

"Teacher" In Uzbek Linguoculturology Conception

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Abstract: In the article, to what extent is the concept of "teacher" in the culture of the Uzbek language studied, its social content and place in linguistics are considered. Of this for we have analyzed relevant works in this direction, in which this concept has different points was studied from the point of view. Its relevant characteristics as a linguistic and cultural type and Uzbek pedagogy its importance in the field of speech was determined. In addition, experimentally obtained cognitive signs are identified.

Keywords: cognitive metaphor, teacher, concept, pedagogical speech, teacher, experiment.

Currently, the concept is a key concept in cognitive linguistics. Although this term is considered already established, its meaning still differs in the understanding of different scientific schools and individual scientists. This is because the concept is a mental category, so it can be interpreted very broadly. It is manifested in philosophy, psychology, logic, cultural studies and receives the relevant features of these interpretations. One of the concepts that interested us in the analysis of B. Strugatsky's text "The burden of evil or forty years later" was the concept of "teacher". In Russian language culture, it has been studied in sufficient detail and from different points of view - within the framework of linguistic and cultural and experimental studies. The variety of approaches to the study of this concept indicates the depth of its content and intellectual "load", as well as its special place in Uzbek linguistics.

Arnautova's "Implementation of the core of the conceptual space "Teacher - science - student" in Russian language culture" determines the methods of verbal expression of the main features. Sources of language material are etymological, explanatory dictionaries and dictionaries of synonyms. A study of lexemes representing concepts was carried out, which allows to identify the main cognitive features of the studied space. The author notes that the voluminous definitions of the lexemes "teacher", "science", "student" confirms their relevance for the linguistic consciousness of the people. In this case, the lexeme "science" acts as a unifying concept. Based on cognitive characteristics, the author builds linguistic and cultural types. According to the analysis of definitions given to synonyms (translated lexemes) O.A. Arnautova identifies the following cognitive classifiers of the concept of "teacher" that we are interested in: able to work with children of different ages; kind; caring; have special knowledge, to have a diploma confirming the profession; has leadership qualities; developing behavioral skills, etc. [Arnautova, 2011, p. 13].

O.A. Arnautova concludes that professional (60%) and personal (40%) qualities prevail in the percentage of cognitive classifiers describing the teacher's image.

E.G. Kabachenko's article is also of interest to the reader. "The concept of "teacher" and "student" (metaphorical component) in the mind of a modern pedagogue, where the words "teacher" and "student" are considered as metaphorical models" [Kabachenko, 2009, p. 83]. for accuracy, the author uses the method of associative experiment.

Due to the multi-component structure, concepts are expressed using linguistic tools of different levels, which represent not only concept words, but also metaphor words (figurative tools). E.G. According to Kabachenko, in this case, the cognitive metaphor "fills words with a specific meaning (teacher and student) with a wider content", "helps to recreate not only the image of a teacher or a student, but also helps to express the attitude towards oneself" the topic of speech, its evaluation" [Kabachenko, 2009, p. 84]. The material for analysis are school teachers in the city of Berezovsky with work experience of 3 to 25 years were the results of an associative experiment conducted between All participants were asked the question: "To whom or what can you compare the teacher and the student?" Motivation for the answer was needed through the conjunction "because".

It turns out that teachers choose metaphors of an anthropomorphic character to embody the concept of "teacher" in a figurative sense. Two models of images dominate in their minds: —teacher-builder|| and —teacher-gardener||, which cover two sides of the pedagogical process - education and upbringing. These metaphors describe the teacher as someone who takes responsibility for the outcome.

The signs of other images allow the author to identify a group of metaphorical models that emphasize the educational function of the teacher ("teacher - architect", "teacher - doctor", "teacher - artist"). The analysis of metaphors showed that high demands are placed on the teacher: he must be able to change himself, be interesting, hide his bad mood and fatigue.

In addition, there are derogatory metaphors that show the teacher's dissatisfaction with his fate: a clown, a coach, and even a slave. In addition, metaphorical uses with similar meanings have been identified: "computer", "perpetual motion machine", "battery", etc. E.G. According to Kabachenko's conclusion, these metaphorical models reflect a very contradictory image of the teacher as seen by the teachers themselves, which seems especially interesting to us, because these are the results of "introspection" of themselves and their profession.

Zarechneva also worked with teachers-informants aged 22 to 70 (1012 people). He reflected the results of his free associative experiment in the article "Experimental study of the concept of "teacher": a linguistic and cultural aspect". 1294 responses were received to the incentive "Teacher". In addition, the question posed to subjects was particularly relevant: " What is a modern teacher from the point of view of modernization of education?" During the experiment, various cognitive signs of the conceptual component of the concept of "teacher" were identified (44%): "object of education and training"; "teacher, school motivator"; —Educator, educator||; "profession" and others. Objects of education and training are students (11.8%), teenagers (3.3%) and children (0 ,2%). The teacher's professional goal is expressed in cognitive features such as "educator, teacher": teacher; pedagogue; educator; school worker and "instructor, educator": teacher; educator; consultant and others [Zarechneva, 2008, p. 52].

Data analysis of the emotional-evaluative component (41.1%) of the associative field of the concept of "teacher" allowed the author to identify seven cognitive characteristics that clearly represent the attitude to professional characteristics. The most relevant attribute is "status" (41.2%), which indicates that teachers attach great importance to the status of the informants in society, and is described positively (74%) as: "authority; like-minded person; salary; ideal|| etc. and negative (26%): —poor; great martyr; loser in life; beggar; worker (forever); humiliated by the state||, etc. [Zarechneva, 2008, p. 53].

Thus, the concept of "teacher" is of great interest to the researcher. Conducting a free associative experiment is especially relevant, and its result changes depending on the social status of the informant (teacher, scientist, student, etc.). It is worth noting that the teacher's self-awareness and the opinion of others about him are directly related to the economic situation in the country, the amount of wages, his position in society and the attitude of the state towards representatives of this profession. The composition of the conceptual component has not undergone any special

changes if not, then the content of the evaluation component may change depending on the above circumstances, which is expressed as a percentage of cognitive characteristics.

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