

Comparative Analysis of Language Units Developing Cognitive Competence in French and Uzbek

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Abstract: This study is aimed at a comparative analysis of language units that develop cognitive competence in French and Uzbek. The study analyzes language units, their semantic and pragmatic properties, as well as their role in understanding and memorizing the information being studied. Complex word combinations and metaphorical expressions in French are compared with analogical constructions in Uzbek. This will determine how language units affect the cognitive processes of students or language learners. The results of the study can be used in pedagogical practice to develop educational materials aimed at increasing cognitive competence. At the same time, the study will help develop effective teaching methods taking into account semantic and syntactic differences in the language learning process. In conclusion, the uniqueness of language units in the French and Uzbek languages and their role in stimulating cognitive processes are determined, which allows you to make the learning and educational process of two languages more effective.

Keywords: cognitive competence, language units, French language, Uzbek language, comparative analysis, semantics, pragmatics, metaphor, language learning, pedagogical technology.

Language is one of the main tools that shape human thinking. Cognitive competence refers to a person's ability to perceive, analyze and apply information in practice. Language units (words, expressions, phraseological units and complex syntactic constructions) play an important role in the development of this competence. The French and Uzbek languages have different typological and cultural characteristics, and their language units have different effects on the thinking process. In this regard, the comparative analysis of language units, the identification of their semantic, pragmatic and cognitive functions is scientifically significant.

This article aims to compare linguistic units that develop cognitive competence in French and Uzbek, and has the following goals:

Analyze linguistic units of both languages semantically and syntactically.

Determine their impact on cognitive processes.

Show the possibilities of application in pedagogical practice.[5]

The relationship between cognitive competence and language units has been studied by many linguists, psycholinguists, and pedagogues, and the existing literature sheds light on the theoretical foundations of this topic. As Piaget (1972) noted, the development of cognitive processes in children is formed as a result of active interaction with the environment and language. Language units are considered an important tool in this process. Vygotsky (1986) interpreted language as a psychological tool that shapes thinking and substantiated the role of

language units in the development of conceptual systems in the human mind. Literature on the French language, in particular, the works of Waldman (2000), Lafontaine and Brodeur (2012), show the importance of idiomatic expressions, metaphors, and complex syntactic structures in the development of abstract thinking in students. French idioms are often based on cultural codes, and understanding them requires the skills of semantic analysis, associative thinking, and identifying logical connections. These aspects develop important components of cognitive competence - analytical thinking, conceptual understanding, and higher-level thinking.[1]

Scientific sources in the Uzbek language, for example, researchers such as Karimov (2018), Rahmonov (2020), Yuldosheva (2021), shed light on how the agglutinative structure of the Uzbek language, the multifunctionality of suffixes, and the word formation system affect cognitive processes. In the Uzbek language, the semantic load of grammatical forms is multi-layered, and the structure of complex sentences serves to develop students' logical thinking. In particular, various forms of the participle, the system of subordinate clauses, and the meaning connections formed through suffixes strengthen analytical thinking.[5]

Comparative linguistics literature (Stern, 1992; Larsen-Freeman, 2000) emphasizes that interlingual differences are an important factor in the development of students' cognitive competence. The process of comparing linguistic units of one language with another activates cognitive processes such as analysis, generalization, analogy, and differentiation. This scientifically substantiates the advantages of the bilingual learning process.[3]

Studies on the comparative analysis of idiomatic units in French and Uzbek (Dimitrova, 2015; Sharopova, 2019) conclude that the cultural foundations and semantic breadth of linguistic units directly affect cognitive processes. While metaphors in French form more abstract ideas, phraseologisms in Uzbek rely on life experience. These differences lead to the emergence of different cognitive strategies in students.

The existing literature highlights the role of linguistic units in the development of cognitive competence in French and Uzbek through multifaceted approaches. Studies show that cognitive processes can be activated by combining the structural and semantic features of these two languages. This further enhances the relevance and scientific significance of this topic.

Cognitive competence is closely related to language and is formed through linguistic structure. Linguistic units, including phraseological units, idiomatic expressions, complex sentences and metaphors, develop a person's ability to think, remember and solve problems.

Typologically, French is a Romance language, and the combination of words is subject to strict syntactic rules. Uzbek is an agglutinative language, and the change of words through suffixes creates a unique feature in cognitive processes. At the same time, the cultural code and pragmatic functions of the language also affect cognitive competence.

Scientific research shows that the complexity of language units and their use in context increase students' ability to process information and solve problems. For example, French idioms often have a metaphorical meaning, and understanding them stimulates abstract thinking. The system of affixes and derivatives in the Uzbek language creates syntactically and semantically strong structures, which develops memory and analytical skills.

The research methodology consists of the following:

Selection of language units: 200 language units (phrases, idioms, complex sentences) were selected from the French and Uzbek languages.

Comparative analysis: The semantic, syntactic and pragmatic properties of language units were compared.

Determination of cognitive impact: The degree of stimulation of cognitive processes of each language unit was assessed.

Data were collected on the basis of linguistic corpora, pedagogical manuals and scientific articles. Experimental tests were conducted among students and language learners to assess cognitive competence.[4]

Semantic and pragmatic features. French language units are more rich in metaphors and idiomatic expressions. For example, the expression “avoir le cafard” (to be discouraged) requires abstract thinking. Analogous expressions in Uzbek are often context-dependent and have a more realistic meaning, for example, the expression “do with your own eyes”. This helps the student improve their ability to analyze real-life situations.

Syntactic features. Complex sentences in French follow strict syntactic rules, which develops systematic thinking in understanding the text. In Uzbek, complex structures are formed through suffixes and derivatives, which stimulate memory and analytical thinking.

Impact on cognitive competence. The study showed that language units activate cognitive processes. Understanding metaphorical expressions in French increases abstract thinking and problem-solving skills. The adverbial and derivational system in Uzbek develops syntactic analysis and logical thinking. At the same time, learning two languages in parallel further strengthens cognitive competence, as it allows you to compare different structures and meanings of language units.

In order to develop cognitive competence, it is important to integrate language units into the learning process. For example:

In French: Text analysis and problem-solving based on idioms and metaphorical expressions.

In Uzbek: Syntactic and semantic exercises through complex sentences and the derivational system.

Comparative method: Comparing both language units and developing students' ability to compare and logically think.

Such pedagogical technology makes the language learning process effective not only linguistically, but also cognitively.

In conclusion, language units in French and Uzbek are an important tool in developing cognitive competence. The results of the study showed that:

French idioms and metaphorical expressions stimulate abstract thinking.

Complex sentences and the system of derivations in the Uzbek language strengthen memory and analytical thinking.

Comparative study of language units further develops cognitive processes and can be introduced into pedagogical practice.

At the same time, the study shows the importance of selecting language units in the language learning process and directing them to increase cognitive competence. Bilingual methodology can be an effective tool in developing students' thinking, analysis, and logical thinking skills.

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