



FARG'ONA DAVLAT UNIVERSITETI
HUZURIDAGI PEDAGOG KADRLARNI
QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH
MINTAQAVIY MARKAZI



**“TILSHUNOSLIKNING
ZAMONAVIY
YO‘NALISHLARI”**



**O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**OLIY TA'LIM TIZIMI KADRLARINI QAYTA TAYYORLASH VA
MALAKASINI OSHIRISH INSTITUTI**

**FARG'ONA DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI
OSHIRISH MINTAQAVIY MARKAZI**

**TILSHUNOSLIKNING
ZAMONAVIY YO'NALISHLARI**

**moduli bo'yicha
“Filologiya va tillarni o'qitish:ingliz tili” yo'nalishi**

O'QUV-USLUBIY MAJMUA

Farg'ona – 2026

Modulning ishchi dasturi Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 27 dekabrdagi 485-sonli buyrug‘i bilan tasdiqlangan oliy ta’lim muassasalari rahbar kadrlarini qayta tayyorlash va malaka oshirish yo‘nalishlari o‘quv reja va dasturlariga muvofiq ishlab chiqilgan.

Tuzuvchi:

D.Usmonova- FDU ingliz filologiyasi kafedrasи v.b. dotsent f.f.f.d. (PhD)

Taqrizchi:

N.Abbasova - FarDU ingliz tili amaliy kursi kafedrasи dotsenti p.f.f.d., (PhD)

Ishchi o‘quv dasturi FarDU Ilmiy Kengashining qarori bilan tasdiqqa tavsija qilingan (2025 yil 27 dekabrdagi 5- sonli bayonnoma).

MUNDARIJA

I.	ISHCHI DASTUR	5
II.	MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI	13
III.	NAZARIY MATERIALLAR	18
IV.	AMALIY MASHG'ULOTLAR MATERIALLARI	43
V	GLOSSARIY	53
VI.	KEYSLAR BANKI	56
VII.	ADABIYOTLAR RO'YHATI	61

I. ISHCHI DASTUR

KIRISH

Dastur O‘zbekiston Respublikasining 2020 yil 23 sentabrda tasdiqlangan “Ta’lim to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi “2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning Taraqqiyot strategiyasi to‘g‘risida” PF-60-son, 2015 yil 12 iyundagi “Oliy ta’lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida” gi PF-4732-son, 2020 yil 29 oktabrdagi “Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-6097-sonli Farmonlari, shuningdek, 2020 yil 27 fevraldagi “Pedagogik ta’lim sohasini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-4623-sonli Qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 8 dekabr 2018 yilda qabul qilingan 997-sonli “Xalq ta’limi tizimida ta’lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to‘g‘risida”gi qarori, 2020 yil 15 maydagi “O‘zbekiston Respublikasida Kasbiy malakalar, bilim va ko‘nik-malarni rivojlantirish milliy tizimi faoliyatini tashkil etish choralar to‘g‘risida”gi 287-son qarorlarida belgilangan ustuvor yo‘nalishlar mazmunidan kelib chiqqan holda tuzilgan bo‘lib, u zamonaviy talablar asosida qayta tayyorlash va malaka oshirish jarayonlarining mazmunini takomillashtirish hamda oliy ta’lim muassasalari pedagog kadrlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

O‘zbekiston Respublikasi oliy ta’lim tizimini mazmunan yangilash, axborotlar globallashgan bir davrda mazkur ta’lim tizimida pedagogik faoliyat yuritayotgan pedagogik faoliyat yuritayotgan professor- o‘qituvchilar ta’lim-tarbiya jarayonini tashkil etishni modernizatsiyalash, maqsadga muvofiq tashkil etishga zamin tayyorlaydigan o‘quv-metodik majmua, elektron darsliklar, nostandart adaptiv testlar banki, o‘quv modullari bo‘yicha silabus yaratish orqali tinglovchilarning bilish faoliyatini faollashtirish, ta’lim samaradorligiga erishish uchun zarur bo‘lgan metodik bilim, ko‘nikma va malakalarini rivojlantirish va yangilash, ularni davlat

talablari va jahon ta’lim standartlari darajasiga ko‘tarish islohotlar davrining asosiy masalalaridan biri hisoblanadi.

Yuqoridagi vazifalarni e’tiborga olgan holda professor-o‘qituvchilar ta’lim-tarbiya jarayonida ta’lim mazmuniga bog‘liq innovatsion ta’lim texnologiyalarini tanlash, mashg‘ulotlar ishlanmasi va texnologik xaritalarni loyihalash, ularda belgilangan o‘quv maqsadlarni amalda qo‘llay olishi, tinglovchilarning yosh, psixologik va ergonomik xususiyatlariga asosan tinglovchi shaxsiga yo‘naltirilgan ta’limni tashkil eta olishi lozim.

Tinglovchilar bilimini baholash fanlar bo‘yicha zamon talablariga javob beradigan innovatsion texnologiyalarga asoslangan standart va nostandard o‘quv va test topshiriqlarini loyihalashga o‘rgatish dasturning asosiy maqsadini belgilab beradi.

Modulning maqsadi va vazifalari

Modulning maqsadi: “Tilshunoslikning zamonaviy yo‘nalishlari” modulning maqsadi mutaxassislikning boshqa fanlari bilan integrallashgan holda o‘qitiladi va tinglovchilarning chet tili bo‘yicha kommunikativ kompetentligini (kognitiv tilshunoslik, lingvokulturologiya, korpus tilshunoslik hamda ushbu yo‘nalishlarning terminologik aparati) rivojlantirishda muhim ahamiyat kasb etadi.

Modulning vazifalari: Ushbu fanning vazifalari kognitiv tilshunoslik, lingvokulturologiya, korpus tilshunoslik hamda ushbu yo‘nalishlarning terminologik aparati hozirgi zamon tilshunoslik fanining boshqa fanlar bilan aloqasi haqida nazariy bilimlar berishdan iboratdir.

Modul bo‘yicha tinglovchilarning bilim, ko‘nikma, malaka va kompetensiyalariga qo‘yiladigan talablar

“Tilshunoslikning zamonaviy yo‘nalishlari”

Tinglovchi:

- tinglovchilar kognitiv tilshunoslikka doir nazariya hamd mazkur yo‘nalishga oid asosiy tushuncha va terminologik aparat haqida bilimga ega bo‘ladi;

- olamning tilda konseptuallashtirish hamda kategorilashtirish kabi kogitiv jarayonlar sifatida hamda ularning dinamik va statik aspektlarini har tamonlama o‘rganadi;
- konseptual metafora hamda konseptual metonimiyaning ananaviy stilistik uslubda farqli jihat, ularning metodologik tamoyillari, asosiy tushunchalarini, borliq, dunyo va voqelikni bilish va uni til orqali qayta idrok etish kabi nazariyalarini takomillashtiradi;

“Yo‘nalishning dolzarb muammolari va zamonaviy yutuqlari” moduli ma’ruza va amaliy mashg‘ulotlar shaklida olib boriladi.

Modulni o‘qitish jarayonida ta’limning zamonaviy metodlari, pedagogik texnologiyalar va axborot-kommunikatsiya texnologiyalari qo‘llanilishi nazarda tutilgan:

- ma’ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;
- o‘tkaziladigan amaliy mashg‘ulotlarda texnik vositalardan, ekspress-so‘rovlari, test so‘rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o‘tkazish, va boshqa interaktiv ta’lim usullarini qo‘llash nazarda tutiladi.

Modulni tashkil etish va o‘tkazish bo‘yicha tavsiyalar

“Tilshunoslikning zamonaviy yo‘nalishlari” moduli ma’ruza va amaliy mashg‘ulotlar shaklida olib boriladi.

Modulni o‘qitish jarayonida ta’limning zamonaviy metodlari, pedagogik texnologiyalar va axborot-kommunikatsiya texnologiyalari qo‘llanilishi nazarda tutilgan:

- ma’ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;
- o‘tkaziladigan amaliy mashg‘ulotlarda texnik vositalardan, ekspress-so‘rovlari, test so‘rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o‘tkazish, va boshqa interaktiv ta’lim usullarini qo‘llash nazarda tutiladi.

- modulni o‘qitish jarayonida ta’limning zamonaviy metodlari, pedagogik texnologiyalar va masofaviy ta’limga asoslangan raqamli texnologiyalari qo‘llanilishi nazarda tutilgan;
- video ma’ruzada zamonaviy interaktiv texnologiyalar yordamida prezentatsiya va elektron-didaktik texnologiyalardan;
- o‘tkaziladigan amaliy mashg‘ulotlarda bulutli texnologiyaga asoslangan dasturiy vositalardan, ekspress-so‘rovlari, test so‘rovlari va boshqa interaktiv ta’lim usullarini qo‘llash nazarda tutiladi.

Modulning o‘quv rejadagi boshqa modullar bilan bog‘liqligi va uzviyligi “Tilshunoslikning zamonaviy yo‘nalishlari” moduli mazmuni o‘quv rejadagi barcha modullar bilan bevosita va bilvosita bog‘liq, ya’ni “Umumiy tilshunoslik”, “Qiyosiy tilshunoslik”, “Chog‘ishtirma tilshunoslik”, “Ilmiy va innovatsion faoliyatni rivojlantirish” va “Pedagogning kasbiy kompetensiyalarini rivojlantirish” o‘quv modullari bilan uzviy bog‘langan.

Ushbu dasturda ta’lim-tarbiya jarayonining samaradorligini aniqlashda tinglovchilar bilimini baholash metodlaridan foydalanish orqali o‘qitishni takomillashtirish, samaradorlikni orttirishga imkon beradigan test topshiriqlarini maqsadga muvofiq tuzish va amalda qo‘llash foydalanish masalalari qamrab olindi. Mazkur modul mashg‘ulotlarini hamkorlikda o‘qitish, modulli ta’lim va axborot texnologiyalaridan foydalanib o‘tkazish ko‘zda tutildi.

Modulning oliy ta’limdagি o‘rni

Modulni o‘zlashtirish orqali tinglovchilar standart va nostandart testlarni tuzishni o‘rgatish, amalda qo‘llash va baholashga doir kasbiy kompetentlikka ega bo‘ladilar. Modulni o‘zlashtirish orqali tinglovchilar modul davomida dastlab namunaviy darslarda “til o‘rganuvchi” rolida qatnashadilar, so‘ngra tinglovchi sifatida tavsiya etilgan darslar va mashqlarni tahlil qilishadi, maxsus testlarni yechishadi, portfolio topshiriqlarini bajarishadi, namunaviy dars o‘tib berish orqali o‘zlarining til o‘qitish ko‘nikmalarini rivojlantirishadi. Modul ishtirokchilaridan kasbiy malakalaridan kelib chiqqan holda chet tillarni o‘qitishdagi dolzarb masalalarni belgilab olishlari shuningdek, guruh ahzolari bilan darsda hamkor holda ish yuritishlari, o‘zaro fikr

almashishlari, interfaol usullarining samarali shakllarini tahlim sohasiga tadbiq etishga erishishlari, mavjud ish tajribalarini hamkasblari bilan o'rtoqlashishlari, xususan, ilg'or tajribalarni seminar-treninglar, amaliy modullar, didaktik materiallar, metodik qo'llanmalar ko'rinishida ommalashtirish va ta'lim tizimida qo'llash ko'nikmalarini rivojlantirish ustida ish olib boradilar.

