

PROCESS OF LINGUISTIC REALIZATION OF THE CONCEPT

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Annotation: *This article deals with the notion of concept, its subcategories, components. The descriptions of cognition are discussed given by the linguists. The cognitive analysis are also investigated in the article.*

Keywords: *cognition, human memory, conceptual thinking, mental phenomenon.*

Introduction. The term cognitive linguistics has its meaning in English related to "cognitive – related to understanding, comprehension". As a result of the purposeful activity of a person, which is the finding of expression of an active attitude towards reality in the process of communication between people. The knowledge that occurs in the process of thinking activity will have different manifestations and characteristics. Obviously, knowledge-stored in human memory is a systematized dataset. But learning the mechanism of its use is a much more difficult task.

Acquisition and storage of knowledge, its practical application and transfer the language that is its source and, finally, its formative tool no doubt that the system is the object of cognitive analysis. In fact, knowledge much more abstract in relation to language, since it is observed by the body will not. The existence of knowledge is from the existence of language. And the language itself is the product of the activity of the cognitive system, linguistic compositions are formed as a result of the activity of thinking.

Main part: Indeed, linguistic activity is purely human it is an activity, and it is directly related to the wealth – contemplation inherent in another person. The reflection of reality in the brain is only verbal to prove that it does not arise from the act of thinking in order to B.A. Serebrennikov (1983: 104-110). We must remember that of thinking offer to distinguish between linguistic and non-linguistic act. These are the following:

a) clear thinking - occurs in a clear, concrete environment a generalized image of the coming reality (opposite);

b) symbolic thinking - a whole that exists in memory reality or objects-phenomena in a separate environment-recall depending on the circumstances;

c) practical thinking - direct purposeful actions performance opinion;

g) linguocreative or language-forming thinking, that is, this type of thought activity is directly a language system related to reserves;

d) non-literary conceptual thinking - (this type separation of thinking, about reality the appearance of the concept precedes the speech act related to the stage).

S. D. Katsnelson (1972: 110) "Language is not only a tool of communication, but also a shaper of thoughts and ideas it is a weapon that represents it" he wrote. Indeed, knowing the universe in cognitive analysis logical (mental) arising in the process which provides linguistic expression of structures. The study of methods and tools in the coverage of mechanisms is fundamental moves to a place.

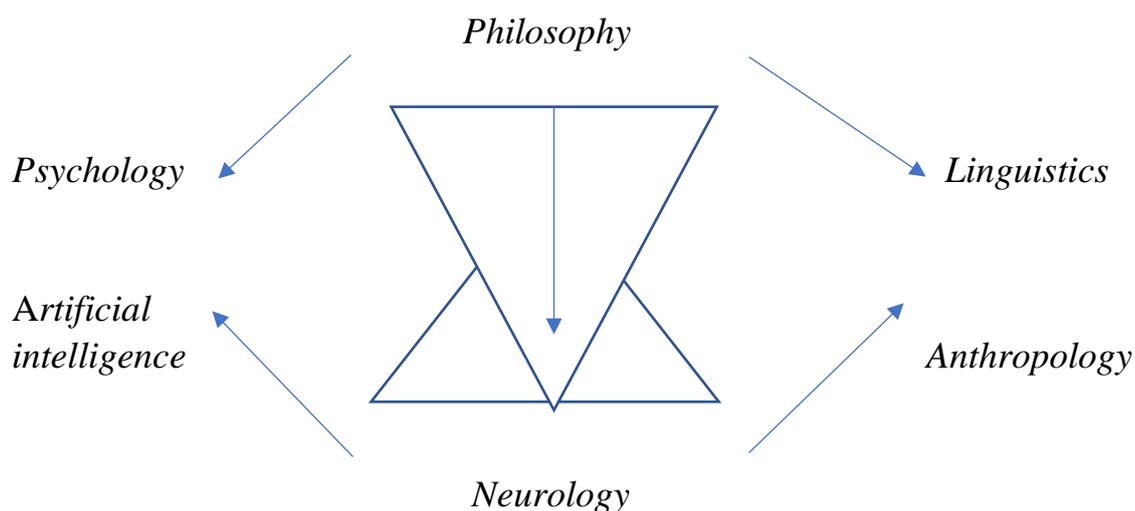
The concept is mental structure, it is a specific form (type) of mental activity. The concept is "subjects belonging to a certain class generalization and this class of subjects included in it in relation to the set of common and distinguishing features resulting from a disjunctive logical operation» (Wouchwillo 1989: 91). "Concept" which is a derivative of logical activity and widely used in cognitive linguistics. Can the terms "concept" be used interchangeably? Undoubtedly, both of these events are a unit of thought appears. The beginning of both of these the point is the object in reality - the perception of the event and it is related to the figurative imagination. Appeared emotional image is initially separate, individual in each person will appear. For example, "flower" is "rose" for one person. "Basil" for another, "Lola" for another.

Feeling and individual in higher stages of thinking activity the image moves away from the concrete object and the original logic becomes a (mental) phenomenon. A concept is a unit of thought and an understanding based on it, lies in the generalization of image and linguistic meaning. of the concept formation begins with the birth of an individual image, ends with the emergence of a linguistic unit.

A concept is a mental structure, which has different content and is a quantum or summation of knowledge in form (Kubryakova and others 1996: 90). Concepts are in the human mind form the basis of various categories that are formed serves as a base for them. Usually, its internal as general features of the concept note that it does not have a clear appearance in terms of structure but this record is not very close to the truth.

The subject is the conscious perception of events and by the way they form an image in the imagination accumulated knowledge is formed differently and is different will have a character. This is directly from different groups and causes the formation of concepts in the structure. When grouping of concepts, it is relied on their linguistic expression styles. Researchers lexical and along with phraseological concepts, grammatical (more precisely, syntactic) to distinguish groups of concepts suggest (Babushkin 1996; Volokhina, Popova 1999; Langacker 1987).

Methods: The formation of acquired knowledge in any case and the main means of systematization is the language system. Occurring as a unit of thought and a mental phenomenon the linguistic realization of the concept is also a discourse thought is the result of the activity.



The process of linguistic materialization of the concept is another passes an important mental stage of reality a generalized perception of thinking - the logic of the image. Linguistic realization plan appeared. As soon as it is available, a way to implement it is sought. Plan and "non-verbal" model non-linguistic or "inner speech" occurs in the process.

The issue of the relationship between language and culture is very complicated which requires a difficult and multifaceted discussion. This approach should be investigated very carefully, otherwise these two types of semantic system are probably being stereotyped. That's why together with the mutual similarity of these two systems, commonality should not be forgotten. V.N. Telia proposes such a commonality in:

- 1) culture, like a language, reflects the worldview of a person, is a form of consciousness that causes;
- 2) language and culture interact and communicate;
- 3) the subject of language and culture is always an individual or social group - community, person or society;
- 4) norm common to language and culture is a feature;
- 5) historicity - the importance of language and culture is a feature;
- 6) language and culture are equally characterized by the contrast between "dynamics and statics" (Telia 1996: 225-226).

The most important thing for a linguist is the unity of thought that the concept is reflected in language (more precisely, in speech) providing structures, actions, rules for determination. This task is again a thought process, the external world in what form and by what means are the actions of perception it goes back to the question of knowing how to use it.

Conclusion. How relevant is the problem under discussion and no need to talk about its importance. This is the problem finding a solution is also for the development

of cognitive linguistics is important. Including the concept of linguistic realization the components of the process occur at separate stages coming actions, the means that provide them relationship determination and scientific analysis directly two where is the chain that connects language and thought related to knowing the connection.

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