

The Concept of “World View” and its Specific Characteristics of Formation in the Minds of Primary Class Students

Abdullazizova Rokhatoy Usmonaliyevna
The Independent student of FSU

Article Information

Received: April 03, 2023

Accepted: May 05, 2023

Published: June 06, 2023

Keywords: *linguistics, mental ability, modern linguistics, consciousness and thinking, linguistic landscape, linguistic consciousness.*

ABSTRACT

in the article, children's knowledge of the world, as well as the assumption that colors have a place in children's linguistic landscape of the world, were put forward. Studying the linguistic landscape of the child's world is very important from the point of view of anthropological and cognitive linguistics. Studying the landscape of the colorful world of children's language, we observe the direction of development not only of language, but also of consciousness.

After gaining independence, positive changes in the development of society in various aspects of our country are showing results. In particular, changes in the field of philology, in particular, in linguistics, the approach to the grammar of the Uzbek language as a system-structure, i.e., as a substantial (intrinsic) phenomenon, has been attracting the attention of scientists. In this case, the issues that were formed in our linguistics based on the patterns of Russian linguistics and are awaiting development began to be studied on the basis of a new pattern.

It is known that people receive ninety percent of the information about the world around them by sight. And the world is not complete without colors. The absence of colors in it creates a scene that is difficult for people to imagine. Studying the effect of colors on the processes related to mental activity allows for more effective development of the mental ability characteristic of a person. In recent years, many innovative technologies have been used in the modern teaching methodology of visual arts. One of the latest methods in this field is the study of enhancing the influence of colors on the learning process and the activation of students' minds. Despite the fact that modern science has collected a lot of information about the nature of colors and their influence on the human psyche and mental activity, the perception of colors and their correct use by primary school students there are different problems.

Today, the presence of the human factor in the center of modern linguistics has given rise to the anthropocentric approach to language, while the linguo-cognitive direction is gaining the main importance in linguistics in the study of the possibility of linguistic means in people's knowledge of the world. Despite the fact that researches about the existence and development of the language are related to the human factor have been conducted for several years, the presence of controversial aspects still requires further research.

In addition to its usual tasks, language "draws" a unique national picture of reality in the minds of people in connection with the consciousness and thinking of a certain nation. The thinking of a certain people and the idea of the material world is formed in a unique way in the linguistic landscape of the world of people, unlike universal ideas.

The linguistic landscape of the world, unique to each nation, is formed through the symbols present in the language and the role of language as the main tool in the systematic description of thoughts in human thinking, the relationship between language and thinking from the German linguists of the 18th century Johann Herder and Wilhelm Humboldt to the linguistic theories of Benjamin Whorf and V. N. Teliya's language and goes back to his views on thinking. H. Ergaziyeva.

As you can see, the language is formed as a whole social phenomenon and enters into a constant relationship with thought and culture. Therefore, it is more correct to say that during the development of a language, it is influenced by the traditions and culture of a certain community. It can be said that there is an almost invisible relationship between a language and its native speaker, and it is constantly influenced by the traditions and culture of a particular community. The existence of the closest contact between the language and its native speaker, i.e. the carrier of the language, and its constant reflection in the language, gave rise to the creation of various approaches to the analysis of the world scene.

It seems that at the current stage of the development of linguistics, the concept of the world landscape has become widely popular as the term "linguistic landscape of the world", which means that language serves as a tool for describing and explaining the whole world in the human mind and thinking.

It is clear from most of the initial and subsequent researches conducted in Uzbek linguistics that the studies on the concepts of the concept of the world view are dedicated to the study of the concept and essence of the world view of an adult person. However, children's image of the world and the linguistic landscape of the world are clearly not taken into account: insufficient attention is paid to the process of formation of the world and its linguistic landscape in the child's mind. At the same time, without studying the formation of the child's perception of the world, it is clear that the structure and functioning of the worldview in an adult person cannot be explained, because it is necessary to determine and analyze the cause of the appearance of certain language features and interaction relationships' appears.

In modern science, a number of scientific research works are devoted to the study of the linguistic landscape of the child's world: the study of the development of children's speech at an early age from the point of view of the formation of their individual world landscape [Yefimova, 2016]; age-specific characteristics of the linguistic landscape of the child [Martinkevich, 2009]; the description of the linguistic landscape of the world in the hero of the autobiographical work - the child [Salnikova, 2006] was considered in the research works. The concept of "view of the universe" appeared in the framework of physics in the early 19th-20th centuries, and by the beginning of the 21st century it became one of the most common terms in the humanities. At the current stage of the development of linguistics, the linguistic landscape of the world has become an object of description and interpretation within the complex of human sciences.

The term worldview refers to the images and concepts that describe the whole world, where man and humanity seek to determine their place. The landscapes of the world that give a person a certain place in the universe are the result of the spiritual and practical activities of people. Scientific, religious, and philosophical images of the world give an idea of the world and the place of man in it. To date, the understanding of the linguistic landscape of the world has been established as a whole set of knowledge about the external and internal world, reinforced by the use of living spoken languages.

Any view of the universe is a projection of a certain type of human consciousness as a whole perception of the external world: individual, collective simple, collective scientific. It seems possible to declare another type of human consciousness - the consciousness of collective children, which reflects a special view of the world.

