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LINGUICOGNITIVE INTERPRETATION OF THE CONCEPT

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Abstract. This thesis discusses the rapid development of cognitive science in recent years, the relevance of the problem of the concept of concept in linguistic research, and the study of the concept of "concept" in linguistics, its theoretical and methodological foundations, and explanations within the framework of cognitive-semantic approaches.

Keywords: concept, understanding, cognitive linguistics , meaning, cognitive.

is one of the important and promising areas of modern linguistics , which began to take shape as an independent scientific research field in the second half of the 20th century. This area is based on the study of language in its inextricable connection with human thinking, cognitive processes and cognitive activity. The main goal of cognitive linguistics is to determine the relationship between language and thinking, to study the mechanisms of formation, preservation and expression of knowledge in the human mind through language.

Cognitive linguistics analyzes linguistic phenomena in relation to the processes of human understanding of existence, perception, generalization of experience, and expression of knowledge about reality through linguistic means. In this regard, this science studies not only the internal system of language, but also linguistic processes related to human cognitive activity. Cognitive linguistics also studies issues such as the national worldview, conceptual system, meaning formation, and linguistic expression of knowledge expressed through language units. Consequently, the cognitive approach allows us to interpret language as an important component of human consciousness and a means of forming and expressing human knowledge about the world.

Cognitive linguistics language events human existence understanding , perception experience generalization and reality about knowledge linguistic tools through expression processes with related accordingly analysis In this regard , this science studies not only the internal system of language, but also linguistic processes related to human cognitive activity . Cognitive linguistics also studies issues such as the national worldview, conceptual system, meaning formation, and linguistic expression of knowledge expressed through language units . Consequently, the cognitive approach allows us to interpret language as an important component of human consciousness and a means of forming and expressing human knowledge about the world.

area based on human knowledge, life experience, thinking and cognitive processes , and studies language in its inextricable link with human consciousness and culture. In this area, language is interpreted not only as a means of information exchange, but also as a means of human understanding of existence, formation of knowledge, generalization of experience and expression of human attitude to reality. The etymological foundations of the term cognitive linguistics go back to the English words cognize - “to know”, “to understand”, cognition - “to know”, “to perceive”, “to think” and cognitive - “ pertaining to knowledge”, “to think ”. These concepts are of great importance in revealing the essence of the subject of this science.

Scientific research shows that a person's knowledge of the world and understanding of the essence of reality is a complex, multi-stage cognitive process. In this process, factors such as sensation, perception, memory, thinking and language work in close interaction. A person does not

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just perceive information about the environment, but also analyzes it based on his experience, existing knowledge and worldview, generalizes it and combines it into a system of certain concepts. In this sense, although the processes of knowledge and understanding are often closely related to each other, they also have their own characteristics.

helps explain how human perceptions of the world are formed and expressed through linguistic means by studying the complex relationships between language , thought, knowledge, and culture .

The concept is one of the linguistic and philosophical units that has gained special scientific importance as a result of the development of the anthropocentric approach in modern linguistics. The anthropocentric approach is based on the study of language phenomena in their inextricable connection with the human factor, its thinking, perception, experience and worldview . From this point of view, the concept is manifested as a complex semantic structure formed in the human mind, embodying knowledge, imagination, emotional relationships and cultural views about a particular object, phenomenon or reality . It is not limited to the lexical meaning of a particular word , but can also include additional meanings, associations, historical changes and national-cultural characteristics associated with this word. Thus, the study of the concept makes it possible to determine not only the direct meaning of linguistic units, but also the system of knowledge embodied behind them and the layers of content inherent in human thinking.

is interpreted as a complex mental unit, a means of organizing and expressing knowledge, a multifaceted cognitive structure, and an important unit involved in the processes of memory and thinking. It combines a person's knowledge of the world, life experience, perception, and imagination into a certain meaningful system. According to the views of representatives of cognitive linguistics , a concept is a unit that is formed in the process of a person's understanding of existence and occupies an important place in his general system of knowledge. Through concepts, a person classifies objects and phenomena in the environment, understands the relationships between them , and connects new information with previously existing knowledge. At the same time, concepts serve as an important theoretical basis for revealing the relationship between language and thinking , identifying the specific aspects of a national worldview, and explaining the reflection of values inherent in a particular culture in language.

