

# Cognitive Linguistics: Exploring the Interplay Between Language and Thought

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**Abstract:** The article explores the evolution of linguistics through the lens of cognitive linguistics, a field that emerged from the integration of cognitology and linguistics. It explores the historical development of human understanding and knowledge acquisition, emphasizing the importance of cognition in linguistic analysis. Cognitive linguistics interprets the perception of the world through thinking and investigates the relationship between language and thought processes. It also discusses the formation and development of cognitive linguistics as a scientific discipline, highlighting its divisions such as cognitive semantics, cognitive grammar, and cognitive phonology. Furthermore, it examines the interdisciplinary nature of cognitive linguistics, emphasizing its connections with fields like psychology, sociology, and cultural studies. Through various theoretical perspectives and empirical studies, the article elucidates the role of cognitive linguistics in illuminating the cognitive functions of language and its impact on human communication and perception. The relation between words, phrases, human psychology and cognition has been proved by clear examples. It will be clear that any notion can be understood differently in everyone's mind. Besides this, detailed information has been given on similarities of Uzbek and English phrases.


## 1 INTRODUCTION

During the historical development of humanity, it acquired a certain understanding and knowledge based on the study of existence. In the early periods of human history, common characteristics of all people were manifested in the perception of the world, perception of events through senses. As time passed, differences arose between people's living environment, historical formation, and social relations, and the national-mental perception of the world landscape began to form.

On the basis of the analysis of the historical development of language, the views of the schools of linguistics, the flow of structural linguistics emerged in world science. The analysis of language as a system, the separation of language levels, the study of internal properties and their interaction on a scientific basis, the recording of signs of language as a system of symbols, and the determination of relations

between language units have become of urgent importance. The notion of "immanence" was increased; analysis of language phenomena was directed to ensure language development. As a result, the human factor was neglected.

At the end of the 20th century, language and society, language and thinking, language and speech began to be given importance to the characteristics of language owners. The determining role of the individual factor in the use of language laid the groundwork for the central focus on the anthropocentric paradigm. In the anthropocentric paradigm, language phenomena are analyzed in relation to the linguistic base, lexicon, level of knowledge, ability, and cultural consciousness of language users. Anthropocentric paradigm directions such as cognitive linguistics, linguoculturalism, psycholinguistics, and pragmalinguistics were formed.

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## 2 METHODS

Cognitive English word "cognize" means "to know," "to understand," "to perceive," and it was first used as a philosophical concept. Because knowledge, first of all, means having information about the environment, mastering the signs of existence. In early cognition, sense organs played a decisive role, and the control function of brain activity gave rise to mental activity. Knowledge has become a product of a process that is synthesized and understood by consciousness. Cognitology was formed as a separate field. Later, as a result of the connection of cognitology with linguistics, "cognitive linguistics" arose (Safarov 2006).

Cognitive linguistics is a field that interprets the perception of the world through thinking, the manifestation of the world scene in the linguistic mind, the manifestation of the speech mechanism as a neurophysiological, psychological, biological essence, social, linguistic, and cultural reality from the perspective of the individual factor. The issues of cognitive linguistics are directly related to feeling, understanding, and imagining reality, things, and events through the medium of language.

Cognitive function is the orientation of language to expression, transmission, storage, and development of thinking.

Social functions of language are related to cognitive function. Communicative function is manifested in the fact that language serves as a means of communication and communication between people. Cognitive function is reflected in the expression of understanding, knowledge, consciousness.

## 3 RESULTS AND DISCUSSION

As observed in the formation of most new directions, the formation of cognitive linguistics is also related to the scientific collection dedicated to this field. A symposium held in Duisburg, Germany at the end of the 20th century laid the foundation for the direction of cognitive linguistics and its executive body, the "International Association of Cognitive Linguistics," the journal *Cognitive Linguistics*, which is a permanent publication on cognitive linguistics, and the series of monographs *Cognitive Linguistics Research*. So, "this trend swept the world and soon became the mainstream of linguistics" (Popova and Strenin 2007).

Cognitive linguistics has begun to analyze the relationship between language and thought at a new level. Neurophysiologists, psychologists, doctors started a new direction in cognitive linguistics. Under the influence of this direction, neurolinguistics was formed. Scientific research in new directions revealed that language activity takes place in the human brain, language activities (language acquisition, listening, speaking, reading, writing, etc.) are related to different points of the brain.

