Such good works, which took root in a short period of time and developed rapidly, prepared the ground for the emergence of many more innovations for the development of our linguistics[3].

In such "good works" linguistic phenomena were treated on the basis of the principle of language-speech. Using their collected evidence and achievements, a number of modern directions, such as sociolinguistics, psycholinguistics, linguocognitology, neurolinguistics, corpus linguistics, began to appear, dealing with the practical development of language and its practical use.

One of such new trends in our linguistics is the cognitive study of our language. "Cognitive theory of language use, like other cognitive sciences, arose as a result of research on the creation of artificial intelligence. It focuses on structural types of understanding and their compatibility with language, physiological foundations of language and consciousness, metaphoric and metonymic relations in language. deals with checking etc. Since this field, which deals with issues between disciplines such as linguistics and epistemology, linguistics and philosophy based on the nature of the Uzbek language, is still a new direction, the number of works done in this regard is not very large.

Here we will touch on some concepts within the topic[4].

That is, this type of perception is the main phenomenon that forms the language learner's attitude to the world, the brain's reaction to it, and meaningful behavioral reactions. It allows to receive information from the environment, monitor its variability and adjust the existing knowledge according to the new requirements of the situation.

Thus, cogitivism considers human mental activity as comprehensive, studies thinking in various changing situations. This term is closely related to cognitive activities and its effectiveness[5].

From the point of view of the concept as the main unit of cognitive linguistics, concepts are in the foreground in the central point of a number of studies conducted on the study of the Uzbek language in the cognitive sphere. The term concept is widely used in the newly formed paradigm (direction, stream) of Uzbek linguistics. That's why we looked for its meaning in the "Annotated Dictionary of the Uzbek Language". This word is not given in the 2-volume dictionary. In fact, when the dictionary was created, the concept was used neither in a scientific nor in a philosophical sense. However, its interpretation was not found in the new 5-volume explanatory dictionary. Also, it is not given in "Explanatory Dictionary of Linguistic Terms" (A. Hojiyev). So, the term is still firmly established in Uzbek science or as a terminological neologism.

As seen above, it became known that the concept is used in the following meanings in world and Russian linguistics:

A linguistic unit that carries a set of knowledge[6].

Linguistic unit evaluated on the basis of the national-cultural scheme.

Pragmatic system.

Since language is a source of knowledge, each lexical unit has a set of knowledge created by this language society. A linguistic unit evaluated from the point of view of this set of knowledge has the status of a cognitive concept. This concept will be discussed below.

So, the knowledge at the core of the cognitive concept is formed on the basis of this scenario, and its perception also takes place on this basis. The stages of observation, comparison, classification and judgment are the main and important stages of knowledge creation.

As any knowledge is formed on the basis of observation, comparison, classification, the concept as a set of knowledge is also restored and perceived on this basis. The phenomenon of conceptualization consists in determining the place of an entity in the linguistic picture[7].

Competence is the ability to use the theoretical knowledge, practical skills and qualifications acquired in science to solve practical and theoretical problems encountered in everyday life.

Competence - (Latin: competence is capable, has the ability) competence includes, in addition to purely professional knowledge, skills and qualifications, initiative, cooperation, the ability to work in a group, communicative ability, the ability to realistically evaluate, think logically, sort and use information. .

Education aimed at the formation of competences is an education aimed at the formation of competences for practical application of acquired knowledge, skills and qualifications in personal, professional and social activities.

The three-level structure of lexical knowledge is related to the three levels of linguistics (according to Yu.N. Karaulov's theory)[8].

Linguistic-cognitive approach is implemented through the system of principles of teaching Russian vocabulary to foreigners. The specific methodological principles of teaching and selection of educational material are based on several principles, i.e., the principle based on social material lexical material, the principle of reducing communicative control, the principle of linguocognitive systematized word level, linguocognitive semanticization, lexical knowledge. It is formed on the basis of the principle of expansion of the restrictions at the expense of words in accounting, the principle of paradigmatic communication based on lexical elements, the principle of awareness of conceptual lexical knowledge, management of formed lexical knowledge[9].

Linguistic-cognitive conceptual lexicon is created within the framework of the conceptual representation of the minimal Russian vocabulary, which is related to the division of the "image of the world" for native speakers of Russian.

The three-level system of exercises based on the linguistic-cognitive approach is based on the three-level structure of lexical knowledge, which allows connecting its components, as well as forming lexical knowledge and lexical skills step by step.

The leading tool for implementing the linguistic-cognitive concept of teaching Russian vocabulary to foreigners at different stages is the Russian vocabulary workbook, which performs the tasks of explanation, understanding, and control, as well as vocabulary materials taking into account systematic relationships. "image of the world" is organized among native speakers. The use of the lexico-semantic paradigm and syntagmatics allows solving many practical tasks of the training (introduction of words,

its activation, word expansion, molecular sharing, development of language estimation, growth, learning, motivation, self-control)[10].

The level of formation of lexical knowledge is based on the use of not only quantitative but also qualitative indicators to assess the lexical component of communicative competence.

Lexical knowledge, in their definition, the formation of the personality of a modern linguist is in the conditions of multilingualism, and it is connected with a competent approach to learning, in particular, taking into account the communicative-active approach and person-oriented paradigm in language teaching. (I.A.Zimnyaya, M.N. Vyatyutnev, E.I.Passov) this includes not only the acquisition of methods of activity, but also the acquisition of knowledge. The most important requirement in language teaching is the formation of the personality of a linguist in order to methodically process ideas about the "ideal" student, a modern conceptual linguist (Yu.N. Karaulov, G.I. Bogin, I.I. Khaleva and others)[11].

