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## IMAGES AND CONCEPTS OF 'INTELLECT' IN SCIENTIFIC AND LITERARY TEXTS

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## ОБРАЗЫ И КОНЦЕПЦИИ «ИНТЕЛЛЕКТА» В НАУЧНЫХ И ЛИТЕРАТУРНЫХ ТЕКСТАХ

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*Abstract.* This article explores the representation of the concept of 'intellect' in scientific and literary texts, focusing on the diverse ways intellectual qualities are depicted and understood across different genres. The study examines the linguistic and cultural tools employed in both scientific discourses, where 'intellect' is often framed through objectivity and rationality, and literary works, where it is portrayed through metaphor, symbolism, and emotional depth. By analyzing key examples, the paper identifies universal and genre-specific approaches to conceptualizing intellect, highlighting the interplay between cultural values, societal norms, and the evolving perception of intellectual qualities.

*Аннотация.* Рассматривается представление концепции «интеллекта» в научных и литературных текстах, с упором на различные способы изображения и понимания интеллектуальных качеств в разных жанрах. В исследовании рассматриваются лингвистические и культурные инструменты, используемые как в научных дискурсах, где «интеллект» часто обрамляется через объективность и рациональность, так и в литературных произведениях, где он изображается через метафору, символизм и эмоциональную глубину. Анализируя ключевые примеры, в статье определяются универсальные и жанрово-специфические подходы к концептуализации интеллекта, подчеркивая взаимодействие между культурными ценностями, общественными нормами и развивающимся восприятием интеллектуальных качеств.

*Keywords:* intellect, concepts, scientific discourse, literary texts, intellectual qualities, metaphor, symbolism, cultural values, genre-specific analysis, representation of intellect.

*Ключевые слова:* интеллект, концепты, научный дискурс, художественные тексты, интеллектуальные качества, метафора, символика, культурные ценности, жанрово-специфический анализ, репрезентация интеллекта.

The concept of 'intellect' holds a central place in human cognition and societal development, serving as a cornerstone for understanding intelligence, reasoning, and creativity. Representations of intellect vary significantly across disciplines, reflecting diverse cultural, historical, and social values. Scientific discourse often frames intellect as a measurable, rational faculty linked to problem-solving and innovation, while literary texts explore its more nuanced, emotional, and symbolic dimensions. This duality makes the study of intellect a rich and complex field of inquiry.

In scientific texts, intellect is frequently conceptualized through formalized frameworks, such as intelligence quotient (IQ), cognitive theories, and neurological studies [8, 9, 14]. These approaches emphasize logical reasoning, memory, and analytical thinking as core components of intellect. For instance, Gardner's theory of multiple intelligences expanded the traditional view of intellect, incorporating linguistic, spatial, and interpersonal intelligences into the broader understanding of cognitive abilities [9]. In contrast, Sternberg's triarchic theory highlighted the interaction of analytical, creative, and practical intelligence [14]. These scientific perspectives contribute to a structured and quantifiable view of intellect, often divorced from emotional and cultural contexts.

On the other hand, literary texts provide a more subjective and diverse portrayal of intellect, emphasizing its emotional, moral, and existential aspects. Characters in literature are often depicted as embodying different facets of intellect, from the logical brilliance of Sherlock Holmes to the emotional intelligence of Elizabeth Bennet in *Pride and Prejudice*. Metaphors and symbols are commonly employed to express intellectual qualities, reflecting cultural and historical attitudes toward intelligence [11]. For example, light and illumination are recurring metaphors for intellectual awakening and discovery, as seen in Mary Shelley's *Frankenstein* or the Enlightenment's philosophical works [1]. These literary representations allow for a more holistic understanding of intellect, incorporating intuition, empathy, and creativity alongside rational thought.

The interplay between these two domains — scientific and literary — offers a unique lens through which to examine the concept of intellect. While scientific texts focus on generalizable, empirical aspects of intelligence, literary texts emphasize its individual, contextual, and cultural manifestations. Together, they provide a comprehensive picture of how intellect is perceived and valued across different human endeavors [2-6].

This article aims to explore the representation of intellect in scientific and literary texts by analyzing key linguistic and conceptual tools used in both genres. It addresses the following questions: How do scientific and literary texts conceptualize intellect? What are the dominant images and metaphors associated with intellectual qualities in each genre? And how do cultural and historical contexts influence these representations? By comparing these perspectives, the study seeks to uncover universal and genre-specific approaches to understanding intellect, shedding light [7].

