



## Psychological and Pedagogical Basis of Teaching Colors to Primary Class Students

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**Annotation:** The article presents a linguistic analysis of the linguistic landscape of the world and a general interpretation of the concept of "Landscape of the World". Also, the proportionality of the linguistic landscape of the world in different languages, its introduction into Uzbek linguistics, linguistic relativity, the influence of linguistic culture on the linguistic landscape of the world, and several functions of the concept of the linguistic landscape of the world were studied.

**Key words:** linguistic community, polysynthetic, conceptual reality, linguistic culture, scientific landscape.

Universe is a big system, and it has component systems in the form of sub-systems. If we refer to these small systems as paintings in relation to the landscape, concepts are their building materials.

The general interpretation of the concept of "worldscape" allows us to move to the concept of the linguistic landscape of the world, because language is directly involved in two processes related to the worldscape.

First, at its bottom, the linguistic landscape of the world, which is one of the deepest layers of the human world, is formed. Secondly, the language itself expresses other images of the human world and explains them, they enter the language through the social vocabulary and introduce the unique characteristics of a person, culture. Experiential knowledge acquired by individuals with the help of language becomes collective property, collective experience.<sup>1</sup> The term "linguistic landscape of the world" was first introduced by L. Weisgerber as "a set of ideas about the world, a certain method of conceptual reality, formed historically in the everyday consciousness of a certain linguistic community and in language."<sup>2</sup> However, the concept of the linguistic landscape of the world goes back to the ideas of Wilhelm von Humboldt, the first researcher of a specific (polysynthetic) type of languages, whose observation led to the formulation of the main postulates for defining the language of thought:

- 1) material and spiritual culture is embodied in language;
- 2) every culture is national, its national character is expressed in language through a special view of the world; language has its own internal form (ISH) for each nation;
- 3) the internal form of the language is an expression of the "national spirit", its culture;
- 4) language is an intermediary link between a person and the world around him. In his concept, the scientist noted that "different languages are not different expressions of the same thing, but different views." Linguistics of the world at the end of the 19th century - the 20th century

<sup>11</sup> Постовалова В.И. Роль человеческого фактора в языке: Язык и картина мира. – М., 1988. – С. 78.

<sup>2</sup>Стернин И.А., Попова З.Д. Когнитивная лингвистика. – М.: «АСТ – Восток – Запад», 2007. – С. 22.



The study of the landscape was formed in close connection with the concept of relativity, which is the key to ethnolinguistics, a field of linguistics that studies language in interaction with culture.

In the 90s of the 20th century, a new approach to the linguistic landscape of the world was formed in connection with the emergence of an independent direction in linguistics - linguoculturalism. Today, linguoculturology is defined as "a field that arose at the intersection of linguistics and cultural studies and studies the manifestation of national culture, reflected in language and entered into language." It is known that from childhood, a person learns the culture of his people along with learning a language. All the unique and unique charms of the folk culture are reflected in its language, which uniquely reflects the world and the person in it. This idea is important in linguo-cultural studies and defines a new approach to the consideration of language and culture.

This approach was mainly developed by Russian philosophers - S.A. Atanovsky, U.I. Kukushkin, Ye.S. Markaryan. The essence of this approach is as follows: the interaction of language and culture is a one-way movement; because language reflects reality, and culture is an integral part of this reality that a person faces, language is a simple reflection of culture.<sup>3</sup> Thus, V.A. Maslova stated that "since every language carrier is a native speaker, language signs have the ability to perform the function of cultural signs and thus become a means of demonstrating the main parameters of culture serves. That is why the language can reflect the cultural and national mentality of its speakers.

Thus, currently there are two main approaches to the study of the interaction of language and culture, in particular, the linguistic landscape of the world. On the one hand, there is a lot of evidence about the influence of language on culture (V. Humboldt, E. Sepir, B. Whorf, A. Potebnya). On the other hand, the opposite effect of culture on language is clear.

O.V. Rtishyeva compares the linguistic and scientific landscape of the world and identifies the similarities and differences between its two different images: "Common signs: the general structure of space and time; a reflection of the world of the same material objects; plays the same role as an intermediary between the subject and the object of knowledge. Distinctive features also include various universals, which in the history of knowledge involve changing the scientific landscape of the universe. Interdependence of linguistic and scientific images of the world can be realized by translating meanings from language to scientific image through metaphor.<sup>4</sup> Thus, the following points are the main ideas of the concept of the linguistic landscape of the world:

- 1) the view of the world offered by the language differs from the "scientific" one (in this sense, the term "simplistic image" is also used)
- 2) each language paints its own image, reflects reality in a slightly different way compared to other languages

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<sup>3</sup> Гумбольдт, В.Фон О различии строения человеческих языков и его влияния на развитие человечества // Избранные труды по языкознанию. – М.: Прогресс, 1984. – С. 312.

<sup>4</sup> Маслова В.А. Лингвокультурология: Учеб. пособие для студ. высш. уч. заведений. – М.: Издательский центр «Академия», 2001. – С. 26.



Linguistic semantics studies the linguistic landscape of the world in two directions. On the one hand, "on the basis of a systematic semantic analysis of the vocabulary of a given language, all expressive systems reflected in a given language reflect a "simple" view of the world, regardless of whether it is specific to a specific language or universal. is reproducible as opposed to 'scientific'.

On the other hand, "individual (linguistically specific) concepts specific to a certain language are studied in terms of two features: they are a "key" for a certain culture (provide a "key" to its understanding) and thus there is a problem in translating related words together. The equivalent of the word does not exist at all (for example, in Russian *toska*, *nadriv*, *avos*, *udal*, *volya*, *neprikayanniy*, *zadushevnost*, *sovestno*, *obidno*, *neudobno*) or a similar equivalent exists in principle, but it does not contain the components of the meaning specific to a certain word (for example, *dusha*, *sudba*, *schastye*, *spravedlovost*, *poshlost*, *razluka*, *obida*, *jalost*, *utro*, *sobiratsya*)".

A primary school student (aged 6-7) is characterized primarily by the fact of entering school. With the appearance of school in the child's life, he begins to rebuild the entire system of his relations with the surrounding reality. He enters into a new, socially significant relationship with the world. He keeps and fulfills the rules that are binding on him.

Educational activity is the leading activity for children in primary school, and this leading activity was carried out by A.N. Leontiev defines education as not just an activity, but as an activity that lasts the most at a certain stage of development and prepares students for the highest stage of development in connection with the most important changes that occur in the psyche of children during their development. riffs. [Leontiev, 1975: 304].

Students of primary school age strive for new achievements that are unusual for them in their educational activities. Systematic implementation of this type of activity leads to the emergence and development of the main psychological neoplasms in students, as noted above.

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