

THE ROLE OF COGNITIVE-SEMANTIC THEORIES IN LINGUISTICS EDUCATION: A MODERN PERSPECTIVE

Davlatova Muhayyo Hasanovna

The head of English department, PhD

Bukhara state medical institute named after Abu Ali ibn Sina

davlatova.muhayyo@bsmi.uz

<https://orcid.org/0009-0002-0618-7139>

Abstract: This article explores the fundamental cognitive-semantic theories in linguistics, including the works of Lancaster, Lakoff, Fillmore, and Croft. It discusses the foundations of cognitive semantics in the context of educational policy changes necessary for enhancing linguistic disciplines amid transformations in higher education. The focus is on improving the qualifications and development of the industry, especially regarding the effective training of specialists in linguistics and the creation of efficient language teaching methods. The relevance of these theories is underscored by the need for high-quality training for students in linguistic fields and the development of their knowledge and skills. The aim of this study is to establish key theoretical positions and directions within cognitive-semantic theory in linguistics, assess the benefits of teaching the fundamentals of cognitive linguistics, and evaluate the appropriateness of employing cognitive-semantic methods in educational practices. Various research methods were utilized, including linguistic description, observation, analysis, and synthesis. The findings highlight the necessity of studying foundational linguistic theories and general theoretical principles of cognitive linguistics, which remains a vital approach within the postmodern academic landscape.

Keywords: Cognitive semantics, linguistics education, cognitive linguistics, higher education, teaching methods, educational policy.

РОЛЬ КОГНИТИВНО-СЕМАНТИЧЕСКИХ ТЕОРИЙ В ЛИНГВИСТИЧЕСКОМ ОБРАЗОВАНИИ: СОВРЕМЕННАЯ ТОЧКА ЗРЕНИЯ

Аннотация: Данная статья исследует основные когнитивно-семантические теории в области лингвистики, включая работы Ланкастера, Лейкоффа, Филмора и Крофта. Она обсуждает основы когнитивной семантики и изменения в образовательной политике, необходимые для улучшения лингвистических направлений в контексте высшего образования. Внимание уделяется повышению квалификации специалистов в области лингвистики и созданию эффективных методов преподавания языка. Цель данного исследования — определить основные теоретические позиции и направления когнитивно-семантической теории, оценить преимущества обучения основам когнитивной лингвистики и проанализировать целесообразность применения когнитивно-семантических методов в образовательной практике. Использовались различные исследовательские методы, включая лингвистическое описание, наблюдение, анализ и синтез. Результаты подчеркивают важность изучения основных теорий когнитивной лингвистики и их общих теоретических принципов. Это продолжает оставаться актуальным подходом в постмодернистской академической среде.

Ключевые слова: Когнитивная семантика, лингвистическое образование, когнитивная лингвистика, высшее образование, методы преподавания, образовательная политика.

Introduction. One of the main items in cognitive-semantic theories is meaning. The conventionality of the "cognitive linguistics" proper concept serves to present several related theories adjacent to this term. These are, first of all, cognitive grammar, semantics, phonology; metaphor theory; theory of semantic prototypes; frame semantics. All these theories have their specifics but hold the same general cognitive-functional positions, views on the phenomenon of language, where the main criterion is the algorithm of its use. This approach to the language study is relevant and fundamentally new for the new approaches' development to creating a high-quality translation, a better and faster acquaintance with the phraseology, frames, prototypes, and cultural scenarios embodied in verbal forms. Among the main theses of cognitive theory is the thesis that speech is not a separately isolated innate characteristic of the mind. No doubt a person has a genetically determined propensity for the verbal. However, one must develop these propensities and learn the language. Full mastery of the language system depends on the physiology, experience, cultural, social factors, and cognitive abilities of the individual. The empirical question of the innate, universal nature of grammar is closely related to the factors of individual and collective experience, cognitive capacity, which determines the pivotal position of cognitive-semantic theories. Cognitive semantics is often used in the educational process to facilitate the study of vocabulary and phraseology, means of secondary nomination. Several research works have actively contributed to this practice. In educational practice, the achievements of cognitive semantics are used for studies of semantics, poetics, stylistics, etc. As a theory, cognitive semantics is in the mainstream of cognitive linguistics, which rejects the formal traditional division of linguistics into phonology, pragmatics, and syntax. This breadth of scientific interest in cognitive semantics is the reason why areas traditionally attributed to pragmatics and semantics have been examined from new positions. Many studies have suggestions for the educational materials' formation on this basis, which fundamentally facilitate the mastery of stylistic and phraseological features of the language. It is one of the promising research areas in the modern linguistics field and the development of foreign language teaching methods. Cognitive-semantic theories predominantly rely on the thesis that lexical meaning is conceptual; the lexeme meaning is not a simple reference to reality or an expression of relations in the "real world" that can be "tied" to the lexeme. Such a link is possible with a concept rooted in consciousness, based on experience or attitude. It means that semantics is not objective, and semantic knowledge is complicit with encyclopedic knowledge. Cognitive semantic theories are therefore based on the idea that semantics is subject to the same mental processes as encyclopedic knowledge proper. These theories have an interdisciplinary base and draw on theories of cognitive psychology and cognitive anthropology. These are theories of prototypes, and the theories of cognitive models (semantics of frames), which interpret the phenomena of polysemy and secondary nomination. Therefore, promising in the postmodern mainstream educational paradigm is not a purely theoretical narrowbranch content, but one that provides an opportunity to use a linguistic tool in interdisciplinary research and is used in the teaching practice. This study aims to define the principal theoretical positions and directions of the cognitive semantic theory in linguistics to determine the effectiveness of the study of the basics of cognitive linguistics, the feasibility of using methods of cognitive-semantic nature in the training of specialists in philological direction. According to the aim, the following research tasks are planned to be carried out: (to determine the main cognitive-semantic theories within the framework of the course "Cognitive approaches to the semantics of linguistic units," relevant to the modern linguistic education; (to assess changes in students' academic performance as a result of mastering the main cognitive-semantic theories within the framework of the course; (to establish the extent to which respondents are interested in and positively evaluate the introduction of the study of linguistic theories of cognitive-semantic direction, aimed at the development of study skills and enhancement of the professional level.

