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COGNITIVE MECHANISMS OF INFORMATION RECEPTION AND CONCEPTUALIZATION IN LINGUISTIC PERFORMANCE

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ABSTRACT

This study examines the mechanisms of information processing and conceptualization in linguistic performance from a cognitive-linguistic perspective. It examines how knowledge gained from human experience is transformed into mental structures and expressed through language. The results demonstrate that linguistic performance is a cognitive process that integrates perception, memory, reasoning, and conceptualization in the construction and communication of meaning.

Keywords

linguistic performance, cognition, conceptualization, perception, thinking, mental representation, language and consciousness.

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Introduction

In the development of modern linguistics, the anthropocentric paradigm has laid the foundation for studying the phenomenon of language in relation to the human factor. In this approach, language is interpreted not as an independent system of signs, but as a phenomenon inextricably linked with human thinking, cognitive activity and mental processes.

Linguistic performance is an important tool in human interaction with the outside world, and it is not just a process of transmitting ready-made information. On the contrary, a person receives information coming from the external environment, processes it based on previous knowledge and experience, brings it into a conceptual form and expresses it using language units.

Therefore, it is important to identify cognitive mechanisms in the study of linguistic performance. The interaction of perception, memory, attention, thinking and conceptual systems is the main factors shaping human speech activity.

The purpose of this study is to identify the mechanisms of information reception and conceptualization in the process of linguistic performance and to shed light on their connection with human thinking and the language system.

Literature analysis

The issue of the relationship between language and thinking has been studied at the intersection of many disciplines. Representatives of the cognitive approach interpret language in relation to the knowledge structures and information processing processes in the human mind.

Vygotsky, interpreting the development of speech and thinking as an interrelated process, emphasizes that language is an important tool in the formation of higher mental activities of a person (Vygotsky, 1986). According to his views, human thinking develops through social experience and language.

Piaget analyzes the processes of gradual formation of human knowledge in his theory of cognitive development. According to him, a person achieves cognitive development by adapting new information to

existing knowledge systems (Piaget, 1952).

The neuropsychological approach developed by Luria made it possible to study speech processes in relation to brain activity. The researcher's work is of great importance in explaining the biological basis of linguistic performance (Luria, 1973).

Lakoff shows that human thinking is organized on the basis of conceptual structures. According to him, language units are expressions of conceptual systems existing in the human mind (Lakoff, 1987). Langacker substantiates the connection between grammar and cognitive processes (Langacker, 1987).

In Uzbek linguistics, the relationship between language and human thinking is also studied on the basis of an anthropocentric paradigm. In particular, Safarov analyzed the theoretical foundations of cognitive linguistics, and Mahmudov analyzed the relationship between language, culture and the human factor.

Discussion

Linguistic performance is considered as an external expression of complex cognitive processes taking place in the human mind. In this process, a person does not passively receive information from the external environment, but processes it based on his previous knowledge, experience and existing conceptual systems. As a result, information about objective existence is formed in the human mind in the form of mental representations and is subsequently expressed through linguistic units.

The initial stage of the information reception process is associated with perception. Through perception, a person distinguishes objects and phenomena in the external world, compares them with the existing system of knowledge and places them in certain categories. From this point of view, linguistic performance is a phenomenon that begins with sensation and perception and is formed through complex thinking processes.

The process of conceptualization is one of the central mechanisms of linguistic performance. Concepts formed in the human mind exist as separate units of knowledge, which develop based on the experience of the individual, social environment and cultural knowledge. Therefore, the same reality can be perceived and expressed differently by different individuals or cultural groups.

For a deeper understanding of linguistic performance, it is necessary to consider it as a system of several interrelated components. The first component is associated with psychocognitive processes, which include perception, memory, attention, thinking and conceptual systems. These processes ensure the processing of information in the human mind.

The second component is associated with neurobiological foundations. In the process of creating and understanding speech, brain structures, including Broca's and Wernicke's areas, perform important functions. Broca's area is mainly associated with the mechanisms of speech production, while Wernicke's area is involved in the processes of understanding the content of speech and semantic processing. This indicates that linguistic performance has not only a social, but also a biological basis.

The third component is associated with sociocultural experience. A person's expression of thoughts through language does not occur in isolation from the knowledge, values and communicative experience formed in society. The information received by a person is processed under the influence of his individual experience and the social environment.

