

## **THEORETICAL BASES OF CONCEPT AND IT IS AS A CONDUCTOR OF CULTURAL KNOWLEDGE IN THE HUMAN MIND**

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**Abstract:** The article describes the theoretical bases of the concept in linguistics. This issue is an important problem for cognitive linguistics, which determines the relevance of the study. It is indicated here that the concept reflects the mental and traditional features of the linguistic thinking of peoples. Basic concepts in different system languages have similar and distinctive features. Their difference is formed on the basis of cultures of different peoples.

**Keywords:** concept, cognitive linguistics, culture, mental features of language, linguistics, traditional features.

### **INTRODUCTION**

The concept of "concept" has a Latin origin from the word con-cepsus. The study of concepts in language and the study of their negative consequences are directly related to cognitive linguistics. Cognitive linguistics studies the structure of language and the cognitive mechanisms of language. Cognitive linguistics reveals the assimilation, processing, formation of language, the perception of knowledge through experience, feelings, thinking, knowledge. The attitude of a person to the image of the enemy in his thoughts formed this image, the implementation of the language is directly related to cognition.

The basis of modern cognitive linguistics is the distinction between the expressive, referential and descriptive functions of language units. Cognitive linguistics emerged from the union of psychology and linguistics. Psychology has a great influence on linguistics. This influence marked the beginning of psycholinguistics and became a turning point in the cognitive-psychological direction of the 60s of the XX century. From that moment on, thoughts and language processes began to be considered as a special model in the study of language activity. The

advent of computer technology has led to the study of the problems of language processing. In cognitive linguistics, phonological, syntactic, semantic changes in pragmatic processes in the language, in consciousness, implementation without recourse to a living informant are studied. Cognitive linguistics promotes the study of patterns of language acquisition, language perception and processing.

## **DISCUSSIONS**

Among the founders of cognitive linguistics, one can name such linguists as N. Chomsky, J. Austin, J. Sjörl, M. Birvish and others. In their scientific works they carry out language analysis from the point of view of linguistic phenomenology, hermeneutics and philosophy of language. Developing the theory of the speech act based on the concept of language movement, they interpret it as follows: “Today, in addition to the development of grammatical and cognitive aspects of linguistics, we intend to develop the theory and philosophy of language, on the other hand, the philosophy of linguistics” [3].

The presence of the human factor is necessary for the existence of the language. Cognitive linguistics states that information is not structured in the human brain, but in how a person uses it. The theory of language, as N. Chomsky writes: “is only a part of human psychology, which is a completely special human language” [3]. The main task of cognitive linguistics is the study of developed speech as a form of empirical action within the framework of real language activity. The study of the processes occurring in the brain is extremely important. By studying the processes in the brain, one can clearly understand the functions of language. A signifier is a set of important signs that unite separate objects into a single logical class called a definite sign. Despite the differences, the similarities of important signs make it possible to call many objects and events with the same sign. Assumptions about concepts that are reflected in concepts are based on ancient cognitive knowledge. The study of the processes occurring in consciousness is extremely important. “By studying the processes in consciousness, one can clearly understand the functions of language. At this time, it is also possible to study unthinkable actions” [3].

The concept as a subject of cognitive research. The lexical system of modern languages in recent years has attracted more and more attention to its study from a cognitive point of view. Concepts that represent national thinking in both languages primarily belong to the lexico-semantic field. The study of concepts is directly related to semantics and the semantic field. "The concept is a mental category, and therefore in the scientific works of various scientists one can find different variations of this concept. Different definitions of the concept differing from each other are found in the studies of philosophers, logicians, psychologists, cultural scientists" [4: 272]. Each concept leads to the creation of a certain semantic field in the language. At the same time, one has to study not only the cognitive nature of any expression, but also explore the semantics of this expression, the concept signifier behind the linguistic sign. Essentially, cognitive research is a direction from sign to meaning. The cognitive approach to words and expressions is directly related to the national culture. We pretend that the study of any concept is at the same time the study of linguistic and cultural factors. The term "concept" has been used in Russian linguistics since the 90s. The emergence and development of cognitive linguistics in Russian linguistics is directly related to the name of E. S. Kubryakova [5].

