

**MIRZO ULUG‘BEK NOMIDAGI O‘ZBEKISTON MILLIY
UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/30.12.2019.Fil.01.10 RAQAMLI ILMIY KENGASH**

O‘ZBEKISTON MILLIY UNIVERSITETI

AGZAMOVA DILDORA BAXADIRJANOVNA

**INGLIZ VA O‘ZBEK TILLARI OLAMI MANZARASIDA “XOTIRA”
FENOMENI**

**10.00.06 – Qiyosiy adabiyotshunoslik, chog‘ishtirma tilshunoslik
va tarjimashunoslik**

**FILOLOGIYA FANLARI DOKTORI (DSc) DISSERTATSIYASI
AVTOREFERATI**

Toshkent – 2025

Filologiya fanlari doktori (DSc) dissertatsiyasi avtoreferati mundarijasi

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филологическим наукам**

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Filologiya fanlari doktori (DSc) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida B2023.2.DSc/Fil570 raqam bilan ro'yxatga olingan.

Dissertatsiya Mirzo Ulug'bek nomidagi O'zbekiston Milliy universitetida bajarilgan.
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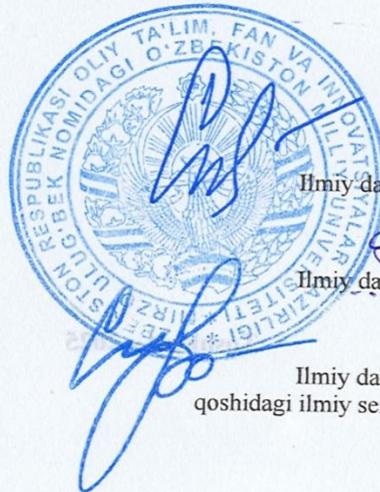
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o'zbek tili va adabiyoti universiteti**

Dissertatsiya himoyasi Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti huzuridagi ilmiy darajalar beruvchi DSc.03/30.12.2019.Fil.01.10 raqamli Ilmiy kengashning 2025-yil "04" aprel soat 10:00 dagi majlisida bo'lib o'tadi. Manzil: 100174, Toshkent shahri, Farobiy ko'chasi, 400. Tel.: (+99871) 246-08-62; faks: (+99871) 246-65-24; email:nauka@nuu.uz. Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti, Xorijiy filologiya fakulteti (3-qavat, 3-11-xona).

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KIRISH (fan doktori (DSc) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligi diqqat markazidagi dolzarb vazifalardan biri turli tizimli tillardagi mental hodisalarning lingvokognitiv tadqiq qilinishi hisoblanadi. Dunyo tillarida psixik jarayon hisoblanuvchi “Xotira” fenomenining o‘rganilishida psixologiya, tibbiyot, falsafa, mantiq; zamonaviy tilshunoslik sohalaridan kognitiv tilshunoslik va lingvomadaniyatshunoslik yo‘nalishlarida konseptuallashtirish, kategoriyalashtirish hamda ularning olamning lisoniy manzarasida ifodalanishi muhim ahamiyat kasb etadi. Ushbu fenomenni olam manzarasi turlaridagi konsept va kategoriya sifatida gavdalanishini kognitiv modellashtirish hamda tipologik tasnif qilish dolzarb masala sanaladi.

Dunyo tilshunosligida xotiraga doir kognitiv sharhlar tadqiqi o‘tgan asrning ikkinchi yarmida ilmiy tadqiqotlar obyektiga aylandi va hanuzgacha ushbu mavzuning lisoniy jihatlari ustida ilmiy tadqiqotlar olib borilmoqda. “Xotira” tushunchasi bugungi kunda tilshunoslik fanining ilmiy apparatidan yetakchi o‘rinlarni egallamoqda. “Xotira” turlari sonining ko‘payib borishi ushbu dinamik hodisaning rivojlanayotganidan dalolatdir. Sohada lisoniy hodisalarni lingvokognitiv, lingvomadaniy tadqiq qilish bu boradagi muammolar yechimiga alohida ilmiy yo‘l, desak xato qilmagan bo‘lamiz. Xususan, “Xotira” fenomeni kognitiv hamda lingvomadaniy nuqtayi nazardan o‘rganilishi hozirgi kunda til va muloqot, til va madaniyat kabi munosabatlarni o‘rganishga talab kuchaygan bir sharoitda o‘ta dolzarb hisoblanadi. Dunyo tilshunosligida kognitiv tilshunoslik, lingvomadaniyatshunoslik, psixolingvistik hodisalar, olamning lisoniy manzarasidagi umumiy va o‘ziga xos xususiyatlar kabi yo‘nalishlar doirasidagi tipologik ilmiy tadqiq jadal tus olgan bo‘lsa-da, “Xotira” fenomeni kabi lingvomenta birliklarning turli xalqlar olami manzaralarida konseptuallashtirish va kategoriyalashtirish tadqiqi metodologiyasi hamda tipologiyasi ishlab chiqilmagan.

O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev: “Xotira va qadrlash kunida so‘zlagan nutqida “Bugun barchamiz avvalo buyuk g‘alabaga beqiyos hissa qo‘shgan, mana shu yorug‘ kunlarga yetib kela olmagan aziz insonlarni yod etamiz, ularning xotirasi, pok ruhlari oldida ta’zim qilamiz. Shafqatsiz urushda, mashaqqatli mehnat frontida mardlik va jasorat ko‘rsatgan barcha faxriylarimizga yuksak hurmat hamda ehtirom, chuqur minnatdorlik bildiramiz”¹, – deb frontda halok bo‘lganlarni xotirlaydi.

Vatanimizda xotiraga davlat miqyosida ahamiyat berilmoqda, xususan, O‘zbekiston Respublikasining birinchi Prezidenti Islom Karimov ta’kidlaganidek, “Xotira, qadr degan tushunchalar azal-azaldan el-yurtimizning tafakkuri, ma’naviy hayotimizning ajralmas bir qismi bo‘lib keladi. O‘zini, o‘z el-yurtining o‘tmishini, tarixini eslamaydigan, bilmaydigan, o‘z xotirasida saqlamasdan yashaydigan odam bolasini, ongli insonni tasavvur qilib bo‘lmaydi”².

¹ O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Xotira va qadrlash kuniga bag‘ishlangan tantanali marosimdagi nutqi. 09.05.2019 // <https://uza.uz/posts/58400>.

² Каримов И.А. Бу буюк Ватанда инсон улуғ, хотира – муқаддас // Халқ сўзи. – № 91. – Тошкент, 2011. 10 май. – Б. 1.

Milliy tilshunosligimizda “Xotira” kabi lingvomentall fenomenni lingvokognitiv tahlil qilishda yagona bir metod va tipologik yondashuvlar hali yechim topmagan. O‘zbek tilini jahon tillari qatoriga qo‘shishda, albatta, qiyosiy plandagi ilmiy ishlar dolzarbligicha qolmoqda. O‘zbek tilini jahonga tanitishda ingliz va o‘zbek tillari asosida bajariladigan tadqiqotlarni rivojlantirishda davlat siyosati darajasida ingliz tilini o‘rgatish tobora ommaviy tus olmoqda.

O‘zbekiston Respublikasi Vazirlar Mahkamasining 11.08.2017-yildagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori³, O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-sonli qarori⁴, 2023-yil 11-sentyabrdagi “O‘zbekiston – 2030 strategiyasi to‘g‘risida”gi PF-158-sonli farmoni⁵ hamda ushbu sohaga oid boshqa me‘yoriy-huquqiy hujjatlarda belgilangan vazifalar bajarilishiga mazkur tadqiqot ishi muayyan darajada xizmat qiladi.

Dissertatsiya mavzusi bo‘yicha xorijiy ilmiy-tadqiqotlar sharhi. “Xotira” fenomenini o‘rganishga bag‘ishlangan ilmiy izlanishlar jahonning yetakchi ilmiy markazlari hamda oliy ta’lim muassasalari, jumladan, Oksford universiteti (Buyuk Britaniya), London kollej universiteti (Buyuk Britaniya), Groningen universiteti (Gollandiya), Edinburg universiteti (Buyuk Britaniya), Umea universiteti (Shvetsiya), Myunxen Ludwig-Maximilians universiteti (Germaniya), Lissabon universiteti (Portugaliya), Bishkek gumanitar universiteti, Moskva davlat xalqaro munosabatlar instituti, Ural Davlat pedagogika universiteti, Rossiya fanlar akademiyasi Rus tili instituti, Moskva Davlat universiteti, Rossiya fanlar akademiyasi tilshunoslik instituti, A.S.Pushkin nomidagi Rus tili davlat instituti (Rossiya Federatsiyasi), Kolumbiya universiteti (AQSh), Amerika antropologlari assotsiatsiyasi, Sasseks universiteti (Buyuk Britaniya), Kembridj universiteti (Buyuk Britaniya), Bristol universiteti (AQSh), Myunster universiteti (Germaniya), Toronto universiteti (Kanada), Amerika psixologlari assotsiatsiyasi (AQSh), Garvard universiteti (AQSh), Kaliforniya universiteti (AQSh), Chikago universiteti (AQSh), Birmingem universiteti (Buyuk Britaniya), Kuinsland universiteti (Avstraliya), Oksford universiteti (Buyuk Britaniya), Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy universiteti, O‘zbekiston Davlat jahon tillari universiteti, Toshkent davlat sharqshunoslik universiteti, Farg‘ona davlat universiteti (O‘zbekiston)da o‘rganilgan.

Jahon tilshunos olimlari tomonidan kognitiv tilshunoslik, lingvomadaniyatshunoslik, konseptualashtirish va kategoriyalashtirish hodisalari, olamning lisoniy manzarasi hamda “Xotira” fenomeni borasidagi tadqiqotlarda quyidagi natijalarga erishilgan: kognitiv tilshunoslik borasida Land universiteti

³ O‘zbekiston Respublikasi Vazirlar Mahkamasining 11.08.2017-yildagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi Qarori. Manba: <https://lex.uz/docs/-3304915>.

⁴ “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-sonli O‘zbekiston Respublikasi Prezidentining Qarori. Manba: <https://lex.uz/docs/5426736>.

⁵ “O‘zbekiston – 2030 strategiyasi to‘g‘risida”gi O‘zbekiston Respublikasi Prezidentining 11.09.2023-yildagi PF-158-sonli Farmoni. Manba: <https://lex.uz/uz/docs/-6600413>.

(Shvetsiya, Lan), Oksford universiteti, London kollej universiteti, Groningen universiteti (Gollandiya), Edinburg universiteti (Buyuk Britaniya), Umea universiteti (Shvetsiya), Myunxen Ludwig-Maximilians universiteti (Germaniya), Lissabon universiteti (Portugaliya), Bishkek gumanitar universiteti, Mirzo Ulug‘bek nomli O‘zbekiston Milliy universiteti, O‘zbekiston davlat jahon tillari universiteti, Toshkent davlat sharqshunoslik universiteti (O‘zbekiston); lingvomadaniyatshunoslik sohasida Moskva davlat xalqaro munosabatlar instituti (Rossiya federatsiyasi), A.S.Pushkin nomidagi Rus tili davlat instituti (Rossiya federatsiyasi), Samarqand davlat chet tillar instituti, Kolumbiya universiteti (AQSh), Amerika antropologlari assotsiatsiyasi; xotira turlari hamda funksiyasi borasida Sasseks universiteti, Kembridj universiteti, Bristol universiteti (AQSh), Myunster universiteti (Germaniya), Toronto universiteti (Kanada), Amerika psixologlari assotsiatsiyasi (AQSh), Garvard universiteti (AQSh), Kaliforniya universiteti (AQSh), Mirzo Ulug‘bek nomli O‘zbekiston Milliy universiteti; lingvokognitiv kategoriyalashtirish borasida Chikago universiteti (AQSh), Birmingem universiteti (Buyuk Britaniya), Kuinsland universiteti (Avstraliya), Oksford universiteti (Buyuk Britaniya), Ural Davlat pedagogika universiteti (Rossiya federatsiyasi); lisoniy ong va olamning lisoniy manzarasining chog‘ishtirma tarzda Ural davlat pedagogika universiteti, Rossiya fanlar akademiyasi Rus tili instituti, Moskva davlat universiteti, Rossiya fanlar akademiyasi tilshunoslik instituti, (Rossiya federatsiyasi), Tambov davlat universiteti, Farg‘ona davlat universiteti, Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti, O‘zbekiston Milliy universitetlarida o‘rganilgan⁶.

Muammoning o‘rganilganlik darajasi. Zamonaviy tilshunoslikda olamning lisoniy manzarasida lingvokognitiv konseptualashtirish hamda kategoriyalashtirish muammolariga bag‘ishlangan qator ilmiy ishlar mavjud. Tadqiqot metodologik bazasini xorijiy va mahalliy olimlarning lisoniy ong hamda olam manzarasi sohasidagi Y.D.Apresyan, L.O.Butakova, Y.N.Karaulov, Y.S.Kubryakova, V.I.Postovalova, M.M.Russo, Y.V.Sergeyeva, B.A.Serebrennikov, Y.A.Sorokin, V.N.Teliya, Y.V.Urison, Y.S.Yakovleva, Z.A.Akbarova, R.U.Madjidova, R.X.Shirinova kabi olimlarning ilmiy ishlari⁷, kognitiv tilshunoslik va

⁶ Sharh quyidagi manbalar asosida taqdim etildi: www.edu.uz, academia.edu, www.cognitivelinguistics.org, www.ed.ac.uk, www.lmu.de, www.bhu.kg, www.mgimo.ru, www.samdchi.uz, www.utoronto.ca, www.columbia.edu, www.americananthro.org, www.sussex.ac.uk, www.uchicago.edu, www.birmingham.ac.uk, www.uq.ed.au, www.uspu.ru, www.ras.ru, www.msu.ru, www.tsutmb.ru, www.tsuul.uz, www.nuu.uz

⁷ Апресян Ю.Д. Избранные труды. Школа «Языки русской культуры». Том II. Интегральное описание языка и системная лексикография. 2-е изд., испр. и доп. – М.: Восточная литература, 1995. – 767 с.; Караулов Ю.Н. Русская языковая личность и задачи её изучения // Язык и личность: Сб.науч.тр. – М.: Наука, 1989. – С. 3-8.; Кубрякова Е.С. В поисках сущности языка: вместо введения // Когнитивные исследования языка. Вып. IV. Концептуализация мира в языке: коллектив. моногр. – М.: ИЯ РАН. – Тамбов: Тамбовский гос. ун-т, 2009. – С. 11-24.; Постовалова В.И. Картина мира в жизнедеятельности человека // Роль человеческого фактора в языке: Язык и картина мира. – М.: 1988. – С. 8-168.; Руссо М.М. Неогумбольдтианская лингвистика и рамки «языковой картины мира» // Политическая лингвистика, 2014. – № 1 (47). – С. 12-24.; Сергеева Е.В. Языковая картина мира современных оппозиционных Интернет-СМИ: значимость иронии как приема речевого воздействия // Политическая коммуникация: перспективы развития научного направления: мат-лы Междунар. науч. конф. – Екатеринбург: Уральский гос. пед. ун-т, 2014. – С. 232-236.; Серебренников Б.А. Сводимость языков мира, учет специфики конкретного языка, предназначенность описания // Принципы описания языков мира. – М.: Наука, 1976. – С. 7-52.; Сорокин Ю.А. Этническая конфликтология. – Самара: Русский лицей, 1994. – 94 с.; Телия В.Н. Метафоризация и ее роль в создании языковой картины мира // Роль человеческого фактора в языке. Язык и картина мира. – М.: Наука, 1988. – С. 173-205.; Урысон Е.В. Ум, разум, рассудок, интеллект // Новый

lingvomadaniyatshunoslik fan sohalarida lingvokognitologiya nazariyasi borasida Dj.Lakoff, M.Jonson, N.N.Novokhatko, N.Koen, D.Divyak, S.Kalyan, C.Brugman, D.Geeraerts, H.Cuyckens, E.Rosh, J.R.Taylor, J.Lepper, N.N.Boldirev, Y.S.Dzyuba, V.Z.Demyankov, Y.S.Kubryakova, Z.D.Popova, I.A.Sternin, Y.S.Stepanov, R.M.Frumkina, D.U.Ashurova, M.R.Galiyeva, A.G.Yuldashev, N.Z.Nasrullayeva⁸ va boshqalar; lingvokonseptologiya va lingvomadaniyatshunoslik sohasida konsept hamda kategoriya muammolari Tanja E.Bosch, A.Vejbiskaya, S.G.Vorkachev, V.I.Karasik, V.A.Maslova, M.V.Pimenova, N.N.Boldirev, J.J.Bo‘ronov, M.I.Rasulova, A.E.Mamatov, Sh.S.Safarov, D.U.Ashurova, M.R.Galiyeva, O‘.Q.Yusupov, N.M.Djusupov, Y.A.Arustamyan va boshqalar⁹; xotira nazariyasini psixologiya, falsafa, tarix,

объяснительный словарь синонимов русского языка. Вып. 1. – М.: Языки русской культуры, 1997. – С. 519-525.; Яковлева Е.С. Фрагменты русской языковой картины мира. Модели пространства, времени и восприятия. – М.: Гнозис, 1994. – 344 с.; Акбарова З.А. Лисоний онг психолингвистик тадқиқот объекти сифатида // Наманган давлат университети илмий ахборотномаси, 2020. – № 2. – Б. 134-143.; Маджидова Р.У. Антропоцентрик мақолларнинг аксиологик тадқиқи (ўзбек ва рус тиллари материаллари асосида): Филол. фан. д-ри ... дисс. автореф. – Тошкент, 2020. – 76 б.; Ширинова Р.Х. Олам миллий манзарасининг бадиий таржимада қайта яратилиши: Филол. фан. д-ри ... дисс. – Тошкент: 2017. – 242 б.

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Mazkur sohada tadqiqotlar amalga oshirilganiga qaramay, biz tanlagan muammo, ya'ni kognitiv fenomen asosida konsept va kategoriyalarni olam manzarasida o'rganish hali o'z yechimini topmagan. Shuning uchun bu masala

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yangicha yondashuvlarni taqozo etadi. Jumladan, Y.V.Dzyuba lisoniy ongda lingvokognitiv konseptuallashtirish va kategoriyalashtirishni tadqiq qilgan bo'lsa, o'zbek tilshunoslaridan M.R.Galiyeva mifologik-diniy ongning olamning lisoniy manzarasida aks etishini o'rgangan. M.I.Rasulovning ilmiy izlanishlari tilshunoslikda leksik (animativ hamda inanimativ) kategoriyalashtirishning tadqiqiga bag'ishlanganligi bilan xarakterlidir. Xotira nafaqat adabiyotshunoslik, balki boshqa ijtimoiy fanlar kesimida ham o'rganilishini O.V.Perexodseva ham aytib o'tgan. O.V.Shatalova "Xotira" konseptini madaniy konsept sifatida o'rgangan bo'lsa, M.G.Sabadashova "Xotira" konseptini semantik birlik tarzida tadqiq qilgan. Xotira leksik birlik sifatida Y.N.Rogachova, I.V.Tivyayeva, R.F.Ishakova, N.G.Bragina, N.V.Skoromislovalarning ishlarida atroflicha o'rganilgan.

Biroq "Xotira" fenomenining turli xalqlar ilmiy, kasbiy hamda sodda manzarasidagi konseptuallashtirish va kategoriyalashuv jarayoni monografik planda tadqiq qilinmagan.

Dissertatsiya mavzusining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy tadqiqot ishlari bilan bog'liqligi. Dissertatsiya O'zbekiston Milliy universiteti ilmiy tadqiqot ishlari rejalariga muvofiq "Turli tizimli tillarning tipologik va chog'ishtirma xususiyatlari" mavzusi ilmiy-loyihasi doirasida bajarildi.

Tadqiqotning maqsadi ingliz va o'zbek tillari olami manzarasida "Xotira" fenomenining konseptuallashtirish va kategoriyalashuv jarayonini lingvokognitiv tadqiq qilishdan iborat.

Tadqiqotning vazifalari:

zamonaviy tilshunoslikdagi lingvomadaniy hamda lingvokognitiv tadqiqotlarning asosiy muammolari, yo'nalishlariga; konsept, kategoriya va olam manzarasiga sharh berib, mavjud bo'lgan yondashuvlarni umumlashtirish;

"Xotira" fenomenining konseptuallashtirish hamda kategoriyalashuv jarayonini o'rganishda qo'llaniladigan usul va tamoyillarni aniqlash;

ingliz va o'zbek xalqi olami manzarasida "Xotira" fenomenini chog'ishtirma o'rganish kompleks metodikasini ishlab chiqish;

ingliz va o'zbek olami ilmiy, kasbiy, sodda manzarasida "Xotira" fenomenining konseptuallashtirish darajasini aniqlash;

ingliz va o'zbek olami ilmiy, kasbiy, sodda manzarasida "Xotira" fenomenining kategoriyalashuv jarayonini tahlil qilish;

"Xotira" fenomeni konseptuallashtirish hamda kategoriyalashuvi tadqiqi natijasida o'rganilgan konsept va kognitiv kategoriyaning tipologiyasini aniqlash.

Tadqiqot obyekti sifatida ingliz va o'zbek tillari olami manzarasida "Xotira" fenomenini lug'atlar, mediamatnlar va so'rovnomalar materiallari asosida konseptuallashtirish va kategoriyalashuv jarayonlari tanlangan.

Tadqiqotning predmetini ingliz va o'zbek tillari olami manzarasida "Xotira" fenomenining lingvokognitiv tadqiqi tashkil etadi.

Tadqiqotning usullari. Tadqiqot ishida ingliz va o'zbek olami lisoniy manzarasida "Xotira" fenomenini o'rganishda statistik tahlil, kognitiv model tuzish, identifikatsiya, tasvirlash, chog'ishtirma, konseptual tahlil, kross-madaniy tahlil, assotsiativ eksperiment metodlaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

Xotira fenomen sifatida lingvokognitiv va lingvomadaniy yondhashuv yordamida ingliz hamda o'zbek olami ilmiy, kasbiy hamda sodda manzaralarida aks etishi asoslangan;

“Xotira” konseptining noregulyativ, mavhum, metaprofessional, ijtimoiy-madaniy, mentefakt, aksiologik, universal hamda lingvomadaniy konsept turlariga kirishi aniqlangan;

ingliz va o'zbek tillari olami manzarasida “Xotira” kognitiv kategoriyasining aniq chegaralanmagan, ochiq, ideal kategoriya turlariga bo‘linishi hamda kognitiv kategoriyaning subordinat, bazaviy, superordinat sarhadlarga bo‘linishi dalillangan;

“Xotira” konsepti hamda kognitiv kategoriyasining ingliz va o'zbek olami ilmiy manzarasida ijtimoiy-ma'naviy hamda etnik omillarning ta'siri kam ekanligi aniqlangan, olamning kasbiy manzarasiga ijtimoiy va etnik omillarining ta'siri mavjudligi, olamning sodda manzarasida esa ijtimoiy-ma'naviy hamda etnik omillar ta'siri yaqqol aks etishi isbotlangan;

ingliz va o'zbek olami manzarasidagi “Xotira” fenomenining konseptual hamda kategorial xususiyatlarini aniqlash uchun bosqichma-bosqich metodika ishlab chiqilgan, boshqa shu kabi mavhum fenomenlarni o'rganishda ushbu metodika qo'llanilishi mumkinligi asoslangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

tadqiqotda amalga oshirilgan tahlil va xulosalar “Xotira” fenomenini lingvokognitiv konseptuallashtirish hamda kategoriyalashtirish hodisasini o'rganish asosida olam manzarasida ancha keng doiradagi konsept va kategoriyalarni o'rganish imkonini beradi;

“Xotira” konsepti hamda kognitiv kategoriyasini ingliz va o'zbek olami manzarasini antropotsentrik yo'nalishda o'rganishga asoslangan tipologik tasnif kognitiv tilshunoslik hamda lingvomadaniyatshunoslik birliklarini tizimlashtirishga hissa qo'shadi;

konsept va kategoriyalar turli olam manzaralarida aks etishi tadqiqi doirasida ishlab chiqilgan metodik tavsiyalar kognitolog tilshunoslar uchun amaliy ahamiyatga ega;

ilmiy tadqiqot davomida ishlab chiqilgan “Xotira” lingvokognitiv fenomenini o'rganish uslubi, “Xotira” konsepti tuzilishini modellashtirish bosqichlarini o'z ichiga oladi va keyinchalik kategorial belgilarni aniqlashga imkon beradi. Ushbu usul milliy til manzarasining turli ko'rinishlaridagi boshqa mavhum konsept va kategoriyalarni o'rganishda amalga oshirish bosqichlarining asoslanganligi chog'ishtirma tilshunoslik hamda lingvistik tipologiyaga oid ilmiy tadqiqotlarga muayyan hissa qo'shadi.

Tadqiqot natijalarining ishonchliligi. Tadqiqot natijalarining ishonchliligi quyidagi omillar bilan izohlanadi: kognitiv tilshunoslik hamda lingvomadaniyatshunoslik maktabi nazariyasiga asoslangani, nazariy ma'lumotlar va daliliy misollarni qo'llashda ishonchli ilmiy manbalardan foydalanilgani, ilmiy tahlillar tavsiflash, tasniflash, taqsimlash hamda qiyoslash kabi usullar yordamida asoslangani, dissertatsiya natijalariga oid nazariy va amaliy xulosalarning

amaliyotga tatbiq etilgani, olingan natijalarni vakolatli tashkilotlar tomonidan tasdiqlangani bilan asoslanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqotning ilmiy ahamiyati kognitiv tilshunoslik hamda lingvomadaniyatshunoslik sohaslarida konseptuallashtirish va kategoriyalashtirish muammosi rivojiga qo‘shgan hissasi, to‘plangan materiallardan zamonaviy tilshunoslik bo‘limlaridan kognitiv tilshunoslik, lingvomadaniyatshunoslik, psixolingvistika kabi sohalarda ilmiy adabiyotlar yaratish hamda kelajakda ingliz va o‘zbek tillari semantikasi sohasida, shuningdek, lingvokognitiv tadqiqotlar olib borish, sohaga oid monografiyalar, ilmiy ishlanmalarni yaratishda ularning takomillashuviga xizmat qilishi bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati shundan iboratki, olingan natijalardan maxsus kurslar ishlab chiqishda, “Hozirgi o‘zbek adabiy tili”, “Tilshunoslik” fanlariga oid darslik, o‘quv qo‘llanmalar tayyorlashda, dissertatsiya materiallaridan “Matn tahlili”, “Nazariy tilshunoslik”, “Kognitiv tilshunoslik”, “Lingvomadaniyatshunoslik”, “Psixolingvistika”, “Nutq madaniyati”, “Leksikografiya asoslari” kabi fanlar bo‘yicha talaba, magistrant va doktorantlar uchun mashg‘ulotlarda foydalanish imkoniyati mavjud. Turli lingvomadaniyatlar kategoriyalashtirish jarayoni natijalaridan madaniyatlararo muloqotni taqozo etadigan kurslar, turli ilmiy-amaliy anjuman va seminarlarni tashkil etishda; sohaga oid ilmiy va o‘quv adabiyotlar yaratishda, ingliz va o‘zbek tillarini o‘rgatishga mo‘ljallangan dastur hamda amaliy mashg‘ulotlarni tashkil etishda foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Ingliz va o‘zbek tillari olami manzarasida “Xotira” fenomeni tadqiqiga doir ilmiy natijalar asosida:

“Xotira” konsepti va kategoriyasi tadqiqi natijasida olamning lisoniy manzarasi variantlari, ijtimoiy-ma’naviy hamda etnik o‘ziga xoslik omillari jihatidan bir-biridan turli darajada farqlanishi hamda “Xotira” kategoriyasining ingliz va o‘zbek tillari olamining lisoniy manzarasi (ilmiy varianti)da sanab o‘tilgan omillarning ta’siri juda kam ekanligi yuzasidan keltririlgan materiallarga doir xulosalardan “O‘zbekiston” teleradiokanali” davlat muassasasi tarkibidagi “O‘zbekiston tarixi” telekanalida namoyish etilgan “Taqdimot” nomli ko‘rsatuv sahifasi ssenariylarini tayyorlashda foydalanilgan (O‘zbekiston milliy teleradiokompaniyasining 2024-yil 31-oktyabrdagi 01-44-374-son ma’lumotnomasi). Natijada, “Xotira” kategoriyasi olamning lisoniy manzarasining turli variantlarida g‘oyaviy, ijtimoiy hamda etno o‘ziga xoslik omillari jihatidan bir-biridan turli darajada farq qilishi hamda “Xotira” kategoriyasi olamning lisoniy manzarasi (ilmiy varianti)da yuqorida sanab o‘tilgan omillar ta’siri juda kamligi, olamning lisoniy manzarasi (professional variantida) ijtimoiy hamda etno o‘ziga xos xususiyatlar ta’siri mavjudligi olib borilgan tadqiqotning natijalarida keltirilgan ma’lumotlar borasidagi bahs munozaralarga oydinlik kiritilgan;

mental antroposferani subsferasi sifatida “Xotira” fenomenining konsept hamda kategoriya elementlari har ikkala (ingliz va o‘zbek) xalqlari olamining ilmiy, professional hamda sodda manazaralarida aks etishida umumiy va o‘ziga xos

xususiyatlari aniqlanganligiga oid xulosalardan Erasmus+ dasturining Project № 598340-EPP-1-2018-1ES-EPPKA2-CBHE-JP University Cooperation Framework for Knowledge Transfer in Central Asia China (UNICAC) grant loyihasida foydalanilgan (Mirzo Ulug‘bek nomidagi O‘zbekiston milliy universitetining 2024-yil 12-noyabrdagi 04/11-10411-sonli ma‘lumotnomasi). Natijada, ushbu fenomenning kontsept va kategoriya elementlari chog‘ishtiralayotgan tillar kesimida professional, ilmiy hamda sodda manzaralarida universal va o‘ziga xos xususiyatlaridan to‘g‘ri qo‘llash sifatini oshirishga imkon yaratildi;

ajratib olingan metodologik tamoyillar, tadqiqot davomida tizimlashtirilgan uslubiy majmua va lisoniy ong tasarrufidagi kategoriyalarni o‘rganish uchun rivojlantirilgan metodika asosida lingvokognitiv konseptuallashtirish hamda kategoriyalashtirish tadqiqotlariga oid xulosalardan “Xalqaro Rivojlantirish Assotsiatsiyasi” ishtirokidagi “Oliy ta‘lim muassasalarining moddiy-texnika bazasini mustahkamlash” loyihasi doirasida qo‘llanilgan (Buxoro muhandislik-texnologiya institutining 2024-yil 8-noyabrdagi 4353-sonli ma‘lumotnomasi). Natijada ingliz va o‘zbek tillari olami lisoniy manzarasi tadqiqi asosida ajratib olingan metodologik tamoyillar, tadqiqot davomida tizimlashtirilgan uslubiy majmua va lisoniy ong tasarrufidagi kategoriyalarni o‘rganish uchun rivojlantirilgan metodika asosida lingvokognitiv konseptuallashtirish hamda kategoriyalashtirish bo‘yicha ma‘lumotlar muhim manba sifatida xizmat qilgan;

“Xotira” fenomeni kategorizatsiyasi tahlili asosida ingliz va o‘zbek tillari olamining lisoniy manzarasida o‘ziga xos aks etuvchi kategoriya turlari hamda tiplari dalillanganligiga oid ilmiy xulosalardan A-1-85-sonli “Ta‘limda menejment va marketingning ijtimoiy psixologik jihatlarini ishlab chiqish” loyihasi foydalanilgan (Mirzo Ulug‘bek nomidagi O‘zbekiston milliy universitetining 2024-yil 12-noyabrdagi 04/11-10412-sonli ma‘lumotnomasi). Natijada, konsept va kategoriya elementlari orqali ingliz hamda o‘zbek xalqalri kognitiv ongida mental antroposferani lisoniy manzara turlaridan ilmiy, kasbga oid va sodda variantlari misolida o‘rganilib, ularning umumiy va o‘ziga xos xususiyatlarining aniqlanganligi o‘quvchilarning ijtimoiy psixologik jihatlarini o‘rganishda amaliy yordam bergan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 8 ta, jumladan, 7 ta xalqaro va 1 ta respublika ilmiy-amaliy anjumanlarida qilingan ma‘ruzalarda jamoatchilik muhokamasidan o‘tkazilgan.

