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Theoretical Views on the Use of the Term "Concept" in Cognitive Linguistics

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A B S T R A C T
Cognitive linguistics studies language phenomena in an integral connection with thought processes, and at the same time, it is a thorough ground for revealing, explaining and elucidating the principles of formation of our knowledge about the objective existence that surrounds us through the mechanisms of language learning by humans and the processes of conceptualization and categorization creates. The following article deals with the scientific views of the scholars regarding the term of concept and its position in cognitive linguistics.

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I. Introduction

The processes of conceptualization and categorization are of great importance in cognitive linguistics. The main reason for this is that "Conceptualization is aimed at distinguishing the minimum meaningful units of the structure (complex) of human experience - knowledge, while the process of categorization distinguishes and sorts similar units from each other and divides them into relatively larger categories, It is aimed at uniting into categories". In this case, answering questions such as how the speaker/writer of the language feels and perceives the objective existence, as well as determining what objective and subjective factors exist in the formation of the objective view of the world in an ethnic group that is the owner of a certain language, plays a big role. In addition, it is important to study and research the methods and techniques of linguistic expression of this ethnos, which communicates in the language, by means of verbal means of the actualization of the existing objective existence through the language landscape.

II. Literature review

It should be noted that there is a close connection between the perceptual and linguistic conceptualization and categorization of objective existence by some scientists, and the fact that the world is observed by speakers/writers through both important processes through the medium of language and is ultimately visualized through verbal means has a global scope. , as well as the fact that all these complex processes are directed to the realization of the existing cognitive-semantic categories in the language, in turn, they have the essence of being realized through hierarchical (step-by-step), in this regard, multi-level means comments about it are appropriate and correct.

The concept of "concept" is expressed as an old and at the same time a new concept in modern linguistics. As an example, we can take S.A. Askoldov's article "konsept i slovo" written in 1928. In the article, it is possible to observe that the main focus of the concept is connected to the word. By the middle of the 20th century, the concept began to be used as a term in linguistics. The place, importance of cognitive linguistics and its main differences from related linguistics are described in the special book "Cognitive Linguistics: Foundations, Scope and Methodology" (1999) of the multi-volume publication devoted to scientific research on cognitive linguistics called "Cognitive Linguistics Research". the valuable opinions

of prominent cognitive linguists of the world on the independent status of this field in modern linguistics are expressed, the most important thing is that no matter what phenomenon of language is studied there, it is recognized that a cognitive-functional approach to them is preferable to a formal analysis . Based on the essence of this semantic approach, the well-known typologist V. Croft, writing about it, emphasizes the unique importance of cognitive linguistics in the typological study of language.

The scientist who gave the highest assessment to cognitive linguistics is J. Faucone, who expresses his opinion about it as follows: "The surprising success of cognitive linguistics, apparently for the first time in it, they began to associate the science of meaning formation with its development. , but despite the fact that the ancient approach to language as a tool for forming and expressing meaning is also in cognitive linguistics, all its research methods and results are completely new.

III. Analysis

At present, it is desirable to put the issue of concept types on the agenda for cognitive linguists, especially "microconcepts" and "macroconcepts", which are directly related to the tasks solved by cognitive grammar (linguistics), as well as linguopragmatics, and their realization. It is important to put current issues such as methods and techniques on today's agenda.

In the following decades, the problem of the worldview in different languages and the actualization of the research of the characteristics of intelligence (mentalnost) and the resulting national and international "linguality" (the structure, complex of knowledge about language), as well as "conceptuality", that is, knowledge about concepts concepts related to different languages and cultures are being intensively discussed in connection with the structure and complex. But not cultural concepts, but universal-logical concepts (for example, time (temporality), number, quantity, subject, object, person, man, woman, girl, boy) are of primary interest for cognitive linguistics. but the study of specific concepts specific to one way of thinking, one language and one culture is of no less interest to the researcher, because such unique concepts show conceptual gaps (lacuna) in other languages. In this regard, they indicate that these languages have unique typological features and aspects.

In this regard, we emphasize that the well-known cognitive linguist Sh. Safarov's opinion about the formation of concepts is valid, that "the subject is the conscious perception of events and the knowledge gathered through the formation of an image in the imagination is formed in different ways and has a different character." , because this directly causes the formation of concepts of different groups and structures.

