

Theoretical Views on the Term “Concept” in Cognitive Linguistics

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ABSTRACT

The article studies the peculiarities of the “concept” in cognitive linguistics and its role in the speech.

Keywords: Concept, conceptualization cognitive, linguistics, psychology, neurology, epistemology, sociology, ontology, polysemy, gestalt, frame.

INTRODUCTION

According to one of the prominent representatives of world cognitive linguistics, the Russian scientist E. S. Kubryakova, “Cognitive linguistics certainly exists (because there is non-cognitive linguistics such as structural linguistics), in its shell a specific understanding of the term we are interested in is formed, although it has not yet become a term with multiple meanings, but in any case, it is given to cognitive linguistics in our country and abroad. it is necessary to pay attention to this or that grade”.

So, relying on the scientist’s opinion, it can be said that: cognitive linguistics studies language phenomena in an integral connection with thought processes, at the same time, the mechanisms of language learning by humans and the processes of conceptualization and categorization are revealed, explained and creates a thorough ground for its illumination.

Cognitive linguistics is a science that studies language as a general cognitive mechanism. According to V. Z. Demyankov, the role of language structures in information processing is studied from the point of view of speech creation and perception. In this case, the subjects who create speech and perceive it - the speaker and the listener – are considered as an information processing system.

According to the scientist, “...the researcher who started in the field of linguistics eventually reaches the destination of combined sciences.” That is, a person who wants to engage in cognitive linguistics needs to be familiar with the alphabet of sciences such as psychology, neurology, epistemology, sociology, artificial intelligence, which are the basis for the emergence of this field.

Cognitive linguistics is closely related to the concept of cognitive activity. Cognitive activity is a thinking process that makes a person perceive something or reality.

The concept of cognition is also a central concept in cognitive linguistics, and it is interpreted in scientific literature as a system of processes such as perception, encoding and creation of information.

According to Z. D. Popova and I. A. Sternin, “The grouping of concepts relies on their linguistic expression styles.” Therefore, cognitive researchers proposed to distinguish groups of grammatical (more precisely, syntactic) concepts along with phonological, morphonological, morphological, lexical, phraseological concepts.

According to V. A. Maslova, “Operational memory units - frames (stereotypical situations, scenarios), concepts, gestalt (integrated concepts of world lines, images) become a tool for working in cognitive linguistics.” Therefore, cognitive linguistics focuses on modeling the worldview and the structure of language consciousness.

“Cognitive linguistics is a new stage in language learning,” writes Z. I. Rezanova. “Cognitive linguistics plays an important role in the anthropocentric paradigm of linguistic classification,

studying the relationship between language and cognitive mechanism as the most important ontologically determining factor.”

MATERIALS AND METHODS

Scientific research in this direction was carried out for the first time in the United States in the mid-70s of the last century. Later, the research results of European and Russian cognitologists in this regard began to be published gradually. Expressing her attitude to cognitive linguistics, the Russian researcher L. V. Pravikova writes: If cognitive linguistics is not viewed from the point of view of what motivated its emergence (the study and research of thinking, perceptual activity and cognition), but in the system of language levels, its viewed from the point of view of the place of the subject of research, this direction of linguistics, in general, deals with the research of the meaningful parameters of the language. These are directions such as cognitive semantics, spatial semantics, frame semantics, which, in turn, mean the study and observation of informational aspects of speech activity in categories and categorization, concepts and conceptualization, metaphors and metaphorization, reference and perception. The author makes his opinion about this more specific and differentiates Russian cognitive linguistics from other similar directions abroad as follows: In the linguistics of our country (Russian), cognitive linguistics has its own clear direction of development. If in foreign linguistics the cognitive direction appeared in connection with the study of various conventional semantics, in our country cognitive ideas, in our opinion, were revealed in connection with research in the field of nomination (naming). In this theory, the relationship between the form and the content of the language was interpreted semasiologically and onomasiologically. Thus, for the first time in cognitive linguistics, a promising direction has emerged that researches the formation, development of meaning, that is, conceptual

semantics, its realization through verbal means, and the laws of its use in communication.

