

## THEORETICAL FOUNDATIONS OF THE STUDY OF PERCEPTUAL CATEGORIES IN COGNITIVE LINGUISTICS AND LINGUOCULTUROLOGY

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**Annotation:** The research explores the theoretical foundations of perceptual categories within cognitive linguistics and linguoculturology. It focuses on how language, thought, and consciousness interact in forming human knowledge. The study emphasizes anthropocentrism, highlighting that language reflects what is significant for humans. The work concludes that conceptualization and categorization are essential cognitive processes that shape the perception of sensory experiences such as sight and touch.

**Key words:** Cognitive linguistics, Linguoculturology, Perceptual categories, Concept and conceptualization, Categorization, Anthropocentrism, Cognitive paradigm

**Annotatsiya:** Ushbu tadqiqot kognitiv lingvistika va lingvokulturologiya doirasida idrok kategoriyalarining nazariy asoslarini o'rganishga bag'ishlangan. Unda til, tafakkur va ong o'rtasidagi o'zaro bog'liqlik hamda inson bilimining shakllanishi tahlil qilinadi. Tadqiqotda antropotsentrizm tamoyili asosida til inson uchun muhim bo'lgan ma'nolarni aks ettirishi ta'kidlanadi. Ishda konseptualizatsiya va kategoriyalash jarayonlari sezgi (ko'rish, ushlash) bilan bog'liq idrok shakllanishida muhim rol o'ynashi ko'rsatiladi.

**Kalit so'zlar:** Kognitiv lingvistika, lingvokulturologiya, idrok kategoriyalari, konsept va konseptualizatsiya, kategoriyalash jarayoni, antropotsentrizm, bilimning ifodalanishi.

**Аннотация:** В исследовании рассматриваются теоретические основы перцептивных категорий в рамках когнитивной лингвистики и лингвокультурологии. Основное внимание уделяется взаимодействию языка, мышления и сознания в процессе формирования человеческого знания. Подчеркивается принцип антропоцентризма, согласно которому язык отражает то, что важно для человека. Автор приходит к выводу, что процессы концептуализации и категоризации играют важную роль в формировании восприятия ощущений, таких как зрение и осязание.

### 1.1. Cognitive linguistics and linguoculturology as one of the directions of modern linguistics

Knowledge representation, Language and cognition, Conceptual structure.

Cognitive views or the cognitive paradigm, which emerged in foreign linguistics in the 1970s and in Uzbek linguistics in the 1980s, are developing more rapidly today. Many scientific works have been

published abroad on cognitive grammar (Givon, Langacker , Taylor <sup>1</sup>) and cognitive semantics (Lakoff <sup>2</sup>).

Today, researchers consider the 21st century to be the century of integration of sciences. Interdisciplinary cooperation in elucidating the essence of a particular object is yielding results. The use of such an approach in studying the speech activity of a person, a complex being, also gives good results. After all, human speech is a complex and multifaceted phenomenon, like the person himself. There is no doubt that the cooperation of linguistics in this regard will bear fruit <sup>3</sup>.

Today, in our country, the issue of cognitive paradigm is receiving increasing attention from linguists (DU Ashurova; Sh. Safarov; MTriskulov; MJDjusupov; IASiddiqova; MRGaliyeva; GI Ergasheva; AGYuldashev, etc.).

The sources emphasize that cognitive linguistics is an interdisciplinary science. According to N.N. Boldyrev, there are aspects that fundamentally differ between cognitive linguistics and traditional linguistics. The goal of cognitive linguistics is to delve into the forms of speech structures and describe the relationship between them through understanding language. This is one of the fundamental differences between cognitive linguistics and traditional linguistics.

Nowadays, the reason why the semantics of each language unit is studied from a cognitive aspect is recognized as its connection with communication between people. E. Kubryakova in her research emphasized cognitive views as cognitive-discursive views <sup>4</sup>. The reason why it is called cognitive is that, along with special mental representations, language is also associated with the form of knowledge. The reason why it is called discursive or communicative (related to communication) is that language is studied in the process of speech and speech formation, in the process of discursive activity. Discursive activity involves the expression of human knowledge in linguistic forms or the assimilation of this knowledge from linguistic forms. From the point of view of cognitive-discursive views, the process of communication is considered to be cognitive forms, which are closely related to the structure of knowledge, and through such a process of communication, new knowledge can be transmitted to other people <sup>5</sup>.

