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FEATURES OF COGNITIVE LINGUISTICS.

MAIN RESEARCH CONCEPTS

ABSTRACT

The article discusses the basic principles and features of cognitive linguistics, provides thoughts of various scientists and linguists about cognitive linguistics. It also covers the basic concepts and main approaches of cognitive linguistics. Cognitive linguistics is a rapidly developing area of linguistics, which largely determines the image of modern world linguistic science. In addition, this area is relatively new, young, and contains many controversial issues, both in theoretical issues and in research practice, and in research methods. This determines the need for works that reveal the theoretical and methodological foundations of cognitive science on the basis of the experience of practical lingual-cognitive description of language. The increased interest in cognitive linguistics is due to the fact that this area helps to understand the world around us through the prism of the features of language categories, as well as the compatibility and use of language units. Initially, cognitive linguistics was considered an applied discipline related to computer modeling of human thinking processes and the development of artificial intelligence. Over time, cognitive linguistics acquired its subject, internal structure and categorical system. The development of cognitive linguistics is closely linked to a new understanding and vision of language through the prism of human cognition. The main theoretical construct of cognitive semantics is the concept – the basic unit of mental representation. Today, various researchers have different understandings of the concept. At the same time, everyone agrees that the “concept” is the most important element of cognitive linguistics. In our opinion, the concept is a bridge connecting ordinary linguistic thinking with cognitive thinking.

Keywords: cognition, linguistics, concept, picture of the world, cognitive grammar

KOQNİTİV DİLÇİLİYİN XÜSUSİYYƏTLƏRİ.

ƏSAS TƏDQIQAT KONSEPSİYALARI

Xülasə

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Məqalədə koqnitiv dilçiliyin əsas prinsipləri və xüsusiyyətləri müzakirə edilir və müxtəlif alim və dilçilərin koqnitiv dilçiliklə bağlı açıqlamaları verilir. Həmçinin, koqnitiv dilçiliyin əsas anlayışlarına və əsas yanaşmalarına toxunulur.

Koqnitiv dilçilik müasir dünya dilçilik elminin simasını böyük ölçüdə müəyyən edən dilçiliyin sürətlə inkişaf edən bir sahəsidir. Bundan əlavə, o, bu sahə nisbətən yeni, gəncdir və həm nəzəri məsələlərdə, həm də tədqiqat praktikasında və tədqiqat metodlarında bir çox mübahisəli məsələləri ehtiva edir. Bu, dilin praktiki linqvistik-koqnitiv təsviri təcrübəsinə əsaslanaraq, idrak elminin nəzəri və metodoloji əsaslarını üzə çıxaran əsərlərə ehtiyacı müəyyən edir. Koqnitiv dilçiliyə marağın artması onunla bağlıdır ki, bu istiqamət bizi əhatə edən aləmi dil kateqoriyalarının xüsusiyyətləri prizmasından, həmçinin dil vahidlərinin uyğunluğu və istifadəsindən dərk etməyə kömək edir. Əvvəlcə koqnitiv dilçilik insanın təfəkkür proseslərinin kompüterdə modelləşdirilməsi və süni intellektin inkişafı ilə bağlı tətbiqi fən hesab olunurdu. Zaman keçdikcə koqnitiv dilçilik öz mövzusunı, daxili strukturunu və kateqoriya sistemini əldə etmişdir. Koqnitiv dilçiliyin inkişafı insanın idrak prizmasından dilə yeni baxış və dərk etmə ilə sıx bağlıdır. İdrak semantikasının əsas nəzəri konstruksiyasını zehni təmsilin əsas vahidi olan konsept təşkil edir. Bu gün müxtəlif tədqiqatçılar konsepti fərqli başa düşürlər. Eyni zamanda, hamı razılaşır ki, “konsept” koqnitiv dilçiliyin ən mühüm elementidir. Bizim fikrimizcə, konsept adi linqvistik təfəkkürlə koqnitiv təfəkkürü birləşdirən bir körpüdür.

