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## LINGUOCONCEPTOLOGICAL ANALYSIS OF A LITERARY TEXT

Ушбу мақолада тил ўрганиш ва тил билан ишлашнинг турли шакллари кўриб чиқилган. Лингвоконцептология, адабий матн таҳлили, фалсафий ва лингвокультурологик йўналишлар, ҳамда концептуал лингвистика тушунчаси кўриб чиқилган. Маданият концептосфераси таъкидланган. Тилдаги тасвирий-ифодавий воситалар билан даражама-даража ишлашни назарда тутган бадиий матнни лисоний таҳлил қилиш методи, концепт тушунчаси, ва уни икки томондан тадқиқ этиш шунингдек, лингвокультурологик шарҳнинг муҳимлиги тушунтирилган.

В статье рассматривается изучение языка и различные формы работы с ним. Даны пояснения лингвистическому анализу как методу изучения художественного текста, который предполагает поуровневую работу с языковыми изобразительно-выразительными средствами, понятию концепта, а также говорится о необходимости лингвокультурологического комментария.

This article is devoted to language learning and various ways of working with language. As well linguoconceptological analysis of a literary text, philosophical and linguocultural directions, and the notion of conceptual linguistics is given. It is also mentioned about conceptosphere of culture. About Linguistic analysis as a method of studying a literary text, which involves a tiered work with linguistic figurative-expressive meanings are noticed in the given article. Clarification of the concept and its research from both sides provided. Linguocultural commentaries necessity is touched upon in this article as well.

**Калит сўзлар:** системно-структур парадигма, лингвоконцептологик, лингвистик фанлар маданияти, таълимнинг ижтимоий ядроси, лингвокультурология, фалсафий йўналиш, концептуал лингвистика, концептосфера, ассоциатив.

**Ключевые слова:** системно-структурная парадигма, лингвоконцептологический, культура лингвистических дисциплин, гуманитарное ядро образования, лингвокультурология, философское направление, концептуальная лингвистика, концептосфера, ассоциативный.

**Key words:** system-structural paradigm, linguoconceptological, culture of linguistic disciplines, humanitarian core of education, linguocultural, direction of philosophy, conceptual linguistics, conceptosphere, associative.

Existing methods of language teaching was based on the system-structural paradigm that has defined its imperatives in school and university curricula and textbooks. Formation of new paradigm in linguistics is gradually changing approaches in the field of linguistics: first, requires new content philological knowledge at different levels of education, as well as new material, which is analyzed for foreign language lessons. Hence, there is a need to introduce new ways of language learning, one of which can be considered linguoconceptology

Through the language we cognize the world, we learn the culture, we regulate the behavior of pupil and student, who through the language carried out as a person, which involves the nomination of linguistic disciplines in the first place in the universities which graduate teachers. This means that the study of language, various forms of operations with the language should not only be based on philological, but also on all humanitarian education in general. However, in other departments through language forms terminological base of science, language plays a dominant role in the development of conceptual basis of all academic disciplines. From this perspective, all pedagogical education can be regarded as humanitarian.

The future teacher must know the main monuments of the language know and utilize rarely used words and expressions, proverbs and aphorisms. In the US, for example, the higher the prestige of the university, the more time is devoted to the humanitarian disciplines, primarily linguistics.

It seems that the time has come to create a special program of "language in the educational environment of university". It might reflect the following specific items.

1. Expand the core of humanitarian education.
2. The level of speech activity — an indicator of readiness of the future teacher for full work.
3. Enter an introductory course about the language, which would include information on the origin of language and literature, the general classification of languages of kinship and structure, familiarity with the existing dictionaries.
4. Culture of verbal behavior – a necessary component of professional culture of the teacher. It is therefore necessary to introduce integrative course "Speech Culture" (partly done already).
5. At any faculty need to teach to create and understand texts in their specialty.

