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ON THE STUDY OF THE CONCEPT TERM IN WORLD LINGUISTICS

Submission Date: May 21, 2023, Accepted Date: May 26, 2023,

Published Date: May 31, 2023

Crossref doi: <https://doi.org/10.37547/ajps/Volume03Issue05-16>

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ABSTRACT

In this article, the study of such terms as concept, conceptualization, categorization, conceptual semantics, linguistic semantics, microconcept, macroconcept, verbalizer, verbal means, non-verbal means, which are widely used in world linguistics, by linguists, as well as the opinions put forward by each scientist within the framework of terms are being studied. It is also explained that when a person understands, compares, compares and observes the realities of material existence, the term concept and the process of categorization are comprehended, a conceptual picture of the world composed of concepts is formed in his mind, and the expression of these concepts through the language units of certain language levels.

KEYWORDS

Concept, term, linguistic knowledge, conceptualization, categorization, experience, substance, object, semantic field, thematic group, communicative process, linguistic field, concept, cognitive psychology, cognitive linguistics, lexical, phraseological, stylistic concept, conceptual semantics, linguistic semantics, microconcept, macroconcept, verbalizer, verbal agent, nonverbal agent, paralinguistic verbalizer.

INTRODUCTION

It is known that as soon as a person is born, he becomes a participant and observer of the events

taking place in the environment. He understands, analyzes the realities of material existence and

compares, compares and observes various objects and processes. As a result, a person absorbs a certain experience and knowledge, assimilates it into his mind, and thus a conceptual picture of the world is formed in his mind, consisting of concepts of different levels of complexity and abstraction.

E.S. Kubryakova writes about the processes of conceptualization and categorization, which are important processes of such an observation: "The process of conceptualization is aimed at dividing the structure of human experience into the smallest meaningful units, while the process of categorization is similar and aimed at differentiating, classifying, differentiating the same units from each other and uniting them into relatively larger groups and categories [5; 93].

So, in the process of processing the received information, a person divides existence into parts, objects into classes, groups, categories, unites suitable objects into certain categories. Categorization is seen in the language by combining different linguistic units into semantic classes (semantic field, thematic group). For example, lexemes of the verb word group are called "verbs of action", "verbs of state", When we divide them into groups such as "verbs of speech" and "verbs of expressing -feelings", we understand the essence of this phenomenon more deeply [3; 14-24].

Analysis of literature on the topic. The term concept does not appear in most dictionaries of linguistics. In Russian linguistics, this term was introduced into scientific circulation by philosophers in the first quarter of the 20th century.

According to S. Askoldov, representatives of different nationalities communicate through concepts, therefore, creating and understanding concepts is a two-way communicative process. Such a system existing in the linguistic space determines the uniqueness of the national landscape of existence [1; 267-279].

The term concept is actually the Latin word *conceptus*, which means concept. This term was used in linguistics as a synonym of the word "concept" until the 80s of the last century, but today it can be seen that its interpretation has expanded compared to the term concept. N.Yu. Shvedova admits that the concept is a concept, and behind this concept there is a content that is perceived socially or subjectively, reflects the important material, mental, and spiritual aspects of human life, has its own historical roots, and reflects the common experience of the people. [8; 603].

According to E.S. Kubryakova, the term "concept" serves as an "umbrella" for the sciences of cognitive psychology, cognitive linguistics, and linguocultural science dealing with problems such as thinking, understanding, data storage and processing [4; 34-47].

Currently, there are three main approaches to understanding the concept in the science of linguistics: The first approach to the study of the concept is associated with the name of S. Stepanov, and more attention is paid to the cultural aspect, in which a whole culture is a set of concepts and the relationship between them is implied. Therefore, the concept is the main part of culture in the mental world of a person. A person imagines concepts as a part of national culture [6; 49]. They occupy a central position in the consciousness of the language community, and therefore their research is very relevant.

The second approach to understanding the concept is associated with the name of N.D. Arutyunova and the representatives of her school, and the semantics of the linguistic sign is the only tool in the structure of the concept.

Supporters of the third approach are D.S. Likhachev, E.S. Kubryakova and others. According to them, the concept is formed directly from the meaning of the word, is closely related to the result of life experiences in human life, and they put forward the ideas that the perception of the events in the world has an individual character.

Some researchers propose to distinguish groups of syntactic concepts along with lexical and phraseological concepts. Based on these, Professor G. Khoshimov mentions that along with lexical,

phraseological, and stylistic concepts, they can be divided into "single and double" types.

The founders of such concepts enter into two types of relations with each other: a) an antonymic relation (young-old, friend-enemy, etc.); b) synonymous relationship. Concepts belonging to the first group are called paired "heteroconcepts" in linguistics, while concepts belonging to the second group can be called "homoconcepts" or "alloconcepts" [7; 65-67].