RESULT AND DISCUSSION

Thus, in cognitive linguistics, it appears as a promising science that studies the formation and development of conceptual semantics, its realization through verbal means, and the laws of its use in communication.

There are also scientists who have expressed a negative attitude to the status of cognitive linguistics, its subject, methods, goals and tasks, and the object of research. For example, the Russian linguist V. B. Kasevich, talking about the contribution of cognitive linguistics to modern linguistics, concludes his analysis by saying: “although the approaches to language developed in this field and their results enrich linguistics, they are not a new object (or rather, subject) of research” does not create a new method, therefore it would be correct to say that there is no “cognitive linguistics,” because non-cognitive (psycho)linguistics itself does not exist.

E. S. Kubryakova V. B. completely rejecting Kasevich’s opinion, he puts forward his following correct idea against his opinion: “Cognitive linguistics certainly exists (because there is non-cognitive linguistics, such as structural linguistics), in the shell of which a specific understanding of the term we are interested in is formed, although it is a polysemous term. did not manage to turn around, but in any case, it is necessary to pay attention to one or another assessment given to cognitive linguistics in our country and abroad.”

Thus, while describing the theories and methods of late 20th century linguistics as tools testifying to “rebellions and upheavals,” P. B. Parshin gives an example of cognitive linguistics as one of them. “In it,” the author notes, “as model constructs” cognitive structures and processes similar to “frames” (M. Minsky) (although this concept was adapted to linguistics by Ch. Fillmore), praised (idealized) “cognitive model” (D. Lakoff)

or “mental environment” (J. Faucone), “dimensional drawing” (R. Djakendoff), semantic-grammatical supercategories similar to “configurational structure,” dynamics of forces, distribution of influence, “concept” and others (L. Talmi), “complex multifaceted constructions” (in the sense of the terms suggested by Ch. Fillmore and P. Keylar), “cognitive operations” such as rules of conceptual conclusions (Schenck), or A. Structures and processes come to the fore in scientific works such as “special level of study of intellectual systems” (Newell 1982) which differs from “symbolic level of knowledge” recognized by Newell. I deliberately brought this long set of thoughts to show not only the real existence of cognitive linguistics, but also to show that it is characterized by a wide range of different problems that are studied and interpreted in the same theoretical views and approaches.

The place, importance of cognitive linguistics and its main differences from related linguistics are described in the special book *Cognitive Linguistics: Foundations, Scope and Methodology* (1999) of the multi-volume publication devoted to scientific research on cognitive linguistics called “Cognitive Linguistics Research” by prominent cognitivist linguists of the world. Valuable comments on its independent status in modern linguistics were expressed, most importantly – it was recognized that no matter what phenomenon of language is studied, a cognitive-functional approach to them is preferable to a formal analysis (see: Langacker 1999: 17-24). Based on the essence of this semantic approach, the well-known typologist V. Croft, writing about it, emphasizes the unique importance of cognitive linguistics in the typological study of language.

The scientist who gave the highest assessment to cognitive linguistics is J. Faucone, who expresses his opinion about it as follows: “The surprising success of cognitive linguistics, apparently, for the first time in it, they began to associate the science of meaning formation with its development, but from ancient times despite the fact that the approach to language as a means of forming and expressing meaning is also in cognitive

linguistics, all its research methods and results are completely new.

It should be said that the processes of conceptualization and categorization are of great importance in cognitive linguistics. The main reason for this is that “Conceptualization is aimed at distinguishing the minimum meaningful units of the composition (complex) of human experience and knowledge, while the process of categorization is aimed at distinguishing and classifying similar units from each other and uniting them into relatively larger groups, or rather, categories.” In this case, answering questions such as how the speaker/writer of the language feels and perceives the objective existence, as well as determining what objective and subjective linguistic factors exist in the formation of the objective view of the world in the real world, the owner of a certain language, plays a big role. In addition, it plays an important role in learning and researching the methods and techniques of linguistic expression of the objective existence existing in this world through verbal means, through the linguistic landscape of the language.

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