

Linguo-Cognitive Aspects of Idioms in English

Muhitdinov Dilshod Tohirovich

Department of English Applied Subjects 1, English Faculty 1,
Uzbekistan State World Languages University

ABSTRACT

The article deals with linguo-cognitive aspects of idioms in English language. Idioms are the significant element of the English language. Being culturally conditioned, these units reflect the features of conceptualization native speakers of the language of the world. The possibility of teaching the phraseological level of English on a linguistic-cognitive basis within the framework of a communicative-cognitive approach is justified. The significance and prospects of a communicative-cognitive approach to teaching English in current educational realities are substantiated.

KEYWORDS: *communicative approach, educational process, linguo-cognitive aspects, conceptualization, native speakers, linguistic-cognitive basis.*

At the present stage of development of linguodidactics, the communicative approach to teaching foreign languages is becoming a solid foundation for the educational process. At the same time, in contrast to the early stages of the introduction of communicative foreign language education in the 70–80s. XX century, when the communicative aspect of such learning often took hypertrophied forms, actually replacing the systematic consideration of the language being studied and, in particular, its grammar [1, p. 10], and also did not pay due attention to the individual cognitive styles of students, today such training is becoming more balanced. Such a balance is manifested in due attention to the communicative, cognitive, and cultural aspects of foreign language learning. Nevertheless, speaking about the features of modern foreign language education, I.L. Beam emphasizes that often, nevertheless, “there is an unjustified opposition between the communicative and cognitive approaches: the latter turns out to be included in the former and subordinate to it”, while within the framework of communicative foreign language teaching it is very important “that students simultaneously form a system of language in their minds” [2, p. 10-11].

Here it should be noted that today the teaching of phraseological units in the English language is often given insufficient attention, and it is built on the residual principle. This can be explained both by objective factors, such as the well-known laboriousness of such training, the parameters of the frequency of phraseological units, the need to cover a wide range of them and explain their meaning, cultural and historical background and features of functioning in the structure of a communicative act, and the shortcomings of a particular linguistic theory underlying the basis of such training. Nevertheless, it should be recognized that without due attention to this aspect of linguistic culture, we lose a significant part of the examples of the imagery of thinking of native speakers, the features of the generation and functioning of culturally colored concepts, which are an important element of the national concept sphere.

In turn, when using cognitive linguistics as a linguistic foundation for teaching English, the value of phraseological units becomes obvious as the most illustrative examples for analyzing the features of generating meanings, as well as the cognitive mechanisms underlying their formation (for example, conceptual metaphor, metonymy, profiling and etc.). In other words, by changing the linguistic foundation on which the teaching of English grammar and vocabulary is built, we also discover the increased value of such language elements as phraseological constructions. Being maximally figurative in their essence, they become the most striking examples of the peculiarities of the conceptualization of reality by native speakers, on the one hand, and a reflection of the cultural aspect of the language, on the other. From the standpoint of cognitive linguistics, conceptualization is one of the key processes of describing and explaining the world around us. It is closely connected not only with the personal characteristics of a person and his experience of interaction with the outside world, on the basis of which meanings are formed, but also with his previous experience, conditioned by the cultural environment [1 p. 79-80]. It should be noted that, from the point of view of cognitive science, language and its levels (lexical, morphological, and syntactic) are not considered as an autonomous structure. Here the language appears as a symbolic entity, inseparable from the cognitive structures in the mind of the speaker, who uses it as a tool for describing and cognizing reality. The levels mentioned above also form an inseparable whole both with each other and with the conceptual system of the person using them, which occurs not without the influence of the extralinguistic context. Moreover, according to this view, linguistic meaning and extralinguistic context are considered to be an inseparable whole [1, p. 80].

Thus, using the data of cognitive science makes it possible to understand that teaching a language in general and phraseology, in particular, should not be reduced only to the transfer of information about language units. On the contrary, such an educational process should include both extra linguistic and cultural contexts, as well as an understanding of the peculiarities of human mental activity. Only in this case can we talk about a comprehensive and comprehensive teaching of a foreign language and its phraseological side. Cognitive science postulates that at the very basis of human thinking are mechanisms based on the use of literal and figurative meaning [1]. With regard to the phraseological side of the language, one of the most frequent manifestations of such a cognitive feature of human consciousness is the conceptual metaphor, which has already been discussed above. The analysis of this phenomenon makes it possible to understand the culturally conditioned conceptualization of reality by native speakers, because with the help of it a person tries to describe an abstract experience through its similarity to the sensual, felt. Considering phraseological means, one can most clearly

detect a wide range of cognitive mechanisms underlying the formation of the corresponding meanings and analyze the features of their functioning. Such an analysis is important not only for understanding the essence of the linguistic phenomenon under consideration, but also has a certain didactic potential, since it provides for the possibility of independent work of students with linguistic material, tracing the features of phraseological units in their relationship with other aspects of the language, on the one hand, and analyzing cognitive mechanisms and mental structures that reveal the features of the worldview, worldview and conceptualization of reality by the carriers of the considered linguoculture, on the other hand. By organizing the work in this way, we open up the opportunity for students to form the basic skills of research work without interrupting their foreign language classes, which becomes especially important in the current educational realities [3, p. 41].

