

## THE NOTION OF "CONCEPT" AS ONE OF THE BASIC CONCEPTS OF COGNITIVE LINGUISTICS

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**Annotation:** This article explores the concept of "concept" within the framework of cognitive linguistics, tracing its historical development and its role in understanding language, thought, and culture. It begins by acknowledging the rapid growth of cognitive linguistics in the mid-20th century, emphasizing the contributions of prominent figures such as Lakoff, Johnson, and Langacker. The Russian perspective on cognitive language theory, dating back to the 1920s, is highlighted, with notable contributions from Russian scientists.

**Аннотация:** В данной статье рассматривается эволюция когнитивной лингвистики как междисциплинарного направления, с акцентом на концепт как ключевое понятие. Авторы обращают внимание на историческое развитие когнитивно-лингвистических исследований в США и России, подчеркивая вклад российских ученых в развитие данной области. Особое внимание уделяется анализу когнитивных единиц памяти, таких как фреймы и гештальты, в контексте моделирования языкового сознания. Работа также затрагивает вопросы культурно-лингвистического и корпусного анализа концептов, подчеркивая важность этого методологического подхода для глубокого понимания языковых и культурных особенностей.

**Keywords:** Cognitive linguistics, Concept, Language consciousness, Operational units of memory, Frames, Gestalts, Historical development, Russian cognitive language theory, Methodologies for studying concepts, Semantic-cognitive examination, Associative experiments, Corpus linguistics, Cultural linguistics, Stereotypical attitudes, Comparative linguistics

In the middle of the XX<sup>th</sup> century, there is a science called cognitive linguistics, and it is growing quickly. In a broad sense, an ontological framework is one of the most important fields of applied and fundamental investigation, bringing together experts from various sciences that study language as an instrument for communication and cognition, as well as cognition and its evolution. The written works of thought leaders from earlier times to the present day offer an indication on language's role in the acquisition of knowledge about the globe as a whole. Even so, the last ten years of the

20th century resulted in the majority of publications in the field of cognitive linguistics. The USA has been acknowledged as the place of origin of modern cognitive linguistics, and the names of the scientists who played a role to the discipline's growth and development consist of Lakoff G., Johnson M., Langacker R. W., Jackendoff R., Johnson-Laird P.N., Koveccses Z., and others. In the US, the field of cognitive linguistics utilized to be referred to as "cognitive grammatical structures." This term was originally used in the 1975 article "Introducing Cognitive Grammar" by G. Lakoff and H. Thompson. The first collection of R. Langacker's "Foundations of Cognitive Grammar" and both the books "Women, Fire, and Dangerous Things" and "The Body in Thinking" by G. Lakoff and M. Johnson were released in 1987. European publishers Friedrich Ungerer and Hans Jorg Schmid's "Introduction to Cognitive Linguistics" (1996) and B. Heine's "Cognitive Foundations of Grammar" (1997) were the first to publish textbooks on the subject related to cognitive the study of language in the mid-1990s.

The Russian reader was first introduced to cognitive language theory in the 1985 review by V.I. Gerasimova. The subsequent paradigms of comprehension of natural language also contributed significantly to the development of countrywide brain function linguistics: the English translations into Russian of the publications "A program that understands natural language" and "Processing of conceptual information," and additionally the publication of the resulting translation the gathering "Language and Intellect" in 1995.

The foundations of psychological the field of linguistic were established in Russia in the 1920s. These included the problems that followed: first, the causal connection between thoughts and languages, and second of time, codes of conduct in the investigation of speech-related the field of psychology. The research efforts of Russian scientists such as A.A. Ufimtseva, G.V. Kolshanskiy, N.N. Boldyrev, and E.S. Kubryakova also made an essential contribution towards the advancement of Russian cognitive language science. Studies by B.A. Serebrennikov, Yu.S. Stepanov, E.S. Kubryakova, V.I. Postovalova, V.N. Teliya, N.D. Arutyunova, A.A. Ufimtseva, N.N. Boldyrev, and others on spoken language a perspective and world around the classification issues were having had an important impact on the development of the cognitive the discipline of science.