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<sup>1</sup> Langacker R. W. Foundations of Cognitive Grammar. Theoretical Prerequisites. Vol. 1. – Stanford , Calif.: Stanford Univ. Press , 1987. – 516 p .

<sup>2</sup>J. Lakoff , M. Johnson . Metaphors We Live By . Moscow, 1990. - P. 387-415)

<sup>3</sup>Khudoyberganova D. Matnning anthropocentric tadqiqi. – Tashkent: Fan, 2013. B.8

<sup>4</sup>( Kubryakova 1997, 1999, 2000, 2004, 2006)

<sup>5</sup> Kubryakova , E.S. Language of space and space of language (towards the formulation of the problem) // Izvestia ANSLYA. No. 3, 1997. P. 24.; Kubryakova E.S. Language and knowledge: On the way to gaining knowledge about language: Parts of speech from a cognitive point of view. The role of language in understanding the world. – Moscow : Languages of Slavic Culture, 2004. P. 406

The term "anthropocentrism" comes from the Greek words "anthropos" - human and Latin "centrum" - center. The main feature of anthropocentrism is the study of what is important for humans and the interpretation of knowledge based on this study by humans (Kubryakova, Pozdnyakova, Boldyrev).

According to A. Vebiskaya, anthropocentrism should be the main and dominant (main) goal in the study of language, since it is necessary not to ignore information that is important for humans in the linguistic picture of existence <sup>6</sup>.

In the words of E.Kubryakova, "Language units, language categories and linguistic elements, although in different ways and to different degrees, reveal the essence of information that is the result of human activity. As a result of these activities carried out for the purpose of knowledge and learning, this information is formed and finds its place in the language <sup>7</sup>. "

Based on the definitions above, it is worth noting that there is a close interrelationship between the elements of the cognitive paradigm - language, thinking, and consciousness.

The form of knowledge and natural categorization processes appear as important elements influencing language forms.

The category of knowledge in the cognitive-discursive paradigm is one of the central categories. In this paradigm, knowledge is understood as a set of information collected in an orderly system. Issues such as types of knowledge and their linguistic manifestation are of great importance in the research of cognitologists (Pankras, Belyayevskaya, Babushkin, Kubryakova, Boldyrev).

Human knowledge is differentiated from each other based on various criteria. In general, knowledge is divided into scientific and non-scientific (ordinary, everyday, life) knowledge. Scientific knowledge, in turn, is divided into natural and humanitarian knowledge. Although ordinary, everyday, that is, life knowledge does not differ in content from scientific knowledge, it differs in many respects <sup>8</sup>.

All knowledge that arises as a result of human speech, thought, and intellectual activity is divided into verbal and nonverbal, or linguistic (knowledge that studies languages, knowledge about languages) and encyclopedic (knowledge about the world).

N. Boldyrev noted that language serves to store or transmit two types of knowledge: encyclopedic knowledge about the world and knowledge about language signs and their categories. <sup>9</sup>.

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<sup>6</sup> Wierzbicka A. Lexicography and conceptual analysis. – Ann Arbor, 1985.

<sup>7</sup> Kubryakova , E.S. Initial stages of the development of cognitivism : linguistics - psychology cognitive science // Questions of Linguistics. - No. 4, 1994. - P. 45

<sup>8</sup> Zalevskaya A.A. Introduction to psycholinguistics. – Moscow : Russian State Humanitarian University, 2000. P. 66

<sup>9</sup> Boldyrev 2005: 21

According to E.Kubryakova, it is correct to divide knowledge into knowledge about language and knowledge about objects, since knowledge about each object can be further improved by comparing it with another. She notes that knowledge about language is a component of knowledge about the world<sup>10</sup>.

