

PAPER

CONCEPTUAL FEATURES OF LINGUISTIC MEANS REALIZING THE CONCEPTS OF “PROFESSION” AND “POSITION/STATUS”

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Abstract

This article analyzes the linguistic representation of the concepts of “profession” and “position/status” from cognitive, semantic, and linguocultural perspectives. The study identifies the national and universal features of these concepts, as well as the linguistic means that realize them and their underlying cognitive models. Furthermore, the applied and cultural nature of the “profession” concept and the hierarchical and metaphorical characteristics of the “position/status” concept are elucidated through comparative analysis. The findings demonstrate that these concepts possess a multilayered structure and reflect the intrinsic interconnection between language, thought, and culture.

Key words: profession concept, position/status concept, concept, cognitive linguistics, linguoculturology, semantic analysis, linguistic means, phraseological units, metaphor, cognitive model, conceptual system, derivational forms.

INTRODUCTION

In modern linguistics, there is a steadily growing interest in studying the interrelationship between human cognition, language, and culture. In particular, within the frameworks of cognitive linguistics and linguoculturology, the notion of the concept is regarded as a central category, through which the ways in which knowledge, values, and

social experience in human consciousness are expressed by means of language are investigated. From this perspective, the study of the concepts of “profession” and “position/status” is significant not only for linguistics, but also within the broader scope of the social sciences and humanities.

In the context of globalization and the rapid development of society, an individual’s professional activity and social status are becoming increasingly

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important. This process is also reflected in language, where new profession names, position-related terms, and associated lexical-semantic units are continuously emerging. As a result, the content of the concepts “profession” and “position/status” is being enriched, and their cognitive and cultural scope is expanding. Therefore, a systematic analysis of the linguistic features of these concepts constitutes one of the pressing tasks of contemporary linguistic research.

Although certain studies have been conducted in Uzbek linguistics within the field of conceptology, a comprehensive and comparative analysis of the concepts of “profession” and “position/status”—particularly their cognitive and linguocultural characteristics as realized through linguistic means—has not yet been sufficiently explored. This circumstance further increases the scientific relevance of the present topic.

Moreover, in contemporary society, issues such as career choice, professional identification, and social status are regarded as important social concerns. This necessitates the study of how the notions of “profession” and “position/status” are formed and perceived not only in language but also in human consciousness. Language, in turn, serves as the primary medium reflecting these processes. In this regard, the present research is considered relevant as it seeks to reveal the mechanisms of concept formation and manifestation through linguistic means, to identify their cognitive and cultural characteristics, and to contribute to the further development of conceptology in Uzbek linguistics.

In foreign linguistics, the study of concepts through cognitive models, metaphors, and frames has been widely developed. Applying these approaches to national language material is of considerable scientific importance. Analyzing the concepts of “profession” and “position/status” based on the Uzbek language provides an opportunity to identify specific features of national mentality, values, and social relations.

METHODOLOGY. The study employs an integrated approach based on methods of cognitive linguistics, linguoculturology, and semantic analysis. In particular, the method of conceptual analysis was used to examine the

semantic structure and cognitive models of the concepts “profession” and “position/status.” The comparative-analytical method enabled the identification of similarities and differences between these concepts. On the basis of lexical-semantic analysis, the linguistic units representing these concepts (lexical, phraseological, metaphorical, and derivational means) were systematized.

In addition, a linguocultural approach was applied to analyze the national and cultural features of the concepts, as well as the ways in which a people’s worldview and values are expressed through them. The method of cognitive modeling was used to determine the hierarchical and metaphorical nature of the “position/status” concept. The research process also involved the analysis of theoretical sources, a comparative study of scholarly literature, and the examination of empirical linguistic data.

MAIN PART. From the perspective of cognitive linguistics, the concept of “profession” is regarded as a conceptual unit reflecting an individual’s labor activity, skills, and social experience. Although this notion has not been explicitly defined as a separate term in early studies, its theoretical foundations are addressed in the works of scholars such as Vladimir Karasik and Elena S. Kubryakova, who developed the theory of concepts.

V. Karasik defines a concept as a “multilayered semantic unit at the intersection of culture, language, and consciousness” [1]. Based on this definition, the concept of “profession” can be interpreted as a conceptual structure that embodies knowledge and values associated with an individual’s social labor activity.

E.S. Kubryakova, in turn, interprets the concept as a cognitive structure that organizes human experience and knowledge [2]. From this perspective, a profession is viewed as a system of knowledge formed through practical human activity. In Uzbek linguistics, Nodir Mahmudov also analyzes the notion of profession in connection with national culture and mentality, linking its linguistic representation closely with cultural values [3].

