

Theoretical Views on the Concept of "Literary Work"

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Abstract: this article analyzes the theoretical views of scientists and methodists on the concept of the literary work, which describes what the concept is and what process it is.

Keywords: concept, literary work, cognitive linguistics, approach, system.

The most widely used term in cognitive linguistics is a concept with a variety of definitions. His interpretations of cognitive linguistics, linguoculturology, and literature differ. While the term was used as a synonym for the word concept in linguistics until the 1980s, its current interpretation has a broader meaning than the term concept. In particular, N.Yu. Shvedova said that the concept is a concept, and behind this concept is a general experience of the people, which is socially or subjectively understood, reflects the important material, mental, spiritual aspects of human life, has its own historical roots. notes the presence of reflective content.

Prof. In one of his articles, N.Mahmudov noted that the term concept is the term with the most definitions: it can be seen that in linguistics this line is extremely common, and it is also difficult to enumerate and enumerate the works in this field. Even the vast majority of dissertations defended in recent years have been devoted to the linguocultural study of the concept in one language or another. " Russian linguist L.V. Adonina, in an article on the term concept, cites 12 definitions of the term by well-known linguists. According to him, the term concept is classified into ten points. For example, universal, ethnic, group, and individual concepts according to concept standardization; scientific, artistic, everyday concepts according to their application; lexical-phraseological, grammatical, syntactic and textual concepts according to their expression, etc. Opinions on the term concept are explained in detail by Uzbek linguists N.Mahmudov, Sh.Safarov and A.E. Mamatov. Therefore, we prefer to limit ourselves to our views on the concept. In our opinion, a concept is, in fact, a mental structure. But it is a multifaceted, multi-layered structure. The concept also reflects psychological, cognitive-semantic and linguocultural aspects at the same time. This is evidenced by the fact that the concept is described as an object of cognitive, psycholinguistic and linguoculturological research. We also consider the fact that the concept is divided into types as subjective, social, linguocultural, artistic concepts as an approach to a single essence from different angles. After all, the language system itself is one of the most multifaceted phenomena that combines the above qualities.

Linguistic conceptualization is important in cognitive linguistics. Linguistic conceptualization is the expression of an objective reality or part of it through language. He said that "... it is a verbalized form of the meanings accumulated in the human mind and a systematization of knowledge about the world through a specific language, which is partly universal and partly national in nature."

According to N.N. Boldiryov, concepts underlie the formation of language categories. Accordingly, the study of the meanings of language units and language categories in the context of cognitive semantics is based on the method of conceptual analysis[1]. Conceptual analysis requires the study of ways to understand, comprehend, think, and know the world expressed in linguistic units and forms. Meanings can be expressed in words, phrases, sentences, and texts in general. Conceptual analysis is the study of the content of concepts and, in addition, latent, associative, and so on. defines conceptual characteristics. Concept is the central concept of cognitive linguistics. In the cognitive literature, the concept is viewed as a philosophical, psychological, lexical category. From the point of view of cognitive linguistics, especially cognitive semantics, the question arises as to what the concept itself is. Scientists have different interpretations of the concept. According to N. Tikhonova: "The concept is a grammatical category, which has its own formal features and differential features within this category." According to M.V. Nikitin: mental unity. " Summarizing the many ideas about the definition of a concept, we can say the following:

1. A concept is a flash of "something" in the mind;
2. A concept is a hierarchically organized structure in which each element strives for a higher level of abstraction;
3. A concept is a single whole, which is associated with the concept of a field in which the elements are interconnected and interact;
4. A concept is a grouping of words according to whether they belong to a subject or a field of concept. 6. Concept is a unit of operative semantic memory, mental lexicon, conceptual system and language of consciousness[2].

