

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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SCIENCEPROBLEMS.UZ

ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ S/7 (3)-2023

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлари бўйича фалсафа доктори (PhD), Тошкент давлат юридик университети.

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги

педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодири Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com

Телеграм канал: https://t.me/scienceproblems_uz

МУНДАРИЖА

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- Холлиев Азизбек Гўзалович*
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10.00.00-Филология фанлари

Norqobilov Sanjar Rahmat o'g'li
Termiz Davlat Pedagogika Instituti, stajyor-o'qituvchi
sanjarn811@gmail.com

KOGNITIV LINGVISTIKA FANINI TAQQOSLASHNING UMUMIY TENDENSIYALARI

Annotatsiya. Maqolada qiyosiy tilshunoslik va kognitiv fanlar rivojlanishining asosiy yo'nalishlari ko'rib chiqiladi; ushbu yo'nalishni shakllantirish uchun zarur shart-sharoitlarni tahlil qilindi va uni yanada rivojlantirish istiqbollari va vazifalarini belgilandi. Muallif qiyosiy tilshunoslik tadqiqotlari ikki tilli leksikografiya uchun yangi ufqlar ochishini, xususan, lug'atning yangi turini lug'at modelini yaratishga urg'u bergan. Umumiy va qiyosiy tilshunoslikning nazariy va uslubiy asoslarini faol rivojlantirish maqolaning asosiy qismini tashkil etadi. Maqolada tilshunoslik-madaniyatshunoslik, pragmatik tilshunoslik va lingvistik didaktika kognitiv tilshunoslikning ko'plab qoidalarini nazariy tushunish uchun asos yaratildi.

Kalit so'zlar: Kognitiv tilshunoslik, kognitiv fan, qiyosiy tilshunoslik, konseptualizm, etnokognitiv semantika.

Norqobilov Sanjar Rakhmat ugli
Trainee-teacher, Termez State Pedagogical Institute

GENERAL TRENDS IN COMPARISON LINGUISTIC COGNITIVE SCIENCE

Abstract. The article examines the main trends in the development of comparative linguistics and cognitive sciences; analyzes prerequisites for the formation of this direction and determines the prospects and tasks for its further development. The authors emphasize comparative linguocognitive studies open new horizons for bilingual lexicography, in particular for the creation of a vocabulary model a new kind of dictionary. Active development of the theoretical and methodological foundations of general and comparative linguistics. Linguistic-cultural studies, pragmatic linguistics and linguistic didactics created a basis for theoretical understanding many rules of cognitive linguistics.

Keywords: Cognitive linguistics, cognitive science, comparative linguistics, conceptualization, ethno-cognitive semantics.

Норқобилов Санжар Рахмат угли
Стажер-преподаватель, Термезский государственный
педагогический институт

ОБЩИЕ ТЕНДЕНЦИИ СРАВНИТЕЛЬНОГО ЛИНГВИСТИЧЕСКАЯ КОГНИТИВНАЯ НАУКА

Аннотация. В статье рассматриваются основные тенденции развития сравнительного языкознания и когнитивных наук; анализирует предпосылки формирования этого направления и определяет перспективы и задачи его дальнейшего развития. Авторы подчеркивают, что

сопоставительные лингвокогнитивные исследования открывают новые горизонты для двуязычной лексикографии, в частности для создания словарной модели словаря нового типа. Активное развитие теоретических и методологических основ общего и сравнительного языкознания. Лингвокультурологическое исследование, прагматическая лингвистика и лингводидактика создали основу для теоретического понимания многих правил когнитивной лингвистики.

Ключевые слова: Когнитивная лингвистика, когнитивная наука, сравнительное языкознание, концептуализация, этнокогнитивная семантика.

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Introduction. Comparative linguistic, a cognitive science, owes its formation to the two scientific disciplines: cognitive linguistics and contrastive comparative linguistics. The first one, though it does have century-old mentallinguistic prehistory, is on the stage of rapid scientific research now in terms of a new categorical-conceptual context; the other, having been for many years in a state of stable dynamics, has also entered a phase of intensive development. This is due to the fact that global humanitarian science, in general, is experiencing an anthropocentric attraction that cannot do without such fundamental categories for linguistic, cognitive science as linguistic consciousness, the mentality of the people and culture. Identification of these categories, in its turn, requires the proper linguistic way of explication, description and linguocultural interpretation. Thus, comparison of the speech material in order to identify general and specific semantics of the compared languages is viewed through the prism of the spiritual values, mentality and ethnic culture represented in it [1, 35-36pp].