Tadqiqot natijalarining e‘lon qilinishi. Dissertatsiya mavzusi bo‘yicha jami 22 ta ilmiy ish chop etilgan, shulardan 1 ta monografiya va O‘zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 13 ta, jumladan, respublika nashrlarida 10 ta va xorijiy jurnallarda 3 ta maqola chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, to‘rtta bob, xulosa, foydalanilgan adabiyotlar ro‘yxati va ilovalardan tashkil topgan bo‘lib, umumiy hajmi 251 betni tashkil qilgan.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqotning ahamiyati va dolzarbligi, uning respublika fan va texnologiyalarning ustivor yo‘nalishlari bilan muvofiqligi asoslangan, tadqiqot mavzusi bo‘yicha chet el va mamlakat adabiyotlarining sharhi keltirib o‘tilgan, ishning maqsadi va vazifalari, uning obyekti va predmeti aniqlangan, tadqiqotda qo‘llanilgan metodlar ko‘rsatilgan, tadqiqotning ilmiy yangiligi ochib berilgan, tadqiqotning ilmiy va amaliy ahamiyati bayon qilingan, olingan natijalar ishonchligi asoslab berilgan, dissertatsiya ishining tadbiri qilingani, chop ettirilgani, aprotatsiyasi va tuzilmasi haqida ma‘lumotlar keltirilgan.

Birinchi bob **“Tilshunoslikda konseptuallashtirish hamda kategoriyalashtirish hodisalarining nazariy asoslari”** deb nomlanib, unda tilni o‘rganishda kognitiv tilshunoslik hamda lingvomadaniyatshunoslikning tutgan o‘rni, konsept va kategoriya tushunchasi, ularning zamonaviy fanda aks etishi va tutgan o‘rni hamda olamning lisoniy manzarasi turlari o‘rganilishi haqida ma‘lumotlar keltirib o‘tilgan.

XX asr tilshunosligida antropotsentrik paradigma asosiy paradigma sifatida o‘rin egallab, fenomenologiya fani qarashlari nuqtayi nazaridan tadqiqotlarga asos vazifasini o‘taydi. Fenomenologiya fanida so‘zni fenomen sifatida talqin qilishga urg‘u beriladi. D.N.Razeyev hodisa va fenomen o‘rtasidagi farqni o‘rganar ekan, “...borliqdagi predmetni idrok qilish orqali hodisa fenomenga aylanadi”¹¹, – deydi. N.V.Motroshilovanning fikricha, hodisa ongning mantiqiy bosqichgacha bo‘lgan davri hisoblansa, fenomen tajriba natijasida vujudga keladi¹². Demak, “Критика чистого разума” asarida I.Kant ong kategoriyasi funksiyalari va mazmunini tahlil qilishda fenomenni terminologik apparatning markaziga joylashtiradi. I.Kant ta‘limotida fenomen bilish kategoriyalariga asoslangan hissiy tajribadan kelib chiqadigan hodisadir”¹³. Bizningcha, bu yondashuv tilni oddiy vosita sifatida qabul qilishga o‘rganib qolgan tushunchamizni asosli ravishda shubha ostiga oladi. Buning o‘rniga, fenomenologiya bizni so‘zning o‘ziga xos tajribasiga tayanishga undaydi, uni ongimizga ta‘sir ko‘rsatadigan va dunyoni idrok etishimizni shakllantiruvchi hodisa sifatida ko‘rib chiqishni taklif etadi.

Kognitiv tilshunoslikda metodologik bahslar mavjudligi sohaga doir nazariy-metodologik tadqiqotlarga ehtiyojni oshiradi¹⁴. Kognitiv tilshunoslik psixologiyadagi tushuncha va konsept birliklari bilan ish ko‘radi¹⁵. Kognitiv tilshunoslik konseptlarni ma‘no va obraz asosi sifatida til materiali hamda o‘z usullaridan foydalanib o‘rganadi. Lingvokulturologik yondashuv lingvokognitiv yondashuv bilan bir qatorda konseptlarni madaniyat birligi, obrazli va stilistik hodisa

¹¹ Разеев Д.Н. «Явление» и «феномен» в теоретической философии Канта // Мысль: ежегодник Петербургской философской ассоциации. – Санкт-Петербург: Изд-во СПбГУ, 1997. – 206 с.

¹² Мотрошилова Н.В. «Феномен», «явление», «гештальт»: терминологические и содержательные проблемы «Феноменологии духа» Гегеля в соотнесении с философией Канта // «Феноменология духа» Гегеля в контексте современного гегелеведения. – М.: Канон, 2010. – С. 73-101.

¹³ Гуссерль Э. Идеи к чистой феноменологии и феноменологической философии. Книга первая. Общее введение в чистую феноменологию / пер. с нем. А.В.Михайлова. – М.: Академический проект, 2009. – 128 с.

¹⁴ Юсупов Ў.Қ. Маъно, тушунча, концепт ва лингвокультурега атамалари хусусида // Стилистика тилшуносликнинг замонавий йўналишларида. Илмий амалий конференция материаллари. – Тошкент: 2011. – Б. 19.

¹⁵ Абдуазизов А.А. Тилшунослик назариясига кириш. – Тошкент: Шарқ, 2010. – 144 б.

sifatida ko‘rib chiqish orqali milliy konseptosferani o‘rganish uchun muhimdir¹⁶. Ushbu yo‘nalishda izlanishlar olib borayotgan olimlar qatoriga Yu.S.Stepanov, V.I.Karasik, V.A.Maslova, D.U.Ashurova, A.E.Mamatov, M.R.Galiyeva va boshqalarni kiritishimiz mumkin. Konseptlar, ularning tuzilishi va konseptosferalarning o‘zaro ta’siri bilan bog‘liq muammolar tadqiqotlarning muhim mavzulari hisoblanadi.

Hozirda konsept tipologiyasi borasida turlicha qarashlar mavjud. Xususan, konseptlar mental birlik sifatida *individual, guruhga oid, universal* konsept turlariga ajratiladi. “Xotira” konsepti ushbu tipologiyaga mos holda *universal konsept* sirasiga kiradi. Shuningdek, konseptlarni strukturasi bo‘yicha *tasavvurlar, sxemalar, tushunchalar* hamda *freymlar* shaklida namoyon bo‘ladi. Konseptning adabiy ifodasi bo‘yicha *leksema, frazeologizm, so‘z birikmasi, sintaktik, matn* va *matnlar to‘plami* turlari farqlanadi¹⁷.

Konseptlar inson bilimi, tajribasi va dunyoqarashi bilan o‘zgaruvchan xususiyatga ega bo‘lib, “Xotira” konsepti ham aniq strukturaga ega bo‘lmagan konsept hisoblanadi. O‘zbek olimasi D.U.Ashurovaning ta’rifiga muvofiq konsept bu mantiqiy va milliy xususiyatga ega hodisa. Olimaning fikricha, konsept asosida ma’lum bir obyekt yoki predmet haqidagi bilim yotsa, uni leksika, frazeologiya, paremiologiya kabi til vositalarida ifodalash mumkin. D.U.Ashurova “har qanday tushuncha ham konsept sifatida talqin qilina olmaydi”, deydi. Milliy madaniyat va borliqni bilishda salmoqli o‘rin egallagan elementlarga konsept deb atalishga haqlidir. Ushbu ta’rifni keltirishda olima konseptning milliy madaniy va mantiqiy xususiyatlariga urg‘u beradi¹⁸. O‘zbek tilshunoslaridan biri M.R.Galiyeva konseptning xususiyatlarini, uning kognitiv-konseptual belgilarini talqin qilish davomida konseptning aniq bir elementi birinchi o‘ringa chiqishini ta’kidlaydi¹⁹. Demak, konsept madaniy, lingvomadaniy, kognitiv, emosional, ilmiy konseptlarga bo‘linishi mumkin.

Navbatdagi masala – kategoriya va kategoriyalashtirishni o‘rganish. Aristotel birinchi bo‘lib kategoriya tushunchasiga e’tibor qaratgan. XX asrda kategoriya kognitiv fanning markaziy atamasiga aylandi, bunda Eleanor Rosh va boshqa psixologlar kategoriyalashtirishning kognitiv nazariyasini ishlab chiqdilar, unga ko‘ra inson prototiplarni yaratib, obyektlarni umumiy belgilariga ko‘ra guruhlaydi. Bu nazariya psixologiyada bilish, xotira va nutqni o‘rganish uchun dolzarb bo‘lib qolmoqda.

¹⁶ Степанов Ю.С. Константы. Словарь русской культуры. Опыт исследования. – М.: Языки русской культуры, 1997. – 824 с.; Карасик В.И. Языковой круг: личность, концепты, дискурс. – М.: Гнозис, 2004. – 390 с.; Маслова В.А. Лингвокультурология. – М.: Изд. центр “Академия”, 2007. – 208 с.; Ашурова Д.У. Связь вузовских курсов с современными направлениями лингвистики // Филологиянинг долзарб муаммолари: Маъруза тезислари. – Тошкент, 2008. – Б. 11-12.; Mamatov A.E. Zamonaviy linvistika. O‘quv qo‘llanma. – Toshkent: Noshir, 2019. – 168 b.; Галиева М.Р. Отражение мифолого-религиозного сознания в языковой картине мира: Автореф. дисс. ... докт. филол. наук. – Фергана, 2019. – 77 с.

¹⁷ Попова З.Д., Стернин И.А. Понятие «концепт» в лингвистических исследованиях. – Воронеж: Изд-во Воронежского Ун-та, 1999. – С. 17-21.

¹⁸ Ашурова Д.У. Связь вузовских курсов с современными направлениями лингвистики // Филологиянинг долзарб муаммолари: Маъруза тезислари. – Тошкент, 2008. – Б. 11-12.

¹⁹ Галиева М.Р. Вербализация концептосферы Word/Суз/Слово в английской, узбекской, и русской языковых картинах мира: Автореф. дис. ...канд. фил. наук. – Ташкент, 2010. –11 с.

Kategoriyalashtirish jarayoni bizga “borliqda anglay oladigan voqeliklar haqidagi bilimlarni tizimlashtirishga yordam beradi”²⁰. Kognitiv tilshunoslikda, strukturalizmdan farqli o‘laroq, kategoriyalashtirish muammosi kognitiv psixologiya nuqtayi nazaridan ko‘rib chiqiladi. Agar strukturalistlar kategoriyalarni inson tomonidan muloqot uchun qo‘llanadigan tilning boshlang‘ich nuqtasi deb belgilagan bo‘lsalar, kognitivistlar esa, aksincha, kategoriyalarni inson tomonidan ma‘lumotni qayta ishlash natijasi deb hisoblaydilar. Shu bilan birga, kognitiv tilshunoslik, strukturalizmdan farqli ravishda, kategoriyalarni insonning shaxsiy tajribasidan ajratmaydi. Sh.Safarovning fikricha, kategoriya – bu dinamik jarayon bo‘lib, o‘zini semantik hodisa sifatida namoyon etadi va kundalik tajriba doirasida ham, shuningdek dunyoning ilmiy tasavvuri rivojlanishi kontekstida ham kognitiv talqinni talab etadi. Tadqiqotchilarning fikricha, kognitiv semantikaning asosiy vazifasi – ma‘no tuzilishini aks ettiruvchi mental modellarni aniqlash va tasvirlash, shuningdek, ushbu modellarning real mavjudligi va imkoniyatlarini ko‘rsatishdir”²¹.

Aksariyat tilshunoslarning fikricha, olam manzarasi kesimida konseptualashtirish va kategoriyalashtirish jarayonini tadqiq qilish til sistemasidagi o‘xshash hamda farqli jihatlarni aniqlashga yordam beradi. “Konseptual olam manzarasi” obyekt strukturasi ifodalasa, “olamning lisoniy manzarasi” dunyoqarashning shakllanishida tilning roli muhimligiga ishora qiladi”²². Bu kabi qiyoslashning uyg‘unlashuvi konseptlarning lisoniy olamining asosiy birliklarida ham namoyon bo‘ladi. Dastlab tabiat qonunlarini aks ettiruvchi “fizik olam manzarasi”, keyinchalik tilshunoslik, semantika va madaniyatshunoslik fan sohalari predmeti sifatida o‘rganila boshlandi. Shuni ta’kidlash lozimki, olamning lisoniy manzarasi turli millat va madaniyat vakillari ongida borliqni turlicha anglashini ifodalaydi.

O‘zbek tilshunosligida “olam manzarasi” tushunchasi tadqiqi tobora kengaymoqda. Vatandosh olimimiz M.Ergasheva olam manzarasi haqida quyidagicha fikr bergan: “Inson o‘zini qurshab turgan olamni turli usullar yordamida turlicha aks ettiradi. Natijada jamiyat ongida olamning turlicha manzarasi paydo bo‘ladi”. Hamda olim olam manzarasini besh turga bo‘ladi: a) *olamning diniy manzarasi*; b) *olamning afsonaviy manzarasi*; c) *olamning badiiy manzarasi*; d) *olamning lisoniy manzarasi*; e) *olamning ilmiy manzarasi*²³. Albatta, bu tipologiya kognitivistika tadqiq doirasi uchun yetarli bo‘lmisligi mumkin.

Olam manzarasining yana bir turi olamning milliy manzarasi bo‘lib, “har bir xalq dunyoni o‘zgacha ko‘radi va uning dunyoqarashi ham bir-biridan batamom farq qiladi” deb ta’kidlaydi R.X.Shirinova. Shunday ekan, olamning milliy manzarasi bu faqatgina bitta mentalitetga xos manzaradir, shuning uchun ham bu tushuncha “olamning milliy manzarasi” deb ataladi” degan g‘oyani ilgari suradi”²⁴. Yana bir

²⁰ Болдырев Н. Н. Когнитивная основа лексических категорий и их интерпретирующий потенциал // Вопросы когнитивной лингвистики, 2013. – № 2. – С. 5-12.

²¹ Сафаров Ш. Семантика. – Т.: Ўзбекистон миллий энциклопедияси, 2013. – Б. 239.

²² Морковкин В.В., Морковкина А.В. Русские агнонимы. – М.: 1996. –52 с.

²³ Эргашова М.В. Ўзбек тилида локум ва локализация муносабати: Филол.фан. номз. ... дисс. автореф. – Тошкент, 2011. – 21 б.

²⁴ Ширинова Р.Х. Олам миллий манзарасининг бадий таржимада қайта яратилиши: Филол.фанлари доктори (DSc) автореф. – Тошкент, 2017. – 50 б.

o‘zbek olimasi R.U.Madjidova o‘z doktorlik dissertatsiyasida “Olamning lisoniy manzarasi juda kop‘ turli xil konseptlardan iborat bo‘lib, uning asosiylaridan biri insonning o‘zidir, u olam haqidagi barcha bilimlarni til vositasida saqlaydi, qayta ishlaydi va avloddan avlodga yetkazadi” deb o‘rinli fikr bildirgan²⁵.

Dissertatsion ishimizda “Xotira” fenomenini ingliz va o‘zbek olamining ilmiy, kasbiy hamda sodda manzaralarida o‘ziga xos xususiyatlarga ega ekanligi aniqlangan. Olamning kasbiy manzarasini ba’zi olimlar ilmiy manzaraning bir qismi deb bilishsa, boshqalari mustaqil olam manzarasi sifatida ta’riflashadi. Biz esa E.V.Dzyuba taklif etgan ta’rifga binoan olamning kasbiy manzarasini ilmiy va sodda olam manzaralari o‘rtasidagi oraliq bo‘g‘in sifatida tadqiq etganmiz. Hozirda tilshunoslikda “olamning kasbiy manzarasi” tushunchasi borliqni kasbga asoslangan holda bilish vositasi sifatida ko‘plab ilmiy ishlarda talqin qilinishi boshlangan. Bizning xulosamiz bo‘yicha, olamning kasbiy manzarasi olamning ilmiy manzarasidan o‘zining kelib chiqishi, tizimlashtirilganligi, muayyan bir kasb sohasi doirasidagi chegaralar va qonun-qoidalari bilan farqlanadi. Olamning kasbiy manzarasining turlari ushbu ishda olamning leksikografik, media manzaralari orqali taqdim etilgan bo‘lib, ularga murojaat qilish ulardagi “Xotira” fenomenining ifodalanishi bilan bog‘liqdir. Uning strukturaviy va mazmuniy o‘ziga xosligi kengroq ma’noda anglanadi.

Olam manzarasi turlari inson o‘zini bilishi, borliq va madaniyatning tafakkurga ta’sirini anglashida yordam beradi.

Dissertatsiyaning ikkinchi bobi **“Xotira” fenomenini o‘rganishda konseptuallashtirish va kategoriyalashtirishning o‘rni**” deb nomlangan bo‘lib, ushbu bobda konseptuallashtirish va kategoriyalashtirish jarayoni, lingvokognitiv konseptuallashtirish va kategoriyalashtirishning metodologik asoslari hamda tipologiyasi, “Xotira” fenomenining olam manzarasida konseptuallashtirish va kategoriyalashtirish hodisalarining nazariy tadqiqi haqida fikrlar, misollar keltirilgan.

Lingvokognitiv yondashuv doirasida til ma’lumotlari va hodisalari kognitiv jarayonlar – konseptuallashtirish hamda kategoriyalashtirish prizmasi orqali o‘rganiladi. Bu jarayonlar bitta madaniyat doirasida kechadi va dunyo haqidagi ma’lumotlar hamda u haqidagi bilimlarni kategoriyalarga birlashtirilgan konseptlar ko‘rinishida saqlashdan iborat²⁶. O‘zbek olimalaridan M.I.Rasulova doktorlik dissertatsiyasida kategoriyalashtirish hodisasini leksik va grammatik sathlarda tadqiq qilgan bo‘lsa,²⁷ yana bir o‘zbek olimi J.J.Bo‘ronov ushbu hodisani ifodalash uchun sathlararo kategoriyalar tushunchasini kiritgan²⁸. A.Yuldashev esa konseptuallashtirish va kategoriyalashtirish jarayoniga ta’sir etuvchi lisoniy hamda

²⁵ Маджидова Р.У. Антропоцентрик мақолларнинг аксиологик тадқиқи (ўзбек ва рус тиллари материаллари асосида): Филол. фанл. д-ри ... автореф. – Тошкент, 2020. – 76 б.; Ширинова Р.Х. Олам миллий манзарасининг бадиий таржимада қайта яратилиши: Филол. фан. д-ри ... дисс. – Тошкент: 2017. – Б. 14.

²⁶ Болдырев Н. Н. Когнитивная семантика: курс лекций по английской филологии: учеб. пособ. 2-е изд., стер. – Тамбов: Изд.-во ТГУ, 2001. – 58 с.

²⁷ Расулова М.И. Проблемы лексической категоризации в лингвистике: Дисс. док. филол. наук. – Т., 1998. – 275 с.

²⁸ Буранов Дж. Сравнительная типология английского и тюркских языков. – М.: 1983. – 266 с.

когнитив jarayonlarda inson o'zni beqiyosligi haqida o'z maqolasida yozgan²⁹.

Dolzarblik konsept va kategoriya, konsept va ma'no, konsept va konseptual maydon hamda boshqalarni bir-biridan ajratishda namoyon bo'lmoqda. Navbatdagi vazifamiz "konsept" hamda "kategoriya" tushunchalari tarqlinini o'rganib, quyidagi ta'riflardan xulosa yasashdir:

a) konsept va kategoriya turlicha tartibning ko'rinishidir. Konsept deganda madaniy ahamiyatga ega aqliy faoliyat va falsafiy bilish asosi bilan bog'liq hodisa tushuniladi. Y.S.Kubryakova, Yu.G.Pankrats va V.Z.Dem'yankovlarning «Краткий словарь когнитивных терминов» lug'atida berilgan ta'rifga binoan konsept ideal mavhum birliklar, ma'nolar sifatida ta'riflanadi. Kategoriya ham aqliy faoliyat bo'lishi bilan birga konsept kabi birlik emas, balki toifa, tajriba bo'limi, ko'plab obyektlar majmuasidir. Kategoriya obyektlari xarakterli hisoblangan belgilar asosida yig'indi sifatida yoki obyektlarning prototipga yaqin turishi bilan hamda L.Vitgenshteyn nazariyasiga binoan "oilaviy o'xshashlik" asosida birlashadi;

b) konsept va kategoriya o'xshash tushunchalardir. Yuqorida aytilganidek, ushbu tushunchalarni bir-biridan farqlashga intilish turli prototipik effektlarga olib keladi. Bunda biror bir unsur kategoriyaga ko'proq o'xshaydi, ba'zilar esa konseptga yaqinroq turadi. A.P.Babushkin, N.N.Boldirev, Z.D.Popova, I.A.Sterninlarning ta'kidlashicha prototiplar ba'zida konsept turiga, ba'zan kategoriyaga kiritiladi³⁰;

c) konsept va kategoriya o'zaro kesishadigan tushunchalardir.

Konsept va kategoriya umuman farq qiladigan tushunchalar emas, chunki shu ikki hodisa mental hodisadir. Ularning farqi ekstensionalning mavjud yoki mavjud emasligi bilan belgilanadi. Kategoriya ekstensionalga ega, konsept esa yo'q. Ikkinchidan intensionalning mavjud yoki mavjud emasligi bilan farq qiladi. Konsept hamda kategoriyaning intensionali mental tasavvurning butunligi jihatidan farq qiladi. Masalan, MEVA konseptini eshitganda inson daraxt yoki boshqa o'simliklar hosilini ko'z oldiga keltiradi. MEVA kognitiv kategoriyasi intensionali o'zida "daraxtda o'suvchi o'simlik", "ba'zi daraxt va butalarning hosili", "yeyishga yaroqli meva", "ho'l meva", "quruq meva" va boshqa shunga o'xshash belgilarga bo'linadi. Konsept va kategoriya intensionali tasvirlanayotgan obyektning ikki xil izohi, ya'ni konseptual va kategorial mohiyati haqida tushuncha beradi.

Lingvokognitiv konseptualashtirish hamda kategoriyalashtirishni o'rganishga bag'ishlangan ilmiy ishlarni nazariy va metodologik nuqtayi nazardan o'rganganda ma'lum bir ilmiy qarashlar hamda tamoyillarni ajratib olish lozim.

Biz ushbu tadqiqotimizda, asosan, N.N.Boldyrev hamda E.V.Dzyubalarning ishlarida olg'a surilgan kognitiv tilshunoslikda fundamental asosga ega bo'lgan quyidagi tamoyil va farazlar asosida tadqiqotni olib bordik: a) tilni qo'llashda insonning asosiy o'rin tutishi borasidagi antropotsentrizm tamoyili; b) tilni kognitiv

²⁹ Юлдашев А.Г. Тилнинг интерпретация қилиш моҳияти ҳақида // Ўзбекистонда хорижий тиллар. – Т., 2021. – № 6 (41). – Б. 10.

³⁰ Бабушкин А.П. Типы концептов в лексико-фразеологической семантике языка, их личностная и национальная специфика: Автореф. дисс. ... докт. филол. наук. – Воронеж. 1998. – 41 с.; Н. Н. Болдырев [и др.] Когнитивная семантика: (Курс лекций по англ. филологии). Учеб. пособие для студентов вузов, обучающихся по специальности "Зарубеж. Филология"; М-во образования Рос. Федерации. – Тамбов: Изд-во ТГУ, 2000. – 123 с.; Попова З.Д., Стернин И.А. Язык и национальная картина мира. – Воронеж, 2005. – 101 с.

tilshunoslik nuqtayi nazaridan o'rganishda turli fan sohalari yutuqlaridan foydalanuvchi tadqiqotning fanlararo kesimida qo'llanilishi tamoyili; c) insonning boshqa bilish qobiliyatlari bilan bir qatorda tilni kognitiv qobiliyat sifatida tushunish tamoyili; d) til birliklari ma'nosining ko'psathlilikini o'rganuvchi tamoyil; e) lisoniy konseptuallashtirish hamda kategoriyalashtirish jarayonini sathlarga ajratish tamoyili.

O'rganilayotgan "Xotira" konsepti lingvomadaniy, kognitiv konseptlar sirasiga kirishi bilan birga konseptning *universal, noregulyativ, mavhum, metaprofessional, ijtimoiy-madaniy, mentefakt, aksiologik, terminokonsept* kabi konsept turlarida aks etadi. "Xotira" konseptini sxema deb oladigan bo'lsak, bu freym yoki skriptga nisbatan mavhumroq va ko'proq umumiy struktura sifatida gavdalanadi. Bunda xotira qanday ishlashi haqidagi bilimimizni mujassamlashtiruvchi kognitiv model sifatida aks etadi. Freym va sxema xotiraning aniq bir vaziyat yoki obyektini, harakatlar ketma-ketligini ifodalasa, "Xotira" konsept-sxemasi xotira bilan bog'liq ko'pgina freym va skriptlarni o'z ichiga olib, umumiy konseptual xaritani taqdim etadi. Ishimizda tadqiq qilinayotgan "Xotira" konsept-sxemasining asosiy elementlari sifatida *xotira funksiyasi, xotirada axborotni saqlash, xotiradan o'chirish, unutish, xotira turlari, xotirani yahshilovchi, xotirani pasaytiruvchi omillar, xotira bilan bog'liq kasallik, marosim va urf-odatlarni ta'kidlashimiz* lozim.

Kategoriya tipologiyasini o'rganishda esa Aristotelning aniq chegaralarga ega kategoriyalarning mavjudligi haqidagi nazariyasini inkor qilib bo'lmaydi, chunki aniq chegarali kategoriyalarsiz fan rivojlanmaydi. Barcha aniq fanlar, masalan, fizika, matematika falsafa va boshqa fan vakillari aynan shu turdagi kategoriyalar bilan ish ko'rishadi. Bundan tashqari shuni ta'kidlash lozimki, aniq chegaraga ega kategoriyalar qarama-qarshiliklarni taqozo etishi mumkin. Bu kabi kategoriya a'zolari oppozitsiya singari turli qutblardan o'rin oladi. Masalan, "Xotira" kognitiv kategoriyasi *eslash va unutish* kabi oppozitsiyalarga ajratiladi. Biroq shunday kategoriyalar borki, ular oppozitsiyaga asoslanmaydi. Masalan, HAYVON, O'SIMLIK va boshqa shu kabi kategoriyalar.