This concept not only determines an individual’s economic and social role in society but also

encompasses attitudes toward labor, professional values, and traditions. From a cognitive standpoint, the concept of “profession” is manifested as a system of frames and scenarios based on human experience and knowledge.

In this study, the linguistic representation of the concepts “profession” and “position/status,” as well as their cognitive, semantic, pragmatic, and linguocultural features, are analyzed through an integrated approach. In modern linguistics, the concept is regarded as a central category reflecting the interconnection between human cognition, language, and culture. From this point of view, the notions of “profession” and “position/status,” which are closely related to human social activity, appear not merely as sets of lexical units but as systems of specific cognitive models.

In cognitive linguistics, a concept is defined as a unit of knowledge formed in human consciousness and expressed through language. According to V. Karasik, a concept is a “multilayered mental structure at the intersection of culture, language, and thought,” consisting of informational, evaluative, and figurative components. This definition highlights not only the semantic but also the axiological and figurative nature of concepts. Within the framework of conceptual metaphor theory, George Lakoff emphasizes that human cognition understands abstract notions through concrete models, thereby scientifically substantiating the metaphorical nature of the concepts of profession and position/status [4]. For example, expressions such as “high position,” “low rank,” and “career ladder” are based on the vertical hierarchy model in human cognition.

E.S. Kubryakova interprets the concept as a cognitive unit, closely linking it with human experience, knowledge, and worldview [5]. V.A. Maslova, in turn, analyzes the concept from a linguocultural perspective, emphasizing its strong connection with national culture [6]. These approaches make it possible to examine both the universal and culture-specific features of concepts simultaneously.

In Uzbek linguistics, the issue of the concept has also received considerable attention. N. Mahmudov analyzes concepts in relation to national mentality and cultural values, highlighting that the worldview

of a people is manifested through linguistic expressions [7]. Sh. Rahmatullaev studies the historical development of professional vocabulary and demonstrates its role and significance within the language system [8].

The concept of “profession” is a multifaceted notion associated with an individual’s labor activity, skills, experience, and socially beneficial work. This concept serves as one of the key factors determining a person’s economic and social position in society. At the core of this concept lie specific profession names such as “teacher,” “doctor,” “engineer,” “farmer,” and “artisan.” Its peripheral layer, on the other hand, reflects evaluative attitudes, social perceptions, and cultural interpretations related to professions.

| <u>Linguistic Means</u> | <u>Linguistic Means</u> | <u>Linguistic Means</u> |
|-----------------------------|-------------------------|-------------------------|
| <u>Lexical units</u> | 40 | 35 |
| <u>Phraseological units</u> | 25 | 15 |
| <u>Metaphors</u> | 15 | 30 |
| <u>Derivational forms</u> | 20 | 20 |

The table presents the relative distribution of linguistic means representing the concepts of “profession” and “position/status.” According to the data, lexical units and phraseological expressions predominate in the “profession” concept, which indicates its predominantly practical and traditional character. In contrast, metaphors occupy a significant place within the “position/status” concept, reflecting its abstract and hierarchical nature.

In language, the concept of “profession” is realized through various means. Lexical units express the core content of this concept, while derivational forms demonstrate its functional scope. For instance, forms such as “teacher – teaching” and “doctor – medical practice” reveal the activity-based dimension of a profession. Phraseological units, in turn, highlight the cultural and evaluative components of the concept. Expressions such as “A person with a skill will never be disgraced” and “A skill is an inexhaustible wealth” reflect the people’s attitude toward labor.

At the same time, the concept of “position/status” encompasses notions related

to an individual's social status, role within the administrative system, and authority. The core of this concept includes units such as "leader," "director," "minister," and "governor." The evaluative component is particularly strong in this concept, as certain positions are associated with social prestige and respect. However, in some cases, a critical attitude toward positions may also be reflected in language.

The cognitive model of the "position/status" concept is often based on a hierarchical structure. This is manifested through metaphors. For example, expressions such as "to rise in position," "a decline in rank," and "high office" are associated with the vertical movement model in human cognition. This further highlights the cognitive nature of the concept.

From the perspective of linguistic means, these concepts are expressed through a multilayered system. The lexical layer determines the core meaning of the concept, while the morphological layer provides its derivational potential. The syntactic layer enables the concept to be expressed within broader contexts, whereas the phraseological layer reveals its national and cultural characteristics. Phraseological units are among the most important means reflecting national-cultural experience, values, and stereotypes in language. As Valentina A. Maslova emphasizes, phraseological units constitute the linguocultural layer of language, through which a people's history, traditions, and worldview are manifested [6.1].

