

INTERNATIONAL JOURNAL OF  
**WORLD LANGUAGES**

ДОБРЕДОЉОВТЕ WĒLLKOMM स्वागत छ  
VÄLKOMMEN FÄILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ  
Laipni lūdzam كَب الَهَأُ WILLKOMMEN 환영  
BEM VINDA Сардэчна запрашаем ÜDVÖZÖLJÜK 歡迎 ようこそ  
**WELCOME** DOBRODOŠLI स्वागत हे  
BIENVENUE HOŞGELDİNİZ FÄILTE  
BENVENUTO Tuhiŋga o mua SELAMAT DATANG  
VELKOMINN walujeung sumping  
SALUTATIO வரவரேல் BI XĒR HATĪ  
BINE ATI VENIT ಸವಾಗತ

## International Journal of World Languages

Volume 2, No. 1, January 2022

**Internet address:** <http://ejournals.id/index.php/IJWL/issue/archive>

**E-mail:** [info@ejournals.id](mailto:info@ejournals.id)

Published by ejournals PVT LTD

Issued Bimonthly

### *Requirements for the authors.*

*The manuscript authors must provide reliable results of the work done, as well as an objective judgment on the significance of the study. The data underlying the work should be presented accurately, without errors. The work should contain enough details and bibliographic references for possible reproduction. False or knowingly erroneous statements are perceived as unethical behavior and unacceptable.*

*Authors should make sure that the original work is submitted and, if other authors' works or claims are used, provide appropriate bibliographic references or citations. Plagiarism can exist in many forms - from representing someone else's work as copyright to copying or paraphrasing significant parts of another's work without attribution, as well as claiming one's rights to the results of another's research. Plagiarism in all forms constitutes unethical acts and is unacceptable. Responsibility for plagiarism is entirely on the shoulders of the authors.*

*Significant errors in published works. If the author detects significant errors or inaccuracies in the publication, the author must inform the editor of the journal or the publisher about this and interact with them in order to remove the publication as soon as possible or correct errors. If the editor or publisher has received information from a third party that the publication contains significant errors, the author must withdraw the work or correct the errors as soon as possible.*