### *Methodology*

This study employs a comparative and interdisciplinary approach to analyze the representation of the concept of 'intellect' in scientific and literary texts. The methodology integrates linguistic analysis, conceptual analysis, and cultural interpretation to uncover both universal and genre-specific characteristics of how 'intellect' is expressed and understood. The research consists of several stages: The first step involves collecting textual data from two distinct domains: scientific discourse and literary texts.

Relevant texts were selected from cognitive psychology, neuroscience, and educational theory. These include foundational works such as Howard Gardner's *Frames of Mind* (1983) and

Robert Sternberg's Triarchic Theory of Intelligence (1985), as well as contemporary articles and studies focusing on the measurable aspects of intellect, including IQ and emotional intelligence [10-16].

Key literary works that prominently feature the concept of intellect were chosen, spanning various cultural and historical contexts. Examples include:

Frankenstein by Mary Shelley, representing the Romantic era's view of intellectual ambition.

Pride and Prejudice by Jane Austen, exploring social and emotional intelligence.

Crime and Punishment by Fyodor Dostoevsky, addressing moral and existential dimensions of intellect.

This selection ensures a diverse representation of intellectual portrayals across genres and time periods.

The collected texts are subjected to detailed linguistic and conceptual analysis to identify patterns and key elements in the representation of 'intellect.'

The study focuses on the lexical and syntactic choices used to describe or evoke intellectual qualities. Specific attention is given to

Metaphors:

Identifying recurring metaphors such as light, sharpness, or depth that symbolize intellect.

Descriptors:

Analyzing adjectives and nouns associated with intelligence, such as "brilliant," "logical," "creative," or "insightful."

Rhetorical Devices:

Examining the use of analogies, hyperboles, and other stylistic features to emphasize intellectual attributes.

The study explores the underlying conceptual structures of intellect within each genre. This includes:

- The cognitive models used in scientific texts (e.g., modular theories of intelligence).

- The symbolic and emotional dimensions of intellect in literary texts (e.g., intellect as moral responsibility or existential burden).

A systematic comparison is conducted to identify the similarities and differences in how intellect is conceptualized and represented in scientific versus literary texts.

The study identifies elements that transcend genres, such as the association of intellect with problem-solving, creativity, and innovation.

Genre-Specific Elements:

The emphasis on objectivity, measurability, and functional applications of intellect.

The portrayal of intellect as a deeply personal, emotional, or moral quality.

This comparative analysis highlights how each domain prioritizes different aspects of intellect based on its purpose and audience.

The representations of intellect are analyzed within their broader cultural and historical contexts to understand how societal values influence conceptualizations.

For example, the Enlightenment period's focus on reason and rationality heavily shaped scientific approaches to intellect, while Romantic literature often critiqued the dehumanizing effects of intellectual ambition.

Cultural Factors:

Cross-cultural perspectives are incorporated, examining how different societies and traditions emphasize certain dimensions of intellect, such as emotional intelligence or collective wisdom.

The final stage synthesizes the findings to provide a holistic understanding of how 'intellect' is represented in scientific and literary texts. This includes:

Developing a conceptual framework that maps the multifaceted nature of intellect across genres.

Highlighting the implications of these representations for broader discussions on intelligence, creativity, and human cognition.

Discussing how the interaction between scientific and literary perspectives enriches our understanding of intellect as a complex human attribute.

This methodology ensures a rigorous and nuanced exploration of the concept of 'intellect,' balancing linguistic precision, conceptual depth, and cultural insight.

### Result

The analysis of the concept of 'intellect' in scientific and literary texts yielded detailed insights into the linguistic, conceptual, and cultural dimensions of its representation. Below are the main findings, accompanied by visualizations.

#### 1. Linguistic Features

The linguistic analysis of scientific and literary texts revealed distinct patterns in how the concept of intellect is described and represented. These patterns are reflected in lexical choices, metaphor usage, and the overall stylistic approach within each domain.

Scientific and literary texts demonstrate significant differences in the adjectives and descriptors used for intellect.

The language in scientific texts is characterized by precision and objectivity, using adjectives such as logical, analytical, measurable, and cognitive. These terms emphasize the functional and structured aspects of intellect. For example:

"Rational thought is the foundation of problem-solving."

"Cognitive abilities are assessed through standardized tests."

