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LINGUISTIC STUDIES IN FIELD TERMINOLOGICAL SYSTEMS

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Abstract: This article is devoted to the discussion of current issues related to field terminology in modern linguistics. In particular, the theoretical views of world linguists related to terminology, the linguistic laws proposed by them for the development of the field are analyzed. Differences in the meaning and content of terms in international languages, specific features, classification and systematization scales in terms of application are studied in cross-sectional aspect. The historical and modern reasons for the adoption of many foreign words as terms are tried to be justified by means of examples. The problem of understanding complex terms in field texts is thoroughly discussed and the importance of national words is shown. In order to improve the state of national terminology and terminological systems, a proposal was made to develop scientifically based terminological standards and software for evaluating scientific works on the redundancy of foreign words. In addition, conceptualization and categorization in terminological systems, development factors of field terminology, issues of terminological systematization have been thoroughly analyzed. In particular, the lexical composition of the language, its place in the terminology of the field, linguistic features were in the center of discussion. The emergence of the concept concept, the need to identify and differentiate the surrounding objects of reality in the process of linguistic understanding of the world, terminological concepts are constantly improved and changed under the influence of other field concepts, accompanying the concept expressed by a special word and its medium. A solution was found to such critical issues as the sum of associations, ideas, and experiences. In the article, the suggestions and views of foreign linguists on the topic are thoroughly analyzed.

Keywords: term, conceptualization, categorization, prototype, conceptosphere, core, periphery, lexical unit.

INTRODUCTION. Modern linguistics accepts the position of anthropocentrism of language as one of the main methodological principles of linguistic research. Consequently, the recognition of the central role of the individual in the formation of the meanings of the term and the choice of language tools to convey it originates from the selection of factors such as the presence of a unique perception of the surrounding reality and the expression of acquired knowledge in language. The meanings of words do not represent objective reality in the form of ready-made knowledge dressed in material form, but are formed in the mind of the speaker and the listener. The study of term systems by means of cognitive semantic analysis allows a deeper consideration of the processes of their formation and operation.

RESEARCH OBJECT AND USED METHODS. The cognitive process or cognition is aimed at studying the surrounding reality and forming the skills to act and act in this reality using the acquired knowledge. Such activity is inextricably linked with classification processes, that is, with the need to identify and compare objects and events, process and process information. Conceptualization and categorization processes take the main place in such classification activities. It is necessary to describe the processes of conceptualization and categorization, and define the concept and category.

THE OBTAINED RESULTS AND THEIR ANALYSIS. Concept - "a term that serves to explain the units of mental or intellectual resources of our mind and the information structure that reflects human knowledge and experience; operative meaningful unit of memory, mental lexicon, conceptual system and language of the brain, the whole picture of the world reflected in the human psyche" [2].

The emergence of the concept is related to the need to identify and differentiate the objects of the surrounding reality in the process of building a picture of the world. Concepts are constantly refined and modified by the influence of other concepts. A concept can be defined as a set of associations, ideas, experiences that accompany a word and the concept it expresses.

As V.I. Karasik, "a concept is significant information stored in individual or collective memory that has a certain value; it is experiential information." The concept is expressed using linguistic and non-linguistic tools that describe, define and develop its content [6].

Since cognitive linguistics primarily studies the ordinary cognition that people carry out during their daily activities, the concept that is the central unit of cognitive linguistics is primarily related to the everyday experience of a person's interaction with the surrounding reality.

A conceptual system is formed at the expense of initial or primary concepts, and everything else is developed later. "The system of concepts constitutes a person's understanding of reality, a picture of the world that reflects his special conceptual "picture", on the basis of which a person thinks about the world"[12].

A concept can represent any important feature, while a concept reflects the essential characteristics of an object or event. The concept is the result of theoretical knowledge, that is, the distribution of common, most important features of things and events. The concept, in turn, is the result of knowing - everyday knowledge[3].

