



COGNITIVE UNITS OF LANGUAGE IN MODERN RUSSIAN

Saminzhonova Shakhnoza Numanovna

Ferghana State University

Lecturer of the Department of Russian Philology

**Abstract:** Cognitive activity of a person is the subject of research in a number of sciences: philosophy, psychology, linguistics, logic, computer science, etc., and the questions that arise in this case have their roots in ancient philosophy. The founder of gnoseology (the doctrine of cognition) is considered to be the ancient Greek philosopher from Ephesus Heraclitus (c. 544 - 483 BC). Distinguishing between sensory and rational cognition, he believed that cognition begins with the senses, but the truth is comprehended by the mind, for which sensory data must be processed accordingly by him. According to Plato (427-347 BC), a person has innate ideas that his soul absorbed before the birth of the body, and sensory-empirical experience gives only an impetus to their memory. However, he considered speech, reasoning (the logic of questions and answers), which lead to the truth, to be the main means of remembering.

**Keywords and expressions:** linguistics, linguistics, cognitive linguistics, semantics, language, concept, basis, category, method, cognitive units of language.

**The main part.** The principle of the independent existence of ideas and their isolation from the sensory world was criticized by Plato's disciple, the founder of formal logic Aristotle (384 - 322 BC). Rethinking the philosophical views of his teacher, he transfers the theory of knowledge to the position of empiricism, arguing that the essence of things is known through sensations. In his treatise "On the Soul" Aristotle made the first and most fundamental attempt to understand the essence of human intelligence.

Aristotle created the first European theory of abstraction, meaning by this distraction from everything accidental and bringing thoughts to their true and permanent form. Appreciating the generalizing function of the word, Aristotle considered thinking, armed with speech for these purposes, to demonstrate and consolidate knowledge of the general in memory, to be the true subject of generalizations. According to the theory developed by him, a concept is a certain type of comparison, while general concepts are formed by comparison and abstraction. Thus, when comparing any objects, the similar features available in them are distracted (abstracted) and fixed by means of corresponding names of varying degrees of generality, thereby obtaining the content of the concept. Further analysis and comparison of the concepts themselves allow us to obtain even more general concepts. It should be noted that with such a statement, "the word breaks away from a concrete thing, but not from a thing (sensually given as such), and thereby acquires the power of a sign that... we will apply not to the whole thing as a proper name, but to its individual properties, or rather, to the same property of different things (for example, a round apple, a round face, a round wheel, etc.). Thanks to this, language is endowed with the function of generalization."

The traditional views on the formation of concepts, their structure and functioning were thoroughly revised in the XVIII century by the German philosopher Immanuel Kant (1724-1804). In

his constructions, concepts are considered as rules of thinking, according to which the mind arranges and binds the material of sensory experience. Concepts are not the result of abstraction and generalization, but are generated by the deep structures of the intellect, its a priori foundation. The main factor determining the way of cognition here becomes the specificity of the cognizing subject, in which Kant distinguishes two levels: empirical and transcendental. The first refers to the individual psychological characteristics of a person, and the second refers to the supra-individual principle in a person. The variety of sensations generated by the impact of things “by themselves” on a person's sensuality is ordered using a priori forms of contemplation - space and time - and constitutes the subject of perception. However, perception, which is only the first stage of the process of cognition, is subjective in nature, and its transformation into objective (generally meaningful) occurs through another cognitive ability operating with concepts and called reason. The mind performs the function of bringing the diversity of sensory material (organized at the level of perception with the help of a priori forms of contemplation) under the unity of the concept. This is the second stage of knowledge according to Kant. The highest, third stage of the cognitive process - the mind - directs the activity of the mind, setting certain goals for it. “...The ideas of reason (Kant calls them principles) play the highest regulatory role in cognition: they indicate the direction in which the mind should move. The ideas of the mind can be compared to the horizon line, which, although not reachable, gives a person the opportunity to navigate in space, to go correctly to the intended goal.”

Thus, if the traditional theory of abstraction, coming from Aristotle, assumed, as it were, the automatic formation of concepts, based on the fact that the comparability of things is determined by the “evidence” of their properties and differences, then according to Kant, the structure of the concept is determined by the structure of understanding activity. “The Kantian principle of activity in relation to the evaluation of the essence of the concept is manifested in the statement of the position on the purposeful schematism of conceptual thinking. The inclusion of an element of goal-setting in the content of the concept made the concept potentially ready for movement and connection with other concepts that together form a single concept. Thanks to this, the concept ceases to be only an instrument of cognition and acquires the status of a subject.”

### Literature

1. Демьянков В. З. Когнитивная лингвистика как разновидность интерпретационного подхода // Вопросы лингвистики, 1994. № 4. С.17-33.
2. З.Д. Попова, И. А. Стернин "Когнитивная лингвистика" // М.: 1999. С. 137-139.
3. Кубрякова // Текст. Структура и семантика. - М.: 2001. - с. 72 - 81.
4. Ш.Н. Саминжонова Когнитивные Единицы Языка Как Объект Исследования Современного Русского Языка, Miasto Przyszłości 30, 124-125
5. Ш.Н. Саминжонова Изучение природы когнитивной лингвистики: предположения и обязательства, International scientific journal of Biruni 1 (2), 269-273
6. Saminjonova Sh.N. Modern approaches to the study of cognitive units of language // Ta'lim va rivajlanish tahlili ilmiy jurnali. Ташкент, декабрь 2021. - pp. 37-39
7. Numanovna, S. S. (2021). Research of Cognitive Units of Language on an Interdisciplinary Basis. International Journal of Development and Public Policy, 1(4), 24-26.