



METHODOLOGIES AND CONCEPTS OF TEACHING A FOREIGN LANGUAGE

Kuchmuradova Gulnora Khatamovna

Yangiyer branch of Tashkent Chemical Institute of Technology.

Kenjaeva Kamila Anvar kizi

Tashkent irrigation and agricultural mechanization
Institute of Engineers National Research University lecturer.

Annotation: Linguistics is currently developing at a faster rate than any other scientific disciplines. Prior to the start of the 21st century, World linguistics addressed the text syntactically structurally, but analysis has subsequently intensified utilizing linguistic, sociolinguistic, and psycholinguistic principles. They specifically acknowledge the time when linguocognitology emerged, which is determined by an individual's cognitive activity. The definition of the term "cognitive" in cognitive linguistics is connected to the English word "cognitive - cognitive".

Key words: *linguistics, cognitive, concept, linguoculturology, linguistics, Russian language, concepts, development, literary studies.*

Introduction. The idea is one of the pertinent areas of contemporary linguistics. The phrase is regarded as one of the crucial subfields in linguocultural studies and cognitive linguistics. These two components of the notion issue are researched in this article. Although the term "concept" also serves as a general term for both linguistics and cognitive linguistics, it refers to two distinct concepts for each field.

Cognitive linguistics and human cognitive function are intimately intertwined. The four main principles of cognitive linguistics are concept,





scenario, cognition, and frame. Among them, linguocultural studies, linguocognitology, and literary studies all employ the word concept. But there is a difference in interpretation. Concept is a translation of conceptus, which is a Latin term. The philosopher S. Askoldov introduced the idea to Russian linguistics in the first five years of the 20th century. In linguistics, this phrase was employed as a synonym for the word notion up until the 1980s of the previous century, although it is clear that its meaning has since significantly broadened.

LITERATURE ANALYSIS. The idea is dual in nature. Due to the fact that culture, on the one hand, enters a person's mental space in the shape of a concept, and, on the other hand, a person enters culture with the aid of a concept and occasionally influences it. Famous Russian linguist V. A. Maslova described the idea as "it is a semantic structure in which the linguistic and cultural identity is noted and which describes the owners of a certain ethno-culture in one way or another".

The linguist scientist N. Mahmudov writes in his article titled "Research of the Language System" on the subject of "Looking for the ways of the perfect study of the language" that the concept is related to thinking, a meaningful mental concept, but it is regarded as a phenomenon completely devoid of national and cultural elements. is debatable," he writes. A linguist who has written on cognitive linguistics and pragmalinguistics. Pinson assimilates both language and the physical world in the same manner and direction, claims Safarov. The perception of the material world is the formation of an understanding of the objects and events that are being perceived at the same time, and later this understanding is formed as a mental model - concept. requires a material name.





RESEARCH METHODOLOGY. A new direction of linguistics - linguistic culture studies the connection between language and culture. Concept is its central concept. Professor N. Mahmudov writes about the study of the concept in linguistic culture (linguistic culture): "In linguistic research, a lot of attention is paid to the problems of the expression of the concept, when you get acquainted with the Internet materials, for example, you can see that this direction is extremely widespread in linguistics in Russia , it is difficult to enumerate the works in this regard. Even in recent years, a very large part of candidate's theses is devoted to the linguistic and cultural research of the concept in one or another language."

Although this term is considered an important category for both cognitive linguistics and linguocultural studies, its interpretation in these disciplines is different. While this term was used in linguistics as a synonym for the word concept until the 80s of the last century, today it can be seen that its interpretation has expanded compared to the term concept.

The notion of concept has been widely studied by almost all eminent linguists, all of whom have different individual interpretations of the concept. The opinion of Y.A. Stepanov and S.A. Askoldov is very close to each other, they interpret the concept as a "logical category". That is, according to Askoldov, "a concept is a form of one of the elements of culture formed in a person's thinking, in the same way culture enters the mental world of a person".

ANALYSIS AND RESULTS. Another Russian linguist, V. A. Maslova, looks at the meaning of the concept as a multifaceted structure, and shows that it includes excitement, evaluation, national image and connotation not only thought by the speakers of the language, but also felt by them, and emphasizes that there is a different point of view in the concept structure. He stated in his opinion that value is at the center of the concept, that it serves the study of





culture, and that the principle of value is the basis of culture. In addition, each concept emphasizes that, in addition to its complex mental harmony, its semantic structure, it also includes human or general, national-cultural, social, language-related, and personal individual components.

As a result of the study of the above points, it can be concluded that concept understanding is a process that is individual for each person and national for society, and takes place in the connection of mind, language and psyche. A topic that requires further study in linguistics. As a result of studying the opinions of various scholars in cognitive linguistics. It turns out that no unequivocal conclusion has been reached, and it appears to be a topic of linguistics that requires further study.

Consulicion. The origins, stages, and unique characteristics of cognitive linguistics are exposed. The primary concepts of linguo-cultural studies are notions, which are used to interpret the key elements of the global language landscape. Additionally, the many facets of concept and comprehension are contrasted using the works of various cognitive linguistics researchers as examples. The number of lexical units that are deemed to be a concept, the concept that embodies the relevant and significant cultural events, has a high number of language units to express itself, and contains the contents of proverbs and proverbs, poetry, and prose writings, was examined. Various definitions and views on the concept are cited as examples from the works of scientists who have been comparatively studied. Differences between concept and understanding are listed.

REFERENCES

1. Safarov Sh. Cognitive linguistics. Jizzakh -2006. Page 10.
2. Mahmudov N. The study of linguistics. Tashkent. 2017. Page 60.
3. Safarov Sh. Cognitive linguistics. Jizzakh -2006. Page 25.





4. Anwar Obidjon. Don't be elected. Tashkent -20i9. Page 161.
5. Yusupov O'.Q. Regarding the terms of meaning, understanding, concept and linguo-cultural studies Stylistics in the modern directions of linguistics: Proceedings of the scientific practical conference.-Tashkent, 2021.

