

EXPRESSION OF PHRASEOLOGICAL UNITS IN COGNITIVE LINGUISTICS

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ABSTRACT

Cognitive linguistics is not limited to the theory of knowledge in philosophy, but connects language with thinking and is a deep scientific study of the psychological, biological and neurophysiological aspects of its formation with social, cultural and linguistic phenomena. researches. Cognitive linguistics deals with concepts and conceptual units in psychology. At the basis of the concept concept lies meaning and image.

Keywords: Cognitive linguistics, cognitology, lexical units, lexical-semantic interpretation, phraseological units.

INTRODUCTION

Cognitive linguistics is a component of the science of cognitology, and it is defined in 1956 as follows: "The search for answers to questions in the observation of the tools of the "artificial intelligence" system that has arisen as a result of the development of information technology." The field of cognitive linguistics in world linguistics is the human mind. and the problem of lexical-semantic interpretation of language units that express feelings related to language is considered one of the most priority directions in the world. Cognitive linguistics is one of the "young" fields of linguistics, and the Russian linguist E.S. Kubryakova wrote that the concept of "cognitive" came from psychology, and it is translated into Russian as "pertaining to knowledge", while A.P. Babushkin noted that "cognitology is a science that arose at the intersection of various fields of science." and it is written that its field of research should be defined as the research of knowledge collection and application methods. American scientists Ronald Langaker and Ray Jackendoff were the cause of its development with their research. Therefore, in the emergence of cognitive linguistics, human consciousness, knowledge of the world, reflection of reality and thinking have a special place.

The basis of cognitive linguistics is a concept, and it was formed as a science in the mid-70s of the 20th century, more precisely, it was officially introduced in 1989 at the International Symposium of Linguists in Germany. Until now, many monographs and research works have been created on cognitive linguistics, although scientific research has been carried out, but the Uzbek language is still one of the most relevant issues. In the first quarter of the 20th century, the philosopher S. In many cognitive sources introduced by Askoldov in 1928, "concept in Latin is conceptus - is defined as "concept".[6]

Another linguist Lyapin says that a concept is a "multidisciplinary idealized form", and Kubryakova says that a concept is a linguistic consciousness that is reflected in the human psyche, represents the image of the whole universe, and is considered an operative meaningful unit of the mental lexicon in memory. . At the same time, Yu.S. Stepanov defined that "the concept is the main unit (cell) of culture in the human psyche. They are the subject of feelings, likes and dislikes, and sometimes conflicts." As can be seen from the above, the cognitive

definition has not yet been given and is in the process of learning. Based on these thoughts, the concept is both general and individual, based on the personal mental world of each person, the concept of the world, feelings, tasks. Analyzing the concept, linguists divide it into different parts. In particular, Stepanov divided the concept structure into 3 parts: a) main (actual) sign; b) additional or passive sign; c) internal form. He notes that the latter sign represents the fundamental component of the concepts currently in use and has little to do with the first form. If we cite the definitions of other scientists: G.G. Slishkin divides the concept different from the above definition into 4 zones, i.e. a) main zone - intrazone and extrazone; additional zone - quasizone and quasiextrazone, Popov and Sternin divided it into two, i.e. nuclear zone and peripheral zone, and it was explained that their interproportionality gives an understanding of the concept structure. In linguistics, the concept is considered as a linguocognitive and linguocultural phenomenon. In order to study the concept, it is necessary to study the worldview, living conditions and mentality, traditions of a certain nation, to determine and analyze the place occupied by that concept.[5]

When learning the translation of phraseological expressions, together with the growth of students' speech, their grammatical and lexical knowledge is also strengthened. In the process of translation, students learn how to translate phraseological expressions in English and Uzbek languages and overcome lexical difficulties in turning them, as well as grammatical differences between Uzbek and English languages.

If we think that the translation of phraseological expressions is not very important, we will make a mistake. Taking into account the strengthening of social and economic relations with many countries, we recognize that the number of foreigners visiting our country is increasing day by day. Therefore, the study and translation of all devices and lexical devices in their languages is becoming popular.

