

# The Concept of "Language/Tongue" In the English, Uzbek and Russian Languages

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In World linguistics, different languages are borrowed from the conceptology -in the practical aspect the need for learning is growing. As a result, a number of scientific studies are carried out in order to study some acquired language or languages within the framework of separate cultural concepts, to characterize their features in the semantic field of the language. In this respect, English revealing the lexical-semantic features of the concept of "tongue" in the language, revealing the structural models of lexemes representing the concept of "tongue" in artistic texts, as well as proverbs and other paremiological units on the basis of materials of the English language, through the method of frame analysis, the nominative field of the concept of "tongue" core and periphery identifying the nomenclature of units that make up their parts, as well as character traits specific to the "tongue" concept, created a need to study the paradigmatic and syntagmatic characteristics of the linguistic units that verbalize them. The concept category gains interdisciplinary status due to its use in two new paradigms: linguocognitology and linguoculturology.

Representatives of the first direction Y.S.Kubryakova, N.A.Baldirev, I.A.Sternin, A.P.Babushkin interprets the concept as a unit of operation consciousness, which acts as a holistic, undivided reflection of the reality of reality. Objective the results of the activity of the subject, the content and experience of his knowledge in the concepts arising in the process of conceptualization of what is in existence is a learning the minimum volume of knowledge is reflected in the way of knowledge quantum.

Representatives of the second, cultural direction A.Vejbitskaya, N.D.Arutyunova, V.I.Karasik, D.S.Likhachev, Y.S.Stepanov, L.O.Cheynenko, S.X.Lyapin, V.I.Shakhovsky, S.G.Vorkachevs understand the concept as a mental essence, characterized in one way or another by its ethno-semantic identity.

The concept of "language" or "tongue" in English, Uzbek, and Russian languages involves various theoretical aspects related to linguistics, cultural studies, and sociolinguistics. Here is a brief overview of how this concept is understood in each language:

## 1. English Language:

- Linguistic Perspective: In English, language is seen as a system of communication using words, sounds, and gestures to convey meaning. It has a complex grammar system with elements such as phonetics, morphology, syntax, semantics, and pragmatics.
- Cultural Perspective: English is a global language spoken by millions of people worldwide. It reflects the cultural diversity of English-speaking countries and has absorbed vocabulary and expressions from various cultures.
- Sociolinguistic Perspective: In sociolinguistics, English is studied in terms of dialects, registers, and social variations. The language is used differently in formal and informal contexts, reflecting social hierarchies and relationships.

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## 2. Uzbek Language:

- **Linguistic Perspective:** In Uzbek, language is viewed as a means of communication that has evolved over centuries. It has a unique grammar system with features such as vowel harmony, agglutination, and specific word order patterns.
- **Cultural Perspective:** Uzbek language carries the cultural heritage of Central Asia, with influences from Persian, Arabic, and Russian cultures. It reflects the values, traditions, and customs of Uzbek society.
- **Sociolinguistic Perspective:** Sociolinguistic studies of Uzbek language focus on regional dialects, language variation based on social factors, and the impact of historical events on language use.

## 3. Russian Language:

- **Linguistic Perspective:** Russian is known for its rich literary tradition and complex grammar system with features like grammatical cases, verb aspect, and verbal aspect. It has a wide vocabulary influenced by Slavic, Latin, Greek, and other languages.
- **Cultural Perspective:** Russian language reflects the cultural heritage of Russia and neighboring Slavic countries. It embodies the values, beliefs, and historical experiences of Russian society.
- **Sociolinguistic Perspective:** Sociolinguistic research on Russian language examines language variation across social groups, regional dialects, language policies, and multilingualism in Russian-speaking communities.

Understanding the concept of "language/tongue" in English, Uzbek, and Russian languages involves analyzing linguistic structures, cultural meanings, and sociolinguistic dynamics that shape how these languages are used and perceived in their respective contexts.

The concept of "language/tongue" encompasses various aspects related to cognitive, cultural, and sociopragmatic dimensions within different systematic languages. Let's break down these aspects using English, Uzbek, and Russian as examples:

1. **Lingvocognitive Aspect:** This aspect deals with the cognitive processes involved in language use. Each language has its own unique structure, grammar, and vocabulary that shape how speakers perceive and interpret the world around them. For example:

- **English:** English is a Germanic language with a large vocabulary influenced by Latin and French. It has a relatively simple grammar system compared to other languages.
- **Uzbek:** Uzbek is a Turkic language with agglutinative grammar, meaning that suffixes are added to words to indicate various grammatical functions.
- **Russian:** Russian is a Slavic language known for its complex grammar, including six grammatical cases and a rich system of verb conjugation.

2. **Linguo-cultural Aspect:** This aspect refers to the cultural nuances embedded in language use. Language reflects the values, beliefs, and customs of a particular culture. For instance:

- **English:** English reflects the cultural diversity of countries where it is spoken, incorporating words and expressions from various cultures.
- **Uzbek:** Uzbek language carries the cultural heritage of Central Asia, with influences from Persian, Arabic, and Russian cultures.
- **Russian:** Russian language reflects the rich history and literature of Russia, with specific vocabulary and expressions tied to Russian traditions and customs.

3. **Sociopragmatic Aspect:** This aspect focuses on how language is used in social contexts to achieve communicative goals. It includes aspects such as politeness, pragmatics, and discourse strategies:

- **English:** English speakers often use indirect language and politeness strategies to convey messages effectively in different social situations.



- Uzbek: In Uzbek culture, respect for elders is reflected in language use through specific honorifics and polite forms of address.
- Russian: Russian language places importance on formalities and hierarchical relationships, with specific vocabulary and expressions used to show respect or authority.

By examining these aspects in English, Uzbek, and Russian, we can better understand how language shapes cognition, culture, and social interactions within each linguistic system.

According to one of the prominent major manifestations of cognitive linguistics, the Russian scientist Y.S. Kubryakova's view, "Cognitive linguistics is a branch of the science of language being a relatively new, promising direction, in the center of its analysis, the language, that is, the realization and transformation of information, that is, the system of characters that play an important role in transmission, is studied by bringing them in close connection with their cognitive basis".

Linguistic cognitive approach to language, including the processes of conceptualization of knowledge about the world and categorization of this knowledge, ultimately, our observations on their absorption into verbal structures, that is, their implementation through modern English, Uzbek, Russian and the missing in existing linguocognitive models in the system of other languages, on the one hand, are structural branches, categories (microcategories, macrocategories), on the other hand, include a number of (microconcepts, macroconcepts, single and paired concepts, general and private concepts), such that an additional basis that allows you to identify "conceptual lacuna" along with it, provides a thorough basis for providing evidence-proofs.

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