

THE INTERPRETATION OF THE CONCEPT "KNOWLEDGE" IN ENGLISH LITERATURE

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ABSTRACT

The article deals with the issues based on the interpretation of the concept "Knowledge" in English literature. Today the category of concept appears in the studies of philosophers, logicians, psychologists, and it bears traces of all these extra linguistic explanations. In present-day cognitive linguistics the notion of concept is one of the most widely used and controversial. Although it's content varies in different scientific schools and has got a variety of interpretations by individual scholars. The point is that the concept is the category of thinking, it is an aspect of thought and it gives plenty of room for its interpretation. The author analyzed the researches and views of scientists-researchers on the concept "Knowledge" and reflected them in the article.

Keywords: Concept, knowledge, proverbs and sayings, vision, awareness, understanding, reality, communication.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The term concept is a culturally marked and globally oriented, which is a product of collective thinking, stored in the mind of a linguistic person and objectified by a number of language means.

In the process of cognition, information about the surrounding reality is summarized and stored as a concept in the individual's consciousness, and its objectification occurs through the reduction of a complex mental education to a simplified concrete meaning in each act of communication and nomination.

A concept is a mental representation that defines how things are related and how they are categorized. Foreign linguists believe that the main role that concepts play in thinking is precisely the categorization, which allows grouping objects that have certain similarities into corresponding classes. A person is able to separate those properties that are important for thought from non-essential details. The stability of our everyday "mental" existence depends on the ability to categorize or conceptualize various concepts or phenomena.

Scientists worked on the analysis of synonymous relations between verbs of mental activity (Yu.D. Apresyan, N.D. Arutyunova, E. V. Paducheva, M. Fortescue), the consideration of the problem of describing mental names and the ability desemantizing mental verbs in a number of contexts (V.G. Hak, I.M. Kobozeva, E. Aries, J.O. Ostman). We also note a number of studies that dealt with such issues as static and dynamic knowledge, types of knowledge (N.D. Arutyunova, S. Larsen, K. Lehrer, D. Pears, B. Stroud, P. Unger, and others) as well as a number of works devoted to the study of works of art (L.P. Babushkin, I.N. Pertsova, Yu.S. Stepanov, L. Dolezel, R. Ronen, M.L. Ryan, E. Scmino).

The noun “knowledge” was first recorded in Middle English in the forms of *knawlage* and *knowleche*. It is assumed that it comes from the obsolete by now, the verb of knowledge (forms in Middle English are *cnawlechien* and *knowleche* (n), which derives from the verb *know*. A number of nouns related to knowledge are associated with the meaning of the verb knowledge, while others relate to the verb know. Thus, consideration of the etymological roots of the lexeme of knowledge is possible only through the etymology of the word know.

The origin of the verb *wit* is associated with the Indo-European root. In the internal form of the lexeme *wit*, there is an indication of the method of obtaining knowledge (through personal experience) and the empirical nature of knowledge itself.

The meaning of the verb can indicate the way of acquiring knowledge - it is acquired through certain efforts, learning and is associated with the abilities of the subject. It can also be noted that one of the meanings of the can verb was “to teach, to memorize”, which in the 15th century was fixed to the form *con*. The verb can as the basis of its meaning has retained this “to have the ability”.

Yu.S.Stepanov¹ points out: “Knowledge, expressed through the root of the word *know*, refers to the higher realm, to “wisdom”.

Consequently, etymologically, the noun knowledge is derived from the verb, which can be regarded as an indicator of the active role of a person in obtaining knowledge. In addition, the verbs *can* and *wit* (expressed in Old English those meanings that later passed to the verb *know*) themselves originated from the verb forms of the past tense and, therefore, indicate the subject’s prior activity, active interaction with the environment. Yu.S. Stepanov: "All concepts of knowledge, in their linguistic form as" names of knowledge ", nouns denoting types of knowledge, are not primary, but are derived from verbs, notation of actions."

There are two types of knowledge - knowledge that belongs to a particular subject, and knowledge as the sum of everything learned and known, thus belonging to the community.

The Webster's Dictionary (unabridged) dictionary provides the following definition.

1. *Knowledge -a clear and certain perception of something; the act, fact, or state of knowing, understanding.*

2. *learning; all that has been perceived or grasped by the mind.*

Ignorance is the curse of God. Knowledge is the wing wherewith we fly to heaven.- Shakespeare.