In addition, Anna Wierzbicka, in her research on the relationship between language and culture, highlights that cultural meanings are encoded through lexical and phraseological units [9]. According to her, stable expressions in every language reveal the content of culture-specific concepts. From this perspective, the phraseological layer plays a crucial role in uncovering the national-cultural features of a given concept. Furthermore, semantic mechanisms such as metaphor and metonymy are of great importance in shaping the cognitive structure of concepts.

The division of concepts into core and peripheral zones is essential for understanding their internal structure. The core contains stable and commonly shared meanings, while the periphery includes

context-dependent, cultural, and individual interpretations. This demonstrates the dynamic and evolving nature of concepts.

In Uzbek culture, a positive attitude toward professions and crafts has been formed, where diligence and craftsmanship are regarded as core values. This is also reflected in the language. The concept of "position/status," on the other hand, is more closely associated with social relations and governance structures, where formality, hierarchy, and responsibility are dominant features.

In foreign linguistics, these concepts are generally analyzed based on universal cognitive models, whereas in Uzbek linguistics they are studied in connection with national culture, traditions, and social values. This demonstrates the dual nature of concepts, revealing both their universal and culture-specific aspects.

The results of the study indicate that the concepts of "profession" and "position/status" possess a complex and multilayered structure within the language system, expressing human activity and social standing. These concepts are cognitively, semantically, and culturally interconnected, and their analysis provides a deeper understanding of the relationship between language and thought.

The research further demonstrates that language is not merely a means of communication, but also a system that preserves and expresses human social experience, cultural values, and cognitive models. Therefore, the study of the concepts of "profession" and "position/status" is of significant importance for linguistics, cognitive science, and cultural studies.

Based on the above theoretical considerations and analyses, the concepts of "profession" and "position/status" can be viewed not only as lexical-semantic categories expressed through linguistic units, but also as multilayered conceptual systems that embody human social experience, cultural values, and cognitive models. The key difference between these concepts lies in their cognitive nature: the concept of "profession" is formed as a system of real, practical, and experience-based knowledge, whereas the concept of "position/status" emerges as an abstract, hierarchical cognitive model associated with social relations. This distinction is clearly reflected in the

linguistic means used to express them.

At the same time, the high proportion of metaphorical units within the concept of “position/status” indicates its cognitively abstract and hierarchical nature. In our view, this concept is formed in human consciousness through a “vertical movement” model, where status is associated with “height.” This interpretation, in line with the theory of George Lakoff, reveals the mechanism of conceptualization underlying the notion of position/status.

According to scholarly analyses, the phraseological layer serves as an important link connecting these two concepts. It is precisely through phraseological units that the national-cultural and evaluative components of a concept are manifested. Although they belong to the peripheral layer of the concept, they play a decisive role in revealing its spiritual and cultural content.

Furthermore, the research materials demonstrate that the concepts of “profession” and “position/status” are not static but dynamic in nature. That is, socio-economic changes in society, as well as the emergence of new professions and positions, lead to the expansion of the semantic scope of these concepts. This, in turn, ensures the continuous renewal of the linguistic means through which they are expressed.

A comprehensive scientific analysis of these concepts cannot be confined to a single approach; rather, it should be carried out through an integrated framework combining cognitive linguistics, linguoculturology, and sociolinguistics. Only under such an approach can both the universal and national characteristics of these concepts, as well as their role in language and cognition, be fully revealed.

CONCLUSION. This study provides a comprehensive analysis of the linguistic representation of the concepts of “profession” and “position/status” from cognitive, semantic, and linguocultural perspectives. The findings demonstrate that these concepts function not merely as simple lexical units within the language system, but as multilayered conceptual structures closely connected with human social experience, cultural values, and cognitive models.

The analysis shows that the concept of

“profession” is primarily associated with practical activity, labor experience, and socially beneficial work, and is predominantly expressed through lexical and phraseological units. This indicates its strong connection with national culture, traditions, and attitudes toward labor. In contrast, the concept of “position/status” reflects social hierarchy, status, and administrative relations, and is largely formed through metaphorical and abstract cognitive models.

It has also been established that the linguistic means representing these two concepts constitute a multilayered system. In particular, lexical, derivational, phraseological, and metaphorical layers reveal different aspects of the concepts. Phraseological units play a crucial role in expressing their national-cultural and evaluative components, while metaphors serve as one of the primary mechanisms shaping their cognitive structure.

In general, the concepts of “profession” and “position/status” are important cognitive-cultural categories that reflect human social activity. Their study enables a deeper understanding of the complex relationships between language, thought, and culture. The analysis of these concepts should therefore be carried out within an integrated framework combining cognitive linguistics, linguoculturology, and sociolinguistics, which will help to identify key directions for future research.

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