THE PROBLEM OF ABSTRACT NOUNS IN FOREIGN LINGUISTICS

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ABSTRACT

In this article, the factors determining abstract nouns are put forward. In this regard, examples from the scientific works of major figures in world linguistics were analyzed and opinions were studied. In particular, the concept of abstraction (abstract) is one of the most vague and difficult to understand concepts, the problem of its definition, and where the border between the abstract and the concrete is located.

KEYWORDS: *Abstract Nouns, Name, Abstraction, Linguistics, Conceptual.*

INTRODUCTION

The concept of abstraction (abstract) is one of the most ambiguous and difficult to understand concepts. The problem of defining the abstract begins with the question of whether there is a clear idea of where the boundary between the abstract and the concrete lies. In order to fully consider this problem, it is necessary to refer to the information of other disciplines, such as philosophy, logic, and psychology. Abstraction is considered by logic in connection with various concepts. The "concrete/abstract" antinomy is one of the main antinomies in philosophy. Psychology studies this phenomenon in the context of the development of cognitive processes. The fact that the conceptual system combines knowledge from different representational modules shows the need to take into account the information of cognitive psychology. The different interpretation of the concept of abstraction in the field of the listed sciences is directly characterized by the fact that it is manifested in the same way in linguistics. Not every linguistic theory can prove that abstract names are specific, detailed, logical and objective concepts. At the same time, it is more reasonable to refer to ontology, which reflects formal models of the world, and to psychology, psycholinguistics, which is engaged in the construction of experimental models of the world, because the named types of models have the main common feature: they are both abstractions of the same aspects of experience. Human interaction with the world. L.O. Cherneyko points out: "Distinguishing part of the truth with a word and understanding the meaning of the word is different mental actions: in one case, attention (consciousness) is directed to an external object (if it is a specific name). In the other, attention is directed to consciousness". Apparently, the content of abstract nouns it is very difficult to connect with the fragments of reality separated by them. In terms of in formativeness (giving information, expressing it), abstract nouns are considered incomplete, their semantic incompleteness and uncertainty are visualized with the help of mat. This is related to and explained by their semantic instability. From the point of view of logic, abstraction is complex as a concept, and in the elementary

logical relationship between size and content, more meaningful features have smaller size, while smaller size features are more meaningful. This is the law of inverse relation in classical logic, according to which abstract words have less explanatory power than concrete words.

Cognitive analysis, unlike logical analysis, which involves going beyond actual linguistic meaning and considering linguistic meaning in relation to conceptual content. In the cognitive context, the greater manifestation of the meaning in speech determines the understanding of the language unit. It is important to note the difference between the conceptual domain and the intra-linguistic context, understood in terms of the lexical-semantic domain, which reflects the relationships within the paradigmatic system between language units. The lexical-semantic field refers to the relationship of a word to others in a certain semantic field. Therefore, in order to determine the meaning of one word, it is necessary to understand its place in this field. The selection of a conceptual field does not require such a connection of the words that represent it, and according to Ch. Fillmore, it allows the word to be known even if nothing is known about other words in the lexical field [1, p. 62].

The difference between semantic and conceptual analysis is explained by E. Kubryakova, noting that their goals are not clear, while the first is aimed at explaining the semantic structure of the word, while the second goes to knowledge about the world [2, 85]. In order to analyze the conceptual content of abstract nouns, it will be possible to observe its expression in dictionary articles and thereby achieve the intended goal. As a result of this analysis, conceptual areas related to speech with nouns are identified. Determining conceptual areas allows us to determine which part of their content is related to the meanings of nouns, as well as to determine how nouns implement the corresponding conceptual areas, acquire different meanings in the process of activity. The appeal of dictionary meaning is that lexicographic descriptions take into account traditional, generally accepted ways of understanding a word, common to the language-speaking community, etc. Therefore, the analysis of vocabulary articles reveals the conceptual content of comprehensive knowledge. Following other researchers, we understand the definition of a noun as a structure of knowledge related to the object designated by this noun. In the definition, the word identifier is distinguished, which allows you to determine the conceptual field implemented by this noun [3].

The study shows that abstract words are defined in dictionaries linguistically: through each other or through concretization. It follows that named nouns are linguistic correlates of categorization units of different levels, and also, in this linguistic sense, approximately the same methods of semantic understanding, that is, the conceptualization of aspects of reality, are strengthened. It means to accept as units and thereby eliminate complexity. Analysis of conceptual areas represented by abstract nouns shows that the image of the world is human-oriented. Some definitions of abstract nouns have two parts. One of them reflects knowledge about the ideal object of the world represented by a noun, its properties, characteristics, components, the second reflects knowledge about the participation of this object in a certain type of activity, i.e. means the interpretation of the definition that prompts the noun to perform one or another semantic role in the propositional structure of the sentence. It is known that the subject represented by a noun means participation in a special activity that is reflected in the human psyche and is intended for him in reality. "Representation" writes E. Bates, - defined as awakening in memory various action procedures for working with an object in the absence of perceptual reinforcement from the

object. Thus, the development of representation is related to the memory of lost objects and their spatial location [4, p. 95].