Unlike other branches of science that look for cognition, cognitive linguistics is looking at the manner in which spoken language can be utilized in order to promote was thinking. According to the theory of cognitive linguistics, the spoken word is an all-encompassing process of cognition.<sup>1</sup> Using spoken language the information, cognitive language science studies are intended at demonstrating what we mean as an

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<sup>1</sup> Кошарная С.А. Миф и язык. монография /С.А.Кошарная – Белгород: 2002. С. – 64 (287 с.)

abstract mental unit. The psychological significance of units of communication at various the language levels is the subject of the microscope. "In cognitive linguistics, for instance, there exists an exciting development in the empirical investigation of the convoluted the relationships between the language and mental processes, which presents an issue that is largely a characteristic of Russian academic subjects the study of language," as correctly noted by Z.D. Popova and I.A. Sternin.<sup>2</sup>

The use of language is a tool for believed that the spread of disease, a "storage" purposes of information pertaining to the way we speak and the environment that we conduct ourselves in. A.P. Babushkina, N.N. Boldyirev, G.I. Berestneva, G.A. Volohina, E.S. Kubryakova, Z.D. Popova, Yu.S. Stepanov, I.A. Sternin, V.N. Teliya, and a number of other researchers' research papers and articles put forward critically important philosophical frameworks for analyzing the manner in which the structure of language and retail locations knowledge of the outside world during interpersonal relationships. According to the vantage point that encompasses cognitive the field of linguistic spoken language is seen in relation to various types of human highly intelligent endeavor. W. von Humboldt saw the spoken word as the starting point of all the different kinds that constitute human make an effort and saw its existence as an insatiable reservoir filled with imaginative electrical power.

The discipline of cognitive linguistics uses operational units of memory for execution, such as frames that are (stereotypical the circumstances and scenarios), concepts (the entirety of meanings encapsulated in a word), and gestalts (integral pre-conceptual images of fragments of the world), as its instrument of operation. As such, the goal of cognitive linguistics is to model language consciousness and the world as it is perceived.

The ability to navigate in the world is an intellectual capability that consists of all of a human being's cognitive activities. This aspect of cognition is connected with the need to recognize and distinguish between the items, and the ideas are produced in order to facilitate the above types of business operations.

The term "concept" was initially used in written literature in a 1928 article titled "Concept and Word" by Russian philosopher Askoldov-Alekseev S.A. "A concept is a mental formation that replaces us in the process of thought an indefinite set of objects of the same human beings," in accordance to the description in the article in question.<sup>3</sup> The term "concept" has many definitions at the moment, and there are a lot of differing opinions about it. Linguists have recently turned their focused focus onto abstract ideas, or the mental images that are hidden behind linguistic signs. Concepts are up and

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<sup>2</sup> Попова З.Д. Язык и национальная картина мира. монография / З.Д. Попова, И.А. Стернин. – Воронеж: 2002. С -37 (59с).

<sup>3</sup> Аскольдов-Алексеев С.А. Концепт и слово. монография / С.А. Аскольдов-Алексеев, - М.: Русская речь. Новая серия. Вып. II. Л., 1928. С. – 58 (240с.)



running meaningful units of memory, mental vocabulary, conceptual systems, and brain languages, according to E.S. Kubryakova. They are the entirety of the world reflected in the psychological makeup of humans.<sup>4</sup> V.A. Maslova, according to turn, puts forward a total of three approaches for fully understanding the concept in question. According to the first their approach, the idea is a fundamental element of culture. A figured-out philologist who preference was for the first strategy. According to Yu.S. Stepanov, the culture is perceived as a collection of ideas and the interrelationships among them. In light of the aforementioned interpretation of the term concept, language plays a supporting role.

The semantic think about to an idea, and these sees it as a unit that constitutes cognitive the field of semantics is the second manner in which to understand it (A.D. Shmelev; N.D. Arutyunova; N.F. Alefirenko).

According to D.S. Lihachev and E.S. Kubryakova's in third place strategy, and their the idea operates as an intersection between reality and the language. A notion that arises when a single individual's private as well as national experiences come into collision with the physical meaning of a word.<sup>5</sup>

We are able to demonstrate that a set of the notions have an association with the phenomena of the notion and which means if we define their interests as being a brain function category with a semantic their essence. Many researchers in linguistics however, disagree and contend that both of these notions cannot be one and the same. Yu.S. Stepanov sets forth "concept" in a few different ways. The term "concept" is an idea that consists of both the summary and more specifically associated with feelings and emotional-evaluative particular characteristics. It is an interpretation with regard to something or something else that reflects their general and essential features. "Concepts are experienced as well as thought about."<sup>6</sup> In response according to certain the definition, the word "concept" is "a blood clots of how society that exists in the awareness that of a particular individual, and a mechanism through the application of which that individual his identity passes through the culture." From other perspectives, however, the belief has become both the subject matter of the notion as well as the condensed history of a concept.<sup>7</sup> Yu. Stepanov aims to make a differentiation between the each of these categories as the consequence. He points out that although the word "concept" has characteristics that are distinctive, which include associations as well as

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<sup>4</sup> Кубрякова Е. С. Языковая картина мира как особый способ репрезентации образа мира в сознании человека. статья / Е.С. Кубрякова, - М.: Вестник чувашского государственного педагогического университета имени И. Я. Яковлева ,2003 С. – 63 ( 12с.)

