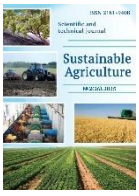
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Principles of the Cognitive-Communicative Approach in the Process of Linguistic Preservation

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a b s t r a c t

The cognitive-communicative approach to language preservation emphasizes the interconnectedness of cognitive processes (how we acquire, store, and retrieve knowledge) and communicative functions (how we use language to interact and convey meaning). When applied to linguistic preservation, this approach suggests that effective preservation strategies must engage both aspects of language use.

1. INTRODUCTION

The cognitive-communicative approach in linguistic preservation goes beyond simply teaching grammar and vocabulary. It delves into the intricate relationship between how the human mind processes and understands language (cognitive aspect) and how language is used in real-world social interactions (communicative aspect). This integrated perspective is crucial for ensuring that endangered languages not only survive but thrive as living tools for communication and cultural expression.

Language learning isn't just about memorizing facts; it's about building mental representations of how the language works and how it relates to the world. For preservation, this means that learners need to grasp the underlying concepts and structures of the language, not just surface forms. For instance, understanding the conceptual metaphors embedded in a language can unlock deeper meaning and cultural nuances. Effective teaching in language preservation leverages what learners already know (even if it's from another language or their cultural background) to build new linguistic knowledge. This makes learning more efficient and meaningful.

Various approaches can be used in learning foreign languages, lexical, auditory, integrated, linguocultural, personality-oriented, communicative, etc. It can be noted that this approach consists of two components: cognitive and communicative. The communicative approach proclaims communication as the main guideline and goal of learning a foreign language and identifies four key language skills: reading, listening, speaking and writing.

2. LITERATURE REVIEW

The study of cognitive linguistics began to develop actively in the 1970s of the XX century. This is a new direction in linguistics and psycholinguistics, which focuses on the study of the human mind and the processes occurring inside it, as well as on states of mind. Cognitive linguistics explores how people understand, produce, and interpret language. She sees language as a reflection of cognitive processes and structures that underlie our understanding of the world.

Cognitive linguistics explores the relationship between language, thinking, and cognitive functions such as perception, attention, memory, and conceptualization. One of the basic principles of cognitive linguistics is the idea that language not only reflects the world, but also actively influences our perception and understanding of reality. Cognitive linguistics explores the linguistic structures and mechanisms that allow us to organize and interpret information in our minds.

According to the cognitive approach to research, a person, since he is the bearer of certain knowledge and experience, plays a leading role in the formation of linguistic meanings. The purpose of the cognitive approach is to study the issues of perception, structuring and storage of knowledge. The results of research in the field of cognitive linguistics, psycholinguistics and linguometrics, conducted by both domestic and foreign scientists, provide an opportunity to formulate the main provisions on the basis of which methods of communicative and cognitive teaching of communication in a foreign language can be developed.

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3. RESULTS AND DISCUSSION

The first position allows us to take a fresh look at the issues of the semantic structure of the language. The semantic organization of each language is unique and cannot be generalized into universal principles. It is based on conventional imagery and is closely related to the structures of knowledge that are reflected in a particular language. Each language has its own specific ways of expressing meanings and the connections between them. For example, there are languages in which temporal relations are expressed using verb endings, while other languages use separate words or phrases. These differences reflect different semantic structures and ways of organizing meaning in each language.

Understanding the semantic structure of a language requires taking into account the context, cultural characteristics, and social context that influence the interpretation of meanings. Thus, the semantic structure of a language is a complex interaction between linguistic conventions, knowledge structures, and contextual factors. Studying and analyzing the semantic structure of each language allows us to better understand its features and specifics, as well as expand our knowledge of the diversity of language systems. This helps us to better adapt to different linguistic and cultural contexts and provides a deeper understanding of the linguistic diversity in the world.

The second point concerns grammar and vocabulary. Vocabulary and grammar are key components of language and serve as repositories of conventional imagery. They differ from language to language and specify the meanings in each specific language. Vocabulary includes the vocabulary of a language, that is, a set of words and expressions that are used to express meanings. Each language has its own vocabulary, which reflects specific aspects of the culture surrounding that language and specific conceptual categories that are important to native speakers. Grammar defines the rules and structures by which a language is organized. It defines how words can be combined and how sentences are constructed.

Each language has its own grammatical features, such as word order, grammatical categories, ways of forming words, and other structural elements. These features reflect the specific semantic structure and ways of expressing thought in each individual language. Differences in the grammatical "behavior" of language units in the process of their functioning in speech activity really correlate with differences in their meanings. This means that any transformations that occur within the framework of cognitive grammar can lead to different semantic or pragmatic consequences.

Grammatical structures and rules influence the way we express and interpret meanings in language. For example, differences in word order can change the accent or emphasis in a sentence and thus change its semantics. Also, grammatical categories and morphological forms can indicate different aspects of meaning, such as tense, person, number, etc. Cognitive grammar explores how grammatical structures reflect cognitive processes and understanding of the world. She sees grammar as a means of organizing and interpreting information in our minds.

Changes in grammar can lead to changes in the way we conceptualize and express meanings. Thus, differences in the grammatical "behavior" of linguistic units are directly related to differences in their meanings, and any changes in cognitive grammar can lead to different semantic or pragmatic consequences. This highlights the importance of studying and understanding the relationship between grammar, meaning, and cognitive processes within a language. Cognitive linguistics also studies the perception and analysis of information. The analysis of linguistic information coming to a person during communication is carried out both during perception and understanding, and during speech generation.

This is a process that takes place in parallel and is interconnected with both stages of communication. During the perception and understanding of speech, a person analyzes incoming linguistic information in order to recognize sounds, words and phrases, as well as their syntactic and semantic structure. This analysis includes the recognition of phonemes, the selection of words, the determination of their grammatical forms and syntactic relationships, as well as the interpretation of the meaning and intention of the utterance. In the process of understanding speech, we actively use our knowledge of language, context, and cultural characteristics to draw appropriate conclusions and understand the meaning of the message.

4. CONCLUSIONS AND PROPOSALS

During speech generation, a person analyzes their thoughts and intentions in order to select and organize the language units that best convey their message. This analysis includes the selection of lexical units, grammatical forms, syntactic structure, and other language resources to create a coherent and understandable utterance. We also take into account the context and the audience in order to adapt our statement to a specific communication situation. The methodological system of communicative and cognitive training of foreign students in foreign language speech activity may include stages aimed at "connecting" students to a different linguistic picture of the world. These stages help students develop linguistic and cognitive skills and move to the level of proficiency in a foreign language, where they are able to think and express themselves in this language.

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