Research methodology. "Concept", which is the object of study of cognitive linguistics and linguoculturalology, is a comprehensive concept that has ontologically high generalization and the possibility of expression through different levels and means of language, creating a unique semantic field in each language.

The notion of a concept reflects the interdependence and cooperation of such sciences as logic, psychology, linguistics, and the theory of knowledge. More precisely, the concept should be interpreted with multifaceted, integrative, i.e. logical-linguistic-epistemological term functions. A concept is considered a unit of thought, based on understanding, meaning and image, and it is called a generalization of knowledge. It is a unit with a high level of content generality.

It is known that when perceiving an objective being, feelings, intuitions, imaginations, thoughts, ideas,

concepts about it are cognitive (or conceptual) in thinking through two important inseparable mental processes, i.e. conceptualization and categorization processes, i.e. It is natural to be embodied in perceptual semantics or "concepts" and directly embodied through language elements, i.e. verbal tools (verbalizers/actualizers/representatives).

"When talking about the term "semantics", it should be fundamentally distinguished from "content", and "content" from "meaning". By "semantics" we understand the typical "ma'no" in Uzbek, "znachenie" in Russian, or "meaning" in English. Content is the realization of semantics (meaning) in concrete situations in speech.

ANALYSIS AND RESULTS

It can be seen that semantics is general and has an international nature. In fact, it is divided into two main types: 1) "conceptual (or cognitive) semantics", (it is abstract mental (perceptual) semantics in thinking); 2) "linguistic semantics", this semantics is a consequence of the realization of the above-mentioned perceptual semantics through the means of language units, and is a property of language. In this sense, perceptual semantics can be called a property of thinking.

Thus, perceptual semantics as conceptual semantics forms the philosophical and logical basis of linguistic (language) semantics. They are types of semantics that require each other. Conceptual semantics is primary,

and linguistic semantics is secondary. Being the result of mental and cognitive processes in thinking, it is their direct product in language and is directly manifested in language through verbal tools (verbalizers). However, it is difficult to say that the concept or conceptual semantics is always fully and completely expressed in the language through linguistic semantics, because, in our opinion, there are not enough verbalizers to realize all aspects of this concept in the language [7; 67-68].

It is worth saying that conceptual semantics, in turn, forms the direct cognitive basis of the concept in thinking. It is possible to put an equal sign between them, but in any case, the concept serves as a framed structure of conceptual semantics, not its opposite. It is worth noting that several closely related conceptual semantics - "microconcepts" can be inside one "macroconcept" shell, about "paired concepts" and their types such as "homoconcept" and "heteroconcept". researchers also expressed important opinions [7; 69].

Therefore, it is not wrong to say that conceptual semantics or concept is the final result of certain conceptual and categorical (differentiation, comparison, sorting and sorting) processes in thinking, because it (concept) is the only means of perceiving material existence and is a direct result of conceptualization, categorization and other such complex processes. When a certain part of the objective existence is perceived at one level or

another, it is embodied as conceptual semantics (s), i.e. concepts) and is directly manifested through the means of language.

CONCLUSIONS

The logical conclusion from the above comments is that "the unity of thought and the linguistic realization of the concept that occurs as a mental phenomenon is also the result of speech thinking activity." It should be noted that "the perception of the material world requires the creation of an understanding of the perceived object - events, and later this understanding is formed as a mental model - concept and receives a material name. Linguistic memory plays the main role in the successful (successful or unsuccessful) process of this type of multi-level linguistic and psychological activity. So, in this sense, the "linguosphere" and "linguality" of the speaker of the language naturally have an important place."

It is known that phoneme (phonomorpheme), morpheme, lexeme, syntaxeme (phraseme, sentenceme), "phraseomeme", i.e. phraseological units and textemas (discourses) are widely used existing integrated units, i.e. language tools - are emic units, and at the same time they are verbalizers that verbalize conceptual semantics (concepts) in human thinking - conceptsphere. When they are used (represented) in concrete speech, they become ethical

units such as background, morphophone, morph, lex, phrase, sentence, idiom (phraseological unit) and text.

It is worth noting that this or that concept can be expressed through the units of certain language levels, and some of them can be expressed through the language units of all the existing language levels listed above. In the first case, we are dealing with "microconcepts", and in the second case with "macroconcepts". can be delegated".

Language can be expressed through a system of specific verbal and non-verbal means (gesture, face, head, eyebrow(s), lips, eye(s), nose and other organs and body movements) tools are generally referred to as "verbalizers" (or "representatives", "actualizers", "objectifiers"), and it is appropriate to call nonverbal tools "paralinguistic tools" (more precisely, paralinguistic verbalizers).

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