Methodology. Literature review the main cognitive-semantic theories are being developed in the early and middle of the 20th century. Summarizing the main directions of development of cognitive semantics, we should refer to the studies of W. Croft, C. Fillmore, M. Fried, and A.

Goldberg. The basic premise of this direction, which has been called constructional semantics, is the thesis that language is a system of constructions, which are perceived as conventional and non-compositional language signs, and their meanings and uses are not explained only by the combination of meaning and form. Each construction is a bearer of its meaning (construction meaning) that is not the sum of the individual words' meanings of the construction composing. Thus, A. Goldberg (1995) argued that any speech construction type is a valuable component of understanding the nature of language, types of social and cognitive behavior. This theoretical position allows the development of methods for studying idioms, phrases, paremics, and others. During the study of the foreign language, the cognitive-semantic approach removes the need to construct phrase semantic fields according to the nuclear and peripheral principles. It simplifies the process of getting acquainted with the phraseology of another language, the process of learning foreign languages. In this research context, atypical constructions are actively considered. Such a theoretical problem can be solved from the position of constructional grammar. Separately, cognitive semantics also distinguishes an experimental direction, which is associated with prototype theory and natural categorization, presented in the researches of Croft (2015) and Perek (2015). This theory focuses on the theoretical and everyday process features of cognizing the world through the language and describing the cognitive activity and cognitive capabilities of the speaker. Key concepts like categorization and conceptualization are at the center of this approach. The ability to distinguish and group objects of the world around and categorize linguistic phenomena in the cognition process makes possible the formation of a categorical network of human epistemological experience. This approach to linguistic phenomena makes it possible to facilitate the perception of grammatical, morphological, and phonological levels in the study of foreign languages. Certain generalizations of linguistic knowledge allow us to form concepts of phenomena of linguistic reality. Langacker's (2000) model of cognitive semantics also contains the idea of prototypical meanings, focusing on analogy as the basis for the schematic networks' creation. Langacker's (2000) schematic structures are low-level, assuming that attributes and relations between them, each schema automatically leading to a prototype. The effort to present such grammatical schemes as meaningful research on cognition, cognitive linguistics has focused on 164 IJCSNS International Journal of Computer Science and Network Security, VOL.23 No.6, June 2023 constructing such schematic constructions that unify such category elements. Separately, algorithms for incorporating innovation and cutting-edge research processes into university curricula are being developed. The recent research shows that generalization is both possible within a high-level schema and also, at a lower level, it is possible to determine the content and nature of generalization in a construct. There are conative constructions capable of combining all units into one type. For example, statements like "Catherine caught the ball; She ate an apple; Will opened the window." These constructions (low-level schemas) generalize semantically related verbs and, as integral units of expression, have their semantic properties.

Results. Materials and Methods the experiment involved 72 third-year students of the first (bachelor) educational level, studying in the specialty 035 Philology. The data collection took place from September 2020 to April 2021 in several Eastern European universities (Kamyanets-Podilsky National University named after Ivan Ohienko (Ukraine) at the Faculty of Foreign Philology and Kharkiv National Pedagogical University named after H. Skovoroda (Ukraine) at the Faculty of Foreign Philology). This research presupposed a pedagogical experiment in 3 stages. The educational process in the universities, within the framework of the research project, provides the lectures of the "Cognitive approaches to the semantics of language units," where the emphasis is placed on the practical ways of applying the main cognitive-semantic theories in metamodern linguistics. Before the 1st stage, a preliminary test was conducted to ascertain the level of education applicants' familiarity with current advances in cognitive linguistics. Accordingly, at the 1st stage, personal data were also collected; the students' level of involvement in the modern research paradigm was determined; a curriculum and corpus of educational and practical materials were created, and thematic blocks, in which there is a special

