



**ОБРАЗОВАНИЕ И
ФИЛОЛОГИЧЕСКАЯ НАУКА
XXI ВЕКА
ГЛАЗАМИ МОЛОДЫХ УЧЕНЫХ**

**Сборник
международной
научно-практической
конференции
АСТАНА - УФА – 2023**

**ОБРАЗОВАНИЕ И
ФИЛОЛОГИЧЕСКАЯ НАУКА
XXI ВЕКА
ГЛАЗАМИ МОЛОДЫХ УЧЕНЫХ**

**Сборник
международной
научно-практической
конференции
для студентов, магистрантов,
докторантов и молодых ученых**

**АСТАНА -УФА
2023**

УДК 37.0+80/81
ББК 74.00+81.2
О-23

Рецензенты:

- Буркова Т.А.* – доктор филологических наук, профессор Башкирского государственного педагогического университета им. М. Акмуллы, Башкортостан, РФ
- Булатбаева Г.Н.* – доктор педагогических наук, Национальная Академия им. Ы. Алтынсарина, г.Астана
- Загатова С.Б.* – кандидат филологических наук, профессор Евразийского гуманитарного института, г.Астана

Научный редактор:

Бижкенова А.Е., доктор филологических наук, профессор Евразийского национального университета им. Гумилева

Редакционная коллегия:

Кенжигожина К.С., PhD, ЕНУ им. Л.Н. Гумилева
Смагулова М.Г., ЕНУ им. Л.Н. Гумилева

О-23 Образование и филологическая наука XXI века глазами молодых ученых: Сборник трудов международной научно-практической конференции. - Астана: ИП «Булатов А.Ж.», 2023. - 193 с.

ISBN 978-601-326-711-1

В сборнике представлены тексты докладов участников одноименной международной научно-практической конференции, проведенной кафедрой иностранной филологии ЕНУ им. Гумилева совместно с кафедрой германского языкознания и зарубежной литературы БГПУ им. Акмуллы.

Тексты не подлежали правке и размещены в авторской редакции и стилистике.

УДК 37.0+80/81
ББК 74.00+81.2

ISBN 978-601-326-711-1

© Коллектив авторов, 2023

3. Zhbakov, M.M. (2013). Genre system as an institutional characteristic of the discourse of clinical. URL: <http://referatdb.ru/medicina/160038/index.html> (accessed: 24.12.2017).
4. Lahlou, S., Schonhardt-Bailey, C., & Yager, E. Yes, Ronald Reagan's Rhetoric Was Unique – But Statistically, How Unique?. *Presidential Studies Quarterly*, 2012. 630 p.
5. Statement by Vice President Harris on the 58th Anniversary of Bloody Sunday: <https://www.whitehouse.gov/briefing-room/statements-releases/2023/03/05/statement-by-vice-president-harris-on-the-58th-anniversary-of-bloody-sunday/> (from March 05, 2023)
6. Erickson K.V. Jimmy Carter: The Rhetoric of Private and Civic Piety // *The Western Journal of Speech Communication*. №44. 1980. 284 p.
7. Petrenko V.V., Potapova A.S. Political linguistics as a constituent part of modern political theory // *Procedia - Social and Behavioral Sciences*. 2014. № 154. 580 p.
8. Slomson S., Weber E.U. The Cognitive Science of Political Thought: Practical Takeaways for Political Discourse // *Behavioral Scientist*, URL: <https://behavioralscientist.org/the-cognitive-science-of-political-thought-practical-takeaways-for-political-discourse/> (accessed: 19.08.2021)
9. Schiappa E. Second Thoughts on the Critiques of Big Rhetoric // *Philosophy and Rhetoric*. Vol. 34. 2001. № 3. 420 p.
10. Rossinow D. The Reagan Era. A History of the 1980s. Columbia University Press. 2016. 392 p.

ABOUT METHODS OF CONCEPT ANALYSIS

Темірбай А.Х.,
Магистрант 2 курса,
ЕНУ им. Л.Н. Гумилева,
научный руководитель, к.ф.н., профессор
Жуманбекова Н.З.

Түйіндеме: Ұсынылған мақалада концептілердің сипаттаудың ең көп тараған әдістері мен тәсілдері ұсынылған, соның ішінде концептуалды, этимологиялық, семантикалық және когнитивтік талдаулар. З.Д. Попова, И.А. Стернин және К.К. Керімбекова бойынша концепттерді семантикалық-когнитивтік зерттеудің негізгі кезеңдері, ассоциативті эксперименттің ерекшеліктері қарастырылады.

