

Mamatqulova Ziyodaxon Ibroximjon qizi

Uzbekistan State World Languages University

Akhmedov Oybek Saporbayevich

Uzbekistan State World Languages University

Elektron pochta manzili:

z.ibroximjonovna@mail.ru

ahmedov.oybek@mail.ru

SPECIFIC PECULIARITIES OF CONCEPTUAL ANALYSIS IN LINGUACULTURE

ABSTRACT:

This article is dedicated to the study of the conceptual analysis in Linguaculture. This entry presents the concept of linguaculture (or languaculture) by following the history of the concept until today. The concept focuses on and specifies the relationship between language and culture. Originally it was introduced by linguistic anthropologists to encompass the single universe of language and culture. Later it was taken up by language and culture educationalists to designate the cultural dimensions of language in a globalized world characterized by migrations of people from one cultural context to another, and including situations where the language in question is being learned as a second or foreign language.

This material can be utilized in the practice of intercultural communication in the process of translation in the teaching of English to the Uzbek audience in educational institutions in order to develop intercultural communication between students.

KEY WORDS:

- Linguistics, linguaculture, concept, language, culture, meaning, linguoculturology, conceptual analysis.

REFERENCES

1. Kubryakova, Elena. *Kratkij Slovar' Kognitivnyh Terminov* (Concise Dictionary of the Cognitive Terms). Moskva, 1996. Print.
2. Maslova, Valentina. *Kognitivnaya Lingvistika: Uchebnoe Posobie* (Cognitive Linguistics: Tutorial). Minsk. 2004. Print.
3. Stepanov, Yuriy. *Konstanty: Slovar' russkoj kul'tury. Opyt issledovaniya* (The Constants: Dictionary of the Russian Culture. Experience of Investigation.). Moskva: Shkola «Yazyki russkoj literatury», 1997. 40-76. Print.
4. Paleeva, Elena. "Conceptual Analysis as a Method of Linguistic Research". Web. 02. Oct. 2016.
5. <https://sk.sagepub.com/>
6. <https://www.researchgate.net/>

INTRODUCTION

The progressing of humanitarian knowledge put forward a quandary to work out a new term which would adequately indicate the content of the linguistic sign, which would remove the functional limitations of traditional sense and meaning, and which would organically merge logical-psychological and linguistic categories. Any science possesses the concepts that on the one hand, do not have a clear, precise and universally accepted definition; on the other hand, the term is "approximately" clear to all professionals in this field of research. Otherwise stated, this is due to the fact that each

researcher provides his/her understanding of the ultimate elements on the basis of which the theory is developed, however, a number of terms introduced by individual experts, for some time becomes very popular, and the frequency of use creates a certain “visibility” of clarity and transparency of their meaning.

The concept of linguoculture clearly defines the specific subject area of linguoculturology, arguing that the command of a language and socialization within one cultural community serves as integration criterion: structural organization of separate elements of knowledge of the world, unchanging part of the world picture is detected by the type of relationship between cultural and linguistic objects. Conceptual analysis is the main method of conceptual research. The purpose of conceptual analysis is looking for a way to understand the meaning of a concept and record the results in formalized semantic language. Study of works by various authors in the field of conceptual analysis demonstrates that the concept is not a specific type of learning method. It would be more appropriate to suggest linking relevant work to a relatively general purpose, and as to the ways of achieving this goal if they appear to be incredibly diverse. According to Frumkina R.M. “different authors have different opinions concerning the set of procedures that should be regarded as conceptual analysis and they disagree in the aspects of the goal as well”

The standpoint is that the study of separate concept or conceptual field goes through the analysis of the objectified results of the cognitive activity. The methods of the conceptual analysis depend on the understanding and possibility of the concept structurization. There are opposite viewpoints among the linguistics studying concepts structurization. Rjabsteva N.K. suggesting concept as a semantic invariant thinks that it has a distinct structure. Popova Z.D. and Sternin I.A. believe that concept has unclear structure. Thus, conceptual analysis is a certain method of concepts explication. In the study the conceptual analysis can be based on the analysis of the experimental data [free and directed associative experiments, experiments for subjective definitions, experiments using scaling method], as well as on the lexicographical data analysis.

