# Cognitive Linguistics as One of the Most Modern Directions of Linguistic Research

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## ABSTRACT

The article discusses the basic principles and characteristics of cognitive linguistics. The article examines cognitive linguistics as one of the most modern areas of linguistic research. The article explores the current state of cognitive linguistics and its prospects.

*KEYWORDS: cognitive linguistics, linguistic research, anthropocentric paradigm, cognitive science, discrete units.*

Since the end of the last century, the dominant system-structural and static paradigm has been replaced by an anthropocentric, functional, cognitive and dynamic paradigm, which has returned to man the status of "the measure of all things" and returned him to the center of the universe" [3, p. 64].

The anthropocentric paradigm is the switching of the researcher's interests from the objects of knowledge to the subject, that is, man in language and language in man are analyzed. In modern linguistics, a number of areas are developing within the anthropocentric paradigm, we will focus on two - cognitive linguistics and linguacultural science. Cognitive linguistics studies language as a cognitive mechanism that plays a role in the coding and transformation of language. The goal of cognitive linguistics is to understand how the processes of perception, categorization, classification and comprehension of the world are carried out, how knowledge is accumulated, what systems provide various types of activities with information. Linguaculturology is a complex scientific discipline that emerged at the intersection of linguistics and cultural studies, studying the relationship and interaction of culture and language in its functioning and investigating this process as a holistic structure of units in the unity of their linguistic and extralinguistic content using systemic methods and with a focus on modern priorities that reflect a new system of values [3, p. 4]. Many experts note that cognitive linguistics and linguaculturology are developing within the framework of one common scientific field - the cognitive federation of sciences. The "birthday" of cognitive science is considered to be the symposium of the University of Massachusetts in 1956, at which scientists concluded that there is a science that studies how we perceive, remember, study, plan and draw conclusions. The term "cognitive science" includes a certain range of scientific disciplines united for the joint study of processes related to the acquisition and processing, storage and use, organization and accumulation of knowledge structures, as well as the formation of these structures in the human brain. Cognitive science is associated with mathematics, logic, philosophy, anthropology and linguistics. Each component occupies its own position in cognitive science and has a special specific weight. The current stage of cognitive science reflects a stage in its development when the resolution of a host of pressing problems of conceptual analysis is seen in the consistent study of linguistic manifestations of human consciousness [1, pp. 34-38]. The two mentioned areas of the anthropocentric paradigm (cognitive linguistics and linguacultural studies) are characterized by the "language-human" dyad, an integrative approach to the study of language, the terms "concept" and "picture of the world". Let us consider these characteristics in more detail. In cognitive linguistics, a concept is understood as "an operational substantive unit of memory, mental lexicon, conceptual system and language of the brain (lingua mentalis), the entire picture of the world reflected in the human psyche" [2, p. 90]. Cognitive linguistics is one of the areas of interdisciplinary cognitive science. Many authors, when reviewing modern linguistics, distinguish three main areas: generative, functional and cognitive linguistics. Some researchers prefer to combine the last two areas: in such cases, they talk about the functional and formal areas, where the latter is understood precisely as generative linguistics [2, p. 135].

In a broad sense, cognitive linguistics covers a large area of knowledge. Many researchers resort to cognitive linguistics for cognitive explanation of various linguistic phenomena, as can be judged by the content of the journal "Cognitive Linguistics" and the topics of reports presented at the 4th and 5th conferences of the International Association of Cognitive Linguistics in 1995 and 1997. Attempts at integration between functionalism and cognitive linguistics are also visible [3, p. 324]. Cognitive linguistics has similarities with some other trends in linguistics. It is noteworthy that much of what is currently considered within the framework of cognitive linguistics can be observed in earlier approaches to semantics and the philological tradition of the 19th century [2, p. 344]. Cognitive linguistics is based on the position that human behavior and activity are largely dictated by their knowledge, and linguistic behavior is dictated by linguistic knowledge [1, p. 21].

The task of cognitive linguistics is to study the following aspects:

1. identifying the role of language in the processes of cognition and understanding the world;

2. studying the relationship between the cognitive structure of cognition and units of language;

3. identifying the degree of language participation in the processes of obtaining, processing and transmitting information about the world;

4. studying the processes of conceptualization and categorization of knowledge, describing the means and methods of linguistic categorization and conceptualization of cultural constants;

5.  describing the system of universal concepts that organize the conceptual sphere and are the main rubricates of its division;

6.  solving the problem of the linguistic picture of the world and the relationship between the scientific and everyday pictures of the world [3].

