

CONCEPTUAL FIELD OF THE CONCEPT “HUMAN” IN ENGLISH AND UZBEK

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ABSTRACT

The purpose of the article is to analyze the conceptual field "human" in English and Uzbek languages from the point of view of the Modern Linguistics.

Keywords: concept, conceptual field, conceptual field "human", linguistic world view.

This article analyzes the role of the conceptual field of "human" in English and Uzbek languages in the landscape of the national world. The conceptual space of any national language is characterized by continuous enrichment and expansion.

It is also noteworthy to analyze the conceptospheres according to the following fact. As noted by Y.N. Karaulov, any semantic field has the property of expansion in an interconnected text. Such regularity is primarily reflected in dictionaries, that is, in the explained examples, words that form the semantic field belonging to this associative group are often included, and this feature of the word is taken into account when preparing dictionaries for linguistic and cultural studies received.

Y.N. Karaulov puts forward another approach to the interpretation of the world scene. In his opinion, if it is not possible to interpret the world in an explicit way when imagining the world, it is possible to form the "imagination of the world" by means of structures expressed through dictionaries. The scientist identifies two reasons for this phenomenon: firstly, no one can deny that the structure of dictionaries is related to the existence reflected in the language; secondly, no one knows how much vocabulary structure exists in the mind of the speaker. Y.N. Karaulov also gives different schemes of ideographic classification of the lexicon. For example, Hallig and Wartburg consciously argue that vocabulary structure and worldview are the same [Karaulov 1987].

Here we give some examples of the Hallig-Wartburg scheme representing the trichomatic division of the lexicon of the line "universe – human" or "human –

universe":

I. "Human as a living creature": 1. sex; 2. race; 3. body parts; 4. bodies and their duties; 5. five senses; 6. action and situation; 7. sleep; 8. health and illness; 9. general signs of human life; 10. Human needs.

II. "Human as a social being": 1. social life: a) structure of society; b) language, c) social relations; In human labor activity: a) general circumstances; b) agriculture; c) professions; d) production; e) trade, finance; f) property; g) room, house. 2. transport; 3. post, telegraph.

III. "Man and the world": 1. marriage; 2. quality and condition; 3. relations, order, price, value; 4. number and amount; 5. environment; 6. time; 7. cause; 8. action; 9. changes etc. [Karaulov 1987].

This dictionary is effectively used in the study of the lexical-semantic field in modern linguistics.

Here we present an approximate list of concepts included in the "I"- "human" conceptosphere: person, child, friend, traveler, sorrow, joy, man, woman, relative, state, love, friendship, health, parts of the human body, intelligence, courage, femininity, races, doctrine, marriage, human life, life purpose, etc.

In addition to the above-mentioned concepts included in the "I"- "human" conceptosphere, we also present a list of thematic groups that are considered separate parts of the conceptosphere. These groups can be studied from the point of view of comparative linguistics, because their sources are unlimited and they can be the object of new studies (see Table 1).

Linguistically describing and analyzing concepts even within the framework of one language creates many difficulties, this is also known from the history of lexical semantics. The implementation of such a task becomes more complicated in the comparative study of two languages. Therefore, we mainly refer to the following step-by-step analysis methods of the conceptual analysis system:

Table 1.

Thematic groups of concepts that belong to the levels of the conceptual field "man" - "inson"

