

<https://doi.org/10.29013/EJLL-23-1-8-15>

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## CONCEPTIVE PECULIARITIES OF TOURISM TERMINOLOGY IN UZBEK AND ENGLISH

**Annotation.** The article deals with the issues of understanding the terms of tourism terminology in lexical cognition, the largest type of cognitive linguistics, and their cognitive analysis. The cognitive aspect of understanding the terms of business tourism and complete exploration the field, the cognitive study of business tourism terms from the world experience is also an important step in the development of the industry and models of tourism language and language learning are presented. Understanding the term of tourism, when knowledge is interpreted as a cultural phenomenon, refers to the extent which this form of knowledge conforms to the norms inherent in the culture of a particular social group. The author analyzes the theory of social comparative advantages of tourism in conceptive context, the theories of outstanding western sociologists for the tourism analysis as social phenomenon. In this article the author analyzed the theory of social comparative advantages of tourism terminology and opportunities in Uzbek and English, learning the theories of outstanding western sociologists for the tourism analysis as social phenomenon.

**Keywords:** contemporary linguistics, concept, cognitivist-linguist, Clear thinking, concrete environment, Formal thinking, Practical thinking, Lingvocreative or language-forming thinking, Linguistic concept thinking, Conceptual model, Demographic model, Model based on test results.

### Introduction

In contemporary linguistics, the concept of cognitive direction and concept is widely used. What is the cognitive manifestation of linguistics, which is the base of cognitology, and what are its research objects, goals and tasks? In the history of every science, there are periods of growth, progress, and development, as well as periods of crisis and decline. The occurrence of such a situation requires scientists to look at the studied object with a new look, to approach it from a point of view different from the previous ones.

It was noted in the first pages of this brochure that cognitology is the basis of the theory of knowledge, the science of human cognitive activity. Therefore, the main goal of cognitive linguistics is to determine the participation and share of the language system

in the cognitive process. Determining the role of language units in the formation and “processing” of linguistic activity of acquired knowledge is one of the manifestations of cognitive analysis. Linguistic activity is directly related to cognitive activity, it is an integral part of it. But cognitive linguistics, unlike other branches of cognitology, deals with issues such as how a person learns the language system and the factors that activate this system and regulates the rules of their use. A cognitivist-linguist is interested in the role and functions of linguistic phenomena in thinking. But this interest is not simple. He (cognitivist) looks for the causes of the relationship between linguistic and intellectual activities, and to understand the content and content of the communication texts-linguistic structures that are the result of these causes. He tries to analyze. So, cognitive linguistics

is basically a field of science that researches and “explains” human linguistic activity in terms of cause and effect. [Demyankov, 1994] Such research is carried out in two directions: a) performance of speech activity and the emergence of its product; b) recognition of the products of this activity. The performance of the specified tasks is largely related to the application of the chosen direction and style directly to the language material. One of the developed branches of cognitive linguistics is cognitive lexicology. In order to contribute to the development of this field, we provide a cognitive analysis of tourism terms below.

### Method

Alongside with semantic componential analysis, quantitative analysis, observation and interpretation, comparative contextual analysis, written linguistic interview, and associative experimental methods as well were used.

### Discussion

It is known that the discussion of the problem of the relationship between language and thought, which has been going on for many years, has caused various problems. In order to prove that the reflection of reality in the brain does not occur only as a result of verbal thinking, B.A. Serebrennikov proposed to distinguish between linguistic and non-linguistic types of thinking [1983:154.103–110 pages] These are as follows:

1. *Clear thinking is a generalized image (opposite) of reality that occurs in a clear, concrete environment:*
2. *Formal thinking — recalling the entire reality or objects-events existing in the memory depending on a particular environment, conditions:*
3. *Practical thinking — thinking directly related to purposeful actions:*
4. *Lingvocreative or language-forming thinking, that is, this type of thinking is directly related to the expressions of the language system:*
5. *Linguistic concept thinking — this type of thinking is distinguished by the fact that the emergence of the concept of reality is related to the stage before the speech act.*

We can also see the principles of tourism terminology in the generalized reflection of reality that occurs in concrete thinking — specific, concrete environment, for example: in tourism, this type is manifested in gender relations. When traveling to England, America, Germany, France and many other tourist countries, it is not a secret to all of us that men and women are shown gender equality, but there are differences in the communication of gender relations in Eastern countries, especially in Eastern countries such as Malaysia, India, Arab countries, and Uzbekistan. Uzbek women do not engage in direct verbal communication with men. In other words, for example, accommodation of tourists in hotels is carried out separately from men in Uzbeks or Eastern countries. Uzbek home hotels in tourist areas consist of indoor and outdoor courtyards.