Within the cognitive-discursive paradigm, language provides the human mind with various forms of knowledge about the world, and on the basis of this knowledge, a concept is formed, which is considered a unit of mental information. In this research work, we, agreeing with the ideas of R. Leneker, T. Clausner, U. Croft, E. Kubryakova, H. Boldyrev, understand a concept as the main substantive unit of mental representation or a "quantum" that forms knowledge (Langacker, Clausner, Corft, Boldyrev).

In all languages and linguistic cultures, a concept has a universal character. However, the verbalization of the concept has its own national and cultural characteristics.

The concept is based on meaning and image. According to E.Kubryakova, a concept is a mental structure, which is a quantum or a general set of knowledge of various contents and forms. Concepts form the basis of various categories formed in the human mind and serve as a reference point for them. In many cases, the general characteristics of the concept, that is, its lack of a clear internal structure, are noted. Also, in the anthology of concepts, it is stated that "a concept is a national image (idea, symbol) complicated by individual signs".

Sh. Safarov defines this concept as "the image of the object that forms the basis of the concept is sufficiently clear, and the secondary parts, while having an abstract nature, are interconnected around a single basis."<sup>11</sup> explains with the definition.

The term concept has also been explained in detail by A.Abduazizov, N.Mahmudov, Sh.Safarov, D.Ashurova, A.Mamatov, I.Siddikova, M.Galiyeva and other Uzbek scholars. In particular, according to D.Khudoyberganova, a concept is a mental structure, which is at the same time multifaceted and multi-layered, a structure that reflects psychological, cognitive-semantic and linguo-cultural aspects<sup>12</sup>. She considers a concept to be a set of knowledge in our minds about something or a phenomenon in the external or internal world, images about it, and positive, negative, or neutral assessments (attitudes) towards it.<sup>13</sup>

In our opinion, the structure of a concept is of a systemic nature. After all, its systemic properties are necessarily manifested in the process of perception as a structurally complex mental structure.

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<sup>10</sup> Kubryakova E.S. Language and knowledge: On the way to gaining knowledge about language: Parts of speech from a cognitive point of view. The role of language in understanding the world. – M.: Languages of Slavic Culture, 2004. P. 10

<sup>11</sup> Sh. Safarov. Cognitive tilshunoslik. -Jizzakh-2006, -B.17.

<sup>12</sup> D. Khudoyberganova. Matning antropocentric tadqiqi. Tashkent 2013. 13 bet

<sup>13</sup> O. Yusupov. Tilshunoslikdagi yangi yʻnalishlar va ularda islatiladigan ayrim istilolar. Philology masalalari. Tashkent 2011/2-son. 10 bet

Concepts are not rigid structures. Their content in the human mind continues to expand and acquire logical significance under the influence of various forms of knowledge that are received <sup>14</sup>.

For example, the concept of seeing: to see, to look, to perceive, to grasp, to take, to look - these are paradigms that have been formed over centuries.

In cognitive linguistics, the concept of conceptualization refers to the process of forming concepts in the human mind. The conceptualization of the sense of sight refers to the formation of the sense of sight in the mind of a speaker of a language.

The process of conceptualization is closely related to the process of categorization. If the conceptualization of the visual sensation is understood as the content of conceptual classifications in the human mind of the state of vision, then the categorization of the visual sensation refers to the placement of this conceptual classification and the categorization of the visual sensation. In addition, the categorization of the visual sensation refers to the process of formation of a certain conceptual category, that is, the emergence of a specific cognitive model, the form of the concept of the visual sensation.

It is worth noting that the concept of "tactile sense" should be understood as a conceptual space, a place in relation to the conceptual sphere. Sensation requires knowledge about such perceptions as hearing, seeing, feeling, tasting. The sense of touch can be formed not only as a component of the concept of "SENSATION", but also as a component of the concept of "INTELLECTUAL ACTIVITY".

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<sup>14</sup>Boldyrev N.N. Cognitive semantics: a course of lectures on English philology. – Tambov : TSU named after G. R. Derzhavin, 2000. P. 26