Publisher: Oscar Publishing Services

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Research Article

THE CONCEPT AND ITS LINGUISTIC STATUS AND LINGUISTIC EXPRESSION

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ABSTRACT

Linguistics is the scientific study of language, and its focus is the systematic investigation of the properties of particular languages as well as the characteristics of language in general. The semantic view of concepts suggests that concepts are abstract objects. In this view, concepts are abstract objects of a category out of a human's mind rather than some mental representations.

KEYWORDS

The concept, linguistic status, linguistic expression, languages, semantic view, characteristics of language

INTRODUCTION

From a typological point of view, the individuation of many concept universals differs from each other. The following significant differences can be observed in their semantic concept: 1) in "interdiscursive metamorphoses", which defends the unity of the concept and plays an important role in the identification of kinship, and includes all the signs of conceptual, rational-discursiveness: 2) in semantic

mobile models, abstract existence is represented by metaphorical-imagery, emotional-necessity units include; 3) forms "conceptual", "language cictemac" units related to the forms covering the concept and its verbalization points in a certain language . These mentioned semantic prototypes can serve as important sources in the typological comparison of linguistic and cultural concepts between languages or certain natural languages[1].

THE MAIN RESULTS AND FINDINGS

In the comparative study of the linguistic and cultural concept, the complex mental knowledge with "cultural environment", "semantic primitives" is taken into account, and the logical and moral forces of social adaptation are taken into account. All individualized concept universals are also different from each other.

The process of linguistic realization of the concept, its nature and talking about the mechanisms that drive it, Speech activity and linguistic creativity of N. Chomsky about the internal and external structures that provide it is impossible not to remember his opinion again. This idea only the transition of the inner structure to the outer structure that it allowed to be formally analyzed and as a result, form prevails over content (semantics). Continuously criticized for being left behind

despite coming, much for cognitive linguistics is important. N. Chomsky is among the first in linguistics (as L.S. Vygotsky did in psychology) speech creative activity directly "outside" mental structures, that is, it consists of the process of moving to linguistic structures gave an idea, and this idea is the activity of speech creation distinguish between the basis and the result stages tried to prove with N. Chomsky recognized as the greatest service in linguistics. This idea is different from the information of psychologists about the human brain about the multi-stage "processing" in the shells.

The development of concepts, which are of great importance in the development of certain aspects of languages, the possibilities of verbalization of linguistic and cultural concepts play an important role in revealing the ethnospecific dynamics of linguistic cultures. In the process of comparing these aspects, the referential and pragmatic forces of semantics are separated and their equivalents in the languages being compared are obtained. In the comparative study of the lexical system of languages, it is necessary to focus on the functional semantic verbalization of certain meanings that are common to each language in the application of unambiguous lexical units and the formation of "grammatical speech". G. Emphasized by

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[1] *Гак В. Г.* К проблеме семантической синтагматики // Проблемы структурной

лингвистики. – М.: Наука, 1972. – С. 230.

Gak. In spoken languages, the object taken for speaking is also important. In particular, the object taken for comparative typological research should be conducted in a linguistic field in these languages. Of course, the chosen object should have its own theoretical significance. The well-known Uzbek typologist, O'.Q. Yusupov expresses his opinion: Comparison of languages in the lexical cath on the theoretical basis includes the structure and inventory of lexical paradigmatic groups with all connections, semantic and associative fields, lexical-semantic groups, synonymous lines, antonymic pairs and equivalent words.

We can witness that the conceptual expression of lexical units as a component of language activity and speech activity has so far been implemented only in lexical cath from a philological point of view. Now, the activities of perceiving, knowing, understanding, and analyzing conceptual units have expanded with the categorization of conceptual metaphors. As a result, the need for cooperation with cognitive sciences such as logic, psychology, theory of knowledge, etc. has increased. This cooperation introduced linguistics into the field of cognitive science, which deals with the problems of cognitive activity, and secondly, it enriched the field of linguistics with the field of cognitive linguistics.

The object of study of linguistic studies in all directions is the same - the language system or, more precisely,

linguistic activity and its components. However, in all of them (cictem-structural linguistics, psycholinguistics, cotsiolinguistics, pragmalinguistics, text linguistics, etc.), the main focus is on the study of the structure and composition of ready-made words, word combinations, sentences and texts, as well as the meaning forces in certain variants. In recent years, attention has been paid to the study of speech communication between incons, sociolinguistic, psycholinguistic, pragmatic, linguocultural aspects of this communication. From this point of view, a lot of attention is paid to the conceptual development of the language system and the comparative typological study of the conceptualization of linguistic units in the ethno-thinking of different linguistic and cultural cultures. In particular, research is being carried out related to the verbalization of certain concepts in different linguistic cultures.

The logical understanding of the world is reflected in concepts in Incon thinking, in cognitive linguistics it is expressed by terms such as "cognitive image of the world" (cognitive picture of the world) or "conceptual image of the world" (kontseptualnaya kartina mira). When there is a gap in the concept, there is no way to dwell on the relations of meaning - concept.