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There are different types of concepts:

1. Ontological concepts describe the ontological structure of the world: time, space, feature, quality, and so on. They are not limited by scope or purpose.
2. Pragmatic concepts have a narrow field of application, they are unambiguous and serve as a tool of knowledge.
3. Aprior concepts. They are formed by generalizing the experience of feeling, by conducting direct operations with objects.
4. Linguocreative concepts are formed on the basis of knowledge of the world through language communication and semantics of language units and incorporate the content plan of the language sign.
5. Concept-universals. They are concepts specific to the peoples of the world. 6. Concept-unique. They are just concepts specific to a particular nation. They are also called ethno-demes - "concepts of worldview" because they represent the fact that a particular nation's worldview is based on its national and cultural characteristics.

Today, the central concepts in linguistics¹ distinguish the following concepts that are semantically related to the basic grammatical classes of the word: object, action, process, place, space, time, thought, quality, feature, and so on. The course of "inner speech" also has its own peculiarities. First of all, it should pay attention to the fact that it forms the cognitive basis of the observed information. Any message conveyed through a speech structure has a cognitive basis that provides a logical categorization and conceptualization of the reality event that is the object of that message. In other words, the conceptualization of reality and the linguistic realization of reality are two integral parts of a whole process, both of which reflect the life experience, knowledge, goals, and interests of the speaker (author). In this, the linguistic device and units "play the role of a link between the objective being and the consciousness of the individual, the experience that is formed during his life activities." [3]

From the above, it is clear that the process of conceptualization lays the foundation for the creation of text. After all, a text is a phenomenon that occurs as a result of human perception of a particular reality. In order to understand reality, one must fully comprehend its essence, in other words, be able to "digest" or understand it correctly. Only then will a clear and complete text be created from the content. Thus, the text can undoubtedly be the object of analysis of cognitive linguistics, and within this direction the inner features of its content, the structure of the mental pattern formed in the process of conceptualization will be studied.

The concept that is the result of logical activity, combined with the image and linguistic meaning, provides the emergence of the concept studied as a key figure in the field of cognitive linguistics. We can come across the concept of concept in different fields and directions, and we can observe that in each field the concept has its own meaning and function. In particular, conceptual interpretations from the perspectives of psycholinguistics, linguistics, cognitive linguistics, linguocultural studies are considered.

From the point of view of psycholinguistics, the concept is dynamic in the process of cognition and communication of the person, subject to the laws of mental life.

In linguistics, the concept is considered as a linguocognitive and linguocultural phenomenon. The main theme of cognitive linguistics and linguocultural studies is the concept, which reflects the spiritual values of the nation as a unit of thinking.

In cognitive linguistics, a concept is a vital image, representing the unity of language. The concept creates a semantic range of a specific language. Explaining and understanding the nature of a concept goes through language. The concept itself is a system without analysis, but it operates under other concepts. A concept is a term that encompasses a set of knowledge and ideas that reflect the results of life experiences of a nation, its attitude to life and existence in the human mind, and the thoughts and views of a nation about something. At the same time, the concept is an operational unit of memory, which includes intellectual, linguistic, conceptual systems and the language of consciousness, the existing knowledge.

We know that a concept is the result of a thought process that occurs through linguistic units (words, sentences, texts). The concept is characterized by the fact that it carries, stores, transmits information about objective beings, objects and events, reflected in our psyche, and records the attitude of members of society to objects and events. The world of concepts is reflected differently in different cultures. Conceptual opportunity is enriched by language owners as a result of individual emotional and cultural experiences. The meaning of the concept is complex. Therefore, the concept is considered by scientists as a systemic phenomenon. This system is interpreted as a layer. In terms of layers, the concept is divided into types. These species focus on two bases. The first basis is diachronic, the second is synchronic. From a diachronic point of view, concepts are divided into modern and historical layers. From a synchronic point of view, the

underlying image is looked at. According to scientists, the concept has not only meaning and structure, but also features. The concept is widely accepted. This feature can be seen in three steps. They are:

1. A symbol is a carrier of culture in the system, a keeper of a linguistic status recorded in lexicography in culture;
2. Preserver of culture through language;
3. Appearing in the text;

In addition to these approaches, there is also a linguocultural interpretation of the concept in modern linguistics

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