In English, it is not possible to ask a woman's age in a verbal relationship, this attitude does not correspond to the etiquette of conversation, but it is normal to comment on aspects such as her appearance, dress, makeup (compliment-flattering). In Uzbeks, this situation is the opposite, it is not a sin to ask their age, but it is unusual to comment on aspects such as their appearance, clothes, makeup (compliment-flattering). Uzbeks often find it appropriate to talk about their family situation, children, and marriage, and English ladies find this kind of conversation easy. In English, the continuation of the conversation after greeting and asking about the situation is also one of the usual verbal methods of the speech process, in Uzbeks, after greeting, the continuation of the conversation is carried out by asking about family and children, father and mother, brothers and sisters.

We can see the situation related to the linguistic concept thinking and the separate separation of this type of thinking, the emergence of the concept of reality is related to the stage before the speech act: “*Shodlik/ happiness hour*” dictionary meaning *happy hour — a period of time usually in the early evening, when the term “drinks are sold cheaply in a bar or a pub”* refers to the technique of business promotion,

which is carried out by offering drinks at a discounted price in hotels, restaurants and other organizations, in order to attract customers in tourism conditions, in most cases, during one of the evening hours.

A concept is a mental structure, it is a specific form (type) of mental activity. The concept is formed as a result of generalization of objects belonging to a certain class and logical activity that separates this class in relation to the set of common and distinguishing features of the objects included in it. [1989:36.91.].

The term “concept”, which is a derivative of logical activity, and “concept”, which is widely used in cognitive linguistics, also become invisible as a unit of thought. The starting point of both of these is related to the perception and image representation of the object-event in reality. The resulting emotional image, at first, has a separate, individual form in each person. For example, “*flower*” is “*rose*” for one person and “*basil*” for another person. At the higher stages of emotional and thinking activity, the individual image moves away from the concrete object and turns into a purely logical “mental” phenomenon. This feeling and thinking of reality, the emergence of a generalized and partially abstracted image causes the creation of the same code-symbolic symbol for everyone. The logical structure that appears in this way was developed by psychologist N.I. Jinkin proposes to call it “*universal subject code-USC*”. The scientist includes the occurrence of this phenomenon among the hereditary and genetic characteristics of the human brain. According to him, mental ability creates understanding, judgment, comes to various conclusions and opinions to describe reality and show the reason for human activity. The execution of these logical actions does not depend on the language of the person. For the same reason, the intellect (mind) performs a general control function, which is coding in the form of a universal object code. [1982:82.88.].

### **Results**

A concept is also a unit of thought and is based on a generalization of concept, image and linguistic

meaning. The formation of the concept begins with the birth of an individual image and ends with the emergence of a linguistic unit. The famous philosopher and psychologist J. Fodor, while studying the process of perception of reality in the mind and processing of this perception in thought, compares this process to the language of thought. will have, and this structure is a reference to the repetition of the syntactic form of a natural language unit. [1975:169.110.]. In terms of pilgrimage tourism, you can see lexemes related to the concept of pilgrimage: in Uzbeks — *house, mausoleum, inner and outer house, tomb, grave, cemetery, pilgrimage; such as tomb, stone tomb, church, dark and death tour* in English.

A concept is a mental structure, which is a quantum or generalization of knowledge of different contents and forms. [1985:103.90.]. Concepts form the basis of various categories formed in the human mind, serve as a reference point for them. Usually, as general features of the concept, it is noted that it does not have a clear structure in terms of its internal structure. However, this statement is not very true. After all, the image of the subject, which is the basis of the concept, is clear enough, and its secondary parts are abstract, and they interact around a single basis (nuclear basis). For this reason, the systemic features of the concept structure become invisible when they are structurally complex and are perceived as a whole mental structure.

Subject-knowledge, which is gathered through the conscious perception of events and the formation of an image in their imagination, is formed in different ways and has a different character. This directly leads to the formation of concepts of different groups and structures. The grouping of concepts is based on their linguistic expression. Along with lexical and phraseological concepts, researchers prefer grammatical analysis.

In linguistics, the understanding of tourism terminology and the purpose of tourism terminology, cognitive analysis is carried out in 3 different

models: 1. *Conceptual model*; 2. *Demographic model*; 3. *Model based on test results*, etc.

