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The Evolution of Scientific Paradigms in Linguistics

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Abstract: This article provides a historical overview of the evolution of scientific paradigms in linguistics, tracing the fundamental shifts in the field from the 19th century to the modern era.

Key words: paradigm, young grammarians, comparative-historical approach, structural paradigm, integration, differentiation.

Аннотация: В данной статье представлен исторический обзор эволюции научных парадигм в лингвистике, прослеживающий фундаментальные сдвиги в этой области с XIX века до современности.

Ключевые слова: парадигма, младограмматический, сравнительно-историческая парадигма, структурализм, интеграция и дифференциация.

Аннотация: Ushbu maqolada tilshunoslikdagi ilmiy paradigmalar evolyutsiyasi tahlil qilinadi hamda sohadagi tub o'zgarishlar XIX asrdan hozirgi davrgacha bo'lgan bosqichlarda ko'rib chiqiladi.

Калит сўзлар: paradigma, yosh grammatikachilar, qiyosiy-tarixiy paradigma, strukturalizm, integratsiya va differentsiatsiya

In linguistics, the study of notions such as paradigm and paradigmatic relationship is of great importance because it provides insight into the specific features of language, general and specific aspects of linguistic units, scientific and theoretical directions, and conceptual models that have been formed and are rapidly developing in linguistics.

The term paradigm, which comes from the Greek, means model, standard, and can be interpreted broadly and narrowly. In a narrow sense, a paradigm is a system of scientific and theoretical views developed within a specific scientific direction and research method.

In linguistics, the notion of paradigm was initially used in the late 19th and early 20th centuries by the Swiss Ferdinand de Saussure to designate a class of elements with the same properties. Later, the term paradigm was introduced into scientific circulation by the American philosopher and historian T. Kuhn in his 1962 publication “The Structure of Scientific Revolutions”. According to his view, a paradigm is a universally recognized scientific achievement that defines the problems and models for solving them during a certain period. A paradigm is a factor that unites members of the scientific community; at the same time, the

scientific community consists of people who admit this paradigm [1; 221-p.]. The initially formed paradigms in linguistics were comparative-historical, grammatical approaches, which served as the methodological basis for subsequent structural and generative paradigms.

Emerging in the early 19th century, the comparative-historical paradigm was instrumental in establishing linguistics as an autonomous scientific discipline. This paradigm is an approach to studying languages from the perspective of their origin, development, and interrelationships, and it constitutes the essence of almost all research conducted in comparative linguistics today.

The structural paradigm is a theoretical approach in linguistics that aims to study language as a system of independent, systematic, and interconnected units. Its founder was Ferdinand de Saussure, who analyzed language via two main elements—"langue" (language system) and "parole" (speech act). The structural paradigm focuses on "langue", systematically examining the internal mechanisms of language, the interdependencies of its elements, and binary oppositions that define them.

The paradigm of young grammarians (young grammarians) is an approach that emerged in Germany in the second half of the 19th century, and the main object of research was phonetic changes. Advocates of the paradigm argued that historical changes in language, especially sound changes, do not occur arbitrarily, instead they follow strict phonetic laws that operate with systematic consistency. Exceptions are the result of analogy. For example, if a language has many forms such as "I came", "I went", "I got", other verbs also adapt accordingly. Young grammarians conceptualized language not as a static system, but as a dynamic phenomenon. They advocated for objective methodology modeled after rigorous standarts of the physical sciences.

As linguistics has developed, new scientific directions and paradigms have emerged. One of these is the generative paradigm, developed by N. Chomsky in the 1950s and 1960s. According to this approach, language is an innate, biological ability of a person (part of the cognitive system), that is, all people are born with a set of universal rules or "universal grammar" that determine the basic principles of language structure. Representatives of this direction point to the presence of universal patterns that have already formed in the child's brain as the reason for the rapid acquisition of language. They also argue that the language acquisition device in our brain is activated as soon as we come into contact with language and automatically begins to develop grammatical rules. Regarding the cognitive capacities of the human brain, the founder of this direction, N. Chomsky, conceptualizes grammar as a computational algorithm. As a continuation of his idea, he states that even with a limited set of words and rules, the brain can create a huge number of previously non-existent sentences. Thus, Chomsky considers linguistics not a field of science that studies texts, but a cognitive science that studies the mechanisms of human consciousness through the structure of language. This approach led to a cognitive revolution in linguistics.

Thus, until the late 19th and early 20th centuries, the differentiation of linguistic sub-disciplines remained the predominant trajectory within the field. During this period, the primary methodological focus was on the immanent laws of language, a process that facilitated the disciplinary fragmentation of linguistics into specialized branches. For example, the comparative-historical paradigm gave rise to etymology, linguistic genetics, and diachronic linguistics; the Young grammarian paradigm laid the foundation for phonetics, dialectology, and the structural paradigm catalyzed the development of phonology, morphology, syntax, and synchronic linguistics.

After the 20th century, the process of integration began to take precedence in the scientific field, as a result of which the need to describe a certain area of reality, to solve a specific problem,

was felt not within the framework of one discipline, but at the intersection of several disciplines [2, p. 21]. Here, the most common forms of interaction are as follows:

1. As a result of studying the object of one science through the methods and techniques of another science, disciplines such as linguostatistics and quantitative linguistics emerged.

2. As a result of the influence of one science on the traditional object of research, such as linguosemiotics in linguistics or the study of one object by different sciences, new scientific branches emerged, such as cognitive linguistics, sociolinguistics, psycholinguistics, linguoculturology, and pragmatics. Such branches interpret language as a phenomenon inextricably linked to man, society, and culture. The following Uzbek proverb serves as an example for our analysis: "My daughter, I am telling you, my daughter-in-law, listen." While its surface structure follows standard grammatical and narrative laws, its illocutionary force (intended meaning) is directed not at the explicit addressee (the daughter) but the daughter-in-law. The communicative purpose of this proverb is to influence the listener without departing from the norms of etiquette and without explicitly stating the intention [3;8-15-p.].

This communicative strategy allows the speaker to influence the listener's behaviour while strictly adhering to social etiquette. By avoiding a confrontation, the speaker preserves the listener's "face" (dignity, reputation), a concept deeply rooted in Uzbek culture - "andisha" (a thoughtful reserve or social decorum). Within this framework, language transcends its role as a mere formal system. It functions as a strategic tool for maintaining social harmony and navigating the complex hierarchical relations inherent in Uzbek family structure [4, 193-201].

In conclusion, it should be noted that the paradigms emerging throughout the evolution of linguistics possess equal significance. Rather than negating one another, they exhibit methodological continuity, where each new framework is built upon the conceptual gaps of its predecessor.

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