At the level of representation, such a natural participation of the object is actually manifested in the correspondence of the nominal and verbal components of the proposition, in their agreement of meaning. So, if the subject marked by a noun belongs to different types of classes, its natural use will be different, and the participating activity structures will also be different. This approach is not always true for abstract words. They can represent different objects of thought in the same context, see: occupies a place (work), occupies a place (space). Based on this, it can be assumed that a person's knowledge about the meaning of these nouns is less concentrated around the subject element of this meaning, that is, knowledge about real-world objects indicated by nouns is suppressed by other knowledge - knowledge of their functionality. In the semantic expression of these nouns, there must be a main component that stretches the threads to different conceptual areas, bringing them under the "body of one sign". The main concepts in the named concept are primitive concepts, which are considered self-evident, self-sufficient, and cannot be defined. According to the theory of generative lexis, concepts should be considered as mechanisms of generation rather than sets of primitive concepts [5; 12; 13].

Reality is manifested in the conceptual system of a person, which acquires structure in the process of creating conceptual types based on the organizational principle of semantic roles. So, the main concepts are emotional, but not static, as in the above theories, so the concept of attitude - the word that represents it, cannot be understood as static, it is always dynamic; it acquires different types in the movement of each generation. Such concepts have some basic actuality, which constitutes their main content and is the basis on which it is possible to "try, add" to one or another piece of reality [6; 15, pp. 45-47]. Concepts of abstract objects can be considered a template, given the large number of fragments of reality reflected in them. Linguistics is an important element of knowledge, through which the meaning of an abstract word is revealed. According to traditional ideas and definitions common to all languages, nouns represent objects.

 "The concept of abstraction has always been difficult to explain for linguistic semantics. Abstractions are not names of things, nor are they simple predicates or predicates. Perhaps they should be considered as names of difficult situations, and often they are used in sentences that contain a clear explanation of these difficult situations" [7, p. 348; 11, pp. 247-253].

THE MAIN FINDINGS AND RESULTS

In addition to Roget's use of abstract words in the naming of categories: classes (classes), subclasses (divisions), groups within subclasses, headwords dominate the synonymous article. In studies devoted to the study of the features that make up abstract and concrete concepts, the concepts of concrete objects include knowledge about the "internal" properties (properties, structure, material) of the object itself and abstract concepts include more subjective properties that express the emotional and evaluative attitude of the speaker, the object's belonging to a certain class includes descriptive taxonomic features [9]. As for the presence of situational signs in abstract and concrete concepts, which reflect the connection of the object with other objects, events, and its inclusion in the action, they are characterized by qualitative differences. Abstract concepts are more connected with knowledge about society and culture, spiritual and intellectual

life of a person. In addition, abstract concepts are characterized by a large number of associative relations; subjects name more synonyms for representatives of abstract concepts. Perhaps one of the explanations for the lack of a single criterion for determining synonymy is that different types of concepts, in accordance with the above symbols that describe them, give different opportunities to the names that represent them to enter the synonymous line. It is very unlikely that the representative name of the concept of natural objects will have wide synonymous combinations. Thus, most of the synonyms representing these concepts are from the Oxford Learner's Thesaurus. A dictionary of synonyms shows hypo and hypernymic conjunctions. As an example, here are a few synonymous lines from the dictionary of synonyms [10]:

Shower, rainfall, monsoon, stone, boulder, car, vehicle, truck, van automobile; chair, seat, couch, bench, stool, pew, throne; envelope, file, binder, clipboard, portfolio.

Features that reflect function may be more prominent in natural type concepts. For example, in Roget's thesaurus, the noun can be found in the following sections: Class II Space, IV Motion, 1 Motion in General, 271 Carriers. This reversal of categorization is explained by the historical and cultural context: in Roget's time, horses provided the main means of transportation. Synonymy of artifact names, in contrast to hypo- and hyperonymic relationships, is possible if information about the "internal" properties and main functions of the object is preserved. An example is the synonyms film and move, which are interchangeable in almost all contexts, except when they express knowledge of complementary functions: cinema is aesthetic, cinema is about entertainment. Compare: *an art film, a film festival, ноне an art *movie, a *movie festival.*

Psycholinguistic research shows that specific nouns that denote objects that a person encounters (uses) in everyday life have a high image ability coefficient. There is a very close relationship between the word that names an object and the image of this object. As can be seen from the above examples, changing the components of the image distorts it, creating a different image in the mind. The phenomenon of synonymy is based on the change of components of conceptual objects. As mentioned above, behind the abstract noun in the conceptual system there is a whole set of ideas united by a very general scheme of relations. It is possible to change the components of this complex of ideas without breaking this scheme, which gives rise to synonymous relations of language units. In addition, a certain regularity can be noted in the change of the components of the conceptual content. For example, a number of synonyms reflect the variation of the "level of expression" component, which, in turn, contains information about intensity, emotional perception, and duration. We describe the specified position with the following synonymous lines:

Attack, invasion, raid, offensive, aggression, certainty, inevitability, necessity, a foregone conclusion, a sure thing; acceptance, favour, assent, blessing, thumbs up, acquiescence; guilt, regret.

CONCLUSION

Thus, the synonymic productivity of an abstract noun is explained by the fact that its semantic potential cannot be reduced to one component, but contains additional information about various aspects of the situation.

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