Kategoriya strukturasi *ochiq va yopiq* bo'lishi mumkin. Yopiq strukturali kategoriyalar ikki a'zoli kategoriyalar (FARZAND – o'g'il va qiz), uch a'zoli kategoriyalar (SUV HOLATI – muz – suyuqlik – bug'), to'rt a'zoli kategoriyalar (KUN VAQTLARI – ertalab – kunduz – oqshom – tun) va shunga o'xshash boshqa kategoriyalar kiradi. Ochiq strukturali kategoriyalar odatda ko'plab a'zolarga ega bo'ladi va subkategoriyadagi a'zolar soni turli omillar ta'sirida o'zgarib borishi mumkin. Ilm texnologiyalarining rivojlanishi natijasida yangi kategoriya a'zolari paydo bo'lishi hamda yo'qolib ketishi mumkin. Masalan, 2019-yildagi koronavirus pandemiyasi ta'sirida butun dunyoda TA'LIM SOHASI kognitiv kategoriyasi a'zolari qatoriga "ZOOM" platformasidagi ta'lim turi kiritildi. Demak, TA'LIM SOHASI kognitiv kategoriyasi ochiq strukturali kategoriyalar qatoriga kiritiladi. Xuddi shunday, ishimizning obyekti hisoblangan "XOTIRA" kognitiv kategoriyasi a'zolari qatoridan ham 2019-yildagi koronavirus pandemiyasi davrida XOTIRANI PASAYTIRUVCHI KASALLIK kategoriya a'zosi joy oldi.

Kategoriya strukturasi yana olamning manzarasining turlariga qarab ham farq qiladi: olamning ilmiy manzarasida kategoriyalar strukturasi tartibli bo‘lib, barcha a‘zolar tenghuquqli sanaladi. Masalan, *tarvuz mevasi* oddiy insonlar tomonidan MEVA kognitiv kategoriyasi sirasiga kiritiladi, biologiya nuqtai nazaridan esa u REZAVOR o‘simliklar sinfiga kiradi. Kategoriyalar tipologiyasida alohida o‘rinda real borliqqa tegishliligi bo‘yicha farqlanadigan kategoriya turlari mavjud. Bunda predmet olamiga tegishli bo‘lmagan *ideal kategoriyalar* (ZEHN, MA’NAVIYAT, XOTIRA va b.) hamda real borliq bilan bog‘liq *konkret kategoriyalar* (QURILISH MATERIALLARI, MUSIQA ASBOBLARI va b.). Noaniq chegaralarga ega kategoriyalarni olimlar gradatsiyalangan strukturaga ega kategoriya turlarini taklif qilishgan. Gradatsiya turiga qarab, kategoriyalar ikki xil bo‘ladi: *tashqi gradatsiya* va *ichki gradatsiyali kategoriyalar*. *Tashqi gradatsiyalangan kategoriyalar* inson psixologiyasiga bog‘liq holda faoliyat olib borsa, *ichki gradatsiyalangan kategoriyalar* ontologik yoki bilishga asoslangan faoliyatga tayanadi.

Yuqorida keltirilgan kategoriyalarning tasnifini quyidagicha umumlashtirish mumkin:

1. Struktural tasnifga ko‘ra *chegaralangan yoki chegaralanmagan, ochiq va yopiq, qat‘iy yadroga ega* hamda *zaif strukturaga ega* kategoriya turlari;
2. Struktur-semantik tasnifga ko‘ra *bir-biriga zid bo‘lgan* va *bunday xususiyatga ega bo‘lmagan, ichki va tashqi gradatsiyaga ega* kategoriya turlari;
3. Semantik-grammatik tasnifga ko‘ra *ideal va konkret, yig‘ma va taksonomik* kategoriya turlari;
4. Aksiologik tasnifga ko‘ra *o‘zgaruvchan kategoriya, muqim kategoriya* turlari.

Navbatdagi masala ishimiz o‘zagi hisoblangan “Xotira” fenomenining turli fan sohalarida tutgan o‘rni va mavqeyini tahlil qilishga mo‘ljallangan. Hozirda “xotira” termini turli kashfiyotlar sohasiga kiritilgan. Xotirani sotsiolog, antropolog, tarixchi, semiotik, faylasuf, biolog, adabiyotshunos va hatto kompyuterdan foydalanuvchilar qo‘llashadi. Xotira terminining birikmalari miqdori ham ko‘payib bormoqda: *jamoat xotirasi, kompyuter xotirasi, so‘z xotirasi, til xotirasi, tarixiy xotira; xotira – ijtimoiy institut sifatida, xotiraning institusional funksiyasi* va h.k.

Yuqoridagilardan kelib chiqib, quyida “Xotira” fenomenini lingvokognitiv tadqiq qilish metodologiyasini taklif etamiz. Ushbu metodologiya o‘rganilayotgan fenomenni tizimlashtirilgan yondashuv orqali, ya’ni til materiali hamda kognitiv birliklarni bosqichma-bosqich tahlil qilishga asoslanadi: 1-bosqich: Fenomenni kognitiv tilshunoslik birligi sifatida tanlashda uni hodisa va tushunchadan farqlash; 2- bosqich: Fenomenni tadqiq qilishda kontekstni aniqlab olish; 3 - bosqich: Empirik materialni yig‘ish va tahlil qilish; 4-bosqich: Konsept va kategoriya xarakteristikasi va strukturasi aniqlash; 5-bosqich: Natijalarni qiyoslash va talqin etish.

Navbatdagi vazifa sifatida ishimizning o‘zagi bo‘lgan xotiraning turli fanlar kesimida tadqiq qilishimiz ushbu fenomen haqida serqirra bilimlarga erishishga yordam beradi. Xotiraning fiziologik asosi bo‘lib, asab tizimining o‘zida tashqi muhit voqealari organizmning bunga bo‘lgan reaksiyasi haqidagi axborotni yig‘ib, saqlashi va uni bir necha bor qo‘llash hisoblanadi. Falsafiy ensiklopedik lug‘atda berilgan ta’rifga ko‘ra xotira idrok qilish va tasavvurlarni boshdan kechirilgandan so‘ng saqlab qolish qobiliyatidir; xotira, shuningdek, axborot saqlanadigan joy

ma'nosida ham qo'llaniladi. O'ylay oladigan mavjudot uchun tasavvurdan keyingi o'rinda xotira turadi. Xotiraning roli shunchalik muhimki, u ishtirok etmagan joyda qolgan barcha insoniy qobiliyatlar foydasiz bo'lib qoladi; tasavvur jarayonida, xulosa chiqarish va bilish jarayonlarini xotirasiz tasavvur qilib bo'lmaydi. O'zbek olimlari "Umumiy psixologiya" kitobida "xotira – individning o'z tajribasiga ko'ra eslashi, eslab qolish va keyinchalik esga tushirish qobiliyati" deya ta'riflashadi³¹.

Til va xotira bog'liqligini o'rganuvchi tadqiqot ishlarini ikki yo'nalishga ajratish mumkin: 1) xotira va o'tmish haqidagi tasavvurlarning shakllanishida tilning ta'siri hamda 2) aynan xotiraga tilning ta'siri. "Xotira" konsepti borasidagi tadqiqotlarning samaradorligini baholashda L.I.Yartsevaning "Память в языковой картине мира (на примере французского метафорического словоупотребления)" maqolasini ta'kidlab o'tish o'rinlidir. Mazkur ish zamonaviy fransuz tilidagi metaforik so'z qo'llanishlari asosida xotiraning oddiy (lisoniy) modelining ba'zi xususiyatlarini tasvirlashga bag'ishlangan bo'lib, insonning aqliy faoliyatini aks ettiradi³².

Yana bir rus olimasi N.G.Bragina o'zining "Память в языке и культуре" asarida kitobxonlar e'tiboriga rus tili sohiblarining jamoaviy tasavvurlarini ifodalovchi "Xotira" nomli frazeologik matnni taqdim etadi. Muallifning fikricha, "ushbu materialning hajmi tildagi va madaniyatdagi konseptning ishlanganlik darajasini ko'rsatadi. Mazkur asar xotiraning tilda, barqaror va muntazam so'z birikmalarida; til sohiblarining verbal va noverbal xotiraning tilda qanday ifodalanishi haqidagi ma'lumotlardan tashqari, barqaror va muntazam xulq-atvori haqida ham ayrim ma'lumotlarni o'z ichiga oladi"³³.

"Xotira" frazeotematik guruhi rus, ingliz va tatar tillarida G.A.Bagautdinovanning "Человек во фразеологии: антропоцентрический и аксиологический аспекты" (Frazeologiyada inson: antropotsentrik va aksiologik jihatlar) nomli doktorlik dissertatsiyasida batafsil ko'rib chiqilgan. Muallifning fikricha, bu guruh juda keng va u birlashtirgan frazeologizmlarning xarakteri bo'yicha nihoyatda xilma-xildir³⁴.

"Xotira", "tarixiy xotira", "milliy xotira", "ijtimoiy xotira", "madaniy xotira" kabi terminlashtirilgan tushunchalar bugungi kunda professional lingvistik diskursda qo'llanilmoqda va eng muhimi, turli til tushunchalarini anglash jarayonida ishtirok etmoqda.

"Xotira" terminkonsepti ijtimoiy-madaniy va madaniy-lisoniy hodisalar bilan bog'liqligi tufayli ta'sirchanligi bilan qimmatlidir. U lisoniy, madaniy va boshqa qadriyatlar (masalan, *yuridik xotira*, *diniy xotira*, *etnoijtimoiy xotira*, *omnaviy xotira*, *axborot xotirasi*, *irsiy bo'lmagan xotira*, *kechikuvchi xotira*, *ijodiy xotira*, *oilaviy xotira* va boshqalar) bilan tavsiflanadi, bu esa "sifat + xotira" kabi murakkab

³¹ Умумий психология. Маърузулар матни. – Тошкент, 2016. – 124 б. // <https://ansya.ru/health/termiz-davlat-universitetipedagogika-fakuleiteti-psihologiya-k/main.html>

³² Ярцева Л.И. Память в языковой картине мира (на примере французского метафорического словоупотребления) // Вісник Запорізького державного університету. Філологічні науки, 2002. – № 1. URL: <http://www.zsu.zp.ua/herald/articles/1959.pdf>.

³³ Брагина Н.Г. Память в языке и культуре. – М.: Языки славянских культур, 2007. – С. 39.

³⁴ Багаутдинова Г.А. Человек во фразеологии: антропоцентрический и аксиологический аспекты: Дисс. ... докт. филол. наук. – Казань, 2007. – С. 58-64.

terminologik birikmalarning shakllanishiga imkon yaratadi. Bunda xotira asosiy tushunchasining u yoki bu jihati birinchi o‘ringa chiqadi³⁵.

Kognitiv tilshunoslikda xotirani konseptuallashtirish jarayoni turli til sohiblari lisoniy ongida aks etishiga bag‘ishlangan ishlardan O.N.Proxorova va boshqalar yaratgan “Ментальные структуры и их репрезентация лексическими средствами в германских и романских языках” nomli asarini roman-german tillarida ekstralingvistik omillarning ruhiy jarayonlarni leksik verballashuvi muammosiga bag‘ishlangan ishlar qatoriga kiritish mumkin. Bunda olimlar “Xotira” mental strukturasi “ixtiyoriy-beixtiyorlik”, “mental-borliq”, “persepsiya”, “hozirgi zamon bilan bog‘liqlik”, “individuallik” va boshqa konseptual sohalarga bo‘lishgan³⁶. Yana rus olimlaridan O.V.Shatalova xotiraning metaforik konseptuallashtirishini tadqiq qilgan bo‘lsa³⁷, xotirani turli gap bo‘laklari asosida kognitiv o‘rganishga V.V.Turovskiy, Y.N.Rogachova, R.F.Isxakova, L.N.Golaydenkolar o‘z ilmiy ishlarini bag‘ishlashgan³⁸. Xotirani frazeologiyada o‘rganishda T.I.Skorobogatova, I.A.Kupriyeva, N.V.Skoromislovalarning ishlari e‘tiborga molikdir³⁹. Bu kabi ishlarda xotirani lingvomadaniy tadqiq nuqtai nazaridan o‘rganishda milliy o‘ziga xosliklar yaqqol aks etishi dalillanadi. O‘zbek tilshunos olimlaridan D.I.Djafarovaning “Fransuz va o‘zbek tillarida tarixiy xotirani ifodalovchi frazeologik birliklarning lisoniy xususiyatlari” mavzusidagi fan doktori dissertatsiyasi O‘zbekistonda “Xotira” fenomenini o‘rganishga hissa qo‘shdi. Muallif “tarixiy xotira”ga oid frazeologik birliklarning ijtimoiy, lisoniy, madaniy xususiyatlari hamda iboralarga xos bo‘lgan tarixiy mazmun ifodasi bilan bog‘liq til tizimining ijtimoiy-madaniy xarakterdagi omillarini xotira turlari asosida isbotlagan⁴⁰.

Xotirani lingvistik o‘rganish fragmentar bo‘lib, keng qamrovli tushunishni taklif qilmaydi. O‘tmish haqidagi kollektiv tasavvurlarni qayd etuvchi diskursiv amaliyotlarni o‘rganish ushbu tasavvurlarning tuzilishini tushunish uchun istiqbolli hisoblanadi.

³⁵ Skorobogatova T.I., Suraleva O.Yu. «Терминоконцепт «Память» в современном лингвокультурном тезаурусе: исследовательские эвристики» // Актуальные проблемы филологии и педагогической лингвистики, № 11, 2009. – С. 50-53.

³⁶ Прохорова О.Н. Ментальные структуры и их репрезентация лексическими средствами в германских и романских языках. – М.: Флинта, 2013. – 332 с.

³⁷ Шаталова О.В. Репрезентация концепта «память» в текстах русских элегий первой трети XIX века: Дисс. ... канд. филол. наук. – Уфа, 2005. – 250 с.

³⁸ Туровский В.В. Память в наивной картине мира: забыть, вспомнить, помнить // Логический анализ языка. Культурные концепты. – М.: 1991. – С.91-94.; Rogachёva Ю.Н. Репрезентация фрейма «память» в современном английском языке (на материале глагольной лексики): Дисс. ... канд. филол. наук. – Белгород, 2003. – 182 с.; Исхакова Р.Ф. Когнитивно-семантический анализ мнемических глаголов (на материале современного английского языка): Автореф. дис. ... канд. филол. наук. – СПб., 2009. – 18 с.; Golaydenko L.N. Прилагательные со значением памяти: воспоминания и их функционирование в художественной прозе // Вестник Челяб. Гос. Пед. Ун-та. – 2012. – № 8. – С.205-215.

³⁹ Skorobogatova T.I. Фразеология и историческая память: интериоризация нового знания в лингвистике (на материале французского языка): Автореф. дис. ... канд. филол. наук. – Майкоп, 2013. – 52 с.; Skoromyslova N.V. Фразеосемантическое поле психических процессов памяти: Дисс. ... канд. филол. наук. – М.: 2003. – 176 с.; Kuprieva I.A. Концептуальные основания формирования значения лексики, номинирующей психические процессы в современном английском дискурсе // Вестник Томского гос. пед. ун-та. – Томск, 2013. – № 10 (138). – С.24-31.

⁴⁰ Djafarova D.I. Fransuz va o‘zbek tillarida tarixiy xotirani ifodalovchi frazeologik birliklarning lisoniy xususiyatlari: Filolgiya fanlari doktori (Doctor of Science) dissertatsiyasi. – Toshkent, 2017. – 280 b.

Xulosa qilib shuni aytishimiz mumkinki, hozirda tilshunos olimlar xotirani nafaqat o‘tmishga, balki kelajakka ham aloqasi bor bir fenomen sifatida yetarlicha baholamayabtilar. Bu kamchilikni bartaraf etishda biz xotirani faqatgina o‘tmishni bildiruvchi fenomen sifatida emas, balki uni hozirgi zamon va kelajak bilan bog‘liqlikda o‘rganadigan ilmiy ishlar safini kengaytirishga hissa qo‘shmog‘imiz darkor. Demak, bugungi kunda “xotira” atamasi tilshunoslik fanining tadqiqot sohalariga kiritilganligini ta’kidlash mumkin, bu esa xotira metatilini muomalaga kiritish imkonini beradi.

Dissertatsiyaning uchinchi bobi **“Xotira” konseptini ingliz va o‘zbek olami manzarasida o‘rganish asoslari** deb nomlangan bo‘lib, unda ingliz va o‘zbek olami ilmiy, sodda, kasbiy (leksikografik hamda media) manzarasida “Xotira” fenomenining konseptuallashtirish jarayoni aniqlanib, ularning o‘zaro o‘xshash va farqli xususiyatlari ko‘rib chiqilgan.

Konseptni chuqurroq o‘rganish uchun uni turli tillarda taqqoslash, uning madaniyat va mentalitetdagi o‘rnini tadqiq qilish kerak. Milliy konseptosferalar konseptlarning tuzilishi bilan farqlanadi, bu tarjima nazariyasi, tipologiya va tillarni o‘qitishda namoyon bo‘ladi.

Ingliz tilidagi “Memory” konseptini olamning ilmiy manzarasida modellashtirishda ixtisoslashtirilgan va ensiklopedik lug‘atlardagi “xotira” ta’riflarini tahlil qilish zarur. O.A.Kornilov ilmiy dunyoqarash tilda ifodalangan va atama sifatida belgilangan mavjudlik sohasidagi bilim birliklarini o‘z ichiga oladi, degan fikrni olg‘a suradi⁴¹.

Lug‘at ta’riflarida “Memory” leksemasining quyidagi ma’nolari ajratib ko‘rsatiladi va denotativ ma’nosiga ko‘ra quyidagi turlarga bo‘linadi (1-jadval).

Ingliz olami ilmiy manzarasida “Memory” konsepti yadrosida “o‘tganlarni eslash marosimi”, “eslash qobiliyati”, “kompyuter qismi”, “xotira turlari” kabi konseptlar orqali namoyon bo‘ladi. Yaqin periferiyada esa “o‘rganilgan ma’lumotni qayta aks ettirish qobiliyati”, “organizm faoliyati”, “fan sohasi” hamda “o‘tmish” kabi konseptlar bilan ifodalanadi.

1-jadval

Ingliz olami ilmiy manzarasida “Memory” konsepti maydonining tuzilishi

Ingliz tilidagi ilmiy lug‘atlar
Yadrodagi kognitiv belgilar
a ceremony of commemoration; service for the dead a historical or biographical record the power or a process of mental representation of at least a recognizable equivalent of the reproduced experience (4-10 %)
the faculty of remembering (learning, retention, recall and recognition, motor habits and skills) (10-25 %)
a part of a computer, where instructions are kept (11-28 %)
types of Memory (6-15 %)
Yaqin periferiyadagi kognitiv belgilar
The power or function of reproducing and identifying what has been learned or experienced (2-5 %)

⁴¹ Корнилов О.А. Языковые картины мира как производные национальных менталитетов. – М.: ЧеРо, 2003. – 349 с.

The retention of any modification of structure or behavior resulting from the organism's activity, from the action of the environment, or even from heredity (2-5 %)
field of science (3-8 %)
the time within which past events can be or are remembered (2-5 %)
The power or a process of recognition, comprising a consciousness of the familiarity of the experience and a reference of it to a definite past time or occasion (2-5 %)
Uzoq periferiyadagi kognitiv belgilar
-

Tadqiqotimiz davomida “Xotira” konseptining o‘zbek olami ilmiy manzarasida aks etishini bir qator ensiklopedik hamda turli sohaga tegishli lug‘atlardagi ta’riflar asosida tahlil qildik. Bular texnologik terminlar, psixologiya, falsafa, tibbiyot sohalariga oid hamda entsiklopedik lug‘atlardir.

O‘zbek tiliga oid maxsus ilmiy lug‘atlarning o‘rganilayotgan til materiali “Xotira” leksemasining turli ma’nolarini aktuallashtiradi. “Xotira” konseptining kognitiv xususiyatlarini yadro, shuningdek, yaqin va uzoq periferiyadagi kognitiv belgilariga ajratamiz. Past chastotali kognitiv belgilar o‘rganilayotgan konseptning maydon strukturasi uzoq periferiyasini ifodalaydi (2-jadval).

O‘zbek olami ilmiy manzarasida ilmiy dunyoqarashni tahlil qilib, shuni aniqladikki, “Xotira” konsepti yadroda “eslash qobiliyati” konsepti bilan konseptuallashta, yaqin periferiyada “xotira turlari”, “aksiologik belgilar” hamda “kompyuter qismi” kabi konseptlarda aks etadi. Uzoq periferiya kognitiv belgilari aniqlanmadi.

Ingliz va o‘zbek olami kasbiy (leksikografik) manzarasida “Xotira” konseptining konseptuallashtirish jarayonida asosiy e’tibor “Xotira” konseptining tilda ifodalanishi xususiyatlarini kognitiv jihatdan tahlil qilishga qaratilgan.

2-jadval

O‘zbek olami ilmiy manzarasida “Xotira” konsepti maydonining tuzilishi

O‘zbek tilidagi ilmiy lug‘atlar
Yadrodagı kognitiv belgilar
O‘rganilgan yoki boshdan kechirilgan narsalarni takrorlash va aniqlash qobiliyati yoki funksiyasi; eslab qolish qobiliyati (o‘rganish, eslab qolish, eslash va tanib olish, harakat odatlari va ko‘nikmalari); (11-55 %)
Yaqin periferiyadagi kognitiv belgilar
xotira turlari (3-15 %)
aksiologik belgilar (3-15 %)
kompyuterning ko‘rsatmalar saqlanadigan qismi (2-10 %)
Uzoq periferiyadagi kognitiv belgilar
–

Konseptning tushunchaga xos tomonlarini aniqlashda, avvalo, shu konsept aks etgan izohli lug‘atlarni tahlil qilib chiqish lozim. Shu vazifani bajarishda biz ingliz va o‘zbek tillaridagi izohli lug‘atlarni tadqiqot materialı sifatida tanlab oldik (3-jadval).

3-jadval

Ingliz olami kasbiy (leksikografik) manzarasida “Memory” konsepti maydonining tuzilishi

Markaziy kognitiv belgilar (≥ 10 %)	Yaqin periferiya kognitiv belgilari (3 % > 10 %)	Uzoq periferiya kognitiv belgilari (1 % ≥ 3 %)
ability to remember – 17 % computer part – 13 % a ceremony of commemoration – 15 %	smth. you remember – 7,7 % the fact that people remember a particular person or event – 7,7 % faculty of remembering – 5,8 % the recall and recognition of anything previously learned and experienced – 5,8 % character conduct preserved in remembrance, history or tradition – 5,8 % the time within which past events can be or are remembered – 5,8 %	the strength and trustworthiness of one’s power to reach and present or to recall the past – 2 % the retention of any modification of structure or behavior resulting from the organizm’s activity – 2 % a formula used after the names of sovereigns, princess or other notable persons who have been distinguished for their actions or virtues – 2 % field of science (mnemonics) – 2 %

Ingliz olami professional (leksikografik) manzarasida konsept yadrosida “qobiliyat”, “kompyuter qismi”, “marosim” kabi konseptlarda aks etishini kuzatdik. Yaqin periferiyada xotiraga asosan “antropotsentrik xususiyatlar” hamda “vaqt kategoriyasi” kabi konseptlar xosdir. Uzoq periferiyada esa xotira “qobiliyat” hamda “fan sohasi” sifatida talqin qilinadi. O‘zbek olami kasbiy (leksikografik) manzarasida lug‘aviy ma’nolarga ko‘ra “Xotira” konsepti yadrosida “es”, “yod”, “xayol va fikr” hamda “yuz xotir”, “andisha” kabi konseptlar bilan konseptual muvofiqlashar ekan. Yaqin periferiyada o‘rganilayotgan konsept esa “esdalik”,

“yodgorlik”, “ism” kabi konseptlar bilan muvofiqlashuvi aniqlandi. Uzoq periferiyada kognitiv belgilar aniqlanmadi (4-jadval).

Navbatdagi vazifa esa o‘rganilayotgan konseptning olamning kasbiy (media) manzarasida aks etishini o‘rganishdir. Ishimizda o‘rganilgan mediamatnlar “Xotira” konseptining ikki qarindosh bo‘lmagan olam manzarasida turlicha aks etishini tasvirlaydi. Tahlil materiali sifatida 2019-yildan – 2023-yillar oralig‘idagi davrda Buyuk Britaniya davriy nashrlarida chop etilgan maqolalar tanlab olindi.

4-jadval

O‘zbek olami kasbiy (leksikografik) manzarasida “Xotira” konsepti maydonining tuzilishi

Markaziy kognitiv belgilar ($\geq 10\%$)	Yaqin periferiya kognitiv belgilari ($3\% > 10\%$)	Uzoq periferiya kognitiv belgilari ($1\% \geq 3\%$)
esda saqlash qobiliyati – 29 % eslab qolish – 21 % esga tushirish qobiliyati – 21 % es, yod hayol – 21 % fikr – 21 % biror kimsa uchun qilinadigan hurmat, yuz-xotir, andisha – 29 % esdalik, yodgorlik – 14 % Xatira (ism) – 21 % tushuncha – 14 %	o‘ylash, fikrlash qobiliyati – 7 % miya – 7 %	-

Gazeta va jurnallarni tanlash mezonini xotira mavzusi hamda xotira haqidagi bayonotlarni sarlavhalarda aks etganligi bilan belgilanadi. Ingliz mediamatnlarida keltirilgan “Memory” konseptini og‘zaki ifodalaydigan leksik vositalarni tahlil qilib, tegishli ma’nalarni aniqladik. Har bir ma’no uni tashkil etuvchi semalar asosida tahlil qilindi. Mazmun jihatidan o‘xshash semantik komponentlar “Memory” konseptining kognitiv xususiyatlari sifatida shakllantirilib so‘ngra umumlashtirildi (5-jadval).

5-jadval

Ingliz olami kasbiy (media) manzarasida “Memory” konsepti maydonining tuzilishi

Markaziy kognitiv belgilar ($\geq 10\%$)	Yaqin periferiya kognitiv belgilari ($3\% > 10\%$)	Uzoq periferiya kognitiv belgilari ($1\% \geq 3\%$)
Mental disorders – 15 (27 %) Types of memory – 15 (27 %) Metaphors used with memory – 15 (27 %) Covid 19-7 (13 %)	Verbal ability – 3 (5 %)	Air pollution – 1 (1 %)

Mediamatn materiali asosida ajratib olingan “Memory” konseptining ingliz olami kasbiy (media) manzarasida xotira “Covid-19”, “psixik kasallik”, “xotira turlari” va “metaforik ko‘rinish” kabi hodisalar asosida konseptuallashishi isbotlandi. “Memory” konsepti yaqin periferiyada ingliz mediamatnida “nutq qobiliyati” konsepti bilan ifodalanadi. Uzoq periferiyada esa xotira “havoning ifloslanishi” bilan konseptuallashishi aniqlandi.

Bundan xulosa qilish mumkinki, ingliz mediamatnida xotira bilan bo‘g‘liq psixik kasalliklar, xotiraning turlari va metaforik ko‘rinishi kabi mavzular dolzarb mavzu ekanligini ta’kidlash lozim.

“Memory” konseptining kontekstida asosiy mavzu *Covid-19* ekanligi shubhasizdir, chunki 2020-2023-yillarda koronavirus pandemiyasi avj olgan pallaga to‘g‘ri keladi. Albatta, butun dunyo ommaviy axborot vositalari bu masalani qo‘ldan kelgancha yoritishga intilishgan. Covid-19 virusining inson xotirasiga salbiy ta’siri haqidagi maqolalar davriy nashrlarda ko‘plab uchraydi. O‘zbek ommaviy axborot vositalarining matnlarida taqdim etilgan “Xotira” konseptini og‘zaki ifodalaydigan lisoniy vositalarni tahlil qilib, tegishli ma’noalar aniqlandi (6-jadval).

Xotira o‘zbek mediamatnida “biologik hodisa”, “tarix bilan bog‘liq omillar”, “zamonaviy texnologiya” kabi konseptlar bilan izohlanadi. Bu mavzudagi muhokamalar o‘zbek mediasida asosiy mavzu ekanligi dalillandi. “Xotira” konsepti yaqin periferiyasida “bayram va musobaqa”, “xotirani yaxshilovchi omillar”, “baholash omili”, “Covid-19” kabi konseptlar asosida konseptuallashadi. “Xotira” konseptining kognitiv modeli uzoq periferiyasini tashkil etuvchi kognitiv belgilar aniqlanmadi.

