

KONFERENSIYA

“JIZZAX VILOYATI IJTIMOIIY-IQTISODIY
RIVOJLANISHINING ASOSIY
YO’NALISHLARI: MUAMMO VA YECHIMLAR”



RESPUBLIKA ILMIY-AMALIY ANJUMANI

2025-yil 21 noyabr

**O‘ZBEKISTON RESPUBLIKASI OLIIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY
UNIVERSITETINING JIZZAX FILIALI**



**JIZZAX VILOYATI IJTIMOIIY-IQTISODIY
RIVOJLANISHINING ASOSIY YO‘NALISHLARI:
MUAMMO VA YECHIMLAR**
*mavzusidagi Respublika ilmiy-texnik anjuman materiallari
to‘plami*
(2025-yil 21-22-noyabr)

JIZZAX-2025

Jizzax viloyati ijtimoiy-iqtisodiy rivojlanishining asosiy yo‘nalishlari: muammo va yechimlar. Respublika ilmiy-texnik anjuman materiallari to‘plami – Jizzax: O‘zMU Jizzax filiali Iqtisodiyot va turizm kafedrası, 2025-yil 21-22-noyabr. 557-bet.

Respublika miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globalashuv sharoitida davlatimizni yanada barqaror va jadal sur‘atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e‘tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma‘ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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Tahrir hay‘ati a‘zolari: p.f.d.(DSc), prof. Turakulov O.X., t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), prof. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dots. Alibayev S.X., t.f.f.d.(PhD), dots. Abdumalikov A.A, p.f.f.d.(PhD) Hafizov E.A., f.f.f.d.(PhD), dots. Sindorov L.K., t.f.f.d.(PhD), dots. Nasirov B.U., b.f.f.d. (PhD) O‘ralov A.I., p.f.n., dots. Aliqulov S.T., t.f.f.d.(PhD) Kuvandikov J.T., i.f.n., dots. Tsoy M.P., Sharipova S.F., Jo‘rayev M.M.

Mazkur to‘plamga kiritilgan ma‘ruza tezislarning mazmuni, undagi statistik ma‘lumotlar va me‘yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas‘uldirlar.

balki xalqaro bozorlarga chiqish jarayonida ham barqaror va raqobatbardosh bo‘lish imkonini yaratadi. Raqamli integratsiya asosidagi bunday yondashuv kelgusida O‘zbekiston iqtisodiyotining modernizatsiyasi, eksport hajmining ortishi va global qiymat zanjirlarida ishtirok etish darajasining oshishiga xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati:

1. <https://daryo.uz/2023/08/22/ozbekistonda-byurokratiyani-kamaytirish-evaziga-davlatning-biznesni-tartibga-solishga-qaratilgan-500-ta-funksiyasi-bekor-qilindi>
2. “Yashil iqtisodiyot va taraqqiyot” jurnali, 714 sahifa, 30-oktyabr, 2023-yil. Muharrir: Qurbonov Sherzod Ismatillayevich.
3. <https://president.uz/oz/lists/view/3848> O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 22-sentabr kuni tarmoq va hududlarda raqamli iqtisodiyot hamda elektron hukumatni joriy qilish masalalari bo‘yicha videoselektor yig‘ilishi ma‘lumotlari.
4. <https://www.statista.com/>
5. <https://president.uz/oz/lists/view/6938>
6. <https://lex.uz/docs/> O‘zbekiston Respublikasi Prezidentining 2022-yil 27-apreldagi PF-121-sonli Farmoni tahririda — Qonunchilik ma‘lumotlari milliy bazasi, 28.04.2022-y., 06/22/121/0354-son).
7. <https://lex.uz/docs/> 3-band O‘zbekiston Respublikasi Prezidentining 2022-yil 22-avgustdagi PF-194-sonli Farmoniga asosan xatboshi bilan to‘ldirilgan — Qonunchilik ma‘lumotlari milliy bazasi, 23.08.2022-y., 06/22/194/0766-son
8. https://digital.gov.uz/oz/pages/decrees_and_decisions_of_the_president

TYPES OF CONCEPTS IN COGNITIVE LINGUISTICS

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Abstract: This article examines the typology of concepts within the framework of cognitive linguistics. Concepts are understood as fundamental mental representations that structure human experience and underlie linguistic meaning. The study identifies and describes the major types of concepts—basic, concrete, abstract, embodied, metaphorical, metonymic, and culturally specific—highlighting their cognitive and linguistic characteristics.