<sup>5</sup> Кубрякова Е.С. Краткий словарь когнитивных терминов. монография / Е.С. Кубрякова –М.: Изд-во Моск.госу. ун-та, 1996. С. – 101 (245с.)

<sup>6</sup> Степанов Ю.С. Константы. Словарь русской культуры. монография / Ю.С. Степанов. - М.: 1997. С. – 18. (824 с)

<sup>7</sup> Степанов Ю.С. Константы. Словарь русской культуры. монография / Ю.С. Степанов. - М.: 1997. С. – 24. (824 с)

emotional-evaluative personality characteristics, it falls under a broader classification which has become fixed according to the dictionary.

The technical description of what's meant in relation to the concept has been offered by V.Z. Demyankov. A concept is a point of view that various individuals fully concur upon for the purpose that serves as an understanding of one another when chatting about issues. The concepts are separate from one another and can be reconstructed by people with multiple degrees of absolute certainty.<sup>8</sup> The concept is flexible and confusing, and it complies with to the rules associated with human psychological activity. A concept constitutes a generally recognized definition that describes a particular thing or phenomenon. A significant distinction between a thought and the notion is the latter's subjective perceptions. The idea in question is unique; while objects as well as phenomena may evoke different concepts in different people and places, the underlying idea itself will always be the same. The concept is distinct from the concept due to the fact that it is universal, its scope takes into account all possible sets of objects that fall under the age of its content, and the information it contains fixes the fundamental characteristics that identify objects of interest in this class of objects.

The concept's broadness and depth are significantly determined due to the daily activities as well as socioeconomic conditions of the the general population, and they also depend on individual level of brain function knowledge and experience. For instance, even though the conceptual framework that underlies what it means is expected to be similar in many ways, the way Uzbeks and native English speakers which determine "woman" will be different. This implies that the idea has several facets. In it, distinctions between the objective and subjective, the concrete and the abstract, the ethnic and national, the individual-personal, and the emotional can all be made. Linguists find it difficult to classify this concept because of its multidimensionality. The choice of classification grounds is thought to be the primary issue. The most popular classification that M.V. Pimenova outlined. She separates ideas into three categories: fundamental, concept descriptors, and relativistic.

The foundation of the language and the entire worldview (cosmic, social, and spiritual) is comprised of fundamental concepts. Concepts related to space: sky, earth, planet, sun, star. Subclasses of space concepts include: subject concepts (structure, plant, dishes, mechanism); biological concepts (man, bird, animal, tree); landscape concepts (forest, meadow, thicket, pine forest, taiga, mountain); and meteorological concepts (snow, rain, cloud, thunderstorm). Concepts of country (Uzbekistan, China, France); concepts of social status (elite, peasant, star, prince); concepts of nationality (Uzbek, American, German); concepts of power and control (democracy, dictatorship,

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<sup>8</sup> Демьянков В.З. Доминирующие лингвистические теории в конце XX века. статья /В.З.Демьянков, - М.: Институт языкознания РАН, 1995. С. – 300 (239-320с.)

anarchy); concepts of occupation (labor, craft, play, business); and concepts of religion (God, saint, prophet, icon) are the different categories of social concepts. There are three categories of spiritual concepts: mental (knowledge, mind, thought, mind, consciousness); emotional (fun, joy, happiness, jubilation); and character (patience, pride, dreaminess, gullibility).

Ideas and descriptors are separated into three categories: dimensional concepts (derived from the English dimension): size, volume, depth, height, and weight; qualitative (quality): hardness, softness, warmth, and coldness; and quantitative (quantitative): a lot, a little. Relativistic concepts, which make up the third group of concepts, describe the various kinds of relations. Among these, the assessment concepts (good-bad, tasty-tasteless); the position concepts (places) (close, far, together, near); and the concepts (privatizes) (your stranger, own-lose, include-exclude) stand out.

Askoldov, S.A. suggests dividing up ideas into two categories: aesthetically pleasing and cognitive in nature. He claimed that thoughts and ideas are similar to "basic concepts" in that they are general and schematic representations of objects and phenomena. "Concepts of art are individual, if concepts of cognition are communities."<sup>9</sup> S.A. Askoldov makes use of art pieces as a starting point instance; by each author's way of seeing what is happening is unique, so they rely on the same graphic representations but have distinct interpretations. as can be a result, creative ideas have a totally different authorial voice. The dictionary definition of the concept is both a component of awareness that and a mental unit. established the concept's "lexicographic" which means (briefly formulated, reflected in explanatory dictionaries) and psycholinguistic which means (pro is primarily experimental).