3. *practical experience; skill; as, a knowledge of seamanship.*

4. *acquaintance or familiarity (with a fact, place etc.).*

5. *cognizance; recognition.*

6. *information; the body of facts accumulated by mankind.*

7. *acquaintance with facts; range of awareness or understanding*

Synonyms for word knowledge:

Learning, erudition, information, scholarship, wisdom, lore, science, enlightenment, understanding, comprehension, apprehension, education, judgment, cognizance, acquaintance, instruction, cognition, familiarity, discernment, recognition, awareness, consciousness, perception, experience, intelligence, light, schooling, facts, appreciation, grasp, intuition, insight, data.

The phraseological side of this concept:

¹ Stepanov Yu.S. Constants. Dictionary of Russian culture. M., 2004. p.992.

When considering the two sources, where English proverbs, sayings and expressions were presented, the following information can be obtained.

In the book I.A. Mitina² "Of all the proverbs and sayings presented," knowledge met only once. In another source, a thousand proverbs, sayings and expressions, the word knowledge met four times.

Nevertheless, it should be noted that the importance and frequency of this concept cannot be underestimated.

- *Too much knowledge makes the head bald.*
- *Zeal without knowledge is a runaway horse.*
- *Little knowledge is a dangerous thing.*
- *Knowledge is power.*
- *When three know it, all know it.*
- *To know everything is to know nothing.*
- *Necessity knows no law.*
- *He knows how many beans make five.*
- *He that knows nothing doubts nothing.*

While discussing the concept of knowledge in addition to the highlighted attribute "belonging to the subject of knowledge", we can add other important signs as "the subject's confidence in the truth of this state of affairs" and "the ability to substantiate the actions of the subject", which give high potential patterns of behavior, decision, the ability of justifying this or that choice.

The concept of "knowledge" has a positive assessment, knowledge is considered as an undeniable value, contributing to the prosperity of the individual and the community that has: *Today the evidence suggests that knowledge is more important to people's well-being than capital, labor and the other factors that make our economies grow.*³

The concept of knowledge is contrasted with the concept of ignorance, which is characterized by a negative assessment, in the aggregate and in the conceptual sphere of the English language, they constitute an antinomy. However, the concept of knowledge can receive a negative assessment, since acquiring new knowledge, expanding the cognitive field of interactions (in terms of the theory of auto poetry) or the cognitive space⁴ can lead to acquaintance with the negative side of a situation for a person: *"A lawyer can't refuse to represent someone because of the nature of his crime", Professor Bette said.*

*"But what if you know your client is guilty? Know for a fact that he held three schoolchildren captive for several days, raped them, and then murdered them?"*⁵

Defending a deliberate criminal who has committed a serious intentional crime, the lawyer experiences a strong internal conflict between two cognitive areas - his feelings as a member of a certain society and his duties as a lawyer. Contradictions arise due to the presence of knowledge, which should have a different, but equally strong, orienting effect on a lawyer as a professional, designed to defend any defendant, and as an ordinary member of society who shares his values.

Thus, the concept of knowledge has the highest value status and orienting potential, knowledge serves as direct guidance in activity.

² Mitina I.E. English proverbs and sayings and their equivalents. 2006.

³ IHT. The International Herald Tribune Electronic resource. – 2000-2003. - <http://www.iht.com>.

⁴ Krasnykh V.V. From concept to text // Moscow Univ. Bulletin. Series 9. Philology. 1998. - № 1 - p. 54-65.

⁵ Margolin Margolin, Ph. The Last Innocent Man Text. / Ph. Margolin. - N. Y.: Bantam Books, 1995. - 318 p.

As we discussed above, the fact that the verb “know” in English historically corresponds to two verbs - *wit* and *can*, and conventionally, according to the meanings of these verbs, we distinguish two types of knowledge in the structure of concept knowledge: phenomenological, personal knowledge and knowledge obtained from other people. The overwhelming part of the phenomenological information is acquired by a person through the organs of vision, the mention of them is used to indicate the presence of a particular event in a person’s personal experience. The connection of the verbs of perception and knowledge was noted by a number of researchers⁶. According to the metaphor *knowing is seeing*⁷, the acquisition of knowledge is associated with the ability to see.

A typical way to obtain such "ready" knowledge is learning: *Francis Bacon argued that knowledge is power. Today, most people in the west potentially have that power. They have it because of the accessible and comprehensive education developed over the last century*⁸.

Thus, the structure of the concept of knowledge reflects both the experience of direct phenomenological experience of contact with the environment, and the mechanism of cooperative interaction of people.

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⁸ Guardian, Apr 20, 2001