Key words: *concept*, cognitive models, perception, categorization, metaphorical mapping, superordinate concepts, basic-level concepts, concrete concepts, abstract concept, conceptual metaphors.

In cognitive linguistics, the notion of *concept* occupies a central position in explaining the relationship between language and cognition. The discussion draws on key theoretical contributions from Rosch, Lakoff, Langacker, and Fillmore, emphasizing the dynamic, embodied, and context-dependent nature of conceptual organization. Unlike formalist approaches that treat meaning as a static property of linguistic signs, cognitive linguistics views meaning as conceptual and grounded in human experience [3, 4]. Concepts are mental units of knowledge that organize human perception, reasoning, and communication. Understanding the types of concepts allows for a more comprehensive view of how the human mind categorizes and interprets the world through language.

Cognitive linguistics assumes that linguistic meaning is conceptual in nature. A concept is defined as a *mental representation that structures knowledge and experience* [1]. Concepts are not isolated entities but are interconnected within larger networks of schemas, frames, and idealized cognitive models [2, 3]. They are dynamic, embodied, and sensitive to cultural and contextual variation.

Concepts arise from general cognitive processes such as perception, categorization, and metaphorical mapping. Consequently, language is viewed as a reflection of the conceptual structures that shape human thought.

Rosch introduced the idea that categories—and by extension, concepts—exist at different levels of abstraction: **superordinate**, **basic**, and **subordinate**. **Superordinate concepts** are highly general (e.g., *animal*, *vehicle*). **Basic-level concepts** are cognitively salient and frequently used in everyday discourse (e.g., *dog*, *car*). **Subordinate concepts** are more specific and detailed (e.g., *poodle*, *sedan*). Empirical studies have shown that the **basic level** is the most informative and cognitively accessible, serving as the default level of categorization in human thought and language [7].

The complex, abstract nature of concepts determines the existence of a large number of diverse typologies that take into account their nature, content, functioning, etc. Concepts are divided into verbalizable (stable, having linguistic means of representation assigned to them, communicatively in demand) and hidden (unstable, deeply personal, not verbalizable) [6, p. 28].

Concepts may also be classified based on their perceptual grounding. **Concrete concepts** refer to entities that can be experienced directly through the senses, such as *tree*, *stone*, or *water*. **Abstract concepts**, such as *freedom*, *justice*, or *time*, cannot be perceived directly but are constructed through metaphorical and relational thinking. According to Lakoff and Johnson, abstract concepts are typically structured by **conceptual metaphors** that map concrete, embodied experiences onto abstract domains (e.g., *Time is money*, *argument is war*) [5].

N.Yu. Shvedova divides concepts into main (basic) and small (non-basic) [8, p. 508]. Small concepts are a necessary environment for the main concept and perform the role of concretizers. This is a closed set of words related to the main concept of a general notion, but with their lexical meaning complementing this concept with certain essential elements. These complementary elements are distributed among small concepts and, when presented in a certain totality, allow us

to derive an expanded definition of the concept as a given entity capable of accepting many additional characteristics.

The absence of a single, generally accepted typology complicates the study of certain concepts, but it should be noted that the main goal of various approaches to the study of concepts is to understand the essence of linguistic consciousness and the underlying foundations of differences between cultures.

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TURIZM SOHASIGA KADRLAR TAYYORLASHDA RAQAMLI DIDAKTIK VOSITALARDAN FOYDALANISHNING PEDAGOGIK IMKONIYATLARI VA METODIK YONDASHUVLARI

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Annotatsiya: Ushbu tezisdagi turizm sohasiga bo‘lajak mutaxassislarni tayyorlash jarayonida raqamli didaktik vositalardan foydalanishning nazariy asoslari, pedagogik ahamiyati va amaliy imkoniyatlari yoritiladi. Raqamli texnologiyalar asosida tashkil etilgan ta‘lim muhitining kompetensiya rivojiga ta‘siri, o‘quv jarayonining samaradorligini oshirishdagi afzalliklari hamda o‘quv fanlari mazmuniga uyg‘unlashtirilgan zamonaviy raqamli platformalar misolida ko‘rsatib beriladi.

Kalit so‘zlar: turizm ta‘limi, raqamli didaktik vositalar, virtual simulyatsiya, AR/VR texnologiyalari, interaktiv xaritalar, bronlash tizimlari, raqamli pedagogika,