Consciousness among people is the primary school link between language and the outside environment. Within consciousness, data about our environment is analyzed, categorized, and organized into ideas. "A sort of cultural layer that mediates between man and the outside world is formed by concepts."<sup>10</sup> Concepts as mental geologic structures can be categorized by subject matter (views, schemes, abstract ideas, frames, etc.) or by the standardization (individual, group, and national). Linguistic operator expressions state that lexemes, phraseological units, free phrases, syntactic constructions, and additionally texts and collections of texts are all capable of being employed for representing concepts.

A fundamental idea in conceptual the field of linguistic theory is the idea's feasibility Various methodologies of studying conceptual structures are distinguished:

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<sup>9</sup> Аскольдов-Алексеев С.А. Концепт и слово. монография / С.А. Аскольдов-Алексеев, - М.: Русская речь. Новая серия. Вып. II. Л., 1928. С.- 95 (240с.)

<sup>10</sup> Аскольдов-Алексеев С.А. Концепт и слово. монография / С.А. Аскольдов - Алексеев, - М.: Русская речь. Новая серия. Вып. II. Л., 1 928. С.-40 (240с.)



logical, cognitive, cognitive-discourse, and linguacultural. These vary depending on what is investigated of the approach of studying the notion, as well as largely depending on the subjects at hand ways of corresponding to conceptual meanings.

A logical direction comes out as a result of pursuing education the concept as a logical unit. The cognitive direction goes over the fundamental challenges of conceptualization and classification, as well as the composition and genesis of concepts. The in-depth examination of the concept through the "discuss" (text) and the social context of the communicative situation is known as the cognitive-discussion its direction. The idea of cultural the study of language is thought to be mutually beneficial (involving both spoken languages and thought).

Concept analysis, historical-comparative analysis, definitional interpretation, component analysis, stylistic interpretation, distributive analysis, contextual and textual analysis methods, cognitive interpretation of the results of describing the semantics of linguistic means, and verification of the obtained cognitive description in native speakers are just a few examples of the many approaches and techniques available for studying a concept. The majority of these approaches and techniques are aimed at learning language tools that model a concept. Usually, multiple research techniques are applied simultaneously, allowing one to examine the idea as a subject of interaction between thought, language, and culture. The three primary school gets closer used in the study of language are comparative in nature historically significant, and a descriptive one approaches. The evaluation of concepts is regarded as an up-and-coming field of study; as such, authors of various studies operate with distinct interpretations of this kind of approach for the reason of its novelty. The work he does focuses on the concept of the concept sphere, which is largely related to the evaluation of concepts. Examination of linguistic means and their excluding oneself is a primary school method of studying concepts. You can figure out how the idea has national and specific cultural characteristics using this method of analysis.

The following linguistic means, as defined by Z.D. Popova and I.A. Sternin, representatives of the Voronezh the language school, are capable of being employed as models for the idea in question: phraseological and the lexical combinations from the language's lexical-phraseological system; direct, indirect, and figurative designations; at ease phrases; sentence structure and placement schemes; syntactic constructs. Written material, phrases with synonyms, corresponding phrases, phrases such as e wise words, phrases that involve words of wisdom, etc. can also be incorporated into methods of compression. Conceptual examination must be distinguished from word semantic analysis, despite the fact that the concept itself can in particular be studied through the lexical means of it expressing themselves. Regardless of the obvious shared characteristics between their fundamental law tasks and desired results, they are at least diametrically opposed to one another individual: The process of lexical semantics

transforms linguistic components of meaning into semantic written material, and the analysis of concepts transforms meaning units into linguistic methods of expression.<sup>11</sup> To put it another way, semantic investigation employs the spoken words more obvious whereas philosophical evaluation takes its name from general understanding. Knowledge of language thought processes serves as essential for the analysis of concepts. On the other hand, in the words of Z.D. Popova and I.A. Sternin, one of the most appealing and persuasive methodologies for research is the semantic-cognitive examination of concepts as well.<sup>12</sup>

The following concept analysis scheme is provided by scientists: 1. Building the nominative field of the concept. 2. A description and analysis of the semantics of language used in the concept's nominative field. 3. The identification of the cognitive elements that make up the researched concept as a mental unit – the cognitive interpretation of the findings of the description of the semantics of linguistic means. 4. Confirmation of the native speakers' cognitive description received.