Açar sözlər: idrak, dilçilik, konsept, dünya mənzərəsi, koqnitiv qrammatika

АЙНУРА ГУРБАНОВА

ОСОБЕННОСТИ КОГНИТИВНОЙ ЛИНГВИСТИКИ. ОСНОВНЫЕ ИССЛЕДОВАТЕЛЬСКИЕ КОНЦЕПЦИИ

Аннотация

В статье рассматриваются основные принципы и особенности когнитивной лингвистики, приводятся взгляды различных ученых и лингвистов на данное направление. Освещаются базовые понятия и основные подходы когнитивной лингвистики. Когнитивная лингвистика представляет собой быстро развивающуюся область лингвистики, которая во многом определяет облик современной мировой лингвистической науки. Кроме того, эта область является относительно новой, молодой и содержит множество дискуссионных вопросов, как в теоретической части, так и в области исследовательской практики и методов исследования. Это обуславливает необходимость работ, раскрывающих теоретико-методологические основы когнитивной науки на основе опыта практического лингво-когнитивного описания языка.

Возрастающий интерес к когнитивной лингвистике объясняется тем, что она позволяет понять окружающий мир через призму особенностей языковых категорий, а также сочетаемости и употребления языковых единиц. Изначально

когнитивная лингвистика рассматривалась как прикладная дисциплина, связанная с компьютерным моделированием процессов человеческого мышления и разработкой искусственного интеллекта. Со временем когнитивная лингвистика обрела свой предмет, внутреннюю структуру и категориальную систему.

Развитие когнитивной лингвистики тесно связано с новым пониманием и видением языка через призму человеческого познания. Основной теоретической конструкцией когнитивной семантики является концепт – базовая единица ментального представления. На сегодняшний день различные исследователи предлагают разные трактовки понятия концепта. Однако все сходятся во мнении, что «концепт» является важнейшим элементом когнитивной лингвистики. На наш взгляд, концепт представляет собой мост, соединяющий обыденное языковое мышление с когнитивным.

Ключевые слова: когниция, лингвистика, концепт, картина мира, когнитивная грамматика.

Introduction

Nowadays, cognitive linguistics is one of the most actively developing and relatively young areas in modern linguistics. Its origin is associated with the tendency to consider the essence and functioning of language in connection with human cognitive activity in the world. The term “cognitive” is derived from Latin and is associated with the concepts of “cognition”, “knowledge”, “thinking”. The connection between language and cognition was proclaimed as the fundamental principle of this direction. The term "cognition" implies the process of cognition of the surrounding world. The increased interest in cognitive linguistics is due to the fact that this direction helps to understand the surrounding world through the prism of the features of language categories, as well as the compatibility and use of language units. Cognitive studies of language allow us to study the features of the culture and national values of the people, which in the course of its historical development were systematized and reflected in the language.

Cognitive linguistics, which focuses on language as a tool for organizing, processing, and transmitting information, is an approach to the analysis of natural language.

The purpose of this study is to identify the main features and concepts of cognitive linguistics and to analyze recent trends in its study.

Emergence of cognitive linguistics

It is believed that cognitive linguistics as an independent field originated in the late 1970s - early 1980s. Its golden age is attributed to 1989, when an international linguistic conference was held in Duisburg (Germany), at which the creation of the International Cognitive Linguistics Association was announced and a decision was

made to create a series of Cognitive Linguistics Research monographs, which subsequently published the works of prominent representatives of this area.

Many researchers consider its emergence as a result of the development of “cognitive science” – a term that has been used since the middle of 1970s to denote a scientific direction aimed at studying the processes of knowledge representation and processing of information coming to a person through various branches.”.

Initially, cognitive linguistics was considered an applied discipline related to computer modeling of human thought processes and the development of artificial intelligence – a system possessing the basic behavioral characteristics of a person: the ability to understand language, think, solve problems, etc. [14].

Cognitive linguistics owes its origin mainly to American linguists – R. Langacker, J. Lakoff, M. Johnson, G. Thompson, who in their works preferred to use the term “cognitive grammar”. This term was first used in the 70s of the 20th century in their works, the main ideas of which served as a starting point for the development of cognitive linguistics. R. Langacker considered cognitive processes as the main reason for the emergence of grammatical structures in language. J. Lakoff, in his turn, studied human perception of the world, the reflection of knowledge about the world in language through a system of categories, "representing a certain way of organizing human experience." J. Lakoff studied figurative means of thinking - metaphor and metonymy - as linguistic phenomena reflecting the basic cognitive process. M. Johnson and J. Lakoff were the first to say that the key role in the formation of a person's conceptual system is played by his experience of interaction with the surrounding world. They put forward the thesis that thinking is inextricably linked with a person's life experience [9; 10; 11].