MODUL BO'YICHA SOATLAR TAQSIMOTI

№	Modul mavzulari	Auditoriya o'quv yuklamasi		
		Jami	Nazariy	Amaliy
1.	KOGNITIV TILSHUNOSLIKNING OBYEKTI VA PREDMETI	4	2	2
2.	LINGVOKULTUROLOGIYANING OBYEKTI VA PREDMETI	4	2	2
3.	KORPUS TILSHUNOSLIGI	4	2	2
4.	TERMINOLOGIK POLISEMIYA	2		2
	Jami:	14	6	8

NAZARIY MASHG'ULOTLAR MAZMUNI

1-MAVZU: KOGNITIV TILSHUNOSLIKNING OBYEKTI VA PREDMETI. (2 soat)

Kognitiv tilshunoslik faniga kirish. Kontseptuallashtirish va kategoriyalashtirish masalalari. Kontsept – kognitiv tilshunoslikning asosiy tushunchasi sifatida. Kognitiv metafora nazariyasi. Kontseptual tahlil metodlari

2-MAVZU: LINGVOKULTUROLOGIYANING OBYEKTI VA PREDMETI. (2 soat)

Lingvomadaniyatshunoslik fan sifatida va uning o'rghanish ob'ekti va asosiy tushunchalari . Til – madaniyat – elat masalasining tilshunoslikdagi muammosi. Lingvomadaniyatshunoslik fanining yo'nalishlari. Qiyosiy lingvomadaniyatshunoslik fan sifatida

3-MAVZU. KORPUS TILSHUNOSLIGI. (2 soat)

Korpus lingvistikasi tilni katta hajmdagi haqiqiy matnlar asosida tadqiq qilishni nazarda tutadi, bu esa leksik va grammatik tavsiflarni yaxshilash imkonini beradi. Korpus asosidagi til pedagogikasi (CBLP) bu bilimlarni ta'limga tatbiq etib, o'quvchilarga haqiqiy til ma'lumotlarini o'rganish va andozalar orqali mustaqil kashf qilish imkonini beradi.

4-MAVZU. TERMINOLOGIK POLISEMIYA

Terminologik polisemiya texnik yoki kasbiy sohalarda maxsus atamalarning bir nechta o'zaro bog'liq ma'nolarini qanday rivojlanishini o'rganadi, bu ko'pincha metaforik yoki kontekstual o'zgarishlar orqali yuzaga keladi. Polisemiya boshqaruvi til rivojlanishi va aniqlik zarurati o'rtasida muvozanatni saqlashni talab qiladi, bu esa sohalararo aniq muloqotni ta'minlaydi.

AMALIY MASHG'ULOTLAR MAZMUNI

1-AMALIY MASHG'ULOT. KOGNITIV TILSHUNOSLIKNING OBYEKTI VA PREDMETI. (2 soat)

Kognitiv lingvistika faniga kirish. Kontseptuallashirish va kategoriyalashirish masalalari. Kontsept – kognitiv lingvistikating asosiy tushunchasi sifatida. Kognitiv metafora nazariyasi. Kontseptual tahlil metodlari

2-AMALIY MASHG'ULOT. LINGVOKULTUROLOGIYANING OBYEKTI VA PREDMETI. (2 soat)

Lingvomadaniyatshunoslik fan sifatida va uning o'rganish ob'ekti va asosiy tushunchalari. Til va madaniyat masalasining tilshunoslikdagi muammosi. lingvokulturologiya fanining yo'nalishlari. Qiyosiy lingvokulturologiya fan sifatida

3-AMALIY MASHG'ULOT . KORPUS TILSHUNOSLIGI. (2 soat)

Mashqlar korpus lingvistikasining lug'atshunoslik, chet til sifatida ingliz tilini o'rgatish (EFL) va dismodul tahlili kabi sohalardagi qo'llanilishini o'rganishni o'z ichiga oladi. Tinglovchilar Data-Driven Learning (DDL) kabi tushunchalarni tushuntirish uchun taqdimotlar yaratishadi va konkordans tahlili hamda metadata talqin qilish kabi asosiy ko'nikmalarni mashq qilishadi

4-AMALIY MASHG'ULOT. TERMINOLOGIK POLISEMIYA. (2 soat)

Tinglovchilar kundalik tilning polisemiya so‘zlarini aniqlash va ularning alohida, ammo bog‘liq ma'nolarini tahlil qilishadi hamda ularning tushunchaviy bog‘liqliklarini tushuntirishadi. Shuningdek, "bridge" kabi maxsus atamalarning tibbiyot va muhandislik kabi sohalardagi ma'nolarini o‘rganishadi.

O‘QITISH SHAKLLARI

Mazkur modul bo‘yicha quyidagi o‘qitish shakllaridan foydalilanadi:

- ma’ruzalar, amaliy mashg‘ulotlar (ma’lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);
- davra suhbatlari (ko‘rilayotgan loyiha yechimlari bo‘yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);
- bahs va munozaralar (loyihalar yechimi bo‘yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI

II. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL

TA’LIM METODLARI

“Tushunchalar tahlili” metodi

Metodning maqsadi: mazkur metod tinglovchilar yoki qatnashchilarni mavzu buyicha tayanch tushunchalarni o‘zlashtirish darajasini aniqlash, o‘z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu buyicha dastlabki bilimlar darajasini tashhis qilish maqsadida qo‘llaniladi. Metodni amalgalash oshirish tartibi:

- ishtirokchilar mashg‘ulot qoidalari bilan tanishtiriladi;
- o‘quvchilarga mavzuga yoki bobga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);
- o‘quvchilar mazkur tushunchalar qanday ma’no anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar;
- belgilangan vaqt yakuniga yetgach tinglovchi berilgan tushunchalarning to‘g‘ri va to‘liq izohini o‘qib eshittiradi yoki slayd orqali namoyish etadi;
- har bir ishtirokchi berilgan to‘g‘ri javoblar bilan o‘zining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o‘z bilim darajasini tekshirib, baholaydi.

“Moduldagagi tayanch tushunchalar tahlili”

Tushunchalar	Sizningcha bu tushuncha qanday ma’noni anglatadi?	Qo‘shimcha ma’lumot
Kognitsiya		
Konsept		
Konseptual tuzilma		
Kognitiv modellashtirish		

Xulosalash» (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko‘ptarmoqli, mumkin qadar, muammoli xarakteridagi mavzularni o‘rganishga qaratilgan. Metodning mohiyati shundan iboratki, bunda mavzuning turli tarmoqlari bo‘yicha bir xil axborot beriladi va ayni paytda, ularning har biri alohida aspektlarda muhokama etiladi. Masalan, muammo ijobiy va salbiy tomonlari, afzallik, fazilat va kamchiliklari, foyda va zararlari bo‘yicha o‘rganiladi. Bu interfaol metod tanqidiy, tahliliy, aniq mantiqiy fikrlashni muvaffaqiyatli rivojlantirishga hamda o‘quvchilarning mustaqil g‘oyalari, fikrlarini yozma va og‘zaki shaklda tizimli bayon etish, himoya qilishga imkoniyat yaratadi. “Xulosalash” metodidan ma’ruza mashg‘ulotlarida individual va juftliklardagi ish shaklida, amaliy va seminar mashg‘ulotlarida kichik guruhlardagi ish shaklida mavzu yuzasidan bilimlarni mustahkamlash, tahlili qilish va taqqoslash maqsadida foydalanish mumkin.

Metodni amalga oshirish tartibi:

trener-tinglovchi ishtirokchilarni 5-6 kishidan iborat kichik guruhlarga ajratadi;

trening maqsadi, shartlari va tartibi bilan ishtirokchilarni tanishtirgach, har bir guruhga umumiy muammoni tahlil qilinishi zarur bo‘lgan qismlari tushirilgan tarqatma materiallarni tarqatadi;

har bir guruh o‘ziga berilgan muammoni atroflicha tahlil qilib, o‘z mulohazalarini tavsiya etilayotgan sxema bo‘yicha tarqatmaga yozma bayon qiladi;

navbatdagi bosqichda barcha guruhlar o‘z taqdimotlarini o‘tkazadilar. Shundan so‘ng, trener tomonidan tahlillar umumlashtiriladi, zaruriy axborotlrl bilan to‘ldiriladi va mavzu yakunlanadi.

Kognitiv tilshunoslik yo‘nalishlari

		Kognitiv grammatika		Kognitiv stilistika	
afzalligi	kamchili gi	afzalligi	kamchiligi	afzalligi	kamchil igi

Xulosa:				

«FSMU» metodi

Texnologiyaning maqsadi: Mazkur texnologiya ishtirokchilardagi umumiyl fikrlardan xususiy xulosalar chiqarish, taqqoslash, qiyoslash orqali axborotni o‘zlashtirish, xulosalash, shuningdek, mustaqil ijodiy fikrlash ko‘nikmalarini shakllantirishga xizmat qiladi. Mazkur texnologiyadan ma’ruza mashg‘ulotlarida, mustahkamlashda, o‘tilgan mavzuni so‘rashda, uyga vazifa berishda hamda seminar mashg‘ulot natijalarini tahlil etishda foydalanish tavsiya etiladi.

Texnologiyani amalga oshirish tartibi:

- qatnashchilarga mavzuga oid bo‘lgan yakuniy xulosa yoki g‘oya taklif etiladi;
- har bir ishtirokchiga FSMU texnologiyasining bosqichlari yozilgan qog‘ozlarni tarqatiladi:



- ishtirokchilarning munosabatlari individual yoki guruhiy tartibda taqdimot qilinadi.

FSMU tahlili qatnashchilarda kasbiy-nazariy bilimlarni amaliy mashqlar va mavjud tajribalar asosida tezroq va muvaffaqiyatli o‘zlashtirilishiga asos bo‘ladi.

Fikr: Kontsept kognitiv tuzilma hisoblanadi

Topshiriq: Mazkur fikrga nisbatan munosabatingizni FSMU orqali tahlil qiling.

Venn Diagrammasi metodi

Metodning maqsadi: Bu metod grafik tasvir orqali o‘qitishni tashkil etish shakli bo‘lib, u uchta o‘zaro kesishgan aylana tasviri orqali ifodalanadi. Mazkur metod turli

tushunchalar, asoslar, tasavurlarning analiz va sintezini turli aspekt orqali ko‘rib chiqish, ularning umumiyligi va farqlovchi jihatlarini aniqlash, taqqoslash imkonini beradi.

II. NAZARIY MATERIALLAR

1-THEME

SUBJECT MATTER AND OBJECT OF COGNITIVE LINGUISTICS

PLAN

1. COGNITIVE LINGUISTICS AS A BRANCH OF MODERN LINGUISTICS
2. MAIN TRENDS OF COGNITIVE LINGUISTICS
3. METHODS OF COGNITIVE ANALYSIS
4. THE NOTION OF “PICTURE OF THE WORLD”

1. COGNITIVE LINGUISTICS AS A BRANCH OF MODERN LINGUISTICS

Cognitive linguistics as a branch of modern linguistics deals with the study of relationships between linguistic choices and mental processes, human experience and its results – knowledge. It regards language as a cognitive mechanism of organizing, representing, processing, storing, and transmitting knowledge layers¹.

