



## **CONCEPTUALIZATION - METHODS OF LINGUOCOGNITIVE APPROACH**

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### **ANNOTATION**

This article is written about Conceptualization - one of the main methods of the linguistic-cognitive approach. Accordingly, if the nature and essence of knowledge and cognition form the basis of this science, and as a subject of study, the properties of language as a general mechanism for creating knowledge, using it, storing it, transmitting it, and processing it can be shown. The object of linguistic research in all directions is the language system, that is, linguistic activity and its product.

**Keywords:** Conceptual, linguocognitive, approach, method, knowledge, knowledge.

### **INTRODUCTION**

Cognitology is a science that arose at the intersection of various fields of science, and its field of research is defined as "the study of the methods of gathering and applying knowledge." Cognitology (cognitive science) is a science of thinking, the basis of which is linguistics. Undoubtedly, linguistic analysis is a type of cognitive analysis, its manifestation in a certain form. In the second half of the 20th century, the science of cognitive linguistics emerged as a science that seeks answers to questions related to the tools of the "artificial intelligence" system, which arose as a result of the development of information technologies[1]. This science is also part of the science that deals with human cognitive activity. Cognitive linguistics is a science that studies language as a cultural phenomenon and examines the construction of human knowledge and experience. Cognition, that is, as it covers the activities of receiving, presenting and creating cognitive information (information), these activities undoubtedly use the linguistic reserve and are directly or indirectly connected with the language. In this sense, the ability to know is in harmony with the linguistic ability of a person.

### **ANALYSIS AND RESULTS**

In cognitology, the knowledge created as a result of cognitive activity (systematized information stored in human memory), the methods of gathering and applying them is studied, the source of knowledge acquisition and storage, its practical application and transmission, and finally the basis of its formation. language system is the object of cognitive analysis. Accordingly, if the nature and essence of knowledge and cognition form the basis of this science, and as a subject of study, the properties of language as a general mechanism for creating knowledge, using it, storing it, transmitting it, and processing it can be shown.

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The object of linguistic research in all directions is the language system, that is, linguistic activity and its product.

There are aspects of cognitive linguistics that differ from a number of other directions according to their specific characteristics:

This field of linguistics primarily considers language as a cognitive ability of a person to interpret an object (including SH. Safarov, S. D. Kasnelson, E. Sepir, Hoijer, M. Minsky, Bugadov, V. Z. Domyankov, A. Vebiskaya).

This field has research methods that take the processes of conceptualization and categorization and demonstrate a multifaceted approach to the analysis of the semantics of language units[2].

In cognitive analysis, the study of methods and tools in the framework of mechanisms that reveal the linguistic expression of logical (mental) structures that arise in the process of knowing the world takes the main place.

It is known that a person performs activities that have a number of logical mental actions in knowing and perceiving things and objects, events. "... first of all, a thing is studied in live observation, by means of direct observation, its characteristic, edge, aspect is determined, as a result, this characteristic, evidence, phenomenon is collected and sorted; - there is a need to switch to the method of mental dialectical analysis."

Several stages of this mental analysis (activity in logical-spiritual actions) are listed in a number of sources. According to them, in the activity aimed at mental analysis, a certain object is first separated from other objects. In this, of course, its distinguishing features are taken into account. On the basis of distinguishing features, an action of comparison with another object is carried out, and an emotional symbol related to this object is formed in the memory.

Similarities of this symbol with other symbols in the linguistic memory are sought. At the last stage, an important stage of knowledge of reality is carried out - generalization. All these activities serve to form an understanding of the object. Concept, which is the result of logical activity, generalizes with image and linguistic meaning, and ensures the emergence of the concept studied as the main figure in the branches of cognitive linguistics[3].

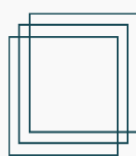
If we turn to examples.

Aspects that can be felt by the sensory organs of a child of primary school age are concentrated in concepts perceived through taste, smell, sound (sound), color, shape and skin.

These aspects grow from specific signs to general properties, because human thinking is designed to be able to associatively perceive the reality of existence together with the things and events in it. Therefore, in the child's mind, the word "soft" is combined with lexemes such as cotton and pillow: the child who encounters these objects once in his life develops the ability to combine the elements of events that will happen in the future under this category. Similarly, let's pay attention to the conceptual basis of the verb "to prick".

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In nature, there are a number of objects and concepts that sting, bring an unpleasant feeling to the human body, and in some cases cause injury. These are: a needle of a juniper, a needle, a spear (knife, sword), a hedgehog's thorns, a thorn, a flower's nest, a bee's nest, in short, the sum of pointed objects. So, in the child's mind, the spiritual-conceptual relationship with these concepts and the words that name them reaches its gradual improvement during mental development, and as a result, he considers certain events in his life, in conclusions about the scope of his value concepts, as "good and bad" , begins to learn to combine into the categories "sweet-bitter", "unpleasant-pleasant", "disgusting-gentle", "indolence-courage", "betrayal-loyalty"[4].

As it is clear from the drawing, all the pleasant and sweet concepts in life are gradually accepted in comparison with these objects - this is proof of the formation of categorized knowledge about real existence in the child's thinking. In addition, the fact that children are affectionately called by the names of these objects by adults also begins to accelerate the metaphorical practice of the thinking of young children. As a result, they begin to develop the ability to call similar objects by each other's names, in other words, the ability to see metaphorically.

The associations of these objects come into harmony with the conclusions of the organs of cognition, such as color, shape, taste, and smell. As a result, the child begins to perceive pleasant, sweet and sweet concepts in bright colors, and on the contrary, unpleasant and disgusting concepts in dirty and dark colors, symbolizing them in this way.

