

Text Linguistics and the Paradigm of *Concept*

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ABSTRACT: Text linguistics, which is one of the relevant fields of linguistics in our modern times, was born in the 20s of the 20th century and began to be formed in the 50s and 80s. As the name suggests, the main research object of text linguistics is the text itself.

If we consider the word text in general, the word text can have two different meanings. That is, this word can be considered to be both in a broad sense - macrotext, and in its opposite narrow sense - microtext. The microtexts in a narrow sense combine to form macrotexts with a broad meaning. In this case, the concept of complex syntactic whole coincides with the concept of microtext. So, macrotexts are a collection of complex syntactic entities. While a single sentence expresses a complete idea, a complex syntactic whole expresses a complex idea, any particular information. Complex syntactic whole is a syntactic unit in which two or more sentences are connected by syntactic and formal relations.

The group of sentences forming the basis of the text has been named by different scholars with different terms. For example, V.G. Kolshansky paragraph, I.R. Galperin, I.O. Moskalskaya discourse, K. Abdullayev complex syntactic whole, V. G. Admoni large syntactic whole and others used different terms. The term complex syntactic whole is more appropriate as the sentences in the text form certain unified whole.

KEYWORDS: text, text linguistics, concept, sentence, meaning, brain, syntactic whole

Syntactic entities are a specialized object of study of text syntax and are essentially synonymous with the term microtext. A syntactic whole is a large fragment of a connected speech (text) with a complete meaning, which cannot be separated into a complete text with a complete meaning. In this respect, syntactic units resemble morphemes. Just as morphemes are the smallest meaningful units of the language that cannot be further divided into meaningful units, syntactic units are also the smallest meaningful parts of the text that cannot be further divided into some other meaningful paragraphs [Abdullayev 2011, p.82].

It is noteworthy to mention that text plays an important role in all linguistic studies.

After the inclusion of text linguistics as a research object in linguistics, to define a new object was necessary though it was not easy. Attention has already been paid to the study of the sentences that make up the text, the words within the sentences, and the concepts.

The term 'concept' was used by Aristotle in "The classical theory of concepts" [Aristotle 1998].

The next scholar worth mentioning is the philosopher of language G. Frege. In 1892 he defined the difference between concept and object in the philosophy of language. According to G.Frege, any sentence that expresses a single idea consists of an expression that refers to an object (this can be a proper name or a general term) together with a predicate denoting a concept [Frege 2000, p. 168].

This term is actively used by cognitive linguistics in its category apparatus as a missing cognitive "connector" that is associative-figurative in its content evaluations and concepts are included in addition to this concept.

Thus, in linguistics, "concept" is both an old and a new term. The word *conceptus* is a Latin medieval formation, derived from the verb "concupere – concapere" which means "conceive". The classical Latin word concept means "pond", "inflammation", "impregnation" and "germ". The word "concept" together with its derivatives entered all the Romanic and Germanic languages (French concept - concevoir, Italian concetto - concepire, Spanish concepto - concebir, Portuguese conceito - conceber, English concept - conceive).

Like most new scientific notions, "concept" was introduced with a certain degree of pathos and sometimes through a cognitive metaphor: it was called "a multi-dimensional cluster of sense", "a semantic slice of life" (Clark 1981), "a gene of culture" (Talmy 2000), "a certain potency of meaning" (Lyapin 1997), "a unit of memory", "a quantum of knowledge", "a germ of mental operations", etc. (Askoldov 1997). Today, the term "concept" is widely used in various fields of linguistics. It has entered into the notional system of cognitive, semantic, and cultural linguistics (Croft, Cruse 2004).

In the process of communication, one person conveys his/her ideas and thoughts to another person for one reason or another. Delivered ideas and thoughts are usually formed in the brain in the form of different concepts. By their ideal nature, concepts cannot

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leave the brain on their own. In order for them to be released, that is, to be transmitted, communication must be established and a concept corresponding to the necessary context must be created and transmitted. H. Keller writes: "I was thinking. Something you had suddenly forgotten vaguely floated through my mind. It was as if a wave of lost thought reflected in my mind. At that moment, the secret of the language was revealed. ... Everything around people has a name, that is, a concept. Each thought creates a new concept" [Fromkin, et al., 1993, p. 410].

Most people think they are just talking. They have no knowledge of the concepts and concept spheres in the brain. Most people also think that it is natural for words to be expressed by concepts. In the process of children's learning, the emergence of concepts is formed gradually. A mother shows her child the surrounding objects, says their names, and when the child repeats, the same concept is formed in his/her mind. For example, let's visualize such a situation: A child sees a cat sitting on the carpet, he/she also sees a person playing with the cat, the carpet, the cat is sitting on, and other things around. The child thinks about the cat because at that moment his/her brain is fixed on the cat and only the concept of the cat appears in his/her mind. Such situations are considered to be conceptual criteria as defined by R. de Bogrand and V. Dressler.

N. Chomsky writes that scientists call the term grammar a systematic uncertainty [Chomsky 1959, p. 26]. On the one hand, this term is considered to be an explicit theory created by any linguist. N. Chomsky describes it as the competence of the speaker. On the other hand, it is considered to belong to the competence itself.

Sounds, sound patterns, basic units of meaning such as words, and combining words to form new sentences make up the grammar of a language. In short, grammar is considered to be the system of rules that we know, think about and express. It represents our linguistic competence. In order to understand the essence of language, we must first understand the rules of constructing sentences, both consciously and unconsciously, and this is considered to be part of the grammar that people use every day.

Cognitive linguistics studies the essence of concepts. Cognitive linguistics is currently under development. The term *cognitive* means having to do with cognition. It is related to mental processes. Cognition is considered to be the process of knowing and understanding any event.

