COGNITIVE DIRECTIONS IN LINGUISTICS

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Annotation
Cognitive linguistics is a field in linguistics that explores the problems of the relationship between language and consciousness, the role of language in the conceptualization and categorization of the world, in cognitive processes and generalization of human experience, the connection of individual cognitive abilities of a person with language and the forms of their interaction. Communicative linguistics is a direction in modern linguistics that considers speech acts (statement, request, question, etc.) as a unit of communication, the communicative significance of the structural elements of which (words, phrases, sentences) is manifested in a coherent text (discourse). It is used for linguistic substantiation of modern teaching methods . The name of the new discipline and its basic concept - "cognition" - go back to the English cognition "cognition". Structural and transformational-generative directions in linguistics, which did not give the expected results in increasing the practical level of proficiency in a non-native language. Cognitive linguistics is one of the new cognitive sciences, the object of study of which is the nature and essence of knowledge and cognition, the results of the perception of reality and human cognitive activity, accumulated in the form of meaningful and brought into a certain system of information.

Keywords: cognitive, artificial intelligence, symbolization, logical conclusion, fantasizing, correlation, stereotypical situations

Introduction

Cognitive linguistics is a complex scientific discipline that integrates the approaches and ideas of several sciences: the theory of artificial intelligence (the theory of imitation of human intelligence using electronic computers), linguistics, psychology, psycholinguistics and neurology. Cognitive linguistics, unlike other disciplines of the cognitive cycle, is only interested in those cognitions that are inherent in a person: mental mechanisms for understanding and generating speech associated with the presentation of linguistic knowledge as a special mechanism for processing (processing) information. In this regard, the main task of cognitive linguistics is "a systematic description and explanation of the mechanisms of human language

acquisition and the principles of structuring these mechanisms."To solve this problem, it is necessary to understand the content and outline the boundaries of the concept of cognition.

At the present stage of the development of cognitivism, this concept has significantly expanded its scope: knowledge, consciousness, mind, thinking, representation, creativity, development of a strategy for speech thinking, symbolization, logical conclusion, fantasizing, etc. are summed up under it. Cognition, being the main concept of cognitive linguistics, provides it with broader horizons than those that the traditional theory of the relationship between language and thinking had. Cognition Cognition deals not only with true knowledge, but also with opinions, which, as you know, can be erroneous. Both knowledge and opinions in cognitive linguistics are considered from the point of view of their representation by language structures. A remarkable property of cognition should be considered its mutual orientation. Hence the specificity of linguistic cognition: through linguistic signs, figures of thought (linguistic images) do not just store or transmit information; they analyze and interpret it. Interpretation of a speech message is a type of cognition, the direct object of which is the product of verbal and mental activity. Consequently, a person is an active subject of cognition: considering, cognizing and transforming. The connection between cognitive psychology and linguistics is quite natural: mental processes are outwardly inaccessible; they can be extracted from the depths of human consciousness only through the structures that represent them. These are language educations. Therefore, language is in the center of attention of cognitologists: language is the main means of forming and expressing thoughts. Therefore, if language is considered a source of surface structures representing cognitive (deep) structures, then it is most expedient to cognize the latter through the language structures available to us.

In this regard, it is necessary to try to understand how at least two forms of information encoding are arranged - cognitive and linguistic. In the works of modern scientists, the idea is more and more convincing that these are not the same, but different propositional forms of knowledge representation, which, however, are organically interconnected: words are mutually associated only if the corresponding concepts are included in the propositions encoded in memory. - holistic mental subject-predicate structures that reflect some situations and configurations of their elements. The concept is born as a unit of a universal code, i.e. as an individual sensory-objective image, which is based on sensory experience. Over time, a specific image is abstracted from the real object and turns into a proper mental image, but it is always individual, as it goes back to personal experience. Depending on the nature

of the content, the following types of concepts are built: representation, scheme, concept, frame, scenario and gestalt.

A frame is a mental image of a stereotypical situation. The character of denotation acquires special significance here: the mental connection of a given cognitive formation with a denotative situation of a special kind - a stereotypical one. The content of the frame is formed by a structured set of mandatory and optional features, the so-called "nodes" and "terminals". Mandatory attributes of a frame are objictified by its cognitive-propositional structure. Optional features perform a specifying function in the frame structure. They are "slots" that, in the process of knowing an object, must be "filled with characteristic examples or data."

Frames serve as those cognitive structures that form the stereotypes of linguistic consciousness. Stereotypes of linguistic consciousness in the associative-verbal network are stored in the form of frames, the structure of which is determined by predictable association vectors.

Varieties of the frame structure, verbalized by signs of indirect nomination, are scripts, or scripts - stereotypical episodes that occur in time and space. The same element, being included in different integral structures, is perceived differently. If you replace the individual elements, but keep the relationship between them, then the overall structure of the image remains unchanged. Finally, the form of the predominance of the whole over the parts: the preservation of the integral structure when its parts fall out. **A frame structure** is a multicomponent concept conceivable in its entirety, reflecting clichéd situations in the aggregate of relevant standard knowledge, voluminous representations and all stable associations. **A conceptual scheme** is a contour-generalized representation in the semantics of an idiom of an object of a phraseological nomination, as a rule, an idiom of a metonymic nature: spruce head 'stupid, stupid-man'; The cognitive basis of the phraseological meaning of such idioms is a contour, schematic representation, a figurative hypernym, on the one hand, devoid of pictorial clarity (a kind of silly), and on the other hand, not reaching conceptual certainty. The phrasemogenic potential of the concept scheme is quite high, which is explained by its intermediate status between the representation (mental picture) and the concept. At the same time, one should not absolutize the possibilities of cognitive linguistics: the modeling of concepts is beyond its strength. This is the task of cognitive psychology, which, however, cannot develop successfully without cognitive linguistics. Cognitive linguistics determines the semantic epicenter of the concept, detects conceptual features, identifies various content layers of the concept, reveals its semantic field, which in a certain sense is correlated with linguistic fields (semantic, syntactic). As a result, linguocognitive

studies are aimed at modeling the concept sphere of a particular language, determining the characteristics of the mentality of the people. Mentality is a peculiar way of perceiving and understanding the world, which is determined by a set of cognitive stereotypes of consciousness (national, group, ethnic, etc.). Conceptosphere - the sphere of knowledge; the concept sphere of language is the sphere of verbalized knowledge, which largely determines the mentality of an individual, group, people, i.e. character, behavior, structure of thoughts.

Conclusion.

So, cognitive linguistics focuses on solving two main problems. How language - the main means of communication - uses general cognitive mechanisms in the process of communication and how cognitive mechanisms themselves are known through language. Cognitive linguistics is a very promising discipline. After all, language, according to W. Chafe, is still the best window into knowledge, a universal heuristic means of explaining everything that exists; it is observable, amenable to analysis, opens up access to the understanding of knowledge and cognition itself - the way of acquiring, using, storing, transmitting and processing information.

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