

сочетание *по технологии НПО ГИПХ* относится к слову *регенерации* при условии, что в технологии НПО ГИПХ содержится описание процесса регенерации хладона 114B2. Данный вывод был получен в результате применения элементов структурно-синтаксического анализа с опорой на семантический анализ.

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Linguistic methods of studying the concept

Статья посвящена рассмотрению понятия «концепт», его научному определению и основным лингвистическим методам его изучения. Концепт тесно связан со сферой деятельности человека и его мировоззрением, в силу чего концепт формируется под воздействием культурных и социальных процессов в человеческом обществе.

Ключевые слова: концепт, метод концептуального анализа, лингвистические методы, ассоциативный эксперимент

This article is devoted to the concept of "concept", scientific definition and basic linguistic methods for its study. The concept is closely related to the sphere of human activity and his outlook on life. In this regard, the concept is formed under the influence of the cultural and social process in human society.

Keywords: concept, method of conceptual analysis, linguistic methods. associative experiment

The formation of ideas about the world is formed through the reflection of sensory perception, speech-thinking processes and the formation of ideas. "The concept is understood as a global thinking unit, which is a quantum of structured knowledge. Concepts are ideal entities that are formed in a person's mind: 1) from his direct sensory experience – perception of reality by the senses; 2) from the direct operations of a person with objects, from his objective activity; 3) from the mental operations of a person with other concepts already existing in his mind – such operations can lead to the emergence of new concepts; 4) from linguistic communication (the concept can be communicated, explained to a person in a linguistic form, for example, in the learning process, in the educational process); 5) from independent cognition of the meanings of linguistic units (a child asks what democracy is, an adult looks up the meaning of an unknown word in a dictionary and through it gets acquainted with the corresponding concept" [9, p. 4]. This information is the essence of the concept- a way of storing and organizing information in a person's memory.

Studying the concept of "concept", it is necessary to take into account the specifics and peculiarities of its use in human life, in which not only the sensory-mental awareness of the concept by the individual is interested, but also the formation of this phenomenon under the influence of cultural and social processes in society [10, p. 4].

Performing the function of a mental unit, the concept, as T. I. Fesenko rightly noted: "Exists in the mental reality of a person (his consciousness) as a set of knowledge and information about the current and probable state of affairs in the real world in the context of emotions, experiences, associations, etc. Awareness of it as a mental formation allows not only to reconstruct the mental world of the bearer of the conceptual system, the world of his psyche, but also to recreate his ethno-cultural image, because, developing the thesis of Yu. S. Stepanov, concepts are a fragment of the ethno-cultural environment in the mental world of a person" [11, p. 17]. To restore and study all knowledge and ideas about certain concepts, it is necessary to apply the method of conceptual analysis.

The purpose of the conceptual analysis can be considered "identification of the paradigm of culturally significant concepts and description of their conceptual sphere" [8, p. 80]. The object of the study is the meanings conveyed by individual words, grammatical categories or texts, and the involvement of a large corpus of contexts of the use of the word in fiction allows not only to outline the concept in question, but also to structure it, isolating a set of the most characteristic features.

It should be noted that, having a common goal, linguists achieve it in different ways and methods, therefore, in modern linguistics there is no single method of conceptual analysis, there is no unambiguous understanding of it. The ambiguity of this

method is noted by S. E. Nikitina: "The phrase "conceptual analysis" itself is ambiguous, since it can denote both the analysis of concepts and a certain method of research, namely analysis using concepts or analysis having concepts as its limiting units, unlike, for example, elementary semantic features in component analysis [1, p. 83].

So, according to Z. D. Popova and I. A. Sternin, the key concepts of cognitive modeling of concepts are : 1) the national conceptual sphere is a set of categorized, processed, standardized concepts in the consciousness of the people; 2) the semantic space of the language is a part of the national conceptual sphere, designated by linguistic means, named in the language and represented by semes and semes (i.e., meanings and components of meanings); 3) actualization of the concept – the inclusion of the concept in mental activity; 4) representation of the concept – the expression of concepts in language and various textual forms [9, p. 28–29].

1. One of the components of the linguistic method of concept research is an associative experiment. The essence of a free associative experiment is that a person is invited to build his own associative-synonymous series of words and phrases for a stimulus word. The answers obtained in the course of the study are divided into such psychological categories as sensation, perception, representation and concept. And their analysis, in turn, helps the researcher to identify the basic layer and the interpretative field of the concept, taking into account the frequency of use of associations. In addition, "the concept can be presented in a literary text without a verbal designation and implemented through a number of contextual characteristics that reveal its essence" [5, p. 131]. The associative experiment provides an opportunity to identify the national and cultural specifics of the images of consciousness of native speakers.

