A MODERN VIEW OF THE TERM "CONCEPT" IN LINGUISTICS

Tursunov Mirzo Makhmudovich

BSU, dotsent at English linguistics department,   e-mail: mirzobek.tursunov81@gmail.com

Ahmedov Jahongirbek Ganijon ugli

1st-year master student, e-mail: Jahongirakhmedov439@gmail.com

Annotation: *This thesis deals with one of the most popular terms in modern linguistics: concept. A concept is a linguo-philosophical unit that was introduced thanks to an anthropocentric approach in linguistics. A concept defines and groups almost every possible meaning of any given word and their development. The thesis focuses on various functions of a concept linking it with modern linguistics approaches and analyzes its main role in it.*

Ключевые слова: *категории, прототипический, познание, функциональный, означать, понятийная система, когнитивная единица, соответствовать представлению, семиотический треугольник, общее допущение*

Аннотация: *Этот тезис рассматривает один из самых популярных терминов в современной лингвистике: концепт. Концепт – это лингвофилософская единица, появившаяся благодаря антропоцентрическому подходу в языкознании. Понятие определяет и группирует почти все возможные значения любого данного слова и их развития. В диссертации рассматриваются различные функции концепта, связывающие его с подходами современной лингвистики, и анализируется его главная роль в нем.*

Key words: *categories, prototypical, cognition, functional, to signify, a notional system, a cognitive unit, to correspond a representation, semiotic triangle, a common assumption*

As we know, Linguistics, along with all other fields of science, is highly developed today is coming In world linguistics, the text is primarily syntactically structured if approached, the end of the 20th century and the beginning of the 21st century linguo-cultural, analysis using linguocognitological, sociolinguistic and psycholinguistic principles increased to do. In particular, he is engaged in cognitive activity of a person The date of emergence of linguocognitology is recognized as 1956. Cognitive The explanation of the term cognitive in linguistics is the English word "cognitive" depends". As we know, Cognitive Linguistics deals with human cognitive activity is considered dependent. The terms concept, script, cognition, and frame are fundamental to cognitive linguistics are central concepts. Among them, the concept term linguoculturology, it is always used in linguocognitology and literary

studies. But the explanation is different from each other differs. The term "concept" is derived from the Latin word "conceptus". "Concept" in Russian linguistics at the beginning of the 20th century by the philosopher S. Askoldov put into circulation. This term was used in linguistics until the 80s of the last century if it is used as a synonym for the word concept, then its meaning today we can observe that it has expanded to a great extent. The concept is basically two-fold. They are on the one hand, culture in the form of a concept to the mental world of a person enters, on the other hand, a person enters the culture through the concept and sometimes influences it. The concept was defined by the famous Russian linguist V.A. Maslova as follows: "this linguistic and cultural identity is noted and the owners of certain ethnocultures are either in this way it is a descriptive semantic structure". One of the linguists, N. Mahmudov, wrote his "Language "In search of ways of perfect language research..." in his article on "...the concept is related to thinking, a meaningful mental concept, but it is more difficult to see it as a phenomenon completely free from national and cultural elements is controversial" he writes. Works of pragmalinguistics and cognitive linguistics the author, as well as another linguist Sh. In Safarov's words, "...man is one with language and the material world learns in different ways and in the same direction. The perception of the material world is at the same time that the understanding of the perceived subject-events is born, and then this the concept is formed as a mental model - a concept and requires that it receive a material name.

A concept is the main object of cognitive linguistics. The conceptual space of any given language defines the purview, view of life and consciousness of the corresponding ethnos and its distinctive members. Concepts are based on our experiences. Concepts can be based on real phenomena and are a generalized idea of something of meaning. Examples of concepts include common demographic measures: income, age, education level, number of siblings. Many definitions of language have been proposed. Henry Sweet, an English phonetician and language scholar, stated: "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts." Concept is the thought of the object that singles out the most typical, the most essential features of the object. So all concepts are almost the same for the whole of humanity in one and the same period of its historical development. The meanings of words, however, are different in different languages. Conceptual semantics is the study of words at their core. It focuses on establishing universal definitions for words before they are taken into context. Lexical semantics is the study of word meaning. It is an understanding retained in the mind, from experience, reasoning and/or imagination. It is a generalization

139

(generic, basic form, or abstraction (mental impression), of a particular set of instances or occurrences (specific, though different, recorded manifestations of the concept.