A. Abdullayev writes that concepts are generally observed during acts of thought and speech activity [Abdullayev 2011, p. 189]. According to this scholar, concepts are parts of 'knowledge' that are activated and used. Concepts can be considered to be meaningful units that cannot be analyzed and cannot be divided into smaller parts in the process of cognitive processing of information. Of course, since concepts are units or quanta of structured knowledge, they cannot be considered to be simple.

Another important concept of cognitive linguistics is the concept sphere. Concept sphere units are considered to be a field of knowledge consisting of concepts. This term was first used by D.S. Likhachev [Likhachev 1993, p. 36]. According to this author, the concept sphere is the totality of the concepts of the nation and is formed by all the potentialities of the concepts of the speakers of the language. The nation's culture, folklore, literature, art, historical experience, etc. the richer it is, the richer its conceptual sphere. Both concepts and the concept sphere are mental in nature and cannot be observed. When we talk about mental processes, the role of the brain appears again. The role of the brain in human behavior and in the formation of human language ability in general is undeniable. According to G. Markus, a psycholinguist from New York University, the brain receives information from the senses, analyzes that information, and expresses it as a team through the muscles.

N. Chomsky shows that the principles of genetic cognition are active in learning and notes that this is not learning everything; learning is only the activation of the process, which is the same for all languages and is related to other cognitive processes in the brain [Chomsky 1959, p. 30]. Thoughts arise in the brain of any healthy individual who can acquire language, and as the individual develops the conceptual environment changes and develops. From here it is clear that the brain, behavior and thought are closely related to one another. An individual's conceptual knowledge and transfer of that knowledge is shown as a representation of information stored in memory.

At present, the term cognitive grammar has started to be heard a lot. Cognitive grammar, which was founded by R. Langacker, reflects the cognitive approach to language development. In cognitive grammar, the main issue is that grammar, semantics and lexis are not considered to be as separate processes, but as a continuum that embodies all of them together. This approach to language is considered a position of cognitive linguistics [Ronald 2008, p. 184].

Traditional grammar as a field of science contains multifaceted and colorful knowledge. However, there are still unsolved issues in its depths. In order to research, study and analyze grammar more precisely and in detail as a science, it is necessary to study the time path from its foundation to its present state.

Concepts reflected through the notion can be given the following triple arrangement: consciousness as a phenomenon, as a higher form of perception of reality, thinking as a process of conscious perception of reality, and intellect as a mental ability. It is known that consciousness exists in both animals and humans, and thinking and intellect belong only to humans. We would like to emphasize that there are some comparative problems in what we mentioned. So, a number of linguists argue on this issue as well. The set of images that reflect the external world and are formed by means of language (words, fixed and free word combinations, sentences, text) is defined as language consciousness. The process of creating concepts in the mind is carried out through language. It should be noted that the connection of consciousness with the surrounding world is also carried out through language. Actively participating in the conversation, the language realizes the exchange of information, and the content of consciousness is opened to

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perform the function of observation. But according to the claims of scientists, the connection of consciousness with language can be interpreted as a special language consciousness. Cognitive consciousness is related to the external world and it does not acquire the status of any other language. Based on the writings of Z.D.Popova and I.A.Stern, we can say that language consciousness is the part of consciousness that ensures language (speech) activity: it is the formation and understanding of speech, and at the same time, it can be considered that language is kept in consciousness [Popova 2007, p. 7].

Names of objects or objects formed in the human brain are directly related to the real world. In order to communicate, a person transmits the information in his/her brain with sounds or words. N. Chomsky claims that before a person communicates, the process of recursion (brain connection, combination) takes place in his/her brain, and when the recursion occurs, the idea or name already exists in the brain [Chomsky 1959, p. 45].

Concepts existing in human imagination are individual. Each person's brain is structured differently. The cognitive activity of people depends on the interest of each person, scientific, social, economic, and some other life activities that take place outside. It is this cognitive activity that forms the ability to determine one's place in society, and allows establishing a relationship with the surrounding world in everyday life. In addition to separate concepts, it is believed that the conceptual picture of the surrounding world combines complex dimensions of knowledge.

To define text linguistics, it is necessary to pay attention to the following:

1. Identify your key questions:

If you are using text analysis as a research tool, you should frame your study with one or two relevant research questions. This will help you stay on topic and bring relevance to your work.

2. Choose your analytical approach:

Next, you want to choose an analytical approach that will help shape and guide your speech evaluation. Which approach you choose will depend on your course and degree subject. For example, if you study anthropology, you may choose to interpret the results of text analysis based on postmodernist theory. Or, if you study media and communication, you can choose a semiotic approach.

3. Collect your information:

Written texts, conversation transcripts, videos, speeches, debates, etc. you can collect your possible research materials.

4. Set the context:

Be as specific as you can about the context in which the discussion is taking place. Here you can review social, political, historical or geographical information. You can then begin to hypothesize how context influences text and vice versa.

5. Encode your data:

Coding means systematically labeling research data based on meaningful categories. For example, if you're analyzing political discourse, you can create different categories of data based on themes that keep appearing throughout the speech (eg, democracy, community, identity), then find all the phrases that match each theme. Also, make sure the topics are relevant to your research questions.

6. Look for patterns:

Review your coded materials and try to find repeating patterns.

7. Analyze language use:

It includes various aspects of language use, such as metaphors, slang, use of active and passive voice, use of persuasive expressions, etc.

8. Interpret your results:

Always try to unpack the meaning of the text you are analyzing in relation to your research question, research data and some analytical framework. Be sure to provide evidence to support your interpretation.

9. Summarize your results:

You can begin the discourse analysis with a summary of your findings and suggest areas for future research.

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