In recent years, the number of dissertations, scientific articles and conference proceedings in cognitive linguistics has increased. Over the past 40 years, a new branch of science - cognitive psychology, or cognition, began to actively develop scientifically, which gave a special impetus to the study of linguistics and especially semantics. Cognitive science studies the principles of the functioning of the human mind, the receipt of information by mental organs from the outside, their recognition, comparison with previous information, classification and storage, and also studies how large amounts of information are structured in our minds, in our cognitive systems and how we use them, when we think. In this case, language plays an important role. The formation of something in language and the formation of a perceptual mental vocabulary is the central object of psycholinguistics. On the other hand, the language on the basis of which our inner speech is formed plays a very

important role in consciousness [1]. Linguists who study language in a cognitive aspect try to explain the systematization of the language, its structure, the functions that it performs in speech, and how these functions are implemented in the language system.

However, the most important reason for learning language from a cognitive perspective is that language reflects different thought patterns. “The cognitive status of the concept is related to the fact that it is the concept that is the carrier and means of transmitting linguocultural and universal meanings and values. Linguocultural concepts are in the same semantic row with signs, images, symbols, archetypes, gestalts, frame structures of consciousness” [6].

The first thing that stands out in a concept is the expression of a certain meaning, which is called the conceptual meaning. At the same time, cognitive layers are preserved in the core of the concept. The text and worldview of people play a big role in the formation of these layers. In multi-system languages, systems of concepts can also be in the form of a text, i.e. you can find full textual expressions of a certain concept. The concept embodies emotions, unpredictability and signs, with an emphasis on only the most important features. It is impossible to comment on a concept without examining the semantics of the word. S.A. Askoldov also connects the traditional use of this concept with scientific logic. The term "concept" is often equated with the term "meaning". In modern logic, the term "concept" is also used in this sense. “A concept is a set of important functions that belong to the same class and allow them to be called by the same word” [1]. T. Fomina writes: “During the action of the concept, some of its characteristics change, and some parameters remain unchanged. This makes it possible to distinguish between invariant and variant components of the concept” [8]. “The concept is an idea of a fragment of the world. Indeed, taking such an understanding of the concept as a starting point, it is easy to establish that the concept has nationwide features, expanded by attracting individual knowledge and experience, as well as the cognitive potential of the imagination” [2].

In general, the change in the semantics of any concept occurs as a result of the interaction of matter and consciousness. The concept appears in the mind of a person as an image and an abstraction. The concept is not stable, it is constantly evolving, realizing the expression of different semantics in the language. “The system of information about the world is a conceptual system, i.e. a system of certain concepts, a person's ideas about the world - a system constructed by a person as a member of a certain cognitive and cultural community. In the construction of such systems, natural language plays an essential, though not exclusive, role” [1]. No matter how much the essence of the concept is studied, a systematic approach to the problem of the concept has not found its place in research. The concept is an important factor in the study of the worldview of people. The culture and worldview of the English and Azerbaijani peoples are reflected in their language concepts. Phraseological combinations play a special role in the transformation of concepts into linguistic facts. The linguistic units in which concepts are expressed are important for the transfer of national values from one generation to another.

## **CONCLUSION**

In the conceptual analysis, different nominations of the same object are studied, the system of values is analyzed. The special perceptual activity of a person from whom concepts are created is called conceptualization.

The conceptualization process consists of a cognitive perception of reality and is aimed at identifying the minimum units of the content of human experience. In essence, this is the creation of events and objects in the imagination, which, in turn, leads to the formation in the human mind of ideas about the conceptual representations of these objects and events.

The amount of all the conceptual representations given to the human imagination is called the conceptual system or the conceptual picture of reality. Information about the environment, the world and society is encoded in the language in the form of special symbols, creating knowledge, a new direction in linguistics.

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