6. Enter an induction course of cultural linguistics, where it would be shown the mutual influence of the culture and language: It is impossible to comprehend the culture without the language.

As you know, anthropocentric paradigm has generated a number of new branches of linguistics, one might even say – the new sciences, including cultural linguistics and cognitive linguistics. As part of the latest highlights two trends excel sharply the philosophical (logical) and linguocultural. First merges with epistemology and psycholinguistics (R.Langacker, V.Z. Demyankov, A.V. Kravchenko etc.). The second linguocultural explores the linguistic resources that are essential for the objectification of concepts and nation-cultural background on which concepts are formed (J.Lakoff, A.Wierzbicki, Y.S.Stepanov, Y.D.Apresyan, V.N. Telia, S.G.Vorkachev, V.I. Karasik, M.Pimenov etc.).

The study of particular concepts or conceptual part descend through the analysis of subject results of cognitive activity. The method of conceptual analysis depends on understanding and the ability to structure the concept. The information content of a concept similar to the dictionary definition of the keyword of concept, it includes only differentiating signs of denotation of the concept and accidental, optional, evaluative are excluded. The concept is the phenomenon of consciousness and the researcher in any case, models the concept on indirect signs of its existence. Any concept model is only a research model" (6).

Thus, cultural linguistics blended in cognitive linguistics, as it is an important part and became one of the priorities of conceptual linguistics. It is based on the idea that the language reflects a certain, specific way of conceptualizing the world. Although the idea belongs to W. Humboldt and A.A. Potebnya, but only in modern linguoculture and conceptual linguistics it became dominant. Reconstruction of the whole picture of the world according to the language becomes the most important task of linguistics in general. Nowadays actively described the conceptual sphere of language, which is a set of basic concepts for each nation. Already created excellent dictionaries: "Константы русской культуры" by Yu.S. Stepanov (5) and "Антология концептов" by V.I. Karasik and I.A. Sternin (3) published several volumes of "Концептуальные исследования" by M.V. Pimenov and others.

One of the objectives of modern cultural linguistics is the consideration of "conceptosphere of culture", which should be attributed to the amount of its basic concepts. There are several reasons for the emergence of this concept, the specifics of its formation and functioning in the Uzbek-Russian and foreign science (linguistics in particular), characteristics of understanding and learning in cultural studies. The conceptosphere occurs at the collision of Sciences such as Philology

(linguistics), cultural studies and cognitology (cognitive science). In the science of language, the main directions of its functioning are such interdisciplinary areas as cognitive linguistics, cultural linguistics and linguosemiotics.

The literary text, including prose and poetic text - a true joint of linguistics and cultural studies, as it belongs to the language and it is the highest tier, while the text is a form of existence of culture. A cultural linguistics just considers the language as a system of embodiment of cultural values through the prism of language codes. Under the concept, we understand the perfection. Concepts execute the role of scaffolds, defining the general principles of our ideas about the world. The concept is a fragment 1) conceptosphere of linguistic identity of the author and 2) conceptosphere of the text as a relatively closed system.

One of the main areas of development of the "conceptosphere" is cultural linguistics; it is a special field in linguistics, distinctive feature. Its ability is to carry out interdisciplinary research synthesis and integration of accumulated knowledge from diverse Sciences in order to learn cognitive aspects of human activity from the perspective of creation of different national languages, which manifest the uniqueness of the culture of the native speakers of these languages, retained their special (cultural) experience of development of the world. In linguoculture while elaborating notion of "conceptosphere" first of all arises the need to determine which of the three types of conceptosphere, i.e. the sphere of culture, the conceptual sphere of language, the conceptual sphere of personality (in case of the native linguistics tradition of their differentiation), will be treated as an object of study. In the Other words, one of the primary tasks of cultural studies is to overcome the tripartite ontology of "conceptosphere" due to formation of that approach to its understanding, in which its triality could find a necessary ontological integrity without losing the significance meaning of each of the three phenomena – the culture, language and personality. In striving to formulate such a "holistic" understanding, in terms of basic concept of linguoculotorologyits appropriate to acknowledge the concept of "conceptosphere of culture". It should be particularly noted that this does not deny the possibility of appeal to the conceptual sphere of language and the conceptual sphere of personality; however, concepts that presents these phenomena (i.e. the notion of "conceptosphere of language" and "conceptual sphere of personality") can be regarded as derivative production of "conceptosphere of culture".

