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MAIN DIRECTIONS IN MODERN COGNITIVE LINGUISTICS
ABSTRACT

Key words: psycholinguistics, text, text perception, cognitive

According to the definition of V.Z. Demyankov and E.S. Kubryakova, cognitive linguistics studies language as a cognitive mechanism that plays a role in encoding and transforming information (A Brief Dictionary of Cognitive Terms, pp. 53-55). In cognitive linguistics, we see a new stage in the study of complex relations between language and thinking, a problem that is largely characteristic of Russian theoretical linguistics.

Cognitive research has gained recognition in Russia, as E.S. Kubryakova rightly emphasizes, primarily because they address “the topics that have always worried Russian linguistics: language and thinking, the main functions of language, the role of man in language and the role of language for man” (Kubryakova 2004, p.11). This study was initiated by neurophysiologists, doctors, psychologists P. Broca, K. Vernicke, I.M. Sechenov, V.M. Bekhterev, I.P. Pavlov, and etc.

On the basis of neurophysiology, neurolinguistics arose (L.S. Vygotsky, A.R. Luria). It became clear that language activity takes place in the human brain, that’s why different types of language activity (learning a language, listening, speaking, reading, writing, etc.) are associated with different parts of the brain.

The next stage in the development of the problem of the relationship between language and thinking was psycholinguistics, which studied the processes of generating and perceiving speech, the processes of learning a language as a system of signs stored in the human mind, the relationship between the language system and its use, functioning (American psycholinguists C. Osgood, T. Sebeok, J. Grinberg, J. Carroll and others, Russian linguists A.A. Leontiev, I.N. Gorelov, A.A. Zalevskaya, Yu.N. Karaulov and others).

Introduction

Modern cognitive linguistics belongs to a number of sciences, with their specific methods, study one common subject - cognition. In this regard, now we can talk about the existence of cognitive science, which, according to E.S. Kubryakova, is interdisciplinary and is an umbrella term (Kubryakova 2004, p. 7) for a number of sciences-cognitive psychology, cognitive linguistics, philosophical theory of

cognition, logical analysis of language, theory of artificial intelligence, neurophysiology; “disciplines such as cognitive anthropology, cognitive sociology, and even cognitive literary criticism have already taken shape, i.e. in almost every humanitarian science, a special area has been identified related to the application of the cognitive approach and cognitive analysis to the relevant objects of this science” (Kubryakova 2004, p.10-11).

Cognitive linguistics explores the mental processes that occur during perception, comprehension and, consequently, cognition of reality by consciousness, as well as the types and forms of their mental representations.

The material of linguo-cognitive analysis is language, and the goals of such research in different specific areas (schools) of cognitive linguistics may differ from an in depth study of the language using a cognitive categorical-terminological apparatus to specific modeling of the content and structure of individual concepts as units of national consciousness (conceptosphere).

Thus, cognitive linguistics, as an independent area of modern linguistic science, has emerged from cognitive science. The ultimate goal of cognitive linguistics, as well as cognitive science in general, is "obtaining data on the activity of the mind" (Kubryakova 2004, p.13). Modern cognitive linguistics is heterogeneous, “different directions in cognitive research are presented and 10 leaders and leading figures in different schools of cognitive linguistics have been identified” (Kubryakova 2004, p. 11).

E.S. Kubryakova distinguishes between classical cognitivism - the study of knowledge structures and their types mainly by logical methods and the cognitive-discursive direction, which is the logical development of all modern linguistics as a whole: “each linguistic phenomenon can be considered adequately described and explained only in those cases if it is considered at the crossroads of cognition and communication”; the goal of cognitive linguistics is “not only to match each language form with its cognitive counterpart, its conceptual or cognitive structure (thus explaining the meaning or content of the form through a certain cognitive structure, structure of opinion or knowledge), but also to explain the reasons for choosing or creating this “packaging” "for this content" (Kubryakova 2004, p.16).

N.N. Boldyrev rightly notes that we can speak of two stages in the development of cognitivism - "early - logical, or objectivist, and modern - experimental, based on experience" (Boldyrev 2004, p. 20).

From our point of view, we can speak at least about the following directions in cognitive linguistics, which have been determined today (we name the typical representatives of these directions): culturological - the study of concepts as elements of culture based on data from different sciences (Yu.S. Stepanov).