Leading scholars in the field are: Ch.Fillmore, G.Lakoff, R.Langaker, L.Talmy, E.S.Kubryakova, N.Boldirev, V.Demyankov. Despite its relative novelty as a science, its main roots are derived from W.Humboldt, A.Potebnya, B. de Courtene, Sapir and Whorf, I. Meschaninov, R.Jacobson, N.Chomsky. The emergence of cognitive linguistics is marked by G.Lakoff. His book “Metaphors We Live By” revolutionized the appearance of this subject as a new branch of linguistics. So, Cognitive linguistics came to existence in 1970-80s.

A number of problems of study of cognitive linguistics in relation with language and thought are as follows:

- 1) conceptual theory of meaning;
- 2) the notion of concept and its types;
- 3) the problems of conceptualization and categorization;
- 4) knowledge structures and their types;
- 5) frame semantics;
- 6) prototype theory;
- 7) the cognitive account of grammatical categories;

¹Ashurova D.U., Galieva M.R. Cognitive Linguistics.-Tashkent: VneshInvestProm, 2018.- P 18.

8) conceptual metaphor theory²;

Basic principles of Cognitive linguistics are as follows: a) cognitive-communicative functions of language; b) principle of anthropocentrism; c) its interdisciplinary character (psychology, sociology, philosophy, culture and etc.); its explanatory function of linguistic phenomena (the process of conceptualization and categorization of the information conveyed by linguistic units); boundaries between inner and outer linguistics, synchronism and diachronism, semantics and grammar. It is essential to note the following idea regarding the problem of meaning in Cognitive linguistics: a) Linguistic meaning is perspectival (the meaning can be the same, though it can be constructed from different perspectives; so, it is not just an objective reflection of the world, but it is the way of shaping the world); b) linguistic meaning is dynamic and flexible (meaning is changeable, dynamic, not fixed or stable; so, people adapt semantic categories to transformations of the surrounding world); c) linguistic meaning is encyclopaedic and non-autonomous (language reflects all forms of knowledge of the world; social, cultural, historical knowledge); d) linguistic meaning is based on usage and experience (usage-based model of grammar, an experience of actual language use) (Geeraerts, 2006, p. 1-28).

Methodological basis of Cognitive linguistics consists in: 1) frame semantics (way of analyzing linguistic semantics via a frame (a hierarchical structure of linguistic data representing a stereotype situation; a unit of knowledge structure verbalized by interrelated language units)); 2) conceptual semantics (meaning formed as a result of an individual's conceptual system in his conceptual world picture, mind); 3) prototype semantics (categorization (best sample of a certain category representing its entity and properties)), 4) theory of relevance and salience (connected with foregrounding); 5) theory of cognitive modelling and cognitive metaphor (models of understanding, conceptualization and categorization of information). Four types of cognitive models: propositional, schematic, metaphorical, metonymical (G.Lakoff). 6) theory of mental space (conceptual domains, meaning construction in specific complex cognitive contexts).

2. MAIN TRENDS OF COGNITIVE LINGUISTICS

The main trends of Cognitive linguistics are cognitive semantics, cognitive grammar and cognitive stylistics.

Cognitive semantics. Cognitive semantics deals with the conceptual theory of meaning which presupposes the multilevel interpretation of both linguistic and non-linguistic (encyclopedic) knowledge. Meaning is a manifestation of

² Ashurova D.U., Galieva M.R. Cognitive Linguistics.-Tashkent: VneshInvestProm, 2018.- P 23.

conceptual structures. Cognitive semantics aims to interpret linguistic meaning on the basis of knowledge structures and evaluations represented by linguistic units. Cognitive contexts are known as cognitive domains, mental spaces, frames.

Frame semantics. Frame is a schematization of experience, a knowledge structure which relates the elements and entities associated with a particular scene from human experience. In other words, frame represents a complex knowledge structure including a group of related words and concepts.

Types of frames can be identified by their role of reflecting various knowledge structures about the world: frame-structures for denoting notions and objects (loan, pledge); frame-roles (manager, teacher, judge); frame-scenarios (bankruptcy, imprisonment, birthday); frame-situations (accident, wedding, shopping).

Levels of frame: Upper level (name of the frame) and Lower level (terminals: slots and sub-slots). All terminals are interconnected. Each terminal indicates the conditions, circumstances of a certain situation. Each terminal is characterized by the range of features and attributes. Some of these features are explicit while others are implicit. Implicit features are well revealed and interpreted by frame analysis. So, frames generate new senses. Frames are changeable and dynamic in accordance with the changes of the conceptual world picture. For example, modern frame of the concept of WOMAN (BUSINESS WOMAN, EMANCIPATION, FEMINISM).

Frame analysis of language units can be on the lexical level and grammatical level. The lexical level is the example of the concept of WOMAN. The syntactic level (word combinations, sentences) can be passive voice constructions (position of primary and secondary participants (figure-ground positions) such as AGENT AND PATIENT IN A CONSTRUCTION). Some components of the frame are put forward and become a salient part (most relevant) of the frame.

Cognitive grammar. Cognitive grammar is the theoretical framework which deals with grammatical categories, units, and constructions in their relationships to the processes of the world perception and cognition. It deals with the overall organization of grammar that focuses on meaning (Evans, Green, 2006). In cognitive grammar, sound, meaning and grammar are considered to be closely linked. Grammar is not a separate level, it is interconnected with lexicon (lexicon-grammar continuum). Grammar in cognitive linguistics is not used in its narrow sense, but understood in its broad sense. In its broad sense, it is viewed as a meaningful system, as a whole language system incorporating sound, meaning, morphology and syntax. It is a complex composite symbolic structure. The unit of cognitive grammar is the symbolic unit the form of which cannot be

studied independently of meaning. So, form and meaning should be studied in combination. For cognitive grammar, structure building is not interesting, but the semantic relationships between the component parts of a complex structure.

Usage-based thesis of cognitive grammar is linked with the thesis which means a language structure should be studied in connection with the nature of language use (interaction between speaker and listener).

According to lexicon-grammar continuum, grammatical units are characterized by the schematic meanings. Compared to lexicon, grammatical meanings are more abstract and schematic. For example, nouns are schematically characterized as THINGS, verbs are as PROCESSES. Grammatical constructions are also meaningful.

The main problems of cognitive grammar: the peculiar features of grammatical meaning; word classes in terms of categorization; the conceptual grounding of grammatical categories and functions; the cognitive account of grammatical constructions; active and passive constructions in terms of figure-ground theory; cognitive case study (tense, mood, aspect); cognitive interpretation of deictic expressions, determiners, auxiliary verbs, modal verbs³.

Cognitive stylistics. Cognitive stylistics emphasizes mental representation (cognitive models) rather than textual representation (text composition and models).

Key problems of cognitive stylistics are as follows: the problems of cognitive style; the problem of conceptualization and categorization of textual information; cognitive principles of presenting information in the text; cognitive grounding of stylistic devices; the theory of cognitive metaphor in different text types; implicative aspects of textual information; figure and ground theory; theory of conceptual blending.

Cognitive style is the author's individual way of conveying and presenting information, the peculiarities of its arrangement in the text/discourse related to a specific choice of cognitive operations and their preferable usage in the process of text production. Cognitive style is considered to be associated with the author's personality, individual world picture, creative processes of thinking and subjective modality.

Stylistic devices, traditionally, are studied from their structural, semantic, stylistic-functional aspects. Cognitive SDs are regarded as means of transmitting the conceptual information of the text, representing the conceptual world picture, and knowledge structures (allusion, antonomasia, symbol, cognitive metaphor, cognitive metonymy).

³ Ashurova D.U., Galieva M.R. Cognitive Linguistics.-Tashkent: VneshInvestProm, 2018.- P 38.

According to N.Boldirev (2021), another direction of cognitive linguistics is cognitive lexicology. It deals with the cognitive problems of formation and use of lexical meanings⁴.

3. METHODS OF CONCEPTUAL ANALYSIS

Method of cognitive mapping. The main aim of conceptual analysis is generalization of conceptual features of a concept and distinguishing conceptual structures, cognitive models, and linguistic schemas.

Cognitive map is constructed on the base of lexicographic definitions of a word representing a definite concept, its associative links, and the most common contexts in which it is used. Lexicographic definitions are derived from monolingual, phraseological, etymological, synonyms, antonyms dictionaries. Associative links are identified with the help of associative dictionaries and thesauruses. Knowledge structures associated with a certain concept are derived from encyclopedic, mythological, historical, philosophical cultural sources. Another stage of cognitive mapping is referencing to the most common context of the use of context. Paremiological units are good examples for context use of the concept. The final stage is to analyse the fictional text where the conceptual world picture is mainly shaped⁵. The structure of the concept “WORD”, for example, consists of the following layers according to its cognitive mapping analysis: notional layer; imagery layer; evaluative layer.

Frame analysis. Frame is a schematization of experience, a knowledge structure which relates the elements and entities associated with a particular scene from human experience. In other words, frame represents a complex knowledge structure including a group of related words and concepts.

Types of frames can be identified by their role of reflecting various knowledge structures about the world: frame-structures for denoting notions and objects (loan, pledge); frame-roles (manager, teacher, judge); frame-scenarios (bankruptcy, imprisonment, birthday); frame-situations (accident, wedding, shopping).

Levels of frame: Upper level (name of the frame) and Lower level (terminals: slots and sub-slots). All terminals are interconnected. Each terminal indicates the conditions, circumstances of a certain situation. Each terminal is characterized by the range of features and attributes. Some of these features are explicit while others are implicit. Implicit features are well revealed and interpreted by frame

⁴Болдырев Н.Н. Когнитивная семантика. Введение в когнитивную лингвистику. – Тамбов: ФГБОУ ВПО Тамбовский государственный университет им. Г.Р.Державина, 2021. – С. 30.

⁵ Ashurova D.U., Galieva M.R. Cognitive Linguistics.-Tashkent: VneshInvestProm, 2018.- P 112.

analysis. So, frames generate new senses. Frames are changeable and dynamic in accordance with the changes of the conceptual world picture. For example, modern frame of the concept of WOMAN (BUSINESS WOMAN, EMANCIPATION, FEMINISM).

Frame analysis of language units can be on the lexical level and grammatical level. The lexical level is the example of the concept of WOMAN. The syntactic level (word combinations, sentences) can be passive voice constructions (position of primary and secondary participants (figure-ground positions) such as AGENT AND PATIENT IN A CONSTRUCTION). Some components of the frame are put forward and become a salient part (most relevant) of the frame.

The differences of slots and sub-slots in frame analysis can be marked by the national world picture (Frame of Wedding of English and Uzbek culture).

In conclusion, the theory of frame semantics is relevant to the meanings of words, set of words, grammatical categories and forms and the text. Frame analysis is aimed at conceptualizing meanings and uncovering new implicit conceptual senses.