*Conceptual model*: it is known from the experiences of foreign language teachers that some students and language learners learn a new language faster and easier in a conceptual model. Of course, the natural motivation and enthusiasm of language learners to learn a foreign language is an exception. According to Rubin [1981:147.2, 31, 117 p.], cognitive factors such as verbal intelligence, phonological processing ability, ability to store terms in long-term memory, and strong passion and interest in learning a foreign language are cognitive factors that accelerate learning a second foreign language. The first factor verbal intelligence is implemented in words, written and spoken discourse in language learning, especially in the study of business tourism terms. At this point, it is appropriate to recall Harvard Gardner's theory of potential. [Howard Gardner, 1993: 169–172b]. Pedagogically, there are the following activities of teaching tourism terminology and they are: a) Formal and informal listening comprehension during conversation; b) reading aloud or silently, writing, storytelling, research, poetry, drama, humor, illustration, news and commentary; v) organization of debates, artistic reading, public speaking, improvisation of unprepared speech; g) teaching to make speeches in newspapers, magazines and press; d) Organizing interviews, talk shows and interviews, role-playing games, drama, storytelling; e) finding a solution to a puzzle, crossword, vocabulary games, quick sayings; j) preparation and presentation of presentations; z) creating slogans, finding case problems. Conclusion instead of the last word; or) through interactive activities such as creating a vocabulary bank.

The second cognitive factor, namely the factor of long-term memory retention of tourism terms in a foreign language, creates strong desire and enthusiasm in language learners and develops listening comprehension skills. In this regard, skills such as listening, hearing, understanding, comprehension,

analysis of words and correct pronunciation are developed. According to this factor, there is a demand to speak the language as a natural foreigner. In tourism terminology, this factor is characterized by being a leader, because it is necessary to understand foreigners and communicate with them at a high level in order to welcome tourists and return them to their country with excellent thoughts about our country.

One of the third most important cognitive factors in learning a foreign language is full and perfect mastery of the vocabulary system. Learning and long-term retention of words, phrases, phrases and terms is an unquestionable leading factor in teaching and learning tourism terms.

Learners' access to tourism terminology-related words, phrases, phrases and terms. It is necessary to distinguish between paradigmatic and syntagmatic aspects, which will be discussed in detail in the following chapters. Slomov [2012:157.13b.] states that this factor is related to the semantics and pragmatics between the foreign language and the native language. The cognitive factor of comparing words, phrases, phrases, and terms in both the mother tongue and the language being studied, to find out the differences or similarities, requires 2 different needs from language learners. One of them is Audible similliarities, the ability to correctly understand and use words and phrases that are similar in meaning and pronunciation; The second factor (mnemonics) is mnemonics, which is the acquisition of memorization of the words, phrases, phrases and terms that we need to learn, that is, the terms of business tourism through a reality, a song, a poem, a situation, a real situation, and a movie. Later, vocabulary building activities can be learned from specific topics or texts.

In general, we can see that the contextual model in cognitive learning and teaching of language is inextricably linked with the development of linguistic competence and skills. Cognitive learning of tourism terms is also one of the important steps in the development of the field and tourism is carried out by learning languages.

2. *Demographic model*: cognitive analysis in the demographic model is related to demographic age, growth and decline of the population, social status, lifestyle and origin. It is known. In the first years of our independence, the average age of the population of Uzbekistan was 35–40 years, but today it is 60–70 years old. The development of the tourism terminology in tourism studies is one of the most important qualities in tourism. The high demographic age of the population is a clear example of the development of religious tourism in our country. Every year, the number of Hajj and Umrah trips in our country increases by 30%. This is proof of our opinion.

