AN IMAGE AS AN ELEMENT OF COGNITIVE MODEL OF KNOWLEDGE

Tursunov Mirzo Makhmudovich

PhD at Bukhara State University, English linguistics department, e-mail: mirzobek.tursunov81@gmail.com, m.m.tursunov@buxdu.uz

Annotation: *This article deals with one of the most discussed problems in modern English linguistics: that is related to the study of images as cognitive model of knowledge. From the early age an individual creates his own linguistic picture of the world by analyzing objects around him. He uses his brain, cognition, mental abilities to differentiate goodness from badness, right from wrong based on his own knowledge, understanding of life, behavior, culture, surrounding and other features. Images are essential cognitive models that can be used as a tool to judge and evaluate things that surround people.*

Key words: *image, abstract concepts, cognitive functions, mental models, mental representations, internal frameworks, image schemas, perception, represent knowledge.*

Annotatsiya: *Ushbu maqola zamonaviy ingliz tilshunosligida eng ko'p muhokama qilinadigan muammolardan biri - obrazlarni bilishning kognitiv modeli sifatida o'rganish bilan bog'liq. Inson ilk yoshidanoq atrofidagi narsalarni tahlil qilish orqali o'z olamning lisoniy manzarasini yaratadi. U o'z bilimi, hayot, xulq-atvor, madaniyat, atrof-muhit va boshqa xususiyatlar haqidagi tushunchalari asosida ezgulikni yovuzlikdan, to'g'rini noto'g'ridan farqlash uchun miyasi, idroki, aqliy qobiliyatlaridan foydalanadi. Obrazlar insonlarni o'rab turgan narsalarni baholash va belgilash uchun vosita sifatida ishlatilishi mumkin bo'lgan muhim kognitiv modellardan biridir.*

Kalit so'zlar: *obraz, mavhum tushunchalar, kognitiv funksiyalar, mental modellar, mental tasavvurlar, ichki ramkalar, obraz sxemalari, idrok, bilimni ifodalamoq.*

Аннотация: *В данной статье рассматривается одна из наиболее обсуждаемых проблем современной английской лингвистики: она связана с изучением образов как когнитивной модели знания. С раннего возраста индивид создает свою собственную лингвистическую картину мира, анализируя окружающие объекты. Он использует свой мозг, познание, умственные способности для различения добра от зла на основе своих знаний, понимания жизни, поведения, культуры, окружающей среды и других особенностей. Образы - это важные когнитивные модели, которые могут быть использованы в качестве инструмента для суждения и оценки вещей, окружающих людей.*

Ключевые слова: *образ, абстрактные понятия, когнитивные функции, ментальные модели, ментальные представления, внутренние рамки, схемы образов, восприятие, представлять знание.*

In linguistics, "image" can refer to several concepts, including the linguistic image of the world, which is how a language structures a community's collective understanding of reality, and image schemata, which are basic, non-linguistic patterns of bodily experience that form the basis for abstract concepts. It can also refer to the sensory or mental pictures created by descriptive language (figurative language), which is a common usage in literature and rhetoric.

Images serve as a cognitive model of knowledge by representing information visually, helping to organize, understand, and retrieve information. This model contrasts with propositional models, which use language-like structures, and is used in various cognitive functions like mental models, problem-solving, and memory recall. Mental images can also be a crucial part of decision-making and are important in applied fields like education and design, though they are not a perfect representation and can be influenced by other factors.

How images function as a cognitive model are described below:

a) Mental representations: Images create internal, mental representations of concepts and information, allowing for a more holistic and spatial understanding.

b) Building mental models: They help build and refine mental models—internal frameworks that help us understand and navigate the world. Mental models are not static; they are dynamic and evolve with learning and experience. They can be used for internal thought processes, such as planning actions or solving problems, even without external input.

c) Aiding memory and understanding: Associating images with text can significantly improve memorization and comprehension, as the visual information creates richer mental representations.

d) Guiding thought and action: They can be used to simulate outcomes, test hypotheses, and make decisions.

e) Structuring abstract knowledge: More abstract versions of images, known as image schemas, can structure our understanding of abstract concepts based on sensorimotor experiences.

Images we form in our minds as a member of society function as internal representations of external reality simplifying complex systems. They guide perception, facilitate problem-solving, enable prediction of events, influence memory processes. Images on some object can be dynamic and adaptable based on personal experiences may be incomplete or inaccurate. They provide cognitive frameworks for understanding, reasoning, decision-making. Images shape interpretation of new information and experiences and evolve through learning and exposure to new information.

Unlike language-based propositions that represent relationships between concepts, images represent knowledge in a more spatially or visually organized way. Image spaces are typically self-centered and grounded in our own sensorimotor experience, whereas cognitive maps are more world-centered, and they work together to structure knowledge. Mental images are not perfect replicas and can be influenced by other knowledge or semantic information, leading to distortions. The study of mental imagery has important implications for applied research in fields like education, problem-solving and design. The Image theory is a descriptive theory of decision-making that uses images to represent principles, goals, and the anticipated outcomes of choices.

Images serve as powerful cognitive models by supporting mental visualization, aiding memory, and representing complex information in a structured way. They function as mental tools for understanding, prediction, and problem-solving, as seen in the use of info graphics to organize data or mental imagery to rehearse a skill. This approach connects to theories of multimedia learning, where integrating images and verbal information can enhance comprehension by creating coherent mental representations and fostering deeper processing.

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