In Western and Central Europe the ideas of cognitive linguistics were taken up and developed by a number of scientists: R. Dirven, B. Rudzka-Austen, D. Taylor, K. Singh, A. Verhagen, B. Lewandowska-Tomaszczuk, P. Harder, G. Rudden [7, p. 21].

The emergence of cognitive linguistics can be seen as the creation of a new linguistic paradigm. Gradually, cognitive linguistics acquired its subject, internal structure and categorical system. The development of cognitive linguistics is closely linked to a new understanding and vision of language through the prism of human cognition.

Features of cognitive linguistics

Cognitive linguistics has been considered a new perspective for researching languages so that the features, as well as the natural characteristics of communication means, could be shed light on. In fact, these things are viewed under the mental process of humans consisting of the processes of perception, memorization, thinking, and applying [13; 4].

The purpose of cognitive linguistics is to study how the processes of perception, categorization, classification and understanding of the world are carried out, how

knowledge is accumulated, what systems provide various types of activities with information.

Language is a distinct human cognitive ability, but the intellectual processes responsible for storing and retrieving linguistic and non-linguistic knowledge are fundamentally similar. Cognitive linguistics includes a variety of widely applicable hypothetical ways of thinking about linguistic importance and structure, all sharing a common premise: the idea that language is a central part of cognition and reflects the interrelationship of social, psychological, and informational elements that must be understood from a reasonable perspective of conceptualization and mental processing.

According to Evans and Green (2006), cognitive linguistics is a relatively new area of linguistics and one of the most innovative and interesting approaches to the study of language and thought to emerge from the modern field of interdisciplinary research known as cognitive science.

The material of study in linguocognitology is language. British scientist J. Taylor says that language is “an integral part of human cognition, and the analysis of any phenomena in language should be based on knowledge of human cognitive activity, i.e. cognitive linguistics is knowledge not about language, but knowledge obtained through language. It is necessary to study language in the light of what is known about thinking using various research methods - be it an experiment, introspection, or simply everyday observation.” [15, p. 9].

The editors of the Cognitive Linguistics Research journal define cognitive linguistics as follows: Cognitive linguistics encompasses a broad range of topics and a number of compatible theoretical approaches that are based on the idea that language as a facet of cognition reflects social, cultural, psychological, communicative and functional aspects and can only be understood in the context of a realistic view of its acquisition, cognitive development and mental processes. It seeks to explain the structure of language through concepts inherent in other cognitive mechanisms that it addresses, along with its communicative function [15, p. 10].

Cognitive linguistics is a cluster of compatible and complementary approaches [7, p. 21]. Thus, within the framework of cognitive linguistics, three large areas of research are distinguished:

1) approaches to the study of grammar that study language at the structural and organizational levels. These include cognitive grammar (R. Lanecker, L. Talmy) and constructional grammar (C. Fillmore, P. Kay, A. Goldberg, J. Lakoff, W. Croft, B. Bergen);

2) cognitive semantics, which, through language, examines various aspects of human thought, such as the representation of knowledge and the construction of meanings. Cognitive semantics includes the theory of conceptual metaphor (J. Lakoff, M. Johnson, R. Gibbs, M. Turner), the theory of mental spaces (J. Fauconnier, B. Dancyger, S. Coulson), the theory of conceptual integration (or

mixing) (J. Fauconnier, M. Turner), as well as such an approach as cognitive lexical semantics, within the framework of which the theory of fundamental polysemy and the theory of lexical concepts and cognitive models have been developed (V. Evans, A. Thaler) [6, p. 462 – 469];

3) an integrative approach, which involves solving a research problem by using the developments of the two areas mentioned above (V. Evans, A. Tayler, E. Sweetser) [14; 5].

In Western cognitive linguistics, there is currently no consensus on the basic units of study. Each area of cognitive research has developed its own terminology, but many terms have become widespread and are analyzed in most or all theories [1; 3]. As T. Clausner and W. Croft write, there is also a variability in the names of the same theoretical constructs within the framework of different approaches.