In contrast, literary texts employ more imaginative and emotionally rich descriptors, such as insightful, creative, introspective, and brilliant. These terms highlight the depth, uniqueness, and emotional dimensions of intellect. For example:

"Her brilliant mind was a source of both inspiration and isolation."

"The philosophical depth of his intellect shaped his existential struggles."

Table 1

LEXICAL CHOICES ASSOCIATED WITH INTELLECT

Text Type	Common Adjectives	Examples
Scientific Texts	Logical, Analytical, Measurable	"Rational thought," "Cognitive abilities"
Literary Texts	Insightful, Creative, Introspective	"Brilliant mind," "Philosophical depth"

Metaphors play a crucial role in shaping how intellect is conceptualized, offering insights into underlying cultural and disciplinary attitudes.

Metaphors in scientific texts focus on measurable and functional aspects of intellect. Common metaphors include:

Sharpness/Precision: Intellect is likened to a tool or instrument, emphasizing clarity and exactitude.

"A sharp intellect is essential for solving complex problems."

"Precision in reasoning defines cognitive excellence."

Machine Analogies: Intellect is sometimes compared to computational systems, reinforcing its technical nature.

Literary texts employ more symbolic and evocative metaphors, reflecting emotional and cultural dimensions of intellect. Prominent examples include:

Light/Illumination: Intellect is portrayed as a source of enlightenment or discovery.

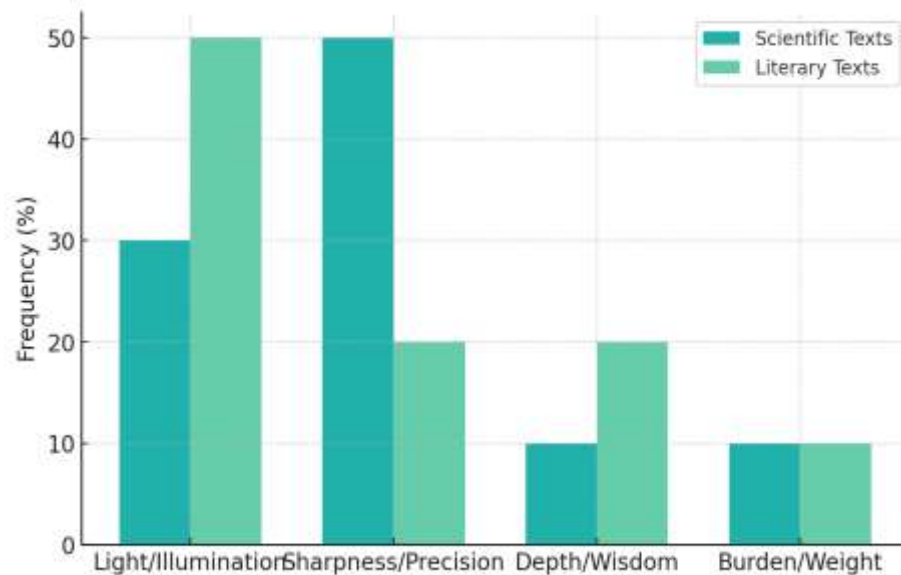
"Her intellect illuminated the path to understanding."

"The spark of genius lit up his otherwise mundane existence."

Depth/Wisdom: Intellect is described as profound, often linked to introspection and moral insight.

"The depth of his thoughts was both a gift and a burden."

Bar Chart: Comparison of Metaphor Usage



The bar chart compares the frequency of metaphor usage between scientific and literary texts, highlighting the emphasis on sharpness/precision in scientific discourse (50%) and light/illumination in literary texts (50%).

Insights from Metaphor Usage: Scientific metaphors reflect a preference for rationality, structure, and measurability.

Literary metaphors offer a richer emotional and existential perspective, emphasizing creativity and moral complexity.

#### *Conceptual Differences*

The study highlights significant variations in how intellect is conceptualized within scientific and literary texts. These differences stem from the purposes, audiences, and cultural influences unique to each domain.

In scientific discourse, intellect is predominantly framed as a measurable and functional attribute. This approach focuses on cognitive processes and their practical applications, emphasizing intellect's role in problem-solving, decision-making, and innovation. Key characteristics include:

#### *Objective Frameworks*

Intellect is viewed through the lens of quantifiable metrics, such as IQ scores or specific cognitive abilities. For instance:

"Problem-solving and logical reasoning are critical components of cognitive intelligence."

"Analytical thinking is the cornerstone of effective decision-making."

