Relationship of The Concepts Of "Field" And "Concept"

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Abstract: In the article, an attempt was made to clarify the issue of the relationship between the concepts of "semantic field" and "concept", which are widely used in modern linguistics. The article discusses the notions of widely used today in modern linguistics notions 'semantic field' and 'concept' and their correlations. The author tries to express his own vision in this sphere.

Keywords: Concept, relationship, lingua, "field".

Introduction: The lexical layer, an important component of linguistics, and the concept of the field formed in it are one of the most important factors of this discipline, and it is a linguistic phenomenon that has long been the focus of attention of linguists and has not lost its relevance. In research conducted in various fields of linguistics, it is possible to observe different interpretations of the field theory Such studies spread to the world of linguistics in connection with the names of the famous German scientists J. Trier [9: 1957] and W. Porziglar [10: 1931] in the field of semasiology. The lexical layer of the language, that is, lexical groups or paradigms, is in the paradigmatic field, In the syntactic field, the grammatical field, the grammatical-lexical field, and the functional-semantic field are especially clearly visible. The field approach to linguistic phenomena is one of the most productive areas, as it allows us to shed light on the systemic nature of language and to reveal its universal and specific nature. When addressing the phenomenon of "field", it is necessary to keep the following factors in mind and to clarify their relationship to the concept of "concept" it is advisable to include.

• A field consists of a collection (inventory, set, association) of language elements that are mutually dependent and organically linked to each other in a

system.

• The elements that form a field have a semantic commonality that is inherent to all of them, and they perform the same function in the language.

• A field connects elements of the same category (organized) and elements of different categories (unorganized) at one point.

• A field consists of microfields, which consist of at least two components.

• The field consists of a vertical (paradigmatic) and a horizontal (syntagmatic) structure. The vertical structure expresses the structure of microfields based on the principle of similarity, while the horizontal structure expresses the relationships between microfields based on the principle of sequence.

• The field consists of two types of constituents - the central core and The periphery (constituents) can be distinguished, which is distant from the center. The core is formed around the constituent that has a dominant meaning.

• The constituent that forms the core fully performs the function of the field, and this is often noticeable.

• The function performed by the field is partially performed by the core and partly by the periphery.

• The boundary between the core and the periphery is not clearly defined.

• If the constituents of a field belong to the core of one field, the peripheral part belongs to another field or fields.

• Fields of equal size can merge with each other and pass from one form (meaning) to another. This is a regularity of the field-based organization of the language system. [7].

As for the issue of "concept", it seems necessary to recall the following about its characteristics. One of the main ideas put forward by cognitive linguistics, or cognitology, is that a person's knowledge and ideas about objective reality, that is, the external world, are formed and stored in the human mind in the form of concepts, that is, as abstract mental products reflecting various aspects of human activity. In the process of thinking, a person forms concepts thinks on the basis of, combines them to form new concepts. [Kubryakova, 1999, 2004; Boldyrev, 2001; Wierzbicka, 1980, 1996; Lakoff, 1980, 1999;].

The term "concept" was first used and introduced into scientific use by the Russian linguist S.A. Askoldov in 1928. [1:267-279]. By the 1980s, this term began to be widely used in linguistics. [6:1-8]. Nowadays, this term is widely used in such areas of linguistics as cognitive linguistics, linguoculturology, etc. The concept is formed in the human mind under the influence of the external world and reflects the experience and knowledge of human activity in the process of thinking.

The concept is born in the process of forming information about objects and phenomena in the external world and their properties. This Information includes information about the external world that surrounds us and about objects, events, and phenomena in it. [Langacker, 1987; Jakendorff, 2002; Pavilenis, 1983; Babushkin, 2001; Sternin, 2001; Kubryakova, 2004].

This information consists of information about things and events that a person has seen, felt, felt, known, guessed or imagined. [Pavilenis, 1983].

A concept is a coherent set of words, meanings and concepts expressed by a person, which he has considered, thought and said.

The concept of "concept" is widely used in describing the semantics of language. The meaning of linguistic units and expressions is reflected in the concepts embodied in them. In this case, a concept can be perceived as a concept that is consistent with the meaning of the word, and the meaning of the word, in turn, is recognized as a "concept covered by a linguistic sign". [KSKT, pp. 93-97].

A concept reflects the semantic plan of a linguistic sign and is expressed through a certain linguistic unit. (Boldyrev, 2001; Kubryakova, 2004). In this case, it seems that linguistic means reflect only a part of the concept with the meaning they express.