The semantic-cognitive a position points out the hypothesis that the "from spoken language to the concept" empirical studies path is the most dependable, and that the process of linguistic analysis provides an easily understood and efficient means of recognizing the notion indicators and concept modeling. In the present day, an increasing number of scientists are using frame analysis in their linguistic research. Since every linguistic structure has at least one frame associated with it, frame analysis is an indispensable instrument in the research and understanding of concepts. A frame is a type of datum structure used to depict a situation that is commonly accepted.

However, since there are additionally individualized as well as individual the elements to the concept's definition, are those who distinct variations may be seen not just between those who speak of numerous languages but also might occur between those who speak of the same language development. To identify such aspects as subjective-personal, there is a separate technique, which is called an associative experiment. It allows you to obtain information of an emotional and evaluative nature, as well as to identify the most significant elements of the concept.<sup>13</sup> There are a number of distinct kinds of associative research projects readily accessible nowadays, including free, wrote and directed, receptive, and experiments involving subjective the definitions. The majority typologies of associations have been established as well, enabling the acquisition of particular results, and dictionary databases of associative norms have been published that incorporate the material of different languages.

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<sup>11</sup> Попова З.Д. Язык и национальная картина мира. монография / З.Д. Попова, И.А. Стернин. – Воронеж: 2002. С. -25 ( 59с.)

<sup>12</sup> Аскольдов-Алексеев С.А. Концепт и слово. монография / С.А. Аскольдов-Алексеев, - М.: Русская речь. Новая серия. Вып. II. Л., 1928. С.-160 (240с.)

<sup>13</sup> Аскольдов-Алексеев С.А. Концепт и слово. монография / С.А. Аскольдов-Алексеев, - М.: Русская речь. Новая серия. Вып. II. Л., 1928. С.-53 (240с.)



Usually, the nation's cultural and historically significant characteristics serve as the foundation for the concept's development. To account for these geographical and environmental variations, the idea regarding a single and the same concept cannot be the same for all peoples. By using an associative experiment, you can approximate cultural preconceived notions of a particular country as much as possible. Plenty of researchers have previously shown the beneficial effects for using the associated with feelings or experimenting technique for specific vocabulary study (e.g., A.A. Leontyev, E.S. Kubryakova).

The investigation and explanation of several different abstract ideas in the content of many different languages is receiving a growing quantity of research attention. These research investigations are inherently comparative. In such a research endeavor, contrast linguistics techniques are actively employed for concept analysis. The aforementioned methods produce the most highly precise outcomes because they allow for the most distinct identification of the national variations in concepts when comparing two languages. In addition, the we are tasked with working with two different languages simultaneously while doing this their place of employment: both Uzbek and English.

A new area of research in language called corpus linguistics has emerged at the start of the century that followed. Using IT technologies, corpus linguistics is a field that creates guidelines for the creation and utilization of text corpora, or linguistic corpora. When concepts are researched using this methodology, data that are not available through more conventional linguistic analysis techniques can be obtained. "Corpuses of texts that can be used for any practical work with linguistic material," as noted by I.F. Ganieva. It appears that corpora are far more successfully used in cultural linguistics. As a relatively recent development in linguistics, that cultural linguistics is an offshoot of ethnolinguistics. Studying the interactions between language and culture and spoken language and folk mentality is the primary goal of cultural linguistics. Put differently, the study related to cultural linguistics focuses on the linguistic worldview. In this field of study, viewed as stereotypical attitudes □ stereotypes inherent in language □ are deemed essential components.

The analysis of concepts be very important for linguistic research, it allows a deeper look at many cultural values and spheres of the cultural world, as well as highlight the distinctive components of the associative series, the features of the use of concepts, identify the features of the content of the mental unit of the concept, due to the cultural and historical development of the nation.

After taking into account the methods used to analyze concepts, we can state that our research employs a sophisticated methodology that combines relatively modern concepts analysis techniques (such as conceptual and corpus analysis) with more established linguistics research methods and techniques (such as descriptive,

comparative, historical, and statistical analysis). In this work, we define a conceptual analysis as a method by which verbal models of concepts can be constructed in order to describe verbal representations of those concepts.

Conclusion:

**In conclusion**, this article provides a comprehensive exploration of the concept within the realm of cognitive linguistics, offering insights into its historical development, cultural dimensions, and various methodologies for analysis. By tracing the evolution of cognitive language theory and emphasizing the interdisciplinary nature of cognitive linguistics, the article contributes to a holistic understanding of the role of language in shaping thought and culture. The incorporation of diverse methodologies, from conceptual and corpus analysis to descriptive and comparative approaches, adds depth to the exploration of concepts. Overall, the article serves as a valuable resource for scholars and researchers interested in the intricate interplay between language, cognition, and culture within the field of cognitive linguistics.

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