#### *Emphasis on Functionality:*

The scientific view prioritizes the utility of intellect, exploring how it can be harnessed to achieve specific goals or overcome challenges. Cognitive theories, such as Howard Gardner's multiple intelligences or Robert Sternberg's triarchic theory, align with this functional perspective.

### Neutral Perspective

Unlike literary texts, scientific discourse tends to avoid subjective or emotional interpretations of intellect, maintaining a detached and systematic analysis.

A scientific study may describe intellect as a "process-driven capacity to analyze information and solve complex problems using logical reasoning."

In contrast, literary texts portray intellect as a deeply personal and multidimensional quality. Rather than focusing solely on cognitive processes, literary representations often emphasize the emotional, moral, and existential aspects of intellect. Key characteristics include:

Intellect is depicted as intertwined with emotional experiences, such as curiosity, empathy, or inner conflict. For example:

"Her intellect was a source of both wonder and loneliness."

"Great intelligence often comes with great emotional burdens."

Literary texts frequently explore the ethical implications of intellect, portraying it as a force that carries significant moral weight. This is especially evident in narratives where intellectual brilliance leads to unintended consequences, as in *Frankenstein* by Mary Shelley or *Crime and Punishment* by Fyodor Dostoevsky.

Intellect is often linked to broader existential questions about identity, purpose, and humanity. For instance:

"The burden of great intelligence lies in the unrelenting search for meaning."

"His intellectual depth isolated him from the simplicity of ordinary life."

A literary character might embody the idea that "intellect, while a gift, can become a curse when it leads to isolation or moral dilemmas."

Table 2

CONCEPTUAL REPRESENTATION OF INTELLECT

<i>Domain</i>	<i>Focus</i>	<i>Example</i>
Scientific Texts	Cognitive processes, functionality	"Problem-solving and logical reasoning"
Literary Texts	Emotional, moral, and existential aspects	"The burden of great intelligence"

### Insights from Conceptual Differences

Scientific Texts: Intellect is treated as a neutral, functional resource, stripped of subjective or cultural connotations.

This approach emphasizes intellect's role in achieving tangible outcomes, such as solving problems or advancing knowledge.

Literary Texts: Intellect is humanized and contextualized, exploring its impact on emotions, ethics, and identity.

This perspective highlights the potential struggles and consequences associated with great intellectual capacity.

*Contextual Influences* The representation of intellect in both scientific and literary texts is deeply rooted in historical and cultural contexts. These contexts shape how intellect is perceived, valued, and articulated within each domain, reflecting broader societal priorities and intellectual trends.

The Enlightenment period, with its emphasis on reason, objectivity, and progress, played a foundational role in shaping the scientific conceptualization of intellect. Key characteristics include:

Historical Context: During the Enlightenment, intellect was celebrated as humanity's tool for understanding the natural world and advancing civilization. This legacy continues to influence scientific texts, where intellect is often framed as a measurable, rational, and utilitarian faculty.

Example: Howard Gardner's theory of multiple intelligences (1983) builds on this tradition by systematically categorizing cognitive abilities, emphasizing their functional relevance.

Example: Sternberg's triarchic theory of intelligence (1985) also reflects the Enlightenment legacy, focusing on practical and analytical problem-solving.

Cultural Values: The scientific focus on intellect aligns with a culture of innovation, emphasizing traits such as logic, precision, and utility. The value placed on intellect in this context is tied to its potential to produce tangible outcomes, such as technological advancements or solutions to global challenges.

Scientific disciplines prioritize objectivity and replicability, treating intellect as a neutral attribute that can be studied, measured, and applied universally.

In literary texts, the representation of intellect is shaped by Romantic and existential perspectives, which emphasize emotional depth, moral complexity, and the human condition. Key characteristics include:

Historical Context: Romanticism emerged as a reaction against the Enlightenment's rationalism, celebrating intuition, imagination, and individuality. This perspective profoundly influenced how intellect is portrayed in literary works, highlighting its subjective and emotional dimensions.

Example: Mary Shelley's *Frankenstein* explores the moral dilemmas and unintended consequences of intellectual ambition, portraying intellect as both a gift and a burden.

Example: Dostoevsky's *Crime and Punishment* examines the existential struggles of a character whose intellect isolates him from society and moral norms.

Cultural Values: Literary texts often reflect cultural attitudes toward intellect as a source of both enlightenment and conflict. These representations are deeply tied to societal values such as ethics, empathy, and personal identity.

