



Research Article

THEORETICAL FUNDAMENTALS OF THE CONCEPT IN COGNITIVE LINGUISTICS

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Gulnozakhon B. Turakhonova

Master Student, Samarkand State institute of foreign languages, Uzbekistan

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ABSTRACT

Cognitive linguistics is the study of the essence of a particular concept in the linguistic description of the world and its relation to world realities. Concept is one of the main categories of cognitive linguistics and is an element that establishes the connection between culture and man. Cognitive linguistics is a cluster of closely related approaches to the study of language as a mental phenomenon. Cognitive linguistics emerged as a school of linguistics in the 1970s. Cognitive linguistics is the study of knowledge, the study of language, which represents the crucial role of secular information structures in our interactions with the world. This paper discusses the theoretical foundations of conceptualization in cognitive linguistics.

KEYWORDS

Cognitive linguistics, concept, theory, information, linguistic literature, conceptual structure.

INTRODUCTION

Cognitive linguistics is an interdisciplinary branch of linguistics that combines knowledge and research in cognitive science, cognitive psychology, neuropsychology, and linguistics. Models and

theoretical calculations of cognitive linguistics are considered to be psychologically realistic, and research in cognitive linguistics is generally aimed at helping to understand cognition and is seen as a pathway to the



human mind. The term "concept" has been used in linguistics since the 1990s. "A concept is a set of concepts, ideas, and knowledge that has its own expression in language and its own lingua cultural specificity," he said. It also means the verbalized idea of cultural understanding and imagination. The concept is an element of national language and national thinking. It is also a semantic formation of a concept. " [1] "A concept is a form of one of the elements of culture formed in the human mind, in the same way that culture enters a person's mental world." Comparing the scientific work of different linguists, many specific conclusions have been drawn. The adoption of the concept in linguistics served as a new stage in the identification of the basic features of the unity of culture, consciousness, thinking and language, as well as cultural, philosophical and cognitive aspects of linguistics.

Cognitive linguistics is a cluster of closely related approaches to the study of language as a mental phenomenon. Cognitive linguistics emerged as a school of linguistics in the 1970s. Cognitive linguistics is the study of knowledge, the study of language, which represents the crucial role of secular information structures in our interactions with the world. There are different approaches to the concept of "concept" in the linguistic literature, so there are many interpretations of this term, and as a result of different approaches, the classifications of the concept are also defined differently. Concept types: The concept has its own structure. [2] A simple particular idea, the whole conceptual structure, the concept that constitutes the stages of abstraction, can also perform a conceptual function.

The concept has a clear structure. The researchers focused on the complexity of the structure, the multi-layered nature of the concept, and found that they

generally constitute a conscious construct. output remains a problem that still needs to be solved for linguists.

CONCEPT STUDY METHODS

To date, several methods for studying concepts have been developed. There are many methods and techniques for conducting conceptual analysis for today's research. The purpose of conceptual analysis is to "define the paradigm of concepts of cultural significance and describe their conceptual atmosphere.

1. Defining the semantic structure of a keyword;
2. Analysis of the lexical paradigm that verbalizes this or that concept of different size and type;
3. Analysis of the material of aphorisms;
4. Free associative experiment method;
5. Receptive experiment method.

Since the concept represents mental unity and objective reality, it often has a linguistic objectivity, which is related to the concept of linguistic consciousness. The term "linguistic consciousness" was first introduced by von Humboldt. In this way, the scientist meant, in the production of speech, the ability to reflect consciousness on the sufficiency of translating an idea into a word; the ability of the language community to reflect on ways of formalizing non-linguistic material. The question of the appropriateness and status of the use of the term "linguistic consciousness" in modern linguistic research is debatable and is resolved positively within the framework of the cognitive-semiological theory of the word. In cognitive linguistics, an integrated approach within which, according to the nature of consciousness, the term 'consciousness' can be associated with the synonymous concept of 'cognitive consciousness'.



Hence, linguistic consciousness is the part of consciousness (cognitive consciousness) that provides the mechanisms of linguistic (speech) activity; is an integral part of cognitive consciousness, which is responsible for the mechanisms of human speech activity and ensures the functioning of speech. According to the scientist, the functional units that make up the image (model) of ethno-linguistic consciousness are three specially structured types of space: linguistic, cognitive and cultural. Accordingly, ethno-linguistic consciousness is ethnically linguistic consciousness; a model of the linguistic consciousness of certain ethnocultural carriers whose translator becomes a language. The result of the activation of the elements of cognitive consciousness in the process of linguistic assumptions is linguistic assumptions, which in the next stage of transformation become “cultural and pragmatic components of linguistic semantics through verbal and cognitive modal-evaluative components.

In the stage of categorizing the world, the linguistic consciousness separates the empirical knowledge of the surrounding reality at the analytical level, establishes certain relationships between them, and thereby complements the cognitive knowledge with the linguistic knowledge. At the synthetic level, linguistic consciousness, on the one hand, codifies the experience of cognitive activity in its units, on the other hand, classifies it through a typology of characters distributed according to the type of linguistic relationship: epigrammatic, semantic, syntagmatic, and stylistic. This functional specificity of linguistic consciousness also confirms that linguistic sign and cognitive structures are not the same.

He distinguished three types of concepts: single-stage - includes only the base layer. It consists of several cognitive layers of different stages and consists of a

segmented, basal layer, consisting of segments of the same size according to their level. In addition, this code encodes the concept, as well as some additional conceptual symbols for thought operations. The development of a concept complements its conceptual layer by reflecting on the cognitive layer that encompasses its relationship to other concepts. The compatibility of the base layer and additional cognitive cues determines the size of the concept and its structure. Thus, the cognitive layer in the base with the figurative nucleus is an integral part of any concept, and a large number of cognitive layers may not be present in the structure of the concept.

The conscious and structural multi-layered nature of a concept is reflected in the conceptual understanding procedure. In the first stage of this process the external factors of the concept are reflected, in the second stage the internal center of the concept, the concept-image is reflected. In the paradigm, symbolic features are animated. Here, the process of analyzing the semantics of the word goes much deeper. Cognitive linguistics states that thinking is largely automatic and unconscious. [3] As in neuro-linguistic programming, language is approached through perception. Cognitive linguists study the representation of knowledge by searching for phrases related to modal schemes. For example, in the phrase “Quarter together,” the preposition represents a modal scheme that appears in language as a visual or sensorimotor “metaphor”.

CONCLUSION

In the study of the linguistic concept sphere, users of methods study the reflection of the national-cultural specificity and content of relevant concepts. Thus, the existing classifications indicate the breadth and complexity of the structural and spiritual organization of the concepts. Such an analysis is usually based on



the material of artistic, journalistic texts. The purpose of the experiment is to study the understanding of knowledge, language unity. There are many different methods that can be used. That is, the person is asked to define a conceptual word, or to say antonyms that contradict the conceptual word, to describe the visual image. Experimental methods for conceptual content are very effective.

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