

THE NOTION OF CONCEPTUAL INFORMATION, ITS LOGICAL AND LINGUISTIC FOUNDATIONS

Bektoshev Otabek Kodiraliyevich

Doctor of Philosophy (PhD) in Philological Sciences,
Kokand State Pedagogical Institute, Uzbekistan
greatbektash@mail.ru

Ergasheva Zarnigor Hasanjon qizi

2nd-Year Master's Student of Foreign Language and Literature,
Kokand State Pedagogical Institute, Uzbekistan

ABSTRACT

The article deals with the notion of conceptual information in linguistics. As soon as a person is born, he becomes a participant and observer of events happening in the environment. It understands the realities of the world, analyzes and compares various objects and processes. As a result, a person absorbs a certain experience, knowledge, assimilates it into his mind, and a conceptual image of the world is formed in his mind, consisting of concepts of different levels of complexity and abstraction.

Keywords: conceptual information, cognitive linguistics, concept, lexical meaning, meaning.

INTRODUCTION

From the point of view of theorists and practitioners of cognitive semantics, it can be said that existence is "reflected" in the semantics of natural language, and as a result, as noted by R. Jackendoff, a "projected world" is created. In each language community, speakers agree to express their thoughts in a certain image, that is, processes of schematization and idealization of the world take place. It is in this idealized and schematized world that an intellectual (mental) construction - a concept, arising from the nature of a person, is formed, and it emerges as the final product of thinking activity in understanding and perceiving the external world.

RESEARCH METHODS

A number of scientists conducted research on cognitive linguistics in the last years of the 20th century (V.V. Demyankov, E.S. Kubryakova, Z.D. Popova, I.A. Sternin, Yu.S. Stepanov, U. Yusupov, D. U. Ashurova, Sh. Safarov and others). U. Yusupov said that recently the problem of relativity has been studied again in linguistics. The interaction of cognitivism and linguistics gave rise to the disciplines of "Cognitive Linguistics", and the relationship of culturology and linguistics to "Linguculturology". According to a number of cognitive linguists, cognitive linguistics focuses on the category of knowledge, the problem of its types, and the reflection of this knowledge in language. Results Cognitive approach is one of the methods of knowing and explaining natural events related to language through language. Cognitive linguistics is part of the science that studies human cognition. Its main goal is to determine the participation and share of the language system in the process of knowing the world.

RESULTS AND DISCUSSIONS

Thoughts on the problem of the concept, different views are thoroughly studied in the works of E.S.Kubryakova, Sh.Safarov, D.U.Ashurova, U.Yusupov. The concept is directly related to the human factor in language. It is the intellectual, emotional goal of the human worldview. The content of the concept is expressed through language units united by a common meaning, and they form a unique lexical-semantic field. It is known that in modern linguistics terms such as "field", "group", "paradigm" are used to express a set of lexical-semantic units.

In cognitive linguistics, the study of the nature of the concept is given great importance, because any attempt to study the nature of the concept leads to the understanding and interpretation of a number of closely related concepts and terms. Therefore, first of all, linguistic terms such as "concept", "concept" and "meaning" require a separate explanation. Distinguishing these terms is one of the most difficult and controversial problems in contemporary linguistics.

There are as many viewpoints and opinions as there are studies on the solution of the above-mentioned problem. In the 1990s, Yu.S. Stepanov wrote: "The concept is the same as the meaning of the word, but they are considered in a different communication system; meaning is studied in language system, linguistics and logic.

In the following years, views on this problem have changed somewhat. It is emphasized that concepts are in their place mediators between words and extralinguistic entities, and the meaning of a word may not be completely lost by organizing it as a concept.

According to V.I. Karasik, the concept is a much broader concept than the lexical meaning, while according to D.S. Likhachyov, the concept interacts with the word and its meanings. E.S. Kubryakova claims that the meaning of a word is formed as a concept "connected with a sign". In Russian, the words "concept" and "ponyatie" have the same meaning, but at the moment it is emphasized that the terms "concept" and "concept" should be clearly distinguished, because even though they are considered to be of the same order, they are not equivalent concepts. If "in the concept, the organization of intellectual (mental), unique national characteristics, the set of all knowledge about the object is embodied in its content plan, and in the plan of the means of expression - a set of language units is formed (lexical, phraseological, paremiological, etc.)". A concept is an emotional, emotional, affective concept surrounded by evaluation symbols; it is a "bundle" of imagination, understanding, knowledge, association, and experience that accompanies words and the concepts they express.

In addition, the number of lexical units in which a concept is counted is limited, since a name representing any reality cannot be a concept.

The concept is made up of existing realities that are considered relevant and valuable for the owners of a certain culture and there are a large number of language units that represent it, these are important social realities in society, the unique values of the nation, including national holidays, customs that belong only to the nation itself, finds its reflection in proverbs and sayings, folk epics, epics. Yu.S. Stepanov calls "concept" and "concept" the terms of different disciplines: "concept" is used mainly in logic and philosophy, and the term "concept" is prominent in the science of mathematical logic, and recently this term is used in the sciences of cultural studies and linguistics. is also mentioned.