6-jadval

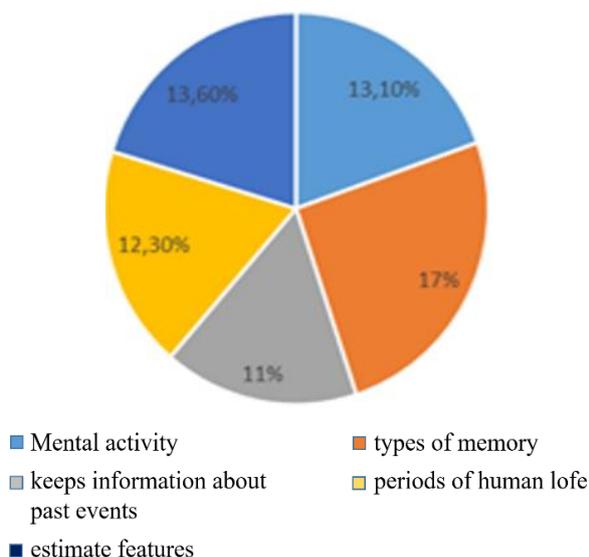
O‘zbek olami kasbiy (media) manzarasida “Xotira” konsepti maydonining tuzilishi

Markaziy kognitiv belgilar (≥ 10 %)	Yaqin periferiya kognitiv belgilari (3 % > 10 %)	Uzoq periferiya kognitiv belgilari (1 % ≥ 3 %)
Biologik hodisa (33 %) Tarix bilan bog‘liq omillar (25 %) Zamonaviy texnologiya (16 %)	Bayram va musobaqa (8%) Xotirani yaxshilovchi omillar (8 %) Baholash omili (4 %) Covid-19 (4 %)	-

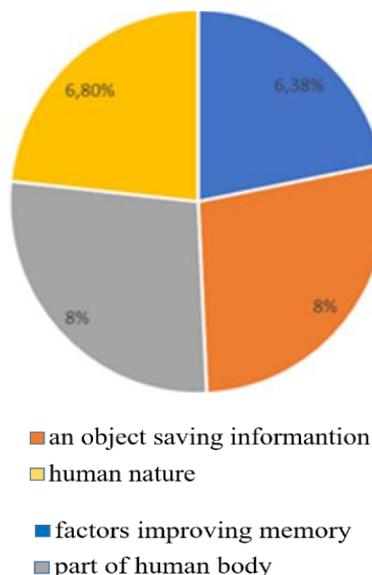
Olamning sodda manzarasining xususiyatlari ingliz hamda o‘zbek fuqarolar ishtirok etgan yo‘naltirilgan og‘zaki-assotsiativ eksperiment asosida aniqlandi. Og‘zaki-assotsiativ eksperiment bizga “Memory” konseptining kognitiv belgilari maksimal sonini ta’kidlash imkonini beradi. Eksperimentning ingliz tili bilan bog‘liq qismi inglizzabon informantlar bilan o‘tkazildi. Ularga Feysbuk ijtimoiy tarmog‘idagi turli gruppalar a’zolariga internet orqali anketa yuborilib, unda “Write 3-5 words or expressions related to the concept of MEMORY (it is important for us the first associations that came to mind)” so‘roq shakli bilan murojaat etildi. Anketaga 102 ta respondentdan 235 ta reaksiya javob tariqasida olingan. Eksperimentda 41 ta ayol, 61 ta erkak ishtirok etdi. Yosh tafovuti erkaklar orasida

17-78, ayollar esa 17-35 yoshni tashkil qildi.

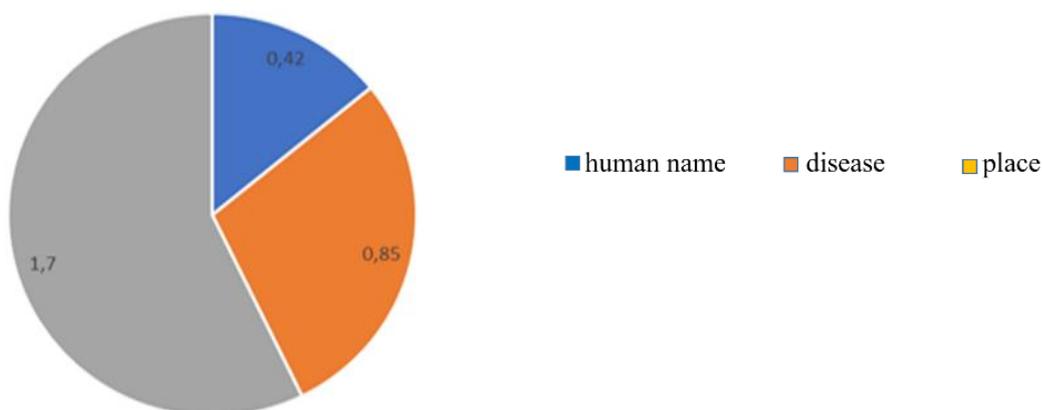
Yadro



Yaqin periferiya



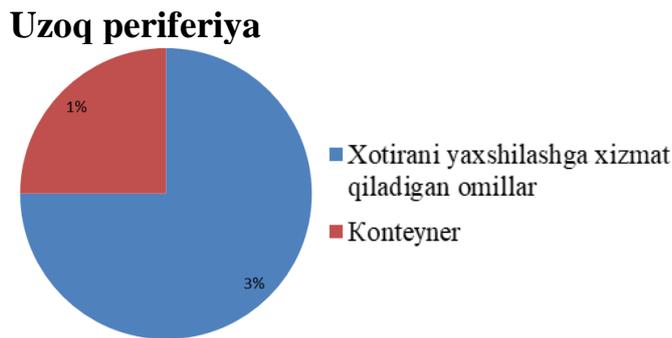
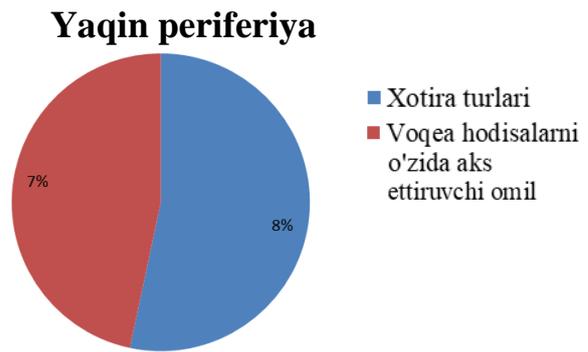
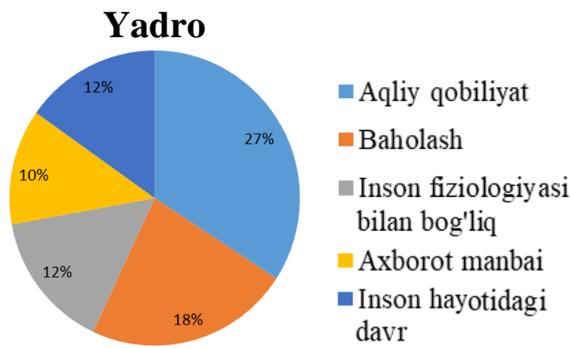
Uzoq periferiya



Yuqoridagi reaksiyalarni tahlil qilar ekanmiz, “Memory” konseptining assotsiativ maydoni markazidan aqliy faoliyatga oid tushunchalar egallashi aniqlandi. “Memory” konseptining olamning sodda manzarasi, assotsiativ maydoni markazida “Memory” konsepti “mental qobiliyat”, “xotira turlari”, “inson hayotidagi davr”, “baholovchi xarakterga ega sifatlar” hamda “o‘tmish haqidagi ma’lumotlar saqlanadigan ombor” bilan konseptuallashuvi aniqlandi. Yaqin periferiyadagi assotsiatsiyalar asosini “xotirani yaxshilashga xizmat qiluvchi omillar”, “axborot texnologiyalari vositalari”, “inson tabiati va organizmiga xos jihatlar” bilan konseptuallashuvi dalillandi. Uzoq periferiyada “Memory” konsepti ingliz xalqi sodda manzarasida “inson ismi”, “kasallik” hamda “joy nomi” kabi konseptlar orqali verballashishi aniqlandi.

Eksperimentning o‘zbek tili bilan bog‘liq qismi o‘zbekzabon informantlar bilan o‘tkazildi. Ularga *Google.docs* platformasi orqali anketa yuborilib, unda

so‘rov anketasi bilan murojaat etildi. Anketaga 108 ta respondentdan 227 ta reaksiya javob tariqasida olingan. Eksperimentda 44 ta ayol, 64 ta erkak ishtirok etdi.



“Xotira” konseptining o‘zbek xalqi olami sodda manzarasi yadrosida o‘rganilayotgan konsept “aqliy qobiliyat”, “baholash”, “inson fiziologiyasi”, “axborot manbai” hamda “inson hayotidagi davr” kabi konseptual belgilar aniqlandi. Yaqin periferiyada “Xotira” konsepti o‘zbek olami sodda manzarasida “xotira turlari”, “voqea-hodisalarni o‘zida aks ettiruvchi omillar” bilan konseptuallashtirish, uzoq periferiyada “xotirani yaxshilovchi omillar” hamda “konteyner” bilan konseptual muvofiqlashadi. “Xotira” konseptining o‘zbek olami sodda manzarasida aks etishini assotsiativ eksperiment yordamida o‘tkazilgan tahlildan xulosa qilish mumkinki, “Xotira” konsepti o‘zbek tilida o‘zida xotiraning mental, fiziologik, ijtimoiy va madaniy aspektlarini aks ettiradi.

Ishning to‘rtinchi bobi **“Ingliz va o‘zbek olami manzarasida “Xotira” kognitiv kategoriyasi”**ni tadqiq qilinishiga bag‘ishlangan bo‘lib, ingliz va o‘zbek olami ilmiy, kasbiy hamda sodda manzarasida “Xotira” kognitiv kategoriyasining tarkibiy tuzilishi chuqur o‘rganilgan.

Tadqiqot natijalarida shuni aniqladikki, “Xotira” lingvokognitiv fenomenining ingliz va o‘zbek olami lisoniy manzarasida konseptuallashtirish hamda kategoriyalashtirish hodisasi universal xarakterga ega bo‘lishi bilan birga milliy o‘ziga xos xususiyatlarga ham ega ekanligi aniqlandi. Ta’kidlash lozimki, “Xotira” lingvokognitiv fenomeni mental voqe‘likning bir qismi bo‘lishi bilan birga, ushbu ikki lingvomadaniyat vakillari milliy ong (mentalitet)ida dominantalar modelini aks ettirib, “til – mental voqelik modeli – lingvomadaniyat” mushtarakligi asosida lingvomadaniyatlarda dominant belgilarni tartibga soluvchi funktsiya sifatida namoyon bo‘ladi.

Ushbu bobda “Xotira” kognitiv kategoriyasi strukturasi kompleks tahlilini

o'tkazish ushbu bo'limning maqsadi bo'lib hisoblanadi. Bunda "Xotira" kognitiv kategoriyasining olamning ilmiy, kasbiy (leksikografik va media) hamda sodda manzarasida kategorial struktura asosida prototip va kategorial differensial belgilari aniqlandi.

Ingliz va o'zbek olami manzarasida "Xotira" kognitiv kategoriyasini o'rganishning asosiy bosqichlari quyidagicha olib borildi: 1. Turli olam manzaralarida o'rganilayotgan kategoriyaning chog'ishtirma tadqiqi o'tkazildi. 2. Ingliz va o'zbek lisoniy ongida lingvokognitiv kategoriyalashtirishning lingvomadaniy xususiyatlari aniqlandi. 3. "Xotira" kategoriyasi tipologiyasi tuzildi.

Ushbu metodika "Xotira" kognitiv kategoriyasining struktur-semantik, konseptual hamda etnik o'ziga xoslik xususiyatlarini aniqlashda katta yordam beradi. Ingliz va o'zbek olami ilmiy manzarasida o'rganilayotgan konseptning markaziy tasniflash belgilari INSONGA XOS XUSUSIYAT, XOTIRA TO'G'RISIDAGI FAN, XOTIRA OBYEKT SIFATIDA, XOTIRA TURLARI kabi klassifikatorga bo'linadi.

Bu belgilarning o'zbek va ingliz olami ilmiy manzarasidagi eng yorqini INSONGA XOS XUSUSIYAT bo'lib, xotira umumlashtiruvchi hodisa sifatida talqin qilinadi.

XOTIRA OBYEKT SIFATIDA klassifikatsion belgisi ingliz olamning ilmiy manzarasida markaziy klassifikatsion belgilardan hisoblansa, o'zbek olamning ilmiy manzarasida yaqin periferiya zonasida joy oladi. Bundan bilish mumkinki, XOTIRA OBYEKT SIFATIDA ingliz olami ilmiy manzarasida ko'proq qo'llaniladi. XOTIRA TURLARI klassifikatori ham ingliz ham o'zbek olami ilmiy manzarasida bir xilda namoyon bo'ishi aniqlandi. XOTIRA TO'G'RISIDAGI FAN klassifikatori esa faqat ingliz olami ilmiy manzarasiga xos bo'lishi hamda yaqin periferiyadan joy olishi aniqlandi. Bunday klassifikator o'zbek olami ilmiy manzarasida aniqlanmadi. Uzoq periferiyadan joy olgan klassifikatorlar umuman aniqlanmadi. "Xotira" konsepti "Xotira" kognitiv kategoriyasi asosi sifatida talqin qilinadi va xotirani turli fan sohalarida mantiqiy hamda obyektiv idrok sifatida talqin qilinadi. Jadvalda keltirilgan ma'lumotlarga asoslanib, ingliz va o'zbek olami ilmiy manzarasida "Xotira" kategoriyasi belgilarini qayd etish mumkin, bu esa atrofdagi voqelikning u yoki bu bo'lagini o'zida aks ettiradi.

Ingliz va o'zbek olami ilmiy manzarasida "Xotira" kognitiv kategoriyasini ifodalovchi umumiy belgilarning mos tushishi ushbu kategoriyaning ikkala olamning ilmiy manzarasida ilmiy jihatdan idrok etilishida o'xshash xususiyatlar mavjudligidan darak beradi. Bunda xotira biologik, psixologik, falsafiy, ijtimoiy, texnologik, madaniy hodisa sifatida gavdalanadi.

"Xotira" kognitiv kategoriyasining turli fan sohalarida o'rganilishi natijasida uning lingvokognitiv namoyon bo'lishining o'ziga xos xususiyatlari aniqlandi. Olamning ilmiy manzarasida xotira *o'rgangan yoki boshdan kechirilgan narsalarni eslab qolish qobiliyati* sifatida namoyon bo'ladi. Bu prototip belgi bo'lib, turli tillarga turlicha xosligi aniqlandi. Biroq o'zbek va ingliz tillarida ushbu kognitiv kategoriyaning differensial belgilarida farqlar aniqlandi. O'zbek lisoniy ongida xotira *yodgorlik, ma'lumotlarni saqlovchi kompyuter qismi va inson ismi* bilan

bog‘liq kognitiv belgilarga ega. Ingliz tilida xotira *tarixiy yozuvlar, voqealar va odamlarning tarjimai holi haqidagi hisobotlar* bilan bog‘liq. Demak, aytish mumkinki, “Xotira” kognitiv kategoriyasi turli tillarda o‘ziga xos tarzda talqin qilinadi.

Ingliz va o‘zbek tillaridagi lug‘atlarda “Xotira” kognitiv kategoriyasining aniq chegaralangan kategoriya a‘zolari aniqlanmadi. Bunga sabab, lug‘atlarning yangilanib turishi hamda xotira haqidagi fanlarga ko‘plab yangi tushuncha hamda iboralarning kirib kelishidir. Kategorial belgilar nisbiy deb olinishi fikrimizcha to‘g‘ri bo‘lar edi. Shunday qilib, “Xotira” kognitiv kategoriyasi *aniq chegaralanmagan kategoriya* sifatida talqin qilinadi.

Navbatdagi vazifamiz kategoriyalashtirish turini aniqlashdan iborat. Ushbu holda Eleonora Roshning prototiplar (*uch sathli kategoriyalashtirish*) nazariyasiga tayanib tahlil olib boramiz. Bunda xuddi konseptni sarhadlarga ajratganimizdek, kategoriyalarning klassifikatsion belgilari asosida uch sathga bo‘lamiz, ya‘ni superordinat, bazaviy hamda subordinat sathlar. Ingliz olami ilmiy manzarasida “Xotira” kognitiv kategoriyasining quyidagi sarhadlari aniqlandi: *Superordinat* sarhadga yorqinlik darajasi bo‘yicha eng kam bo‘lgan klassifikatsion belgi AXBOROT MANBAI belgilandi. *Bazaviy* sarhaddan esa XOTIRA OBYEKTI hamda XOTIRA TURLARI klassifikatsion belgilari bir xilda joy egallashdi. *Subordinat* sarhad esa INSONGA XOS XUSUSUIYAT hamda XOTIRA TO‘G‘RISIDAGI FAN klassifikatsion belgilar bilan boyitildi.

Kategoriyalarni struktur tuzilishi jihatidan *ochiq va yopiq kategoriya* turiga bo‘lishimiz mumkin. Tahlilga tortilgan “Xotira” kognitiv kategoriyasi ochiq kategoriya turiga kiritildi. Ochiq turdagi kategoriyalar a‘zolari soni cheklanmagan bo‘ladi va shu bilan birga ularning podkategoriyalari soni turli omillar ta‘sirida o‘zgarib turadi. Ilmiy texnologiyalar rivojlanishi bilan kategorial a‘zolarning yangi turlari paydo bo‘ladi va eskilari yo‘qolib ketishi mumkin. Madaniyatlararo muloqotning kengayishi ma‘lum bir lingvomadaniyat sohiblarining geografik dunyoqarashlari asnosida kategoriya strukturasi ham o‘zgarishga moyil bo‘ladi. Shunday qilib, “Xotira” kognitiv kategoriyasi ham ochiq turdagi kategoriyalar sirasiga kiradi. Kategoriya tipologiyasida alohida bo‘lim sifatida moddiy dunyoga aloqasi bo‘lmagan va aloqasi bo‘lgan hodisalar tashkil qiladi. Bunda kategoriyalar *ideal*, ya‘ni moddiy dunyoga aloqasi yo‘q kategoriyalar (SEVGI, MA‘NAVIYAT, XOTIRA va b.) hamda moddiy dunyoga aloqasi bor, *konkret* kategoriyalar (MEVA, SABZAVOT, ISHCHI QUROLLAR va b.)ga ajratiladi. Demak, “Xotira” kategoriyasi *ideal kategoriya* sifatida talqin qilinadi.

Ideal va konkret kategoriyalar kategoriyaning aksiologik mohiyatining muqimligi yoki o‘zgaruvchanligiga qarab farqlanadi. Ba‘zi abstrakt kategoriyalar jamiyatda hukmron bo‘lgan g‘oyalar ta‘sirida bo‘ladi. Masalan, “Xotira” kognitiv kategoriyasi o‘zbek olami lisoniy manzarasida insonga xos xususiyat sifatida talqin qilingan. Ingliz olamning lisoniy manzarasida esa xotira obyekt sifatida hamda xotira turlari bir xilda aks etadi. *Intensional kategoriyalashtirish* turiga avvlambor g‘oyaviy omilni kiritishimiz lozim. Aynan bir ijtimoiy-siyosiy tuzum davrida shakllangan g‘oyalar, qadriyatlar, ayniqsa, mavhum turdagi kategoriyalarga o‘z

ta'sirini o'tkazadi. Bizning talqiqot obyektimiz hisoblangan "Xotira" lingvokognitiv fenomeni ana shunday kategoriyalar sirasiga kiradi. Hukmronlik qilayotgan g'oya va qadriyatlar xotira kabi mavhum kategoriyalarning tarkibiy qismi, ayniqsa, aksiologik jihatlariga o'z ta'sirini o'tkazmay qolmaydi.

Tadqiqot davomida turli izohli lug'atlardan xotiraga tegishli yig'ilgan ma'lumotlar asosida shuni ta'kidlash mumkinki, o'zbek olami kasbiy (leksikograik) manzarasida XOTIRA URF-ODAT va AN'ANA kabi kategorial belgisi ustunligi jihatidan ushbu lug'atlar yaratilgan davrda aynan shu klassifikatsion belgi aktual hisoblangan. Ingliz olami kasbiy (leksikografik) manzarasida esa texnikaviy inqilob, ya'ni kompyuterlar yaratilishi XOTIRANing AXBOROT MANBAI sifatida kategoriyalashtirilishiga olib kelgan. Dastlab xotira INSONGA XOS XUSUSIYAT sifatida lug'atlarda ko'plab talqin qilingan bo'lsada, keyinchalik g'oya va qadriyatlar hamda texnik rivojlanishlar asnosida boshqa klassifikatsion belgilarga o'z o'rnini bo'shatib berdi. Tahlillarga suyanib aytish mumkinki, intensional kategoriyalashtirish obyektiv xususiyatga ega hodisadir. Ingliz tili olami kasbiy (leksikografik) manzarasi "Xotira" kognitiv kategoriyasining quyidagi sarhadlari aniqlandi: *Superordinat* sarhadga yorqinlik darajasi bo'yicha eng kam bo'lgan klassifikatsion belgi XOTIRA TO'G'RISIDAGI FAN klassifikatsion belgisi aniqlandi. *Bazaviy* sarhaddan esa XOTIRA OBYEKT klassifikatsion belgilari bir xilda joy egallashdi. *Subordinat* sarhad esa INSONGA XOS XUSUSIYAT, AXBOROT MANBAI hamda URF-ODAT, AN'ANA klassifikatsion belgilar bilan boyitildi.

O'zbek tili olamning kasbiy (leksikografik) manzarasida "Xotira" kognitiv kategoriyasining quyidagi sarhadlari aniqlandi: *Superordinat* sarhadga yorqinlik darajasi bo'yicha eng kam bo'lgan XOTIRA OBYEKTI klassifikatsion belgi belgilandi. *Bazaviy* sarhaddan esa INSONGA XOS XUSUSIYAT, klassifikatsion belgilari bir xilda joy egallashdi. *Subordinat* sarhad esa INSON ISMI AXBOROT MANBAI, URF-ODAT va AN'ANA, ABSTRAKT TUSHUNCHA hamda XOTIRA TURLARI klassifikatsion belgilar bilan boyitildi.

Ingliz va o'zbek olami professional (media) manzarasida "Xotira" kognitiv kategoriyasining belgilari aniqlandi. "Xotira" kognitiv kategoriyasi olamning kasbiy (media) manzarasida "insonga xos hodisa hisoblanib, biologik unsur, turlari bo'yicha farq qiluvchi hamda Covid-19 pandemiyasi davriga xos fenomen" sifatida prototip belgiga ega bo'sa, o'zbek olami lisoniy manzarasida "Covid-19 bilan bog'liq hodisa", ingliz olami lisoniy manzarasida "air pollution" differensial belgilari bilan ajralib turadi.

Ingliz olami kasbiy (media) manzarasida *Superordinat* sarhadda yorqinlik darajasi bo'yicha eng kam bo'lgan ATROF-MUHIT BILAN BOG'LIQ HODISA klassifikatsion belgisi aniqlandi. *Bazaviy* sarhaddan esa klassifikatsion BAHOLASH OMILI belgisi eng yorqin darajaga ega bo'lib o'rin egalladi. *Subordinat* sarhad esa INSONGA XOS HODISA klassifikatsion belgisi bilan izohlandi.

O'zbek olami kasbiy (media) manzarasida *Superordinat* sarhaddan yorqinlik darajasi bo'yicha eng kam bo'lgan klassifikatsion belgi BAHOLASH OMILI joy

oldi. *Bazaviy* sarhaddan esa INSON HAYOTIDAGI DAVR hamda ZAMONAVIY TEXNOLOGIYA klassifikatsion belgilari bir xilda joy egallashdi. *Subordinat* sarhadda esa INSONGA XOS HODISA klassifikatsion belgisi aniqlandi.

Olamning sodda manzarasida “Xotira” kognitiv kategoriyasining “insonga xos aqliy qobiliyat hamda inson fiziologiyasi bilan bog‘liq, inson hayotidagi davr, turlarga bo‘linuvchi, aksiologik xarakterga ega mental qobiliyat” prototip belgisi aniqlandi. Ingliz olami lisoniy manzarasiga “place” differensial belgisi, o‘zbek olami lisoniy manzarasiga esa “konteyner” differensial belgisi xosligi dalillandi.

Ingliz olami sodda manzarasida *Superordinat* sarhadga yorqinlik darajasi bo‘yicha eng kam bo‘lgan METAFORIK MA’NO klassifikatsion belgisi xosligi aniqlandi. *Bazaviy* sarhaddan esa AKSIOLOGIK BIRLIK klassifikatsion belgisi aniqlandi. *Subordinat* sarhad esa INSONGA XOS HODISA hamda AXBOROT MANBAI klassifikatsion belgisi bilan boyitildi. O‘zbek olami sodda manzarasi “Xotira” kognitiv kategoriyasining quyidagi sarhadlari aniqlandi: *Superordinat* sarhadda yorqinlik darajasi bo‘yicha eng kam bo‘lgan klassifikatsion belgi METAFORIK MA’NO belgilandi. *Bazaviy* sarhaddan esa INSONGA XOS HODISA klassifikatsion belgisi joy oldi. *Subordinat* sarhad esa AXBOROT MANBAI hamda AKSIOLOGIK BIRLIK klassifikatsion belgilar bilan belgilandi.

Olib borgan tadqiqotimiz natijasiga binoan “Xotira” kognitiv kategoriyasini quyidagicha tasniflash mumkin:

1. Struktur jihatdan tasniflashga binoan:

a) “Xotira” kognitiv kategoriyasi ahamiyatga ega kategorial belgilarga ega ekanligi jihatidan *aniq chegaralanmagan kategoriya* turiga kiradi;

b) kategoriyalar tarkibiga yangi kategorial a‘zolar qo‘shila olishi yoki aksi bo‘lgan holatga qarab, “Xotira” kognitiv kategoriyasi *ochiq turdagi kategoriya* turiga kiradi;

2. Semantik-grammatik klassifikatsiyaga binoan:

a) Kategoriya tipologiyasida alohida bo‘lim sifatida moddiy dunyoga aloqasi bo‘lmagan kategoriyalar ideal, ya’ni moddiy dunyoga aloqasi yo‘q kategoriyalar qatorida “Xotira” kognitiv kategoriyasi ham *ideal kategoriyalar* sirasiga kiradi.

XULOSA

1. Kognitiv tilshunoslik voqelikni idrok etishda til materiallarini va mantiqiy strukturani tilda aks etishini tadqiq qiladi. Hozirda kognitiv tilshunoslik fani turli yo‘nalishlarda rivojlanib, konsept va kategoriyalarni o‘rganishda turli metodikadan foydalanmoqda. Konsept va kategoriyalar asosan lingvokognitiv hamda lingvomadaniy yo‘nalishlarda tadqiq etilib, yangi tipologiya va usullarni rivojlantirishni taqozo etmoqda. Xususan, ingliz va o‘zbek tilshunosligida “Xotira” fenomenini olamning ilmiy, kasbiy va sodda manzaralarida o‘rganishga doir maxsus fundamental tadqiqot mavjud emasligi bu sohada izlanishlarni ko‘paytirish lozimligiga ishora qiladi. Shu boisdan, muammoning yechimi sifatida biz taklif etgan besh bosqichdan iborat metodikamiz turli olam manzaralari va turli tillar misolida boshqa mavhum fenomenni tadqiq qilishda qo‘llanilishi mumkin.

2. Lingvokognitiv tadqiqotlarda konsept va kategoriyalar tasnifiga oid

yondashuvlar xilma-xilligi konseptuallashuv hamda kategoriyalashuv jarayonlarini tushunish, inson borliq va tilni bilish jarayonida axborotni qanday tashkil etishi, talqin qilishini yanada aniqroq tahlil qilishga imkon beradi. Sxema sifatida qaralganda, “Xotira” freym va skriptga nisbatan umumiyroq tuzilma bo’lib, xotira funksiyasi, axborotni saqlash, o’chirish, unutish, xotira turlari, yaxshilovchi/pasaytiruvchi omillar, kasalliklar, marosimlar kabi asosiy elementlarni o’z ichiga oladi. Tipologik tadqiq asosida, “Xotira” konseptining *universal, noregulyativ, mavhum, metaprofessional, ijtimoiy-madaniy, mentefakt, aksiologik, lingvomadaniy* konsept hamda *konsept-sxema* turlari aniqlandi.

3. Olam manzarasi tipologiyasi turlicha talqin qilinadi. Ingliz va o’zbek tilida “Xotira” fenomeni tadqiqot davomida aniqlangan olamning ilmiy, kasbiy hamda sodda manzaralarida turlicha ifodalanadi: a) bunday farqlar til va madaniyat hamda kognitiv jarayonlar o’rtasidagi bog’liqlikni bildiradi; b) lingvokognitiv fenomenini turli olam manzaralarida tadqiq qilish borliqni chuqur anglash, kognitiv qobiliyatlarni rivojlantirish va madaniyatlararo muloqotni yaxshilashga xizmat qiladi; c) olam manzarasi dinamik va serqirra hodisa bo’lib, borliqni anglashda va u bilan o’zaro muloqatda muhim rol o’ynaydi.

4. “Xotira” konsepti ingliz va o’zbek ilmiy manzarasida o’ziga xos tarzda lingvomadaniy jihatdan farqlanadi. Ingliz olami ilmiy manzarasida “Memory” konsepti yadrosida “o’tganlarni eslash marosimi”, “eslash qobiliyati”, “kompyuter qismi”, “xotira turlari” kabi konseptlar orqali namoyon bo’lsa, yaqin periferiyada esa “o’rganilgan ma’lumotni qayta aks ettirish qobiliyati”, “organizm faoliyati”, “fan sohasi” hamda “o’tmish” kabi konseptlar bilan muvofiqlashadi. O’zbek olami ilmiy manzarasida “Xotira” konsepti yadroda “eslash qobiliyati” konsepti bilan konseptuallashsa, yaqin periferiyada “xotira turlari”, “aksiologik belgilar” hamda “kompyuter qismi” kabi konseptlarda aks etadi. Uzoq periferiyada kognitiv belgilar mavjud emas.