In the stanzas Every word is as dear as water, Every word is as sweet as bread, the child first realizes that the word is likened to water and bread through the available linguistic signs - dek simile. The meaning of words and water, words and bread is explained by the teacher. If we consider language as a garden[5],

And each word - one sprouting verse forms the ability of the student to express two objects that are compared to each other through metaphorical transfer without overt linguistic signs. However, one of the main issues of cognitive sciences and cognitive linguistics is to study the laws of metaphorical knowledge of human thinking.

With the help of the teacher, the student begins to use metaphorical thinking to divide the total concepts around him into categories such as good-bad, sweet-sour, evil-kind. At first, this process appears in the child's mind in an unconscious way, but the lessons of the mother tongue and the practice of working on the text through them accelerate this process even more.

As a result, the student begins to perceive valuable concepts in bright colors and images, and unpleasant concepts in dark, frightening forms. For example, water and bread are the food necessary for life, similarly, speech is a means of communication with people. So, in the above poetic text, the word is not equated with two priceless blessings[6].



With the development of metaphorical thinking, the student's knowledge base is filled with concepts divided into good and bad categories. In conclusion, concepts such as mother, father, brother, sister, motherland, flowers, sky, sun, grass in his vocabulary belong to the category of "good" and contrary to it concepts such as war, greed, laziness, ignorance, arrogance are united under the "bad" category.

The associative cooperation of total concepts related to existence finds its bright expression in the "Mind Map" method, which is effective in language education.

The term concept began to appear in linguistic studies in the first half of the 20th century. This term is a word related to the English language, and it is translated by the term concept, in Russian, ponyatiye (concept). Later, when this term began to be confused with the term concept, researches aimed at the precise formation of its literal meaning began to be researched. In the linguistic encyclopedic dictionary, the term concept is defined as follows: "a concept is a concept like "word meaning" that differs only from the point of view of the system of connections; meaning - in the system; the concept is in the system of logical relations and forms that are studied both in logic and in linguistics[7].

The difference between the terms of the concept is determined by defining the relationship between language, culture and thinking. Concepts appear as units of the conceptual landscape of the world and form the conceptual system of the language. The variety of terms is determined by the reflection of different aspects of consciousness and thinking.

Above, we mentioned that the concept is considered as the main figure in cognitive linguistics. This can be confirmed by the following circumstances:

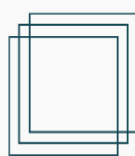
in the cognitive field, the concept is considered as a mental unit representing the mental resource units of the human mind, the information structure reflecting human knowledge and experience;

one of the main branches of cognitive linguistics, "cognitive semantics", studies the nature and structure of the concept;

cognitive linguistics mainly analyzes the relationship between concepts and word meanings[8].

In the "Brief Dictionary of Cognitive Terms", the concept is defined as the world view reflected in the human mind, mental lexicon, conceptual system, and structural operative unit of language and memory. A. Vebiskaya first defined the concept as a linguistic concept. According to him, it is defined as "the object of a person's "specific" world, which has its own name and certain culturally conditioned ideas about the world of "reality".

In linguoculturalology, this term is a form of cultural mental language, "a part of culture poured into the human mind; "culture is considered as a set of concepts, ideas, and knowledge expressed in words that enter the mental being of a person."



The concept contains semantic symbols that serve at least partially for its manifestation. These signs are related to linguistic and cultural, ethnosemantic specifics.

In the study, the division of whole and part, universal and specific system is defined as the main condition. Such a classification serves to provide a clear and detailed description of the nature of concepts[9].

In fact, in all of the above definitions, it can be seen that the concept is evaluated as a unity of national-cultural mentality. Mentality reflects the worldview within the framework of the national language form and category, which combines the process of typical manifestation of intellectual, spiritual and will characteristics in the national character. Revealing the national-cultural features of mentality is the main issue of many fields (cognitive linguistics, linguo-cultural studies, ethnolinguistics, linguistic anthropology, gender studies). In all of these fields, the concept is defined as the main unit of mentality.

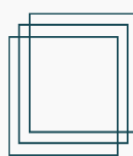
As a result of observing the above views, it is possible to come to the conclusion that the points of view (concept, imagination, meaning, content and hakazo) that evaluate the concept as the same as one or another term do not determine the place of the given phenomenon in the language system. Therefore, the general definition given by M.V. Piminova about the concept of concept can be presented as a satisfactory assessment: "a concept is a language unit at the ethnic level, compared with phoneme, lexeme, morpheme, etc. 'imi) is manifested using the lexical meaning and the internal structure of the word.

## **CONCLUSION**

Based on the internal possibilities of the language, linguistic phenomena were studied on the basis of the principle of language-speech. A number of modern trends dealing with the practical development of the language and its practical use began to appear using the evidence and achievements they collected. The concept is the basic concept of linguocognitology. Cognitive concept is different from other concepts. When a linguistic unit is integrated with the system of knowledge it reflects, it has the status of a cognitive concept.

The concept gives the concept, and the concept gives its "cream" to the lexical meaning. On this basis, one of the speech events is taken for scientific-theoretical analysis.

A concept is a linguistic unit, a pragmatic system that carries a set of knowledge and is evaluated on the basis of the national cultural scheme. Education aimed at the formation of competences is an education aimed at the formation of competences for practical application of acquired knowledge, skills and qualifications in personal, professional and social activities.



Linguistic cognitive approach is a component of the vocabulary teaching methodology of each language and determines the effective formation of communicative competence. The issue of language education taking into account the human factor requires a close connection between the methodology of teaching the mother tongue and modern linguistic trends, as well as existing linguistic views.

Cognitive psychology studies how people acquire information about the world, how people present this information, how it is stored in memory and transformed into knowledge, and how this knowledge affects our attention and even our actions.

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