### **OPEN ACCESS**

Copyright © 2022 by Thematics Journals of Applied Sciences

## EDITORIAL BOARD

**Ambreen Safdar Kharbe,**  
Najran University,, Saudi Arabia

**Erdem Akbaş,**  
Erciyes University, Turkey

**Oksana Chaika,**  
National University of Life and Environmental  
Sciences of Ukraine, Ukraine

**Fatma Kalpakli,**  
Selçuk University, Turkey

**Zekai Gül,**  
University of Minnesota, Islamic College of  
Languages and Translation

**Birsen Tütüniş,**  
Kültür University, Turkey

**Nurdan Kavakli,**  
Izmir Democracy University, Turkey

**Anette Ipsen,**  
University College Copenhagen, Denmark

**Lotte Lindberg,**  
University College Copenhagen, Denmark

**Miriam Eisenstein,**  
New York University, United States

**Boudjemaa Dendenne,**  
University of Constantine I, Algeria

**Ismail Hakki Mirici,**  
Hacettepe University, Turkey

**Lily Orland Barak,**  
University of Haifa, Israel

**Maggie Sokolik,**  
University of California, Berkeley, United States

**Manana Rusieshvili-Cartledge,**  
Tbilisi State University, Georgia

**Maryam Zeinali,**  
Urmia University, Iran Islamic Republic

**Mehmet Demirezen,**  
Ufuk University, Turkey

**Sejdi M. Gashi,**  
Institute of Albanology-Pristina(Kosovo), Albania

**Priti Chopra,**  
The University of Greenwich, Greece

**Rome Aboh,**  
University of Uyo, Nigeria

**Salam Yusuf Nuhu Inuwa,**  
Kano State College of Arts and Sciences, Nigeria

**Zelege Arficho Ayele,**  
Hawassa University, Ethiopia

**Mustafo Zhabborovich Bozorov**  
Samarkand State Institute of Foreign Languages

**Martaba Numonovna Melikova**  
Samarkand State Institute of Foreign Languages

**Mastura Mizrobovna Oblokulova**  
Samarkand State Institute of Foreign Languages

**Erkinov Sukhrob Erkinovich**  
Samarkand State Institute of Foreign Languages

**Eko Susanto**  
Menegment of journal Indonesia

**Shirnova Inobat Anvarovna**  
Guliston State University

**Akramjon Abdikhakimovich Shermatov**  
Samarkand State Institute of Foreign Languages

**Akhmedova Shoira Nematovna**  
Professor of the Department of Uzbek Literature,  
Bukhara State University

**Aslonova Malokhat**  
Akramovna PhD, associate professor Navoi State  
Pedagogical Institute

**Bobojanov Sharipboy Xudoshukirovich**  
Dr., associate professor at  
Pedagogical Institute of Karshi State University

## CONCEPT OF MIND IN ENGLISH LANGUAGE PICTURES

Sharipova Feruza Muhammad qizi

MBA Student, Tashkent State Pedagogical University

*Abstract: This article is dedicated to the study of "mind" concept in the English language in the frames of contexts in order to structure the system of mind idea among the native speakers. Semantic-and-cognitive analysis of the lexemes, representing the concept is carried out. The nuclear and peripheral components of the verbalized concept "mind" are revealed on the basis of the analysis "mind" lexeme.*

*Keywords: concept, linguistic picture of the world, context, concept analysis.*

**Introduction**

This article is devoted to the description of the concept of "mind" as one of the constituent fragments of the picture of the world "human mental abilities". The concept we have chosen for analysis characterizes the intellectual abilities of a person, and belongs to the universal categories that determine human thinking.

The study of the concept is still relevant, as linguocultural ideas about a certain world of a particular language are expanding and being refined. The concept reflects the ethnic worldview and thus marks the ethnic linguistic picture of the world. It is the result of a collision of the dictionary meaning of the word with the personal and folk experience of a person [2, p. 104].

A concept is a conventional unit that is somewhat blurry. The concept consists of a core, which is its name, and a periphery. The core contains the most significant language associations, while the periphery contains the less significant ones. The number of different associations is unlimited, so the concept has no clear boundaries.

The concept has a value characteristic. In the life of a linguistic society, in connection with its historical development, the content of the concept may undergo changes in semantics, in the assessment of an event indicated by the concept, under the influence of extralinguistic factors.

**Literary review**

Analyze the axiological content of the contexts in which the characteristics of the concept "mind" is updated. The novelty of the study is determined by the fact that for the first time the English language picture of the inner world of a person is studied through the prism of the triad of key concept mind. The paper reveals conventional (collective) ways of conceptualization, fixed in phraseological units and proverbs of the English language, in the English-language religious discourse and having high rates of frequency in artistic discourse, as well as occasional (individual-author's) ways of conceptualizing the inner world of a person. When choosing a research topic, we were also guided by the fact that so far there are no works that examine in detail the specifics of the interaction of the concept "mind" within the indicated fragment of the English language picture of the world.

The theoretical basis of the study is the main provisions of cognitive linguistics, developed in the works of foreign (J. Lakoff, M. Johnson, C. Fillmore, W. Chafe, D. Cruz, R. Lanecker, J. Talmi, I. Svitser, R. Jackendoff and many others) and domestic (E.G. Belyaevskaya, H.H. Boldyreva, V.Z. Demyankov, H.A. Kobrina, E.S. Kubryakova, R.M. Frumkina, A.P. Chudinova and others) linguists, as well as in the works of linguoculturological direction (A. Vezhbitskaya, Yu.S. Stepanova, V.N. Teliya, I.G. Olshansky, E.O. Oparina, V.A. Maslova, V.I. Karasi -ka, G. G. Slyshkin, S. G. Vorkachev,

N. F. Alefirenko and others).

The actual material of the study is presented by dictionary interpretations of the substantives heart, mind, soul, as well as their speech usage (about 5000 contexts in total), in particular, in phraseological and paremic units of the English language, the English text of the Bible, texts of sermons of prominent ministers of the Anglican Church, essays on theology posted on the official website of the library of the Anglican Church, statements by famous representatives of the English-speaking culture, quotations from works of art by English writers (mainly of the 19th-20th centuries), excerpts from popular English-language songs.

### **Method**

The analysis of the linguistic material was carried out using a complex of general scientific and linguistic methods: synthesis, analysis, induction, deduction, analysis of dictionary definitions, etymological, contextual and conceptual analysis, elements of statistical analysis.

The conclusions obtained as a result of the study allow us to formulate the following provisions for defense. The concept of "mind" is included in the area of the national concept sphere of any language, it is in this concept that the ideas and values of the ethnoculture of any nation are concentrated to a greater extent. The concept of "mind" can be attributed to a universal category that characterizes the intellectual capabilities of a person and his thinking. The linguistic concept "mind" finds various ways of expression in the English language, which has its own specific characteristics of the mind phenomenon. One of the main methods of conceptual analysis is the description of concepts in the form of highlighting their features. This is due to the fact that cognitive categorization occurs on the basis of some of the most prominent feature. Among the supporters of cognitive categorization, there is an opinion that these features cannot be clearly defined [3, p. 57]. The analysis was carried out by the method of identifying core and peripheral features of the concept "mind" based on contexts. To begin with, we note what we mean by the term context.