V.I. Karasik characterizes concepts as primary cultural formations that are an expression of the objective content of words that have meaning and therefore are translated into various spheres of human existence, in particular, into the spheres of conceptual, figurative and activity development of the world. G.G. Slyshkin and V.I. Karasik understand the concept as a "multidimensional mental unit with a dominant value element". G.G. Slyshkin identifies four zones in the structure of the concept: the main intrazone (signs of the concept reflecting its own signs of denotation), extrazone (signs of the concept extracted from paroemias and figurative meanings) and additional quasi-zone and quasi-extrazone associated with formal associations arising from the consonance of the concept name with another word, the use of euphemisms, etc.. S.G. Vorkachev defines the concept as an "operational unit of thought", as "a unit of collective knowledge (sending to higher spiritual entities), having a linguistic expression and marked by ethnocultural specifics". He identifies the conceptual component in the concept (the characteristic and definitional structure), the figurative component (the cognitive metaphors that support the concept in consciousness) and the significant component of etymological, associative characteristics of concepts that determine its place in the lexical and grammatical system of the language. Logical direction (N.D. Arutyunova, R.I. Pavlenis) the study of concepts by logical methods, regardless of their linguistic form. N.D. Arutyunova within the logical or logical-philosophical direction interprets the concept as a concept of practical (everyday) philosophy, which is the result of the interaction of factors such as national tradition, folklore, religion, ideology, life experience, art images, feelings and value system. Concepts form "a kind of cultural layer mediating between man and the world".

Recently, the word concept has actively entered scientific use. A concept is a unit for describing a picture of the world - a mental unit containing linguistic and cultural knowledge, ideas, assessments. In cognitive science, a concept is viewed as a mental unit that constantly undergoes changes: all new background concepts can enter its sphere, the standard set of situations can change, and a single component in the content is even more mobile. The concept is realized in the word sign and in the language as a whole. In this case, the core of the concept is the aggregate linguistic and speech semantics of words. The presence of concepts in the language of any nation attracts attention, because research data can help in studying the culture of the nation itself and its history. To date, little attention has been paid to this issue. The study of the nature of the concept in cognitive linguistics is of paramount

importance. Any attempt to comprehend the nature of the concept leads to the realization of the fact of the existence of a number of related concepts and terms. First of all, it is a concept, concept and meaning. The problem of their differentiation is one of the most difficult to solve and debatable in theoretical linguistics today. This is explained by the fact that when analyzing a concept, we are dealing with entities of the content plan, not given to the researcher in direct perception; we can only judge their properties and nature on the basis of indirect data. Cognitive linguistics is one of the new cognitive sciences, the object of research of which is the nature and essence of knowledge and cognition, the results of perception of reality and human cognitive activity, accumulated in the form of meaningful information brought into a certain system.

Let's define the initial concepts of the new discipline. Cognition is the process of reflection and reproduction of reality in thinking, as a result of which there is an accumulation of knowledge; it is the interaction of systems of perception, understanding, representation (representation) and information generation. Information - a message about facts, events, processes; data, information, knowledge that comes to a person through different channels and is encoded, processed and processed in the current consciousness; knowledge represented and transmitted by linguistic structures in the process of communication. Knowledge is the basic form of the cognitive organization of the results of reflection of objective properties and signs of reality in the minds of people, since it is an important factor in ordering their daily life and activities. Knowledge is a part of memory, information contained in consciousness, the results of reflection of objects of the surrounding world, combined into a certain ordered system. These are data obtained in the course of such thought processes as induction and deduction, inference reasoning, association, as well as operations of comparison, identification, recognition, categorization and classification of objects; data represented (represented) by various cognitive structures: frames, scripts, scripts, propositions, images, etc. it is due to the relevance and importance in human life that knowledge becomes an element of culture. At the same time, knowledge is a product of culture, since the process of mastering the rules, norms and stereotypes of thinking developed by previous eras by a person occurs through the inclusion of knowledge into the real historical practice of people belonging to the corresponding ethnocultural community. In such rules, norms and stereotypes of thinking, the experience of mastering and understanding the world around is captured, a certain culture is encoded, organized as a kind of language (and not a form of human life!). The forms of the language of culture and the forms of knowledge form a synergistic unity that has historical variability, i.e. at each new stage of historical development, the essence of this unity appears in a new

configuration, in a new guise. For example, practical consciousness is characterized by such forms of its internal organization that differ significantly from the structuring of mythopoetic consciousness, etc. in accordance with this knowledge a) is included in various ways in the archaic or modern system of cultural consciousness and b) performs various functions in the social life order.