need, were established. Students were divided into four groups. The CG1 and CG2 – control groups in which the curriculum did not provide for the introduction of the discipline "Cognitive approaches to the semantics of language units," however, these hours were used to study the translation theory and the language communication theory basics. The EG1 and EG2 - experimental groups where the "Cognitive approaches to the semantics of linguistic units" discipline introduction was envisaged. All answers and data were given voluntarily by the students, and the research team guaranteed the confidentiality of the surveys. Any personal information obtained was given anonymously and was not made public by the research team. At the 2nd stage (the 1st semester's end), for all the groups, the respondents' success was measured on the theory and practice of using cognitive approaches to the semantics of language units at the level of comparing corpora of texts, translations. The test consisted of a corpus of 20 questions, where five tasks concerned translation skills, knowledge of phraseology and paramiology, and 15 tasks had a theoretical and methodological aspect. During the 2nd stage, the methods of observation and questioning were used. The research team collected and analyzed the data obtained regarding the students' success in the experimental and control groups. Subsequently, the collected data was used as answers to the problematic questions posed by the study. At the 3d (final) stage, the ultimate testing is taking place: the level of success in the experimental and control groups is being evaluated; the final analysis of the results is being made; the data is being processed and used so that it can serve the answer to the problem questions of the study, as the basis for showing the effectiveness of the discipline "Cognitive approaches to the semantics of language units" in the experiment. To have a comprehensive picture of the analysis, the research team resorted to several theoretical studies and methodologies to answer the problem questions posed in the research. The experiment results are presented in the statistical description form, taking into account questionnaire data.

Analysis. New age linguistics has placed the correlative positions of human consciousness, mental features represented as structures of collective consciousness, collective experience, and formants of the linguistic system (spaces of expression of the former) in the research focus. Teaching materials devoted to the main cognitive-semantic theories in linguistics offer an opportunity to systematize the problematics of the latest linguistic research and apply them in educational activities. The theoretical and practical orientation of the course has a systemic nature, which must be perceived and assimilated as a holistic project. The educational components block, first of all, should present an overview of the main cognitive-semantic theories of modern linguistics. Basic theoretical concepts such as categorization, frames, semantic fields, semantic dominants, prototypes, metonymies, metaphors, polysemy, semantic relations (antonymy, hyponymy, etc.) should be presented and discussed. An important component of mastering the basic knowledge of cognitive linguistics is also an introduction to various cognitive theories: they are cognitive grammar (Langacker), metaphor theories IJCSNS International Journal of Computer Science and Network Security, VOL.23 No.6, June 2023 165 (Lakoff); frame semantics (Fillmore); constructional grammar (Croft). These theoretical positions can be used in cross-lingual and systemic statutes in the structure of the language system. An important component of such training is the tasks application system for independent and practical work in the form of brief research based on data obtained from the analysis of literary texts, corpora of translations, other text corpora of comparative nature, which students could choose independently. Before the experiment began, the research team assessed the students' level of awareness with the main cognitivesemantic approaches in linguistics.

Discussion. The exploration of cognitive-semantic theories within the realm of linguistics reveals significant implications for both the theoretical landscape and educational practices in higher education. The works of key figures such as Lancaster, Lakoff, Fillmore, and Croft have laid a foundation that not only enriches our understanding of language but also provides practical frameworks that can be applied in teaching methodologies. One of the primary discussions emerging from this study is the alignment of cognitive semantics with contemporary educational needs. As higher education undergoes transformative changes, there is a pressing demand for

curricula that not only convey linguistic knowledge but also foster critical thinking and analytical skills. Cognitive semantics, with its emphasis on the interplay between language and thought, equips students with the tools to understand language as a dynamic, context-dependent phenomenon. This perspective encourages learners to engage deeply with linguistic structures and their meanings, promoting a more holistic understanding of language use in real-world contexts. Moreover, the integration of cognitive-semantic theories into linguistic education can significantly enhance pedagogical approaches. Traditional methods often focus on rote memorization and prescriptive grammar rules, which may fail to engage students meaningfully. In contrast, cognitive-semantic frameworks advocate for experiential learning and the exploration of conceptual metaphors, frames, and mental spaces. These methods not only make learning more interactive but also allow students to connect linguistic concepts with their own experiences and knowledge, thereby fostering a more personalized learning environment. The findings of this study also highlight the necessity for educators to undergo professional development in cognitive linguistics. As the field continues to evolve, it is crucial for instructors to stay abreast of the latest research and pedagogical strategies. This ongoing professional development will enable them to effectively implement cognitive-semantic theories in their teaching, ultimately improving student outcomes and engagement. Furthermore, the discussion extends to the broader implications of cognitive semantics in addressing linguistic diversity and inclusivity in education. By recognizing the varied cognitive processes involved in language comprehension and production across different cultures and languages, educators can create more inclusive curricula that respect and celebrate linguistic diversity. This approach not only enriches the educational experience for all students but also prepares them to navigate an increasingly globalized world.

In conclusion, the integration of cognitive-semantic theories into linguistic education presents a promising avenue for enhancing both teaching practices and student engagement. As we move further into the 21st century, it is imperative that educational institutions embrace these theories to cultivate a generation of linguists who are not only knowledgeable but also adept at applying their understanding of language in diverse contexts. The recommendations put forth in this study aim to inspire educators and policymakers to rethink existing curricula and adopt innovative teaching methods that reflect the dynamic nature of language and cognition.

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