Conceptual metaphorical analysis. Cognitive metaphor is a “cross-domain mapping in the conceptual system”. A cross-domain mapping is a systematic set of correspondences that exist between constituent elements of the “source domain” and the “target domain”. The conceptual metaphor analysis is aimed at revealing the conceptual information of the fictional text regarding the literary texts. The following procedure of metaphorical analysis can be outlined:

- a) identify metaphorical expressions employed in the text;
- b) specify the source domain of conceptual metaphor and the knowledge structure constituting it;
- c) analyze the associative and textual links of the target domain;
- d) reveal the generic space including the common conceptual features of the target domain;
- e) reveal the new conceptual features emerging in the blend as a result of the cross-domain mapping;
- f) define the conceptual significance of the metaphor and its role in the author's individual world picture representation⁶.

4. THE NOTION OF “PICTURE OF THE WORLD”

The concept of the “picture of the world” entered cognitive linguistics from philosophy and physics and has become foundational for studying the

⁶ Ashurova D.U., Galieva M.R. Cognitive Linguistics.-Tashkent: VneshInvestProm, 2018.- P 135.

relationships between humans and the world, language, and thought. In contemporary humanities, the worldview (or model of the world) is understood as a systematic and holistic understanding of the world, reflecting the intellectual and cultural level of a society's development at a particular stage (Barkhatova, 2000, p. 3).

The idea of language as a unique lens for viewing the world and as a mirror of thought, one that both reflects the worldview of its speakers and shapes their perception of reality, was articulated by Wilhelm von Humboldt in the 19th century: "The world we live in is precisely the world into which the language we speak places us." Several aspects of Humboldt's theory on the interplay between language and nation remain significant today:

1. Language individuality and character: Despite constant external influences, a language retains its individuality, which is intrinsic to its character. Language responds to these influences and allows free usage only within the boundaries of its inherent character.

2. Reciprocal influence of language: The reverse effect of language becomes more pronounced as it embodies the cumulative cultural and intellectual heritage of past generations, influencing individuals. The individuality of a person is analogous to that of language, as they share a common source of influence, though the former often struggles to resist the latter.

3. Intrinsic language change: Specific features may impart new characteristics to languages, but this capacity for change stems from the language's inherent character.

4. Impact of language on nations: Every language, at any given point, exists in a defined state with established words, forms, and inflections. Consequently, it exerts an influence on its speakers, which cannot be explained solely as a reaction to earlier influences but rather as a manifestation of the language's intrinsic nature. Language reflects a synthesis of its innate character and the cultural attributes it absorbs from the nation.

Humboldt's doctrine of the world picture, concerning the interrelation of linguistic structures and the specific linguistic tools speakers use to reflect reality, evolved further in the early 20th century through the theory of linguistic relativity developed by Edward Sapir and Benjamin Lee Whorf. They focused on the reciprocal influence between language and culture, emphasizing their continuous interaction. Sapir and Whorf noted how people's interests in specific realities shape a language's vocabulary while also highlighting how language fundamentally shapes perception: "We see, hear, and perceive the world in specific ways primarily because our interpretation is preconditioned by the

linguistic habits of our society"; "We dissect nature along lines suggested by our native language" (Golovacheva, 2006, p. 21; Lipilina, 1998, p. 48).

2-THEME

SUBJECT MATTER AND OBJECT OF CULTURAL LINGUISTICS

PLAN

1. CULTURAL LINGUISTICS AS A BRANCH OF MODERN LINGUISTICS
2. MAIN TRENDS OF CULTURAL LINGUISTICS
3. METHODS OF LINGUOCULTUROLOGICAL ANALYSIS

1. CULTURAL LINGUISTICS AS A BRANCH OF MODERN LINGUISTICS

Linguistics of the XXI century is actively developing the idea that language is not only an instrument of communication but also the cultural code of a nation. It happened due to the development of a new anthropocentric paradigm, which gives a man the status of being "the measure of all things" and focuses on studying the "human factor" in the language. The human is considered the centre of the Universe and language, because he is the only bearer of universal and national-specific values. Accordingly, Yu.S. Stepanov claims that linguistics is a science about "language in the human and the human in language" (Степанов, 2004). From the perspectives of this paradigm a human being is not just a bearer of a language, but rather of a certain conceptual system according to which he understands, cognizes and conceptualizes information about the world and cultural (Ashurova, Galieva, 2018). Currently, many linguistic researches are done within the framework of the anthropocentric paradigm. Moreover, the emergence of the anthropocentric paradigm caused the shift in linguistic views, methods of investigations and the emergence of new interdisciplinary linguistic trends such as Sociolinguistics, Cognitive Linguistics, Linguoculturology, Gender linguistics, etc., focusing on the study of relationships between language

and society, language and mind, language and culture. Linguoculturology is one of the newly emerged linguistic disciplines developed within the framework of the anthropocentric paradigm. It is a rapidly expanding field at the interface between linguistics, cultural studies, cognitive linguistics, ethnolinguistics and sociolinguistics. However, it has its own integral aspect of studying language and culture. Linguoculturology deals with the deep level of semantics of linguistic units, and brings into correlation linguistic meanings and the concepts of universal and national cultures. V.N. Telia defines Linguoculturology as “a study aimed at investigating and describing the correlation between language and culture in scope of modern culture national self-consciousness and its sign representation” (Телия, 1996, p.16); V.V. Vorobyev states that it is “an integrated scientific discipline studying correlations and interactions between culture and language in their functioning” (Воробьев, 2008, p. 37); V.V. Krasnykh considers Linguoculturology to be “a discipline studying manifestation, reflection and fixation of culture in the language and discourse” (Красных, 2003, p. 27). It should be mentioned that though the definitions given above vary, the central idea is that Linguoculturology studies interaction between language and culture. In other words, the subject matter of Linguoculturology is to study relationships between language and culture, the ways how culture is presented in language and how language presents, stores and transmits cultural information. Since Linguoculturology is a relatively new discipline, there is no exact periodization of its evolution. However, V.A. Maslova singles out two periods. The first one is based on the works by W. von Humboldt, E. Sapir and B. Whorf in western linguistics and the works by A.A. Potebnya in Russia. The second period started in the 90th of the XX century and since then it has been regarded as an independent branch of linguistics. Along with these two periods, the scholars outline an upcoming one in the last decade – the development of Linguoculturology as an interdisciplinary science (Маслова, 2007, p.28).

As V.A. Maslova points out currently there are four linguocultural schools:

- Linguocultural school headed by Yu.S. Stepanov – the aim is to describe cultural concepts and constants in their diachronic aspects;
- The school of N.D. Arutyunova studying universal cultural models on the basis of the texts belonging to different ages and nations;
- The school of V.N. Telia which is known as “Moscow school of linguocultural analysis of phraseological units” – the aim is to study phraseological units with the aim to provide a deeper insight into cultural semantics;
- The school of linguists established at the Russian University of People’s Friendship by V.V. Vorobyev, who develops the ideas of Country Studies by E.M. Vereschagin and V.G. Kostomarov.

The following issues of linguocultural studies can be outlined:

- a) linguocultural units and their types (linguoculturemes);
- b) the national world picture and nationally specific linguistic units;
- c) cultural specifics of the communicative behaviour (cultural aspects of the communicative behavior peculiar to a certain linguocultural community, social or
- d) gender groups, or an individual);
- e) culture specific phraseology;
- f) culture specific concepts and their verbalization;
- g) speech etiquette (the norms and standards of a polite communicative behavior in various communicative situations of greetings, farewells, apologies, request, etc.).

The object of research is a set of interconnected processes and phenomena in certain areas of existence, and the subject of research is a certain part of the object that has its own characteristics, processes and criteria. For example, the common object for all social sciences is a person, and their subject is a certain aspect and activity of a person.

The object of linguoculturology is the study of the relationship and mutual influence of culture and language as a whole. Linguoculturology studies

language as a phenomenon of culture, a carrier of culture. Culture is created by a person who uses language. The object of linguoculturology is located at the intersection of a number of fundamental disciplines, such as linguistics and culturology, ethnography and psycholinguistics.

There are also some controversial opinions about the object of linguoculturology. In particular, according to V.N. Telia, linguoculturology studies only the synchronous relationship between language and culture. According to V.A. Maslova, this field studies language both synchronously and diachronically. In addition, while V.N. Telia emphasized that the object of linguoculturology should have a universal character, V.A. Maslova argues that the linguoculturological characteristics of the language of a particular people or fraternal peoples should be studied separately.

2. *MAIN TRENDS OF CULTURAL LINGUISTICS*

Linguocultural lexicography. It deals with compiling dictionaries which reflect culture specific phenomena of a certain linguoculture (geographical names, history, traditions, holidays, mythology, specifics of political and economic systems, etc.). The first culture dictionary (Longman Dictionary of English Language and Culture) was published in Great Britain; it had a revolutionary effect on lexicographers, culturologists and linguists. Since that it has been republished many times and contemporary edition presents an invaluable source of cultural information. It combines language dictionary (80.000 words) and 15,000 cultural and encyclopedic entries covering information about people, places, history, geography, arts, literature, and popular culture. For example: Bell – many Christian churches have bells, and these are rung on Sundays, to tell people that the church service is about to begin. They are also rung, often making pleasant tunes, when people are getting married in a church. A single bell is rung repeatedly to show that someone has died (LDELC, 2005); Mistletoe – in British mythology mistletoe is connected with the druids who regarded it is a sacred plant. Mistletoe is often hung in rooms on Christmas

because there is a tradition that one may kiss anyone of the opposite sex who is under it (LDELC, 2005).

This dictionary provides in-depth understanding of key events in British and American culture, for example, Franklin D. Roosevelt is the only president to have served more than two terms... He was a popular and respected president, and many people listened to his “fireside chats” on the radio, in which he told people what was happening in the country and what he was doing. He was the first president to appear on television” (LDELC, 2005).

It should be mentioned that this dictionary includes not only cultural notes, but also highlights the society’s attitude toward a certain *realia*, for example, paid holidays: people in the US get 2 weeks a year paid vacation (holiday) from their job. Most British people have four or five weeks of paid holiday. Americans often complain that two weeks is not enough holiday, especially when they hear about the longer holidays that Europeans get (LDELC, 2005).

According to some scholars, contemporary dictionaries containing cultural information can be divided into four groups:

- 1) cultural dictionaries exploring political, social, historical and cultural issues peculiar to a certain country in some periods (the status of different social groups, cultural nomadism, Western feminism, Renaissance).
- 2) dictionaries and reference books devoted to the descriptions of countries and cultures (names of architectural monuments, animals and plants specific for a certain country, names and descriptions of national holidays and traditions, etc.).
- 3) specialized cultural dictionaries guiding specific cultural areas of knowledge in certain countries: dictionaries of idioms and proverbs, myths and legends, slang, etc.
- 4) encyclopedic dictionaries (Encyclopedia Britannica, World Book, Большая советская энциклопедия, etc.), which cover a wide range of topics and provide information about different fields of the life.

Main directions of linguoculturology: several directions have been formed in linguoculturology:

1. **Linguoculturology of cultural relations of certain social groups**, peoples in a prominent period, that is, the study of specific linguoculturological situations.
2. **Diachronic linguoculturology**, which studies linguocultural changes that belong to a certain period of a people.
3. **Comparative linguoculturology**, which studies the linguocultural manifestations of different peoples in contact with each other.
4. **Comparative linguoculturology**. It has just begun to develop and is reflected in some studies. For example, M.K. Golovanivskaya in her study "French mentality from the point of view of a speaker of the Russian language" studied the features of the French mentality from the point of view of a speaker of the Russian language and culture. As analysis material, fate, danger, luck, soul, conscience, thought, idea, etc. in Russian and French languages. abstract nouns served.
5. **Geographical dictionaries** (see: Amerikana. Anglo-russkiy lingvostranovedcheskiy slovar / Pod ed. N.V. Chernova. Smolensk, 1996; Maltseva D. G. Germany: strana i yazyk: Lingvostrano vedcheskiy slovar. M., 1998; Muravleva N.V⁷.

