



## DEVELOPMENT OF THE CONCEPT “KNOWLEDGE” IN ENGLISH

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### Annotation:

The private-scientific study of any object or subject of reality cannot be limited to their own units and categories, especially in the case of such a complex phenomenon as language. The comparison of languages reveals defects as monistic view of human nature, as a special human gift, which is the language [10, 21]. The comparison of language is an emergence in various spiritual and mental worlds of different nations, i.e. access to the substance of the highest order which is essentially multidimensional and unknowable to the end.

**Key words:** concept of knowledge, cognitive linguistics, knowledge, notion, language.

According to O.S. Kubryakova the term “concept” is like an umbrella, he “covers” subject spheres of several research styles: first of all cognitive psychology and cognitive linguistics which concerned about thinking and learning, storage and processing of information [9, 90].

Cognitive linguistics together with cognitive psychology are designed to answer the questions about how the human mind is organized and how language reveals the mental space, how other people and nations see the world and how these differences are expressed in their language and communication [11, P. 41].

The entire human cognitive activity can be regarded as having developed the ability to navigate the world and is associated with the need to distinguish objects. Thus, the formation of concepts related to the comprehension of the world and forming ideas about it.

At the end of XX century linguists have realized that a native speaker is a carrier of certain relevant conceptual systems. Each concept associations are important to human knowledge about the world and yet rejected unnecessary idea. The system concept creates the picture of the world showing the understanding of human reality, its special concept “picture” on which a person thinks about the world [11, P.41].

It should be noted that the concepts are the result of two tendencies: the desire to display dialectical world, that is to reflect the world as it is, and the desire to construct the world in order to subordinate his will and desire of a man, that is to introduce the world easier, more rigid and deterministic to the extent that is necessary and sufficient for a person to solve practical problems.

The semantic space of a particular language consists of concepts and we can talk about the structure of knowledge under it. Cognitive linguistics are not guided by linguistic elements and units that are specific in origin, they appear as the guides of any information and fully or partly manifested in the language. To indicate these units used the term “concepts”.

Due to the fact that modern scientific thought does not make a single definition of the phenomenon of “concept” we present different approaches to its interpretation. Typically, researchers offer different



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definitions of the concept. Thus, scientists working in the mainstream cultural studies (S.G. Vorkachev, V.I. Karasik etc.) consider that the concept is the main fact of ethnic and cultural conditionality in determining while other representatives of cognitive linguistics (O.S. Kubryakova, Z. Popova , I.A. Sternin etc.) emphasize, first of all, the mental essence of the concept and its belongings to the sphere of consciousness of the individual.

According to the literary dictionary: “The concept (Latin “Concipere” – to form) is formulation, mental image, the general idea, the notion that dominates by the work of art or literary article”[4, 373].

Linguistic encyclopedic dictionary treats “concept as the phenomenon of the same order as the meaning of the word, but seen in another system connections like the value in the system of language, like the term in the system of logical relations and forms that are studied both in linguistics and in logic” [12, P.384].

In Encyclopedic Dictionary of Philosophy concept is treated as one of the logical forms of thinking in the opposite judgment and opinion, which consist of concepts. There is a distinction between the concepts that we use in everyday life and logical ones. It is noted that in the thinking of people or individuals concepts are formed not by perception and integration inherent in the group of subjects, the same signs, and because of initially perceived and done over again the concept of substantial properties of things [18, 354].

A lot of works are published on various issues of conceptology today including interpretation of the term “concept”. The definition of the concept we relied on the work corresponding to our understanding of the concept. Thus, S. Askoldov, one of the founders of the doctrine of the concept, defines it as “mental formation that replaces us in the process of thinking uncategorized plurality of items of the same kind” [1, 269]. Conceived in his opinion, the concept is not always a substitute for real objects it can replace some of the real object or action, such as the concept of “justice” and, in general, replace all sorts of highly accurate and only thinking function [2, 270].