Cognitive linguistics is divided into three main parts: 1. Cognitive semantics – a field dealing with lexical semantics. 2. Cognitive grammar is a field that deals with morphology and syntax and other branches related to grammar. 3. Cognitive phonology.

Z.D.Popova, I.A.Strenin gave the following main directions of cognitive linguistics:

Culturological – interprets concepts as elements of culture;

Linguoculturological – studies the concept as an element of national language and culture related to national values and national cultural features;

Logical – study of concepts through logical methods separate from language forms;

Semantic-cognitive – as a means of introducing the lexical and grammatical semantics of the language into the content of concepts, studies their models oriented from linguistic semantics to the conceptosphere;

Philosophical semiotic-cognitive foundations are studied as a symbolic system (Popova 2007).

Cognitive linguistics analyzes the relationship between language and thought on a scientific basis. It serves to illuminate the place of thinking and logical concepts in the communicative, emotional-expressive, accumulative functions of language.

The problems of linguistics are directly related to the problems of cognitology. The fact that the object of study of linguistic research is the language system, linguistic activity and its product, the composition, structure, semantic features of words, phrases, sentences, and texts in a number of linguistic fields such as systemic-structural linguistics, psycholinguistics, sociolinguistics emphasizes the need for an integrative approach: linguistics, the cooperation of fields such as psychology, sociology, cultural studies the phenomena based on cognitive activity. Cognitive linguistics is also part of the sciences dealing with human cognitive activity (Popova 2007). Linguistic knowledge has been chosen as the basis of linguo-cognitive knowledge.

In the description of speech, cognitive linguistics works in connection with the field of psycholinguistics, neurolinguistics, ethno linguistics,

and linguoculturology. The essence of language as a means of cognitive knowledge is highlighted in studies (Safarov 2006).

The theoretical foundations of cognitive linguistics are explained in world linguistics. Cognitive analysis was carried out mainly on the basis of issues of semiotics and metaphors (Frannhag 2010). Cognitive semantics is analyzed on the example of the English language. The terminological apparatus of cognitive linguistics, basic concepts are explained (Kubryakova 1996).

The object, subject, and learning issues of cognitive linguistics are systematically covered in a number of studies. E.Kubryakova analyzed the stages of formation and development of cognitology. She described the cognitive aspects of linguistics and psychology. She analyzed the function of language units to express the result of human activity. She showed the features of the language for expressing information and the possibilities of expressing concepts through language units (Kubryakova 2004). Explained the theoretical foundations of cognitive knowledge. Explained the cognitive features of the communication process. He scientifically substantiated the process of formation of new knowledge in human linguistic consciousness and the place of existing knowledge in perception (Safarov 2006).

In the research of Sh. Safarov, N.Mahmudov, A.Mamatov, D.Bakhronova the issues of cognitive linguistics were analyzed in Uzbek linguistics (Safarov 2006).

Each of the language levels has its own subject of analysis. The function of language units in communication and speech communication is fully manifested in the section of levels. For the scientific analysis of the communication process, the study of inter-level relations has an important place. For example, the classification of words requires not only a morphological, but also a syntactic approach. The meaning of a word is realized in a combination, sentence or text.

The classification of word groups in modern English is another example of the need for cross-level communication. In English, the classification of word groups is determined according to the following characteristics of words, namely:

- 1) lexical and lexical-grammatical meanings;
- 2) generalization of morphological forms for words belonging to a certain group;
- 3) is defined according to the role of words in the sentence.

Since both their lexical and grammatical forms are taken into account when dividing words into groups,

they are also called lexical-grammatical classifications of words in a group. For example, all nouns refer to the name of an object. However, it should be noted that not all nouns need to be subjects. (Safarov 2006)

The relationship between lexicology, which is the study of lexical units, and syntax, which interprets grammatical relations, is usually highlighted in the analysis of words and phrases.

Words and phrases are recognized as speech units in the theoretical sources of linguistics and they are manifestations of language units in the process of communication and are realized on the basis of linguistic regularity. Language units and speech units have semantic value. Their properties are highlighted in a number of studies. The naming function of language units, the functional value of word combinations has been in the attention of world linguists. Linguistic units, especially lexical units, in addition to providing information, primarily have the property of naming objects and realities. In modern linguistics, a word combination is considered as a speech unit "two independent words united in meaning and grammar and serving to name reality". (Tkachenko 2020)

The word expresses a certain concept of a thing-phenomenon, existence. The word combines with other lexical units and provides expression of a number of concepts related to the human conceptosphere.