3 . METHODS OF LINGUOCULTUROLOGICAL ANALYSIS

Linguoculturology as an independent branch of linguistics is supposed to have its own methods and techniques of analysis. However, being an interdisciplinary, integral science, Linguoculturology employs a combination of methods; some of them are borrowed from the adjacent disciplines – Cognitive Linguistics, Psycholinguistics, Ethnolinguistics, Sociolinguistics, etc., others – have been worked out within the domain of Linguoculturology. It should be kept in mind that even the borrowed methods undergo certain modifications, they are adjusted

⁷Usmonova Sh. Lingvokulturologiya. – T.: 2019 – B. 22-23.

to the aims of linguocultural studies. In this chapter we intend to suggest the methods which seem most adequate for Linguoculturology.

Componential analysis. It is based on the linguistic postulate that lexical meaning can be segmented into minimal semantic components (semes). The method includes techniques of a multi-stage definitional analysis and that of associative field. In Linguoculturology this method is applied to the semantic structure of culture-specific unit with the aim to reveal: a) cultural meaning of the linguocultureme (Christmas, penny, pub); b) cultural semes (home, carol, heart); c) cultural connotations (turkey, oak, rose).

Etymological analysis studies the origin of linguocultural units, the stages of their evolution with the aim to discover the sources of cultural information.

Typological analysis is concerned with analysis, comparison and classification of linguocultural units according to their common features. Typological analysis is aimed at: a) the classification of the types of linguocultural units, i.e., the construction of a system of linguoculturemes on the basis of their similarity; b) the analysis of linguocultural universals belonging to different languages.

Method of associative field is aimed at revealing cultural connotations and associations. This method can be implemented in two ways: 1) on the basis of an associative experiment; 2) on the material of cultural dictionaries and encyclopedias.

An associative experiment has been elaborated in cognitive psychology, and it is based on the assumption that a certain stimulus presupposes some reaction: The second way to uncover a net of associations inherent in the analyzed unit is to use the materials supplied by various linguocultural dictionaries, thesauruses, encyclopedias and dictionaries of associations.

Conceptual analysis deals with the processes of conceptualization and categorization, which relate linguistic units to cognitive structures and processes.

It

presupposes searching for the culture relevant verbal signals in the text including: a) non-equivalent lexicon; b) culture-specific Ph.U., proverbs, quotations, epigrams; c) culture-relevant stylistic devices (allusion, antonomasia, litotes, euphemism, image-bearing stylistic devices); d) mythologemes; e) culture specific concepts.

It is a comprehensive, multi-stage analysis of culture specific concepts which presupposes description of a) the concept structure and its constituents (notional, figurative and evaluative spheres); b) hierarchical taxonomy of cognitive features inferred in the process of conceptualization; c) distribution of cognitive features according to the "field" principle, i.e. their reference either to the nucleus or periphery of a concept.

Cross-cultural analysis is based on comparing and contrasting: a) culturally and conceptually relevant linguistic units in the text (linguoculturemes); b) universal and nationally-specific properties of linguistic units including texts; c) cultural concepts manifesting universal and nationally-specific cultural values. The choice of these methods depends on the aim of the research; nonetheless, many of them are used complementarily to study such a complex phenomenon as relationships between language and culture.

The methods of linguoculturology are presented as a set of analytical actions and measures that are useful in analyzing the relationship between language and culture. Since linguoculturology is an integrative field of science, that is, it combines the results of research in culturology, linguistics, ethnolinguistics and cultural anthropology, it uses a number of methods and directions of knowledge centered around the center of "language and culture". In the processes of linguoculturological analysis, methods of culturology and linguistics are selectively used.

V.A. According to Maslova, "Any specific method of scientific research has its own limits of application. However, language and culture, which interact with each other, are so multifaceted that it is impossible to know their nature,

functions and genesis using one method. Therefore, the use of a number of complementary methods in this area is quite natural."

Linguo-culturological research can be seen to use linguistic, cultural, sociological (content analysis, frame analysis methodology), ethnographic (description, classification, etc.) methods. In most linguo-culturological research, it is emphasized that these methods complement each other with various principles and analyses, allowing linguo-culturological research to study the interaction of language and culture, which is a complex object.

To study the interaction of language and culture, J. Lakoff proposes the apparatus of metaphor analysis. For example, the cognitive theory of metaphors explains why some expressions in foreign languages are easily understood, even assimilated, while others are difficult to understand. This method helps to identify cognitive discrepancies between the languages being compared. Such differences are not accidental, they indicate that one or another people understand world phenomena in their own way.

V.N. Telia proposes a macrocomponent model of meaning for a linguocultural image. This model includes the following seven blocks of information: presupposition, denotation, rational assessment, motivational basis of the sign, information about emotional and emotive assessments, as well as an assessment of the conditions of use of the sign. Each block is introduced by a cognitive operator indicating the actions of processing mental structures.

The researchers also recommend the widespread use of psycho-sociological and cultural experiments in linguocultural images and linguocultural analysis of texts⁸.

⁸ Usmonova Sh. Lingvokulturologiya. – T.: 2019 – B. 37-38.

THEME 3

INTRODUCTION TO CORPUS LINGUISTICS AND CORPUS-BASED LANGUAGE PEDAGOGY (CBLP)

PLAN

- 1. REASONS OF CREATION OF MODERN CORPORA**
- 2. THE INFLUENCE OF TECHNOLOGY ON THE DEVELOPMENT OF CORPORA**
- 3. TYPES OF CORPORA**
- 4. THE IMPLEMENTATION OF CORPUS LINGUISTICS**
- 5. CORPUS-BASED LANGUAGE PEDAGOGY**

Corpus linguistics today is closely tied to the use of computers to analyze large amounts of text, often by searching for specific words or phrases in many contexts. This approach has its roots in the 13th century, when biblical scholars manually indexed the words in the Bible, listing them alphabetically along with their locations. The term “concordance” comes from the Latin words *cum* (“with”) and *cor* (“heart”), reflecting the belief that the Bible was a unified message rather than a collection of separate texts. Modern computer programs now perform in seconds what once took teams of monks years. For example, scholars used concordances for studying Shakespeare's works. Although early concordances were created by hand, today's computer tools carry on their purpose, allowing for much faster and more comprehensive analysis.

The first electronic concordance was developed by **Roberto Busa**, a Jesuit priest, in the 1950s. He created an index of St. Thomas Aquinas's works, completing it in the 1970s. Alongside this, lexicographers and structural linguists also contributed to the rise of corpus linguistics. For example, **Dr. Samuel Johnson's** 1755 English dictionary was based on a “paper corpus” of language samples, and the **Oxford English Dictionary** project collected over three million slips of paper with word usage examples by the 1880s.

By the 1950s, computers began to revolutionize language studies. Early computers were slow, taking over 24 hours to process just 60,000 words. However, the 1980s and 1990s brought major advancements in technology, making it possible for linguists to analyze vast amounts of data more efficiently. The term “corpus” (originally meaning a collection of similar texts) became common in linguistic studies, referring to collections of written or spoken material used for analysis.

One of the first electronic corpora, the **Brown Corpus**, was created in the 1960s. It contained one million words of American English from texts published in 1961. Around the same time, advances in audio recording allowed linguists to collect spoken language data. The first electronic spoken corpus, created in the early 1960s, included 166,000 words from informal English conversations, recorded and transcribed at the University of Edinburgh.

The development of corpora continued through the 1970s and 1980s, aided by improvements in technology like scanners and computer storage. Scholars from Scandinavia, such as Sture Allén and Jan Svartvik, played key roles in shaping corpus linguistics, while projects in other languages, like French and Hebrew, also emerged.

By the 1990s, linguistics transformed from a field constrained by a lack of data to one overwhelmed by an abundance of it. However, challenges remain, such as processing handwritten or older printed materials and analyzing spoken language beyond basic recognition. Despite these hurdles, corpus linguistics has grown into a vital tool for understanding language, combining centuries-old methods with modern technology.

Different **types of corpora** are designed for specific purposes, each offering unique insights into language use. Understanding these types helps researchers and educators select the most suitable corpus for their needs.

1. General Corpora represent everyday language use across diverse contexts. They aim to provide a balanced overview of a language and include texts from newspapers, fiction, academic writing, and spoken conversations. As

an example of general corpora we can accept the Corpus of Contemporary American English (COCA) which contains 1 billion words of American English across multiple genres, reflecting modern usage.

2. Specialized corpora focus on specific areas of language use, such as medical, legal, or scientific texts. These corpora help analyze the language of a particular domain or genre. Michigan Corpus of Academic Spoken English (MICASE), for example, contains spoken academic English data from lectures, seminars, and office hours.

3. Learner corpora consist of texts produced by language learners. These corpora highlight common errors, developmental stages, and learning strategies, enabling teachers to design more effective instruction. International Corpus of Learner English (ICLE) contains essays written by learners of English with varying proficiency levels.

4. Historical corpora include texts from different time periods, allowing researchers to study language change over time. These corpora often include annotated texts to make old language forms easier to analyze. Helsinki Corpus of English Texts covers texts from Old English to the Early Modern English period.

5. Parallel corpora consist of texts and their translations in one or more languages. These are useful for translation studies and comparative linguistics. Europarl Corpus contains transcriptions of European Parliament proceedings in multiple languages.

6. Monitor corpora are continuously updated to track changes in language use over time. They are particularly valuable for observing the evolution of vocabulary and emerging trends in language. Oxford English Corpus (OEC) is regularly updated with texts from the internet, newspapers, and books.

Corpus Linguistics (CL), for many, is an end in itself. That is, it provides a means for the empirical analysis of language and in so doing adds to its definition and description. This process has led to the refinement of our descriptions of lexis, leading to immensely enhanced coverage in dictionaries (as discussed

above) and we have seen a proliferation of empirical studies about aspects of grammar (often in fine detail), as well as large-scale corpus-based reference grammars such as Biber et al. (1999) and Carter and McCarthy (2006). Increasingly, however, CL is being used in the pursuit of broader research questions:

- lexicography
- language teaching and learning,
- discourse analysis,

As this lecture testifies, CL has had much to offer other areas by providing a better means of doing things. In this sense, CL is a means to an end rather than an end in itself. That is, CL leads to insights beyond the realms of lexis or grammar by applying its techniques to other questions, some more easily answered by computational analysis than others. In areas as diverse as second language acquisition and media studies, CL can be applied as a research tool. In this lecture, we have tried to bring together as diverse as possible a sample of the applications of CL so as to capture the state-of-the-art in terms of its how CL is being applied and might be applied in the future. Crucially for the development and vibrancy of CL, this process of application of CL to other areas has a wash-back effect for CL and in particular on how corpora and corpus software are designed, as we asserted above. As mentioned, the initial application of CL was in the area of **lexicography**, and software and corpora were co-designed so that lexicographers could make better dictionaries. Now the application of CL is diverse in the extreme, as are the needs of its users. While a lexicographer is interested in how best to profile a word semantically, someone using CL in the study of second language acquisition may be interested in how aspects of language develop over time in one individual or a group of users. These polar needs bring about divergent corpora and software design principles. The result is that there has never been a more fertile period in the discipline of CL. We now briefly survey some of the areas in which corpora have been adopted and audit the challenges and wash-backs that arise from these.