The philosophical roots of the concept go back a long way. In its formation and theoretical understanding, the debates about universals in medieval philosophy play an important role. In particular, the French philosopher, a representative of scholasticism and associated with the tradition of conceptualism , Pierre Abelard, paid special attention to the role of general concepts in human thinking . Within the framework of his views, general concepts are interpreted in connection with the understanding of the specific properties of individual objects and their unification on the basis of a certain commonality. This approach shows the importance of the human mind in generalizing, organizing and understanding information about various objects and phenomena .

fully understand the meaning of the term concept, it is advisable to refer to its lexical and terminological interpretations. The Latin-Russian dictionary lists several meanings of this term, including such interpretations as communication, code, system, repository, signing of legal documents, generation, and sentence. However, these meanings cannot be considered exactly the same as the meaning of the concept in modern cognitive linguistics. Because as a scientific term, the concept is interpreted on the basis of a specific theoretical approach, and its meaning is clarified depending on the field of science in which it is used and the purpose of the research. Therefore, in order to reveal the essence of the concept, in addition to its etymological and lexical interpretations, it is necessary to analyze its scientific definitions formed within the framework of linguistics, cognitive sciences, and linguistic and cultural studies.

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There are various definitions of the concept in the scientific literature. This is explained by the complex nature of this unit, its multifaceted content, and its study within the framework of various scientific directions. In particular, Professor VA Maslova approaches the concept as a semantic unit that embodies linguistic and cultural features . According to her interpretation , the concept reflects the mentality and worldview of the people, demonstrating the characteristics characteristic of representatives of a particular ethnoculture. The scientist notes that the concept plays an important role in forming the ethno-linguistic picture of the world and acts as a unique tool for expressing human ideas about existence and cultural experience. From this point of view, it can be understood that the concept is a semantic structure that is closely related to the historical experience, values, traditions, and socio-cultural views of a particular people .

V. A. Maslova's approach sheds light not only on the characteristics of the concept as a linguistic unit, but also on its cultural and ethnic content. After all, the perception of existence, the attitude of each people to objects and phenomena, and the methods of expressing them through language have their own characteristics. These characteristics are manifested through words, phrases, symbols, and various meaningful units used in the language. In this regard, it is not correct to limit the concept to a simple word or its lexical meaning. It can combine knowledge, imagination, emotional relationships, cultural associations, and values associated with a particular linguistic unit . Thus , a concept is a complex semantic-cognitive structure that embodies a person's knowledge of the world and views specific to a particular culture.

was also emphasized by E. S. Kubryakova . According to the scientist, the term concept appears as a generalizing concept that unites several scientific directions. In particular, it is of great importance for cognitive psychology and cognitive linguistics, which study human thinking, cognitive processes, information storage and transmission . At the same time, the concept is also one of the central concepts in linguocultural studies, which studies the relationship between language and culture . This approach suggests that the concept is studied not only within the framework of the language system, but also in connection with human mental activity, memory, knowledge processing and assimilation of cultural experience .

has caused various debates in the scientific literature , and different approaches have been formed to it. The main reason for this is that although the concept, concept and meaning are closely related, their content and functions are not the same. While the concept is usually associated with a logical generalization of the important and common features of an object or phenomenon , meaning represents the substantive aspect of a linguistic unit. While the concept encompasses these aspects, it can also embody additional layers of content related to human experience, memory, imagination, emotional relationships and cultural knowledge .

used in logic , and in some approaches it is interpreted as synonymous with the term “notion”. Within the framework of modern logic, it is interpreted in relation to a holistic set of important properties and signs of an object . However, in cognitive linguistics, the meaning of the concept is interpreted more broadly. Because this science studies the concept not only as a unit summarizing the important signs of an object, but also as a multifaceted semantic-cognitive structure associated with the formation of knowledge in the human mind and the perception of reality. Therefore, along with logical signs, the concept may also contain figurative representations, emotional assessments, individual experience, and national-cultural content .

It should be noted that not every concept can be considered a concept. In order to have the status of a concept, a certain concept must have special significance in the worldview, cultural values, and collective experience of the people. From this point of view, concepts are described in the scientific literature as complex and significant units that play an important role in determining the content and essence of a particular culture , without which it is difficult to fully imagine this culture. Thus, the

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main feature of a concept is not just that it denotes a specific object or phenomenon, but that it embodies the historical memory, values, social experience, and national worldview of the people .

VZ Demyankov's views are of particular importance in elucidating the relationship between concept and understanding. The scientist defined the term " concept " as element terminological In his article “Culture ”, he emphasizes that the terms “concept” and “notion” have historically been used closely together, and in some cases as synonyms, but in modern scientific approaches, the substantive differences between them are becoming increasingly clear. According to his interpretation , a concept is broader than the substantive basis of a particular word, and behind it lies a complex set of knowledge formed under the influence of a person’s life experience, historical memory, and socio-cultural environment . Such knowledge can be expressed through various word forms, layers of meaning, and linguistic means. This view shows that a concept cannot be limited only to the lexical content of a word , but rather is a broader substantive structure formed in the human mind.