5. “Xotira” konsepti madaniy xususiyatlarga ega bo’lib, turli til sohiblari ongida turlicha ifodalanadi. Ingliz olami kasbiy (leksikografik) manzarasida konsept yadrosida “qobiliyat”, “kompyuter qismi”, “marosim” kabi konseptlarda aks etadi. Yaqin periferiyada xotiraga asosan “antropotsentrik xususiyatlar” hamda “vaqt kategoriyasi” kabi konseptlar xosdir. Uzoq periferiyada esa xotira “qobiliyat” hamda “fan sohasi” sifatida talqin qilinadi.

O’zbek olami kasbiy (leksikografik) manzarasida xotiraning kognitiv, axloqiy va ijtimoiy jihati asosiy elementdir. Konsept yadrosidagi farqlar dunyoqarash va madaniy qadriyatlardagi farqlarda namoyon bo’ladi. O’zbek olami kasbiy (leksikografik) manzarasida lug’aviy ma’nolarga ko’ra “Xotira” konsepti “es”, “yod”, “xayol va fikr” hamda “yuz-xotir” kabi konseptlar bilan konseptual muvofiqlashadi. Periferik sathlar tahliliga ko’ra, xotira konsept sifatida boshqa tillarda mavjud bo’lmasligi mumkin bo’lgan turli madaniy va ijtimoiy ma’nolarga egadir. Bunda o’rganilayotgan konsept “esdalik”, “yodgorlik”, “ism” kabi konseptlar bilan muvofiqlashadi. Uzoq periferiyada kognitiv belgilar mavjud emas.

6. Ingliz ommaviy axborot vositalaridagi oid mediamatnlarda “Xotira” konsepti bilan bog’liq muammolarga ko’proq urg’u beriladi. “Memory”

konseptining ingliz olami kasbiy (media) manzarasida xotira “Covid-19”, “psixik kasallik”, “xotira turlari” va “metaforik ko‘rinish” kabi hodisalar asosida konseptuallashadi. Yaqin periferiyada xotira “nutq qobiliyati” konsepti bilan ifodalanadi. Uzoq periferiyada esa xotira “havoning ifloslanishi” konsepti bilan muvofiqlashadi.

O‘zbek ommaviy axborot vositalari, o‘z navbatida, “Xotira” fenomenining ijtimoiy va madaniy jihatlariga, shuningdek, uni yaxshilashning amaliy usullariga ko‘proq e‘tibor qaratadi. Bunda kognitiv modelning yadroviy zonasida xotira o‘zbek mediamatnida “biologik hodisa”, “tarix bilan bog‘liq omillar”, “zamonaviy texnologiya” kabi konseptlar bilan izohlanadi. “Xotira” konsepti yaqin periferiyasida “bayram va musobaqa”, “xotirani yaxshilovchi omillar”, “baholash omili”, “Covid-19” kabi konseptlar bilan konseptuallashadi. “Xotira” konseptining kognitiv modeli uzoq periferiyasini tashkil etuvchi kognitiv belgilar mavjud emas.

Ikkala olamning kasbiy (media) manzarasiga xos umumiy jihat shuki, COVID-19 har ikki madaniyatda xotira funksiyasiga ta‘sir ko‘rsatgan muhim mavzuga aylangan. Uzoq periferiyada “Xotira” konseptini aniq ifodalovchi kognitiv belgilar aniqlanmadi.

7. Assotsiativ eksperiment natijalariga muvofiq, ingliz va o‘zbek sodda manzarasida “Xotira” konsepti kognitiv funktsiya, texnologik vositalar va o‘tmishdagi voqealar bilan bog‘liq ko‘plab umumiy xususiyatlarga ega. Biroq ingliz olami sodda manzarasida “Memory” konseptining olamning sodda manzarasi, assotsiativ maydoni markazida “Memory” konsepti “mental qobiliyat”, “xotira turlari”, “inson hayotidagi davr”, “baholovchi xarakterga ega sifatlar” hamda “o‘tmish haqidagi ma‘lumotlar saqlanadigan ombor” bilan konseptuallashadi. Yaqin periferiya assotsiatsiyalari asosini “xotirani yaxshilashga xizmat qiluvchi omillar”, “axborot texnologiyalari vositalari”, “inson tabiati va organizmiga xos jihatlar” kabi konseptlar tashkil etadi. Uzoq periferiyada “Memory” konsepti ingliz olami sodda manzarasida “inson ismi”, “kasallik” hamda “joy nomi” kabi konseptlar orqali verballashadi.

O‘zbek lisoniy ongi xotiraning aksiologik, shuningdek, fiziologik reaksiyalar bilan bog‘liqligiga ko‘proq urg‘u beradi. O‘zbek olami sodda manzarasi yadrosida o‘rganilayotgan konsept “aqliy qobiliyat”, “baholash”, “inson fiziologiyasi”, “axborot manbai” hamda “inson hayotidagi davr” kabi konseptual belgilarga egadir. Yaqin periferiyada esa “Xotira” konsepti “xotira turlari”, “voqea-hodisalarni o‘zida aks ettiruvchi omillar” bilan konseptuallashsa, uzoq periferiyada “xotirani yaxshilovchi omillar” hamda “konteyner” bilan konseptual muvofiqlashadi. “Xotira” konseptining o‘zbek olami sodda manzarasida aks etishini assotsiativ eksperiment yordamida o‘tkazilgan tahlildan xulosa qilish mumkinki, “Xotira” konsepti o‘zbek tilida o‘zida xotiraning mental, fiziologik, ijtimoiy va madaniy aspektlarini aks ettiradi.

8. Biror fenomenni tadqiq etishda konseptuallashtirish natijasi asosida kategoriyalashtirish jarayoni amalga oshiriladi. Ingliz va o‘zbek olamining ilmiy manzarasida “Xotira” kognitiv kategoriyasining o‘xshash prototipik (*eslab qolish qobiliyati, ijtimoiy me‘yorlar bilan aloqadorlik, shaxsiy tajriba, IT sohasiga oid*

tushunchalar) xususiyatlari aniqlandi. Ingliz olamining ilmiy manzarasida “*a memorial writing; a historical account; a record of a person or an event; a history*” kabi differensial belgilariga ega bo‘lsa, o‘zbek olamining ilmiy manzarasida kategorial differensial belgi *yodgorlik sifatida xizmat qiluvchi obyekt yoki harakat; kompyuterning ko‘rsatmalar saqlanadigan qismi; inson ismi bilan izohlanadi.*

9. “Xotira” kognitiv kategoriyasining olamning kasbiy (leksikografik va media) manzarasini tahlil qilish natijasida quyidagi prototip belgilar aniqlandi: 1) “Xotira” kognitiv kategoriyasi olamning kasbiy (leksikografik) manzarasida *esda saqlash qobiliyati, eslab qolish, esga tushirish qobiliyati, es, yod hayol, fikr.* Differensial belgi sifatida o‘zbek olamining kasbiy (leksikografik) manzarasida “*kompyuterning ko‘rsatmalar saqlanadigan qismi; yodgorlik sifatida xizmat qiluvchi obyekt yoki harakat*”, ingliz olamining kasbiy (leksikografik) manzarasida esa “*the strength and trustworthiness of one’s power to reach and present or to recall the past; the retention of any modification of structure or behavior resulting from the organism’s activity; field of science (mnemonics); a formula used after the names of sovereigns, princess or other notable persons who have been distinguished for their actions or virtues*” kabi leksik birliklar kategorial differensial belgilar turiga birlashtirildi. Ingliz va o‘zbek olami manzarasida “Xotira” kognitiv kategoriyasining differensial belgilarga ega ekanligi ushbu fenomenni turli til hamda madaniyatlarda o‘ziga xos tarzda tafakkur qilinishi va kategoriyalashtirishini ta’kidlaydi. 2) “Xotira” kognitiv kategoriyasi olamning kasbiy (media) manzarasida “*insonga xos hodisa hisoblanib, biologik unsur, xotira turlari bo‘yicha farq qiluvchi hamda Covid-19 pandemiyasi davriga xos fenomen*” sifatida prototip belgiga ega bo‘lsa, o‘zbek olami lisoniy manzarasida “*Covid-19 bilan bog‘liq hodisa*”, ingliz olami lisoniy manzarasida “*air pollution*” differensial belgilari bilan ajralib turadi.

10. Olamning sodda manzarasida “Xotira” kognitiv kategoriyasining prototip belgisi “*insonga xos aqliy qobiliyat hamda inson fiziologiyasi bilan bog‘liq, inson hayotidagi davr, turlarga bo‘linuvchi, aksiologik xarakterga ega mental qobiliyat*”dir. Ingliz olami sodda manzarasida xotiraning statikligi va fazoviyligini ko‘rsatuvchi “joy” (place) metaforasidan foydalaniladi. O‘zbek tilida “konteyner” metaforasi qo‘llanilib, xotiraning sig‘dirish, to‘plash va saqlash qobiliyatiga urg‘u beriladi. Xotiraning metaforik tasavvuridagi bu farq ushbu konseptni idrok etishdagi tafovutni ko‘rsatadi va kognitiv kategoriyalarning konseptuallashuviga madaniy xususiyatlarning ta’sirini ta’kidlaydi. Har ikkala metafora (“joy” va “konteyner”) xotirani ma’lumotlarni o‘z ichiga olgan va saqlaydigan ombor sifatida tasvirlashda ular buni har bir madaniyatning o‘ziga xosligini aks ettiruvchi turli xil ma’nolar bilan amalga oshiradilar.

11. O‘rganilayotgan “Xotira” kognitiv kategoriyasi olamning ilmiy manzarasida quyidagi tipologiyaga ega: a) lug‘aviy ta’riflarda murakkab tuzilishga va noaniq chegaralarga ega bo‘lib, har ikki til madaniyatida “Xotira” kognitiv kategoriyasi doimiy ravishda to‘ldirilib va rivojlanib boradigan ochiq kategoriya hamda aniq chegaralanmagan kategoriyalar sirasiga kiradi va bu uning murakkabligi, dinamikligi va ko‘p qirraliligini tasdiqlaydi; b) tahlilga tortilgan “Xotira” fenomeni kategoriyalashtirish jarayonida ochiq kategoriya turiga kiritildi.

Ochiq turdagi kategoriyalar a'zolari soni cheklanmagan bo'ladi va shu bilan birga ularning podkategoriyalari soni turli omillar ta'sirida o'zgarib turadi. Ilmiy texnologiyalar rivojlanishi bilan kategorial a'zolarining yangi turlari paydo bo'ladi va eskilari yo'qolib ketishi mumkin. Madaniyatlararo muloqotning kengayishi ma'lum bir lingvomadaniyat sohiblarining geografik dunyoqarashlari asosida kategoriya strukturasi ham o'zgarishga moyil bo'ladi; c) ingliz olami ilmiy manzarasida "Xotira" kognitiv kategoriyasining prototip nazariyasiga ko'ra quyidagi sarhaddari aniqlandi: ingliz olami ilmiy manzarasida superordinat sarhaddan AXBOROT MANBAI, bazaviy sarhaddan XOTIRA OBYEKT hamda XOTIRA TURLARI, subordinat sarhaddan esa INSONGA XOS XUSUSIYAT hamda XOTIRA TO'G'RISIDAGI FAN klassifikatsion belgilari o'rin oldi. O'zbek olami ilmiy manzarasida esa "Xotira" kognitiv kategoriyasining superordinat sarhaddan AXBOROT MANBAI, bazaviy sarhadda INSONGA XOS XUSUSIYAT, subordinat sarhaddan esa XOTIRA-OBYEKT, XOTIRA TURLARI klassifikatsion belgilari joy oldi.

12. "Xotira" kognitiv kategoriyasi olamning kasbiy (leksikografik) olami manzarasida: a) intensional kategoriyalashtirish turiga kirishi aniqlandi. Bunda jamiyatdagi ro'y berayotgan g'oyaviy, ilmiy va boshqa shunga o'xshash sohaldagi hukmronlik qilayotgan omillar inson kognitiv ongiga o'z ta'sirini o'tkazadi; b) ingliz olami kasbiy (leksikografik) manzarasida "Xotira" kognitiv kategoriyasi superordinat sarhadida XOTIRA TO'G'RISIDAGI FAN, bazaviy sarhadida XOTIRA – OBYEKT, subordinat sarhadida esa INSONGA XOS XUSUSIYAT, AXBOROT MANBAI hamda URF-ODAT, AN'ANA klassifikatsion belgilari aniqlandi. O'zbek olami kasbiy (leksikografik) manzarasida esa XOTIRA – OBYEKT klassifikatsion belgisi superordinat sarhaddan, INSONGA XOS XUSUSIYAT klassifikatsion belgisi bazaviy sarhadda joylashdi. Subordinat sarhad o'z navbatida INSON ISMI, AXBOROT MANBAI, URF-ODAT VA AN'ANA hamda ABSTRAKT TUSHUNCHA kabi belgilar bilan izohlandi. C) Ingliz olami kasbiy (media) manzarasida superordinat sarhadda ATROF-MUHIT BILAN BOG'LIQ HODISA, bazaviy sarhadda BAHOLASH OMILI, subordinat sarhad esa INSONGA XOS HODISA klassifikatsion belgisi hisobiga kengaydi. O'zbek olami kasbiy (media) manzarasida superordinat sarhad BAHOLASH OMILI, bazaviy sarhad INSON HAYOTIDAGI DAVR hamda ZAMONAVIY TEXNOLOGIYA, subordinat sarhad esa INSONGA XOS HODISA klassifikatsion belgilari bilan to'ldirildi.

13. "Xotira" kognitiv kategoriyasining olamning sodda manzarasida tadqiqi natijasida quyidagilar aniqlandi: a) Olamning sodda manzarasi xususiyatlarini aniqlashda o'tkazilgan assotsiativ eksperiment "Xotira" kognitiv kategoriyasini nointensional kategoriyalar turiga kirishini belgilab berdi. Eksperiment natijasida ilmiy adabiyotlarda uchramaydigan aksiologik birlik va metaforik ma'nolar kabi klassifikatsion belgilar aniqlandi. "Xotira" kognitiv kategoriyasini nointensional kategoriyalashtirish insonning subyektiv talqinida aks etadi va ilmiy talqindan farq qiladi; b) ingliz olami sodda manzarasida superordinat sarhadga METAFORIK MA'NO, bazaviy sarhadga AKSIOLOGIK BIRLIK, subordinat sarhadga esa

INSONGA XOS HODISA hamda AXBOROT MANBAI klassifikatsion belgilari xosligi aniqlandi. O‘zbek olami sodda manzarasida “Xotira” kognitiv kategoriyasining superordinat sarhadi METAFORIK MA’NO, bazaviy sarhadi INSONGA XOS HODISA, subordinat sarhadi esa AXBOROT MANBAI hamda AKSIOLOGIK BIRLIK klassifikatsion belgilar bilan izohlanadi.

14. “Xotira” kognitiv kategoriyasini quyidagicha tasniflash mumkin.

1. Struktur jihatdan tasniflashga binoan:

a) “Xotira” kognitiv kategoriyasi muhim kategorial belgilarga ega ekanligi jihatidan *aniq chegaralanmagan kategoriya* turiga kiradi;

b) kategoriyalar tarkibiga yangi kategorial a’zolar kategoriya tarkibiga kirishi yoki, aksincha kira olmasligiga qarab, “Xotira” kognitiv kategoriyasi *ochiq kategoriya* turiga kiradi;

2. Semantik-grammatik klassifikatsiyaga binoan:

a) “Xotira” kognitiv kategoriyasi kategoriya tipologiyasida alohida bo‘lim sifatida mavhum bo‘lgan *ideal*, kategoriya turiga kiradi.

15. Tilshunoslikda xotirani to‘liq tadqiq qilish uchun nafaqat o‘tmish bilan aloqada, balki kelajakdagi maqomini inobatga olgan holda o‘rganish zarur. “Xotira” tushunchasini lingvistik tadqiqotlar sirasiga kiritish bilan xotira metatili va tahlil turlariga ehtiyoj oshmoqda. Shu sababdan, “Xotira” fenomenini quyidagi fan sohalarida o‘rganish istiqboldagi tadqiqot mavzularidan bo‘lishi lozim:

- Xotirani diskursiv o‘rganish.

- Xotiraning neyrolingvistik masalalarini o‘rganish.

- Sun’iy intellekt yordamida inson xotirasi turlarini modellashtirish bilan bog‘liq tadqiqotlar olib borish.

- Xotiraning axloqiy hamda ijtimoiy jihatlarini fanlararo kesimda o‘rganish.

**SCIENTIFIC COUNCIL AWARDING SCIENTIFIC DEGREES
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NATIONAL UNIVERSITY OF UZBEKISTAN

AGZAMOVA DILDORA BAXADIRJANOVNA

**PHENOMENON OF “MEMORY” IN ENGLISH AND UZBEK LINGUISTIC
PICTURES OF THE WORLD**

**10.00.06 – Comparative Study of Literature, Contrastive Linguistics and Translation
Studies**

**ABSTRACT OF THE DISSERTATION
ON DOCTOR OF PHILOLOGICAL SCIENCES (DSc)**

Tashkent – 2025

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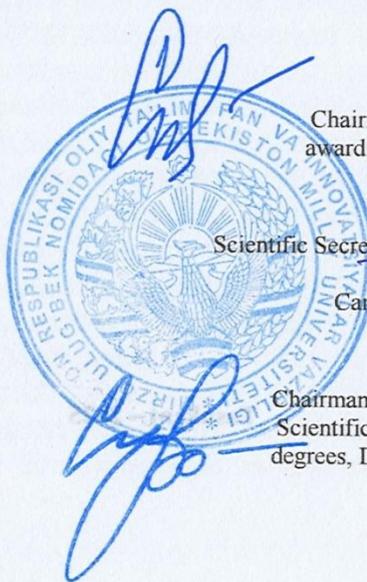
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The dissertation can be reviewed in the Information Resource Centre of the National University of Uzbekistan named after Mirzo Ulugbek. (registered under the number 36). Address: 100174, Tashkent city, University street, 4. Phone: (+99871) 240-02-24.

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INTRODUCTION (abstract of DSc dissertation)

The topicality and relevance of the research. One of the tasks of world linguistics is the linguocognitive study of mental phenomena in different systematic languages. In the study of the phenomenon of Memory, which is considered a mental phenomenon in world languages, the phenomenon of conceptualization and categorization in the fields of psychology, medicine, philosophy, logic and modern linguistics in the areas of cognitive linguistics and linguoculturology, as well as their expression in the linguistic picture of the world, is of great importance. The typological classification of concepts and categories in variations of the pictures of the world is becoming increasingly important.

In world linguistics, the study of cognitive interpretations of memory became the subject of scientific research in the second half of the last century, and scientific research is still being conducted on the linguistic issues of this topic. Today, the concept of “Memory” occupies the highest place in the scientific apparatus of linguistics. The increase in the number of types of memory testifies to the development of this dynamic phenomenon. It would not be a mistake to say that the linguocognitive and linguocultural study of linguistic phenomena in this field is a separate scientific path to solving problems in this regard. In particular, the study of the “Memory” phenomenon from a cognitive and linguocultural perspective is extremely relevant in the context of a growing demand for the study of relations such as language and communication, language and culture. Although typological scientific research in world linguistics has gained momentum in areas such as cognitive linguistics, linguoculturology, psycholinguistic phenomena, and general and specific features of the linguistic picture of the world, the methodology and typology for studying the conceptualization and categorization of linguo-mental units like the “Memory” phenomenon in the various nations pictures of the world have not yet been developed.

In his speech on Memorial Day, the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, said, “Today, all of us, first of all, remember the dear people who made an incomparable contribution to the Great Victory, who have reached these bright days, and we bow to their Memory and pure spirits. We express our deep gratitude and respect to all our veterans who showed courage and bravery in the cruel war, on the hard labor front”¹.

As the first President of the Republic of Uzbekistan, Islam Karimov noted, “The concepts of Memory and value have long been an integral part of the thinking and spiritual life of our people”. It is impossible to imagine a child, a conscious person who does not remember, does not know, lives without preserving in his Memory the past, the history of his country”².

In our national linguistics, a single method and typological approaches to the linguocognitive analysis of “Memory” lingvomental phenomenon have not yet been resolved. When adding the Uzbek language to the list of world languages, scientific

¹ O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Xotira va qadrlash kuniga bag‘ishlangan tantanali marosimdagi nutqi. 09.05.2019 <https://uza.uz/posts/58400>.

² Каримов И.А. Бу буюк Ватанда инсон улуғ, хотира–муқаддас // Халқ сўзи. № 91, 2011 йил 10 май. – Б. 1.

works of a comparative nature remain relevant. Teaching English at the level of state policy is becoming increasingly popular in the development of research based on English and Uzbek languages in promoting the Uzbek language to the world.

This dissertation research will to a certain extent contribute to the implementation of the tasks set out in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 610 dated August 11, 2017 “On measures to further improve the quality of teaching foreign languages in educational institutions”³, the Resolution of the President of the Republic of Uzbekistan No. PQ-5117 dated May 19, 2021 “On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level”⁴, the Decree No. PF-158 dated September 11, 2023 “On the Strategy of Uzbekistan - 2030”⁵, and other regulatory legal acts related to this area.

Relevance of the research to the leading directions in the development of science and technology in the Republic. This research was conducted in accordance with the priority direction of science and technology development of Republic. I, “Social, legal, economic, cultural, spiritual and educational development of the information society and democratic state, development of an innovative economy.”

Review of foreign researches on the topic of the dissertation. Scientific research, dedicated to the study of the “Memory” phenomenon, has been conducted in leading scientific centers and higher educational institutions around the world and including Oxford University (Great Britain), University College London (Great Britain), University of Groningen (Netherlands), University of Edinburgh (Great Britain), Umeå University (Sweden), Ludwig-Maximilians-Universität München (Germany), University of Lisbon (Portugal), Bishkek Humanities University, Moscow State Institute of International Relations, Ural State Pedagogical University, Russian Language Institute of the Russian Academy of Sciences, Moscow State University, Institute of Linguistics of the Russian Academy of Sciences, Pushkin State Russian Language Institute (Russian Federation), Columbia University (USA), American Anthropological Association, University of Sussex (Great Britain), University of Cambridge (Great Britain), University of Bristol (USA), University of Münster (Germany), University of Toronto (Canada), American Psychological Association (USA), Harvard University (USA), University of California (USA), University of Chicago (USA), University of Birmingham (Great Britain), University of Queensland (Australia), Oxford University (Great Britain), National University of Uzbekistan named after Mirzo Ulugbek, Uzbekistan State World Languages University, Tashkent State University of Oriental Studies, and Fergana State University (Uzbekistan).

³ O‘zbekiston Respublikasi Vazirlar Mahkamasining 11.08.2017 yildagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi Qarori. Manba: <https://lex.uz/docs/-3304915>.

⁴ “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-sonli O‘zbekiston Respublikasi Prezidentining Qarori. Manba: <https://lex.uz/docs/5426736>.

⁵ “O‘zbekiston – 2030 strategiyasi to‘g‘risida”gi O‘zbekiston Respublikasi Prezidentining 11.09.2023-yildagi PF-158-sonli Farmoni. Manba: <https://lex.uz/uz/docs/-6600413>.

As a result of research on cognitive linguistics, linguoculturology, conceptualization and categorization, the linguistic picture of the world, and the phenomenon of “Memory” the following results have been achieved: In the field of cognitive linguistics (Lund University (Sweden), Oxford University, University College London, University of Groningen (Netherlands), University of Edinburgh (United Kingdom), Umeå University (Sweden), Ludwig-Maximilians-Universität München (Germany), University of Lisbon (Portugal), Bishkek Humanities University, National University of Uzbekistan named after Mirzo Ulugbek, Uzbekistan State World Languages University, Tashkent State University of Oriental Studies (Uzbekistan)); In the field of linguoculturology (Moscow State Institute of International Relations (Russian Federation), Pushkin State Russian Language Institute (Russian Federation), Samarkand State Institute of Foreign Languages, Columbia University (USA), American Anthropological Association); Regarding types and functions of Memory (University of Sussex, University of Cambridge, University of Bristol (USA), University of Münster (Germany), University of Toronto (Canada), American Psychological Association (USA), Harvard University (USA), University of California (USA), National University of Uzbekistan named after Mirzo Ulugbek); On linguocognitive categorization at the University of Chicago (USA), University of Birmingham (United Kingdom), University of Queensland (Australia), University of Oxford (United Kingdom), Ural State Pedagogical University (Russian Federation); Comparative studies of linguistic consciousness and the linguistic picture of the world (Ural State Pedagogical University, Russian Language Institute of the Russian Academy of Sciences, Moscow State University, Institute of Linguistics of the Russian Academy of Sciences (Russian Federation), Tambov State University, Fergana State University, Alisher Navoi Tashkent State University of Uzbek Language and Literature, National university of Uzbekistan⁶.

Problem development status. In modern linguistics, there are a number of scientific works dedicated to the problems of linguocognitive conceptualization and linguocategorization in the types of picture of the world. The methodological basis of the research is based on the scientific works of foreign and domestic scientists in the field of linguistic consciousness and the linguistic picture of the world: Yu.D.Apresyan, L.O. Butakova, Yu.N.Karaulov, E.S.Kubryakova, V.I. Postovalova, M.M. Russo, E.V. Sergeeva, B.A.Serebrennikov, Yu.A.Sorokin, V.N.Teliya, E.V.Urison, E.S.Yakovleva, Z.A. Akbarova, R.U.Madjidova, R.Kh. Shirinova⁷. In the fields of cognitive linguistics and linguoculturology, the theory of

⁶ www.edu.uz, academia.edu, www.cognitivelinguistics.org, www.ed.ac.uk, www.lmu.de, www.bhu.kg, www.mgimo.ru, www.samdchti.uz, www.utoronto.ca, www.columbia.edu, www.americananthro.org, www.sussex.ac.uk, www.uchicago.edu, www.birmingham.ac.uk, www.uq.ed.au, www.uspu.ru, www.ras.ru, www.msu.ru, www.tsutmb.ru, www.tsuul.uz, www.nuu.uz

⁷ Апресян Ю.Д. Избранные труды. Школа «Языки русской культуры». Том II. Интегральное описание языка и системная лексикография. – 2-е изд., испр. и доп. – М.: Восточная литература, 1995. – 767 с.; Бутакова Л.О. Авторское сознание как базовая категория текста: Дисс. ... докт. филол. наук: – Омск, 2001. – 459 с.; Караулов Ю.Н. Русская языковая личность и задачи её изучения // Язык и личность: Сб. науч. тр. – М.: Наука, 1989. – С. 3-8.; Кубрякова Е.С. В поисках сущности языка: вместо введения // Когнитивные исследования языка. Вып. IV. Концептуализация мира в языке: коллектив. моногр. – М.: ИЯ РАН. – Тамбов: Тамбовский гос. ун-т, 2009. – С. 11-24.; Постовалова В.И. Картина мира в жизнедеятельности человека // Роль человеческого фактора в языке: Язык и картина мира. – М.: 1988. – С. 8-168.; Руссо М.М. Неогумбольдтианская лингвистика и рамки «языковой картины мира» // Политическая лингвистика. 2014. – № 1

linguocognitology has been studied by G.Lakoff, M.Johnson, N.N.Novokhatko, N.Cohen, D.Divyak, S.Kalyan, C.Brugman, D.Geeraerts, H.Cuyckens, E.Rosch, J.R.Taylor, J.Lepper, N.N.Boldyrev, E.S.Dzyuba, V.Z. Demyankov, E.S.Kubryakova, Z.D.Popova, I.A.Sternin, Yu.S.Stepanov, R.M.Frumkina, D.U. Ashurova, M.R.Galieva, A.G.Yuldashev, N.Z.Nasrullayeva and others⁸. In the areas of linguoconceptology and linguoculturology, the problems of concept and category have been explored in the works of Tanja E.Bosch, A.Vejbiskaya, S.G.Vorkachev, V.I.Karasik, V.A.Maslova, M.V.Pimenova, N.N.Boldyrev, J.J.Bo‘ronov, M.I.Rasulova, A.E.Mamatov, Sh.S.Safarov, D.U.Ashurova, M.R.Galiyeva, O‘.Q.Yusupov, N.M.Djusupov, Y.A.Arustamyan and others⁹. The works of A.D.

