CONCEPT «INTELLIGENCE» IN UZBEK AND ENGLISH LANGUAGES

Abstract. This article deals with the one of the most complicated notion of the cognitive linguistics that is concept. Moreover, this article provides cognitive-comparative analysis of concept «Intelligence» in Uzbek and English languages.

Key words: cognitive linguistics, concept, notion, concept Intelligence, Logical-mathematical, Spatial intelligence Bodily-kinaesthetic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence—imagination, measure, prototype, frame, scenario/script, gestalt.

According to Frege, any sentence that expresses a singular thought consists of an expression that signifies an Object (it can be a proper name or a general term with the definite article) together with a predicate that signifies a Concept. This term is employed actively by the cognitive linguistics in its categorical apparatus as a missing cognitive «link» in the content of which the associative-figurative evaluations and understandings are included in addition to that notion. Thus «concept» in linguistics is both an old and a new term. The word conceptus is a Latin medieval formation, derived from the verb «concipere — concapere» which means «conceive». In classical Latin the word conceptus had the meaning «pond», «inflammation», «impregnation» and «germ». The word «concept» together with its derivatives entered all the Romanic and Germanic languages (French concept — concevoir, Italian concetto — concepire, Spanish concepto — concebir, Portuguese conceito — conceber, English concept — conceive).

Similarly, most new scientific notions, «concept» was introduced with a certain degree of pathos and sometimes through a cognitive metaphor: it was called «a multi-dimensional cluster of sense», «a semantic slice of life» [1], «a gene of culture» [4], «a certain potency of meaning» [9], «a unit of memory», «a quantum of knowledge», «a germ of mental operations» and even «a misty something» [Аскольдов, 1997]. Today, the term «concept» is widely used in various fields of linguistics. It has entered into the notional system of cognitive, semantic, and cultural linguistics [2].

D. S. Likhachov used this term to refer to the generalized cognitive unit, which reflects and interprets the phenomena of reality, depending on education, personal experience, professional and social experience of a native speaker.

Yu. S. Stepanov believes that a concept is the «content of the notion», A. P. Babushkin considers the concept as a discrete mental unit which reflects the object of real or imaginative world and is kept in the national memory of native speakers in the verbalized form. In the Brief Dictionary of Cognitive Terms the concepts is defined as «operational meaningful unit of memory, mental lexicon, conceptual system, brain language, and the whole picture of the world reflected in the human mind».
Despite the diversity of interpretations of the concept, linguistic researchers have agreed that the concept is a mental representation, «a unit of mental activity». In general usage the term mainly denotes «idea» or «notion». In a narrower sense it is an abstract idea or a mental symbol sometimes defined as a «unit of knowledge», built from other units which act as the concept’s characteristics. The concept has a purely cognitive status and does not exist outside mind.

The complexity of the concept is a two-way connection between language and mind. Mental categories are represented through linguistic categories, and at the same time are determined by them; in other words, the culture determines the concept (i.e. the concept is a mental projection of the elements of the culture). The relationships between the phenomena of «language» and «culture» are quite complicated, as the language is both the part of the culture and an external factor to the culture; language and speech are the areas where the concept is «objectified». Thus, the nature of concepts, and their relation to the things of which they are the concepts, and to the minds which use or contemplate them, are among the most hotly disputed subjects in present-day linguistics.

A. Vierzbicka states that the «concept» is an object from the «ideal» world which has the name and reflects the people’s cultural understanding of real world [5]. Concept describes typical situations of culture and is the subject of cultural science studies.

The view that the Intelligence is a sphere was fully elaborated by Ptolemy in his Almagest. According to Ptolemy, the Intelligence was a sphere which stood motionless at the center of the universe. It was surrounded by eight spheres on which the sun, moon, five planets known at the time, and the stars were attached. The sun, moon and planets moved around the Intelligence in orbits that were perfect circles. The stars were attached on the outermost sphere which also rotated around the Intelligence with all the stars fixed on it.

We have analyzed concept «Intelligence» with the helping of English and Uzbek dictionaries.

**According to the results of the research in English and Uzbek languages were determined following semantic features of concept «Intelligence»:**

The Intelligence is the ability to learn or understand things or to deal with new or difficult situations; the skilled use of reason; the ability to apply knowledge to manipulate one’s environment by objective criteria (as test), the brain, the brainpower; intellect; mentality; smarts; intellectuality; think quickly and find solutions.

Every language has a notion «Intelligence», which has a meaning «Intellectuality». Concept «Intelligence» is one of the basic concept in any culture. Concept is a unit of our memory, it is a treasure of our knowledge. The concept «Intelligence» is one of the basic concept of any culture and has a great philosophical study value. «Intelligence» is a great concept but it typically is associated with life, education, knowledge, ability and experience.