Building student learning with an emphasis not so much on the description as on the explanation of linguistic phenomena, in our case phraseological units, based on the principles of cognitive linguistics (primarily, taking into account the peculiarities of the cognitive mechanisms for the formation of the meanings of idioms that determine the choice of appropriate linguistic means), we give students the opportunity to consider the phenomenon of interest to us in all its diversity, to obtain systematized, rather than disparate knowledge based on a visual explanation through visualization and schematization of the studied phenomena, as well as cognitive mechanisms responsible for the implementation of the corresponding meanings. Thus, information is presented in a visual, well-remembered and already ordered form, better accessible to students.

The teacher can also apply the principles of teaching a foreign language, described in the studies of M. Giovanelli, connecting a number of channels for perceiving information (visual, tactile, kinesthetic) when students work in groups (communicative situations, role-playing games, sketches), in full accordance with the communicative nature similar training. The importance of using the maximum number of channels for perceiving and transmitting information is dictated, on the one hand, by the communicative-cognitive nature of such lessons, recognizing the importance of taking into account the individual cognitive styles of students, and on the other hand, by the very feature of foreign language teaching, due to the specifics of the interaction of native and foreign languages and thinking. Being presented in this way and consolidated in practice by work in groups, the information is reliably remembered by students and easily activated in memory for later use, since such a teaching involves the entire complex of channels of sensory perception, and the situations associated with the expressions of interest to us are played by the students themselves, becoming not just abstract information that needs to be memorized, but part of their own experience experienced in the classroom. It should also be noted that the data obtained in the framework of the cognitive sciences indicate that in the process of learning a second language, newly acquired linguistic knowledge begins to compete with those related to the native language [3, p. 85; 27, p. 6-9]. Speaking about the features of the use of cognitive linguistics in the framework of foreign language teaching, W. Tyler expresses the opinion that mastering a second language as a

system turns out to be a more difficult process than mastering the first, since the corresponding mental structures, such as concepts, categories, schemes, are already in connection with native language and become conditioned by it [1, p. 85-86].

In other words, the categories and constructions of the second language are in "direct competition with those related to the students' native language, thus expressing alternative ways of interpreting the same reality" [2, p. 111-112]. This translates into attempts to transfer both the features of the functioning of language units from the native language to a foreign language, and their interpretations based on knowledge of the native language, which, in turn, results in interference. To successfully overcome such interference, it is necessary, firstly, to form students' understanding of the language as a system connected with the world around us and conditioned by human mental activity, and secondly, such a presentation of the material that would allow students to securely and permanently fix the received knowledge. That is why both the communicative and cognitive aspects of teaching a foreign language are important. The communicative nature of the classes allows students to get an emotionally and socially significant experience of interacting with others in the language being studied, and the cognitive nature of such training, taking into account the individual styles of students, gives them the opportunity to integrate the acquired knowledge into a single and holistic system of understanding the language.

In turn, it is cognitive linguistics that becomes a solid basis for such training, since it has a high explicative potential in a number of difficult cases that are inaccessible to rational understanding from the standpoint of traditional linguistics, and allows students to realize the close relationship between language and thinking. Moreover, such a level of language as phraseological, which often does not receive proper coverage within the framework of foreign language education, built on the basis of traditional linguistics, increases its importance in the structure of teaching English on a linguocognitive basis, since it actually turns out to be closest to the "mental language" and becomes its most striking refraction in the language. In addition, having a cultural coloring, phraseological units make it possible to illustrate the features of the conceptualization of reality by the carriers of the corresponding linguistic culture.

Thus, it seems that the communicative-cognitive approach to foreign language learning, built precisely on the foundation of cognitive linguistics, is becoming the most promising in the current educational realities.

Reference

- [1] Druzhinin A.S., Polyakov O.G. Cognitive modeling of the semantics of subjunctive mood (on the example of the English verb WOULD) // Language and culture. 2019. No. 45. P. 44-63. 9.
- [2] Motov S.V. Linguistic and cognitive foundations of teaching a foreign language // Bulletin of the Tambov University. Series: Humanities. Tambov, 2018. T. 23. No. 175. P. 37-44.
- [3] Shamov A.N. The cognitive paradigm in teaching the lexical side of foreign language. N. Novgorod: Publishing House of NGLU, 2009. 242 p.