



UNIQUE WAYS TO TEACH STUDENTS ABOUT SEMANTICALLY COMPLEX CONCEPTS

Sanjarbek Abdulhamidov Xusnitdin o'g'li
Teacher of Kokand State Pedagogical Institute
Email: s.abdulhamidov07@gmail.com

Abstract

The article deals with the notion of concept, which is one of the semantically complex concepts. A concept is a mental structure, which is a summary of knowledge of different content and form. Concepts form the basis of various categories formed in the human mind and serve as a reference point for them. The knowledge gathered through the conscious perception of things and events and the formation of their image in the imagination is formed in different ways and has a different character.

Аннотация: в статье рассматривается понятие концепт, которое является одним из семантически сложных понятий. Понятие – это ментальная структура, представляющая собой свод знаний разного содержания и формы. Понятия составляют основу различных категорий, формирующихся в сознании человека, и служат для них ориентиром. Знания, полученные путем сознательного восприятия вещей и явлений и формирования их образа в воображении, формируются по-разному и носят различный характер.

Keywords: concept, mental structure, linguistic memory, theory of thinking activity.

Introduction

As in all fields, the number of studies in linguistics has been increasing dramatically in recent years, various new directions and new terms are emerging. These studies make a great contribution to the development of the science of linguistics. The need to get acquainted with the events taking place in world linguistics, new trends, and methodological views is very necessary for all scientists, including students. One of such semantically complex concepts (terms) is the concept. The term concept is one of the widely used terms in cognitive linguistics.

A concept is a mental structure, which is a summary of knowledge of different content and form. Concepts form the basis of various categories formed in the human mind and serve as a reference point for them. The knowledge gathered through the conscious perception of things and events and the formation of their image in the imagination is formed in different ways and has a different character. This directly





causes the formation of concepts of different groups and structures. The grouping of concepts is based on their language expression methods. In any case, the main means of formation and systematization of acquired knowledge is the language system. The unity of thought and the manifestation of a concept in language as a mental phenomenon is the result of speech thinking activity. Expression of the concept in language takes place in the conditions of practical thinking. For example, we can explain it to students with simple, easy-to-understand examples. To take as an example, the formation of speech movement in the mind of children and its acquisition as a means of cross-language activity may not be innate, but only some features of human attention and practical activity may be innate. A child who learns examples of practical actions from his parents and others develops the ability to name the things he sees and the phenomena he observes, and as a result, his scope of knowledge expands. Summarizing the above idea, it can be said that in the process of language acquisition, things and events can not only be perceived, but it is possible to include them in the system of concepts and various relationships. This, in turn, expands the scope of knowledge about things and events. The movement of knowledge, which is directed to the perception of new objects, gives impetus to the formation of a practical concept.

It is known that a person learns language and the material world in the same way and in the same direction. At the same time, the perception of the material world requires the creation of an understanding of what is being perceived - events, and later this understanding is formed as a mental model - concept and receives a material name. There is a need to compare with other subjects, to determine their relationship. More generalized images and action programs that arise based on the identification of such systemic connections are important for the formation of linguistic memory. Because memory is an orderly, systematic thinking device, therefore, conceptual perception also goes systematically, and the resulting generalized and somewhat abstracted linguistic action programs are also systematic.

The concept created in the process of perception of reality can be expressed using the units that are already in the linguistic reserve. In any case, regardless of which method is used, the linguistic realization of the concept is manifested as a product of speech thinking activity. After all, a person's linguistic ability is related to memory. In addition to the lexical reserve, the memory also stores instructions for using this reserve, and these instructions allow speech activity to move as desired, ensuring that language units are used in their place as in a pamphlet.

N. Chomsky was one of the first in linguistics to put forward the idea that the activity of speech creation consists of the "outside" of mental structures, i.e., the process of





moving to linguistic structures, and he explained this idea by distinguishing between the structure (base) and the result stages of speech creation activity. tried to prove. We accept existence within the framework of our interest and need. For example, if a student learning a language sees a Macmillan annotated dictionary as a necessary item for him and uses it, for a woman who buys pistachios, the book is considered an unnecessary pile of paper, and her pistachio plant takes it as a rash material. From this we can observe that the book does not have the same meaning for a student and a pistachio wife. A student evaluates a book as a necessary resource for learning, and a pistachio woman evaluates it as a convenient paper to wrap things in. As a result, a perceptual (conceptual) generalization of things and events occurs in the course of a person's cognitive activity (in relation to his interest and need).

In conclusion, it should be said that notions and concepts, in addition to systematizing knowledge about reality, also have the power to prove that this knowledge is formed on the basis of certain patterns.

Bibliography

1. Safarov Sh. "Kognitiv tilshunoslik". Sangzor nashriyoti, Jizzax – 2006.
2. Chomisky N. Review: B.F.Skinner's verbal behavior language, 1995 v.35.
3. Abdulhamidov S. Cognitive Formats of Knowledge as an Object of Linguistic Studies. International Journal of Formal Education. Volume: 01 Issue: 06/2022. ISSN: 2720-6874. www.academiczone.net.
4. UMAROVA, N. R., & YIGITALIYEVA, S. (2021). Concept as a basic unit of cognitive linguistics. THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука,(9), 701-704.
5. Boshmanova, D. M. (2022). Grammatical views of Nizomiddin Mahmudov. Miasto Przyszłości, 23, 17-21.
6. Shoqosim o'g'li, Abdurahmonov Umidjon, Meliyeva Xusnida Xafizaliyevna, and G'ofurov To'lqinjon. "MODERN DIDACTIC MEANS OF TEACHING MATHEMATICS IN SECONDARY SCHOOLS AND PROBLEM EDUCATIONAL TECHNOLOGY." Galaxy International Interdisciplinary Research Journal 10.4 (2022): 460-467.