In the process of translation of sentences with the participation of phraseological units, I would recommend simplifying the translation of compound sentences. Because the students' use of translation constructions such as synonyms, textemas, and phrasal verbs creates difficulties in relation to their knowledge levels and experiences.[4]

Therefore, I would personally recommend the simplification method. It is recommended to explain the subtle aspects of syntactic transformation, such as changing the order of words, in order to teach translation from the language to English to the students who studied in Uzbek schools and colleges. Since these English and Uzbek languages belong to different typological groups related to SOV, SVO patterns, these delicate situations should not be overlooked by the readers. It is appropriate for the purpose of working on oral translation in schools or colleges. There are different ideas between teaching a written translator, that is, teaching translation and teaching oral translation. If we pay more attention to the written speech in the written translation, how quickly, synchronously, and consistently the speech can be translated plays an important role in the oral translation. When focusing on oral translation, we would recommend that a number of scientists introduce their classification to students, even partially, so that they can be used correctly in practice. It is good that we mention the possibilities of translation in a consistent format.

1. If there is enough time, in this case, students should create certain situations and prepare them for translation by organizing role-play games.

2. When a break is given, translators understand that they need to use their skills and knowledge and be ready.

3. The possibility of giving a thorough translation is considered. For example, if the translation process imagined by the students is signing an international agreement, then they must have a dictionary and words based on that field at hand. should be a package.

4. It is necessary to consider cases such as clarification, explanation, explanation. Having studied these classifications, the student will gradually, step by step, move to simultaneous translation. Synchronous biographical translation is a bit more complicated, that is, the translator's capabilities are limited.[3]

1. Time constraints, i.e. the need to translate at the same time as the speaker.

2. The lack of a pause creates many difficulties. In any case, the reader should create such a situation for the translation, so that he should be ready for these difficulties.

3. It should be explained that the translator should be ready to get out of any situation easily due to the lack of opportunity to translate carefully.

4. The lack of opportunity to ask again, to clarify, encourages the translator to think quickly and listen carefully.

5. We would have recommended to thoroughly explain the responsibilities of both listening and translating, as well as being ready for the situation. It is not surprising that preparing students for translation in general is beneficial.[2]

Of course, I don't think that all students actively participate in this. Some of them can give written, coherent, oral translation, but I think that only talented children can do simultaneous oral translation. In this case, if we think about what should be paid attention to in the translation of archaic words, it is clear that we should use more written translation in such translations.

Therefore, it is necessary to master the methodology of teaching a number of written speech components. First, students should learn phraseological expressions by heart.

Earlier, grammar and phonetics were studied in parallel with the lexicon and not related to it. The integral connection of the lexicon with grammar and phonetics is one of the most important progressive principles of modern methodology.[1]

In addition to the general features of the lexicon as a language material, there are also specific features of the studied vocabulary. When learning the dictionary of phraseological units, the characteristic feature of the English lexicon is its polysemy and homonymy. The methodology of teaching vocabulary should be characterized by concrete terms. A well-constructed educational dictionary is a necessary guide for the teacher. As an example, we can cite the "Cambridge Advanced Learner's Dictionary". first, only those who need to be mastered are selected. Many phraseological units originate from internationally accepted words. Therefore, it is better for them to learn, as we have said before, as we recommend to teach phraseological units. When teaching words, it is necessary to create a methodological typology of the lexicon. This is done as follows:

1. Identifying difficulties specific to certain words, i.e. related to phraseological expressions.

2. It is necessary to find out the difficulties caused by the interference between the words of the studied language and the words of the mother tongue. It is necessary to do exercises to remember the words firmly.

In addition to the task of developing speech in a foreign language, teaching vocabulary should be educational in nature. It is important to better define the concepts known to students in their mother tongue.

Our second challenge is mastering grammar. We need to know how to choose the grammar minimum for high school. Examples of this are synonymous substitutions, i.e. replacement of compound sentences with simple sentences, adaptation, antonymic and synonymous transformations. The reason why we only give examples of simplification is because our translation methods are intended for schools and colleges.

CONCLUSION

Grammar is intended for students with minimum grammar. It is recommended to consider the most important conditions for the formation of active grammar skills in students. Based on this situation, taking into account some of our recommendations, we consider it useful to teach the translation of phraseological units in schools and colleges.

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