We explore the concept from both sides: 1) as an element of an individual picture of the world of the author, and 2) as a basic element of the text space. Text

concept is seen as a psychological category of the text is a product of intention as a category psycholinguistics.

It happens that the poet uses the universal concepts, and sometimes they are purely personal. Even universal concepts can be individually painted. For instance, the concept of "bread." It is complicated, and because it contains a substantive and abstract spirit. Bread concept exists in all languages. But purely specific national connotations and it can be realized in combinations, expressions, proverbs and sayings. This phenomenon can be clearly detected in stylistic synonyms and their combinations.

For learning, any foreign language as a foreign language is necessary linguo-cultural comment, where the main point becomes unleashing the image of the language consciousness of native speakers.

Philological analysis of the text is an integral part of the overall work on improving linguistic and literary knowledge, the development of speech and thinking of students. The researchers note that education of the most important qualities of speech, in particular, expressiveness, wealth, connected with formation of system of knowledge about the main characteristics of expressive speech, about linguistic mechanisms of creating figurative statements. In this regard, a particular importance in this acquires work with exemplary texts, philological analysis of which helps to assess their artistic value, not on an intuitive level, but based on conscious perception of linguistic figurative-expressive means. As the text samples used to illustrate the philological analysis, including school methods of Russian language and literature, chosen works of the Russian writers. The feasibility of working with such texts is proved by the fact that in addition to the usual goals for revitalization of mental and speech activity of pupils, in this case problem with expanding their outlook also solved (familiarity with the historical realities of his country, with unfamiliar parts of national culture). Moreover, the current interpretation of the classics forms the Patriotic sentiments of children renders them moral and aesthetic impact.

Consider linguistic analysis as a method of studying a literary text, which involves a tiered work with linguistic figurative-expressive meanings: clarifying phonetic-intonational features of the text, especially it is graphic, spelling, punctuation clearance; the analysis of expressive means of word formation, lexical means. The determination of grammatical means of intensifying the visuality of the text, taking into account the inextricable relationship of all the levels of language system. Linguistic analysis of text we consider as a component of philological analysis of literary text along with literary analysis. The most interesting

philological analysis of literary text, integrating linguistic and literary approaches to the study of literary texts. States about the content of a literary text, to identify his idea, problem, format system, is impossible without recourse to deep study of the linguistic structure of the text, the characteristics of the selection by the author of verbal means of expression. Proper philological analysis of literary text is the main method of the study of literary text - we consider in line with an integrative approach to the study of Russian language and literature, and the text as a means for such integration. The objective of this approach is the study of language units from the point of view of their function in creating the text.

Cultural linguistics – the science, which arose at the intersection of linguistics and cultural studies that explores the cultural manifestations of the people that are affected and entrenched in the language. Linguoculture examines nation- cultural semantics of language units in order to understand them in their entirety the content and tone, to extent closest perception of the native language and the culture. Through the introduction of linguoculture comments, forms ability to fully perceive the works of folklore.

Word – the most important unit of language, carrier of the valuable meanings. Words and with their combinations certain objects are identified and abstract concepts, emotions expressed in the words. The richer vocabulary of the person, the greater his choice and a more precise and expressive way of thinking.

The data from associative dictionaries also should be utilized, vocabulary of word combinations, dictionaries of synonyms, phraseological dictionaries, dictionaries of proverbs and sayings, encyclopedic dictionaries, etc., which is nothing else than the multifaceted image of national consciousness.

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