Determining the difference between concept and meaning is also one of the important theoretical issues of cognitive linguistics. One of the views widely found in the scientific literature on this subject is that a concept is a broader phenomenon than lexical meaning in terms of its content and structural structure. While lexical meaning expresses the meaning of a word in the language system, a concept can also encompass the knowledge, imagination, associations, and cultural meanings associated with this meaning. Therefore, the dictionary definition of a word cannot fully reveal all aspects of the concept behind it. The content of a concept is enriched by a person's individual experience, collective memory, and views specific to a particular culture.

M. V. Pimenova also draws attention to this difference in explaining the relationship between lexical meaning and concept. According to the scientist, the components of lexical meaning reflect only the important features of the concept, but do not fully cover its content. The internal structure of the concept is much more complex and multifaceted than the lexical meaning of the word , and includes various layers of knowledge and content components. It follows that, although lexical meaning is one of the important means of expressing the concept , it is not always sufficient to demonstrate all the content aspects of the concept. In order to more fully understand the concept, it is necessary to take into account, along with its linguistic expression, the knowledge, figurative representations, and cultural associations formed in the human mind.

Z. D. Popova and I. A. Sternin explain the difference between concept and meaning in relation to various aspects of human consciousness. According to their approach , a concept is a phenomenon that is formed as a result of the activity of cognitive consciousness, while meaning is manifested in connection with linguistic consciousness. In other words, a concept embodies a person's knowledge and ideas about being, while lexical meaning reflects the part of this knowledge expressed in the language system. Scientists emphasize that the concept, along with the general and well-known content , may also contain socio-cultural information and encyclopedic knowledge about a particular object or phenomenon. This approach reveals the comprehensive nature of the concept and shows that it is not enough to explain it only by the semantic properties of language units .

Another important feature of a concept that distinguishes it from a concept and lexical meaning is its ability to be activated in different linguistic layers and in different communicative situations. In other words, a concept can be expressed through different language units, word combinations, phrases, metaphors, figurative expressions and explanations. Which aspect of the concept is highlighted depends on the age, level of knowledge, life experience and communicative purpose of the participants in the communication . The fact that a concept is explained in different ways to different audiences does not mean that its content has changed , but that its various components and content layers have been activated in a particular situation.

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In conclusion, today the term "concept" is widely used in cognitive linguistics, philosophy, cultural studies, literary studies, psychology and other humanities . One of the main reasons for this is that the concept is complex, multifaceted and interdisciplinary. The second important factor is the development of an anthropocentric approach in modern scientific thinking, that is, an increased attention to the study of language and other phenomena in relation to the human factor, his thinking, perception, experience and worldview. Within the framework of this approach, a person is considered not only as an object of research, but also as an active subject who forms knowledge, understands reality and expresses his experience through language.

A concept is a cognitive unit that is formed in the human mind, combining knowledge and imagination into a certain meaningful system. In cognitive linguistics, it serves as an important theoretical basis for studying human cognitive activity and the mechanisms of linguistic expression of knowledge, in philosophy, for analyzing the relationship between concepts and thinking, and in cultural studies, for determining the features of the manifestation of national values and cultural experience . In literary studies, the concept plays an important role in analyzing images, symbols and the author's worldview in a literary text, and in psychology, in studying the processes of human perception, memory and knowledge processing . Thus, the concept is one of the important scientific categories that unites various disciplines around the human activity of understanding the world.

Currently, many scientific studies are devoted to determining the essence of the concept, describing its structural structure, classifying its types, and determining its role in shaping the scientific and linguistic picture of the world. Nevertheless, there is no single definition of the term “concept” in the scientific literature that is accepted by all researchers. This is explained, first of all, by the complex nature of this phenomenon and its study within different disciplines based on different theoretical criteria . Some researchers give priority to the cognitive properties of the concept, while others give priority to its linguistic expression or linguocultural content. As a result, various approaches, definitions, and classifications have been formed regarding the concept.

Therefore, in studying a concept , it is advisable not to be limited to a single theoretical perspective, but to analyze its cognitive, semantic, linguistic and linguocultural properties in their interrelation. Such a comprehensive approach allows for a deeper understanding of the formation of a concept in the human mind, its place in the system of knowledge , its expression through language tools, and aspects related to the cultural experience of a particular people. Therefore, the concept remains an important object of research in modern linguistics not only theoretically, but also practically .

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