Language teaching and learning

Individuals such as Johns and Tribble have, for many years, championed the use of corpora in language learning in the form of Data-driven Learning (DDL). Bringing corpora or corpus data into the classroom has brought many challenges over the years. By its nature, it turns the traditional order within the classroom upon its head. The corpus becomes the centre of knowledge, the students take on the role of questioner and the teacher is challenged to hand over control and facilitate learning. Chambers and O’Sullivan (2004) have shown the democratising effect of devolving the correction and remediation of student writing through the use of error tagging and follow-up student corpus investigation, for example. As discussed in Chambers’, Sripicharn’s and Tribble’s chapters in this volume, the teacher has to do a lot of preparation work in building up students’ skills of investigation leading to hands-on work with corpora or concordance print outs (see also Allan 2008).

Reading a set of KWIC concordance lines, the key skill in DDL, is not something which can be assumed to be automatic. It demands the reader to abstract meaning through vertical reading of the node(s), and often through both left-to-right and right-to-left reading relative to a node on the concordance, and initially at the level of fragmented text. It demands new micro-cognitive skills whereby the reader moves from phrase pattern to meaning by way of hypothesising and inference. This is a wash-back effect which has still to be properly addressed in DDL. Another area of innovation within pedagogical applied linguistics which is directly related to CL is the development of learner corpora: that is, collections of spoken and written learner language. The work of Granger and her associates leads the way in this field. This moves the focus of the corpus from native speaker dominance. It brings the language of the learner into focus and allows, at a classroom level, a body of language which learners can both create and work with. The English Profile project (see its website, englishprofile.org), set up to provide empirical underpinning for the descriptions of the various levels of the Common European Framework of Reference (CEFR),

also deals in learner data, such that the proficiency levels need not be defined solely in terms of the (usually unattainable) performances of native speakers. The ideological wash-backs of learner corpora have yet to be felt in their full force, but there is no doubt that CL has enabled researchers to ask new questions within new paradigms. Other areas within pedagogical applied linguistics where we are seeing rapid development in the application and development of corpora include testing and teacher education.

Though it has been a slow process, more and more language teaching materials are now ‘corpus-informed’. Increasingly, publishers are investing more in developing corpora; for example, major publishers such as Cambridge University Press, Oxford University Press, Pearson-Longman, Collins-COBUILD and Macmillan all closely guard multi-million-word corpora and regularly launch new materials which are corpus-informed. The splenetic debates that raged in the pages of applied linguistics journals in the 1990s seem to have quelled to an acceptance that corpus-informed is not a bad or dangerous term. The long-running debates of the 1990s may have had a very positive spin-off for CL in that more applied linguists and especially practising teachers became aware of corpora and wanted to learn more. More and more papers were presented at major conferences on the uses of corpora in language teaching. However, there still exists a gulf between the world of corpus linguistics and the everyday language teacher. If CL is to have an optimum impact for language learners, this process of engagement between CL and pedagogical applied linguistics needs to be improved.

Discourse analysis

Analysing discourse is another area where CL has been adopted as a means of looking at language patterns over much larger datasets. Existing models for above-sentence analysis such as Conversation Analysis (CA), Discourse Analysis (DA) and Critical Discourse Analysis (CDA) are all benefiting from the use of CL. CL can automate many (but certainly not all) of the processes of CA, DA and CDA through the use of wordlists, concordances and key word

searches (see Evison, this volume). The process is not one-way however. CL on its own is not the basis for the analysis of discourse. It can provide the means for analysis but researchers invariably draw on theories and applications of either CA, DA or CDA. One example is the use of the CA notion of ‘baseline’: that is, whereby the turn structure of an interaction, for example a telephone call opening, is compared to the ‘canonical’ or baseline interaction between ‘unmarked’ interactants. For example, O’Keeffe (2006) compared the turn sequence of an opening of a call to a radio station with the canonical sequence of a call between people who are neither strangers nor intimately related (see Sacks et al. 1974). In the same way, CL uses ‘reference corpora’ against which results are compared (see Evison, this volume for an example of this).

Corpus-Based Language Pedagogy (CBLP) represents a modern approach to language teaching, which leverages linguistic corpora – large, structured collections of authentic written or spoken texts. By integrating corpora into teaching practices, educators provide learners with direct exposure to authentic language use in real-world contexts. This approach supports a shift from rote learning to discovery-based learning, aligning with the principles of data-driven learning (DDL).

Understanding Corpus-Based Language Pedagogy

At its core, CBLP emphasizes the use of corpora to inform both teaching and learning. Language learners can observe patterns, analyze examples, and deduce grammatical or lexical rules directly from real-world data. This approach contrasts with traditional teaching methods, which often rely on decontextualized examples and static rules. Johns (1991), a pioneer in data-driven learning, argued that students should become “language detectives,” exploring authentic data to uncover linguistic insights. CBLP operationalizes this philosophy, fostering autonomy and critical thinking among learners.

Corpus tools like concordancers allow learners to investigate word usage, collocations, and frequency. For instance, using the Corpus of Contemporary American English (COCA), students can explore collocations of a word such as

‘take’ (e.g., take part, take care). This insight deepens their understanding of word combinations and context-specific meanings. CBLP facilitates an inductive approach to grammar teaching. Rather than memorizing rules, learners analyze corpus data to identify grammatical structures. For example, students can explore the difference between formal and informal uses of modal verbs in various registers.

Students can analyze corpora to identify common structures, cohesive devices, and stylistic features in genres like academic essays or business correspondence. Tools such as the Michigan Corpus of Upper-Level Student Papers (MICUSP) provide valuable resources for examining exemplary writing. Spoken corpora, like the British National Corpus (BNC) or MICASE, enable learners to study authentic conversational patterns, discourse markers, and pronunciation variations. These insights improve their ability to engage in natural, fluent conversations. Learner corpora, such as the International Corpus of Learner English (ICLE), allow educators to identify and address common learner errors. Tailored exercises can then target these specific issues, enhancing learning outcomes.

III. AMALIY MAShG‘ULOTLAR

THEME 1

SUBJECT MATTER AND OBJECT OF COGNITIVE LINGUISTICS

Task 1. Discuss the following questions:

- 1) What is cognitive linguistics?
- 2) Define its main theoretical principles;
- 3) Define methodological basis of cognitive linguistics;
- 4) What are main trends of cognitive linguistics?
- 5) What are methods of investigation in cognitive linguistics?

Task 2: Graphic Organizer. Complete the table

Cognitive linguists	Concepts/ideas	Interpretation
Ch.Fillmore		
G.Lakoff		
R.Langaker, L.Talmy		
E.S.Kubryakov a		
N.Boldirev		
V.Demyanykov		
N.Chomsky		

Task 3. Define and discuss the following problems of study of cognitive linguistics in relation with language and thought:

- 1) conceptual theory of meaning;
- 2) the notion of concept and its types;
- 3) the problems of conceptualization and categorization;
- 4) knowledge structures and their types;
- 5) frame semantics;
- 6) prototype theory;
- 7) the cognitive account of grammatical categories;
- 8) conceptual metaphor theory;

Task 4. Discuss the basic principles of Cognitive linguistics:

- a) cognitive-communicative functions of language;
- b) principle of anthropocentrism;

- c) its interdisciplinary character (psychology, sociology, philosophy, culture and etc.);
- d) its explanatory function of linguistic phenomena (the process of conceptualization and categorization of the information conveyed by linguistic units);
- e) boundaries between inner and outer linguistics, synchronism and diachronism, semantics and grammar.

Task 5. Study why are the methodological basis of Cognitive linguistics formed by the followings:

- 1) frame semantics (way of analyzing linguistic semantics via a frame (a hierarchical structure of linguistic data representing a stereotype situation; a unit of knowledge structure verbalized by interrelated language units));
- 2) conceptual semantics (meaning formed as a result of an individual's conceptual system in his conceptual world picture, mind);
- 3) prototype semantics (categorization (best sample of a certain category representing its entity and properties)),
- 4) theory of relevance and salience (connected with foregrounding);
- 5) theory of cognitive modelling and cognitive metaphor (models of understanding, conceptualization and categorization of information).

Task 6. Complete the table

Trends of cognitive linguistics	Object of study
Cognitive semantics	
Cognitive grammar	
Cognitive stylistics	
Cognitive lexicology	

Task 7. Create a Frame of Typical Situation/Scenario in your Society (car crash, fishing, wedding, gardening).

Task 8. Using the method of cognitive mapping analyze conceptual models/structures constituting the cognitive basis of a certain concept such as mother, motherland, friendship, labour.

THEME 2
SUBJECT MATTER AND OBJECT OF CULTURAL LINGUISTICS

Task 1. Discuss the following questions:

- 1) What is cultural linguistics?
- 2) Define its main theoretical principles of cultural linguistics;
- 3) Define methodological basis of cultural linguistics;
- 4) What are main trends of cultural linguistics?
- 5) What are methods of investigation in cultural linguistics?

Task 2. Complete the table

Cognitive linguists	Concepts/ideas	Interpretation
Yu.S. Stepanov		
Ashurova, Galieva		
V.N. Telia		
V.V. Vorobyev		
V.A. Maslova		
A.A. Potebnya		
N.D. Arutyunova		

Task 3. Define and discuss the following four linguocultural schools:

- Linguocultural school headed by Yu.S. Stepanov – the aim is to describe cultural concepts and constants in their diachronic aspects;
- The school of N.D. Arutyunova studying universal cultural models on the basis of the texts belonging to different ages and nations;
- The school of V.N. Telia which is known as “Moscow school of linguocultural analysis of phraseological units” – the aim is to study phraseological units with the aim to provide a deeper insight into cultural semantics;
- The school of linguists established at the Russian University of People’s Friendship by V.V. Vorobyev, who develops the ideas of Country Studies by E.M. Vereschagin and V.G. Kostomarov.

Task 4. Discuss the basic issues of linguocultural studies:

- a) linguocultural units and their types (linguoculturemes);
- b) the national world picture and nationally specific linguistic units;

- c) cultural specifics of the communicative behaviour (cultural aspects of the communicative behavior peculiar to a certain linguocultural community, social or
 - d) gender groups, or an individual);
 - e) culture specific phraseology;
 - f) culture specific concepts and their verbalization;
 - g) speech etiquette (the norms and standards of a polite communicative behavior in various communicative situations of greetings, farewells, apologies, request, etc.).

Task 5. Complete the table

Trends of cognitive linguistics	Object of study
Linguocultural lexicography	
Linguoculturology of cultural relations of certain social groups	
Diachronic linguoculturology	
Comparative linguoculturology	
Geographical dictionaries	

Task 6. Create a semantic structure of a culture-specific unit (Christmas, penny, pub). While analysis, pay attention to: a) cultural meaning of the linguocultureme; b) cultural semes; c) cultural connotations.