Such studies are usually de facto interdisciplinary, not exclusively related to linguistics, although they can be carried out by linguists (which allows us to consider this approach within the framework of cognitive linguistics); language in this case

acts only as one of the sources of knowledge about concepts (for example, to describe a concept, data on the etymology of the word naming this concept is used); linguoculturological - the study of concepts named by linguistic units as elements of national linguoculture in their connection with national values and national characteristics of this culture: the direction "from language to culture" (V.I. Karasik, S.G. Vorkachev, G.G. Slyshkin, G .V.Tokarev); logical - analysis of concepts by logical methods without direct dependence on their linguistic form (N. D. Arutyunova, R. I. Pavilionis); semantic-cognitive - the study of the lexical and grammatical semantics of the language as a means of access to the content of concepts, as a means of modeling them from the semantics of the language to the concept sphere (E.S. Kubryakova, N.N. Boldyrev, E.V. Rakhilina, E.V. Lukashevich, A.P. Babushkin, Z.D. Popova, I.A. Sternin, G.V. Bykova); philosophical and semiotic - the cognitive foundations of signs are studied (A.V. Kravchenko). Each of these areas can be considered already sufficiently formed in modern linguistics, they all have their own methodological principles (all of them are united primarily by the theoretical idea of the concept as a unit of consciousness) and they all have their supporters among cognitive linguists, they are represented by fairly well-known scientific schools.

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XÜLASƏ

Son bir neçə onillikdə dilçiliyin tədqiqat sahələrində, onun obyektlərinin yanaşmasında və təsvirində əsaslı və əsaslı dəyişikliklər baş vermişdir.

Belə ki, 50-ci illərin ortalarından başlayaraq dilçilikdə yeni istiqamətlər, yeni məktəblər, xüsusi fənn kimi yeni sahələr yaranır, dili və onun istifadə xüsusiyyətlərini xarakterizə etmək üçün yeni termin və anlayışlar təklif olunur. Məhz bu dövrdə müasir dilçiliyin əsas anlayışlarından biri mətnin formalaşması mexanizmidir. Mətni başa düşmək prosesində biz dilin necə işləndiyini və bu mətni yaradanlar tərəfindən necə istifadə edildiyini görürük. Koqnitiv dilçilik müasir dünya dilçiliyinin konsepsiyalar paradigmatında öz yerini möhkəm tutmuşdur. Məhz onun müasir mərhələdə meydana çıxması və sürətli inkişafı əsrin əvvəllərində dilçiliyin xarakterik xüsusiyyətidir.

V.Z-nin tərifinə görə. Demyankov və E.S. Kubryakova, koqnitiv dilçilik dili informasiyanın kodlaşdırılmasında və transformasiyasında rol oynayan idrak mexanizmi kimi öyrənir (A Brief Dictionary of Cognitive Terms, s. 53-55).

Koqnitiv dilçilikdə biz dil və təfəkkür arasında mürəkkəb münasibətlərin öyrənilməsində yeni mərhələni görürük ki, bu problem rus nəzəri dilçiliyinə daha çox səciyyəvidir. Koqnitiv tədqiqatlar Rusiyada tanınıb, E.S. Kubryakova haqlı olaraq vurğulayır, ilk növbədə, “rus dilçiliyini həmişə narahat edən mövzulara: dil və təfəkkürə, dilin əsas funksiyalarına, dildə insanın roluna və dilin insan üçün roluna” toxunduğuna görə (Kubryakova 2004, s.11). Bu tədqiqatın təşəbbüskarı neyrofizioloqlar, həkimlər, psixoloqlar P. Broca, K. Vernicke, I.M.Sechenov, V.M. Bekhterev, I.P. Pavlov və s.

Açar sözlər: psixolinqvistika, mətn, mətn qavrayışı, idrak

РЕЗЮМЕ

За последние несколько десятилетий произошли крупные и фундаментальные изменения в исследовательских областях лингвистики, а также в подходе и описании ее объектов.

Таким образом, с середины 50-х годов в лингвистике появляются новые направления, новые школы, новые области, такие как специальный предмет, а также предлагаются новые термины и понятия, характеризующие язык и особенности его употребления.

Именно в этот период одной из основных концепций современного языкознания является механизм образования текста. В процессе понимания текста мы видим, как обрабатывается язык и как его используют создатели этого текста. Когнитивная лингвистика прочно заняла свое место в парадигме концепций современного мирового языкознания. Именно его возникновение и

бурное развитие на современном этапе является характерной чертой языкознания рубежа веков.

По определению В.З. Демьянков и Е.С. Кубрякова, когнитивная лингвистика изучает язык как когнитивный механизм, играющий роль в кодировании и преобразовании информации («Краткий словарь когнитивных терминов», с. 53-55). В когнитивной лингвистике мы видим новый этап изучения сложных отношений языка и мышления — проблемы, во многом характерной для отечественной теоретической лингвистики.

Когнитивные исследования получили признание в России, поскольку Е.С.Кубрякова справедливо подчеркивает, прежде всего, что они затрагивают «темы, которые всегда волновали русское языкознание: язык и мышление, основные функции языка, роль человека в языке и роль языка для человека» (Кубрякова 2004, с.11). Инициаторами данного исследования выступили нейрофизиологи, врачи, психологи П. Брока, К. Вернике, И.М. Сеченов, В.М. Бехтерев, И.П. Павлов и др.

Ключевые слова: психолингвистика, текст, восприятие текста, когнитивный

Rəyçi: Filologiya üzrə f. D ADU-nun Dosenti, b.m Əliyeva Elmira Əyyub q.