The conceptual field "man"- "inson"		
Household concepts	Housing place, farmalik, hospitality, hospitality, rest	Ing: Master, servant, host, hostess, breakfast, tea, travelling, holidays, Christmas, Thanksgiving Day, turkey O'zb: Oilaboshi, xo'jayin, dasturxon, boquvchi, bozor kun, bayram, juma, bayram.
Kinshipalokas	Marriage, child, relative, offspring.	Ing: Father, mother, child, laws, aunt, uncle, grands, cousin, niece, nephew, relatives, ancestors O'zb: Ota-onalar, bolalar, qaynota, qaynona , farzandlar: o'g'il, qiz bolalar.
Physical, psychophysiological, psychological characteristics of a person	Body, health, ability, humor, sincerity.	Ing: Large, intellegent, smart, supermind, joyful, chill, fabulous, tall, little, short, small, spot O'zb: Dono, yirik gavdali, hazilkash, lo'nda gapiradigan, qo'pol, qo'rs.
Feelings	joy, muhabbot, grief, fear, anger, hatred.	Ing: Happy, happiness, joy, jelious, angry, sad, grump, confident, conscious, glad, love, adore, worry, doubt O'zb: Quvonch, baxt, omad, qayg'u, umidsizlik, nafrat, ishonchsizlik, qo'rquv, mag'rurlik, nafrat, haqorat, g'azab.
Concepts of material, social, spiritual, culture	Material nozu- ngifts, work, knowledge, friendship, courage, ethics, aesthetics, ona language, belief, incare	Ing: Wealth, harvest, national products, work, education, friendship, fellowship, brave, strong, ethic, esthetic, L1, native language, first language, religion, faith, mankind, manhood. O'zb: Boylik, davlat, hosil, dehqonchilik, hayot, ta'lim, savodxonlik, aql-zakovat, do'stlik, munosabatlar, mardlik, erkalik, axloq, estetika, ona tili, e'tiqod, insoniylik.
Time categories	young, bornsh scientist, past, future.	Ing: Adult, age, young, child, student, pupil, grands, girl, boy, lady, fiancee, old, elder, green, white. O'zb: Yosh, qari, oq, yashil, kulrang, kampir, xola, momo, xotin, erkak, tog'a, amaki, bola, quda.
Spatial categories	Tabiat, space, way	Ing: Nature, space, road, valley, forest, area, view, picturesque, tree, bushes, star, planet, earth. O'zb: Tabiat, bo'shliq, yo'l, dala, to'qay, masofa, ko'rinish, go'zallik, terak, o't, yulduz, Yer.

The conceptual field "man"- "inson" and analysis of concepts can be done in several stages:

Stage 1 – provides for the analysis of the list of concepts included in the conceptosphere, as well as the verbalizers included in them. Words corresponding to them can be selected by researchers from explanatory and subject-thematic

dictionaries, lexical fields by means of deductive or inductive methods [Rene Dirven and Marjolijn Verspoor 2004].

Stage 2 – involves the implementation of the contrastive component analysis of words. This, in turn, involves the process of determining the semantic scope of words in the languages being compared.

Stage 3 – the structure of the semantic field and its analysis. At this stage, it is intended to determine the system relations of the word, and this is the stage that requires the most work from the researcher. In the process of analysis, the system relations of words (paradigmatic and syntagmatic) are carried out taking into account the important norms of the structure of the field. In particular, the structure of lexical-semantic groups (words belonging to different word groups, lexemes, lexical semantic variants, phraseologisms, nominative and metaphorical lexicons) containing the same and different elements is defined.

Thus, the contrastive analysis carried out at these stages involves the comparison of the lexical system at three levels: the analysis of sememes, words and lexical-semantic groups.

Stage 4 – conceptual analysis. This stage is characterized by the need for interpretations and explanations of a different nature compared to other stages of the analysis. Conceptual analysis leads us to refer to knowledge of a non-linguistic nature, giving the opportunity to study linguistic indicators and semantics in relation to each other. Scientific research methods of cognitive linguistics are widely used in such an analysis.

Stage 5 – involves the study of concepts and conceptospheres in various texts. In our opinion, the relevance of the comparative research conducted at this stage is explained by the fact that it is studied for the first time in the national linguistic landscape of the world of representatives of the English and Uzbek languages, and it is compared with the perception of the world and the created imagination of English speakers.

The analysis of artistic and religious texts serves to more fully reveal the nature of the literary literature of the cultures being compared. In addition, the comparative analysis carried out at this stage allows to illuminate the important aspects of concepts that are not given in visual dictionaries and cannot be understood through cognitive analysis.

In modern linguistics, concepts and conceptospheres are studied in cultural studies, linguistics, psycholinguistics, neurolinguistics, and gender linguistics. Different classifications were given to such researches, and in this work, the concept, conceptosphere, and related phenomena and concepts.

A concept is a semantic structure that has a linguistic and cultural identity and

describes in one way or another the speakers of a certain society.

Conceptosphere is a complex of concepts gathered around a common nucleus.

The study of the conceptual, linguistic and national landscape covers pragmatic situations, and it mainly includes situations that arise on the basis of human labor activity, meeting the needs of a traditional lifestyle, and of course they have a certain influence on the formation of national and cultural values.

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