"The grouping of concepts is based on their linguistic expression" (Safarov 2006, 16). Therefore, cognitive researchers proposed to distinguish groups of grammatical (more precisely, syntactic) concepts along with phonological, morphonological, morphological, lexical, phraseological concepts. G. M. Hoshimov, commenting on the formation of the system of semantic relations, expresses the following opinions: "cognitive linguistics traditionally focuses on general (universal) concepts (for example, "time/temporality/, person-person/personality/, subject/subjectivity /, predicate/ predicate/, object /object/, adverbial /adverbial"), as well as specialized (specific) concepts (for example, "gender, quantity, category, animate/animatnost/, inanimate /inanimatnost/ diathesis/ works based on ratio/" and other concepts). From this point of view, it is appropriate to divide the concepts into the following two structural types: 1) simple concepts; 2) joint concepts. In addition, concepts can be further divided into two large types, depending on what verbal means they are embodied in: 1) concepts expressing a situation, situation (such concepts represent a certain complex event, event, or rather, a certain proposition (therefore, they are the second category are called concepts), 2) concepts that do not represent an event, a state (that is, they represent a known thing or a nominative simple event, by naming, or rather a nomination (therefore, they are called concepts of the first category). In such cases, the second category (situation, state expressing) concepts are usually expressed through large verbal tools such as at least a phrase or a sentence. It is important to note that their next type (i.e. a sentence, a sentence) is considered a specialized means of realization. The second category of concepts (i.e. an event, concepts that do not represent a state) are usually represented by lexemes (words), which are considered a nominative unit of the lexical level.

D. Bakhronova, who also studied concepts and conceptospheres, believes that concepts and conceptual

metaphors are important in analyzing the linguistic landscape of different languages and in determining national-cultural characteristics. Man is at the center of the linguistic landscape of the world, human activity is symbolic and universal and national in nature.

From a comparative-typological point of view, it is appropriate to divide concepts into two important types: 1) general concepts (sun, moon, earth, sky, water, air, food, death, life, child, child, etc.); 2) private concepts (atala, pilaf, ehson, khatmi, borshch (borshch), shchi (shchi), okroshka, mazar, surpa opened, bride fell, father saw, charlar, groom fled, etc.). (Koshimov. 2014, 390-393). The first type of concepts are general concepts that are inevitably reflected in the thinking of speakers of all existing languages and are also embodied in their languages. The second type of concepts exist in the minds of speakers of a particular language, and are private concepts expressed in their language. , they indicate that there is a "conceptual gap" in the thinking of speakers of another language (Koshimov 2014, 391-394) and a "lingual gap" in their language (Compare: Yusupov 2007, 63). Such concepts are unique to the conceptual semantics in the thinking of the owners of one language and one culture, but the lingual semantics existing in their national language, for example, "atala, ihsan, kelin tosad, ata bordi, charlar, kuyuv khochdi, surpa ochdi" Linguistic-conceptual realities exist only in the thinking, culture and language of Uzbeks.

It is reasonable to call the objective reality associated with the unique conceptual semantics of human thinking as "realia", and it is appropriate to call it "realemas" and the units that create events in language - tools.

Thus, in the thinking and language of representatives of other non-Uzbek nationalities, the above-mentioned linguocognitive realities, that is, realities and realisms, do not exist, although when representatives of other nationalities communicate with Uzbeks (or, let's say, a piece of Uzbek when switching from one's language to another language), a non-Uzbek listener or reader inevitably has both a conceptual and a linguistic gap (lacuna), resulting in a misunderstanding in communication (or translation) and Uzbeks have to explain to the representatives of other languages and cultures and, if necessary, re-explain them.

From the above comments, we can conclude that translation is a set of complex processes and their final result, while concepts form the cognitive-conceptual basis of translation. Such a situation indicates that the translation is completely based on a complex of different concepts (linguistic, non-linguistic).

Many scientific treatises have been written and are being written about the factors that directly form the concept. As we mentioned above, many opinions have been expressed about this, but despite this, the inner nature of the concept has not yet been satisfactorily revealed. In our opinion, a concept is a complex perceptual reality, that is, a phenomenon that is manifested in language through verbal means.

IV. Discussion

At present, it is desirable to put the issue of concept types on the agenda for cognitive linguists, especially "microconcepts" and "macroconcepts", which are directly related to the tasks solved by cognitive grammar (linguistics), as well as linguopragmatics, and their realization. It is important to put current issues such as methods and techniques on today's agenda.

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V. Conclusion

So, a concept is a product of thinking, a perceptual phenomenon. There are stages in its full formation and its realization by means of verbal means based on a certain strict sequence. A concept is the result of interrelated conceptualization and categorization that takes place in a person's mind and thinking.

The classification of concepts as the most urgent problem of conative linguistics is still the main issue of the agenda. In cognitive linguistics, there are different approaches to the classification of concepts, but none of them has been unanimously accepted by cognitive linguists and still remains a controversial issue.

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