

**TITLE: THE COGNITIVE-CONCEPTUAL PRINCIPLE IN STUDYING AND  
RESEARCHING TYPES OF UNITS – SIGNS OF VARIOUS LEVELS OF LANGUAGE  
HIERARCHY**

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1. When studying any linguistic units used in one way or another to verbalize a specific cognitive or conceptual semantics, the cognitive (conceptual) principle directly applies. This principle suggests that any linguistic unit, including a syntactic one, is naturally endowed with the ability to represent a certain linguistic reality (linguistic semantics or relation) that strictly correlates with the corresponding conceptual semantics, subject to proper objectification, along with other syntactic verbal means. At the same time, the proportion of verbalization of a particular conceptual semantics by different types of verbal means in languages may vary due to their idiomaticity. This principle is particularly important and necessary in modeling, along with others, grammatical – more precisely, syntactic – categories.

2. According to many scholars, one of the most important cognitive principles in modeling grammatical phenomena is the principle of conceptual unification. This principle aims at identifying core grammatical relations and their prototypical features, from which the existence of another cognitive principle – reliance on a prototype – logically follows. The latter makes it possible to interpret an infinite set of stimuli and determine the leading role of subject-predicate-object relations in the semantic core of a sentence, which are otherwise interpreted as semantic roles of agent and patient. J. Lakoff proposes a prototypical ("energeian," according to W. Humboldt) interpretation of the functional relation of these roles (Lakoff 1987, 357–358).

3. According to N.A. Besedina, the following variations derive from the cognitive (conceptual) principle:

1. the principle of equality of the two main functions of language (cognitive and communicative);

2. the principle of multifactoriality in the analysis of each linguistic phenomenon, which is associated with identifying the role of this phenomenon in the implementation of cognitive and communicative activities, and therefore is inextricably linked to the principle of consistency;

3. the principle of interdisciplinarity, which involves considering and generalizing data obtained in the fields of philosophy, cognitive psychology, psycholinguistics, logic, information theory, cognitive science, physiology, neuroscience, etc.;

4. the principle of anthropocentricity, which is associated with the study of a wide range of linguistic phenomena reflected in the linguistic consciousness of speakers or reflecting the presence of the speaker in the act of speech and the establishment of his "coordinate" system;

5. the principle of multi-level analysis of the semantics of linguistic units, which requires the study of the meaning of linguistic units in the context of various cognitive structures;

6. the principle of conceptual unity of language and speech, which implies their interpretation as a single object of analysis, which is explained by the dependence of language on the objective world;

7. this involves taking into account the principle of distinguishing between conceptual and semantic levels (Besedina 2010, 18).

The highlighted principles determine the significance of a number of methodologically important provisions for cognitive research.

4. Thus, in the typological comparison of verbal means, including syntactic ones, more precisely, complex sentences – poly taxemes of languages of different typological affiliations, it is particularly important to start from their cognitive (conceptual) foundations – semantics, verbalized along with poly taxemes and other types of linguistic units.

5. Overall, the structural, content-based, and cognitive (conceptual) principles complement each other, since only on the basis of postulating several fundamentally different sets of structural features-coordinates of the language, which specifically convey subject-object and class relations, it is now possible to distinguish and characterize in conceptual and content-based terms at least five holistic language types: neutral, class, active, ergative, and nominative (see: Klimov, 1976, 1983, 129). At the same time, in content-based and conceptual terms (which is the deep structure of languages), languages rarely differ compared to their structural plan, which is the surface structure of languages, representing the former in one way or another.

#### **REFERENCES (ENGLISH TRANSLATION):**

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