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⁸ Lakoff G., Johnson M. *Metaphors we live by*. – Chicago: Chicago University Press, 1980. – 256 p.; Novokhatko Anna A. *A Guide to Classics and Cognitive Studies: Reviewing findings and results*, Berlin, Boston: De Gruyter, 2025. <https://doi.org/10.1515/9783111577371>; Cohen H. *Handbook of categorization in cognitive science*. – Amsterdam: Elsevier Science, 2005. – 1136 p.; Divjak D. Extracting prototypes from exemplars. What can corpus data tell us about concept representation? // *Cognitive Linguistics*. – 2013. – Vol. 24. – Issue 2. – PP. 221-274.; Kalyan S. Similarity in linguistic categorization: The importance of necessary properties // *Cognitive Linguistics*. – 2012. – Vol. 23(3). – PP. 539-554.; Brugman C., Lakoff G. Cognitive topology and lexical networks. In Steven L. Small, Garrison W. Cottrell & Michael K. Tanenhaus (eds.), *Lexical ambiguity resolution: Perspectives from psycholinguistics, neuropsychology, and artificial intelligence*. – San Mateo, CA: Morgan Kaufmann, 1988. – P. 477–508.; Geeraerts D., Cuyckens H. *The Oxford Handbook of Cognitive Linguistics*. – Oxford: Oxford University Press, 2012. P. 3-21.; Rosch, E. Human categorization // *Advances in cross-cultural psychology*. – L., 1975. – PP. 23-57.; Taylor J.R. *Linguistic Categorization*. – Oxford: Oxford University Press, 2011.; Болдырев Н. Н. Языковые категории как формат знания // *Вопросы когнитивной лингвистики*. 2006. – № 2. – С. 5-12.; Дзюба Е.В. Лингвокогнитивная категоризация в русском языковом сознании. – Екатеринбург. 2015. – 286 с.; Демьянков В.З. Когнитивная лингвистика как разновидность интерпретирующего подхода // *Вопросы языкознания*. – М.: 1994. – № 4. – С. 17-33.; Кубрякова Е.С. Об установках когнитивной науки и актуальных проблемах когнитивной лингвистики // *Вопросы когнитивной лингвистики*. – М., 2004. – С. 10-14.; Попова З.Д., Стернин И.А. *Когнитивная лингвистика*. – М.: АСТ: Восток-Запад, 2007. – 314 с.; Степанов Ю.С. *Константы. Словарь русской культуры. Опыт исследования*. – М.: Языки русской культуры, 1997. – 824 с.; Фрумкина Р.М. *Концепт, категория, прототип // Лингвистическая и экстралингвистическая семантика: сб. обзоров*. – М.: ИНИОН РАН, 1992. – С. 28-44.; Ashurova D.U. *Cognitive Linguistics*. – Т.: VneshInvestProm, 2018. – 160 с.; Галиева М.Р. Отражение мифолого-религиозного сознания в языковой картине мира: Автореф. докторской диссертации (DSc) по филологическим наукам. – Фергана, 2019. – 77 с.; Юлдашев А.Г. *Тилда олам ҳақидаги билимлар иккиламчи интерпретациясининг антропоцентрик моҳияти*: Филол. фанл. д-ри ... автореф. – Тошкент: 2022. – 81 б.; Насруллаева Н.З. *Формирование гендерных концептов в английской и узбекской фразеологических картинах мира: Дисс. ... докт. филол. наук (DSc)*. – Ташкент, 2018. – 249 с.

⁹ Вежбицкая А. *Язык. Культура. Познание*. – М.: Русские словари, 1996. – 416 с.; Воркачев С.Г. *Лингвокультурология, языковая личность, концепт: становление антропоцентрической парадигмы в языкознании // Филологические науки*. 2001. – № 1. – С.64-72.; Карасик В.И. *Языковая матрица культуры*. – М.: Гнозис, 2013. – 320 с.; Маслова В.А. *Лингвокультурология*. – М.: Изд. центр “Академия”, 2007. – 208 с.; Пименова М.В. *Душа и дух: особенности концептуализации*. – Кемерово: Графика, 2004. – 386 с.; Болдырев Н.Н. *Концептуальное пространство когнитивной лингвистики // Вопросы когнитивной лингвистики*. – 2004. – № 1. – С. 18-37.; Буранов Дж. *Сравнительная типология английского и тюркских языков*. – М.: 1983. – 266 с.; Расулова М.И. *Проблемы лексической категоризации в лингвистике: Дисс. ... докт. филол. наук*. – Ташкент: 1998. – 275 с.; Mamatov A.E. *Zamonaviy linvistika: o‘quv qo‘llanma*. – Toshkent: “Noshir” nashriyoti, 2019. – 168 b.; Сафаров Ш.С. *Когнитив тилшунослик*. – Самарканд: “Санзор”, 2006. – 92 б.; Ашурова Д.У. *Развитие когнитивной лингвистики в Узбекистане // Иностранная филология: язык, литература,*

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Despite research in this field, the problem we have chosen, namely the study of concepts and categories that explain the mental anthroposphere within the picture of the world, has not yet been solved. Therefore, this issue requires new approaches. In particular, E.V. Dzyuba studied the linguocognitive category in linguistic consciousness, while Uzbek linguist M.R. Galieva studied the reflection of mythological-religious consciousness in the linguistic picture of the world. The scientific research of M.I. Rasulova is characterized by its dedication to the study of lexical (animative and inanimative) categorization in linguistics. O.V. Perekhodtseva also noted that memory is studied not only in the context of literary studies, but also in the context of other social sciences. O.V. Shatalova studied the concept of “Memory” as a cultural concept, while M.G. Sabadashova studied the concept of “Memory” as a semantic unit. Memory as a lexical unit has been thoroughly studied in the works of Y.N. Rogachova, I.V. Tivyayeva, R.F. Ishakova, N.G. Bragina, and N.V. Skoromislova.

However, the process of conceptualization and categorization of the phenomenon of “Memory” in different nations’ scientific, professional, and naïve pictures of the world has not been studied in monographic plan.

Relevance of work with government plans and scientific research. The dissertation was conducted at the National University of Uzbekistan named after Mirzo Ulugbek and is in line with the plan of scientific-research theme “Comparative and typological features of diverse languages”.

The aim of the research work consists of a linguocognitive study of conceptualization and categorization process of the phenomenon of “Memory” in the English and Uzbek pictures of the world.

The tasks of the research work:

to interpret and substantiate the main problems and directions of linguocultural and linguocognitive research in modern linguistics by commenting on the concept, category, and picture of the world;

to identify the methods and principles used in the study of the process of conceptualization and categorization of the linguocognitive phenomenon of “Memory”;

to propose the methodology for comparative study of the linguocognitive phenomenon “Memory” in the English and Uzbek pictures of the world;

to determine the level of conceptualization of the linguocognitive phenomenon “Memory” in the English and Uzbek scientific, professional, and naïve pictures of the world;

to analyze the process of categorizing the linguocognitive phenomenon “Memory” in the English and Uzbek scientific, professional, and naïve pictures of the world;

to propose the typology of the studied concept and cognitive category as a result of the study of the conceptualization and categorization of the phenomenon of “Memory”.

The object of study is the processes of conceptualization and categorization of the “Memory” phenomenon in English and Uzbek pictures of the world, based on dictionaries, media texts, and questionnaires.

The subject of the research is the linguocognitive study of the “Memory” phenomenon in the English and Uzbek pictures of the world.

The methods of research. In the study of the phenomenon “Memory” in the English and Uzbek scientific, professional, and naïve pictures of the world, the method of constructing a cognitive model, the method of identification, the method of description, the method of comparison, the method of conceptual analysis, the method of cross-cultural analysis, and the method of associative experiment were used.

The scientific novelty of the research is justified by the following results:

memory as a phenomenon is reflected in English and Uzbek scientific, professional, and naïve pictures of the world, as analyzed through linguocognitive and linguocultural approaches;

the concept of “Memory” has been identified as belonging to non-regulatory, abstract, metaprofessional, sociocultural, mental artifact, axiological, universal, and linguocultural concept types;

in the English and Uzbek pictures of the world, it is demonstrated that the cognitive category of “Memory” has undefined boundaries, open structure, and ideal category types, and the cognitive category is divided into subordinate, basic, and superordinate levels;

it has been determined that socio-spiritual and ethnic factors have little influence on the concept of “Memory” and its cognitive category in the English and Uzbek scientific pictures of the world; the influence of social and ethnic factors exists in the professional picture of the world, while in the naïve picture of the world, the impact of socio-spiritual and ethnic factors is clearly evident;

a step-by-step methodology has been developed to identify the conceptual and categorical features of the “Memory” phenomenon in English and Uzbek pictures of the world, and it is substantiated that this methodology can be applied in studying other similar abstract phenomena.

The practical results of the research are the following:

the analysis and conclusions made in the study made it possible to study a wide range of concepts and categories in the linguistic picture of the world on the basis of the study of the phenomenon “Memory” from linguocognitive conceptualization and categorization perspectives;

the typological classification of the concept of and the cognitive category “Memory”, based on the study of the English and Uzbek pictures of the world in the anthropocentric direction, contributes to the systematization of units of cognitive linguistics and linguoculturology;

methodological recommendations developed within the framework of the study of the representation of concepts and categories in various pictures of the world are of practical importance for cognitive linguists;

the methodology for studying the linguocognitive phenomenon “Memory”, developed during the scientific research, includes the stages of modelling the structure of the concept “Memory” and allows for the subsequent identification of categorical features. The validity of the stages of implementation of this method in the study of other abstract concepts and categories in various manifestations of the national linguistic pictures of the world makes a certain contribution to scientific research on comparative linguistics and linguistic typology.

The reliability of the results of the study is explained by the following factors: it is based on the theory of cognitive linguistics and the school of linguoculturology, the use of reliable scientific sources in the application of theoretical data and evidence-based examples, scientific analysis is based on methods such as description, classification, distribution and comparison, theoretical and practical conclusions on the results of the dissertation are implemented in practice, and the obtained results are confirmed by authorized organizations.

The scientific and practical significance of the research results. The scientific significance of the research is determined by its contribution to the development of the problem of conceptualization and categorization in the fields of cognitive linguistics and linguoculturology, the creation of scientific literature from the sections of modern linguistics in such areas as cognitive linguistics, linguoculturology, psycholinguistics, and in the future in the field of semantics of English and Uzbek languages, as well as linguocognitive research, the creation of monographs and scientific developments in this field.

The practical significance of the research results lies in the fact that the obtained results can be used in the development of special courses, in the preparation of textbooks and teaching materials for the disciplines “Modern Uzbek Literary Language”, “Linguistics” in the preparation of dissertation materials for elective classes for students, master's students, and doctoral students in subjects such as “Text Analysis”, “Theoretical Linguistics”, “Cognitive linguistics”, “Linguoculturology”, “Psycholinguistics”, “Culture of Speech”. The results of the process of categorizing different linguocultures can be used in organizing courses that require intercultural communication, various scientific and practical conferences and seminars, special courses, in creating scientific and educational literature in this field, in organizing programs and practical classes designed for teaching English and Uzbek languages.

Implementation of the research results. Based on the scientific results of the study of the phenomenon of “Memory” in the English and Uzbek linguistic pictures of the world the following implementations have been made:

as a result of studying the concept and category of “Memory”, the variants of the linguistic picture of the world differ from each other to varying degrees in terms of socio-spiritual and ethnic identity factors, as well as the fact that the influence of the “Memory” category listed in the linguistic picture of the world of English and Uzbek languages (scientific version) is very scarce, conclusions on the materials presented were used in the preparation of scripts for the page of the program “Taqdimot” on the “O‘zbekiston tarixi” TV channel (reference № 01- 44-374 of the

Uzbek National Television and Radio Company dated October 31, 2024). As a result, the “Memory” category differs from each other to varying degrees in terms of ideological, social, and ethno-specific factors in different variants of the linguistic picture of the world, and the influence of the aforementioned factors on the scientific picture of the world of the “Memory” category is very small, the professional picture of the world is influenced by social and ethno-specific features;

conclusions regarding the identification of common and specific features in the reflection of conceptual and categorical elements of the phenomenon of “Memory” in the scientific, professional and simple worldviews of both peoples (English and Uzbek) were used in the grant project No. 598340-EPP-1-2018-1ES-EPPKA2-CBHE-JP University Cooperation Framework for Knowledge Transfer in Central Asia China (UNICAC) of the Erasmus+ program (reference No. 04/11-10411 of the National University of Uzbekistan named after Mirzo Ulughbek dated November 12, 2024). As a result, it was possible to increase the quality of the correct use of universal and specific features of this phenomenon in professional, scientific and naïve pictures of the world in the context of the languages being compared;

conclusions on the study of linguocognitive conceptualization and categorization based on the methodology developed for the study of the methodological principles, the systematized methodological complex and the categories of linguistic consciousness were used in the framework of the project “Strengthening the material and technical base of higher educational institutions” with the participation of the International Development Association (reference No. 4353 of the Bukhara Engineering and Technological Institute dated November 8, 2024). As a result, information on the conceptual, categorical and ethnic peculiarities of the concept of “Memory” and the category of “Memory” in the variants of the linguistic pictures of the world of English and Uzbek languages served as an important source;

based on the analysis of the categorization of the phenomenon of “Memory”, scientific conclusions about the types and types of categories that are specifically reflected in the linguistic pictures of the English and Uzbek languages were used in the project A-1-85 "Development of socio-psychological aspects of management and marketing in education" (Reference No. 04/11-10412 of the National University of Uzbekistan named after Mirzo Ulugbek dated November 12, 2024). As a result, the concept of mental anthroposphere was introduced into the research work; the general and specific features of the concept and category elements of the phenomenon of “Memory” as a subphase of the mental anthroposphere were determined in the reflection of the scientific, professional and naïve pictures of the both nations (English and Uzbek).

Approval of the research results. The research findings were discussed at 8 conferences, including 7 international and 1 republican scientific-practical conferences.

Publication of the research results. A total of 22 scientific works have been published on the dissertation topic, including 1 monograph and 13 articles (including 10 in republican and 3 in foreign journals) in scientific publications recommended

by the Higher Attestation Commission of the Republic of Uzbekistan for the publication of the main scientific results of doctoral dissertations.

The structure and scope of the dissertation. The dissertation consists of an introduction, four chapters, a conclusion, a list of references and appendices, the total volume is 251 pages.

THE MAIN CONTENT OF THE DISSERTATION

The introduction establishes the importance and relevance of the research, its correspondence with the priority areas of science and technology of the republic, provides a review of foreign and domestic literature on the topic of the research, defines the goals and objectives of the work, its object and subject, indicates the methods used in the research, reveals the scientific novelty of the research, describes the scientific and practical significance of the research, justifies the reliability of the results obtained, provides information on the implementation, publication, approval and structure of the dissertation work.

The first chapter is titled “**Theoretical Foundations of Conceptualization and Categorization Phenomena in Linguistics**” which presents information about the role of cognitive linguistics in the study of language, the term of concept and its reflection in modern science, information is provided on the cognitive concept and category, their reflection and role in modern science, as well as the study of various types of linguistic picture of the world.

In the 20 th-century linguistics, the anthropocentric paradigm occupies a central position as the main paradigm and serves as the foundation for research from the perspective of phenomenological science. Phenomenology emphasizes the interpretation of words as phenomena. D.N. Razeev, studying the difference between occurrences and phenomena, states that “through the perception of an object in existence, an occurrence becomes a phenomenon”¹¹. According to N.V. Motroshilova, if an occurrence is considered the pre-logical stage of consciousness, then a phenomenon arises as a result of experience¹². Consequently, in his work “Critique of Pure Reason”¹³ I.Kant places the phenomenon at the center of the terminological apparatus when analyzing the functions and content of the category of consciousness. In I. Kant’s teachings, a phenomenon is an occurrence arising from sensory experience based on the categories of cognition. In our view, this approach reasonably challenges our habitual understanding of language as a mere tool. Instead, phenomenology encourages us to rely on the unique experience of words, proposing to consider them as phenomena that influence our consciousness and shape our perception of the world.

¹¹ Разеев Д.Н. «Явление» и «феномен» в теоретической философии Канта // Мысль: ежегодник петербургской философской ассоциации. – Санкт-Петербург: Изд-во СПбГУ, 1997. –206 с.

¹²Мотрошилова Н.В. «Феномен», «явление», «гештальт»: терминологические и содержательные проблемы «Феноменологии духа» Гегеля в соотнесении с философией Канта // «Феноменология духа» Гегеля в контексте современного гегелеведения. – М.: Канон , 2010. – С. 73-101.

¹³ Гуссерль Э. Идеи к чистой феноменологии и феноменологической философии. Книга первая. Общее введение в чистую феноменологию / пер. с нем. А.В.Михайлова. – М.: Академический проект, 2009. – 128 с.

Cognitive linguistics is also noted by scholars as one of the branches of phenomenology. Despite the fact that theoretical and practical research is being conducted in this field, there are conflicting opinions about the methods used¹⁴. This situation underscores the significant need for research that unveils the theoretical and methodological foundations for studying language from a cognitive perspective. Cognitive linguistics deals with conceptual units and concepts in psychology¹⁵. It examines concepts using linguistic material and its own methods as the basis for meaning and imagery. The linguocultural approach, alongside the linguocognitive approach, is crucial for studying the national conceptsphere by examining concepts as cultural units, figurative and stylistic phenomena¹⁶. Among the scholars conducting research in this field, we can include Yu.S. Stepanov, V.I. Karasik, V.A. Maslova, D.U. Ashurova, A.E. Mamatov, Sh.S. Safarov, M.R. Galiyeva and others. Issues related to concepts, their structure, and the interaction of conceptspheres are important research topics.

Currently, there are various perspectives on the typology of concepts. Specifically, concepts as mental units are categorized into *individual*, *group-specific*, and *universal* types. According to this typology, the concept of “Memory” falls under the category of *universal* concepts. Additionally, concepts manifest themselves in the form of *representations*, *schemas*, *notions*, and *frames* based on their structure. Regarding the literary expression of concepts, different types are distinguished, including lexemes, phraseological units, word combinations, syntactic structures, texts, and collections of texts¹⁷.

From the diversity of perspectives, we can observe that a concept evolves in tandem with changes in human knowledge, life experiences, culture, and worldview. Agreeing with this notion, we can emphasize that the concept of “Memory” also lacks a fixed structure. According to Uzbek scholar D.U. Ashurova’s definition, a concept is a phenomenon possessing both logical and national characteristics. The scholar posits that if knowledge about a specific object or subject forms the basis of a concept, it can be expressed through linguistic means such as lexicon, phraseology, and paremiology. D.U. Ashurova states that “not every notion can be interpreted as a concept. Only elements that play a significant role in understanding national culture and existence merit being called concepts”. In presenting this definition, the

¹⁴Юсупов Ў.К. Маъно, тушунча, концепт ва лингвокультурема атамалари хусусида // Стилистика тилшуносликнинг замонавий йўналишларида: Илмий амалий конференция материаллари. – Тошкент, 2011. – Б.19.

¹⁵ Абдуазизов А.А. Тилшунослик назариясига кириш. – Тошкент: Шарк, 2010. – 144 б.

¹⁶ Степанов Ю.С. Константы. Словарь русской культуры. Опыт исследования. – М.: Языки русской культуры, 1997. – 824 с.; Карасик В.И. Языковой круг: личность, концепты, дискурс. – М.: Гнозис, 2004. – 390 с.; Маслова В.А. Лингвокультурология. – М.: Изд. центр “Академия”, 2007. – 208 с.; Ашурова Д.У. Связь вузовских курсов с современными направлениями лингвистики // Филологиянинг долзарб муаммолари: Маъруза тезислари. – Тошкент, 2008. – Б.11-12.; Mamatov A.E. Zamonaviy linvistika: o’quv qo’llanma. – Toshkent: “Noshir” nashriyoti, 2019 – 168 b.; Galiyeva M.P. Otrazhenie mifologo-religioznogo soznaniya v yazykovoy kartinе mira: Avtoreferat doktorskoy dissertatsii (DSc) po filologicheskim naukam. – Fergana, 2019. - 77 s.

¹⁷Попова З.Д., Стернин И.А. Понятие «концепт» в лингвистических исследованиях. – Воронеж: Изд-во Воронежского Ун-та, 1999. – С.17-21.

scholar emphasizes the national-cultural and logical features of the concept¹⁸. One of the Uzbek linguists, M.R. Galiyeva, emphasizes that during the interpretation of a concept's characteristics and its cognitive-conceptual features, a specific element of the concept comes to the forefront¹⁹. Thus, concepts can be divided into cultural, linguocultural, cognitive, emotional, and scientific categories.

The next issue to address is the study of categories and categorization. Aristotle was the first to draw attention to the concept of categories. In the 20th century, category became a central term in cognitive science, where Eleanor Rosch and other psychologists developed a cognitive theory of categorization. According to this theory, humans create prototypes and group objects based on their common characteristics. This theory remains relevant in psychology for studying cognition, memory, and speech.

The process of categorization helps us to “systematize knowledge about the realities we can perceive in existence”²⁰. In cognitive linguistics, unlike structuralism, the problem of categorization is examined from the perspective of cognitive psychology. While structuralists define categories as the starting point of language used by humans for communication, cognitivists, on the contrary, consider categories as the result of human information processing. That is, an individual creates separate cognitive categories by organizing the information they receive. At the same time, cognitive linguistics, unlike structuralism, does not separate categories from a person's personal experience. In fact, one of the most important aspects of human consciousness is categorization - grouping surrounding objects into more general categories. Thus, categorization is the division of the world into categories. According to Sh. Safarov, a category is a dynamic process that manifests itself as a semantic phenomenon and requires cognitive interpretation both within the realm of everyday experience and in the context of the development of scientific worldview. Researchers assert that the main task of cognitive semantics is to identify and describe mental models that reflect the structure of meaning, as well as to demonstrate the real existence and potential of these models.²¹

Studying the processes of conceptualization and categorization in the linguistic picture of the world provides researchers with clear evidence and helps reveal similar and unique features found in various systematic languages. Just as the phrase “conceptual picture of the world” refers to the elements that form the epistemological object under discussion, the phrase “linguistic picture of the world” indicates that language serves as a carrier of the worldview.²²

According to most linguists, such harmonization of comparisons is also manifested in the main units of the linguistic picture of the world. While the “conceptual picture of the world” represents the structure of an object, the “linguistic

¹⁸ Ашурова Д.У. Связь вузовских курсов с современными направлениями лингвистики//Филологиянинг долзарб муаммолари: Маъруза тезислари. – Тошкент, 2008. – Б.11-12.

¹⁹ Галиева М.Р. Вербализация концептосферы Word/Суз/Слово в английской, узбекской, и русской языковых картинах мира: Автореф. дис. ...канд. фил. наук. – Ташкент, 2010. –11с.

²⁰ Болдырев Н. Н. Когнитивная основа лексических категорий и их интерпретирующий потенциал // Вопросы когнитивной лингвистики. – 2013. – № 2. – С. 5-12.

²¹ Сафаров Ш. Семантика. – Т.: Ўзбекистон миллий энциклопедияси, 2013. – 239 б.

²² Морковкин В.В., Морковкина А.В. Русские агнонимы. – М.,1996. – 52 с.

picture of the world” points to the significance of language’s role in shaping one’s worldview. Initially, the “physical picture of the world”, reflecting the laws of nature, was studied as a subject of scientific inquiry. Later, it began to be examined in the fields of linguistics, semantics, and cultural studies. It should be emphasized that the linguistic picture of the world represents different perceptions of reality in the minds of representatives of various nationalities and cultures.

In Uzbek linguistics, research on the concept of “world picture” is increasingly expanding. Our compatriot scholar, M. Ergasheva, commented on linguistic picture of the world as follows: “Man reflects the world around him in different ways.” As a result, a different picture of the world appears in the consciousness of society. The scientist also divides linguistic picture into five types: a) *religious picture of the world*; b) *mythical picture of the world*; c) *artistic picture of the world*; d) *linguistic picture of the world*; e) *scientific picture of the world*.²³ Of course, this typology may not be sufficient for the study of cognitive science.

Another type of linguistic picture of the world is the national picture of the world. In her doctoral dissertation, R.Kh. Shirinova notes that “every nation sees the world differently, and its worldview is completely different from each other.” Therefore, the national picture of the world is a unique picture of one mentality, therefore, this concept is called the “national picture of the world.”²⁴ R.U. Madjidova, in her doctoral dissertation, rightly expressed the opinion that “The linguistic picture of the world consists of many different concepts, one of the main ones being man himself, who stores, processes, and transmits all knowledge about the world from generation to generation through language”²⁵.

In our dissertation, we have determined that the phenomenon of “Memory” exhibits unique characteristics in the English and Uzbek scientific, professional, and naïve pictures of the world. While some scholars consider the professional picture of the world as a part of the scientific picture of the world, others define it as an independent picture of the world. Following the definition proposed by E.V. Dzyuba, we have investigated the professional picture of the world as an intermediate link between scientific and naïve picture of the world²⁶. Currently, in linguistics, the concept of “professional picture of the world” has begun to be interpreted in numerous scientific works as a means of understanding reality based on one's profession. According to our conclusion, the professional picture of the world differs from the scientific picture of the world in its origin, systematization, boundaries, and rules within a specific professional field. Types of professional picture of the world are presented in this work through lexicographic and media pictures of the world, with reference to them being connected to the expression of

²³ Эргашова М.В. Ўзбек тилида локум ва локализация муносабати: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2011. – 21 б.

²⁴ Ширинова Р.Х. Олам миллий манзарасининг бадий таржимада қайта яратилиши: Филол. фан. доктори (DSc) автореф. – Тошкент, 2017. – 50 б.

²⁵ Маджидова Р.У. Антропоцентриқ мақолларнинг аксиологик тадқиқи (ўзбек ва рус тиллари материаллари асосида): Филол. фан. д-ри ... автореф. – Тошкент, 2020. – Б.14.

²⁶ Дзюба Е.В. Лингвокогнитивная категоризация действительности в русском языковом сознании: Автореф. дис. ... д-ра филол. наук. Урал. гос. пед. ун-та. – Екатеринбург, 2016. – 37с.

the “Memory” phenomenon within these pictures of the world. Its structural and content-related specificity is understood in a broader sense.

Types of worldviews assist individuals in self-knowledge and in understanding the influence of existence and culture on thinking.

The second chapter of the dissertation is titled **“The role of Conceptualization and Categorization in the Study of “Memory” Phenomenon”** which presents ideas and examples of the process of conceptualization and categorization, the methodological foundations and typology of linguocognitive concepts and categories, and the theoretical study of the phenomenon of conceptualization and categorization in the linguistic picture of the world.

Within the framework of the linguocognitive approach, linguistic evidence and phenomena are studied through the process of cognition, that is, through the phenomena of conceptualization and categorization. This process is carried out within the framework of concepts of existence and knowledge about it, as well as the preservation of these concepts within specific categories, that is, categories, within the framework of the same culture.²⁷

Within the framework of the linguocognitive approach, language information and phenomena are studied through the prism of cognitive processes - conceptualization and categorization. These processes occur within a single culture and involve storing information about the world and knowledge about it in the form of concepts grouped into categories.²⁸ In her doctoral dissertation, Uzbek scholar M.I. Rasulova examined the phenomenon of categorization at lexical and grammatical levels²⁹, while another Uzbek scholar, J.J. Buronov, introduced the concept of inter-level categories to express this phenomenon³⁰. A. Yuldashev, in his article, wrote about the unparalleled role of humans in linguistic and cognitive processes that influence the processes of conceptualization and categorization³¹.

Relevance is manifested in the separation of concept and category, concept and meaning, concept and conceptual field, etc. Our next task is to study the interpretation of the notions “concept” and “category” and make the following definitions:

a) the concept and category are manifestations of different order. The concept is understood as a phenomenon related to the foundation of cultural intellectual activity and philosophical knowledge. According to the definition given in the dictionary of E.S. Kubryakova, Yu.G. Pankrats, and V.Z. Dem'yankov, the concept is defined as ideal abstract units and meanings. While a category is also a mental activity, it is not a unit like a concept, but a category, an experimental department, a complex of many objects. Category objects are united as a set based on characteristic

²⁷ Болдырев Н.Н. Когнитивная семантика: курс лекций по английской филологии: учеб. пособ. 2-е изд., стер. – Тамбов: Изд.-во ТГУ, 2001. – 58 с.

²⁸ Болдырев, Н. Н. Когнитивная семантика: курс лекций по английской филологии: учеб. пособ. 2-е изд., стер. – Тамбов: Изд.-во ТГУ, 2001. – 58 с.

²⁹ Расулова М.И. Проблемы лексической категоризации в лингвистике: Дисс. док. филол. наук. – Т., 1998. – 275 с.

³⁰ Буранов Дж. Сравнительная типология английского и тюркских языков. – М., 1983. – 266 с.

³¹ Юлдашев А.Г. Тилнинг интерпретация қилиш моҳияти ҳақида // Ўзбекистонда хорижий тиллар. – Т., 2021. – № 6 (41). – Б. 10.

features, or by the proximity of the objects to the prototype, and according to L. Wittgenstein's theory, based on "family similarity";

b) the concept and category are similar concepts. As mentioned above, the attempt to distinguish these concepts from each other leads to different prototypical effects. In this case, one element is more like a category, while others are closer to the concept. A.P. Babushkin, N.N. Boldyrev, Z.D. Popova, and I.A. Sternin note that prototypes are sometimes classified as concepts, sometimes as categories;

c) the concept and category are intersecting concepts.

Concept and category are not completely different concepts because these two phenomena are mental phenomena. Their difference is determined by the presence or absence of an extensional. The category has an extensional, and the concept does not. Secondly, it differs in the presence or absence of an intentional. The intentional of the concept and the category differs in the integrity of the mental representation. The intentional concept represents a whole mental structure, that is, an image. For example, when a person hears the concept of FRUIT, they imagine the fruit of a tree or other plant. The semantic units representing this concept consist of a set of semantics that distinguish the fruit from other types of plants, representing only the fruit. The category intensional is a set of conceptual features specific to the concept and a set of features reflecting features less specific to the concept. For example, the intentional of the FRUIT category is divided into "tree-growing plant", "fruit of some trees and shrubs", "edible fruit", "fruit", "dry fruit" and other similar signs. The intentional concept and category provide an understanding of two different interpretations of the object being described, namely the conceptual and categorical essence.