As confirmation of this fact, it is enough to recall the many synonyms and various definitions of the same concept that exist today.

Not all concepts are reflected through linguistic means, the most important of them are imprinted precisely in our language. [Sternin, 1998; Boldyrev, 2001; Stepanov, 2001; Kubryakova, 2004; Wierzbicka, 1980, 1996; Langacker, 1987; Jakendorff, 2002].

According to the accepted opinion of linguists, concepts have a prototypical (hierarchical) structure, their structure is formed on the basis of the principle of "center----->periphery". [Karasik, 2001; Taylor, 1985; Rosch, 1987; Lee, 2004, etc.].

The core of the concept creates an active association for the speaker, while those that are less important are located on the periphery, and the further away from the center, the weaker their meaning (association). [Karasik, 2001].

The core of the concept is the main concept (imagination) formed in the speaker's mind. [Popova, 2003, pp. 19-24, 60-64]. Its periphery is formed by the field that evaluates the cognitive characteristics of the

core, explains and interprets it.

Simply put, a concept is a thought (imagination) expressed in natural language lexemes.

As scientists recognize and emphasize, a concept is a unit of human thinking, which arises on the basis of a person's life experience.

Concepts are mental entities that arise in the human mind based on the impressions received from the environment through the senses.

Concepts can have a simple and complex structure. Simple concepts have a more semantic meaning and are not so closely related to the way of life of the people. They have their own lexical meaning in all languages and can be included in the category of lexical universals. Complex concepts can be imagined as concepts formed over a long period of time - based on the way of life of the people speaking that language, for example, as concepts formed on the basis of phraseological units of an idiomatic nature. It is quite difficult to translate them from one language to another. [11:487].

The concepts of "field" and "concept" functionally complement each other in meaning. It is undesirable to view them as mutually exclusive concepts.

Thus, in our work, a concept is a linguistic phenomenon that is a combination of several concepts (concepts) included in a certain conceptual structure and is in a harmonious relationship with the semantic field.

Systematic conceptual analysis of language provides an opportunity to interpret lexical meaning in a new way. In other words, such an approach helps to identify general, universal logical categories that are formed in the concept.

Let us try to clarify the concept of "concept" in more detail. According to some experts, the concept of "concept" can be compared with the philosophical category of Gestalt. [4: 35]. This category is one of the central concepts of Gestalt psychology, in which it means an expanded concrete form of objects perceived through sensation.

Figuratively speaking, the concept of Gestalt is applied to thinking and cultural values, the elements of which are interconnected and have a single structure. From this point of view, it seems reasonable to imagine a "concept" as a whole, connected to the concept of a "field", the elements of which are interconnected and act as a mechanism that requires the existence of each other.

A concept can be perceived as a product of thinking (construct) existing in the human mind. This idea can be confirmed by the fact that thoughts and ideas that are the product of this product can be translated from one language to another.

A concept reflects the cognitive connection between a person and his knowledge of the external world surrounding him. The study of a concept as a cognitive category has many aspects and is of interest to linguists as an object of study both in the material of one language and in the material of several languages. For example, it can be used in the analysis and interpretation of literary works or texts created in a foreign language, or in translating from one language into another.

A concept is associated with a certain field of knowledge, that is, a specific thematic area. As Professor Sh. Safarov notes, "a concept is a phenomenon with a complex structure, but with a holistic structure" [5: 274]. The qualities and characteristics of things necessary for a certain field of human activity are reflected in the concept [2: 40].

Thus, the same thing related to different fields of human activity reflects different characteristics of the concept. Conceptual linguists distinguish two types of concepts: ontological and pragmatic.

Ontological concepts describe the ontological (objective) structure of the external world. Their scope of application and the purposes of application are not limited. Pragmatic concepts are used in a narrow range and are interpreted in the same way, that is, they perform an important epistemological (i.e., knowledge) function, in other words, they themselves perform the function of a tool in the process of knowledge.

In linguistics, it is emphasized that the concept is expressed both through linguistic means and through extralinguistic means. A person's thinking about the external world can be formed in two forms, that is, in a form stored in the imagination and in a form expressed verbally. Therefore, a person's knowledge about the external world is stored in his mind in the form of a concept and in the form of an image. The core of the concept is reflected in the semantics of the central key word. Its synonyms and antonyms complement the meaning of the concept.

Thus, considering the issue of the correspondence of the concept and the lexical-semantic field, it can be concluded that a lexeme means a semantic meaning in the form of a word (lexicon) given in dictionaries, and a concept means a semantic meaning in the form of the same lexicon.

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