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Gulshan NASRULLAYEVA

**AN ANTHROPOCENTRIC METAPHOR IN THE SYSTEM
OF A LINGUISTIC WORLD PICTURE**

Мақолада ҳар қандай тилда борлиқ ўзига хос кўринишда намоён бўлиши инсон перцептив хусусиятларининг миллий ва этник хосланганлиги билан белгиланади. Шу боисдан оламнинг онгдаги лисоний манзарасини фото эмас, балки чизилган расм тарзида тушунмоқ ва қабул қилмоқ лозим. Демак, оламнинг лисоний манзараси нисбийлик қонунияти билан баҳоланади. Миллий типнинг дунёқараши, тасавури, билими, жараёндаги ҳолати, хусусияти, мақсади ва нуқтаи назари ҳам намоён бўлади. Ижтимоий-гуманитар фанлар тизимида, хусусан, тилшуносликда турли-туман парадигма, йўналиш, оқим ва тенденциялар кучайди. Бу ижтимоий ҳаётдаги глобаллашув суръатини кескин жадаллашганлиги, фанлараро интеграциянинг кучайиб бораётганлиги, ахборот коммуникация технологияларининг бемисл ривожланиши билан боғлиқ илмий-техникавий алоқаларнинг муттасил ошиб бораётганлиги билан белгиланади. Когнитив ёндашув ана шундай интеграцион жараёнларнинг маҳсули бўлиб, инсоннинг метафорик қобилияти унинг сезги аъзоларининг муштараклиги ривожланганлиги билан боғлиқлигини ҳисобга олганда сезги аъзоларининг муштарак ҳаракатига интеллектуал қобилият етакчилик қилади. Интеллектуал қобилият эса бошқалар англамаган, кўра олмаган ҳодисаларни кўра олиш, қиёслаш, ўхшашликни топа билиш, фарқларни аниқлай олиш ва баҳолаш имконини беради.

Калит сўзлар: перцептив, лисон, парадигма, йўналиш, оқим, тенденция, глобаллашув, когнитив, метафорик қобилият, интеллектуал қобилият.

В статье описывается существование конкретного человека на любом языке, определяется национально-этнические особенности восприятия человека. Следовательно, языковая сцена во вселенной должна быть понята и принята не как фотография, а как рисунок. Таким образом, объективный взгляд на вселенную оценивается по закону относительности, в том числе, понятие национального типа, его концепция, его знание, его статус, характер, цель и положение.

Различные парадигмы, тенденции, направления и поток растет в социальных и гуманитарных науках, особенно в лингвистике. Это определяется ускоряющимися темпами глобализации в социальной жизни, усилением междисциплинарной интеграции и неуклонным ростом научно-технических связей, связанных с рациональным развитием информационных и коммуникационных технологий. Когнитивный подход является результатом таких интеграционных процессов, и, учитывая метафорическую способность человека быть связанным с развитием здравого смысла органов чувств, интеллектуальный потенциал органов чувств является доминирующим. Интеллектуальные способности позволяют другим понимать, видеть, анализировать и оценивать различия.

Ключевые слова: перцептив, язык, парадигма, направление, поток, тенденция, глобализация, когнитивные, метафорические способности, интеллектуальные способности.

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The article describes the existence of a particular person in any language, defines the national-ethnic characteristics of a person's perception. Consequently, the language scene in the universe must be understood and accepted not as a photograph, but as a drawing. Thus, an objective view of the universe is estimated according to the law of relativity. The concept of the national type, its concept, its knowledge, its status, character, purpose and position.

The various paradigms, trends, directions, and flow are growing in the social and human sciences, especially in linguistics. This is determined by the accelerating pace of globalization in social life, the strengthening of interdisciplinary integration and the steady growth of scientific and technical ties related to the rational development of information and communication technologies. The cognitive approach is the result of such integration processes, and given the metaphorical ability of a person to be associated with the development of common sense of the senses, the intellectual potential of the senses is dominant. Intellectual abilities allow others to understand, see, analyze and evaluate differences.