There are two main questions facing psycholinguists:

One is the language, what do we need to know the language? In a sense, we need to know a language to use it, but we do not always understand this knowledge well...

Another key psycholinguistic question is: what cognitive processes are involved in the normal use of language?

By "normal use of language" I mean lecturing, reading, writing letters, and having conversations. By "cognitive processes" I mean processes such as perception, memory, and thinking. When you do things that aren't fast or easy, like speaking and listening, we begin to process a lot of knowledge during these activities."

"In general, psycholinguistic research has shown that many of the concepts used in the analysis of sound structure, word structure, and sentence structure also play a role in language processing, but the language processing account-book, as well as this linguistics development of languages interrelated with other aspects of human processing to produce and understand"[12].

Psycholinguistics ... studies ideas and knowledge in a number of related fields, such as phonetics, semantics, and linguistics...

There is an ongoing exchange of information between psycholinguists and those working with neurolinguists, who study how language is represented in the brain. There are also close ties to artificial intelligence research, in fact, much of the interest in language processing has come from the goals of A.I. to develop computer programs that convert speech into speech and programs that recognize the human voice.

Psycholinguists have classically paid attention to the processes experienced in determining the timing of innate press tasks and reactions, the emergence of a neural process has opened up new research perspectives for psycholinguistics, because it will be possible to look at the mass activity of neurons based on language processing[13].

Brain connections of psycholinguistic processes can complement the results of behavior, and in some cases ... can have direct information about the basis of psycholinguistic processes.

Cognitology is a science that arose at the intersection of various fields of science, and its field of research is defined as "the study of the methods of gathering and applying knowledge." Cognitology (cognitive science) is a science of thinking, the basis of which is linguistics. Undoubtedly, linguistic analysis is a type of cognitive analysis, its manifestation in a certain form. In the second half of the 20th century, the science of cognitive linguistics emerged as a science that seeks answers to questions related to the tools of the "artificial intelligence" system, which arose as a result of the development of information

technologies. This science is also part of the science that deals with human cognitive activity[18]. Cognitive linguistics is a science that studies language as a cultural phenomenon and examines the construction of human knowledge and experience[14]. Cognition, that is, as it covers the activities of receiving, presenting and creating cognitive information (information), these activities undoubtedly use the linguistic reserve and are directly or indirectly connected with the language. In this respect, the ability to know is in harmony with the linguistic ability of a person. In cognitology, the knowledge created as a result of cognitive activity (information stored in human memory, systematized), and the methods of collecting and using them are studied, acquiring and storing knowledge, putting it into practice. It is the source of learning and transmission, and finally the simple language system that forms it is the object of cognitive analysis. Accordingly, if the nature and essence of knowledge and cognition form the basis of this science, and as a subject of study, the properties of language as a general mechanism for creating knowledge, using it, storing it, transmitting it, and processing it can be shown. The object of linguistic research in all directions is the language system, that is, linguistic activity and its product[15].

There are aspects of cognitive linguistics that differ from a number of other directions according to their specific characteristics:

Several stages of this mental analysis (activity in logical-spiritual actions) are listed in a number of sources. According to them, in the activity aimed at mental analysis, a certain object is first separated from other objects. In this, of course, its distinguishing signs are taken into account. Based on the distinguishing signs, an action of comparison with another object is carried out, and an emotional symbol related to this object is formed in the memory. Similarities of this symbol with other symbols in the linguistic memory are sought[16]. At the last stage, an important stage of knowledge of reality is carried out - generalization. All these activities serve to form an understanding of the object. Concept, which is the result of logical activity, generalizes with image and linguistic meaning, and ensures the emergence of the concept studied as the main figure in the branches of cognitive linguistics.

If we turn to examples.

Aspects that can be felt by the sensory organs of a child of primary school age are concentrated in concepts perceived through taste, smell, sound (sound), color, shape and skin.

Conclusion/Recommendations. These aspects grow from specific signs to general properties, because human thinking is designed to be able to associatively perceive the reality of existence together with the things and events in it. Therefore, in the child's mind, the word "soft" is combined with lexemes such as cotton and pillow: the child who encounters these objects once in his life develops the ability to combine the elements of events that will happen in the future under this category. Similarly, let's pay attention to the conceptual basis of the verb "to prick". In nature, there are a number of objects and concepts that sting, bring an unpleasant feeling to the human body, and in some cases cause injury[17]. These are: a needle of a juniper, a needle, a spear (knife, sword), a hedgehog's thorns, a thorn, a flower's nest, a bee's nest, in short, the sum of pointed objects. So, in the child's mind, the spiritual-conceptual relationship with these concepts and the words that name them reaches its gradual improvement during mental development, and as a result, he considers certain events in his life, in conclusions about the scope of his value concepts, as "good and bad", begins to learn to combine into the categories "sweet-bitter", "unpleasant-pleasant", "disgusting-gentle", "indolence-courage", "betrayal-loyalty".

As it is clear from the drawing, all the pleasant and sweet concepts in life are gradually accepted in comparison with these objects - this is proof of the formation of categorized knowledge about real

existence in the child's thinking. In addition, the fact that children are affectionately called by the names of these objects by adults also begins to accelerate the metaphorical practice of the thinking of young children. As a result, they begin to develop the ability to call similar objects by each other's names, in other words, the ability to see metaphorically.

The associations of these objects come into harmony with the conclusions of the organs of cognition, such as color, shape, taste, and smell. As a result, the child begins to perceive pleasant, sweet and sweet concepts in bright colors, and on the contrary, unpleasant and disgusting concepts in dirty and dark colors, symbolizing them in this way.

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