Ключевые слова: концепт, концептіні зерттеу әдістері, концептуалды талдау, этимологиялық талдау, ассоциативті эксперимент.

Аннотация: В статье представлены наиболее распространенные методы и подходы анализа концептов, такие как концептуальный, этимологический, семантико-когнитивный. Выделены основные этапы семантико-когнитивного исследования концептов З.Д. Поповой и И.А. Стернина, а также этапы концептуального анализа К.К. Керимбековой. Рассматриваются особенности ассоциативного эксперимента.

Ключевые слова: концепт, методы анализа концепта, концептуальный анализ, этимологический анализ, ассоциативный эксперимент.

Abstract: The article presents the most common methods and approaches for describing concepts, such as conceptual, etymological, semantic and cognitive analysis. The main stages of semantic-cognitive research of concepts according to Z.D. Popova and I.A. Sternin, as well as the stages of research according to K.K. Kerimbekova were taken into account. The features of the associative experiment were revealed.

Keywords: *concept, methods of concept analysis, conceptual analysis, etymological analysis, associative experiment.*

One of the leading studies in modern linguistics is the study of concepts. This term is actively used by philologists, linguists, and cognitologists. It makes it possible to consider from a new perspective the laws of the origin of language, consciousness and culture, as well as new aspects of the interaction of cognitive linguistics with psychology, cultural studies, linguoculturology, philosophy.

According to scientists, the choice of methods for the study of concepts depends on the type of concept being studied (content, structural), on the approach (philosophical, linguocognitive, linguoculturological, psychological) as well as on the material of the languages under study.

The purpose of this article is to consider the methods of analysis of concepts, as well as to determine which of these methods will be used in the dissertation work the concept of "happiness" in Kazakh and English languages.

Concepts — mental images behind language signs, signified by language signs, have recently become the subject of lively attention of linguists. The term, which came from cognitology, turned out to be important and necessary for language learning and formed the basis of cognitive linguistics. The semantic space of a particular language is made up of concepts, the semantic space can be used to judge the structures of knowledge in their specific national refraction [1, p. 5].

The concept is defined as a mental unit, an element of consciousness. Human consciousness is an intermediary between the real world and language. Cultural information enters the consciousness, where it is filtered, processed, systematized: "concepts form a kind of cultural layer acting as an intermediary between man and the world" [2, p. 3]. Yu.S. Stepanov describes the concept as "a clot of culture in the human mind... that by which a person... he enters the culture" [3, p. 40].

The typology of concepts as mental formations can be carried out on the basis of their standardization (individual, group and nationwide). According to their content, they can be divided into representations, schemes, concepts, frames, etc. According to linguistic expressions, concepts can be represented by lexemes, phraseological units, free phrases, syntactic constructions, and even texts and sets of texts.

In modern linguistics, there are many methods of studying concepts: conceptual analysis, historical comparative analysis, definitional interpretation, component analysis, stylistic interpretation, distributive analysis, methods of contextual and textual analysis, cognitive interpretation of the results of the description of the semantics of linguistic means, verification of the received cognitive description in native speakers, etc.

Kazakhstani scientist K.K. Duysekovala in her work indicates that the following steps should be taken into account in the method of conceptual analysis:

- 1) defining the reference situation of the analyzed concept;

- 2) defining the core of the concept by referring to relevant dictionaries;
- 3) taking into account the etymology of the word that verbally represents the concept;
- 4) consideration of the context of the analyzed text, which will reveal the content of the concept widely and comprehensively;
- 5) consideration of the context of the cultural tradition in which the text was written;
- 6) the main concepts of the text explained (therefore, this cultural tradition) in painting, music, architecture, etc. [4, p. 46].

These methods interact with each other, complement each other, which allows us to explore the concept as an object of interaction between language, thinking and culture.

If descriptive, comparative historical methods have been used in linguistic research for a long time and do not require detailed explanations, then conceptual analysis is a relatively new research method, and is ambiguously interpreted by various researchers.

Conceptual analysis, first of all, is associated with the conceptual sphere, which is the object of its research. The conceptual sphere is one of the most important in cognitive linguistics and is interpreted as a branch of knowledge consisting of concepts as its units.

Despite the fact that a concept can be studied mainly through lexical means of its expression, conceptual analysis must be distinguished from semantic analysis of a word. Despite all the external proximity of their substantive tasks and goals, they are in a certain sense opposite to each other: lexical semantics goes from a unit of linguistic form to semantic content, and conceptual analysis – from a unit of meaning to linguistic forms of their expression [5, pp. 248-249].