Attributive conjunctions are recorded as the most common conjunctions in English free word combinations. In the following years, not only the content of attributive combinations and word combinations in general is analyzed, but also the information and knowledge expressed by them are paid special attention. (Barxudarov 2012)

In English, in the attributive phrase, the expression of the dominant word with a noun is active. A noun, an adjective, a pronoun, a number, an adjective can appear as a subordinate word:

noun: Socrates' ideas, morning paper; quality: green grass; pronoun: their school  
count: ten pencils  
adjective: curling hair.

Appearances of attributive compounds serve as a linguistic basis for cognitive analyses. Information about the object and its sign is quickly and easily perceived by the speaker in the units where the words of the noun group are involved as a subordinate component. Adjective lexemes require the understanding of the meaning to be mastered by the signs of the object, while the pronoun requires the content of the communication to the speech process.

English word combinations have been analyzed in research on sentence structure. It is explained in comparative aspect research. (Barxudarov 2012)

In English linguistics, the types and characteristics of words and phrases are expressed in grammar sources. Linguistic interpretation of meaning was carried out in the researches, that is, it was explained that words and phrases express an expanded and clarified understanding of the subject, event.

In some studies of words and phrases, psycholinguistic meanings are discussed in addition to linguistic meaning. Such studies provide a scientific-theoretical basis for a cognitive-semantic approach to words and phrases. Below we will focus on this type of research.

There are studies devoted to the study of word combinations, word and phrase properties in context. For example, the formation, types, and functions of compound words are analyzed based on Mark Walden's novel "Revenge of the Land". Compound units in the novel are divided into groups such as nouns, verbs, adjectives, and adverbs. Many occurrences of compound words in the form of noun + noun are noted. (Sarina 2019) These research materials provide important conclusions about the combination of two words to form a new meaning, its perception in the mind and absorption into the person's conceptsphere.

It has been argued that the mismatch between the English orthographic and phonetic systems provides unique opportunities to examine the cognitive functioning of the reading system. The importance of meaning in differentiating the written form and pronunciation of words is shown through examples. (Trudeau 2006)

Studies on the psycholinguistic properties of word combinations have been carried out in English linguistics. P. Rizkina's research is aimed at solving the problem of students' understanding of word combinations and the types of combinations that students often make mistakes in written assignments. Students of the Department of English Language Education of UIN Ar-Raniry were used in the research. Students were tested through a written assignment, speaking and interview. Students' writing errors were identified through the written tasks completed by the students, and strategies for solving the problems related to the comprehension of the compound were presented during the conversation. It was found that the students made 42 mistakes, 29 mistakes related to verb + noun combination, 8 mistakes related to adjective + noun combination, 5 mistakes related to adding suffixes to verbs. Also, in

the experiment, reading books and dictionaries are shown as ways to solve problems of understanding word combinations. In students' speech, it was noted that erroneously used combinations in the structure of verb + noun were dominant. (Rizkina 2018)

Cognitive processes were analyzed in relation to the theory of conceptual derivation. The process of word formation reflects the emergence of new knowledge based on existing knowledge in the human linguistic mind. It was shown by examples that this process could not be explained without cognitive analysis. It has been proved on the fact that the process of word formation serves to illuminate changes in the conceptual system. (Babina 2003)

These studies serve as a theoretical and practical resource in the study of words and phrases in the cognitive-semantic aspect, in the analysis of linguistic meaning and psycholinguistic meanings in the semantic content of words and phrases.

The existing interpretations of English grammar form the basis for the cognitive approach. We will focus on the cognitive aspects of the classification of English word combinations below.

In English, words are divided into three groups according to the interaction of the components in the composition:

1. Subordinate phrases: *cold water; reading a book; ready to go*–(readiness to work); *politically active* (etc.) In this, the interaction of two concepts represented by lexemes is expressed. In a dependency relationship, one concept represents an essential feature of another concept. Such combination will have general and special characters in each language. *Cold water; reading a book* is common to both English and Uzbek languages. Speakers of both languages perceive *cold* as a sign of water, and *reading* as an action performed on a book. However, concepts such as *sea water, ocean water, reading the Koran and reading the book of hadises* are related to the mental perception of peoples.

2. Coordinate phrases: *neither here nor there* (etc.) In an equal connection, the properties of both concepts are perceived as the same.

