

## VERBS WITH THE MEANING OF DESTRUCTION IN ENGLISH IN THE SEMANTIC ASPECT

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### Annotation

The history of the development of linguistics can be represented as a change in scientific paradigms. In the middle of the last century, numerous semantic theories appeared related to the study of the formation of the meaning of language units. With the advent of such theories, various methods of analyzing meanings have arisen. All of them successfully solved particular problems, but the general problem of distinguishing between linguistic and non-linguistic knowledge, the problem of determining the boundary between dictionary and encyclopedic meaning remained unresolved. If earlier in linguistics it was considered acceptable to consider language as some kind of abstract entity, then over time it became clear that modern scientific research is impossible without the involvement of such concepts as memory, intention, action.

**Keywords:** computer technology, linguistics, human mind, language communication, non-linguistic knowledge.

### Introduction

Previously, "fundamental" sciences "supplied" theoretical ideas, but now the need for technological development sets the direction for theoretical research. For linguistics, such a technology is the development computer technology, advanced systems associated with artificial intelligence. The distinction between language and its use has led to certain difficulties. Today, language is perceived as part of the phenomenon that we strive to know. When studying a language, "it is difficult, and sometimes simply impossible, to start only from interlinguistic factors". Language is a means of conveying thought. Knowledge used in decoding are not limited to knowledge of the language. Only the study of the interaction and organization of all types of knowledge can bring us closer to understanding the essence of language communication. Our path of knowledge should run in a circle "language - environment - experience - knowledge - knowledge - language". Language is the center of all cognitive activity; it is an important component of the human mind. All cognitive processes find their expression in language.

This means that language structures should be studied in relation to perception, thinking, memory, etc. An actual approach to the study of lexical units, including a

description of the cognitive aspects of the formation of their meaning, is a cognitive approach. The very term "cognitive science" has been popular since the 1970s. began to be used to designate the area within which the processes of assimilation, accumulation and use of information by a person are studied. The difference between cognitive linguistics and traditional linguistics is that it performs an explanatory function in the language. cognitology is a new step in the process of understanding the relationship "man and language". In line with the cognitive approach, meaning is considered not in isolation, but in correlation with the cognitive structures of human knowledge, where the person himself actively participates in their formation. In cognitive science, attention is paid to human cognition; not just observable actions are studied, but their mental. The method of cognitive research is frame semantics, which allows for a complete analysis of the meaning, resorting to the study of the cognitive structure.

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In the process of cognitive activity, a person develops concepts and categories. The process of conceptualization is aimed at highlighting the minimum meaningful units of human experience, and the process of categorization - to combine similar units into larger categories. The main part of the concepts is fixed in the language by the meanings of specific words, which makes it possible to store and transmit the acquired knowledge. Concepts are abstract units that a person operates in the process of thinking defined cognitology as the science of general principles that govern thought processes. task cognitively and science - to understand how a person with his relatively limited abilities is able to "process, transform and transform knowledge arrays". It suggests that there are certain forms of representation of knowledge in the brain in the form of structures of consciousness. Cognitive science relates the problems related to the formation and functioning of these structures, using linguistics as a science that

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gives access to these structures through language. G. Harman emphasizes that “language is the main topic in cognitive science. Language reflects knowledge, acting as a means of expressing thought. The study of language is an indirect study of cognition”.

Currently, there are a large number of descriptions of the categorical meanings of the verb and verb classes. Their purpose is to study the verbal system as a static result of the categorization of events. A review of the literature showed that for a long time the verbs of destruction remained outside the field of attention of linguists. For the first time they get the cataplexic-semantic group in the work of Yu.V. Fomenko (1984) "Destructive verbs in Uzbek". From a content point of view, they are characterized as "verbs of the physical impact of an animate subject on an inanimate specific object, carried out with the help of a specific tool and often leading to the destruction of the object into parts".

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