



CONCEPT LEARNING METHODS

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ABOUT ARTICLE

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Abstract: The linguocultural and linguocognitive approaches are closely related to each other in understanding the concept. These approaches differ in their attitude to the individual: the linguocognitive concept reflects the direction from individual thinking to culture, while the linguocultural concept means the direction from culture to individual thinking. To date, several methodologies for studying concepts have been developed. There are only a few methods and techniques for conducting conceptual analysis for today's research.

INTRODUCTION

According to some scientists, a concept is a manifestation of the object that a person is studying in all its forms. A concept is understood as a phenomenon associated with culturally significant mental activity and the basis of philosophical knowledge. E.S. According to the definition given in the dictionary of Kubryakova, Y.G. Pankrats and V.Z. Demyankov "Brief Dictionary of Cognitive Terms", ideals are defined as abstract units, meanings. These units represent the results of human activity and cognitive processes. A concept consists of information accumulated by a person through perception and imagination of one or another part of being. Concepts combine observed phenomena into single, clear categories and classes developed by society [1, 90].

The purpose of conceptual analysis is "to identify the paradigm of culturally significant concepts and describe their conceptsphere" [2, 69]. The object of such research is the ideas conveyed through individual words, grammatical categories or texts, as well as the use of catacorpous words and lexemes in fiction, which allows not only to describe the concept under study, to structure it, and to identify its main features.

V.A. Maslova developed methodologies for conceptual analysis based on the structural features of the concept. The core is the dictionary meaning of a particular lexeme, which has great potential for revealing the content of the concept and clarifying the specifics of its expression in the language. The

periphery is the subjective impression, various pragmatic components of the lexeme, connotations and associations [3,98].

According to V.I. Karasik, the definition of a concept is a scientific research process aimed at naming it and explaining units that have a similar meaning to it:

- definition - identification of semantic features;
- contextual analysis - identification of associatively related semantic features;
- etymological analysis;
- paremiological analysis;
- interviews, questionnaires, comments [4, 131].

There are different approaches to the analysis of concepts, different ways of defining them. The following methods are more commonly used.

1. Determination of the semantic composition of the keyword.

The lexical representation of the concept is analyzed in various explanatory dictionaries. Diachronic analysis is also used by many scientists: Collection of etymological information about the origin of the lexeme.

2. Analysis of the lexical paradigm verbalizing this or that concept of various sizes and types:

- a) The synonymic series of the keyword. The meaning of such an analysis is to compare the keyword with words close in meaning and identify the differential features of the concept;
- b) Analysis of the lexical-semantic, lexical-phraseological, associative-semantic field of the keyword. This method involves analyzing not only synonyms for the keyword, but also antonyms, hyperonyms, the core and periphery of the field;
- d) Analysis of the derivational field of the keyword. Derivational analysis of the key lexeme, the semantics of isolated derivatives allow us to identify additional cognitive features of the concept under study.

3. Analysis of the material of paremia and aphorisms.

According to other scientists, in addition to the meaning and structure, the concept also has properties. The universally accepted feature of the concept is its multi-meaning. This property is manifested in three stages. They are:

- a symbol in the system that carries culture, a keeper of the linguistic state recorded in the lexicography of culture;
- a keeper of culture through language;
- manifested in the text [5, 33].

In addition to the approaches mentioned, in modern linguistics there is also a linguocultural interpretation of the concept.

From a linguocultural perspective, a concept is considered the main unit of culture, and its composition includes signs, etymology, history of the concept, modern associations, attitude to it or its assessment. A unit that connects the cognitive and linguistic structure is called a concept. In linguistic and cultural studies, a concept is expressed in the following language units: lexical and phraseological units; speech units (word combination, sentence), grammatical structure. In the given language units, a concept can convey a certain part of its content. Linguistic means of expression in a concept.

In linguistics, the relationship between a concept and a word, on the one hand, and a concept and a concept, on the other hand, is studied.

Experimental methods are very effective in describing the content of a concept.

1. Free associative experimental method.

This method is important in that in this case, the expression of a thought with stimulus words that come to the brain to express a thought is considered an experimental test. This helps a lot in finding concept signs. The frequency of the reaction indicates whether the concept is actual or not.