From the point of view of cognitive linguistics, the concept is localized in consciousness: concepts are complex discrete units of consciousness, with the help of which the process of human thinking is carried out. Concepts act as units of storage of human knowledge [3, p. 54].

It is generally accepted in cognitive linguistics that concepts have linguistic objectification, that is, expression by linguistic means of a particular language. Concepts are units of the conceptual system in their relation to linguistic expressions; they contain information about the world [1, p. 8]. At the same time, it is important to note that some conceptual information has a linguistic "binding", that is, methods of their linguistic expression, but some of this information is represented in the psyche in a fundamentally different way, that is, mental representations of a different type - images, pictures, diagrams, etc. The dyad "language - man" is transformed in cognitive linguistics into the triad "language - man - consciousness".

Conceptual research is characteristic of linguacultural studies, as well as of cognitive linguistics. It is believed that the subject of research in cognitive linguistics is the cognitive concept, and the subject of research in linguacultural studies is the linguacultural or cultural concept. In linguacultural studies, the concept is thought of as a "cultural-mental-linguistic" formation, a kind of "concentration of culture in the human consciousness, that in the form of which culture enters the mental world of a person, that "bundle" of ideas, concepts, knowledge, associations that accompanies the word [1, p. 14].

Linguistics of the late 20th century was marked by the introduction of the term "picture of the world" into its terminology. A picture of the world is a holistic image of the world that develops in a person's mind in the process of cognitive activity. The term "picture of the world" can be considered in a narrower sense: it is the entire set and system of knowledge in a separate science, which records a holistic vision of the subject of this science, which is formed at a certain stage of its history and changes with the transition from one stage to another (therefore, there are such terms as "biological picture of the world", "physical picture of the world", "linguistic picture of the world", etc.) [2, p. 5]. In this case, we are interested in the linguistic picture of the world. In modern linguistics, the linguistic picture of the world is traditionally understood as a set of knowledge about the world that is reflected in language. In research on cognitive linguistics, it is customary to distinguish between the linguistic picture of the world and the conceptual picture of the world, and the generally accepted position is that these pictures do not coincide, while the globality and volume of the latter are emphasized. The conceptual picture of the world as a set of concepts organized in a certain way is much broader and richer than the linguistic picture of the world, since information about the world is encoded not only verbally, but also non-verbally. The conceptual picture of the world is a more complex phenomenon than the linguistic picture of the world, which is secondary in relation to the conceptual picture of the

world: the national language "lives" in the conceptual sphere [1, p. 101].

Linguaculturologists, within the framework of a comprehensive understanding of values in language, propose to consider the value picture of the world. When studying the value picture of the world in language, representatives of linguaculturology take into account the following provisions:

➤  the value picture of the world in language includes universal and specific parts;

➤  the value picture of the world in language is reconstructed in the form of interconnected evaluative judgments, correlated with legal, religious, moral codes, generally accepted judgments of common sense, typical folklore plots;

➤  the value picture of the world contains the most essential meanings for a given culture, value dominants, the totality of which forms a certain type of culture, supported and preserved in the language; • the value picture of the world within one linguistic culture is a heterogeneous formation, since different social groups can have different values;

➤  the value picture of the world exists both in the collective and in the individual consciousness [2, p. 5].

Thus, linguacultural studies declares the need to distinguish the value picture of the world, along with the linguistic one, within the general picture of the world. Probably, in the future the question will arise about the distinction between the conceptual picture of the world and the linguacultural conceptual picture of the world. In cognitive linguistics and linguacultural studies, an integrative approach to the study of language is used, because in most cases, a synthesis of knowledge obtained in different sciences is necessary to obtain objective research.

Thus, these areas take into account both linguistic data and the achievements of related disciplines. It should be noted that a huge number of areas are developing within the framework of cognitive linguistics and linguacultural studies. For example, in the 90s of the 20th century, political linguistics arose mainly on the basis of cognitive linguistics and political science, the object of study of which was political discourse. Around the same time, a new direction in linguacultural studies with a philosophical name began to emerge - axiological linguistics, the subject of study became values.

So, the goal 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.

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