Thus, the distinction between a concept and a category can be outlined as follows: 1. Categories, both concepts and phenomena, are considered to have a mental structure and are the unity of Memory, language, and thought. Depending on the angle from which the point of view is taken, thinking develops on the basis of mental derivatives, that is, concepts and categories. 2. The complexity of mental structures manifests itself in the direction from concept to category. 3. Concepts unite categories, while categories unite concepts. 4. Categories are devoid of imagery without modality, while the concept reflects a subjective attitude towards the object.

When studying scientific works dedicated to linguocognitive conceptualization and categorization from a theoretical and methodological perspective, it is necessary to identify specific scientific views and principles.

In this research, we primarily worked based on principles and hypotheses that have a fundamental basis in cognitive linguistics, as proposed in the works of N.N. Boldyrev and E.V. Dzyuba. The fundamental principles proposed by N.N. Boldyrev are reflected in the following: a) the principle of anthropocentrism regarding the central role of humans in language use; b) the principle of interdisciplinary research application, utilizing achievements from various scientific fields in studying language from a cognitive linguistics perspective; c) the principle of understanding language as a cognitive ability alongside other human cognitive abilities; d) the

principle of studying the multifaceted meaning of language units; e) the principle of dividing the process of linguistic conceptualization and categorization into levels.

The concept of “Memory” being studied belongs to the category of linguocultural and cognitive concepts, and is reflected in various types of concepts including *universal, non-regulatory, abstract, meta-professional, sociocultural, mental artifact, axiological, terminological, and linguocultural* ones. If we consider the concept of “Memory” as a schema, it is embodied as a more abstract and general structure compared to a frame or script. In this case, memory is reflected as a cognitive model that encapsulates our knowledge of how memory functions. While frames and schemas represent specific memory situations, objects, or sequences of actions, the “Memory” concept-schema encompasses many frames and scripts related to memory, providing a general conceptual map. The main elements of the “Memory” concept-schema investigated in our work include *the function of memory, storing information in memory, erasing from memory, forgetting, types of memory, factors that improve memory, factors that decrease memory, memory-related diseases, rituals, and customs associated with memory*.

Aristotle’s theory of the existence of categories with clear boundaries cannot be denied. Science cannot develop without clearly defined categories. All exact sciences, such as physics, mathematics, philosophy, and others, deal with categories of this kind. Furthermore, it should be noted that categories with clear boundaries can imply contradictions. Members of such a category, like oppositions, occupy positions at different poles.

For example, the category of MEMORY is divided into such oppositions as *remembering* and *forgetting*. However, there are categories that are not based on opposition. For example, ANIMAL, GROWTH, and other similar categories.

The category structure can be open and closed. Closed-structured categories consist of a small number of subcategories and concepts, and membership in such categories is not subject to historical, scientific-technical, socio-cultural, and other factors. Such categories include two-member categories (CHILD-son and daughter), three-member categories (WATER STATE-ice-liquid-steam), four-member categories (TIME OF DAY-morning-day-evening-night), and other similar categories. Open-structured categories typically have many members, and the number of members in a subcategory can change under the influence of various factors. As a result of the development of science and technology, members of a new category may appear and disappear. For example, under the influence of the coronavirus pandemic in 2019, the type of education on the “ZOOM” platform was included among the members of the SECTOR OF EDUCATION category worldwide. Therefore, the category “SECTOR OF EDUCATION” is included in the category of open structural categories. Similarly, among the members of the MEMORY category, which is the object of our work, a member of the MEMORY-REDUCING DISEASE category was included during the coronavirus pandemic in 2019.

The structure of categories also differs depending on the types of linguistic picture of the world: in the scientific picture of the world, the structure of categories

is ordered, and all members are considered equal. In a naïve picture of the world, the structure of the category can change. In this case, some members of the category may come to the forefront and stand in the position of a typical feature characteristic of this category, while other members have a secondary status and sometimes may not be interpreted as members of this category. For example, *watermelon* is classified by ordinary humans as FRUIT, while from a biological perspective it belongs to the class of BERRY PLANTS. In the typology of categories, there are types of categories that differ in their belonging to real existence. *Ideal categories* that do not belong to the subject world (INTELLIGENCE, SPIRITUALITY, MEMORY, etc.) and categories related to concrete real existence (BUILDING MATERIALS, MUSICAL INSTRUMENTS, etc.). Categories with fuzzy boundaries have been proposed by scientists as *categories with a graded structure*. Depending on the type of gradation, categories are divided into two types: *categories with external gradation* and *categories with internal gradation*. While these graded categories operate in relation to human psychology, internal graded categories are based on ontological or cognitive activity.

Based on the foregoing, we propose a methodology for the linguocognitive study of the “Memory” phenomenon. This methodology is based on a systematic approach to the phenomenon under study, that is, a step-by-step analysis of linguistic material and cognitive units: 1st stage - Distinguishing the phenomenon from events and concepts when selecting it as a unit of cognitive linguistics. 2nd stage - Identifying the context in the study of the phenomenon. 3rd stage - Collection and analysis of empirical material. 4th stage - Defining the characteristics and structure of concepts and categories. 5th stage - Comparison and interpretation of the results.

The next task is to analyze the place and position of the memory phenomenon, which is the core of our work, in various fields of science. Currently, the term “memory” is being introduced into the field of various discoveries. Memory is used by sociologists, anthropologists, historians, semiotics, philosophers, biologists, literary critics, and even computer users. The number of combinations of the term memory is also increasing: *public memory, computer memory, word memory, language memory, historical memory; memory as a social institution, the institutional function of memory, etc.*

Studying memory, which forms the core of our work, through the lens of various disciplines helps us to gain multifaceted knowledge about this phenomenon. The physiological basis of memory lies in the fact that the nervous system itself collects, stores, and repeatedly applies information about the phenomena of the external environment and the body’s attitude towards it. According to the definition given in the philosophical encyclopedic dictionary, memory is the ability to retain what is perceived and imagined after experiencing it; memory is also used in the sense of a place where information is stored. For a thinking being, memory is next to imagination. The importance of memory is so great that all human abilities remaining where it is not involved become useless; the processes of imagination, inference, and cognition cannot be imagined without memory. In the book “General

Psychology”, Uzbek scholars define memory as “the ability of an individual to remember, preserve, and subsequently recall their experience”³².

Research on the relationship between language and memory can be divided into two directions: 1) the influence of language on the formation of memory and perceptions of the past and 2) the direct influence of language on memory. When evaluating the effectiveness of research on the concept of “Memory” it is worth highlighting L.I. Yartseva’s article “Memory in the linguistic picture of the world (on the example of French metaphorical word usage)”³³. This work is devoted to describing some features of the ordinary (linguistic) model of memory based on the use of metaphorical words in modern French, reflecting human mental activity.

Another Russian scholar, N.G. Bragina, in her work “Память в языке и культуре” (Memory in Language and Culture) presents to readers a phraseological text titled “Memory”, which expresses the collective perceptions of Russian language speakers. According to the author, “the volume of this material indicates the degree of development of the concept in language and culture”³⁴. This work contains information about memory in language, stable and regular word combinations; in addition to data on how verbal and nonverbal memory is expressed in language, it also includes some information about the stable and regular behavioral patterns of language speakers”.

The phraseothematic group “Memory” in Russian, English, and Tatar languages is discussed in detail in G.A. Bagautdinova’s doctoral dissertation “Человек во фразеологии: антропоцентрический и аксиологический аспекты” (Man in Phraseology: Anthropocentric and Axiological Aspects). According to the author, this group is very broad and extremely diverse in the nature of the phraseological units it combines³⁵.

Terminological concepts such as “memory”, “historical memory”, “national memory”, “social memory”, “cultural memory” are currently used in professional linguistic discourse and, most importantly, participate in the process of understanding various linguistic concepts. The terminological concept of “Memory” is valuable due to its impact stemming from its connection to sociocultural and cultural-linguistic phenomena. It is characterized by linguistic, cultural, and other values (such as *legal memory*, *religious memory*, *ethno-social memory*, *mass memory*, *information memory*, *non-hereditary memory*, *delayed memory*, *creative memory*, *family memory*, and others), which enables the formation of complex terminological combinations like “quality + memory”. In this context, one or another aspect of the fundamental concept of memory comes to the forefront.³⁶

³² Умумий психология. Маърузулар матни. –Тошкент: 2016. – 124 б. <https://ansya.ru/health/termiz-davlat-universitetipedagogika-fakuleti-psiholgiya-k/main.html>

³³ Ярцева Л.И. Память в языковой картине мира (на примере французского метафорического словоупотребления) // Вісник Запорізького державного університету. Філологічні науки. № 1. 2002. URL: <http://www.zsu.zp.ua/herald/articles/1959.pdf>.

³⁴ Брагина Н.Г. Память в языке и культуре. – М.: Языки славянских культур, 2007. –39 с.

³⁵ Багаутдинова Г.А. Человек во фразеологии: антропоцентрический и аксиологический аспекты: Дисс. ... докт. филол. наук. – Казань, 2007. – С. 58-64.

³⁶ Скоробогатова Т.И., Суралева О.Ю. «Терминоконцепт «Память» в современном лингвокультурном тезаурусе: исследовательские эвристики» // Актуальные проблемы филологии и педагогической лингвистики, № 11, 2009. – С. 50-53.

Among the works dedicated to the conceptualization of memory in cognitive linguistics and its reflection in the linguistic consciousness of speakers of different languages, the work “Ментальные структуры и их репрезентация лексическими средствами в германских и романских языках” (Mental structures and their representation by lexical means in Germanic and Romance languages) by O.N. Prokhorova and others can be included in the list of studies addressing the issue of lexical verbalization of mental processes related to extralinguistic factors in Romance and Germanic languages. In this work, the researchers divided the mental structure of “Memory” into conceptual domains such as “voluntary-involuntary”, “mental-reality”, “perception”, “connection with the present”, “individuality” and others.

Russian scientists O.V. Shatalova studied the metaphorical conceptualization of memory³⁷, while V.V. Turovsky, Y.N. Rogachova, R.F. Iskhakova, and L.N. Golaydenko dedicated their scientific works to the cognitive study of memory based on various parts of speech³⁸. The works of T.I. Skorobogatova, I.A. Kuprieva, and N.V. Skoromislova are noteworthy in the study of memory in phraseology³⁹. Such works demonstrate that national characteristics are clearly reflected in the study of memory from a linguocultural research perspective. Uzbek linguist D.I. Jafarova’s doctoral dissertation on “Linguistic Features of Phraseological Units Expressing Historical Memory in French and Uzbek Languages” contributed to the study of the memory phenomenon in Uzbekistan. The author has proven the socio-cultural factors of the language system related to the social, linguistic, and cultural features of phraseological units associated with “historical memory”, as well as the expression of historical content characteristic of phrases, based on types of memory⁴⁰.

The linguistic study of memory is fragmentary and does not offer a comprehensive understanding. Examining discursive practices that record collective representations of the past is considered promising for understanding the structure of these representations.

³⁷ Шаталова О.В. Репрезентация концепта «память» в текстах русских элегий первой трети XIX века: Дисс. ... канд. филол. наук. – Уфа, 2005. – 250 с.

³⁸ Туровский В.В. Память в наивной картине мира: забыть, вспомнить, помнить // Логический анализ языка. Культурные концепты. – М.: 1991. – С.91-94.; Рогачёва Ю.Н. Репрезентация фрейма «память» в современном английском языке (на материале глагольной лексики): Дисс. ... канд. Филол. наук. – Белгород, 2003. – 182 с.; Исхакова Р.Ф. Когнитивно-семантический анализ мнемических глаголов (на материале современного английского языка): Автореф. дис. ... канд. филол. наук. – СПб., 2009. – 18 с.; Голайденко Л.Н. Прилагательные со значением памяти: воспоминания и их функционирование в художественной прозе // Вестник Челяб. Гос. Пед. Ун-та. – 2012. – № 8. – С.205-215.

³⁹ Скоробогатова Т.И. Фразеология и историческая память: интериоризация нового знания в лингвистике (на материале французского языка). Автореф. дис. ... канд. филол. наук. – Майкоп, 2013. – 52 с.; Скоромыслова Н.В. Фразеосемантическое поле психических процессов памяти: Дис. ... канд. филол. наук. – М.: 2003. – 176 с.; Куприева И.А. Концептуальные основания формирования значения лексики, номинирующей психические процессы в современном английском дискурсе // Вестник Томского гос. пед. ун-та. – Томск, 2013. – № 10 (138). – С.24-31.

⁴⁰ Djafarova D.I. Fransuz va o'zbek tillarida tarixiy xotirani ifodalivchi frazeologik birliklarning lisoniy xususiyatlari. Filolgiya fanlari doktori (Doctor of Science) dissertasiyasi. – Toshkent. 2017. – 280 b.

⁴⁰ Корнилов О.А. Языковые картины мира как производные национальных менталитетов. – М.: ЧеРо, 2003. – 349 с.

In conclusion, we can say that currently, linguists do not adequately assess memory as a phenomenon connected not only to the past but also to the future. To address this shortcoming, we should contribute to expanding the range of scientific works that study memory not merely as a phenomenon expressing the past, but also in relation to the present and future. Thus, it can be noted that today the term “memory” has been incorporated into the research domains of linguistics, which allows for the introduction of the metalanguage of memory into circulation.

The third chapter of the dissertation is titled “**Fundamentals of Studying the Concept of “Memory” in the English and Uzbek Linguistic pictures of the World**” which examines the process of conceptualization of the linguocognitive phenomenon of “Memory” in the scientific, professional (lexicographic and media), naïve pictures of the world of English and Uzbek languages, and examines their similarities and differences.

To study a concept more thoroughly, it is necessary to compare this concept in different languages and study its place in the culture, everyday life, that is, in the mentality of different peoples. Linguists have identified these differences in the theory of translation, typology of world languages, and the process of teaching a foreign language.

When modeling the concept of “Memory” in English within the scientific picture of the world, it is necessary to analyze the definitions of “memory” in specialized and encyclopedic dictionaries. O.A. Kornilov argues that the scientific picture of the world encompasses units of knowledge in the realm of existence, which are expressed in language and defined as terms⁴¹.

The following meanings of the lexeme “MEMORY” are highlighted in the dictionary definitions and are divided into the following types according to their denotative meaning (table 1).

In the English scientific picture of the world, the core of the “Memory” concept is manifested through concepts such as “commemoration ritual for the deceased”, “ability to remember”, “computer component” and “types of memory”. In the near periphery, it is represented by such concepts as “the ability to reproduce learned information”, “organism activity”, “field of science” and “the past”.

Table 1

The field structure of the scientific picture of the English world of the concept “Memory”

English Scientific dictionaries
Core cognitive signs
a ceremony of commemoration; service for the dead a historical or biographical record the power or a process of mental representation of at least a recognizable equivalent of the reproduced experience (4-10%)
the faculty of remembering (learning, retention, recall and recognition, motor habits and skills) (10-25%)
a part of a computer, where instructions are kept (11-28%)
types of Memory (6-15%)

⁴¹ Корнилов О.А. Языковые картины мира как производные национальных менталитетов. – М.: ЧеРо, 2003. – 349 с.

Near periphery cognitive signs
The power or function of reproducing and identifying what has been learned or experienced (2 -5%)
The retention of any modification of structure or behavior resulting from the organism's activity, from the action of the environment, or even from heredity (2-5%)
field of science (3-8%)
the time within which past events can be or are remembered (2-5%)
The power or a process of recognition, comprising a consciousness of the familiarity of the experience and a reference of it to a definite past time or occasion (2-5%)
Far periphery cognitive signs
-

In our research, we analyzed the reflection of the linguocognitive phenomenon “Memory” in the Uzbek scientific picture of the world based on definitions from a number of encyclopedias and dictionaries in various fields. These are technological terms, psychological, philosophical, medical, and encyclopedic dictionaries.

The language material studied in specialized scientific dictionaries of the Uzbek language actualizes various meanings of the lexeme “Xotira”. We divide the cognitive features of the linguocognitive phenomenon into central features (core), as well as features of the near and distant periphery. Low-frequency cognitive features represent a distant periphery of the field structure of the studied linguocognitive phenomenon (table 2).

In analyzing the scientific picture of the world within the Uzbek scientific picture of the world, we have determined that the concept of “Memory” is conceptualized at its core with the notion of “ability to remember”, while in the near periphery it is reflected in concepts such as “types of memory”, “axiological markers”, and “computer component”. No cognitive features were identified in the distant periphery.

In the process of conceptualization of the concept of “Memory” in the English and Uzbek professional (lexicographic) pictures of the world, the main focus is on the cognitive analysis of the features of the expression of the concept of "Memory" in language.

Table 2

The field structure of the concept “Memory” is reflected in the Uzbek scientific picture of the world

Uzbek scientific dictionaries
Core cognitive signs
O’rganilgan yoki boshdan kechirilgan narsalarni takrorlash va aniqlash qobiliyati yoki funktsiyasi; eslab qolish qobiliyati (o’rganish, eslab qolish, eslash va tanib olish, harakat odatlari va ko’nikmalari); (11-55 %)
Near periphery cognitive signs
xotira turlari (3 – 15 %)
aksiologik belgilar (3 – 15 %)
kompyuterning ko’rsatmalar saqlanadigan qismi (2- 10%)
Far periphery cognitive signs
-

When defining the conceptual aspects of a concept, it is first necessary to

analyze the dictionaries that interpret this concept. To accomplish this task, we chose English and Uzbek dictionaries as the research material (table 3).

Table 3

The structure of the field of the concept of “Memory” in the English professional (lexicographic) picture of the world

Core (≥ 10%)	Near periphery (3% > 10%)	Far periphery (1% ≥ 3%)
ability to remember-17% computer part -13% a ceremony of commemoration -15%	smth. you remember – 7,7% the fact that people remember a particular person or event – 7,7% faculty of remembering – 5,8% the recall and recognition of anything previously learned and experienced – 5,8% character conduct preserved in remembrance, history or tradition -5,8% the time within which past events can be or are remembered – 5,8%	the strength and trustworthiness of one’s power to reach and present or to recall the past – 2% the retention of any modification of structure or behavior resulting from the organism’s activity – 2% a formula used after the names of sovereigns, princess or other notable persons who have been distinguished for their actions or virtues – 2% field of science (mnemonics) – 2%

In the professional (lexicographic) picture of the English world, we observed that the core of the concept is reflected in concepts such as “ability”, “computer part”, “ritual”. In the near periphery, memory is primarily characterized by concepts such as “anthropocentric properties” and “category of time”. On the far periphery, memory is interpreted as both “ability” and “field of science” (table 4).

In the Uzbek professional (lexicographic) picture of the world, according to lexical meanings, the concept of “Memory” conceptually aligns with concepts such as “mind”, “remembrance”, “imagination and thought”, as well as “face memory” and “discretion”. It has been determined that the concept being studied in the near periphery corresponds to concepts such as “memento”, “monument”, and “name”. No cognitive markers were identified in the distant periphery.

Table 4

The structure of the “Memory” concept field in the Uzbek lexicographic picture of the world

Markaziy kognitiv belgilar (≥ 10%)	Yaqin periferiya kognitiv belgilari (3% > 10%)	Uzoq periferiya kognitiv belgilari (1% ≥ 3%)
esda saqlash qobiliyati – 29%; eslab qolish – 21%; esga tushirish qobiliyati – 21%; es, yod hayol – 21%; fikr – 21%; biror kimsa uchun qilinadigan hurmat, yuz-xotir, andisha – 29%; esdalik, yodgorlik – 14%; Xatira (ism) - 21%; tushuncha – 14%	o‘ylash, fikrlash qobiliyati – 7% miya – 7 %	–

The media texts studied in our work describe the different reflection of MEMORY in two unrelated linguistic pictures of the world. Articles published in British periodicals between 2019 and 2023 were chosen as the analytical material.

The selection criteria for newspapers and magazines are determined by the reflection of the topic of memory and statements about memory in the headlines. We analyzed the lexical means that verbally express the concept of “Memory”, presented in English media texts, and identified the corresponding meanings. Each meaning was analyzed based on the semes that make it up. Semantically similar components were formed as cognitive features of the “Memory” concept and then summarized (table 5).

Table 5

The structure of the “Memory” concept field in the English professional (media) picture of the world

Core (≥ 10%)	Near periphery (3% > 10%)	Far periphery (1% ≥ 3%)
Mental disorders - 15 (27%) Types of memory – 15 (27%) Metaphors used with memory- 15 (27%) Covid 19-7 (13%)	Verbal ability - 3(5%)	Air pollution - 1 (1%)

Based on media text material, it has been demonstrated the “Memory” concept field in the English professional (media) picture of the world is conceptualized through phenomena such as “Covid-19”, “mental illness”, “types of memory”, and “metaphorical representation”. In the near periphery, the concept of “Memory” is expressed through the concept of “speech ability”. In the distant periphery, it was found that memory is conceptualized in relation to “air pollution”.

From this, it can be concluded that topics such as mental illnesses associated with memory, types of memory, and metaphorical appearance are relevant in English media texts.

The main theme in the context of the “Memory” concept is undoubtedly COVID-19, as it coincides with the peak of the coronavirus pandemic in 2020-2023. Of course, the media around the world tried to cover this issue as much as possible. Articles about the negative impact of the COVID-19 virus on human memory are often found in periodicals.

By analyzing the linguistic means of verbalizing the concept of “Memory” presented in the texts of Uzbek mass media, the corresponding meanings were identified (table 6).

Table 6

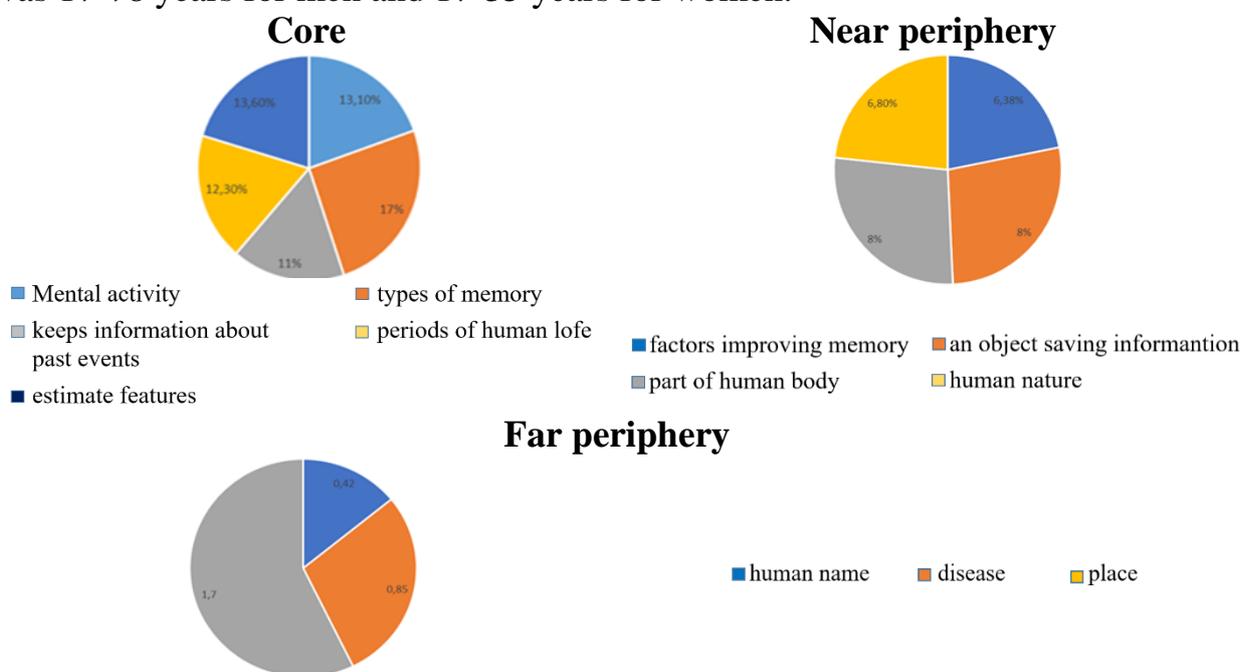
The structure of the “Memory” concept field in the Uzbek professional (media) picture of the world

Markaziy kognitiv belgilar (≥ 10%)	Yaqin periferiya kognitiv belgilari (3% > 10%)	Uzoq periferiya kognitiv belgilari (1% ≥ 3%)
Biologik hodisa (33%) Tarix bilan bog‘liq omillar (25%) Zamonaviy texnologiya (16%)	Bayram va musobaqa (8%) Xotirani yaxshilovchi omillar (8%) Baholash omili (4%) Covid-19 bilan bog‘liq (4%)	-

Memory is explained by concepts such as “biological phenomenon”, “factors related to history”, and “modern technology” in Uzbek media texts. It has been

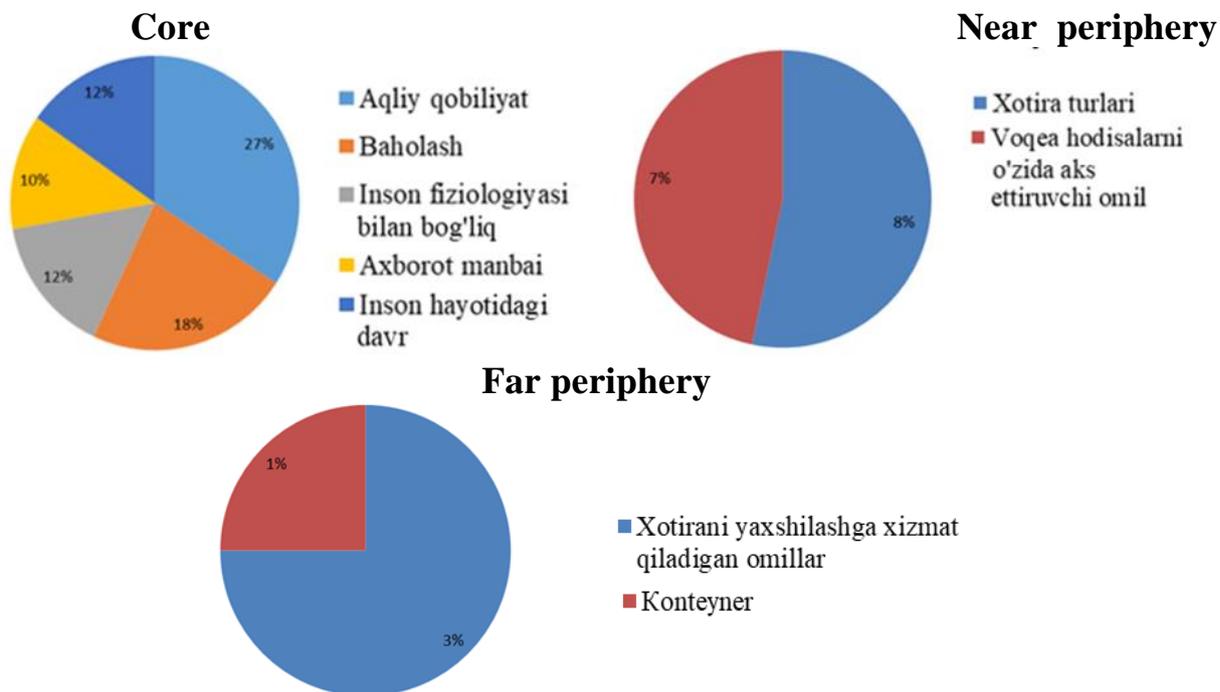
proven that discussions on this topic are the main ones in Uzbek media. The concept of “Memory” is conceptualized on the near periphery of concepts such as “holiday and competition”, “memory-enhancing factors”, “evaluation factor”, and “Covid-19”. No cognitive features were identified that make up the distant periphery of the cognitive model of the concept of “Memory”.

The characteristics of a naïve picture of the world were determined through a directed verbal-associative experiment involving English and Uzbek-speaking participants. The verbal-associative experiment allowed us to identify the maximum number of cognitive features associated with the concept of “Memory”. The English language portion of the experiment was conducted with English-speaking informants. They were sent a questionnaire via the internet to members of various groups on the Facebook social network, which asked them to “Write 3-5 words or expressions related to the concept of “Memory” (it is important for us to capture the first associations that come to mind). A total of 235 responses were received from 102 respondents. The experiment included 41 women and 61 men. The age range was 17-78 years for men and 17-35 years for women.



Analyzing the aforementioned reactions, it was determined that concepts related to mental activity occupy the center of the associative field of the “Memory” concept. In the naïve picture of the world, the “Memory” concept was found to be conceptualized at the center of its associative field with “mental ability”, “types of memory”, “period in human life”, “qualities with evaluative characteristics” and “storage of information about the past”. The basis of near-peripheral associations was evidenced to be conceptualized with “factors that serve to improve memory”, “information technology tools” and “aspects characteristic of human nature and organism”. In the far periphery, it was discovered that the “Memory” concept is verbalized in the naïve picture of the world of the English people through concepts such as “human name”, “disease” and “place name”. The Uzbek-related part of the experiment was conducted with Uzbek-speaking

informants. They were sent a questionnaire through the Google.docs platform, where they were asked for a questionnaire. 227 responses to the questionnaire were received from 108 respondents.