THEME 3

INTRODUCTION TO CORPUS LINGUISTICS AND CORPUS-BASED LANGUAGE PEDAGOGY (CBLP)

Task 1. Answer the following questions in the form of PPT presentation (3-5 slides for each) with your own examples and present it:

1. What spheres of linguistics can CL be applied in?
2. How can CL be implemented in Lexicography?
3. What are possible benefits of corpus implementation in teaching EFL?
4. What is DDL?
5. What key skills of DDL do you know?
6. How can CL be used in discourse analysis?

Task 2. Find the best option and explain your choice.

1. **What is data about data? Which of the following refer to national corpora?**

- A. Lemma
- B. Concordance
- C. Metadata
- D. Key Word in the Context

2. **What refers to pragmatic features?**

- A. Intuited data
- B. Speech acts
- C. Deictics
- D. Hedges

3. **Forensic Linguistics is ...?**

- A. Legal Linguistics
- B. General Linguistics
- C. Special Linguistics
- D. Corpus Linguistics

4. **What does context-governed component consist of?**

- A. Social class

Task 3.

A) Go to COCA (<https://www.english-corpora.org/coca/>) and search the words in KWIC:

Boozer

Pot-head

Bill

Pigs

Fuzz

As it is shown in the picture 1.

SEARCH		WORD	CONTEXT	ACCOUNT
8	BLOG:2012:krebsonsecurity.com	go back to that . I suspect it's over to fuzz an boozers app written in a compiler language than it is to		
9	WEB:2012:funfunfest.com	his love for music on the old school country , covered fuzz and blues of bands and singers such as George Jones , ZZ		
10	WEB:2012:fairfieldtheatre.org	Ferris wheel full of people that just came unhinged . # fuzz and Carrie San Giovanni, the band 's Bridgeport-based		
11	FIC:1997:VirginiaQRev	using twigs or leaves or mud , they used plant down-dandelion fuzz and cottonwood fluff and the like . And they held it together		
12	BLOG:2012:engineeringevil.com	a good picture . "# What came out of the fuzz and crackles was a sudden desire for the finest classical piano		
13	BLOG:2012:zerohedge.com	to be normal so hard ! a young man w/ peach fuzz and bad goes " over to the dark side " too !		
14	BLOG:2012:soundcheck.wnyc.org	fun , rough and tumble garage-rock banger , all blown speaker fuzz and Feedback it 's as if the Seeds or Velvet Underground		
15	WEB:2012:amazon.com	. A ton of seriously killer music came out of the fuzz and fuck-all attitudes , and eventually money changed hands .		
16	NEWS:2007:NYTimes	' fault : They were slaves to the whomp of that fuzz and funk and the rhythm and pitch of Zack de la		
17	FIC:2006:LiteraryRev	she touched the jelly cytoplasm models that were now with fuzz and grape jelly from school children 's hands . She smiled and		
18	NEWS:2000:SanFranChron	at a mere 4 ounces , blind and covered with white fuzz and looking more like a rodent than a panda . # PANDA		
19	BLOG:2012:scienceblogs.com	to incorporate the real world into her thinking and allows for fuzz and shades of grey . I find this approach to be realistic		
20	SPOK:1999:NPR_ATC	from the " Fred Allen Show " in 1949 . The fuzz and onto sound old fashioned , but the jokes work pretty well		
21	MAG:1994:Today'sParent	One day we turned on the TV and it answered with fuzz and radio The cable service had been disconnected . Within a		
22	FIC:2004:Esquire	and he hears , from the living room , the TV fuzz and the telephone ring out once in complaint . Julie climbs back		
23	FIC:2018:SciFi & Fantasy	on the water , my face is covered in gross white fuzz and here are two tender swellings flanking my forehead . I try		
24	FIC:1995:LiteraryRev	, two teenage boys with Martian helmets and green-washed fuzz appear in the gloomy hall of a building where my parents once		
25	MOV:1999:Forces of Nature	We have to be in Savannah in the morning . The fuzz are after us - Hey , Ben , how much was that		
26	FIC:1998:ParisRev	's nightdress is inside out , her hands fidget with the fuzz around her slipper . And the smell , like sleep gone sticky		
27	FIC:2007:Bk:Terror	Excellent was a damned three-decker that was old before Noah had fuzz around his dongle . The ship had been mastless and permanently		
28	WEB:2012:ask.com	get my hair cut , my beautician shaves all the peach fuzz around my sideburns and back of my neck . That does the		

B) What slang meanings did you find? How does the meaning change in the context? Make a quiz the using the context from COCA and create a game on Kahoot.com and share with your classmates.

Task 4.

A. Go to COCA (<https://www.english-corpora.org/coca/>) and type *audi** in LIST:

As it is shown in the picture 1.

1		AUDIENCE	69362	
2		AUDIO	17069	
3		AUDIENCES	14191	
4		AUDIT	8083	
5		AUDITION	4610	
6		AUDITORIUM	4429	
7		AUDITORY	3559	
8		AUDIBLE	2892	
9		AUDITORS	2622	
10		AUDITOR	2406	
11		AUDITS	2126	
12		AUDITING	1797	
13		AUDITIONS	1601	
14		AUDI	1521	
15		AUDIOTAPE	1483	
16		AUDITED	1096	
17		AUDITIONED	977	
18		AUDITIONING	933	
19		AUDIOVISUAL	643	
20		AUDIBLY	410	
21		AUDIOTAPES	404	
22		AUDIE	382	
23		AUDIOBOOK	337	
24		AUDIOBOOKS	336	
25		AUDIO-VISUAL	236	
26		AUDITORIUMS	213	
27		AUDIOTAPED	188	

B. Review the meaning of all words, what did you notice? Do you have unfamiliar words?

C. Click on unfamiliar words to see more context. Analyze them in the contexts and registers.

THEME 4

TERMINOLOGICAL POLYSEMY.

Task 1. Provide three examples of polysemous terms from everyday language. For each term, list at least two distinct but related meanings. Explain how these meanings are connected.

Terms	Meanings

Task 2. Choose one term that exhibits polysemy in two specialized fields (e.g., "bridge" in medicine and engineering). Define the term in each context and describe the conceptual link between the meanings.

Terms	Contextual variations

Task 3. Analyze the term "cloud" as presented in the text. Describe how the meaning of the term has evolved from meteorology to computing. What processes (e.g., metaphor, metonymy) contributed to this evolution?

Cloud	

Task 4. Match the theoretical frameworks to their examples.

Lexical Semantics: Breaking down a term's meaning into smaller components.	Describing "system architecture" in engineering.
Cognitive Linguistics: Using metaphors to create new meanings.	The evolution of "virus" across biology and computing.
Sociocognitive Approach: How social groups influence a term's meaning.	Analyzing the features of the term "bank."
Frame-Based Approach: Organizing meaning within a conceptual "frame."	Shifting meanings of "diagnosis" between medicine and computing.

Task 5. Imagine you are designing a terminological database. Create a record for the term "virus" with two subentries: one for biological viruses and one for computer viruses. Include the following:

1. Definition for each sense.
2. Domain of usage.
3. Example sentences demonstrating each sense.

V. GLOSSARY

Categorization: The process of putting people or things into categories (groups with the same features).

Cognition: The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

Cognitive Modeling: An area of computer science that deals with simulating human problem-solving and mental processes in a computerized model.

Cognitive Structure: A meaningful arrangement of concepts or categories that display relationships among them.

Concept: A unit for describing a picture of the world – a mental unit containing linguistic and cultural knowledge, ideas, and assessments.

Conceptual Analysis: Distinguishing terms, analyzing their meanings, and representing fundamental entities or phenomena within a discipline.

Conceptual Domains: The representation of any coherent segment of experience, such as love and journeys.

Conceptual Metaphor: Understanding one domain in terms of another (e.g., “spending time” as if time were money).

Conceptual Blending: Combining ideas from different domains to create new meanings.

Conceptualization: An abstract, simplified view of some selected part of the world, containing the objects, concepts, and other entities presumed of interest for some purpose, along with their relationships.

Concordance: A tool or list showing the occurrences of a specific word or phrase in a corpus, along with its surrounding context.

Corpus: A structured collection of written or spoken texts used for linguistic analysis.

Corpus-Based Language Pedagogy (CBLP): Teaching practices that integrate corpora to expose learners to authentic language use.

Critical Discourse Analysis (CDA): A branch of discourse analysis focusing on uncovering hidden power dynamics and ideologies in language.

Data-Driven Learning (DDL): A teaching approach where learners analyze real-world language data from corpora to discover patterns and rules.

Discourse Analysis (DA): The study of language use in texts and conversations, benefiting from corpus methods to analyze large datasets.

Frame-Based Approach: A method in terminology that uses mental models (frames) to explain the relationships and meanings of terms.

General Corpora: Databases representing everyday language across multiple contexts, such as fiction, news, and academic writing.

Historical Corpora: Collections of texts from different time periods, used to study language change.

Homonymy: A term having unrelated meanings (e.g., “bank” as a financial institution or river’s edge).

Key Word in Context (KWIC): A concordance format that displays a search word aligned centrally with its immediate context to analyze its usage.

Knowledge Structure: Blocks of information including a system of interrelated concepts.

Learner Corpora: Databases of language produced by learners, often used to analyze common errors and learning progress.

Lexicography: The process of creating dictionaries, often informed by corpus data.

Metaphor: A process where a term acquires a new meaning based on similarity (e.g., a business “ecosystem”).

Metonymy: A process where a term’s meaning shifts based on contextual association (e.g., “White House” for the President’s administration).

Monitor Corpora: Continuously updated corpora that track language evolution over time.

Parallel Corpora: Texts and their translations, useful for translation studies and cross-linguistic comparisons.

Polysemy: A single term having multiple related meanings (e.g., “branch” as a tree limb or a division of an organization).

Sense-Disambiguation Tools: Computational tools used to distinguish between multiple meanings of a term in text.

Sense Extension: The expansion of a term’s meaning to include new, related contexts (e.g., “cloud” in meteorology and computing).

Specialized Corpora: Collections focused on specific language domains like medical or legal texts.

Terminological Database: A structured repository of terms, their definitions, contexts, and related meanings.

Terminology: The study and management of terms specific to specialized fields.