In the field of text linguistics, the method of conceptual analysis is under development. Based on all the achievements of modern language science, modern linguists (in particular, L. G. Babenko) distinguish the following main approaches to the study of text: 1) linguocentric approach (aspect of correlation: language-text); 2) textocentric approach (text as an autonomous structural and semantic whole outside of correlation with the participants of literary communication); 3) anthropocentric approach (aspect of correlation: author-text-reader); 4) cognitive approach (aspect of correlation: author-text-extra-textual activity) [1, p. 16].

The works note such important features of the concept as the constancy of concepts in culture: "A constant in culture is a concept that exists constantly or, at least, for a very long time" [1, p. 76]. This aspect of the concept, according to L. G. Babenko, caused the interest of researchers of the late XX century. to master the paradigm of cultural concepts at the level of everyday, scientific and cultural consciousness, such as "will", "freedom", "justice", "duty", "faith", "love", etc.; the universality of concepts, which is considered as something universal: "The concept is the universal of human consciousness... Repeated reference to him contributes to the formation of an associative field, the boundaries of which in the consciousness

of the subject are determined by "cultural memory", involvement in spiritual tradition" [7, p. 10]. In the mental space of the concept, universal knowledge occupies its nuclear zone; the ability of the concept to develop, its dynamic, heterogeneous nature is explained by its historical existence; the multicomponent nature of the concept is due to its development both in depth (historically) and in breadth (semantic representations).

Initially, analyzing the concept on the material of literary texts, it is necessary to identify the basic, basic meanings according to etymological and explanatory dictionaries. The meaning of the word is "an attempt to give a general idea of the content of the concept being expressed, to outline its known boundaries, to present its individual characteristics with this word" [3, p. 26–27].

And, since the word is a formal expression of the concept, it is necessary to conduct a component analysis of its name. The dictionary definition contains the most common and generalized understanding stored in the minds of native speakers. A. P. Babushkin believes that lexicographic definitions can be used to judge how certain words, certain concepts were understood [2, p. 32]. Linguistic research methods include linguistic and cultural components of the use of the concept. Language means convey only a part of the concept, which is confirmed by the existence of numerous synonyms, various definitions and descriptions of the same concept. It is possible to get a more complete idea of the concept, to identify additional inherent features of it by analyzing the paradigmatic connections of the main lexeme, the features of its use, as well as by studying stable units of language – phraseological units, proverbs, sayings that make up the interpretative field.

The method of distinguishing lexico-semantic fields is another linguistic method of studying the concept. E. S. Kubryakova notes that "if semantic analysis is aimed at explication of the semantic structure of the word, clarification of denotative, connotative and significative meanings implementing it and leads to "clarification of the word", then conceptual analysis provides for the search for common concepts that are summed up under one sign and predetermine the existence of the sign as a cognitive structure, which provides knowledge about the world. Based on the definition of the concept, it is possible to build a "conceptual map" of the word, which is, firstly, a reflection of the most commonly used contexts of the word, secondly, a statement of all the directions in which the semantics of the word are being transformed, and finally, a recommendation for a more complete lexicographic representation of the meanings of the word, and so on" [6, p. 97].

In the course of conceptual analysis, it is necessary to take into account that along with the explicit artistic text contains implicit information due to its specificity, which presupposes the existence of some aesthetic information, the author's point of view, subjective expressiveness and emotionality. Such types of conceptual information are usually, according to the author's intention, attributed to the subtext, to the sphere of hidden meanings of a literary text, including both non-linguistic in nature,

and non-linguistic and actually linguistic hidden meanings that imply the co-creation of the reader (listener) [4, p. 11].

In modern linguistics, there is no stable universal model of conceptual analysis, as evidenced by the presence of various methods of its implementation. According to N. N. Boldyrev and I. A. Sternin, exploring the meaning of the word, we can study only part of the concept. Following their opinion, we come to the conclusion that along with the methods of studying the structure of meaning (component, logical-linguistic analyses, as well as various experiments conducted with native speakers of the studied language), such research methods as etymological analysis, free associative experiment, analysis of phraseological units, aphorisms, paroemias, stable expressions and lexical analysis should be applied. -semantic fields of the concept.

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