Thus, concluding the analysis of different opinions about the different aspects of these terms, it should be noted that most linguists consider the concept to be a concept with a much wider

meaning than the lexical meaning (V.I. Karasik and others); some researchers believe that "the concept interacts not with the whole word, but only with one of its meanings".

In our opinion, "meaning", "concept", "notion" are terms that have different meanings. "Concept" and "concept" are two parallel terms that belong to different disciplines: "concept" is a term of logic and philosophy, and "concept" is a term of mathematical logic, culturology, linguistics, cognitive linguistics. "Concept", "meaning", "notion" are also incompatible with each other. A concept forms a solid, fixed cognitive representation of an existing object, and it is more directly connected to the real world than meaning. And the word shows only a part of the concept with its meaning. However, the way to the concept is led more by the language source, word, sentence, discourse.

Currently, there are three main approaches to understanding the concept in linguistics. In the first approach to the study of the concept (one of its representatives is Yu.S. Stepanov), more attention is paid to the cultural aspect, where the whole culture is understood as a set of concepts and the relationship between them. Therefore, the concept is the main part of culture in the mental world of a person. A person imagines concepts as a part of folk culture. They occupy a central position in the consciousness of the language community, and therefore their research is very relevant. V. N. Telia thinks that "the concept is something that we know the object as it is". In understanding the term "concept" in this way, the role of language falls to the second level, there are also opinions that object that it is only an auxiliary tool.

Representatives of the second approach to the concept (N.D. Arutyunova and her school) consider the semantics of the language sign to be the only tool in the structure of the content of the concept. Supporters of the third approach are D.S. Likhachev, E.S. Kubryakova and others. According to them, the concept is directly formed from the meaning of the word, closely related to the result of life experiences in human life, and they put forward the opinion that the perception of the world events of a person has an individual character.

We agree with E.S. Kubryakova's opinion that "the concept is the image of the world manifested in the human psyche, the conceptual system of the human mind, and the operative meaningful unit of memory in the mental lexicon."

Currently, there are many general theoretical developments of this concept in linguistics and linguocultural studies, as well as concrete definitions of one or another concept. Forming a complex mental structure, the concept has different interpretations. Within the field of linguocultural studies, which studies the interaction between language and lifestyle (culture), scientists define the concept as "the result of the collision of the dictionary meaning of a word with the meanings arising from human experience", "the sum of culture in the human mind", "a collection of ideas, concepts, knowledge, associations, experiences" interpreted as

In cognitive linguistic research, concepts are interpreted as an encyclopedic, complex information provider about the object or reality being expressed, an ideal mental unit or mental resource of our mind.

In our opinion, the concept is polished and linguistically realized in the experiences encountered during human life. The concept is formed through language and is not only thought but also experienced in it.

The concept has individuality, that is, the concept has a special appearance in the worldview and thinking of a person. Based on this point of view, it is not an exaggeration to say that the concept appears in the generalization of the worldview of the owners of each language.

CONCLUSION

While studying the nature of the conceptual information, which is the object of our research, using verbal means, and analyzing the language units embodying this concept, it should be emphasized that this language unit has an abstract character. Thus, the main task of cognitive linguistics is to study the mental processes that take place in the human mind in connection with linguistic activity, and the object of cognitive analysis is the source of knowledge acquisition, its practical application and transmission, and finally, the language system, which is the means of its formation.

REFERENCES

1. Jackendoff R. Semantics and Cognition. - Cambridge: The MIT Press, 1983. -283 p.
2. Yusupov U.Q. Kognitiv lingvistika haqida //Ayyub G'ulomov va o'zbek tilshunosligi masalalari. - Toshkent, 2007. - 21-27 b.
3. Demyankov V.V. Kognitivnaya lingvistika kak raznovidnost interpretuyushego podxoda // Voprosi yazikoznaniya. - Moskva, 1994. -№4 - S. 17-33.
4. Kuznetsov A.M. Ot komponentnogo analiza komponentnomu sintezu. - Moskva: Nauka, Institut yazikoznaniya, 1986. - S. 50-110.
5. Stepanov Y.S., Proskurin S.G. Konstanti mirovoy kulturi. - M.: Nauka, 1993. - 256 s.
6. Karasik V.I. Yazikovaya lichnost: kulturniye konsepti. - Volgograd; Arxangelsk: Peremena, 1996. - 259 s.
7. Lixachev D.S. Konseptosfera russkogo yazika // Izv. AN. Ser. Lit. i yaz. M.: Izd-vo RAN, 1993. T.52. - №1. - S. 3-9.
8. Kubryakova YE.S. Chelovecheskiy faktor v yazike: yazik i porojdeniye rechi. - M.: Nauka, 1991. -238 s.
9. Maslova V.A. Kognitivnaya lingvistika. – Minsk: Natsional. Akad. nauk Belorus, 2004. - 228 s.; Panasenka L.A. O funktsionalnoy polikategorizatsii angliyskogo glagola // Svyazi yazikovix yedinit v sisteme i realizatsii. - Tambov: Izd-vo TGU im. G.R.Derjavina, 1998. - S.135-142.
10. Stepanov Y.S. Konstanti. Slovar russkoy kulturi. Opit issledovaniya. - M.: Nauka, 1997. - 1012 s.; Chebotaryov P.G. Rol prepodavatelya: sotsialno-psixologicheskiy vzglyad na yego deyatel'nost' // Russkiy yazik za rubejom. M.: Izd-vo Russkiy yazik,1982. - №5. S.64-67.
11. Karasik V.I. Yazikovaya lichnost: kulturniye konsepti. - Volgograd; Arxangelsk: Peremena, 1996. - 259 s.
12. Lixachev D.S. Konseptosfera russkogo yazika // Izv. AN. Ser. Lit. i yaz. M.: Izd-vo RAN, 1993. T.52. - №1. - S. 3-9.
13. Stepanov Y.S., Proskurin S.G. Konstanti mirovoy kulturi. - M.: Nauka, 1993. - 256 s.
14. Umarxo'jayev M.E. Umumiy tilshunoslik. O'quv qo'llanma . – Toshkent Akadem nashr, 2010.