Key words: *perceptual, language, paradigm, direction, flow, trend, globalization, cognitive, metaphorical abilities, intellectual abilities.*

The study of a metaphorical research has a long historical development, such as linguistics, each time it discovers its new dimensions based on social needs, it continues its essence. The development of science and continuous improvement are consistent with these trends. This shows that, on the one hand, the level of human learning is consistent with the complexity of the source of education, and on the other hand, with the principles of integrity, continuity in the development of science. Thus, the inclusion of the "China Wall" in scientific paradigms and a comparison of the achievements of the period with absolute standards proves the absence of scientific tolerance in relationships. Indeed, "they say: there is always a balance of time, oh, what is right, this great truth" (A. Oripov).

From this point of view, it is clear that linguistic phenomena, in particular the interpretation of metaphorical meanings, should be carried out using evolutionary principles and support. Today, growing cognitive principles in language learning, including metaphorical events, are primarily due to the cognitive behavior of the main perspectives of existing research, as well as the cognitive approach of "classical" linguists in order to avoid language principles.

Today, along with other disciplines, there are paradigms and tendencies in social and humanitarian disciplines, as well as in linguistics, since a linguist can be considered not a linguist, but imagines using cognitive science, a linguistic culturologist, a pragmalinguist.

As an outstanding lecturer of modern linguistics Kubryakova noted, at the current stages of linguistics, paradigmatic possibilities such as expansionism, functionalism and anthropocentrism must be taken into account in order to determine its specific value in the appearance of the language [Kubryakova E., 1995; 200-227.]. Cognitive linguistics can also be included in the expansive directions highlighted by the scholars.

The formation of cognitive linguistics ends in the late 80s of the last century. It is often associated with a symposium organized by Reis Dirven in 1989 and the International Cognitive Linguistic Association (IKLA) established in Luxembourg. It is said that his coming is connected with a new understanding of

the language and the need to exaggerate its spiritual and intellectual aspect. The focus is on the active involvement of the language in the process of communication, which includes the adoption of the language, its creation and transmission, the formation of information, the design and improvement of information, and in general the transfer and adoption of comprehensive knowledge.

No matter how young, the cognitive approach has shaped new trends in a short time. Cognitive grammar, cognitive phonetics, cognitive lexicology. Moreover, cognitive linguistics is connected with the semantic structure of linguistics, the field of prototypical complexity, conceptual semantics and female semantics are widely spread [Khudaiberganova D., 1915; 13–31.]

Categorization, conceptualization, linguistic images of the world have become widely known. At the same time, because of its appearance in the sciences, they also studied the problems of two independent sciences, and sometimes there is no interdependence between them. This is a very difficult case for cognitive linguists [A brief dictionary of cognitive terms, M., 1966; 26-27.].

It is known that in every language everything exists in its own style and character. This is a national identity, national perception, national hearing. The appearance of the beam in the mind should not be viewed as a painting, but as an example of the art of painting. In this figure, the views of individuals belonging to the national class, based on observation of the existence, knowledge acquired as a result of observation or experience gained as a result, are reflected in the state and nature of the process. In this regard, it can be said that the problem of linguocognit is knowledge, imagination, language structure.

Some see the nature and essence of knowledge as part of a cognitive linguistic educational object. This is not a merger. Knowledge is a mental process. The process is not a cognitive vocabulary. He explores the structure and content of knowledge that is the product of the learning process. In this respect, it differs from cognitive psychology and can be considered as relative independence. From this point of view, one can say “to study the conceptual structure of knowledge in the process of imagination, the structure of various types of knowledge, the way of creating and adopting speech” [A brief dictionary of cognitive terminology. M., 1966; 245.] The maintenance of linguocognitologists.

It is true that knowledge and understanding are interrelated and common. But at the same time, they are not accurate. Only in a certain sense, however, the process of “explaining the mechanism of a language and its principles and explaining the meaning of a system” can be taken into account.