3. A phrase expressing a predicative relationship (predicative phrases). In this case, the conjunctions are performed: for you to go - let it be time for you to go (you should enter instead of staying here); weather permitting – the weather permits (the weather is favorable); breakfast over – the breakfast is over; for | age ||| children || to read - to read to small children (reading children's books); his || face | red || with|| anger - his face is red from anger (he got angry); a || book | || for you ||| to read - a book for you to read (I want to read a book).



Phrases can consist of two or more words.

Word combinations consisting of the same relation of two words are elementary combinations.

Elementary word combinations: *politically* || *active* | *youth* - (the word *politically* is subordinate to the word *active* and serves to clarify the sign; this combination, in turn, expresses the sign-characteristics of *youth*; *teaching* | *English* || *grammar*. The word *teaching*, which has a ruler-subordinate relationship, it is connected by dependence on a grammatical combination.

In the combination of *ready* | *go* || *home* -, the word *to go* is a grammatical form of the word *home*, the word *ready* is bound to the *home* compound. This linking language, based on a chain of phrases, creates two different perceptions in the mind of the state: *to go* || *go home*; *ready* | *ready to go*;

men, | women | and || children; strict, | but || just || and ||| impartial connections are based on the mutual equal relationship of concepts. Such combinations are considered in Uzbek language as organized fragments, not as a word combination.

The compounds formed by the subordinate and equal relationship of words are compound phrases:

*brought* | *pens* || and ||| *pencils*. The equality of pens and pencils also expresses the goal in the context in the mind of the speaker: "for writing and drawing." If the concepts that have an equal relationship in the compound belong to a different semantic group, the goal is not expressed.

Compounds in the relationship of equality, in most cases, consist of words belonging to the same semantic group: rich | in || coal || andj ||| oil (neft va ko'miri bilan boy) (subordinate); *dancing* | and || *singing* ||| *songs* (*dances and sings a song*); *stupid* | and || *hard* ||| *to deal* ||| *with* (stupid and difficult to do something) – (subordinate). (Lingvana)

A phrase is a speech unit that is important for the speech process. A lexeme is considered a unit of language, while a word is a unit of speech. A phrase is also interpreted as a speech unit. A word combination occurs in the speech process and is directly related to speech activity, speech process, speech situation. Words represent concepts, but concepts alone are not enough for communication. Combination of words, their transformation based on language rules forms constructions necessary for expression of thought and communication.

Valence relations, similar to Uzbek, play an important role in the formation of word combinations in English. Valence, the possibilities of combining words, is realized in relation to concepts and concepts. Possibilities of combining words, meaning edges, and symbols are perceived by language

speakers on the basis of certain experience. Vocabulary, language use, linguistic competences are directly related to cognitive aspects of language knowledge. Any word cannot be joined together to form a compound word. This feature is especially evident in the formation of word combinations with the participation of synonymous units. For example:

The specificity of the semantics of the adjective-lexemes *huge*/*large*/*great* in the meaning of "big" is manifested in the formation of word combinations. When translated into Uzbek, big means "*katta*"/*ulkan* "yirik". But these meanings are not always manifested. *Big*/*large*/*great* have their own combinations, which cannot always be used interchangeably.

Although these synonymous adjectives represent the same concept in meaning, they differ in usage. This requires a certain level of knowledge in the linguistic consciousness of the language owner. Let's focus on examples. *Large* is used when talking about food and clothing: *I want a large coffee without sugar* (*not big coffee*) - in Uzbek it is translated as "*Men shakarsiz ko'p kofeni xohlayman*". This dress is too small for me. Could I get a bit bigger? - This dress is too small for me. In Uzbek: *Bu ko'ylak menga juda kichik. Sal nisbatan kattasini olsam bo'ladimi?* (Meaning: Can I have a slightly bigger one?)

Compounds with the participation of **Big** express the concept of an event, a process:

*A big accomplishment*; *a big decision* - here the word *big* expresses symbol of process; *a big disappointment*, *big failure* used to describe the abstract reality; *a big improvement* - in the combination of a big forward step, it expresses the scope of the action, and *a big mistake* - in the combination of a big mistake, it shows the level of the evaluation of the activity; *a big surprise* - in the combination of a big surprise, it expresses both the activity process and the materiality.