V.A. Maslova stated that "Conception is a mental national formation, its content plan is a set of knowledge about a certain object, and its expression plan is a set of linguistic tools (lexical, phraseological, etc.). Concepts are not just any concepts, but only the most complex and important concepts, without which it is difficult to imagine a given culture" [11].

Concepts have an emotional, evaluative and expressive color, they have more volume compared to concepts, they are characterized by a more complex system of expression and do not always have a complete correspondence in the target language.

Therefore, concepts are often translated not as words, but as phrases and even detailed sentences to convey the desired meaning in the most appropriate way[16].

Thus, V.Z. Demyankov, N.Y. Referring to Shvedova's semantic dictionary. writes that Concept is "the content aspect of a verbal sign (one or a certain set of meanings whose meaning is close to each other), followed by concept (i.e., covering the important "intelligible" features of reality and events, as well as the relationship between them), belonging to the mental, spiritual or vitally important material sphere of human life, developed and strengthened by the social experience of people, having historical roots in their life was socially and subjectively understood [5].

In the language, the concept is realized with the help of linguistic signs that can act as ready-made expressions, phraseological units, sentences, texts. At the same time, it is important to understand that the same word can indicate different characteristics of the Concept depending on the communicative situation. Conceptual analysis reveals the national semantics of this concept and the dominance of certain conceptual features. Some inconsistencies in definitions in different dictionaries confirm that it is not possible to fully determine the meaning of the concept. Each word reflects only a certain part of the conceptual features that are important for communication at a given moment.

The concept plays an important role in the mental activity of a person and in the processes of conceptualizing the world. "The goal of the conceptualization process is to understand all sensations, the work of sensory organs and all the information that comes to a person as a result of evaluating this activity in terms of concepts"[9]. Conceptualization is the understanding of incoming information, the mental construction of objects and events, which leads to the formation of certain ideas in the form of concepts about the world (that is, meanings fixed in the human mind).

Conceptualization is a dynamic process in which linguistic units serve as "helpers" for many conceptual operations using background knowledge [1].

As mentioned above, concepts do not exist separately, they are combined into categories and form whole classes of objects. E.S. Kubryakova stated that "the formation of a category is closely related to the formation of a Concept or a group of concepts built around it, i.e. with the selection of a set of features that express the idea of similarity or similarity of united units. The mechanism of categorization to the level of conceptual structure should be connected, because judgments about belonging to the same or different categories are the result of comparing two conceptual structures"[9].

Categorization is also a cognitive process, which is the mental association of an object or event with a certain group of similar objects and events, that is, a certain category. Thus, the function of dividing the world into categories is one of the most important functions of the human mind and underlies all cognitive activities. If the concept process is based on the task of identifying the minimum meaningful units of human experience, the categorization process is aimed at combining similar units into categories.

In cognitive science, a question arose on the basis of how a person classifies objects and phenomena of reality, how he groups the diversity of his observations and sensations. Many studies of language categories by linguists formed the basis of the theory of prototypes. The theory of prototypes has given reason to assume that the structure of many natural lexical categories is hierarchical, that is, they have prototypes - elements that fit the category better than the rest. A prototype is the most important element of a category, it is a categorical concept that gives an idea about a typical member of a certain category.

Prototypes, as well as the central elements of the category closest to the prototype, make it possible to understand the whole category as a whole, because they are recognized, assimilated and separated faster than all other elements of the same category. "Prototypicality is manifested in the unanimous description of the meaning of language units by native speakers. This value represents the best example of the category".

The theory of prototypes served as the basis for the formation of the prototype approach, which has the following rules:

- the real world is structured and its objects have similarities and differences, which allows the human mind to group these objects into categories;
- some elements of categories are more important than other elements of the same category;
- elements embodying the most characteristic features of this category are united around prototypes;
- the belonging of the object to the category is determined by the presence of common signs with the prototype;
- categories do not always have clear boundaries;
- the content of the category is not described by a strict set of mandatory characters;
- prototypical elements of cognitive categories are maximally different from prototypical elements of other categories. Non-prototypical elements share a number of properties with other elements of this category and exhibit a number of properties common to other categories. This also shows that the categorical boundaries are unclear.

