



**CONCEPT LEARNING METHODS AND APPROACHES IN
CONTEMPORARY LINGUISTICS WITH THE EXAMPLES OF
“MOTHERLAND CONCEPT”**

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ABSTRACT

In the first quarter of the 20th century, a critical approach was taken to the comments about the concept. Only by the 80s, the need for this term reappears. Yu. S. Stepanov, in his research, tries to reveal the essence of mental formation and turns to the etymology of the word concept. Concept is a derivative of the Latin word conceptus. The concept has two aspects. On the one hand, culture enters the mental world of a person in the form of a concept, on the other hand, a person enters the culture with the help of a concept and sometimes influences it. While preserving his individual, unique culture, a person refers to the culture of peoples and the mental world of representatives of different nationalities through the concept.

KEY WORDS

Introduction

The interpretation of the concept in the fields of cognitive linguistics, linguocultural studies, and literary studies is mutually different. This term was used in linguistics as a synonym for the word concept until the 80s of the last century, but today it can be seen that its explanation has expanded compared to the term concept. Consequently, N.Yu. Shvedova emphasized that the concept is a notion, and behind this notion there is a content that is perceived socially or subjectively, reflects the important material, mental, and spiritual aspects of human life, has its own historical roots, and reflects the common experience of the people. N. Mahmudov writes about the study of the concept in linguistic and cultural studies: "In linguistic and cultural studies, a great deal of attention is paid to the problems of the expression of the concept, when you familiarize yourself with the Internet materials, for example, you can see that this direction is extremely widespread in linguistics in Russia, the work in this regard it is difficult to count. Even in recent years, a large part of it has been devoted to the linguistic and cultural research of the concept in one or another language.

As a linguistic and cultural unit, the concept expresses the specific aspects of the culture of one or another nation. For example, the concept of home is associated in the thinking of Uzbek people as follows:

- a) place of residence - building - apartment building - yard - apartment - family;
- b) big, small, beautiful, cozy, bright, new, old;

c) orphanage, rest house, culture house.

It also brings out units with a figurative meaning: "family members" in the house, "to break up the house", "to burn the house", "to destroy the house".

According to the linguist Yu.S. Stepanov, the concept has a layered appearance, and each layer is related to a certain direction of cultural life; This makes it necessary to use different methods during the analysis. The main method of cognitive science is to combine information from different scientific fields. In cognitive linguistics, psychology and linguocultural approaches are also used.

Currently, researchers have developed several methods for defining and studying the concept. Including the theory of "profelirovanie" by Ye.Bartminsky, the theory of "vertical syntactic field" by S.M.Prokhorova, the theory of "conceptual analysis" by L.O.Cherneyko and V.A.Dolinskyi, and the theories of "vertical context" developed by O.S.Akhmanova and Guubbenet.

V. A. Maslova also conducted a lot of research in this regard. According to her, the concept summarizes qualities with complex characteristics, such as associative, figurative, and evaluation, and all these should be taken into account in the process of analysis.

According to the researches of V.A. Maslova, the following elements are important in determining the content of the concept:

1. Based on the material in the text, determine which reference state a certain concept belongs to;
2. By referring to encyclopedic and linguistic dictionaries, finding the place of the concept on a national language scale and on a world scale.
3. Taking into account the etymological features of the word;
4. Reviewing contexts of different directions (scientific, journalistic, poetic and philosophical and others) in order to determine the signs of the periphery of the concept;
5. Comparing the results of the associative nuclear relations included in it, drawing conclusions about meaningful relations with certain concepts;
6. Interpretation of the concept in different forms of art: The above situations are useful in having a complete idea of the studied concept.

The generalization of various methods of linguistic research used in the study of the concept is called conceptual analysis. The research object of the conceptual analysis is the meanings expressed using individual words, grammatical categories and texts. (Timoshenko, 2007, electronic resource)

In his research, V.I. Karasik states that conceptual analysis means the research process that interprets the meaning of the so-called concept and concepts close to it. These are:

- 1) definition (separation of meaningful signs);
- 2) contextual analysis (distinguishing the signs of meaningful associative units);
- 3) etymological analysis;
- 4) paremiological analysis;
- 5) interview and questionnaire (V.I. Karasik, 2002, 131s)

Researcher V. N. Telia studies the concept of the Motherland in two parts. According to him, studying the concept of the Motherland as the first small homeland and the second big homeland is useful in determining the limits of this concept. According to the scientist, every person is a part of the Motherland, of which he is a citizen, but at the same time, there is also a small Motherland that surrounds him, where he lives and of course has its own values. (Telia, 2001, 401p). This interpretation has been recognized by many other linguists, because it is a really reasonable approach. If we compare this interpretation with our own values, the logic becomes clearer. For example, in every corner of

Uzbekistan, there are countless unique values associated with the soil of the umbilical cord, a certain village or district. After all, it was not for nothing that they said, "Motherland begins at the threshold." For example, based on my personal experience, I can say that I also imagine the homeland in two ways: the land where I was born and raised, where my navel blood was shed, that is, the small area where I live - my small homeland, and of course the country where I live - the big one my country. One thing is clear, the concept as a term has a very important scientific character and status as an active nuclear concept of many sciences. There is no limit to learning the concept. Today, thousands of scientists around the world have not yet given a complete answer to the question of what a concept is, what kind of scientific phenomenon it is, and even a science such as linguistics is unable to fully describe the aspects, structure, categories, and character of the concept. If you generalize and compare hundreds of opinions related to the same concept, you cannot say that none of them are wrong, on the contrary, they create new horizons for this concept. Among the opinions of linguists who study the concept, the best definition is the opinion of the Russian scientist Pimenova says, "What a person knows, how he thinks, what he can imagine about the objects of the internal and external world, is considered a concept." Here at the beginning of the 21st century, to be more precise, in 2001 in Vienna, Austria, in the work of I.Saidomirskaya "Book about the Motherland", the author focused more on the development of the concept of "Motherland" through phraseological units. In particular, Saidomirskaya defines the Motherland as having a general, collective, political character, as well as a daily communication, spiritual and cultural character. According to him, the Fatherland is reflected more in the inner world and inner feelings of a person than in political appeals and lofty slogans. The range of interesting and engaging interpretations of the concept is so wide that it is impossible to get lost. We would not be mistaken if we say that any topic studied in linguistics is related to the concept. It can be concluded that the concept will always serve as an object of linguistic research, and its study and application will never lose its relevance.

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