1. Receptive experiment method.

The purpose of the experiment is to study the understanding of knowledge and language units. In this case, various methods can be used. (For example, the subject, that is, the person being observed on the basis of the experiment, is asked to define a concept-word, or to say antonymous words that are opposite in meaning to this concept word, or to describe its visual image).

Linguo-cultural research can be seen to use linguistic, cultural, sociological, and ethnographic methods. Most linguo-cultural research emphasizes that these methods complement each other with different principles and analyses, allowing linguo-cultural research to study the complex object of language and culture [8, 38].

Whatever method is chosen to study a concept, if its representation is considered in a broad sense, this will help to have a broader idea of the content and structure of the concept under study.

D.S. Likhachev noted that a concept is a word included in the dictionary and has an individual meaning. The coherence of concepts forms the conceptual sphere of each nation and the language of this nation and is directly related to the linguistic picture of the world.

Despite the diversity of interpretations of the linguo-cultural concept, the following rules can be listed.

- the linguocultural concept has a multifaceted meaning;
- the concept exists in culture, language and thought;
- it must be objectified or “verbally reflected”, that is, it must be linguistically reflected during its development;
- it must be reflected in the language as a set of knowledge, that is, in lexical, phraseological, paremiological units;
- the proportion of concepts constitutes the conceptual sphere of a people and its language.

Linguocultural concepts are divided into emotional concepts (fear, joy, love, goodness), intellectual (reason, understanding) according to their content. Also, concepts that operate in a particular discourse are distinguished, that is, pedagogical, religious, political, etc.

N.D. Arutyunova laid the foundation for the study of concepts through language material. The scientist puts forward a logical definition of the study of concepts. In 1991, a collection of works on the logical analysis of language was published under his authorship [9, 76]. It defines the concepts of truth, freedom, good and evil, truth and falsehood, beauty, memory and others [9, 58].

M. Galieva emphasizes that during the interpretation of the properties of the concept, its cognitive-conceptual signs, a specific element of the concept comes to the fore [10, 145].

A concept is always associated with a person. A concept can contain intellectual, emotional, aesthetic information inherent in the lexical meaning of a word, and can include encyclopedic information inherent in a term. However, a concept is neither a lexical meaning nor a concept. Its difference can be seen in the following interpretation. A concept is a mental phenomenon that arises on the basis of the views of a particular people, social class, a particular school or an individual on an object or phenomenon in existence [11, 82].

Indeed, in our opinion, concepts arise in the human mind based on direct perception of being through the senses, practical activity of a person, experimental knowledge and theoretical knowledge (scientific) activity, the process of thinking - verbal and non-verbal activities.

Y.S. Stepanov in his work on the culture of the Russian language gives the following interpretation of the concept: "A concept is a cultural concept of human cognition, which has a logical status," he emphasizes [12, 40].

A concept arises in the human mind as an abstract meaning, forms a conceptual view of being. It is worth noting that the same concepts retain traces of different historical, national mental, material and spiritual stages of development in different cultures. The relationship of national concepts is also manifested in the interrelation of different cultures.

The central framework of the concept can be determined, but it does not have a single structure. One can talk about the interpretation of the concept, its definition, the signs of conceptual levels, their location within the concept, but there is no clear specific structure of the concept.

Russian linguist V.Z. Demyankov, having examined the use of the term concept in Latin, French, Italian, German, English and Russian, came to the following conclusions:

a) initially, the term "concept" was used in Latin in the meaning of conceptus "primitive, initial state". In Italian and Spanish, concept (concetto, concepto) has long been found in literary texts and is found in many idioms;

b) in German, the term concept (konzept, koncept) was used in the meaning of "raw material", that is, in Russian "konspet". In English, concept (concept) is used as a philosophical term. In Russian, concept was used as a synonym for the term "concept" from the 1920s until the 1970s.

Having studied the above views, V.Z. Demyankov, taking the Latin meaning of the term concept as a basis, emphasizes that it means "initial meaning" [13, 45]. In conclusion, a concept is an invisible category of thought, and this creates great opportunities for its interpretation. Although the term concept expresses the meaning of "concept" and is used as a synonym for the word "concept", there are both differences and similarities between a simple concept and a concept. While a concept expresses the most important features of things and phenomena in material existence, a concept also covers their superficial (not very important) aspects. A concept is expressed through a word. However, a concept and a word are not the same thing. A concept is formed based on a generalization of objects belonging to a class and a set of common and distinctive features of this object.

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