T. Clausner and W. Croft, in their turn, identify the following fundamental theoretical constructs that are fundamental to work in the field of cognitive linguistics: “concepts”, “conceptualization processes”, “domains”, and “categorical structures”. The main theoretical construct of cognitive semantics is the **concept** – the basic unit of mental representation.

The concept is also a basic unit according to the glossary of cognitive linguistics, where the concept is called a fundamental unit of knowledge, central to the processes of categorization and conceptualization [4]. The concept is part of a solid structure – a conceptual system, in which it is coded and, if necessary, wrapped in an external form through language, gaining the name of a lexical concept [4].

The need to organize concepts was understood by many researchers, which led to the emergence of the terms “frame”, “scheme”, “script”, “cognitive model”, “gestalt”, “basis”, “scene”, since concepts are not isolated, atomic units of thinking, but phenomena that exist and are perceived in the context of assumed background structures of knowledge [2, p. 8].

Today, various researchers have different understandings of the concept. At the same time, everyone agrees that the “concept” is the most important element of cognitive linguistics. In our opinion, the concept is a bridge connecting ordinary linguistic thinking with cognitive thinking. Ordinary linguistic thinking is directly related to the meaning of words and phraseological units that make up the semantic system of language. Cognitive thinking or cognitive linguistic thinking directly links the lexical meaning of words with the linguistic picture of the world and ultimately determines the collective psyche, which is commonly called the national mentality.[12]

Another key concept of modern cognitive linguistics is the **“language picture of the world”**. The term "picture of the world" (previously also "image of the world", "model of the world") began to be used in the early 17th century in philosophical works. The "language picture of the world" is usually understood as the totality of

people's knowledge about reality, recorded at the level of language. A person's idea of the world around him - objects and phenomena - is reflected in linguistic signs and has a significant impact on the formation of their systemic meaning.

A picture of the world is a conscious reproduction of an original object by one means or another, that is, in relation to the linguistic picture of the world, a reflection of the totality of knowledge about the objective surrounding world by means of language. A picture of the world is formed in the process of interaction between the world and man, mediated by the relationship between language and thinking. Language has a direct connection with cognition and is the main subject of cognitive linguistics. In the works of modern linguists-cognitologists, language is considered as a general cognitive mechanism.

All the ways of conceptual assimilation of the world by man throughout his history are imprinted in the language. This is a complex path of acquiring thought, knowledge, studying cognition and a complex mechanism of speech and verbal design of thought. Language is mobile and flexible, it changes and is influenced by people and changing circumstances. Only thanks to language is man able to understand the world and himself. The relationship between language and thinking is contradictory: on the one hand, it is close and inseparable, on the other, thinking and language are relatively independent.

Modern cognitive linguistics uses a wide range of approaches and research areas. An important role for this scientific direction is played by the relationship between linguistic forms and their mental representations in the context of a particular culture, which forms a linguistic picture of the world. In essence, the language picture of the world is "a set of knowledge about the world that is reflected in language, as well as ways of obtaining and interpreting new knowledge." The language picture of the world is a certain way of conceptualizing reality and refraction it through language forms.

At the present stage of development of cognitive linguistics, the problem of interpretation and research of the language picture of the world continues to be debatable. The most widespread definition of the language picture of the world comes down to the following: it is a cumulative system of knowledge about the world, formed in the consciousness of a certain linguistic community on the basis of national historical and general cultural experience.

Conclusion

Today, cognitive linguistics faces a number of tasks: identifying the role of language in the processes of cognition and understanding of the world, studying the relationship between conceptual systems and language systems, identifying the role of language in the processes of receiving, processing and transmitting information, etc. The prospects for the development of cognitive linguistics are interesting not only for linguistics, but also for other fundamental sciences related to language and,

to one degree or another, turning to linguistics to solve theoretical and practical problems.

Cognitive linguistics has been considered a new perspective for researching languages so that the features, as well as the natural characteristics of communication means, could be shed light on. In fact, these things are viewed under the mental process of humans consisting of the processes of perception, memorization, thinking, and applying (Moore, 2011; Evans, 2012).

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