The lexeme **Great** describes the quality of feeling and character. The following combinations describe the relationship in the model of *great+feeling* *great admiration*, great enjoyment, a positive feeling is gathered in the combinations of great pleasure; *great anger* - a negative evaluation is reflected in the combination of strong anger.

Neutral evaluation is expressed in the combination of *great excitement*, *great fun*, it means *very interesting*. In the combinations great happiness, great joy, it served to express the scope of abstract concepts. Word combinations in the model of *great+qualities* the word *great* expresses the scope of concepts at different levels: *in great detail* - *very detailed* - in the combination of great detail indicates

the sign of the sign, the level of quantity; in the combinations of *great power, great pride, great skill, great strength*—the scope of abstract concepts was expressed; in the combinations of *great sensitivity, great understanding, great wisdom* it means a sign of activity-process; in the combination of great wealth, it means the extent of the abstract concept formed on the basis of materiality.

**Large** is used for quantity and measure.

In the combinations of *a large amount, a large number (of), a large quantity*, the size of the amount is indicated; *a large collection, a large proportion, a large scale* means the size of material reality, and *a large population* (a great reputation) is used to indicate the size of an abstract concept. (Barxudarov 2012)

It was also observed that big/large/great adjective-lexemes meaning "big" can be used interchangeably in some cases. But this situation happens conditionally, it is not always observed. There are specific combinations of these lexemes, and distinguishing them requires cognitive knowledge, linguistic awareness, thinking and perception. This justifies the fact that, in addition to the lexical meaning defined by word combinations, relations related to the linguistic consciousness and mental ability of the language owner are also expressed.

The meaning of a word is always analyzed in the context, in relation to other lexical units. In most cases, the word is interpreted as a means of expression of figurative meaning in the artistic text. The term used in its meaning in the literary text mainly serves to convey information, it does not perform an aesthetic-emotional function in the speech of the author or character. The purpose of the writer and in some cases the intention that the writer did not intend, but understood through the mature thinking of the reader, is mainly realized through figurative-metaphorical words and phraseological units, their, figurative, symbolic meanings. (Safarov 2006)

*He hasn't changed at all since the day he arrived.* (Folkner 2021) *Shuncha vaqt o'tsa ham zig'ircha o'zgargani yo'q.* (Oora 2020) The original word "*at all*" is translated as "*flax*". Flax (in Uzbek *zig'ir*) is an annual plant from the stem of which fiber and oil are extracted from the seeds. The seed, harvest of this plant. (Explanation dictionary of the Uzbek dictionary, II, 155). The smallness of the flax seed is based on an analogy. Flax is widely grown in Uzbek culture, and the fact that its seeds are much smaller than the harvest was the basis for the formation of the concept of "flax" in the linguistic mind. The oil extracted from it is also based on a simile in culture:

*to touch the heart (or stomach) like linseed oil (me'daga tegmoq).*

*And when the man went in to gather the grapes to make jelly, the ram ran over him and knocked him down and broke his leg.* (Folkner 2021) (Keyin u uzum uzgani kirganda, taka uni suzib yiqitibdi, o'shanda uning oyog'i singan ekan. (Oora 2020)) The combination of "gather the grapes" in the text is translated as "uzum uzgani". The phrase "Ram ran over him" is translated as "taka uni suzib yiqitibdi".

## 4 CONCLUSION

The study of words and phrases in linguistics, particularly in the context of cognitive-semantic analysis, reveals profound insights into human cognition and linguistic expression. Through an examination of lexical and grammatical forms, syntactic relationships, and semantic nuances, we gain a deeper understanding of how language shapes our perception of reality and facilitates communication.

The analysis presented here underscores the significance of linguistic regularities in the manifestation of language units during the process of communication. Words and phrases not only convey information but also serve essential functions in naming objects, expressing thoughts, and reflecting cultural values. Moreover, the cognitive processes involved in language comprehension and production are intricately linked to linguistic structures and patterns.

Furthermore, the exploration of word combinations, syntactic constructions, and semantic associations illuminates the dynamic interplay between language and cognition. By investigating the cognitive aspects of language use, researchers can uncover the underlying mechanisms that govern language acquisition, comprehension, and production.

Overall, the comprehensive examination of words and phrases within a cognitive-semantic framework enriches our understanding of language as a fundamental aspect of human cognition and communication. Through continued research and analysis, scholars can further elucidate the intricate relationship between language, thought, and culture, advancing our knowledge of the complex nature of human language.

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