VI. TOPSHIRIQLAR BANKI

Task 1: Create a diagram representing main principles of Cognitive linguistics

Task 2: Write a reflection of your views on Cognitive linguistics and its impact on development of general linguistics

Task 3: Characterize the anthropocentrism principle of Cognitive Linguistics

Task 4: Define methodological basis of Cognitive Linguistics

Task 5: Select one method of Cognitive linguistics and analyze a linguistic unit from a cognitive aspect by using the method you selected

Task 6: Create a diagram representing main principles of Cultural linguistics

Task 7: Write a reflection of your views on Cultural linguistics and its impact on development of general linguistics

Task 8: Characterize the anthropocentrism principle of Cultural Linguistics

Task 9: Define methodological basis of Cultural Linguistics

Task 10: Select one method of Cultural linguistics and analyze a linguistic unit from a cognitive aspect by using the method you selected

Control questions

1. What was the original purpose of concordances in the 13th century?
2. What does the Latin root of the word “concordance” mean?
3. Who developed the first electronic concordance, and when was it completed?
4. What was one of the first electronic corpora, and what did it contain?
5. What significant technological advancements in the 1980s and 1990s impacted corpus linguistics?
6. What is a general corpus designed to represent?
7. What type of corpus is designed to track changes in language over time?
8. What does Data-driven Learning (DDL) involve in language teaching?
9. Which of the following is NOT a benefit of using a corpus in language teaching?
10. Why is corpus-based language pedagogy considered innovative?
11. What is the primary focus of Cognitive Linguistics?
12. Which scholar is often credited with revolutionizing Cognitive Linguistics?
13. When did Cognitive Linguistics emerge as a distinct field of study?
14. What is the primary aim of the conceptual metaphor analysis?
15. In the theory of frames, what is the term for the elements related to a specific knowledge structure or situation?
16. What is the relationship between frames and conceptual world picture?
17. Which theory in Cognitive Linguistics emphasizes the role of background knowledge in interpreting language?
18. What is one of the key problems in Cognitive Grammar?
19. Which concept refers to the common features that appear in both the source and target domains of a metaphor?
20. What does the theory of mental spaces address in Cognitive Linguistics?
21. What does the Cognitive Linguistic approach suggest about the nature of language meaning?
22. Which of the following is a significant characteristic of Cognitive Linguistics?
23. Which cognitive model is used to explain the conceptualization of actions, such as “pouring” or “filling”?
24. What does the “image schema” theory deal with in Cognitive Linguistics?

25. What is a key component of Cognitive Linguistics' view of linguistic knowledge?
26. What role does the human factor play in the study of language according to the anthropocentric paradigm?
27. Which scholar is associated with the Moscow school of linguocultural analysis?
28. What is the primary focus of linguocultural lexicography?
29. How do cultural dictionaries impact the understanding of specific cultures?
30. Reflecting on your own experiences, how important do you think cultural context is in language learning?
31. If a cultural dictionary includes 15,000 cultural entries, how does this enhance its value as a resource?
32. How does the Longman Dictionary of English Language and Culture contribute to understanding cultural phenomena?
33. Based on the text, how does mistletoe function in British Christmas traditions?
34. What is a common misconception about Franklin D. Roosevelt's presidency?
35. Which of the following statements accurately describes the cultural context of paid holidays in the US and the UK?
36. What does the term 'cultural dictionaries' refer to in the context of contemporary lexicography?
37. Based on the interdisciplinary nature of linguoculturology, which of the following disciplines contributes methods to its analysis?
38. In what way are borrowed methods in linguoculturology modified?
39. What is the primary focus of componential analysis in linguoculturology?
40. How does etymological analysis contribute to linguocultural studies?
41. Which method in linguoculturology is primarily concerned with the classification of linguistic units based on shared characteristics?
42. Based on the methods discussed, which approach would best help in understanding cultural connotations of a word?
43. What is the significance of the method of associative field in linguoculturology?
44. How does conceptual analysis relate linguistic units to cognitive structures?
45. Which of the following best describes cross-cultural analysis in linguoculturology?

46. What is the primary aim of the choice of methods in linguoculturology?
47. Reflecting on your own experiences, how has the use of corpus linguistics influenced your understanding of language?
48. Based on the advancements in corpus linguistics, how might future research evolve?
49. What is the primary focus of Data-driven Learning (DDL) in language education?
50. Which of the following best describes the challenges teachers face when integrating corpora into language instruction?
51. What is a key skill required for reading KWIC concordance lines in DDL?
52. What is the significance of the English Profile project in relation to the CEFR?
53. How does the integration of corpus-informed materials impact language teaching practices?
54. What is a common misconception about the use of corpora in language teaching?
55. Which statement accurately reflects the relationship between Conversation Analysis (CA) and Corpus Linguistics (CL)?
56. What misconception might someone have about the role of CL in discourse analysis?
57. How does Corpus-Based Language Pedagogy (CBLP) differ from traditional language teaching methods?
58. What is a significant advantage of using authentic language data in language learning?
59. Based on the principles of CBLP, how might a teacher approach grammar instruction?
60. What is a key benefit of using corpora in language learning according to CBLP?

VII. ADABIYOTLAR RO‘YXATI

ADABIYOTLAR RO‘YXATI

I. O‘zbekiston Respublikasi Prezidentining asarlari:

1. Mirziyoev Sh.M. Buyuk kelajagimizni mard va oljanob xalqimiz bilan birga quramiz. – T.: “O‘zbekiston”, 2017. – 488 b.
2. Mirziyoev Sh.M. Milliy taraqqiyot yo‘limizni qat’iyat bilan davom ettirib, yangi bosqichga ko‘taramiz. 1-jild. – T.: “O‘zbekiston”, 2017. – 592 b.
3. Mirziyoev Sh.M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. 2-jild. –T.: “O‘zbekiston”, 2018. – 507 b.
4. Mirziyoev Sh.M. Niyati ulug‘ xalqning ishi ham ulug‘, hayoti yorug‘ va kelajagi farovon bo‘ladi. 3-jild.– T.: “O‘zbekiston”, 2019. – 400 b.
5. Mirziyoev Sh.M. Milliy tiklanishdan – milliy yuksalish sari. 4-jild.– T.: “O‘zbekiston”, 2020. – 400 b.

II. Normativ-huquqiy hujjatlar:

6. O‘zbekiston Respublikasining Konstitutsiyasi.–T.:O‘zbekiston, 2023.
7. O‘zbekiston Respublikasining 2020 yil 23 sentabrda qabul qilingan “Ta’lim to‘g‘risida”gi O‘RQ-637-sonli Qonuni.
8. O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevral “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi 4947-sonli Farmoni.
9. O‘zbekiston Respublikasi Prezidentining 2018 yil 21 sentabr “2019-2021 yillarda O‘zbekiston Respublikasini innovatsion rivojlantirish strategiyasini tasdiqlash to‘g‘risida”gi PF-5544-sonli Farmoni.
10. O‘zbekiston Respublikasi Prezidentining 2019 yil 27 may “O‘zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PF-5729-sonli Farmoni.
11. O‘zbekiston Respublikasi Prezidentining 2019 yil 27 avgust “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to‘g‘risida”gi PF-5789-sonli Farmoni.
12. O‘zbekiston Respublikasi Prezidentining 2019 yil 8 oktabr “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmoni.
13. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning 2020 yil 25 yanvardagi Oliy Majlisga Murojaatnomasi.
14. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2001 yil 16 avgustdagagi “Oliy ta’limning davlat ta’lim standartlarini tasdiqlash to‘g‘risida”gi 343-sonli Qarori.
15. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2015 yil 10 yanvardagi “Oliy ta’limning Davlat ta’lim standartlarini tasdiqlash to‘g‘risida”gi 2001 yil 16 avgustdagagi “343-sonli qororiga o‘zgartirish va qo‘shimchalar kiritish haqida”gi 3-sonli qarori.
16. O‘zbekiston Respublikasi xalq ta’limi tizimini 2030 yilgacha

rivojlantirish konsepsiyasini tasdiqlash to‘g‘risidagi O‘zbekiston Respublikasi Prezidentining 2019 yil 29 apreldagi PF-5712-sen Farmoni. (Qonun hujjatlari ma’lumotlari milliy bazasi, 29.04.2019 y., 06/19/5712/3034-sen)

III. Maxsus adabiyotlar:

1. Болдырев Н.Н. Когнитивная семантика. Введение в когнитивную лингвистику. – Тамбов: ФГБОУ ВПО Тамбовский государственный университет им. Г.Р.Державина, 2014а. – 236 с.
2. Вайсгербер Й.Л. Родной язык и формирование духа / пер. с нем., вступ. ст. и comment. О.А.Радченко. Изд. 2-е. Испр. и доп. – М.: Едиториал УРСС, 2004. – 232 с.
3. Кубрякова Е. С. Язык и знание: на пути получения знаний о языке: части речи с когнитивной точки зрения. Роль языка в познании мира. – М.: Языки славянской культуры, 2004. – 560 с.
4. Маслова В.А. Когнитивная лингвистика. - Мн.: ТетраСистемс, 2004 – 256 с.
5. Маслова В.А. Лингвокультурология. – М.: Академия, 2001. – 208 с.
6. Маҳмудов Н. Оламнинг лисоний манзараси ва сўз ўзлаштириш // Ўзбек тили ва адабиёти. – Тошкент, 2015. – № 3. – Б. 3–12.
7. Маҳмудов Н. Тилнинг мукаммал тадқиқи йўлларини излаб...// Ўзбек тили ва адабиёти. – Тошкент, 2012. – №5. – Б. 3–16.
8. Нурмонов А. Ўзбек тилшунослиги тарихи. – Т.: Ўзбекистон, 2002. – 232 б.
9. Сабитова З.К. Лингвокультурология. – М.: Флинта, Наука, 2013. – 528 с.
10. Сафаров Ш. Когнитив тилшунослик. – Жиззах: Сангзор, 2006. – 92 б.
11. Худойберганова Д. Лингвокультурология терминларининг қисқача изоҳли луғати. – Т.: “Turon zamin ziyo”, 2015 – 44 б.
12. Юлдашев А.Г. Идиоматик қўшма сўзларнинг лингвокогнитив тадқиқи. – Т.: Фан ва технология, 2016 – 192 б.
13. Croft W. and D. Alan Cruse. Cognitive Linguistics. – New York: Published in the United States of America by Cambridge University Press, 2004–374 p.
14. Lakoff, G., Johnson, M. Metaphors We live by. 2-nd edition. – Chicago: The University of Chicago Press, 2003. – 256 p.
15. Usmonova Sh. Lingvokulturologiya. – Т.: 2019 – 248 б.
16. Ashurova D.U., Galieva M.R. Cognitive Linguistics.-Tashkent: VneshInvestProm, 2018.-160 p.
17. Barker, F. (n.d.). [Referenced content related to testing and corpora].
18. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). Longman Grammar of Spoken and Written English. Longman.

19. Budin, G. (2001). "A Critical Evaluation of Terminology Policies." *Terminology Science and Research*, 12(2), 43–58.
20. Cabré, M. T. (1999). *Terminology: Theory, Methods, and Applications*. John Benjamins.
21. Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English: A Comprehensive Guide*. Cambridge University Press.
22. Cruse, D. A. (1986). *Lexical Semantics*. Cambridge University Press.
23. Francis, W. N., & Kucera, H. (1964). *Brown Corpus*. Brown University.
24. Granger, S., Hung, J., & Petch-Tyson, S. (2002). *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching*. John Benjamins.
25. Leech, G. (1992). *Corpus Annotation Schemes*. Longman.
26. L'Homme, M.-C. (2020). *Lexical Semantics for Terminology: A Frame-Based Approach*. John Benjamins.
27. Riemer, N. (2010). *Introducing Semantics*. Cambridge University Press.
28. Sager, J. C. (1990). *A Practical Course in Terminology Processing*. John Benjamins.
29. Sinclair, J. (2004). *Trust the Text: Language, Corpus and Discourse*. Routledge.
30. Temmerman, R. (2000). *Towards New Ways of Terminology Description: The Sociocognitive Approach*. John Benjamins.
31. Tognini Bonelli, E. (2001). *Corpus Linguistics at Work*. John Benjamins.
32. Wright, S. E., & Budin, G. (1997). *Handbook of Terminology Management*. John Benjamins.