Each linguistic paradigm has its own basic concepts and categorical apparatus. The concept of a nuclear concept of a cognitive approach is a concept, and all other concepts turn around. The concept is also a multidimensional category, which has different applications for different reasons, and this is inevitable.

These include mental functioning [Askoldov S., 1997; 267-280.], Individual speech [Likhachev D., 1997; 280-287.], Semantics [Mikhailchuk IP, 1980. 367] cultural studies [Stepanov Yu.S., 1997; 824; Arutyunova N., 1999; 896; Bulygina T., Shmelev A., 1997; 704], cognitive [Stepanov Yu.S., 1997; 8.; Arutyunova N.D.,

1999; 896; Bulygina T., Shmelev A., 1997; 704], linguoculturology [Vorkachev S., 2002; 142; Vorkachev S., 2003; 268-276.] The concepts have special significance. In this study, we understand the conceptual cognitive-linguocultural aspect.

The concept of cognitive linguistics is usually “a mental and psychological source of information based on knowledge and experience; memory, mental vocabulary, conceptual system, brain language; the essence and target group of the universe, which is reflected in human consciousness” [Brief dictionary cognitive terminology, 1966; 90]. There are also many aspects of the ideas that are duplicated by each researcher.

For example, Z.P. Popova, I.A. Sternin understand that this concept is “an intellectual unit as a quantum skeleton with a certain structure”. No matter how diverse views may be, it can be seen that they are based on intellectual solidarity, knowledge, existence, memory and language categories. A. Zalevskaya describes the concept of “cognitive essence that connects an idea with a current expression” [Zalevskaya A., 2001; 36-44.]. S. Askoldov understands the concept as “the ultimate intellectual device that can change the distorted perception of a particular object” [Askoldov S., 1997; 269].

D. Likhachev in the process of reading the above verses will answer our question: “Is there an alternative category of concepts underlying our mind?” He notes that, although the conceptual concept is a “vice-regulator”, it refers to both the old and to the new meaning, the connection between the human language experience and participation in the formation of a common conceptual space for language teachers [Likhachev D. D., 1997; 282].

Metaphorology, formed as an independent branch in the last century, today has reached its cognitive stage. The metaphorical mechanism of the language creation of the universe has become widely studied on a cognitive basis. The cognitive nature of the metaphor, which began to be studied, in the work “Cognitive Theory of Metaphor” by E. McCormack found a deep interpretation. The metaphor was well suited for the learning process.

He believes that comparing the essence of a person from the point of view of a healthy mind compares the phenomenon of the “wrong”, comparing the semantic concepts based on them on an ideological basis and finding similarities. This leads to the formation of a metaphor. The metaphor has a contradictory double-edged character:

- a) the correspondence between the referent;
- b) the discrepancy between the referents.

Conflict of conformity and inconsistency brings a new result - a metaphor. One of the cognitive features of the metaphor is that when a person sees invisible things, he hears what he does not hear, and perceives things that he perceives. Along with the assessment revealed similarities and differences. The metaphor should be considered a child, a learning process and a knowledge outline.

Metaphorization is one of the manifestations of human thought. In the mechanism of metaphorization there are both universal and national features. Indeed, “the same things different people usually see differently, hear different sounds,

feel differently, appetite. Otherwise, the roosters were heard everywhere, but he did not hear them in Uzbek “ku-ku-ku-ku” or in Russian “ku-ka-re-ku”. This feature is associated with many factors, such as the natural-geographical, national-ethnocultural, religiously-convinced environment.

In the life of the Uzbek nation, kinship is characterized by ethnic identity. Such slogans as “Uncle replaces father”, “Your aunt is your mother” are so full of wisdom that each of the Uzbek people has deep feelings. In his life he does not strictly adhere to this. Both relatives from the mother. Consequently, the role of the mother in this is unparalleled, and it differs in that it is much more than the role of her father. Language is reflected in this situation. That is, we are different from the events in our minds.

