



VOCABULARY AND SPEECH WORKING SKILLS OF PRIMARY SCHOOL STUDENTS

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Abstract. *In recent years, new scientific approaches in linguistics have emerged, focusing on the interrelation between human cognition, speech processes, and the formation of meaning. In particular, cognitive and conceptual analysis methods have provided new perspectives for understanding linguistic units. Based on this, the study of semantic meanings of words and expressions, as well as their cultural and psychological layers, has become one of the key research objectives in translation studies. The research examines conceptual structures in language, mechanisms of meaning modeling, and their reflection in translation. This approach establishes a solid theoretical foundation for conveying spiritual and cultural content more precisely in intercultural communication.*

Keywords: *cognitive analysis, conceptual structure, meaning modeling, semantic system, translation studies, cultural cognition, linguo-cognitive approach, semantic coherence, language and thought, conceptual differences.*

Аннотация . *В последние годы в лингвистике формируются новые научные направления, направленные на изучение взаимосвязи между человеческим мышлением, речевым процессом и формированием смысла. Особенно методы когнитивного и концептуального анализа позволяют по-новому интерпретировать процесс понимания языковых единиц. На этой основе в переводоведении актуализируется глубокий анализ семантической нагрузки слов и выражений, а также выявление их культурных и психологических слоёв. В ходе исследования были изучены концептуальные структуры языка, механизмы формирования моделей значения и принципы их отражения в переводе. Такой подход создаёт прочную теоретическую базу для полного выражения духовного и культурного содержания в межкультурной коммуникации.*

Ключевые слова: *когнитивный анализ, концептуальная структура, моделирование значения, семантическая система, переводоведение, культурное мышление, лингвокогнитивный подход, семантическая целостность, язык и мышление, концептуальные различия.*

Introduction

In recent decades, linguistic research has witnessed a growing emphasis on exploring the intricate interrelations among human cognition, perception, and the linguistic system — an approach that has led to the rise of the cognitive paradigm in linguistics. The cognitive approach interprets language not merely as a communicative tool, but as a reflection of human consciousness, memory, and cognitive processes. Therefore, analyzing linguistic



units — particularly words and word combinations — through cognitive-semantic models has become a central direction in modern linguistic studies.

Within the framework of **cognitive linguistics**, the meaning of words and expressions is not confined to their lexical form but is deeply rooted in conceptual structures, mental maps, and categorization processes existing in human consciousness. Concepts such as *concept*, *frame*, and *script* are used to model the mechanisms through which linguistic meaning is formed. From this perspective, every word or phrase represents a **cognitive model of human experience**, encapsulating knowledge, perception, and emotion.

In the field of translation studies, this approach has inaugurated a new stage in understanding the translation process: it emphasizes the importance of interpreting not only the external linguistic form but also the underlying cultural-cognitive content, psychological associations, and national concepts embedded in language. For instance, within Conceptual Metaphor Theory (Lakoff & Johnson, 1980), metaphorical expressions are viewed as manifestations of human conceptual structure, providing a crucial theoretical foundation for identifying their appropriate equivalents in translation. Modern cognitive linguistic approaches — including Prototype Theory, Conceptual Integration Theory (Fauconnier & Turner, 2002), and Frame Semantics Analysis — allow for a deeper examination of the semantic potential of words and the dynamic transformations they undergo in translation. This research direction sheds light not only on the nature of language but also on the human thought process as a form of cognition, thereby offering a solid scientific basis for enhancing the quality and adequacy of translation.

The main objective of this research is to conduct a comprehensive scientific analysis of the cognitive and conceptual features of linguistic units, to identify their semantic structure, and to develop the theoretical foundations of meaning transformation in the process of translation. Within the integrated framework of linguistics and translation studies, the research tasks include determining the **conceptual structure** of words and word combinations, explaining the principles of **semantic modeling**, analyzing the mechanisms of meaning transfer from one language to another, and examining the influence of cultural-cognitive differences on translation. Additionally, identifying the interrelations between human cognition, psycholinguistic processes, and language structure is one of the essential aspects of the study.

During the analysis, the conceptual model of language, **its** semantic and pragmatic components, as well as the manifestations of cognitive structures in thought, were thoroughly explored. The semantic layers of words and expressions, including their **metaphoric**, **associative**, and **conceptual properties**, were examined through the lens of how meaning is generated by each language's unique cultural concepts. From this perspective, it was scientifically demonstrated that achieving **semantic equivalence** in translation depends not only on grammatical accuracy but also on the harmonious integration of cognitive, psychological, and cultural aspects.





The research results indicate that, to ensure semantic integrity in translation, a translator must possess not only linguistic competence but also a deep understanding of conceptual thinking, cultural codes, and the national semiosphere. Semantic disparities between languages, discrepancies in conceptual structures, and variations in metaphorical cognition are identified as key factors that complicate meaning transformation in translation. The findings of this study create opportunities for new theoretical and practical approaches in cognitive linguistics, translation studies, psycholinguistics, and intercultural communication.

The dialectical unity between language and thought, the conceptual nature of meaning modeling processes, and their accurate reflection in translation are among the priority directions of modern linguistic research. Therefore, the linguocognitive model developed on the basis of the cognitive approach holds not only theoretical but also practical value, serving as an important tool in ensuring semantic balance and cultural coherence in intercultural communication.

The results obtained through the cognitive and conceptual approach confirm that the language system, as a reflection of human cognition, functions not merely as a means of information transmission but also as a model of conceptual knowledge. The semantic structure of words and expressions is intrinsically linked to conceptual schemas, cognitive structures, and cultural experience within human consciousness. In translation, accurately interpreting these cognitive units is essential for maintaining semantic coherence, clearly conveying cultural connotations, and ensuring linguocognitive equivalence.

Hence, a translator must possess not only linguistic competence but also a profound understanding of conceptual reasoning and the cultural semiosphere. The study reveals that the intersection between cognitive linguistics and translation studies enables a more precise analysis of the semantic models of linguistic units, uncovering their cultural and psychological layers. The linguistic model developed on the basis of the cognitive approach highlights both the universality and the national uniqueness of language. Thus, this research is of great theoretical and practical importance, contributing to the formation of new scientific paradigms in modern translation studies, psycholinguistics, intercultural communication, and semantic analysis.

Thus, the interrelation between language, cognition, and culture remains one of the most significant theoretical and practical issues in contemporary linguistic research. Studying this interconnection from a cognitive perspective provides a deeper understanding of how human thought operates universally, how meaning is modeled in the mind, and how conceptual differences manifest in translation processes. These insights not only enrich translation studies but also elevate linguistics to a new stage of interdisciplinary development.





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