Cultural concept is considered as multifunctional mental expression. According to the opinion of Yu. S. Stepanov concept is a part of the culture in the mind of human being and with this, he includes the culture into the mental world of human being. The dyad of “language and human being” of anthropocentric paradigm changes into the construction of “language-human being-culture” in linguaculturology. As an example, the concept of “love” can be analyzed from as trident-social-financial level in different nation and culture. Besides, the national cultural features of this concept explicitly shown in the literature and poetry of variety nations. For example, in Western nations this concept is devoted to human being with great passion and feelings, but in Eastern poetry mostly the great love is devoted to God from religious point of view.

MATERIAL AND METHOD

The conceptual analysis is formed by seven characteristics: motivating feature of representative word of a concept, figurative, conceptual, functional, categorical, symbolic, ironic features. Offered method of analysis is developed by Kemerovo school of conceptual research. This method of study is the most universal for concepts of any type. It includes the following stages:

- 1) selecting a keyword that is the representant of a concept;

- 2) collecting the factual material (components of derivative slot, free and fixed expressions with representative keyword of a concept, texts; the timeframe of texts are defined);
- 3) studying etymology of the representative keyword of a concept, determining the motivating features;
- 4) analysis of linguistic material for revealing of figurative conceptual characteristics (there are defined the groups of features of living / non-living nature, qualitative and quantitative, spatial and temporal, evaluative features) that enables to define a certain place of the concept in the national values picture of the world and to take it to a certain area of life;
- 5) revealing of conceptual characteristics by analyzing dictionary definitions;
- 6) description of the symbolic attributes (based on the dictionary of symbols, interpretative, mythological, ethnographic and others dictionaries, analysis of factual material);
- 7) in case of presence, analysis of ironical features (some old concepts have in their structure the evaluation features transforming into ironic due to the changes in the social scale of values);
- 8) scenarios are investigated in some cases (eg., the analysis of the concepts *prince*, *hero*, *joy*);
- 9) a psycholinguistic experiment is possible;
- 10) consolidation of received features and quantitative data to a general table. An associative experiment is optional in the presented concepts analysis model, that is required, in our opinion, for studying the mental lexicon, verbal memory, cultural stereotypes of a certain nation.

RESULTS

V. Maslova considers the concept as a part of the national conceptual domain (linguoculturological approach). This type of conceptual analysis involves the study of semantic structure and pragmatics of a certain word that is interpreted as a cultural phenomenon with its own etymology. For establishing the semantic volume of the concept, the scholar offers:

- 1) to define the reference situation including a concept, and in case of a literary text this operation is carried out on its basis;
- 2) to establish the place of a concept in the language picture of the world and linguistic consciousness of the nation through appellation to the linguistic and encyclopedic dictionaries, besides we consider the dictionary definition as a concept core;
- 3) to appeal to etymology and its features;
- 4) since dictionary interpretations give only a general idea of the word meaning, as well as encyclopedic dictionaries – of the concept, it is necessary to involve to the analysis a variety of contexts: poetic, scientific, philosophical, journalistic, proverbs and sayings, etc.;
- 5) received results should be compared with the analysis of associative links of keyword unit (concept core), for example, analyzing the concept of “time” enables to establish its close relationship with the concept of “future”;
- 6) if the important culture concept was selected for analysis, it must be frequently repeated and interpreted in painting, music, sculpture, etc.

CONCLUSION

Concepts appear to be comprehensive, complex units that are located in the sphere of consciousness but verbalized by linguistic means. The main components in the concept structure are notional, figurative and axiological, the first being in its nuclear zone, and the other two in the peripheral one. Features of the discourse, verbalizing the concept, affect its structure. In the peripheral zone of the artistic concept, there are additional components that are not distinguished by other native speakers.