For this reason, we have the word brothers and sisters of the mother's side and on the side of the father. That is why our language uses different words to differentiate them. ” [Nuriddinov V., 2013; August.]

In addition, this concept is expressed through the text and the interpretation of cognitive metaphors has become one of the latest achievements of Uzbek linguistics. The doctoral dissertation of the expert on this topic, D. Khudoyberganova, is devoted to the psychological, linguocultural interpretation of the text. [Khudoyberganova D., 2015; 64-74.].

Human beings, as biological entities, differ from perceptions based on their perception of existence, the formation of information about it and the reaction of its reflection. This implies the intellectual, emotional activity of a person.

For example, in Uzbek, oidirosis, which harms couples, is an expression of the word ash. It is quite true to say that “ash disease” is a weakened form of the immune system. In this case, the subject of the similarity fell, and the metaphor of the simulated simulation of the simulator only existed, and the metaphor was reduced. "[Hudaibergenova D., 2015; 64-74.].

Metaphor creates new knowledge based on knowledge of public consciousness. For example, in the explanatory dictionary of the Uzbek language the word “megadzhin” was interpreted as follows: MEGADJIN [mon. - female pigs]

Here are some cognitive conditions. The commentary also states that the word “Mongolian language” has the structure “female shell”.

Consequently, the concept of “hawthorn” in the structure of the Mongolian-language concept is not differentiated on the basis of fertility/male symbol. He took the concept of “masculinity” in the concept of “man/woman” in the Turkic languages, especially in the Uzbek language. A word of caution:

Boar. 1 Wild pig.

2 Pig

It is obvious that the Uzbek language distinguishes the phenomenon of the word boar and megadzhin, giving a linguistic image of the universe. But the fact that students do not know the true meaning of the word megadzhin, lies in the fact that the initial knowledge of basic knowledge was abandoned and that the word begins with a new conceptual entity.

Of course, since metaphorical expression is a new expression of knowledge, the principles of integrity, continuity, determinism, consistency, conclusions, conditionality, tolerance associated with previous knowledge are applied in this information structure.

There is a relationship between knowledge and the following knowledge. In fact, new knowledge is based on basic knowledge. Abdullah Kahhor pointed out the consistency of basic and perceptual knowledge when he said: "If I thought, he would imagine God as a bull." For example, the word "breath" was lexical. In this sense, the meaning of the word "taft (warmth)" occurs. A person feels the warmth of a person.

Here is a simple warm-up to heat that is aligned with the warming fluid. This was achieved by comparing it with breathing. The relevance of knowledge is based on one of the principles of "obviously known", "from unknown to unknown". It does not say "the desire to live without knowing it." Human activity is different from other creatures. This conceptual metaphorization was studied in detail by J. Lakoff and M. Johnson. [Lakoff D., Johnson M., 1990; 36.]

Cognitive commitment occurs with the subject's cognitive purpose. Cognitive purpose means understanding, perception and development of knowledge on the subject. The cognitive goal is to harmonize with the communicative goal. The communicative goal is to convey information about the subject to the listener and influence his psyche. The second part of this goal is characterized by the emergence of consciousness. According to the metaphor, the invisible world and the visible world are also different – changes in the knowledge of this have been made. The concept of "enter the loophole" is called conceptualization.

The metaphorical ability of a person is associated with the development of his sense organs. But each of them is accompanied by intellectual abilities of the individual. Intellectual abilities allow others to see and evaluate unexplained events. For this reason, metaphorical expressions created by a sharp mind, examples of artistic beings and many other works of art are highly valued. Examples: 1. Time is a great teacher, but it destroys his students (G. Berlioz). 2. Time is the fabric of life. (B. Franklin) 3. Tomorrow is an old hook that can deceive you. (S. Johnson) 4. Love is a great deception with which a person will agree. (A. Pushkin).

Thus, when it comes to metaphorical cognitive attitudes, it is necessary to emphasize that human feelings and intellectual abilities are integral. It is important to emphasize that human intelligence prevails. Indeed, a person who is a metaphor of creativity and cognitive existence.

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