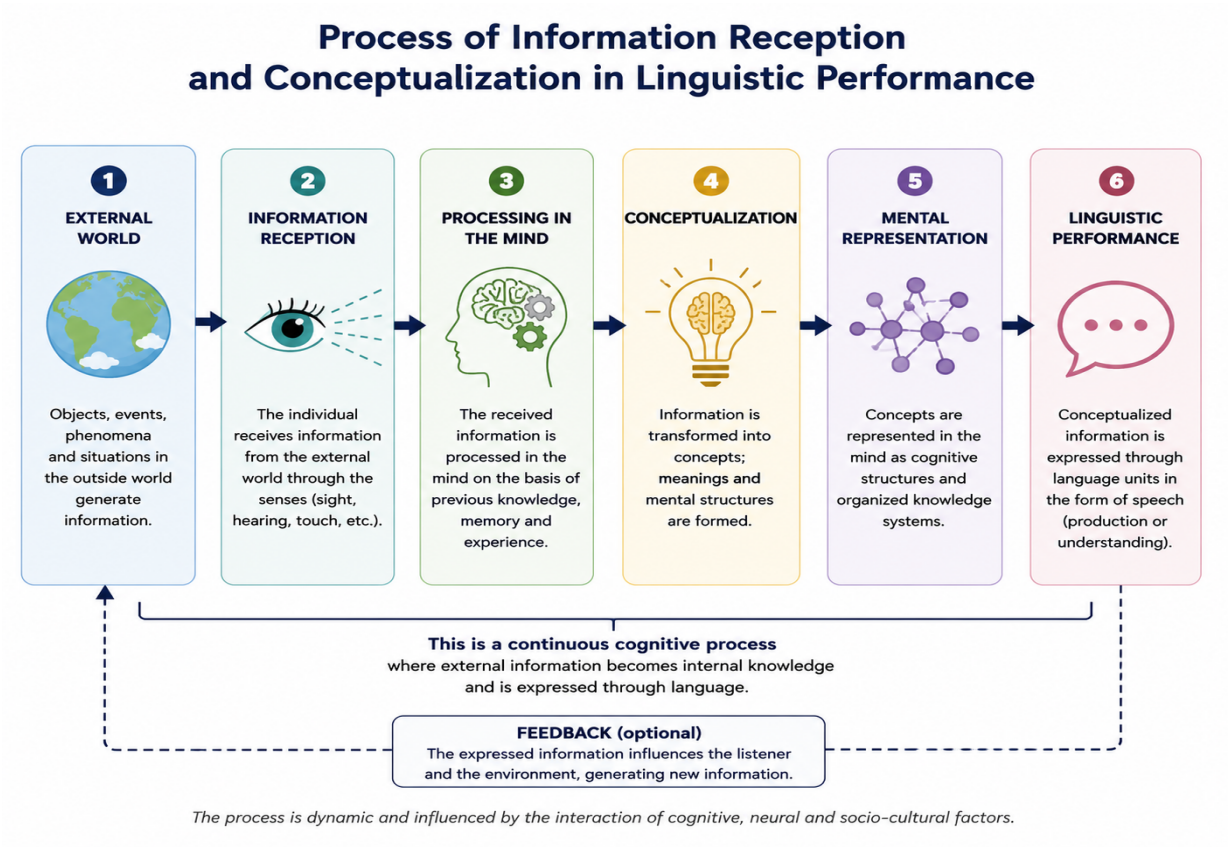


Figure 1. Process of information reception and conceptualization in linguistic performance

Thus, interpreting linguistic performance as an integration of psychocognitive, neurobiological and socio-cultural components allows us to shed more light on the complex relationship between language and human thinking.

Conclusion

Based on the analysis, the following conclusions can be put forward:

Firstly, linguistic performance is not only the process of speech production, but also a complex cognitive process associated with human cognitive activity, perception and conceptual systems.

Secondly, external information is not directly reflected in the human mind, but is processed on the basis of existing knowledge, experience and mental structures. As a result of this process, conceptual units are formed, which are expressed through language.

Thirdly, psychocognitive and neurobiological mechanisms are interrelated in the formation of linguistic performance. Brain activity, memory and thinking processes form the basis of speech activity.

Fourthly, the human conceptual system is formed under the influence of the socio-cultural environment, along with individual experience. Therefore, linguistic performance should be considered as an integrative process between individuals, society, and culture.

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