15. Kubryakova YE.S, Demyankov V.Z., Pankrats Y.G., Luzina L.G. Kratkiy slovar kognitivnix terminov. - M.: Izd-vo MGU, 1996. - 245 s.; Yakubov J.A. Modallik kategoriyasining mantiq va tilda ifodalanish semantik xususiyatlari. –T.: Fan, 2005. - 223 b.
16. Lixachev D.S. Konseptosfera russkogo yazika // Izv. AN. Ser. Lit. i yaz. M.: Izd-vo RAN, 1993. T.52. - №1. - S. 3-9.
17. Stepanov Y.S. Konstanti: Slovar russkoy kulturi. - M.: Akademicheskiiy proyekt, 2001. -990 s.
18. Babushkin A.P. Konsepti raznix tipov v leksike i frazeologii i metodika ix viyavleniya // Metodologicheskiye problemi kognitivnoy lingvistiki. – Voronej: Nauka, 2001. - S. 52-57.
19. Popova Z.D. Abstraktniye ponyatiya v yazikovom soznanii naroda // Filologiya i kultura: Materiali IV Mejdunar. nauch. konf. 16-18 aprelya 2003 g. - Tambov: Izd-vo TGU im. G.R.Derjavina, 2003. - S. 14-16; Kubryakova YE.S. Ob ustanovkax kognitivnoy nauki i aktualnix problemax kognitivnoy lingvistiki // Voprosi kognitivnoy lingvistiki. -Tambov: Izd-vo TGU im. G.R. Derjavina, 2004. - №1. - S. 12-17.
20. Safarov SH.S. Kognitiv tilshunoslik. – Jizzax: Sangzor nashriyoti, 2006. - 92 b.
21. Qodiralievich, Bektashev Otabek. "The use of authentic materials in the teaching of reading." CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE 2.5 (2021): 164-169.
22. Бекташев, Отабек Кодиралиевич. "КОНЦЕПТУАЛЬНАЯ ИНФОРМАЦИЯ КАК ПРОЦЕСС ЯЗЫКОВОЙ ОБРАБОТКИ ИНФОРМАЦИИ В КОГНИТИВНОМ ЛИНГВИСТИКЕ." Интернаука 29 (2019): 31-33.
23. Отабоева, Мазмуна Раҳимовна. "ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДА ФЕЪЛЛАРДА ГРАДУОНИМИК ҚАТОРЛАР ТУЗИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ." Academic research in educational sciences 3.1 (2022): 925-930.
24. Kamolaxon, Ismoilova. "INFLUENCE OF WORDS FROM THE FIELD OF "IT" ON THE UZBEK LANGUAGE AND ITS LINGUISTIC ANALYSIS." Confrencea 7.7 (2022): 35-37.
25. Бекташев, Отабек Кодиралиевич. "АКТУАЛЬНОСТЬ ИЗУЧЕНИЯ ГЛАГОЛА С ПОЗИЦИЙ КОГНИТИВНОГО ПОДХОДА." Главный редактор (2016): 97. Rahimovna, Otaboyeva Mazmuna, and Karimova Vasila Vahobovna. "Graduonymy Of Activity Verbs In Uzbek And English Languages." Journal of Positive School Psychology 6.11 (2022): 1372-1377.
26. Каримова, Васи́ла Вахобовна, and Дилором Алиевна Юлдашева. "The Responsibility of a Teacher for Increasing the Probability of Advancing Student Achievement." Молодой ученый 3-1 (2016): 41-41.
27. Tirkashev, D. Sh. "Linguistic peculiarities of image-bearing lexical stylistic devices in English and Uzbek fictional works." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 315-319
28. Отабоева, Мазмуна Раҳимовна. "ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДА ФЕЪЛЛАРДА ГРАДУОНИМИК ҚАТОРЛАР ТУЗИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ." Academic research in educational sciences 3.1 (2022): 925-930.