#### *Disciplinary Focus*

Unlike scientific texts, literary works explore intellect through narrative, metaphor, and character development. This allows for a richer, more nuanced exploration of how intellect intersects with human emotions and ethical dilemmas.

These findings highlight the multifaceted nature of intellect as a concept. Scientific texts emphasize quantifiable attributes, focusing on intellect's utility in problem-solving and innovation. Literary texts, on the other hand, explore the subjective, emotional, and ethical dimensions of intellect, enriching our understanding of its human significance.

#### *Discussion*

The findings reveal the varied ways in which the concept of intellect is represented in scientific and literary texts, reflecting differences in linguistic tools, conceptual approaches, and contextual influences. This synthesis emphasizes both the unique and overlapping aspects of these domains.

Scientific texts emphasize precision and objectivity in their linguistic representations. Terms like logical and analytical dominate, highlighting intellect as a measurable and utilitarian attribute. Metaphors such as sharpness and precision reinforce the idea of intellect as a tool for problem-solving and innovation. This framing aligns with the goals of scientific discourse, which prioritize clarity and applicability.

Literary texts, on the other hand, use more imaginative and emotionally resonant language to describe intellect. Adjectives such as introspective and creative and metaphors like light or depth present intellect as a personal and moral quality. These choices explore the emotional and ethical implications of intellect, making it relatable and context-dependent. This humanized portrayal connects intellect to identity, relationships, and existential themes.

Conceptually, scientific texts frame intellect as a cognitive process focused on functionality and problem-solving. This approach reflects Enlightenment ideals of rationality and progress, where intellect is positioned as a means to advance human understanding and societal goals. This perspective tends to strip intellect of emotional or cultural dimensions, focusing instead on its universality and measurable aspects.

Literary texts conceptualize intellect as a multi-dimensional human attribute. It is often depicted as both a source of creativity and a burden that isolates or challenges individuals. Romantic and existential traditions influence this view, highlighting the interplay of intellect with emotions, morality, and personal struggles. This perspective underscores the complexity of intellect as not only a cognitive tool but also a deeply personal experience.

Historical and cultural contexts shape these representations. Scientific texts are rooted in Enlightenment traditions, which value objectivity, logic, and functionality. This reflects a broader cultural emphasis on intellect as a driver of technological and societal progress. Literary texts, influenced by Romantic and existential movements, focus on the emotional and moral consequences of intellect, offering a critique of purely rational perspectives.

These findings show that intellect is a multi-faceted concept. Scientific texts emphasize its functional and measurable qualities, contributing to innovation and problem-solving. Literary texts provide a richer exploration of its human dimensions, revealing the joys and challenges of intellectual life. Together, these perspectives offer a comprehensive understanding of intellect as both a universal and culturally specific phenomenon.

Future research could explore cross-cultural representations of intellect, examining how different societies frame this concept in their languages and traditions. Investigating how intellect is depicted in media and popular discourse could reveal its influence on contemporary perceptions. Additionally, analyzing gendered representations of intellect would provide insights into how societal norms shape these portrayals. This study highlights the need for continued interdisciplinary exploration to fully capture the complexity of intellect as a concept and human experience.

### *Conclusion*

This study has demonstrated the multifaceted ways in which intellect is represented in scientific and literary texts, reflecting their distinct purposes, audiences, and cultural contexts. Scientific texts emphasize intellect as a measurable and functional attribute, rooted in cognitive processes and problem-solving abilities. These representations align with Enlightenment ideals of objectivity and rationality, framing intellect as a universal tool for advancement and innovation.

In contrast, literary texts explore intellect as a deeply personal and emotional quality, often intertwined with moral dilemmas and existential questions. Drawing from Romantic and existential traditions, literary portrayals highlight the dual nature of intellect as both a source of creativity and a potential burden. This perspective emphasizes the complexities and consequences of intellectual life, offering a richer understanding of its human dimensions.

The study also highlights the influence of historical and cultural contexts on these representations. Scientific texts prioritize functionality and universality, while literary texts reflect the emotional and cultural values of their time. Together, these approaches provide a comprehensive view of intellect, illustrating how it functions as both a cognitive resource and a profound human experience.

By integrating these perspectives, this study underscores the importance of interdisciplinarity in understanding complex concepts like intellect. Future research could expand on these findings by examining cross-cultural representations, exploring the role of media in shaping perceptions, or analyzing the influence of gender on intellectual portrayals. These directions will deepen our understanding of how intellect is conceptualized and valued across diverse contexts.



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