In our opinion, the child is a unique linguistic person who forms a unique perspective on the world and in this world. The picture of the world described in children's language differs in many ways from the linguistic consciousness and linguistic picture of adults. This is explained by the characteristics of children's thinking, worldview, and the uniqueness of their worldview.

The linguistic picture of the world in relation to the child is a figurative-linguistic picture of the world, which develops and becomes more complicated with the child's knowledge of the surrounding reality. The figurative-linguistic picture of the world reflects the path of thinking of a small person from the image (at first he perceives at the emotional level) to the concept, and then to the word. The events and objects of the reality surrounding the person appear in the child's mind mainly in the form of images. [Salnikova, 2006].

Early childhood psychology [K. Buhler, J. Piaget, Montessori M, Massaru I, etc.], as well as psycholinguistic developments in the field of children's speech (L. S. Vygotsky, A. R. Luria, A. N. Leontiev, etc.) knowledge, as well as put forward the hypothesis that colors have a role in children's linguistic landscape.

Studying the linguistic landscape of the child's world is very important from the point of view of anthropological and cognitive linguistics. Studying the landscape of the colorful world of children's language, we observe the direction of development not only of language, but also of consciousness. In order to understand the laws of emergence and development of the linguistic landscape of the child's world, its semantic features, it is necessary to study it from the very beginning, that is, from childhood. The picture of the world is formed in the mind of a person from the moment of birth and throughout his life, and at each age stage it has its own characteristics. A child who is in the world of adults and the world of his children at the same time forms his own view of the world and describes himself in the world from these two sources.

At the same time, as E. Ye. Sapogova pointed out, the world created by the child gradually turns into the world of adults, because two semantic zones converge - the adult zone and the zone of the child's perception of the world [Sapogova, 2002].

The linguistic landscape of the world is nothing but a collection of knowledge about the world consolidated in language [Y.D. Apresyan, 1995]. The individual view of the child's world is very simple, but the child's primitive speech is much more complex and meaningful than we imagine. First of all, this is due to the fact that it is characterized by dynamic development, especially in early childhood. In addition, the linguistic landscape of the world is projected onto the child's language field, that is, the language environment in which the child is located is directly reflected in the child's mind. The American linguist and ethnologist Edward Sapir wrote: "To a large extent, man is at the mercy of a particular language that is the medium of expression in a particular society" The facts show that the real the world is largely unconsciously constructed based on the linguistic norms of a given society. There are no two similar languages that can be considered the expression of the same social reality. Worlds inhabited by different societies are separate worlds, not one world using different languages.

References:

1. Rahim, U. (2021, May). SOCIAL FACTORS OF THE INTERDEPENDENCE OF MENTAL AND PHYSICAL ACTIVITY. In *Archive of Conferences* (Vol. 25, No. 1, pp. 6-7).
2. Akbarova, Z. (2020, December). BETWEEN CONCEPT AND CONCEPT IN LIN

3. Akbarova, Z. A. (2020). THE STUDY OF THE CONCEPT OF "LANGUAGE CARRIER" IN LINGUISTICS. In INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF HISTORY, CULTURAL STUDIES AND PHILOLOGY (pp. 14-19)
4. Akmaljonovna, A. Z. (2020). THE IMPACT OF LINGUISTIC CONSCIOUSNESS ON THE WORLD IMAGE. ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 9(5), 26-38.
5. Akmaljonovna, Z. A., & Usmonalievna, A. R. (2022). ANALYSIS OF VIEWS ON THE FORMATION OF THE LINGUISTIC LANDSCAPE OF THE WORLD. ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 11(1), 11-18.
6. Daughter, R. D. T., & Daughter, M. F. M. (2021). Developing the critical thinking of primary school students. ACADEMICIA: An International Multidisciplinary Research Journal, 11(10), 769-772.
7. Muhammedkadirovna, G. D., Abdulhamitovna, S. H., & Qizi, R. D. T. (2022). The Role of Innovative Training Methods in Individualization Training. Spanish Journal of Innovation and Integrity, 6, 272-279.
8. Toyirovna, R. D. (2021). Critical Thinking Process in School Children. International Journal of Culture and Modernity, 11, 165-168.
9. Rustamova, D. T. K., & Mamajonova, F. M. K. (2022). STAGES OF ACTIVATING LEXICAL SYNONYMS IN THE SPEECH OF PRIMARY SCHOOL STUDENTS. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10), 750-756.
10. Rustamova, D. (2023). THE IMPORTANCE OF A COGNITIVE APPROACH TO LEARNING SYNONYMS IN PRIMARY GRADES. SCIENTIFIC JOURNAL OF SUSTAINABILITY AND LEADERSHIP RESEARCH ONLINE, 3(3), 32-36.
11. Niezova, M., & Rustamova, D. (2020). Interactive and non-traditional methods of teaching students to think independently in mother tongue classes. Molodoy uchenyy, (4), 480-481.
12. Tursinova, M. M. T. (2021). MEASURES TO DEVELOP THE RUSSIAN LANGUAGE IN UZBEKISTAN. Studenchesky vestnik, (17-8), 44-45.