

The meaning of “concept” in Linguistics

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Abstract: The research is focused on the analysis of one of today's developing fields, cognitive linguistics, and one of its theoretical notion of “concept”. The object of the study is to show some ideas based on the meaning of “concept” and its analysis and to clarify its importance in cognitive linguistics.

Keywords: linguistics, linguocultural, ethnocultural, development, cognitive, concept, childhood, lexeme, semantic, thematic.

In this period of development of science and education, the demand for language and learning it is developing more and more. This, in turn, requires the study of several areas and theories related to the language. A clear example of this is the fact that more in-depth research is being carried out in a number of fields, including linguistics, cognitive linguistics, linguoculturology, etc. One of these fields and theories is the notion of concept analyzed in cognitive linguistics. Cognitive linguistics is one of the most interesting and disputable branches of linguistics that studies mental processes and their linguistic reflection in people's daily life. Cognitive linguistics is a reaction of modern linguists to truth-conditional (objectivist) semantics and generative grammar, which were the dominant approaches to the study of language meaning and grammatical forms since the middle of the last century. In modern cognitive linguistics, the core becomes the meaning of 'concept', which is increasingly used as a term researchers dealing with the problems of linguistic representation of cognitions. . One such developed field is the notion of “concept”. The development of humanitarian knowledge put forward a dilemma 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. The meaning of “concept” is explored in cognitive science, metaphysics, and philosophy of mind. The term “concept” is traced back to Aristotle's “The classical theory of concepts” definition of terms (Aristotle 1998). Today, the term “concept” is widely used in various fields of linguistics. It has entered into the notional system of cognitive, semantic, and cultural linguistics. (Croft, Cruse 2004). The study of the concept in modern linguistics is of the paramount importance. However, any attempt to comprehend the nature of the concept is associated with a number of the most diverse points of view. The intensive research of it in the field of cognitive linguistics has demonstrated a great disparity in the understanding of the term “concept”. Discrepancies cause ambiguity and terminological confusion (Gruzberg 184). In the most general form, the concept, according to Yu.S. Stepanov, can be imagined, on the one hand, as “a clot of culture in a person's mind: that in the form of which culture enters the mental world of a person, and, on the other hand, a concept is that through which a person himself enters culture, and in some cases and affects it. The study of the concept sphere of language (the term was proposed by D.S. Likhachev) allows you to identify the features of the mental world of a particular ethnic group, to see, metaphorically speaking, the specifics of the flight path human thought, therefore, to know the culture of the people in different stages of its development. It is believed that the best access to the description and definition of the nature of the concept is provided by the language. However, some scholars believe that as the simplest concepts, one should consider concepts represented by a single word, and as more complex ones, those that presented in phrases and sentences. However, there is no doubt that the most important concepts are encoded in the language. It is also often claimed that the concepts central to the human psyche are reflected in the grammar

of languages and that it is grammatical categorization that creates that conceptual grid, that framework for the distribution of all conceptual material that is expressed lexically. Concepts - mental images behind linguistic signs, signified by linguistic signs, have recently become the subject of active attention of linguists. The concept of the concept, which came from cognitive science, turned out to be important and necessary for the study of the language and formed part of basis of cognitive linguistics. The semantic space of a particular language is made up of concepts, and the semantic space can be used to judge the knowledge structures in their specific national language refraction.

For the formation of a conceptual system, it is necessary to assume the existence of some initial, or primary concepts, from which all the others then develop: concepts as interpreters of meanings are always amenable to further refinement and modification. Concepts are unparsed entities only at the beginning of their appearance, but then, being part of the system, they fall under the influence of other concepts and change themselves. Take, for example, such a sign as 'red', which, on the one hand side, is interpreted as a sign of color, and, on the other hand, is crushed by indicating its intensity (cf. scarlet, purple, crimson, dark red, etc.) and enriched with other characteristics. Concepts, that arise in the minds of men are not based only on the meanings of words taken from dictionaries, but on the basis of individual, national, cultural and historical experience, the wider the borders of the concept, the greater the opportunity for the emergence of the emotional aura of the word, which is reflected in all aspects of the concept. There is no doubt possibility of interpreting different concepts in different ways indicates that both the number of concepts and the scope of the content of many concepts are constantly changing. The concept of a concept is also widely used in describing the semantics of a language, because the meanings of linguistic expressions are equated with the concepts or conceptual structures expressed in them: such way of looking at things is considered the hallmark of the cognitive approach generally.

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