Context (from Latin Contextus - "connection", "connection") is a complete passage of written or oral speech, the general meaning of which allows you to clarify the meaning of individual words, sentences, etc. included in it. These are the conditions for the specific use of a language unit in speech (written or oral), its language environment, the situation of speech communication.

The context structures the fan of possible aspects of the grammatical meaning of this or that word or sentence, by means of which the certainty of the meaning of linguistic expressions within the given text is set. Out of context, the language unit loses additional meanings dictated by the general meaning of the text, losing situational specificity and emotional content. In linguistics, the concept of "context" in its content approaches the concept of "systemic meaning" of a semantically complete text passage with the property of integrity [6, p. 47].

### **Result**

As a rule, the concept of "mind" in the collective consciousness is associated with the mental activity of the subject, while additional meanings and shades of meanings are distinguished based on the situation of verbal communication. The idea of the mind in the culture of the English people is widely reflected in texts that record various situations of communication. As part of the study, we selected 500 contexts from the British National Corpus of English containing the lexical unit "mind".

Our choice of text corpus is due to the fact that different types of data are in the corpus in their natural contextual form, creating the possibility of their comprehensive and objective study, increasing the accuracy and reliability of the study.

To identify the core and peripheral features of the concept "mind", we analyzed 500 contexts, from which we identified various meanings of the word "mind", and also identified special characteristics that actualize this concept.

During the analysis of contexts, we established the core feature of the concept "mind" - "memory", verbalized in 157 contexts (31.4%):

1). Bear in mind, keep in mind, have in mind, be in mind - remember, think, consider, take into account. Well, anyway it's something to bear in mind the fact that we've got that list anyway Come to mind - come to mind, remember, arise. Only one response came to mind (only one response came to mind); Take mind off, out of mind, let mind go blank, haunted mind, steer mind off. Loretta told herself that she would have to put Hugh Puddephat out of her mind until Saturday.

Previously, we analyzed the concept of "mind" on the material of lexicographic and phraseological dictionaries, as a result of which a core feature was identified, verbalized by the lexical units "memory" and "remember". As a result of the analysis of contexts, the core position of the conceptual attribute "memory" was confirmed, as a kind of abstract concept that reflects the ability to store information and get rid of it. The second most frequently verbalized conceptual sign of "mind" is a call for caution, attentiveness, which accounted for 7.6% of contexts.:

2). Mind - "take into account." Mind your eye! - Attention! Look at both! Watch out! Mind your feet! - Do not stumble! Watch where you're going!

According to the analysis of lexicographic sources, a similar lexical unit "be aware of" stands out, which occupies a peripheral position, which indicates that in everyday life the call for caution is more common.

The third most frequently updated is the conceptual sign of agreement (neutral attitude), which is present in 7.2% of contexts:

3). Don't mind - "objection". We really don't mind what sex the baby is (We really don't care about the gender of the baby). In dictionaries, this lexical unit has a semantic similarity with the lexical unit "object to", which occupies a peripheral position, which allows us to conclude that it is considered normal for situations of everyday communication to defend one's point of view.

The next in terms of frequency of actualization is the idiom never mind, found in 5.2% of contexts:

4). Never mind - "anxiety". I didn't think I was ill but never mind. (I don't think I was sick though, never mind). At the same time, there is no similar sign in the dictionaries, while the sign "annoy" stands out on the far periphery as something that causes anxiety and anxiety. Also among the verbalizers of the core features of the concept "mind" is the phrase change one's mind, which is 4.6% in the analyzed contexts:

5). Change one's mind - "opinion", "point of view". I meant what I said and you can't change my mind. (I said what I wanted to say and you can't change my mind). In turn, according to the analysis of lexicographic sources, the sign "opinion" takes a peripheral position, emphasizing the importance of one's own opinion in everyday life.

Further, the mind is actualized through the sign of making a decision:

6). Make up one's mind - "decide", "decide" (2.2%). I wished you would make up your mind. (I would like you to make a decision). A similar feature in the analysis of dictionaries takes a peripheral position.