The structure of concept includes the basic structural components that create concept and are characterized by different nature. These structural components are the following: sensual image, informational content and interpretative field. The structure of concept is usually described as the total of the cognitive features that are related to each of these structural components of concept.

Images may be individual, so here we can speak about the individual conceptual sphere of a separate person. But if the sensual image is a group one this image may be studied as the fact of the conceptual sphere of the definite group (ethnical, religious, cultural, etc.). The sensual image is created be the sense organs (the perceptive image) and by the image features formed with the assistance of the metaphorical interpretation of some object or phenomenon. This image is named metaphorical or cognitive. The perceptive image includes visual, tactual, gustatory and other images. The informational content includes the minimum of cognitive features that determine the main considerable features of the conceptual object or phenomenon. These features create the characteristics of the most considerable differential features, obligatory combinability and main function.The interpretative field includes the cognitive features that interpret the main informational content of concept. It also includes the features that have some derivative knowledge or estimate it. The interpretative field is not homogeneous. There are several zones in it. It is possible to define and estimate the encyclopedic zone. Besides, the encyclopedic features are divided into utilitarian, regulative, social-cultural and phraseological zones.

The nominative field of concept is the totality of all linguistic means that objectivize the concept during some period of social development. The nominative field is characterized by the complex structure and includes the lexico-semantic group, lexico-semantic field, lexico-phraseological field, synonymic line, associative field, etc. Some concepts are characterized by the wide nominative field which may be found easily. Other concepts are characterized by the limited nominative field which has no synonymic lines and does not possess hyper-hyponymic character. The nominative field includes the following components:

1) direct nominations of concept (the key-word and its synonyms);
2) derivative nominations;

3) one-root words, units of different parts of language connected with the main lexical means of the verbalization of concept;

4) set comparisons that include the key word;

5) contextual synonyms;

6) occasional individual nominations;

7) set word combinations that are synonyms of the key word;

8) phraseological units that include the name of concept;

9) proverbs, aphorisms, etc.;

10) metaphorical nominations;

11) free word combinations that include features for the characteristics of concept;

12) associative field as a result of the experiment on the word-stimulus that names concept;

13) subjective word definitions proposed for the interpretation of concept;

14) lexical interpretation of language units that objectivize concept;

15) articles of the encyclopedia or reference book (informational-explicative texts);

16) thematic texts that represent the content of concept;

17) sociopolitical texts and belles-lettres that represent the content of concept.

The description of the units of the nominative field gives possibility to picture the content of concept in the form in which it is reflected and fixed in the language.

REFERENCES:

1.   Lee, David. 2002. Cognitive Linguistics: an introduction. Oxford: Oxford University Press.

2.   Ungerer, Friederich and Schmid, Hans-Jürgen. 1996. An introduction to cognitive linguistics. London, Longman

3.   Tursunov, M. M. (2016). A comparative analysis of teacher-centered and learner-centered classes. Міжнародний науковий журнал, (6 (3)), 65-67. https://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE_FILE_DOWNLOAD=1&Image_file_name=PDF/mnj_2016_6(3)__19.pdf.

4.   Mansurovna, Z. S. ., & Mahmudovich, T. M. . (2023). PHRASEOLOGICAL UNITS EXPRESSING FEELINGS AND EMOTIONS . Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 140–143. Retrieved from https://conferenceseries.info/index.php/online/article/view/1027.

5. Mahmudovich, T. M., & G'affurovna, H. N. (2023, May). FRAZEOLOGIK BIRLIKLARNING LINGVOMADANIYAT FANI BILAN BOG'LIQLIK JIHATLARI. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 164-166).

