

## **THE CONCEPTUAL FIELD OF LINGUISTIC UNITS THAT EMBODY THE CONCEPTS OF PROFESSION, POSITION, AND ACTION IN ENGLISH**

**Dexqonova Muattar Ixomovna**

**Senior lecturer of the department "Language and its teaching methodology",  
Faculty of Pedagogy and Languages, Angren University**

**Abstract:** This article analyzes the conceptual space of linguistic units expressing the concepts of profession, position, and action in the English language. It studies how professional names are realized in society as an integral part of language and culture, their semantic properties, and their structural structure. It also highlights the metaphorical and metonymic interdependence of these units, how they are formed under the influence of various social and cultural factors. The results of the study contribute to the understanding of professional terms based on linguoculturological and cognitive approaches.

**Keywords:** professional names, position, action, conceptual space, linguistic units, linguoculturology, cognitive analysis, English language, semantics, metaphor, metonymy.

### **INTRODUCTION**

Language is one of the important means of expression of human thought and culture, reflecting the social structure, values, and worldview of society. In each language, linguistic units expressing the concepts of profession, position, and action have certain social and cultural characteristics, which play an important role in various aspects of human activity. These units are not limited to expressing concepts related to professional activity, but are also closely related to social factors such as position, authority, and responsibility in society.

The names of professions and positions in the English language are semantically rich and diverse, and their formation and development occur under the influence of linguistic and cultural factors. These names undergo various metaphorical and metonymic changes, forming new meaning and conceptual spaces. Also, the linguocultural characteristics of the names of professions allow for a deeper understanding of their meaning and an analysis of their social significance.

This article analyzes the conceptual space of linguistic units expressing the concepts of profession, position, and action in English. Also, the semantic properties, structural structure, and process of occurrence of these units are studied based on linguoculturological and cognitive approaches. The results of the study contribute to

understanding how these units are formed in English and what semantic networks they have.

The linguistic nature of the concepts of professions, positions and actions

Language is a product of human thought and expresses social structure through the names of professions and positions. In English, these concepts are expressed through various linguistic units, including:

- Common profession names (doctor, teacher, engineer)
- Specialized profession names (neurosurgeon, software developer, forensic analyst)
- Position and position names (CEO, manager, supervisor, president)
- Military and civil service names (general, lieutenant, ambassador, minister).

These names are semantically diverse, and their structural structure also has its own characteristics. For example, some profession names consist of simple words (chef, judge), while others consist of compound structures (high school teacher, project manager).

The conceptual space of professions and job titles

Professions and job titles have a certain conceptual space, which is formed by the following factors:

- Functional aspect – The main task of the holder of the profession (doctor – treatment, teacher – education).
- Social status – The position or place of the holder of the profession in society (CEO – high position, clerk – ordinary employee).
- Historical development – Profession names can change or expand over time (scribe → journalist, blacksmith → metalworker).

To determine the conceptual space, the names of professions and positions in English can be divided into semantic networks:

- Medical field: doctor, nurse, surgeon, therapist;
- Educational field: teacher, professor, lecturer, tutor;
- Law and politics: lawyer, judge, senator, governor;
- Technological field: developer, engineer, data scientist.

Formation of professional names through metaphor and metonymy

Many professional names are formed through metaphorical and metonymic transformations. Metaphor is the process of transferring concepts from one field to another, while metonymy is the meaning of a part or feature of an object by naming it. Metaphorical formation:

- brain (mind → intellectual specialist: brain surgeon)
- captain (ship captain → leader: team captain, industry captain)
- architect (building designer → idea creator: software architect)

Metonymic formation:

- the White House (used for representatives of the US government)
- the bench (used for the profession of a judge)
- the press (a team of journalists)

The influence of socio-cultural factors on professional names

Professional and position names are influenced by socio-cultural processes. For example, some professional names have changed due to the trend of gender neutrality:

- fireman → firefighter
- stewardess → flight attendant
- policeman → police officer

Also, new professional names have appeared as a result of technological progress: data scientist, social media manager, blockchain developer.

Comparative analysis of professional names in English and other languages

Professional names have different conceptual areas in different languages. For example, the English word teacher has variants such as қутырық, муаллим, устоз in Uzbek, which are used in different contexts. Similarly, the English word lawyer is found in French as avocat, in German as Rechtsanwalt, and there are semantic differences between them.

Conclusion

This study analyzed the conceptual area of linguistic units expressing the concepts of profession, position and action in English. The results showed that professional names are not only semantic units, but also elements reflecting the cultural, social and historical development of society. Also, linguistic phenomena such as metaphor and metonymy play an important role in the formation of these units. The results of the study allow for a deeper understanding of professional terms based on linguoculturological and cognitive approaches.

#### **REFERENCES:**

1. Aristova E. V. Language picture of the world and professional vocabulary // Issues of cognitive linguistics. - 2015. - No. 2. - P. 45-52.
2. Vezhbitskaya A. Language. Culture. Cognition. - Moscow: Russian dictionaries, 1996. - 416 p.

3. Gak V. G. On semantic derivation // Bulletin of the USSR Academy of Sciences. Series of literature and language. - 1988. - Vol. 47, No. 4. - P. 356-365.
4. Grigoriev S. V. Conceptual modeling of professional vocabulary in the English language // Bulletin of the Moscow State Linguistic University. - 2018. - No. 3 (80). - P. 99-108.
5. Kubryakova, E. S. Introduction to cognitive linguistics. – Moscow: Editorial URSS, 2004. – 165 p.
6. Lakof G., Johnson M. Metaphors We Live By. – Chicago: University of Chicago Press, 1980. – 242 p.
7. Taylor R. Cognitive Grammar. – Oxford: Oxford University Press, 2002. – 578 p.
8. Kovshova M. A. Lingvoculturology: a tutorial. – Moscow: Academy, 2010. – 256 p.
9. Fillmore C. J. Frames and the semantics of understanding // New in foreign linguistics. – Issue XXIII. – Moscow: Progress, 1988. – P. 52–67.