



2023-yil. 2-son.

TIL VA ADABIYOT TA'LIMI

O'ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB
TA'LIMI VAZIRLIGINING
ILMIY-METODIK JURNALI

Elektron jurnal

НАУЧНО-МЕТОДИЧЕСКИЙ
ЖУРНАЛ МИНИСТЕРСТВА
ДОШКОЛЬНОГО И
ШКОЛЬНОГО ОБРАЗОВАНИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН

Я **ПРЕПОДАВАНИЕ**
ЗЫКА И ЛИТЕРАТУРЫ
Электронный журнал

L **LANGUAGE AND LITERATURE**
TEACHING |
SCIENTIFIC-METHODOLOGICAL JOURNAL OF THE MINISTRY
OF PRESCHOOL AND SCHOOL EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

Electronic journal

ISSN 2010-5584

Dilafroz UMAROVA,
Chirchik State Pedagogical University, a teacher

TYPES OF CONCEPTUAL MEANING IN LINGUISTICS

The emergence of the anthropocentric paradigm in linguistics allowed for the emergence of new directions and the study of previously unknown aspects of a magnificent creature like language. This paradigm shifts the researcher's focus from the object of knowledge to the subject, i.e., the person is studied within the language, and the language is studied in the context of the human [1]. One of the paradigm's directions, cognitive linguistics, has drawn our attention to the idea of the importance of language as a mental concept. Much of the research in this field has focused on the fact that language is an expression of the mind.

The literal or core sense of a word is its conceptual meaning. There is no subtext or meaning to the term; it is simply the straightforward, literal dictionary definition of the word. This concept is also known as denotation or cognitive meaning. Consider connotation, affective meaning, and figurative meaning, which go beyond the dictionary to add subtext to a word when it is used.

In writing and conversation, it is important to understand the difference between a word's literal, conceptual meaning and all of its connotations before using it to avoid misunderstandings or offences, especially if a word is loaded with negatives or stereotypes about a group of people.

"To understand a word fully", noted authors Ruth Gairns and Stuart Redman, "a student must know not only what it refers to, but also where the boundaries are that separate it from words of related meaning".

Cognitive linguistics is a science that arose from the fantastic but fortunate collision of three distinct fields of study: neuroscience, philosophy, and linguistics. Even chimaeras require a gestation period; similarly, cognitive linguistics evolved in the late twentieth and early twenty-first centuries. Philosophers have long debated whether, what, and how humans can know. Language scholars, sociologists, anthropologists, and, ultimately, linguists have debated the nature and evolution of language for over a century, sometimes heatedly.

The term concept is one of the most commonly used terms in cognitive linguistics, and its definition has been the subject of much debate among scholars around the world. Today, we hear a lot of terms like concept, conceptual analysis, conceptualization process, and conceptosphere.

A word's potential layers of meaning, in addition to its straight dictionary definition, make word choice in your writing so important. It is especially critical to understand when those layers have historically racist or sexist undertones. Layers have implications for those learning a language and being able to distinguish be-

tween similar words and use the correct one in the appropriate situation.

Now we will discuss the types of meanings.

Affective meaning: what meaning does it have in the real world for the speaker or writer, rather than just the dictionary definitions; subjective?

Collocative meaning: words that are frequently found together. Consider the adjectives pretty and handsome. These words are usually associated with one of the sexes. If you hear someone behind you say, "Don't you look handsome?" and look around to see one person talking to a girl and one talking to a boy, your knowledge of how handsome is used colloquially will help you figure out which person is speaking to the boy.

Conceptual meaning: the word's dictionary definition; its descriptive definition. In the dictionary, a cougar is a large cat. Other meanings of the term exist in contexts other than those involving wildlife.

Connotative meaning: the use of a specific word introduces subtext and layers into the context; subjective. The connotations of a word can be negative or positive depending on the audience. The label of liberal or conservative, for example, can be good or bad depending on the person using it and the person hearing or reading it. Connotative meanings can shift over time or mean different things in different cultures.

Reflective or reflected meaning: there are numerous conceptual meanings. For example, the literal dictionary definition of gay is "happy" or "bright" (colours), but it has a much different meaning in today's society.

Social meaning: the meaning assigned to words based on the social context in which they are used. Someone from the South, for example, would use "y'all" more frequently than someone from another region of the country. People in different regions refer to carbonated soft drinks in various ways, ranging from pop to soda to Coke (whether or not that is its literal brand name). Language can also have a formal or informal register that conveys social meaning, and in some contexts, usage can reveal social class or a lack of education, such as when someone uses a double negative (don't have none), incorrect verb forms (have gone), or the word "ain't".