Comparative semantics of the post-Soviet period of the science of language has proved to be especially popular for several reasons: a) there is an increasing interest in the ethnolinguistic identification of selfdetermined peoples; b) the formation of a new Eurasian space stimulates the development of inter-ethnic relations, cultural and economic contacts between peoples, and provokes an increasing interest for a cultural and cognitive understanding of a linguistic picture of the world, which is “an image, produced by the centuries- old experience of the people and carried out by means of linguistic nominations, of all that exists as an integral and multi-part world...” [2, 74pp]. The problem is also complicated by the lack of fruitful methodology for the linguo-cognitive description of the essence of semantic universals and semantic municipalities for the purpose of their structural adaptation to the tasks of comparative linguistic, cognitive science. The question is that traditionally in the epicentre of comparative linguistics, there were external means of linguistic content. The internal and informative side of linguistic units, especially their cognitivesemantic essence, has, in fact, remained unexplored [3, 47-71pp]. For cognitive linguistics of particular importance is the comparative study of an ethnocultural component of language and speech semantics. Such studies are able to reveal the previously unknown facts about the organization of conceptual sphere of the compared languages and mentality of both peoples. Finally, comparative linguocognitive studies open up new horizons for bilingual lexicography, to create a model of a new type dictionary – one of a cognitive and pragmatic nature [4, 122pp].

Literature analysis and methodology. The theoretical basis for the creation of comparative linguo-cognitive studies is represented in the works of scientists that deal with issues of language category, reflecting ethnolinguistic pictures of the world [5, 76pp]. Focusing on the modelling and interpretation of a naive view of the world in the process of human cognitive activities, scientists have created a theoretical background for the emergence of

comparative linguistic, cognitive science. The novelty of the proposed cognitive-linguistic problems has identified prospects for further research in the field of contrastive linguistics. According to E. D. Suleimenova, "...cognitive interpretation of language knowledge shows a new approach to the problem of comparing languages and interpreting meanings as a cognitive-invariant rationale for comparing languages, clarifying the concept "linguistic view of the world" of a bilingual, analyzing the forms of objectivity of language knowledge" [6, 98pp].

Since any cognitive-typological research is designed at identifying topics of axiological content of ethnolinguistic conscience in the language semantics [7, 343pp], the grounds for comparison shall include cognitive categories in their axiological projection of comparative languages rather than semantic and conceptual categories within the linguistic typology.

Mechanisms for verbalization of ethnocultural concepts, particularly metaphorical and metonymical modelling of ethnocultural concepts that determine the axiological nature of ethnolinguistic worldview, is a subject of comparative linguistic, cognitive science. It is important for comparative linguistic, cognitive science because concepts such as operating units of ethnocultural memory, images of mental lexicon focused on fragments of personal life experience, promote the interpretation and generalization of knowledge significant for this ethnic group acquired during the personal emotional upheaval, impressions, observations and practical steps.

As we see, words, idioms, phrases, paremias and texts representing certain elements of the linguistic view of the world (concepts, frames, scripts, etc.) in compared ethnolinguistic systems, are units of comparative linguistic, cognitive science.

The goal of comparative linguistic, cognitive research is (a) to identify and describe the complete composition of linguistic units objectifying linguistic view of the world or its fragments, and (b) to identify by means of comparative analysis the notorious ethno-cultural component in the semantics of these units. To achieve the goals, it is necessary to have:

a) Modelling of the semantic content of the cognitive structures studied and, above all, ethnocultural concepts of both global mental and axiological units in their ethnocultural singularity;

b) Explication of the semantic content of an ethnocultural concept as a unit of the conceptual sphere of each compared linguistic culture;

c) Systematic understanding of the fragments of linguistic culture (thematic, semantic, lexical and phraseological, and syntactic fields) that are used in each of the compared languages to verbalize, first of all, basic ethnocultural concepts – the main design tools in modelling ethnolinguistic pictures of the world.

Important methods of the comparative study of languages include methods for establishing the basis for comparison and comparative interpretation. The basis for comparison is identified by means of linguistic and feature comparison. One of the compared languages serves as the basis for linguistic comparison. Objectives of the study or the level of the study of compared languages determine the choice of a language as a basis for comparative study. Attributes and properties of the object or phenomenon, projecting components of relevant units of one or another language serve as the basis for feature comparison.

