

LINGUISTIC AND COGNITIVE ASPECTS OF LEARNING ANTONYMS

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Abstract: It is required to teach the phenomena of antonyms to school pupils of small age and to use a number of methods. Primary school pupils' interest in cognition - i.e. the process of knowing - depends to a large extent on the educational process. In this respect, antonyms are defined as units that need to be systematically studied in the language. As a result, it has been clarified that linguistic patterns and cognitive processes affect the minds of elementary school pupils.

Key words: Language, antonym, cognition, cognitive interest, linguistic knowledge, antonymic paradigm, cognitive approach.

It is difficult to imagine knowing the world without language. Linguistic tools, i.e. words, phrases, sentences and their combinations, serve to understand the surrounding things, events, realities, and to create an idea about them in the listeners. Any word names what a person knows.

Nameless objects are few and unknown to the world known and discovered by humankind. A human child may know words but cannot associate all of them with objects in the early stages. That is, he knows the word, but does not understand what the word is. So, he cannot relate it to the realities of the real world. A word does not only define and name the things, but also summarizes them. The linguocognitive approach to the consideration of the objects of the lexical-semantic system in the language does not form a particular view of the world, because its objects are words that attract the researcher's attention. Linguocognitive approach involves analyzing not the properties of linguistic tools, but how a person reflects the objective world in his mind with the help of them and his attempt to use it in his speech using language tools.

The development of society and human thinking has led to the emergence of various new direction over time. One such direction is neuropsychology, which as a science has a special approach to reveal the peculiarities of human thinking. According to (Demyankov, 1994, 17), human behavior is related to the level of neuronal activity.

That is why, from the moment when man realized his unique position among other living beings on earth, he continues to ask himself the following questions: How is human thought formed; how the thinking process is carried out; How can human mind perceive and reproduce information about the world around it? Not only philosophy, logic, psychology, biological sciences, but also linguistics, such as cognitive linguistics, deal with finding answers to such questions.

The level of development of cognitive interest depends on the pupil's success in education. If the pupil does not understand why he or she needs the material and he does not want to understand it, it is simply impossible to teach him. According to AKMarkova, interest is the formation of a complex personality associated with various processes in the motivational field. Cognitive interest is one of the main motives of educational activity, and its formation is not only a tool, but also the goal of the educational process.

Primary school pupils' interest in cognition depends largely on the educational process. The importance of cognitive interest for children of this age is that it requires active creative thinking and activity for the pupil. Under the influence of cognitive interest, the educational process of pupils continues more effectively. Cognitive interest motivates pupils to independent creative activity. Also, the child gradually learns to organize his activities. Methods and ways to satisfy pupils' thirst for learning new knowledge constitute the content of the educational process.

Primary school teachers distinguish several stages of the development of children's cognitive interest:

- curiosity;
- cognitive interest;
- sustainable cognitive interest;

Interest is the most elementary stage. It can attract the attention of pupils to the most unusual and unexpected situations. Curiosity is a very important state of a child's personality, which is characterized by a desire to go deeper into what he sees, to understand more, to find more information. At this stage, the child expresses feelings of surprise or joy. Later, the child moves to the stage of cognitive interest, where he shows active independent activity, where cognitive motives take the main place. They help the child to learn. The process of forming cognitive interest is definitely closely related to the process of mastering the child's native language.

Therefore, the cognitive scientific direction is gaining more and more importance. In line with this, the main attention is focused on the problem of acquiring knowledge by a person and questions such as "what type and form of knowledge a person has, how knowledge is invisible in his mind". How a person acquires knowledge and uses it. (KSKT, 1996, 58.)

In recent years, the cognitive scientific direction is gaining more and more importance. The main attention is focused on the problem of describing the world and its reflection in the human mind, developing his thinking with the help of language, and determining the emergence of a paradigm that solves such problems has become the main task of cognitivism.

(VZDemyankov, 1994, 17) defines this scientific direction as follows: cognitivism is a view that a person should be studied as an information processing system, and human behavior should be described and explained in terms of the internal states of a person.

In the article "Cognitive Linguistics as a Specific Interpretive Approach", (Demyankov, 1994, 19.) writes that the following rules are very important in the cognitive approach to the object of study:

- 1) it is necessary to examine not only the actions observed by the person, but also their mental images, symbols, strategies and abilities that cause other unobservable processes and actions of the person;
- 2) it is necessary to take into account that the course of the listed processes is influenced by the specific content of actions and processes;
- 3) it should be taken into account that personality is formed by culture, because an individual is always influenced by his culture.

Cognitivism allows to reveal the mechanisms of human interpretation of the world and his place in it. Such an interpretation is more or less related to the field of language, because a person performs the operation of processing information received from the outside with the help of language. The connection between cognitivism and language led to the emergence of such a direction in cognitive science as cognitive linguistics.

The main task of cognitive linguistics is to describe and explain "the language ability or knowledge of language, the internal cognitive structure and dynamics of the speaker-listener, which consists of a limited number of independent modules considered as an information processing system" and "to correlate linguistic data at different levels" (KSKT, 1996, 53).

Cognitive linguistics is a new field of theoretical and applied linguistics, it is closely related to the concept of cognition and its linguistic study, on the one hand, and the study of cognitive science, on the other hand, is closely related to the aspects of lexical and grammatical phenomena. (KSKT, 1996, 53-54).

The concept of “cognitive linguistic intelligence” occupies a central place in cognitive science in general, and cognitive linguistics in particular. This term is a combination of two latin words - *cognitio* and *cogitatio*, which combine the meanings of “knowledge”, “cognition” and “thinking”, “reflection”. (KSKT, 1996, 81).

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