The above features of the concept "mind" constituted its core and peripheral zones, being the most frequently verbalized according to the calculations. At the same time, a number of features were found that were not expressed so often, but significantly emphasizing and supplementing the complex and diverse concept of "mind". The following phrases testify to the presence of a verbalized conceptual sign "subconsciousness" located

in the periphery:

7). At the back of someone's mind, half-awake mind, unconscious mind - "subconsciously" (1.6%). At the same time, according to dictionaries, the lexical unit "subconsciousness" occupies a peripheral position.

She had at the back of her mind the thought that some new male companion might figure in it (Subconsciously she had a feeling that some new male companion might appear).

Also, among the diverse conceptual signs, such a state of "mind" as mood, disposition of the spirit is verbalized:

8). Frame of mind, state of mind - way of thinking, state of mind (1.4%). And it is easy to see how in such a frame of mind, the thought of returning to Darlington Hall would be a great comfort to them.

## **Conclusion**

In addition, you can find fragments of contexts in which "mind" appears in various states, for example, to be in the right mind - to be in a normal state of mind (0.6%), open mind - common sense, impartiality (0.6%), boggled mind - fear, doubt (0.6%), exploding mind - boiling mind (0.2%).

Also, among the conceptual features of the concept "mind" there are many examples verbalized by lexical units included in the area of the far periphery, which indicates that the concept under study occupies an important place in the life and culture of native English speakers, for example, grasping mind - tenacious mind (0.2%), philosophical mind - philosophical mind (0.2%), simple mind - ingenuous mind (0.2%), coldly analytical mind - cold analytical mind (0.2%), filthy mind - depraved mind (0.2%), sharp mind - sharp mind (0.2%), dirty mind - perverted mind (0.2%), literary mind - literary mindset (0.2%), subtle mind - sharp mind (0.2%), confused mind - confused mind (0.2%).

The study showed that the concept of "mind" has a very wide field of use. It's connected with the ability to determine the skills, abilities and abilities of a person related to mental activity. Depending on this, the concept of "mind" becomes an important element of both oral and written speech of the English language, and thus it differs from other concepts of the inner world of a person.

**References.**

1. Акрамов М. Р. Психолого-педагогические особенности экологического образования //The Way of Science. - 2014. - С. 78.
2. Akramov M. R. et al. Шахс касбий йўналганлиги ривожланишида масъулиятлиликнинг аҳамияти //Молодой ученый. - 2021. - №. 11. - С. 259-261.
3. Акрамов М. Р. Конфликт и его социально-психологические свойства //Молодой ученый. - 2021. - №. 6. - С. 293-295.
4. Акрамов М. Р. ПРОБЛЕМЫ ИЗУЧЕНИЯ ПСИХОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ РАЗВИТИЯ ЭКОЛОГИЧЕСКОГО СОЗНАНИЯ ПО ВА ЯСВИНУ //SCIENCE AND WORLD. - 2013. - С. 117. Назаров А. Психологические особенности руководителей, влияющие на принятие Yusupov O.N. EXPRESSION OF INTERCULTURAL DIFFERENCES IN TRANSLATION //International Journal of World Languages. - 2021. - Т. 1. - №. 2.
5. Yusupov O. et al. IMPROVING WRITING SKILLS USING COMMUNICATIVE COMPETENCE //International Journal of World Languages. - 2021. - Т. 1. - №. 2.
6. Yusupov O. CHARACTER EXPRESSION IN LITERARY TRANSLATION // Журнал иностранных языков и лингвистики. - 2021. - Т. 2. - №. 4.
7. Yusupov O. et al. Phraseological Units with Colour Designation Component as a Means of Reflecting the Self-Consciousness of the English People //LINGUISTICA ANTVERPIENSIA. - 2021. - С. 719-731.
8. Yusupov, O.N. "Subtleties Of Literary Translation." İlköğretim Online (IOO)-Elementary Education Online 4.4 (2021): 1987-1991.
9. Yusupov O.N. Teaching language using communicative and cognitive methods // Science, technology and higher education. Materials of the II international research and practice conference. - 2013. - Т. 2. - С. 705-708.
10. Юсупов О.Н., Вахобов А. А. СУЩНОСТЬ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ //The Way of Science. - 2014. - Т. 128.
11. Юсупов, О.Н. Бадиий матн: тушунча ва дифференциал хусусиятлар. Бухоро давлат университети илмий ахбороти. №36 2016. Б. 85-88.
12. Nematjonovich Y.O. COGNITIVE SEMANTICS IN CONTEXT //Восточно-европейский научный журнал. - 2016. - Т. 6. - №. 1. - С. 134-137.