Thematic meaning: how the speaker portrays the message through word choice, the order of words used, and emphasis. Notice the subtle difference in emphasis between these sentences:

My studies are important to me.

What are important to me are my studies.

The way a writer or speaker ends a sentence or paragraph can convey emphasis. Context vs. Conceptual Meaning: It is also important to understand a word in context. The passage in which the word is used will help you choose between various conceptual meanings to determine the writer's or speakers intended message. A crane, for example, could be a bird or a piece of machinery. Context will inform the reader of the intended meaning. Alternatively, whether the word read is intended to be in the present or past tense will be obvious from context.

Examine how language is used in satire, sarcasm, figurative language, and humour. In each of those fields,

terms are used in ways that deviate from their dictionary definitions – in the case of humour and sarcasm, a word could very well mean its inverse. Consider the mocking catchphrase of Dana Carvey's Church Lady on "Saturday Night Live": "Isn't that special?" It does not imply that something is exceptional in a positive way. Be cautious of literalism. Not every word used in speech or writing is intended to convey only its conceptual meaning. Consider the old adage, "Would you jump off a bridge if someone told you to?" Obviously, the person who told you that did not intend for you to jump off a bridge.

References

1. Umarova D.R. Problems of teaching dynamic and stative verbs in ESL classrooms //Academic Research in Educational Sciences, 2022. – Vol. 3. – No. 5. – pp. 695–699.
2. Узакбоева P. Comparative characteristics of archaisms and historicisms // Переводоведение: проблемы, решения и перспективы, 2022. – №. 1. – С. 481–482.
3. McGlashan G.S. Towards a cognitive linguistic approach to language comprehension (Doctoral dissertation, University of Edinburgh, 1992).
4. Tanney J. (deposited on 13.02.2007) Conceptual Analysis, Theory Construction, and Conceptual Elucidation, <http://sammel punkt.philo.at:8080/1476/1/tanney.pdf>
5. Thomasson A. (April, 2012) Experimental philosophy and the methods of ontology, The Monist Experimental Philosophy 95(2): 175–199. Experimental Philosophy 95(2): 175–199.

Oyniso URALOVA,

*O'zbekiston davlat jahon tillari universiteti MKLT
yo'nalishi 2-bosqich magistranti;*

Zuhra HAZRATOVA,

*O'zbekiston davlat jahon tillari universiteti MKLT
kafedrası o'qituvchisi*

JURNALISTIKA SOHASI TALABALARINI O'QITISHDA KOMMUNIKATIV KOMPETENSIYALAR: SOTSIOLINGVISTIK KOMPETENSIYANING O'RNI

Globalashuv davrida axborot texnologiyalarining jadal rivojlanishi hamda iqtisodiy-ijtimoiy sohadagi tub o'zgarishlar bo'lajak jurnalistlardan kompetensiyaviylikni talab qilmoqda. Jurnalistika sohasi vakillari uchun insonlarning kundalik hayoti va kommunikantlarning nutq xatti-harakatlarida sotsiolingvistik omillarni hisobga olib jurnalistik materiallarni tayyorlash yangi vazifaga aylandi. Bularni inobatga olgan holda jurnalistika yo'nalishi talabalarining chet tildagi kommunikativ kompetensiyasini oshirishda ijtimoiy kontekst orqali nutqning sotsiolingvistik ko'rsatkichlarini talabalar tanib olish qobiliyatini aniqlashga qaratilgan ta'lim va lingvistik vazifalarning yangi tipologiyasini ishlab chiqish va o'quv jarayoniga joriy etish alohida ahamiyat kasb etmoqda.

Zamonaviy ta'lim kompetensiyaviy yondashuvga asoslanadi, bu talabalar faoliyatning turli sohalarida bilim, ko'nikma va malakaga ega bo'lishlarini hamda aniq kommunikativ niyatlarni amalga oshirish uchun ushbu bilimlarni muvaffaqiyatli qo'llash imkonini beradigan shaxsiy fazilatlarini rivojlantirishni ta'minlaydi.

Ma'lumki, kompetensiyaviylikka asoslangan chet til o'qitish metodida ta'lim berishdan ko'zlangan asosiy maqsad o'quvchilarning fanga bo'lgan layoqatini shakllantirishdan iborat bo'lib, bunda kommunikativ kompetensiyani rivojlantirish orqali o'qituvchi o'quvchi dars davomida egallagan nazariy va amaliy bilimlarni kundalik hayotga tatbiq qilish ko'nikmalarini rivojlantirishga qaratishi kutiladi. Bu maqsadga o'qituvchi dars jarayonida kommunikativ kompetensiyaning tarkibiy