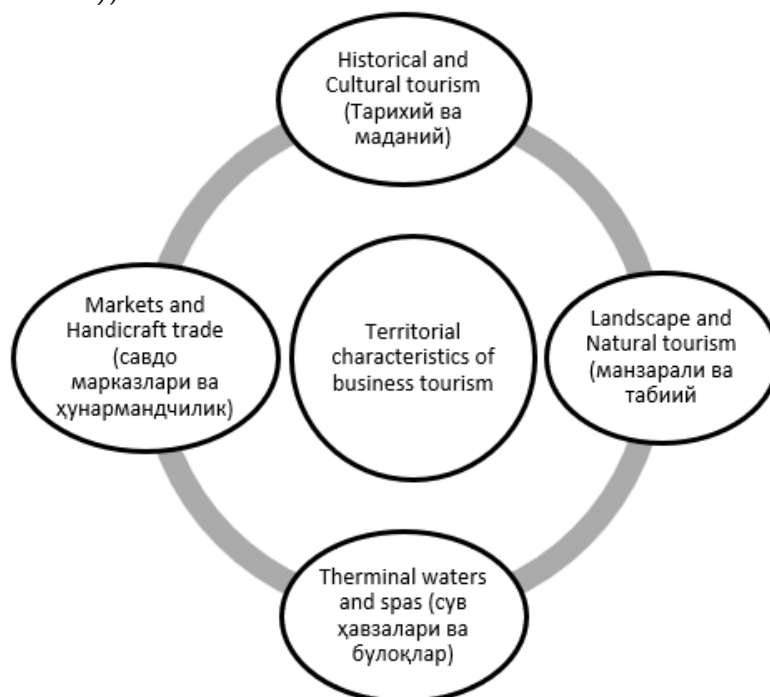
3. *Model based on test results*: model based on test results is mainly carried out in three different sizes in tourism terminology; Such as cognitive, affective and emotional and active movement dimensions [1993:63.121,215b.].

1. *Cognitive dimensions (cognitive dimensions)* (consists of understanding the semantics and essence of the ST concept, tourism development factors, types, internal and external tourism potential, tourism terminology development, etc. through open tests and questionnaires);

2. *Affective dimensions (Affective dimensions)* (performed through tests and questionnaires to develop tourists' feelings and thoughts, desire to travel again after the trip);

3. *Dimensions of active movement (Conative dimensions)* (dimensions of active movement are visible in the spheres of services and transport in the realization of the purpose of tourism and tourism terminology.

The interlinguistic meaning of tourism terms are determined by the fact that the tourism industry is in the leading position in the country. There are 6 sectors in business tourism: Accomodation; Providing tourists with great adventure and recreation (Adventure Tourism and Recreation); Holding various fairs and conferences in the development of tourism (Events and Conferences); Food and Beverages for tourists visiting the country; Excellent performance of tourist services (Tourism Services); If there are issues such as the organization of transport services (Transportation), in Uzbekistan there is an interpretation of these sectors as follows in the following forms.



Picture 1. Territorial characteristics of business tourism

The factors of tourism development can be described in the following sources. (a) historical and cultural factors (historical objects, national cultural activities); (b) natural landscapes and natural resources (natural scenic spots, for example, Aydarkol in Curkhondarya and a giant long-lived fir tree); (d) Gastronomic tourism — national dishes and local crafts and shopping sources (handmade pottery, embroidery); (e) reservoirs and agricultural works (for example, the presence of healing natural mineral springs rich in boiling minerals from underground in the village of Kiziltepa, Fergana, and melons, watermelons, fruits and hakazos from agricultural products grown naturally in our country). For example: melon, Mirzachol melon, kirkma, obinavot, bosvol-di, melon furush, khandalak, melon sail, Chust knife, Shahrikhan knife, karch, bowl, cutting, slicing, tilik, melon rind, melon molasses, melon (qiyom) jam. These terms may be of special importance from the point of view of tourism. For tourists: *a) Polish products specific to Uzbekistan; b) Protection of national agriculture or crafts; c) sweet; g) art of cutting (carving fruits and vegetables), not a sharp, cold weapon; d) can leave positive impressions like natural consumption.*

Terminology is one of the most studied issues in Uzbek linguistics. [1974:176. pp.3–6]. However, the current development of our linguistics requires the research of terminology not only at the lexical, grammatical, syntactic level, but also at the pragmatic and cognitive level. Especially, the research of this phenomenon in the interaction between language and speech reveals its unique new features. Because the system raises the problem of researching the issue of lexical terminology described in detail in lexicology and current semantics and onomasiology from a new perspective [1982:133.79.]. Therefore, it is necessary to analyze this phenomenon in relation and opposition (opposition) at the stage of language and speech [1995:145.17.]. At the stage of language, terminology exists as a specific pattern and forms commonality with the meaning of name and expression.

*Grammatical characteristics of foreign words:* All lexemes in the language have lexical-grammatical characteristics. Each lexeme is made up of a lexical-grammatical meaning relationship.