The cognitive-comparative method includes:

- a) Distribution of denotative units of primary, secondary and indirect-derivative nomination; comparative analysis of their semantic structure with elements of component analysis;
- b) Modelling a semantic concept of a word based on elementary meanings identified by component analysis;
- c) Linguistic combinatorics to determine the ratio of semantic elements among the intentional and the implicational of compared linguistic signs;
- d) Modelling a value-semantic content of the concept, verbalized by units of compared languages;
- e) Cognitive-cultural interpretation.

Thus, the study of the sphere of concepts of the ethnic group in its relation to contacting linguistic culture is a task that would help overcome many problems. The main problems are as follows: a) determining the mental area of the nation; b) identifying value priorities of the people, the carrier of the language; c) searching and exploring ways of the conjugation of different people for political, economic and cultural purposes. Since these concepts bear characteristics of relevant linguistic cultures, they reflect the continuous dynamics and ruggedness of the national worldview, differences in social practices and spiritual activity of the society. The history of the development of linguistic, philosophical thought reflects the stages of linguistic categorization of the world in the minds of all people regardless of their nationality and mental belonging. This once again confirms the thesis of the need to go beyond the strictly comparative-linguistic research towards related subjects: linguistic philosophy, the psychology of nations, cognitive, cultural studies and religious studies that help identify ideological aspects of verbalization of the worldview since ancient times, by determining the distinctive flavour of the sphere of concepts of each of the compared languages.

Results. Tendencies in the development of typological studies in Russia and Kazakhstan demonstrate a still unemployed potential of comparative linguocognitive studies. It goes without saying that the scientific-theoretical and methodological work done in this framework is significant. The use of the available achievements in science as well as theoretical and practical results and their integration into cognitive linguistics will help formulate the prospects for further research in this area.

However, we cannot accept the fact that some (ambiguous, causing some criticism on the part of scientists and researchers in this field) trends, characteristic of the condition and development of cognitive linguistics in general, are reflected in the formation and development of the area under consideration.

In the works written within the framework of comparative linguo-cognitive studies, there are differences in the interpretation of the concept, in the criteria for distinguishing it from other conceptual categories; there is uncertainty in defining objects of analysis and diversity in choosing methods of analysis. All this, of course, leads to a certain unsystematic character of comparative studies, to the impossibility of a productive use of their results in applied studies – in teaching comparable languages both native and foreign, in lexicography, translation, etc.

Discussion. Similar problems have repeatedly been noted in review articles and reviews of individual collections and monographs. For example, A. E. Levitsky, in the preface to the book “Linguo-Concept Studies: Promising Areas” [8, 454pp] observes that:

Pursuit of analysis of individual concepts within clearly defined patterns leads to dominance in conceptology studios of an inventory approach that outshines the backbone links, which are important not only for understanding mechanisms of interaction of concepts, but also for understanding the dynamics of conceptual picture of the world as a whole and its separate areas, sections or in its different dimensions, including the imagery. Undoubtedly we still throw over the world a conceptual net, but the surface of this world increasingly resembles a rolling sea rather than a steppe plain.

In linguo-cognitive studies as in a relatively young science, which aims at creating its own meta-language, studies and descriptions of the interaction of language, culture, mentality, and many of the concepts are still not fully defined. For example, differences in the definition of the concept are related to the fact that the concept is the subject of analysis of the two rapidly developing areas of today – linguocognitive studies and linguo-cultural linguistics. Such “logical paradoxes” and “sore spots”, often conditioned by “growing pains” are noted by S. G. Vorkachev [9, 64-74pp], I. A. Sternin and other well-known researchers.

Conclusion. All of the above makes us consider a number of important issues, among which the most important are:

- The development of methodological foundations of comparative linguistic cognitive studies;

- The search for effective linguistic-cognitive methods (and / or approaches) of ethno-cultural study of concepts in language systems and texts compared;

- The work on the definition of the concept applicable to comparative studies and the development of a typology of concepts that takes into account their ontological and functional-pragmatic variety. We mean creating such an approach to the understanding of concepts, which gives an equal consideration to all phenomena and their interrelation, which becomes one of the central problems of comparative linguocognitive studies and linguo-cultural studies.

As a prospect of typological linguo-cognitive studies we see the problem of ethno-linguocultural structuring of concept spheres of the languages compared.

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scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).