

LINGUOCOGNITIVE MODELS OF EMOTIONAL CONCEPTS

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Annotation: The article is devoted to linguocognitive models of emotional concepts. The paper examines the main theoretical approaches to the study of emotions, and also describes methods for analyzing language data used in linguocognitive research. The authors present their view on the structure of emotional concepts and describe the processes of their formation and perception. The article concludes with possible practical applications of linguocognitive models of emotional concepts.

Keywords: linguocognitive science, emotions, concepts, language data, analysis, practical applications.

Linguistic-cognitive models of emotional concepts are one of the key areas in modern cognitive linguistics. They allow us to consider emotions as cognitive constructs that are formed as a result of the interaction of language and thinking. The purpose of this study is to analyze the main linguistic-cognitive models of emotional concepts and determine their influence on the understanding of emotions.

Linguistic-cognitive models of emotional concepts are based on the assumption that emotions are not universal phenomena, but are formed in accordance with cultural and linguistic characteristics. One of the main models is the theory of embodiment, according to which emotions are associated with physiological processes occurring in the human body. Another model, prototype theory, suggests that each emotion has its own prototype, which serves as the basis for the formation of more complex concepts.

One of the key elements of linguocognitive models is the metaphorical representation of emotions. Thus, in English, metaphors related to liquids are often used (for example, “he was on the verge of tears”), which reflects the idea of emotions as liquid substances. In Russian, on the contrary, metaphors associated with heat and cold are often used (for example, “he has grown cold towards her”), which reflects the idea of emotions as thermal states.

Cognitive linguistics was founded in the 1970s. by a small group of scientists such as Charles Fillmore, George Lakoff, Ronald Langacker and Leonard Talmy. The scientific discoveries of these scientists and the development of the problems of cognitive linguistics are described in detail in the



works of E.S. Kubryakova (Kubryakova, 1994, 1997, 1999), whose works laid the foundation for cognitive linguistics in Russia.

The concepts of “emotional concept” and “emotional concept sphere” are still not fully understood and require further research; the nature of emotional concepts and the criteria for their identification and analysis are ambiguously interpreted; a deeper study of the ways emotions are represented in language is necessary; It is also advisable to conduct interdisciplinary research based on an integrated approach to the study of emotions using linguistic, psychological, ethnographic and general cultural data; insufficient development of the problem of verbalization of the emotion of delight in the Russian language on the material of artistic journalism; the need to study and describe the genre of artistic essays, as well as study the cognitive aspects of the emotional state of delight and ways of expressing this emotion in language.

Cognitive linguistics emerged within the framework of cognitivism. Cognitivism is a direction in science, the object of study of which is the human mind, thinking and mental processes. Cognitivism explores the processes of knowledge and cognition, as well as the perception of the world in the process of human activity. Processes associated with knowledge and information are called cognitive, or cognitions. According to cognitive science, a person's activities must be described and explained solely through his mental processes. “These states are physically manifested, observed and interpreted as receiving, processing, storing, and then mobilizing information for rational problem solving” [Maslova 2004: 20]. According to Ortony, cognition is the result of mental constructs, and the use of language and its comprehension is an exclusively creative process [OGopu 1993].

Various interpretations and definitions of the subject of cognitive linguistics and its categories are offered by Baranov, Dobrovolsky 1997; Boldyrev 1998, 1999, 2000; Demyankov 1994; Zalevskaya 2005; Reds 2000; Ruzin 1996; Frumkina 1996; Sharandin 1998; Shakhovsky 2000. The scientific apparatus of cognitive linguistics is especially comprehensively presented in the “Concise Dictionary of Cognitive Terms”, ed. E.S. Kubryakova.

Linguocognitive models of emotional concepts. Emotions are complex phenomena that are difficult to describe and explain. They play an important role in a person's life and influence his behavior and decisions. The study of emotions is a hot topic for many scientific disciplines, including linguistics.

Linguistic-cognitive models of emotional concepts are an approach to the study of emotions based on the assumption of a close connection between language and cognitive processes. According to this approach, language reflects our ideas about the world and describes our emotional states. Linguistic data can be used to study the structure of emotional concepts and the processes of their formation and perception.

One of the main tasks of linguocognitive research is to identify the linguistic means that are used to express emotions. For this purpose, various methods of analyzing language data are used, such as corpus analysis, semantic analysis and cognitive analysis. These methods make it possible to identify connections between linguistic units and emotional concepts, as well as analyze the processes of their perception.

The structure of emotional concepts can be represented as a network of interconnected elements. Each element corresponds to a specific emotion or aspect of it. For example, the concept of anger may



contain elements related to the causes of anger, the expression of anger, and its consequences. Elements can be related to each other in various ways, for example, through opposition or association.

The processes of formation and perception of emotional concepts are also the object of research in linguocognitive science. They can be described as a set of cognitive and linguistic processes that allow us to understand and express emotions. For example, the process of forming an emotional concept may involve perceiving a stimulus, evaluating it, and identifying the main characteristics associated with the emotion.

Linguistic-cognitive models of emotional concepts have wide practical applications. They can be used to develop language teaching methods that take into account the peculiarities of expressing emotions in different languages. Additionally, these models can be useful for developing machine translation and natural language processing programs that take emotional context into account.

Lexical means of objectification of an emotional concept are linguistic units that are used to express emotions and feelings. They help us describe our emotions and convey them to other people. Let's consider various lexical means that are used to objectify an emotional concept.

The first lexical device is the verb. Verbs are used to describe actions that are associated with emotions. For example, the verb "cry" is used to describe an expression of sadness, and the verb "laugh" is used to describe an expression of joy. Verbs can also be used to express the intensity of emotions. For example, the verb "to love" can be replaced with the verb "to adore" to express a stronger feeling.

The second lexical device is the adjective. Adjectives are used to describe emotions and feelings. For example, the adjective "sad" is used to describe a person who is feeling sad, and the adjective "happy" is used to describe a person who is experiencing joy. Adjectives can also be used to describe the intensity of emotions. For example, the adjective "loving" can be replaced with the adjective "passionate" to express a stronger feeling.

The third lexical device is an adverb. Adverbs are used to describe a way of expressing emotions. For example, the adverb "loud" can be used to describe how a person expresses their anger, and the adverb "quietly" can be used to describe how a person expresses their sadness. Adverbs can also be used to describe the intensity of emotions. For example, the adverb "very" can be used to strengthen the adjective "sad" to express a stronger feeling.

The fourth lexical device is the noun. Nouns are used to describe objects and situations that evoke emotions. For example, the noun "death" can evoke sadness, while the noun "holiday" can evoke joy. Nouns can also be used to describe the intensity of emotions. For example, the noun "passion" can be used to describe the stronger feeling of love.

In conclusion, linguocognitive models of emotional concepts represent an important step in the study of emotions and their role in language and culture. They allow us to better understand the processes of formation and perception of emotions and have wide practical applications in various fields.



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