In determining the types of concepts (cognitive and artistic) S. Askoldov, on the one hand, emphasized their unity (concepts of cognitive character only seemingly quite far from poetry. In fact, they feed their underground roots by irrational values and uncategorized element of poetic words and techniques [2, 268]) and on the other hand differentiated them as: [2, 274 - 275]

Cognitive concept:	Artistic concept:
Public concept.	Individual concept.
Psychologically simple	Psychologically complex.
Do not add feelings, desires or something irrational.	It's complex feelings, desires, irrational.
Applies to multiple subject, real or ideal.	Do not always concerns multiple of subject.
Uncategorized opportunities which are subordinated to laws of logic or requirement pursuant to reality.	Existing communication elements, aiming at the pragmatics of art associativity.
Aiming at the specific idea that is of part of its logic «tribal» volume.	Strive to potential patterns and aiming at them. Free from the scope of logical definition.
Performed nominative or definitive feature.	It's the characters that have internal organic connection with their values.



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In cognitive studies concepts represent relation of the phenomenon of the word of knowledge structures and their reflection in consciousness. Thus, A. Vezhbytska considers the concept as an object with a perfect world that has a name and reflects the cultural and conditioned understanding of human reality [4, 10].

A. Vezhbytska distinguishes the concept of minimum, maximum and concept-encyclopedic addition (appendix). The concept- minimum is incomplete knowledge of the word (speakers known reality, but not all, as it is concerned, in practice it is vital for it is not important or it is never encountered). The concept covers a maximum depth (full) knowledge of speaker meaning (reality he knows in all aspects), including encyclopedic information, professional knowledge of reality [4, 16]. Thus, if for the English SCIENCE (Uzb. Илим) is concept-maximum, the concept KNOWLEDGE (Uzb. Билим) is minimum (speakers do not know how such fruits grow: on the trees or bushes, how to take care about plants, how they bloom when fruits mature etc.).

Each concept has an idealized cognitive model, which refers to all of our understanding of the object at once, in general, an “undifferentiated image”, which leads to a linguistic sign behavior (role structure). In the preface of his text on cognition, *Mental Spaces*. Gilles Fauconnier (1985) asserts, “In order for thinking and communicating to take place, elaborate constructions must occur that draw on conceptual capacities, highly structured background and contextual knowledge, schema-induction, and mapping capabilities” (xviii). As a form of communication, the act of writing certainly requires all of these elements, but the roles of some have been studied far more extensively than others.

With the widespread acceptance of the process approach to writing in recent decades, much research has been conducted on the procedural knowledge writers use (Bereiter&Scardamalia, 1987; Flower, 1985; Hillocks, 1986; Kellogg, 1994; Lindemann, 1995). However, little formal investigation has been conducted on the role of content knowledge in writing.

The presence or absence of content knowledge may in fact affect the quality of writing. The present study will examine the effects of content knowledge on the organization and detail of high school students' expository writing.

The rationale for this study results from the apparent contradiction between the stated role of content knowledge in writing process models and common writing assessment practices.

Content knowledge. In the field of cognition and literacy, knowledge refers to an individual's personal stock of information, skills, experiences, beliefs, and memories (Alexander, Schallert, & Hare, 1991, p. 317). In other words, an individual's knowledge consists of the mental constructions stored in memory (Thomas, 1992, p. 372). Alexander et al. (1991) reviewed research literature involving descriptions of various kinds of knowledge in an attempt to clarify the meanings of terms used. They found that content knowledge refers to “a type of conceptual knowledge” of some aspect of one's physical, social, or mental world and that such knowledge can be “formally or informally acquired or used” (p. 326).

In other words, content knowledge is what one knows about any topic, regardless of how the individual learns it or uses it.

Content knowledge can contain declarative, procedural, or conditional knowledge, or factual information, how to use that information in certain procedures, or under what circumstances this knowledge would be applicable, respectively various kinds of knowledge in an attempt to clarify the meanings of terms used. They found that content knowledge refers to “a type of conceptual knowledge”



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