

LANGUAGE GAMES IN COGNITIVE PROCESSES: CONSTRUCTIVE- SEMANTIC APPROACH

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Annotation

This article examines the concept of the language game, presented by Ludwig Wittgenstein. The author explains that language is a means of communication and expression of thoughts, and the exchange of ideas is possible only through language. The concept of a language game explains how language is used in practice and helps to understand its meaning and use in various situations. The study of the role and significance of language games opens the way for studying the relationship between language play and innovative thinking. The author also draws attention to the free use of linguistic elements and the emergence of wordplay and pluralism of meanings within the framework of the language game.

Keywords: language, game, philosophy of language, language game, Wittgenstein, intellectual semantic game, concept.

I. INTRODUCTION

Language is a means of communication between people and the direct expression of thoughts. When people do not exchange ideas, they cannot produce the necessary material goods at all, they cannot fight the forces of nature together. And the exchange of ideas can only come to the surface through language. Language is the form of existence of thought, and thinking is the content of language.

II. LITERATURE REVIEW

Ludwig Wittgenstein, a major representative of logical positivism in the direction of non-classical philosophy, was the first to introduce the concept of a “language game” into science in his 1945 work *Philosophical Investigations* [1]. According to Wittgenstein's idea, a language game is a linguistic phenomenon aimed at implementing communication between individuals on the basis of a certain rule and agreement (giving meaning to words and vocabulary, updating meaning). While studying the linguistic and semantic properties of language, Wittgenstein developed the concept of the language game. The idea of an intellectual and semantic game, inherent in thinking, in particular, innovative thinking, is largely based on the concept developed by this philosopher. Language game theory has had a significant influence

on philosophy of language, linguistics, and cognitive science. It is used to analyze various aspects of language, including its meaning, usage and evolution.

Understanding language games is key to understanding how language works in practice. It helps us understand how we use language to communicate, express our thoughts and feelings, and build knowledge about the world.

Thus, as a result of research based on conceptual and methodological approaches and tools of neoclassical philosophy, the concept of a language game was created. It has been established that the phenomenon of language games is of great importance in learning a language, studying normative rules that allow language communication. Wittgenstein considered language to be a means used to achieve certain ends. To understand the meaning of language, it is necessary to understand how it is used in certain situations. For example, the phrase "The sun is rising" can have different meanings depending on the context. Within the framework of modern astronomy, this is not a lie, but nonsense. However, in the context of everyday speech it can be used to express hope or faith.

III.METHODOLOGY & EMPIRICAL ANALYSIS

Since a language game is, first of all, intersubjective communication (interpersonal communication), the study of the role and significance of linguistic and figurative-semantic games, manifested in the areas of interaction between language and thinking, comes to the fore. The study of this problem opens the way for research into the relationship between language games and innovative thinking.

The idea of the phenomenon of intellectual games, in turn, arises from reasoning expressed in the synthesis of the concepts of language games and games of thought. Language and thought, on the other hand, represent the styxia of meanings, the space of their (semantic content) semantic play. In general, creativity and intellectual innovation begin with the movement of meanings, play. "In culture," notes M.R. Zhbakov, "any innovation initially arises in the form of a specific game of meaning and content" [2].

The first ideas about language and the game of thought were formed within the framework of the neoclassical paradigm of the philosophy of language. The original cornerstone of this paradigm was laid by the German scientist and philosopher Wilhelm von Humboldt. The scientist laid the foundations for the direction of comparative linguistics and put forward the idea of the creative essence of language. Humboldt believed that language is not just a product of activity, but activity itself that creates a world of meaning.

IV.RESULTS

The phenomenon of a language game is based on the possibility of voluntary use of the rules for the use of words and meanings (without violating them). This, in turn, presupposes the free (playful) use of linguistic elements, the emergence of wordplay and pluralism of meanings,

otherwise the language would take the form of a strict linguistic algorithm that does not have playful qualities.

In the presence of a strict algorithm for language implementation, such possibilities as the arbitrary use of language elements and means (for example, in the case of wordplay, metaphorical comprehension), pluralism of meanings, and the free use of language rules are lost. In this case, of course, the phenomenon of language play does not arise.

Modern linguists believe that the speaker “plays” [3] with the tools of the word in the process of communication. In the teachings of postmodernism, the idea of a language game is developed on the basis of the concept of “text reader”. According to this idea, in the process of reading, three parties (the reader of the text, the text and the author) form a single whole, forming an endless field of language play in communication [4]. In this endless semantic field, new images, meanings, and ideal models arise.

V.CONCLUSIONS

To summarize, it is worth recognizing that unique semantic games are formed in thinking when we consider the relationship between language and thinking, the similarity of logical and grammatical structures in them. Indeed, one interpretation of the concept of play states that play is a type of physical and intellectual activity through which a person realizes his mental and emotional qualities, as well as a means (path, state) of creative search [5]. Games of language and thinking take the intellect beyond the framework of functioning according to one pattern or imitation, as a result of which “other worlds”, “potential worlds” are formed in the space of lexical and semantic meanings [6].

Thus, constructive-semantic games are one of the main concepts of Wittgenstein's theory of language games. They are everyday activities in which language is used to create new knowledge and meaning. Thus, constructive and meaningful games play an important role in human cognitive activity. Constructive semantic games are a powerful tool that allows you to think creatively and solve complex problems. They play an important role in our lives and help us build knowledge about the world and communicate with each other.

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