The content of the concept, according to Croft and Cruse, in other words is called the interpretive field. It includes the cognitive features, which in one or another way interpret the basic informative content of the concept. The cognitive features are derived from the concept representing some inferential knowledge or estimate it [2]. Thus,
brain, brainpower, headpiece, gray matter, intellect, intellectuality, mentality, smarts will be included in the interpretative field of the concept «Intelligence».

The understanding of the concept as an operating unit of thought is a way and the result of quantification and categorization of knowledge. This is because the object of the concept is the mental entity, whose formation is determined by the form of abstraction, and the model of which is specified by the concept, which not only describes the object but also creates it. Thus it is obvious that the study of concepts in all its aspects is one of the important research directions in linguistics in recent years. Of special interest is the analysis of the structure of the concept.

According to Stepanov concept has a «layered» structure, its strata are the result of the cultural life of different epoch. The special structure of the concept includes the main feature, an additional (passive, historical) features plus the inner form. The inner form, the etymological criterion is regarded as a foundation on which all the other layers of meaning are built [10].

There are other points of view on the structure of the concept. G. Slyshkin and V. Karasik propose to consider the cultural concept as a multidimensional meaningful construct, where the notional, figurative and value sides are distinguished. The notional aspect of a concept is the linguistic fixation of a concept, its name, description, feature structure, definition, and comparative characteristics of this concept in relation to other groups of concepts. The imagery side of a concept is its visual, auditory, tactile, taste characteristics of objects, events, events which in one form or another are reflected in our consciousness. The value side of a concept specifies the importance of educational process, both for an individual and for a team.

There are different types of intelligence:

- Intrapersonal
- Musical
- Linguistic
- Spatial
- Bodily-kinaesthetic
- Interpersonal
- Logical-mathematical

Diagram:

1. Intrapersonal
2. Musical
3. Linguistic
4. Spatial
5. Bodily-kinaesthetic
6. Interpersonal
7. Logical-mathematical

Intelligence

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According to the main features of concept we can find the general and specific peculiarities of concept «Intelligence» in English and Uzbek languages:

- **Linguistic intelligence** means being able to use words well — in speaking, reading, writing, and so on. Such a person might speak several languages or be a good presenter.

- **Logical-mathematical intelligence** deal with numbers, scientific or legal problems.

- **Spatial intelligence** — read maps and plans effectively.

- **Bodily-kinaesthetic intelligence** — move the body well: sports, dancing, making things.

- **Musical intelligence** — sing, compose or play instruments.

- **Interpersonal intelligence** — understand other people and their problems.

- **Intrapersonal intelligence** — understand himself/herself and reflect.

According to the types of concept (imagination; measure; notion; prototype; frame; scenario/script; gestalt) we can find the general and specific peculiarities of concept «Intelligence» in English and Uzbek languages:

- **Imagination**: human mind.

- **Measure**: the result of IQ tests.

- **Notion**: ability.

- **Scenario/script**: true mental potential, unbiased by cultural factors.

- **Prototype**: the brain, the brainpower; intellect; mentality; smarts; intellectuality; think quickly and find solutions. etc.

- **Frame is a many-sided concept which includes all notions about given concept: Intelligence.**

- **Gestalt is a process which includes the whole parts of concept.**

The researchers treat the concept as a cognitive, psycholinguistic, linguistic culture, cultural, linguistic phenomenon.

Such kind of approach helps to reveal the essence of concept and its complex structure, to learn the reflex of the linguistic picture of the world in the cognition of two language speakers.

As a result of the research work we can show universal and specific features of concept «Intelligence» in analyzed languages.

An object in the nomination process in different languages has specific peculiarities. Because language speakers cognize the same object through their mother tongue.

Литература


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ОБ’ЄКТИВАЦІЯ ПОНЯТЬ ЯК ЗАПОРУКА ПРОДУКТИВНОЇ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

Анотація. Стаття містить ґрунтовний аналіз уявлення про об’єктивацію — філософську й мовознавчу категорію. Автори простежують риси її мовної реалізації, вплив колективного досвіду на формування поняття як одиниць мовної картини світу, яка охоплює власне мовний, концептуальний і ментальний рівні. Об’єктивацію мовою поняття має ядерну й периферійну (буферну) зону, які необхідно враховувати для успішного спілкування й повноцінного освоєння отриманої й переданої інформації.

Ключові слова: об’єктивація, поняття, комунікація, мовна картина світу, когнітивна лінгвістика.

Abstract. The article is devoted to a thorough analysis of the nature of objectification, describing it as a philosophical and linguistic category. The authors analyze the features of its linguistic implementation, the influence of collective experience on the formation of concepts as units of the language worldview, which covers its own linguistic, conceptual and mental levels. The objectified with the means of language, concept has a nuclear and peripheral (buffer) zone, which must be considered for successful communication and full understanding of the received and transmitted information.

Key words: objectification, concept, communication, language world view, Cognitive Linguistics.