There is debate as to the relationship between concepts and natural language. However, it is necessary at least to begin by understanding that the concept "dog" is philosophically distinct from the

things in the world grouped by this concept—or the reference class or extension. Concepts that can be equated to a single word are called "lexical concepts". The study of concepts and conceptual structure falls into the disciplines of linguistics, philosophy, psychology, and cognitive science.

In the simplest terms, a concept is a name or label that regards or treats an abstraction as if it had concrete or material existence, such as a person, a place, or a thing. It may represent a natural object that exists in the real world like a tree, an animal, a stone, etc. It may also name an artificial (man-made) object like a chair, computer, house, etc. Abstract ideas and knowledge domains such as freedom, equality, science, happiness, etc., are also symbolized by concepts. It is important to realize that a concept is merely a symbol, a representation of the abstraction. The word is not to be mistaken for the thing. For example, the word "moon" (a concept) is not the large, bright, shape-changing object up in the sky, but only represents that celestial object. Concepts are created (named) to describe, explain and capture reality as it is known and understood.

The method of such an approach to the comparative study of languages provides an opportunity to study the development of the language, the mutual enrichment of the languages being studied, and inter-language relations, their kinship and non-kinship levels, to compare the linguistic, cultural, universal and ethno-

specific effects of certain concepts. Such an approach can be useful not only in illuminating the theoretical aspects of cross-sectional studies, but also in practical terms. The fact is that certain concepts have a universal status, and some of them have a strong linguistic and cultural impact. Verbal units representing them, speech expression units are always used in a weak case. This is explained by the lack of clear equivalents in the global differences found in the specific mentality and emotions of different ethnos. When cross-linguistic concepts are universalized, they differ not only in the order of sentences, but also in their structure. These communities interact by creating conceptual blocks, and as a result, the concept has its own ethnocultural specificity and this specificity is realized in the mind of a certain nation as a certain conceptual block. This approach is a valuable task in determining the conceptualization of different emotions, typological comparison and analysis.

Indeed, the appearance of metaphors in scientific theories describing abstract concepts is linked to philosophical views. This is the result of connecting the perception and understanding of the world on the part of the incons and the need for communication. In the conceptualization of everyday realities, cognition operates in an order that depends directly on the passage of time. This eca enables evaluation in the form of cognitive events that enriches the conceptualization of events.

Today, all cognitive linguists understand that the concept is broader than the concept. If the concept and its equivalent in the language, the meaning of the word, express the most important features of the object or object that distinguish it from other objects and objects, then the concept reflects all its (subject-object) known features, including the secondary features, so the concept for can refer to an individual, a collective, a nation, or even men, women, young and old. The result of this opinion is the phrase "Is this your personal opinion?" Is this your group's opinion? Is this the opinion of the Uzbeks?" can be seen in the questions. Cognitive linguistics, acocan, is interested in concepts related to ethnoc, that is, nation.

In cognitive linguistics, cognitive signs and semantic expressions are distinguished. Cema is a part of the meaning of a word, which expresses a sign of an object or event. According to the concept, it belongs to the group of cognitive signs[2].

Opinions about the representation of concepts in language differ. A. P. Babushkin and C.G. According to Vorkachev, the concept is always expressed through words. According to another opinion, the concept must be expressed through words. V. I. According to Bolotov, it is expressed in a text, and he calls such a text cognema.

Concepts in the mind and their meanings are analyzed with the help of semantics of language and speech units. These units are words (root, compound, compound and complex words), phraseological units, word combinations, sentences, paremies, speech clichés, complex syntactic units, texts, including folklore texts, and others. Some linguists call these the "nominative field of the concept"[3]. Linguistic activity is the basis of the theory of cognitive analysis summarizing and processing information with concepts, knowledge stock, cognitive model, conceptual system, etc it was mentioned. These concepts are interrelated, for one of them was formed for the fulfillment of the other should be. In fact, to accumulate and store knowledge acquired knowledge according to the cognitive pattern need to be condensed. Cognitive patterns (concept, image) to condense knowledge on this conceptual system units (frame, script, scenario, gestalt etc.) the suffix is needed.

The method of such an approach to the comparative study of languages provides an opportunity to study

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[2] Низомова М.Б. Инглиз ва ўзбек тилларида педагогикага оид терминларнинг структур-семантик хусусиятлари ва таржима муаммолари: Филол. фан. д-ри. … дисс. автореф. – Термиз: 2022. – 40 б.

[3] Амирова.З.О. Инглиз ва ўзбек тилларида "heart-юрак" концептининг вербаллашуви ва лингвокультурологик хусусиятлари: Филол. фан. д-ри. … дисс. автореф. – Термиз: 2022. – 40 б.

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CONCLUSION

Concepts are the same in all languages. Some of them are heavy in some nations. As a result, lacunae appear. Such lacunae clearly show the national-cultural differences between peoples, the fact that languages divide some parts of the world differently and categorize or conceptualize them differently, and the level of scientific and technical development of the nation. National-cultural differences are also seen in the differences in the cognitive symbols of the concept or the meaning of the symbols. Macalan, the concept of "afternoon" in English, has the same cognitive features as "lunch time". In the Uzbek linguistic culture, "afternoon" can be used in names such as "afternoon", "noon", "when the sun sets". This concept is used in English culture and Uzbek culture in the sense of having lunch.

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