

SEMANTIC DERIVATION OF THE VERB CONTENTS IN THE COGNITIVE ASPECT

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ABSTRACT

The purpose of this study is to try to consider verbal semantics from the point of view of describing the processes of cognition and generation of speech carried out by the Speaker, i.e. in a cognitive aspect. This approach is relevant for solving applied problems of linguistics, in particular for the methodology of teaching Russian as a foreign language, since it allows to adequately model the process of teaching a foreign language. The novelty of this study lies in the fact that the cognitive process carried out by the Speaker is presented as derivational. Derivation at work is understood extremely broadly, as a process of transition from deep (non-linguistic) structures of representation knowledge to superficial (linguistic).

Keywords: semantics, verbs of speech impact, derivation, polysituation, situation theme.

INTRODUCTION

Interest in the study of communication, discourse, speech activity, as well as the development applied areas of linguistics, such as computational linguistics, linguodidactics, activate the need to study the processes generation and perception of speech, carried out Speaking and Listening. Of particular relevance understanding of the essence of these processes acquires in linguodidactics, namely teaching methods Russian as a foreign language (hereinafter - RFL). Methodological principles of natural (nature-friendly) language learning, when mastering repeats processes in a foreign language mastery of the native language cannot but take into account and, moreover, should be based on knowledge about arrangement of these processes. In this way, an idea of what actions the Speaker consistently performs, learning and nominating objective reality, gives the ability to adequately model the process teaching a foreign language.

Application of these knowledge in the field of linguodidactics gives theoretical basis for the development linguistically competent teaching methods language, which is based on the imitation of the strategy speaker. In our opinion, one of the ways of knowing entities of speech production processes can advocate natural language research in cognitive aspect. Cognitive approach to language gives suggests that beyond the categories linguistic semantics are different, conceptual, categories that represent the result exploration of the world by human knowledge.

In particular, observations of the semantics of a word in cognitive aspect make it possible to find out what content does the speaker mean, when conveying in a particular form specific information and, further, sequentially restore the Speaker's strategy. In modern linguistics, the understanding of cognitive linguistics has been reasonably entrenched as superdeep semantics. As noted by Ch. Fillmore, "the study of semantics is the study of cognitive scenes that are created or activated by utterances" [8, p. 59].

The description of the grammar of the language within the framework of cognitive semantics also receives specific content.

One of the central places in modern semantic research is the study of verbal content in the totality of its lexical and grammatical meanings. In domestic theoretical linguistics, the cognitive approach to the study of verbal semantics continues the traditions of previous areas of the semantic study of the verb (see the works of Yu.D. Apresyan, E.S. Kubryakova, N.D. Arutyunova, E.V. Paducheva, G.I. Kustova, etc.), realizing "the desire for the most complete description

the meaning of the verb" and an attempt to find out "what structures of knowledge are behind it, what information is verbalized when it is brought under the body of such sign, like a verb" [2, p. 84].

The specificity of verbal semantics is the presence of a peculiar script, dynamic scheme, fixing changes in objects over time, i.e. verbs, in addition to the actual actions, also encode knowledge about the objects involved in them. As E.S. Kubryakova, "at the heart of the verbs of motion and action (these most typical representatives verb vocabulary) lies the idea of a changing ratio or position of objects in time and space and the image of a dynamic construct, fixing the successive stages of the shift initial state to another" [3, p. 261].

One of the key characteristics of the verb, according to researcher, is that it has a metonymic nature, which "consists precisely in the fact that in the semantic structure of the verb only one or a few signs from the general scheme are fixed, capable of replacing the idea of the action as a whole" [2, p. 89].

The idea that the verb is connected in the mind of the Speaker with the whole situation and the verb form is a kind of "packaging" for knowledge about this situation is the key to our work [6], where we, considering the "process nominations for a specific denotative situation certain verbal form" [6, p. 68] in

onomasiological aspect, described in detail the levels of existence of the situation: ontological, cognitive, cognitive-linguistic and proper linguistic. In work were considered prototype and situation and are described as basic structures for representing knowledge about a particular situations.

However, in these works the emphasis was made on a static description of levels, as elements of a structure, and not in dynamics, as stages process. Observations of the activities of students in RSL lessons, as well as attempts to theoretically comprehend the problems that arise during teaching RFL prompted us to rethink the essence of the described phenomena and to suggest that there is a need to consider them in the procedural aspect as a sequential transition

The speaker from one level of presentation of the situation to the next. This process is for studying Russian speakers are all the more difficult because they "enter the circle" of a foreign language, that is, the transition from stage to stage becomes multi-stage.

The methodical overcoming of these difficulties cannot be successful without resolving the issue of their nature. We assume that it is possible to explain the difficulties faced by foreign speakers learning Russian (for example, the problem of interference), as well as to find a methodological solution to this problem, if we represent the process of generating speech by the Speaker as derivational.

Since earlier in our studies qualitative differences were found between the content of the levels, this suggested that they should be considered as the result of

derivational process. We understand derivation extremely broadly, as “fundamental and universal way of presenting new base of initial suppositions” [1, p. 65]. In this case - as a transition from the deep structures of knowledge representation to linguistic ones. At the same time, very it is important that in the process of derivation the content levels are changing.

As N.D. Golev, ""given plus new" is a formula for derivational processes and structures in which they objectified. Any new is a continuation, development of the original suppositions or, in the extreme version, the realization of the derivational-motivational potential, the bearer of which is any unit of the language” [1, p. 65]. Similarly, from our point of view, be described not only the linguistic structure, but also the structure of the knowledge representation process in the language:

each level forms a certain image situation, representing the development of the previous level and the basis for the emergence of the following current.

In the work of N.B. Talker's Swan Strategy described from a cognitive point of view way: “he singles out a fragment of reality, observes it, singles out the supporting nodes of this frame, focuses on certain aspects and components, putting them in the communicative focus, giving this or that modality, interpreting the situation in this or that mode. He gives to himself, in one way or another, an account of all these details of the transmitted information, that is, to the level of awareness” [5, p. 26].

Next, the speaker needs to translate the given content into language form. To do this, he turns to what he has (individually conditioned) arsenal of language tools and chooses from it the most suitable form. The adequacy of you boron depends on many factors, both objectively and th and subjective order.

Let us imagine the semantic derivation of the verbal content as a process, as a result which the image of the situation is formed on different levels of presentation.

The ontological level corresponds to the first stage of the Speaker's strategy (“selects a fragment of reality, observes it”). On this stage The speaker identifies a certain real situation in the existential continuum. Watching her allows you to identify its various characteristics that belong to all participants in the activity: subjects, actions, objects, circumstances accompanying it. Further knowledge of these characteristics helps the Speaker isolate a given situation and distinguish it from related or similar ones. From a derivational point of view process, the content of this stage corresponds to the concept of "given". As a rule, any real the situation is a poorly scalable large set of participants, actions and their signs.

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