In the fields of science and technology, a new concept should be taken into account, it should be taken into account that the subject or concept is called by the name of the language of the nation in which it was created. In the second stage, language morphemes existing in the Uzbek language are used to form words related to these subjects or concepts. For example, English words such as computer, handball, football, tractor, action, tank were adopted into Uzbek language. New words were created using the affixes -chi and -dor, which are present in Uzbek language, to name people related to these concepts and objects. For example, a football player, a handball player, a tractor driver, a tank driver. In some cases, there are also forms that have been fully accepted and assimilated with the English version: congressman, businessman, bartender, manager, engineer, designer.

Neologisms are also created by combining words. Combined terms are adapted to the Uzbek language based on the existing possibilities of the Uzbek language. For example, business card, block system, laser disc, broiler factory, ribbon printer, laser printer, farm etc.

Most of the words are accepted without any change in the language being learned. These are related to a certain field. For example, disc, internet, cup, dollar, business, park, record, sport, etc. But such words cannot be accepted without any change at all. because these words are adapted to the pronunciation and writing of the Uzbek language. The reason these are taken as they are is because there are no lexemes to replace these words. Sometimes this can lead to funny situations when trying to use translation variants of words. Summarizing all the above forms of acquisition based on an external source in the emergence of words, we can show five different cases in neologisms.

1. Root words
2. Words formed by adding suffixes
3. Words in the form of adverbs
4. Words in the form of a phrase
5. Words formed by shortening words

*Derivative words in the root case.* Such words are words that have been assimilated without any additions, that is, as they are in another language. For example: Tour, tourist, tourism, tour operator, travel agent, tourist bureau, tourism industry. as mentioned above, the production of such words is adapted to English pronunciation and writing without writing the exact English form.

*Possessive words formed by addition.* Many words can be formed in this way. Because it is possible to make words by suffixes, and most of the new words are words made by affixes. In this case, two different situations are observed. For example: agrarian, agrofirma, agrotourism, agrobusiness, agrosystem. First, artificial words that are borrowed from the English language are exactly that.

*Phrasal verbs.* The creation of new words by combining existing words or borrowed words is also common in neologisms. Our observations show that among the words borrowed from the English language, there are compound words formed using the following lexical units: *Adult tourist, circle/round trip, airport art, ghost town, Industrial business, mental map.*

In addition, we observe the formation of words with adverbs consisting of some words:

*super (super) — supermarket, super salon, super game*

*macro (macro) — macroeconomics, macrostatistics*

*mini (mini) — minifootball, minimarket*

*tele (tele) — teleconference, telecast*

*tetra (tetra) — tetrameter, tetralogy*

*video (video) — video camera, video clip*

*agro (agro) — agrobiolgy, agrochemistry*

*bio (bio) — biochemistry, biosphere*

As it can be seen from the above examples, in the formation of compound words, exactly the methods of copying or copying are used.

*Borrowings in the form of a phrase.* There are also borrowings in words that have been borrowed from the English language, and such words are often formed by the method of semi-synonyms. For example:

*computer software audit firm*

*investment fund local investment*

*women's leader children's football*

*Abbreviations.* During the years of independence, many cooperative enterprises, corporations, associations and companies were established in the Republic of Uzbekistan. at the same time, direct contacts were established with foreign socio-economic organizations and companies. As a result, abbreviations representing their names began to be actively used in our speech. We will show some of them:

*Unesco is derived from the English word, and it (United Nations Educational Scientific and Cultural Organization) corresponds to the United Nations Educational, Scientific and Cultural Organization in Uzbek.*

*UNICEF is the United Nations Children's Fund.*

*SFE — Students in Free Entertainment, that is, means Student Free Enterprise.*

But it should be noted that such abbreviations cannot provide information for the general public, because these abbreviations are mainly taken from the English language, so the meaning they express remains incomprehensible to people who do not know the English language. Uncertainty of information is the cause of dissatisfaction of many people. Therefore, I believe that it is necessary to look for ways to express them based on Uzbek possibilities, without blindly adopting such abbreviations.

### **Conclusion**

Summarizing the above points, in general, it is necessary to analyze each unit in the language from a lexical and grammatical point of view. It turned out that the study of the grammatical features of words borrowed from the English language can provide rich material for larger scientific research. In general conclusion, we can mention that the model of contextual character in the cognitive learning and

teaching of language is inextricably linked with the development of linguistic skills and abilities. Cognitive learning of business tourism terms is also an important step in the development of the industry and is achieved through the study of tourism languages and dialects.

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