6. Maxmudovich, T. M. ., & Asrorovna, E. S. . (2023). INGLIZ VA O'ZBEK TILLARI FRAZEOLOGIK OLAMI TASVIRI TAHLILI. Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 274–277. Retrieved from https://www.conferenceseries.info/index.php/online/article/view/1067.

7. Tursunov, M. (2023). "ANALYSIS OF NEW LEXICAL UNITS' EMERGENCE IN PUBLICISTIC TEXTS ON THE INTERNET PLATFORM. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 31(31). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/9341.

8. Tursunov, M. (2022). A INGLIZ VA O'ZBEK TILLARIDA MUBOLAG'AGA ASOSLANGAN BA'ZI BIR FRAZEOLOGIK BIRLIKLARNING LINGVOKOGNITIV TAHLILI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 19(19).

9. Aripov, M., & Haydarov, A. (2002). Informatika asoslari. Akademik litsey va Akademik litseylar uchun o 'quv qo 'llanma-Toshkent: O 'qituvchi, 431.

10. Askarovich, H. A. (2022). SOME COMMENTS ON THE STYLISTIC REPETITION. JournalNX-A Multidisciplinary Peer Reviewed Journal, 8 (1), 87–91.

11. Haydarov, A. (2020). Methodological features of graphic tools. Middle European Scientific Bulletin, 5.

12. Haydarov, A. (2008). Inson kamoloti va milliy-ma'naviy qadriyatlar. T.: Muharrir, 6.

13. Haydarov Anvar Askarovich, & Saidova zulfizar Khudoyberdiyevna. (2021). EMOTIONAL CONCEPTS IN ENGLISH AND RUSSIAN PHRASEOLOGY. Conferencious Online, 33–37. Retrieved from https://conferencious.com/index.php/conferences/article/view/55.

14. Haydarov, A. (2020). Methodological features of graphic tools. Middle European Scientific Bulletin, 5.

15. Izomovich, R. Z., & Fazliddinovna, U. D. (2022, January). Implications from syntax for teaching a second language. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 320-323).

16. Rasulov, Z. (2022). О дискурсивном анализе в современной лингвистике. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 25(25).

17.   Izomovich, R. Z., & Fazliddinovna, U. D. (2021). The Problems of Second Language Acquisition and Writing in Teaching English Language. " ONLINE-CONFERENCES&Quot; PLATFORM, 229–233.

18.   Khudoyberdievna, S. Z. (2022, January). Classification of verbal phraseological units denoting the emotional state of a person. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 90-93).

19.   Saidova, Z. (2021). Advantages and disadvantages of modular object-oriented dynamic learning environment (moodle) in the system of education. Центр научных публикаций (buxdu. uz), 8(8).

20.   Saidova Zulfizar Khudoyberdievna Questioning techniques in teaching English // Достижения науки и образования. 2018. №5 (27). URL: https://cyberleninka.ru/article/n/questioning-techniques-in-teaching-english (дата обращения: 08.07.2023).

21.   Zulfizar Khudoyberdievna, S. . (2022). THE MAIN FEATURES OF TRANSLATION OF PHRASEOLOGY FROM ENGLISH INTO UZBEK. Scientific Impulse, 1(3), 523–526. Retrieved from https://nauchniyimpuls.ru/index.php/ni/article/view/1024.

22.   Saidova, Z. K. (2023). PROBLEMS OF LINGUO-CULTURAL ANALYSIS OF PHRASEOLOGICAL UNITS IN THE ENGLISH AND UZBEK LANGUAGES. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 700-707. https://farspublishers.org/index.php/ijessh/article/view/544.

23.   Saidova Zulfizar Khudoyberdievna Implementation of some techniques in developing reading skills in English classes // Достижения науки и образования. 2018. №5 (27). URL: https://cyberleninka.ru/article/n/implementation-of-some-techniques-in-developing-reading-skills-in-english-classes.

24.   Saidova Zulfizar Khudoyberdievna Model training method: classes in the form of buseness games, lessons such as lesson-court, lesson auction, lesson-press Conference // Достижения науки и образования. 2018. №5 (27). URL: https://cyberleninka.ru/article/n/model-training-method-classes-in-the-form-of-buseness-games-lessons-such-as-lesson-court-lesson-auction-lesson-press-conference.