Semantic analysis clarifies words, while conceptual analysis comes from knowledge about the world. In conceptual analysis, knowledge of linguistic thinking is of great importance.

There are many approaches to the analysis of concepts, ways to describe them, based on the use of various research material. We consider the stages of semantic-cognitive research of concepts according to Z.D. Popova and I.A. Sternin [6, p. 160]:

1. Construction of the nominative field of the concept.
2. Analysis and description of the semantics of linguistic means included in the nominative field of the concept.
3. Cognitive interpretation of the results of the description of the semantics of language means - the identification of cognitive features that form the concept under study as a mental unit.
4. Verification of the received cognitive description from native speakers.

The material of linguocognitive analysis is language, and the goals of such a study in various areas (schools) of cognitive linguistics may differ - from an in-depth study of the language using a cognitive categorial terminological apparatus

to specific modeling of the content and structure of individual concepts as units of national consciousness (conceptosphere).

The method of semantic-cognitive analysis suggests that in the process of linguo-cognitive research, we move from the content of meanings to the content of concepts during a special stage of description - cognitive interpretation. Cognitive interpretation is a stage of semantic-cognitive analysis, without which the study remains within the framework of linguistic semantics. The semantic-cognitive approach in linguocognitive research indicates that the research path "from language to concept" is the most reliable and the analysis of language.

Currently, there are quite a few varieties of associative experiment (free, directed, receptive, experiment on subjective definitions), various typologies of associations have been created, allowing to obtain specific results, on the basis of various languages, dictionaries of association norms have been published. The basis for the formation of the concept, its associative links is there are features of the cultural and historical formation of the nation. And it cannot be identical for all people.

Etymological analysis allows us to trace the early history of the concept and the dynamics of the formation of new or disappearance of pre-existing semantic features that make up its content, as well as to determine the internal form of its name, which is an integral part of the meaningful minimum of the concept.

According to A.A. Leontiev, associative norms give the results of not a selective, but a mass experiment, which allows them to be used as a source of unique linguistic and paralinguistic information, and also, due to their statistical "reliability", they are easily amenable to mathematical processing, being a unique material for proposing and testing statistical hypotheses [7, p.10].

Scientist Z.K. Derbisheva during the comparative study of the concept of "happiness" in the Kyrgyz and Russian languages, examines the concept from the following aspects:

1. Lexical verbalization;
2. Syntagmatic layer;
3. Phraseological verbalization;
4. Paremiological verbalization;
5. Poetic interpretation [8].

Having considered the methods of concept analysis, we decided that in our study we use a complex methodology that includes both traditional linguistic research methods and techniques (descriptive, comparative, comparative historical, statistical analysis) and relatively new ones, in particular, conceptual analysis. In our study, we interpret conceptual analysis as a technique for describing the verbal representations of a concept by constructing a verbal model of the concept.

References

1. Никишина Ю.И. Понятие «концепт» в когнитивной лингвистике / Ю.И. Никишина // Язык, сознание, коммуникация: Сб. статей / Отв. ред. В.В. Красных, И.А. Изотов. Вып. 21 – М.: МАКС Пресс. – 2002 – 57 с.

2. Арутюнова Н.Д. Введение / Н.Д. Арутюнова // Логический анализ языка. Ментальные действия / Отв. ред. Н.Д. Арутюнова. – М.: Наука. –1993. – С. 3 6
3. Степанов Ю.С. Константы. Словарь русской культуры. Опыт исследования / Ю.С. Степанов. – М.: Школа «Языки русской культуры». – 1997
4. Бижкенова А.Е., Дуйсекова К.К., Булатбаева К.Н., Сабитова Л.С., Жуманбекова Н.З., Калиева А.К., Жумабекова К.Б. Современные направления лингвистической науки. Коллективная монография. Под ред. д.ф.н., проф. А.Е.Бижкеновой. - Алматы: Эпиграф, 2017.- 380 стр.
5. Попова, З. Д. Когнитивная лингвистика / З. Д. Попова, И. А. Стернин. – М.: АСТ: Восток – Запад. – 2007 – 315 с.
6. Палеева Е.В. Концептуальный анализ как метод лингвистических исследований / Е.В. Палеева // Теория языка и межкультурная коммуникация. Вып 2(8). – Курск. – 2010 – 1 5 с.
7. Словарь ассоциативных норм русского языка / Под редакцией А.А. Леонтьева. – М. – 1977
8. Дербишева З.К. Основы лингвокогнитивного сравнения языков: монография / — М.: ФЛИНТА, 2020. — 336 с.