In the core of the naïve picture of the world, the concept of “Memory” was found to be associated with conceptual features such as “mental ability”, “evaluation”, “human physiology”, “source of information” and “period in human life”. In the near periphery of this type of picture of the world, the concept of “Memory” is conceptualized through “types of memory” and “factors that reflect events and occurrences”, while in the distant periphery, it is conceptually aligned with “factors that improve memory” and “container”. Based on the analysis conducted through an associative experiment on the reflection of the “Memory” concept in the Uzbek naïve picture of the world, it can be concluded that the concept of “Memory” in the Uzbek language encompasses mental, physiological, social, and cultural aspects of memory.

The fourth chapter of the work **“Memory” Cognitive Category in the English and Uzbek Pictures of the World** is devoted to the study of the structure of the cognitive category “Memory” in the English and Uzbek scientific, professional and naïve pictures of the world.

As a result of the research, it was found that the phenomenon of conceptualization and categorization of the linguocognitive phenomenon of “Memory” in the linguistic picture of the English and Uzbek worlds has a universal character and also has national specific features. It should be noted that while the linguocognitive phenomenon of “Memory” is a part of mental reality, representatives of these two linguistic cultures reflect the model of dominants in national consciousness (mentality) and manifest themselves as a function that regulates dominant features in linguistic cultures based on the commonality of “model of linguistic-mental reality-linguistic culture”.

In this chapter, the purpose of this section is to conduct a comprehensive analysis of the structure of the phenomenon “Memory”. In this case, based on the categorical structure, prototypical and categorical differential features were identified in the scientific, professional (lexicographic and media) and naïve pictures of the world of “Memory” phenomenon.

The main stages of studying the cognitive category “Memory” in the English and Uzbek pictures of the world were conducted as follows: 1. A comparative study of the category was carried out across different types of pictures of the world. 2. The linguocultural features of linguocognitive categorization in English and Uzbek linguistic consciousness were identified. 3. A typology of the “Memory” category was developed.

This methodology is of great help in determining the structural-semantic, conceptual, and ethnic peculiarities of the cognitive category “Memory”. In the English and Uzbek scientific pictures of the world, the central classification features of the studied concept are divided into such classifiers as HUMAN CHARACTERISTICS, MEMORY SCIENCE, MEMORY AS AN OBJECT, AND MEMORY TYPES. The most vivid of these features in the English and Uzbek scientific picture of the world is the peculiarity of a person, which is interpreted as a generalizing phenomenon of “Memory”. Among the classification features indicated in the scientific picture of the world of both languages, the classification feature “HUMAN CHARACTERISTICS” was identified as the most prominent.

If the classification sign MEMORY AS AN OBJECT in the English scientific picture of the world is considered one of the central classification signs, then in the Uzbek scientific picture of the world it is located in the near peripheral zone. It can be seen from this that in English, Memory as an object is more often used in the scientific linguistic picture of the world. It has been established that the classification sign of TYPES OF MEMORY is manifested in the same way in the English and Uzbek scientific pictures of the world. It has been established that the classification sign of science about Memory is characteristic only of the English scientific picture of the world and is located on the near periphery. Such classification sign was not defined in the Uzbek scientific picture of the world. Classification signs located on the far periphery were not identified at all. The concept of “Memory” is interpreted as the basis of the category of “Memory”, and Memory is interpreted as logical and objective perception in various fields of science. Based on the data presented in the table, it is possible to note the characteristics of the cognitive category “Memory” in the English and Uzbek scientific pictures of the world, which reflects one or another part of the surrounding reality.

The category of “Memory” in the English and Uzbek scientific pictures of the world indicates the presence of similarities in the scientific perception of this category in the linguistic picture of both worlds. In this case, Memory is embodied as a biological, psychological, philosophical, social, technological, and cultural phenomenon.

As a result of studying the category of “Memory” in various fields of science, specific features of its linguocognitive manifestation have been identified. In the scientific picture of the world, memory manifests itself as the ability to remember what one has learned or experienced. This is a prototype feature that has been found to be different for different languages. However, differences were found in the differential features of the category in Uzbek and English. In the Uzbek language, memory has cognitive features associated with *a monument, a computer part that stores information, and a person’s name*. In English, memory is associated with *historical records, events, and biographical accounts of people*. Therefore, it can be said that the cognitive category of “Memory” is interpreted differently in different languages.

In dictionaries of English and Uzbek languages, members of the clearly defined cognitive category “Memory” were not identified. The reason for this is the renewal of dictionaries and the introduction of many new concepts and phrases into the sciences of Memory. In our opinion, it would be correct to assume that categorical signs are relative. Thus, the category of “Memory” is interpreted as a *clearly unbounded category*.

Our next task is to determine the type of categorization. In this case, we will conduct an analysis based on Eleanor Rosch’s theory of prototypes (three-level categorization). In this case, just as we divide the concept into boundaries, we divide the categories into three levels based on classification features, that is, the superordinate, basic and subordinate levels. In the English scientific linguistic picture of the world, the following boundaries of the category of “Memory” have been identified: The classification symbol with the lowest degree of brightness INFORMATION SOURCE to the *superordinate boundary* has been determined; from the *base boundary*, the classification symbols of the MEMORY OBJECT and MEMORY TYPES occupy the same place; the *subordinate boundary* was enriched with classification features of the HUMAN CHARACTERISTICS and SCIENCE OF MEMORY.

In terms of structure of categories, we can divide them into *open and closed categories*. The analyzed linguocognitive phenomenon “Memory” was classified as an open category in the process of categorization. The number of members of open categories is unlimited, and at the same time, the number of their subcategories varies under the influence of various factors. With the development of scientific technologies, new types of categorical members appear, and the old ones may disappear. With the expansion of intercultural communication, the category structure tends to change depending on the geographical worldview of the owners of a particular linguistic culture. Therefore, the cognitive category of “Memory” is also one of the categories of the *open type*. In the typology of categories, as a separate section, phenomena are formed that have nothing to do with the material world and have nothing to do with it. In this case, categories are divided into *ideal*, that is, categories that have nothing to do with the material world

(LOVE, SPIRITUALITY, MEMORY, etc.) and *concrete categories* that have something to do with the material world (FROUDS, VEGETABLES, TOOLS, etc.). Therefore, the cognitive category of “Memory” is interpreted as an *ideal category*.

Ideal and concrete categories differ depending on the stability or variability of the axiological essence of the category. Some abstract categories are influenced by ideas that dominate society. For example, the cognitive category of “Memory” is interpreted as a human characteristic in the Uzbek linguistic picture of the world. In the English linguistic picture of the world, Memory is reflected both as an object and as types of Memory. First and foremost, we must include the ideological factor in the type of *intentional categorization*. Ideas and values formed during the period of the same socio-political system have an impact on categories of an abstract type. The linguocognitive phenomenon of “Memory”, which is the object of our research, belongs to such categories. The prevailing ideas and values cannot but influence the components and especially the axiological aspects of abstract categories such as Memory.

Based on the collected data on memory from various explanatory dictionaries during the research, it can be noted that in the Uzbek professional (lexicographic) picture of the world, the categorical features of MEMORY as CUSTOMS and TRADITIONS were predominant and considered relevant at the time these dictionaries were created. In the professional (lexicographic) picture of the English world, the technical revolution, specifically the creation of computers, led to the categorization of memory as a source of information. Although memory was initially interpreted in dictionaries primarily as a human characteristic, later ideas, values, and technical developments gave way to other classification features. Based on the analysis, it can be said that intentional categorization is an objective phenomenon. The following boundaries of the cognitive category “Memory” have been identified in the English linguistic picture of the world: The classification feature that is the least prominent at the superordinate boundary has been identified as SCIENCE OF MEMORY. At the base boundary, the classification features of MEMORY AS AN OBJECT occupy an equal place. The subordinate boundary was enriched with classification features of HUMAN CHARACTERISTIC, INFORMATION SOURCE, as well as CUSTOMS and TRADITIONS.

In the Uzbek professional (lexicographic) picture of the world, the following boundaries of the cognitive category “Memory” have been identified: the superordinate boundary is defined by the classification feature MEMORY OBJECT, which is the least prominent. At the base boundary, HUMAN CHARACTERISTIC occupies a consistent place among the classification features. The subordinate boundary was enriched with classification features such as HUMAN NAME, INFORMATION SOURCE, CUSTOMS and TRADITIONS, ABSTRACT CONCEPT and TYPES OF MEMORY.

Signs of the cognitive category “Memory” have been identified in the English and Uzbek professional (media) pictures of the world. While the cognitive category of “Memory” in the professional (media) picture of the world has a prototype feature as a “human-specific phenomenon, a biological element, a phenomenon that differs in types and is characteristic of the Covid-19 pandemic period” in the professional (media) picture of the world of the Uzbek people, it is distinguished by the differential feature of “Covid-19-related phenomenon” while in the English professional (media) picture of the world, it is characterized by “air pollution”.

In the English professional (media) picture of the world, the classification feature of ENVIRONMENTAL PHENOMENON, which has the lowest level of prominence at the superordinate level, has been identified. At the basic level, the classification feature of EVALUATION FACTOR emerged as the most prominent. The subordinate level is characterized by the classification feature of HUMAN-SPECIFIC PHENOMENON.

In the Uzbek professional (media) picture of the world, the classification feature with the lowest level of prominence at the superordinate level is EVALUATION FACTOR. At the basic level, the classification features of PERIOD IN HUMAN LIFE and MODERN TECHNOLOGY occupy equal positions. At the subordinate level, the classification feature of HUMAN-SPECIFIC PHENOMENON was identified.

In the naive picture of the world, the prototype feature of the cognitive category “Memory” is identified as “a mental ability specific to humans and related to human physiology, divided into periods and types in human life, and possessing an axiological character”. It has been demonstrated that the English linguistic picture of the world is characterized by the differential feature “place”, while the Uzbek linguistic picture of the world is characterized by the differential feature “container”.

In the English naive picture of the world, it was determined that the superordinate level is characterized by the classificatory feature of METAPHORICAL MEANING, which has the lowest degree of salience. At the basic level, the classificatory feature of AXIOLOGICAL UNIT was identified. The subordinate level was enriched with the classificatory features of HUMAN PHENOMENON and INFORMATION SOURCE. The following levels of the cognitive category “Memory” were identified in the Uzbek naïve picture of the world: at the superordinate level, METAPHORICAL MEANING was determined as the classificatory feature with the lowest degree of salience. At the basic level, the classificatory feature of HUMAN PHENOMENON was placed. The subordinate level was defined by the classificatory features of INFORMATION SOURCE and AXIOLOGICAL UNIT.

In conclusion, it should be noted that the cognitive category of “Memory” can be classified as follows:

1. According to the structural classification:

a) The cognitive category of “Memory” belongs to the type of category that is not clearly defined in terms of having significant categorical features;

b) depending on whether new categorical members can be added to the categories or vice versa, the cognitive category “Memory” is classified as an open category;

2. According to the semantic-grammatical classification:

a) In the typology of categories, as a separate section, categories that are not related to the material world are ideal, that is, along with categories that are not related to the material world, the cognitive category of “Memory” is also among the *ideal categories*.

CONCLUSIONS

1 Cognitive linguistics examines the reflection of linguistic materials and logical structures in language during the perception of reality. Currently, the field of cognitive linguistics is developing in various directions and employs diverse methodologies in studying concepts and categories. Concepts and categories are primarily investigated from linguocognitive and linguocultural perspectives, necessitating the development of new typologies and methods. Specifically, the absence of specialized fundamental research on the phenomenon of “Memory” in Uzbek and English linguistics within scientific, professional, and naïve pictures of the world indicates the need for increased research in this area. Therefore, as a solution to this problem, we propose our own methodology, which consists of 5 stages.

2. The diversity of approaches to classifying concepts and categories in linguocognitive research is well-known. Understanding various conceptualization and categorization processes in classifications allows for a more precise analysis of how humans organize and interpret information in the process of comprehending existence and language. When considered as a schema, “Memory” is a more general structure compared to frames and scripts. It encompasses key elements such as memory function, information storage, erasure, forgetting, types of memory, factors that enhance or diminish memory, related diseases, and rituals. Based on typological research, the concept of “Memory” was identified as having *universal, non-regulatory, abstract, meta-professional, sociocultural, mentefact, axiological, and linguocultural types*, as well as *concept-schema varieties*.

3. The typology of pictures of the word is interpreted in various ways. In English and Uzbek, the phenomenon of “Memory” is expressed differently in the scientific, professional, and naïve pictures of the world identified during the research: a) such differences indicate the interconnection between language, culture, and cognitive processes; b) studying the linguocognitive phenomenon across different pictures of the world serves to deepen understanding of reality, develop cognitive abilities, and improve intercultural communication; c) a picture

of the world is a dynamic and multifaceted phenomenon that plays a crucial role in comprehending reality and interacting with it.

4. The concept of “Memory” differs linguistically and culturally in the English and Uzbek scientific pictures of the world. In the English scientific picture of the world, the core of the “Memory” concept is manifested through notions such as “commemoration ceremony for the deceased”, “ability to remember”, “computer component” and “types of memory”. In its near periphery, it aligns with concepts like “the ability to reproduce learned information”, “organism function”, “field of science” and “the past”. In the Uzbek scientific picture of the world, the core of the “Memory” concept is conceptualized as the “ability to remember”, while its near periphery is reflected in concepts such as “types of memory”, “axiological markers” and “computer component”. There are no cognitive features in the distant periphery.

5. The concept of “Memory” possesses cultural characteristics and is expressed differently in the minds of speakers of various languages. In the English professional (lexicographic) picture of the world, the core of the concept is reflected in concepts such as “ability”, “computer part”, and “ceremony”. In the near periphery, memory is primarily characterized by concepts such as “anthropocentric properties” and “time category”. On the far periphery, memory is interpreted as both an “ability” and a “field of science”.

In the Uzbek professional (lexicographic) picture of world, the cognitive, moral, and social aspects of memory are the main elements. Differences in the core of the concept are manifested in disparities of pictures of the world and cultural values. In the Uzbek professional (lexicographic) picture of the world, according to lexical meanings, the concept of “Memory” conceptually corresponds to notions such as “recollection”, “remembrance”, “imagination and thought”, as well as “*yuz-xotir*”(lacunar concept in English). According to the analysis of peripheral levels, memory as a concept has various cultural and social meanings that may not exist in other languages. In this case, the studied concept is associated with notions such as “memento”, “monument” and “name”. There are no cognitive features in the distant periphery.

6. Media texts in the English media focus more on problems related to the concept of “Memory”. In the English professional (media) picture of the world of the “Memory”, concept of memory is conceptualized based on phenomena such as “Covid-19”, “mental illness”, “memory types” and “metaphorical appearance”. On the immediate periphery, memory is represented by the concept of “speech ability”. On the far periphery, memory is coordinated with the concept of “air pollution”.

Uzbek media, in turn, pay more attention to the social and cultural aspects of the “Memory” phenomenon, as well as practical ways to improve it. In this case, memory in the core zone of the cognitive model is explained by concepts such as “biological phenomenon”, “historical factors” and “modern technology” in Uzbek media texts. The concept of “Memory” is conceptualized on its immediate

periphery with concepts such as “holiday and competition”, “memory-enhancing factors”, “evaluation factor” and “Covid-19”. There are no cognitive features that make up the distant periphery of the cognitive model of the concept of “Memory”.

A common feature of the professional (media) picture of both worlds is that COVID-19 has become an important topic that has affected memory function in both cultures. No cognitive traits that accurately express the concept of “Memory” were identified on the distant periphery.

7. According to the results of the associative experiment, the concept of “Memory” in the English and Uzbek naïve pictures of the world has many common features related to cognitive function, technological means, and past events. However, in the English naïve picture of the world, the concept of “Memory” is conceptualized as a naïve picture of the world, in the center of the associative field, the concept of “Memory” is conceptualized with “mental abilities”, “types of memory”, “period in a person's life”, “qualitative qualities of an evaluative nature” and “storage of information about the past”. Close peripheral associations are based on concepts such as “factors that improve memory”, “information technology tools”, and “characteristics of human nature and organism”. On the far periphery, the concept of “Memory” is verbalized in the English naïve picture of the world through concepts such as “human name”, “disease” and “place name”.

Uzbek linguistic consciousness emphasizes the connection of memory with axiological, as well as physiological reactions. At the core of the simple picture of the Uzbek world, the concept studied has conceptual features such as “intellectual abilities”, “evaluation”, “human physiology”, “source of information” and “period in human life”. In the near periphery, the concept of “Memory” is conceptualized with “memory types”, “factors that reflect events”, while in the far periphery, it is conceptualized with “memory-enhancing factors” and “container”. From the analysis of the reflection of the concept of “Memory” in the Uzbek naïve picture of the world, conducted using an associative experiment, it can be concluded that the concept of “Memory” in the Uzbek language reflects the mental, physiological, social, and cultural aspects of memory.

8. When studying a phenomenon, the process of categorization is carried out based on the results of conceptualization. In the English and Uzbek scientific picture of the world, similar prototypical features of the cognitive category “Memory” (*memory ability, connection with social norms, personal experience, concepts related to the field of IT*) have been identified. In the English scientific picture of the world, a differential sign is defined as “*a memorial writing; a historical account; a record of a person or an event; a history*”, while in the Uzbek scientific picture of the world, a categorical differential sign is defined as an object or action that serves as *a monument; a part of the computer where instructions are stored; a person's name*.

9. As a result of analyzing the professional (lexicographic and media) picture of the world of cognitive category “Memory”, the following prototypical features

were identified: 1) The cognitive category “Memory” is the ability to remember, recall, mind, memory, thought in the professional (lexicographic) picture of the world. In the Uzbek professional (lexicographic) picture of the world, lexical units such as “the part of the computer where instructions are stored; an object or action that serves as a monument”, and in the English professional (lexicographic) picture of the world “the strength and trustworthiness of one's power to reach and present or to recall the past; the retention of any modification of structure or behavior resulting from the organism’s activity; field of science (mnemonics); a formula used after the names of sovereigns, princesses or other notable persons who have been distinguished for their actions or virtues”. The fact that the cognitive category “Memory” has differential features in the English and Uzbek pictures of the world emphasizes that this phenomenon is thought and categorized in a unique way in different languages and cultures. 2) If the cognitive category of “Memory” in the professional (media) picture of the world has a prototype feature as a “human-specific phenomenon, a biological element, a phenomenon characteristic of the Covid-19 pandemic period, differing in types of memory” then in the Uzbek professional (media) picture of the world it is distinguished by the differential features of “Covid-19 related phenomenon”, “air pollution” in the English professional (media) picture of the world.

10. In the naïve picture of the world, the prototypical feature of the cognitive category “Memory” is “human intellectual abilities and mental abilities associated with human physiology, divided into periods and types in human life, having an axiological character”. In English naïve picture of the world, the metaphor of “place” is used, indicating the staticity and spatial nature of memory. In the Uzbek language, the metaphor “container” is used, emphasizing the ability of memory to contain and store. This difference in the metaphorical representation of memory points to the difference in the perception of this concept and emphasizes the influence of cultural characteristics on the conceptualization of cognitive categories. When both metaphors (“place” and “container”) describe memory as a storehouse containing and storing information, they do so with different meanings reflecting the specificity of each culture.

11. The cognitive category “Memory” has the following typology in the scientific picture of the world: a) in lexical definitions, it possesses a complex structure and unclear boundaries. In both language cultures, the cognitive category “Memory” belongs to *open and unclearly bounded categories* that are constantly replenished and developed, confirming its complexity, dynamism, and multifaceted nature; b) the analyzed “Memory” phenomenon was classified as an *open category* in the categorization process. Open categories have an unlimited number of members, and the number of their subcategories varies under the influence of various factors. With the development of scientific technologies, new types of categorical members appear, while old ones may disappear. The expansion of intercultural communication tends to change the category structure based on the

geographical worldviews of speakers of a particular linguistic culture; c) according to the prototype theory of the cognitive category “Memory” in the English scientific picture of the world, the following classification features were identified: at the superordinate level, INFORMATION SOURCE, at the basic level, MEMORY OBJECT and MEMORY TYPES and at the subordinate level, HUMAN CHARACTERISTIC and SCIENCE OF MEMORY. In the Uzbek scientific picture of the world, the cognitive category “Memory” includes at the superordinate level INFORMATION SOURCE, at the basic level HUMAN CHARACTERISTIC and at the subordinate level MEMORY-OBJECT and MEMORY TYPES.

12. The cognitive category of “Memory” in the professional (lexicographic) picture of the world has been determined to: a) belong to the type of *intensional categorization*. In this process, the dominant factors in ideological, scientific, and other similar spheres occurring in society influence human cognitive consciousness; b) in the English professional (lexicographic) picture of the world, the cognitive category “Memory” at the superordinate level is SCIENCE OF MEMORY, at the basic level is MEMORY-OBJECT, and at the subordinate level, it is characterized by HUMAN CHARACTERISTIC, INFORMATION SOURCE, and CUSTOMS AND TRADITIONS. In the Uzbek professional (lexicographic) picture of the world, the classification feature MEMORY-OBJECT is placed at the superordinate level, while HUMAN CHARACTERISTIC is at the basic level. The subordinate level, in turn, is explained by features such as PERSON’S NAME, INFORMATION SOURCE, CUSTOMS AND TRADITIONS, and ABSTRACT CONCEPT; c) in the English professional (media) picture of the world, the superordinate level expanded with the classification feature ENVIRONMENT-RELATED PHENOMENON, the basic level with EVALUATION FACTOR, and the subordinate level with HUMAN-SPECIFIC PHENOMENON. In the Uzbek professional (media) picture of the world, the superordinate level is supplemented with EVALUATION FACTOR, the basic level with PERIOD IN HUMAN LIFE and MODERN TECHNOLOGY, and the subordinate level with the classification feature HUMAN-SPECIFIC PHENOMENON.

13. The study of the cognitive category “Memory” in the naïve picture of the world revealed the following: a) an associative experiment conducted to determine the characteristics of the naïve picture of the world established that the cognitive category “Memory” belongs to the type of *non-intensional categories*. The experiment identified classification features such as axiological units and metaphorical meanings, which are not encountered in scientific literature. The non-intensional categorization of the cognitive category “Memory” is reflected in the subjective interpretation of an individual and differs from the scientific interpretation; b) in the English naïve picture of the world, it has been determined that the superordinate boundary is characterized by METAPHORICAL MEANING, the basic boundary by AXIOLOGICAL UNIT, and the subordinate

boundary by HUMAN PHENOMENON and INFORMATION SOURCE classification features. In the Uzbek naïve picture of the world, the superordinate boundary of the cognitive category “Memory” is characterized by the METAPHORICAL MEANING classification feature, the basic boundary by HUMAN PHENOMENON, and the subordinate boundary by INFORMATION SOURCE and AXIOLOGICAL UNIT classification features.

14. The cognitive category of “Memory” can be classified as follows.

1. According to the structural classification:

a) The cognitive category “Memory” belongs to the type of *category that is not clearly defined* in terms of having important categorical features;

b) depending on whether new categorical members are included in the category or not, the cognitive category “Memory” is classified as an *open category*;

2. According to the semantic-grammatical classification:

a) The cognitive category “Memory” belongs to the type of *ideal category*, which is abstract as a separate section in the typology of the category.

15. To fully study memory in linguistics, it is necessary to study it not only in relation to the past but also considering its future status. With the inclusion of the concept of “Memory” in linguistic research, the need for memory metalanguage and various types of analysis is increasing. Therefore, the study of the “Memory” phenomenon in the following scientific fields should be among the topics of future research:

- Discursive study of memory.
- Study of neurolinguistic aspects of memory.
- Conducting research related to modeling types of human memory using artificial intelligence.
- Studying the moral and social aspects of memory in an interdisciplinary context.

**НАУЧНЫЙ СОВЕТ DSc.03/30.12.2019.Fil.01.10 ПО ПРИСУЖДЕНИЮ
УЧЕНЫХ СТЕПЕНЕЙ ПРИ НАЦИОНАЛЬНОМ УНИВЕРСИТЕТЕ
УЗБЕКИСТАНА ИМЕНИ МИРЗО УЛУГБЕКА**

НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ УЗБЕКИСТАНА

АГЗАМОВА ДИЛДОРА БАХАДИРЖАНОВНА

**ФЕНОМЕН «ПАМЯТЬ» В АНГЛИЙСКОЙ И УЗБЕКСКОЙ
ЯЗЫКОВЫХ КАРТИНАХ МИРА**

**10.00.06 – Сравнительное литературоведение, сопоставительное языкознание и
переводоведение**

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ ДОКТОРА НАУК (DSC) ПО
ФИЛОЛОГИЧЕСКИМ НАУКАМ**

Ташкент – 2025

Filologiya fanlari doktori (DSc) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida B2023.2.DSc/Fil570 raqam bilan ro'yxatga olingan.

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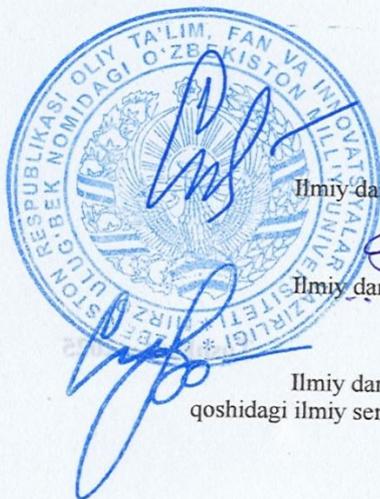
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ВВЕДЕНИЕ (аннотация диссертации доктора наук (DSc))

Целью исследования является лингвокогнитивное исследование процесса концептуализации и категоризации феномена «Память» в английской и узбекской картинах мира.

Объектом исследования являются процессы концептуализации и категоризации феномена «Память» в английских и узбекских картинах мира на материале словарей, медиатекстов и анкет.

Научная новизна исследования заключается в следующем:

обоснована репрезентация памяти как феномена в английской и узбекской научных, профессиональных и наивных картинах мира с помощью лингвокогнитивного и лингвокультурологического подходов;

установлено, что концепт «Память» относится к нерегулятивным, абстрактным, метапрофессиональным, социокультурным, ментефактным, аксиологическим, универсальным и лингвокультурным типам концептов;

доказано, что в картине мира английского и узбекского языков когнитивная категория «Память» характеризуется типами категорий с нечеткими границами, открытой и идеальной категорией, а также подразделяется на субординатный, базовый и суперординатный уровни;

выявлено, что в английской и узбекской научной картинах мира влияние социально-духовных и этнических факторов на концепт «Память» и его когнитивную категорию незначительно, в то время как в профессиональной картине мира присутствует влияние социальных и этнических факторов, а в наивной картине мира ярко отражается воздействие социально-духовных и этнических факторов;

разработана поэтапная методика определения концептуальных и категориальных особенностей феномена «Память» в английской и узбекской картинах мира, обоснована возможность применения данной методики при изучении других подобных абстрактных феноменов.

Внедрение результатов исследования. На основе научных результатов исследования феномена «Память» в английской и узбекской картинах мира были внедрены:

результаты исследования концепта и когнитивной категории «Память», а также варианты языковой картины мира различаются друг от друга в разной степени по факторам социально-духовной и этнической идентичности. Выводы о том, что влияние перечисленных факторов на когнитивную категорию «Память» в языковой картине мира (научном варианте) английского и узбекского языков очень мало, были использованы при подготовке сценариев передачи "Taqdimot" транслируемой на телеканале "O'zbekiston tarixi" входящем в состав Государственного учреждения "O'zbekiston Telekanali" (справка Национальной телерадиокомпании Узбекистана от 31 октября 2024 года, номер 01-44-374);

выводы о том, что концептуальные и категориальные элементы феномена «Память» имеют общие и специфические особенности в отражении в научных, профессиональных и наивных картинах мира обоих народов

(английского и узбекского), были использованы в грантовом проекте Project No 598340-EPP-1-2018-1ES-EPPKA2-CBHE-JP University Cooperation Framework for Knowledge Transfer in Central Asia (справка № 04/11- 10411 Национального университета Узбекистана имени Мирзо Улугбека от 12 ноября 2024). В результате появилась возможность повысить качество правильного применения универсальных и специфических особенностей этого феномена в профессиональных, научных и наивных картинах мира в разрезе сопоставляемых языков;

выделенные методологические принципы, систематизированные в ходе исследования, методический комплекс и выводы по исследованию лингвокогнитивной концептуализации и категоризации на основе разработанной методики изучения категорий языкового сознания использованы в рамках проекта “Укрепление материально-технической базы высших учебных заведений” с участием Международной ассоциации развития (справка Бухарского инженерно-технологического института № 4353 от 8 ноября 2024 года). Выделенные методологические принципы, систематизированный в ходе исследования методический комплекс и феномен лингвокогнитивной концептуализации и категоризации, основанные на разработанной методике изучения категорий языкового сознания, были применены;

научные выводы о доказанности видов и типов категорий, своеобразно отражающихся в языковой картине мира английского и узбекского языков на основе анализа категоризации феномена «Память» были использованы в проекте А-1-85 “Разработка социально-психологических аспектов менеджмента и маркетинга в образовании” (справка № 04/11-10412 Национального университета Узбекистана имени Мирзо Улугбека от 12 ноября 2024 года). В результате изучение ментальной антропосферы в когнитивном сознании английского и узбекского народов на примере научных, профессиональных и простых вариантов языковой картины мира с помощью элементов концепта и категории, выявление их общих и специфических особенностей способствовало практически изучить социально-психологические аспекты учащихся.

Структура и объем диссертации. Диссертация состоит из введения, четырех глав, заключения, списка использованной литературы, приложений. Объем диссертации составляет 251 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
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