On the one hand, since the central elements of the categories have a large number of characteristic features, the category becomes logical, understandable and convenient. On the other hand, categories have the flexibility necessary for human thinking to function effectively. Constantly changing knowledge about the world allows new elements to be introduced into categories, even if these elements have few properties in common with the prototype.

Based on the above, we can conclude that in the study of terms, it is very important to consider the processes of categorization and concept in terminology, because it allows to determine the main concepts that are the basis for the formation of terminological systems. Studying the principles and mechanisms of systematic and functional categorization of linguistic units allows to determine and analyze their prototype semantics according to their common properties with the prototype of the

category to which they belong. This possibility is of great importance for research in the field of cognitive linguistics, because the prototypical semantics of language units determines their use in a sentence to convey a certain meaning. The analysis of prototype semantics also allows for a deeper understanding of the structure and content of the concepts underlying the formation of language categories and the principles of organizing these categories. The main task of language for special purposes is to express linguistic and conceptual pictures of the world. For specific purposes, each language corresponds to a certain conceptual system through which a person perceives and constructs information about the world. Information is expressed in terms that can be reconstructed into concepts. In this study, the following V.F. Novodranova, in our opinion, terminological units that act as basic terms and form the core of the entire terminological system should be conceptually characterized as certain cognitive structures of special knowledge. The formation of the main (dominant) concepts is the result of the collection and storage of knowledge about the main objects of a special area [13]. The conceptual field or system of each concrete person is formed as a result of the processes of conceptualization and categorization. The term *conceptosphere* (or *mine picture*) was first coined by academician D.S. Likhachev, as a set of concepts of individual meanings of words (where the concept is the result of the interaction of the dictionary meaning of the word with the individual's personal and folk experience), they are interrelated and constitutes a whole. In cognitive science, the concept of conceptual domain is very important, because it allows us to understand that language is not only a means of communication, but also a concentration of culture. The *conceptosphere* has a systematic nature, because concepts are connected to each other and enter into various relationships [10].

Z.D. Popova and I.A. Sternin defines the *conceptosphere* as follows: "The *conceptosphere* is a complex mental field consisting of concepts that exist in the form of mental pictures, schemes, concepts, frames, scenarios, *gestalts* (one or another complex image of the external world). generalizing abstract objects"[15].

V.A. Maslova defines a conceptual domain as "a collection of concepts that form the canvas of a native speaker's worldview, like mosaic pieces." The *conceptosphere* is characterized by the presence of a certain structure, including the core (important, dominant concepts), the core zone (the lexical representation of important concepts, for example, its synonyms) and the periphery (associative-figurative representations). The core and near-core zone are representatives of universal, national knowledge, and the periphery is individual [11]. If the content of a special concept can be studied by analyzing the dictionary definitions of the term, the content of the concept is revealed during the analysis of the contexts where the term often acquires additional features and shades of meaning. E.I. According to Golovanova, we believe that "even a single term and the concept behind it can be used as a means of knowledge" [4]. If we deal with the terminology organized in the system, it allows us to create a concept of language and present a picture of its complex interaction with human thinking, knowledge and activity.

CONCLUSION.

The terminological system of any special field of knowledge is a complex hierarchical formation consisting of elements of the term system - words and phrases that perform the function of terms. The term system is characterized by linguistic and logical consistency, in which the integration of lexical units both into series of the same level and into multi-level paradigms is carried out using the methods of logical analysis and synthesis. "The term is included in the system of conceptual structures of knowledge in the mental lexicon of a person as a means of knowledge that determines the processes of assimilation of professional information, its structure, accumulation and storage in memory."

In our opinion, the study of the main terms that verbally express the main concepts of a certain field of scientific knowledge allows us to present the organizational principles on which this terminological system is built. Basic concepts model the subject area of special knowledge.

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