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CONCEPTS OF COGNITIVE LINGUISTICS

Abstract

The article investigates the clarification of the term of “cognition” in cognitive linguistics. Firstly, some explanations about the foundation of the cognitive linguistics have been touched about, and then comprehensive information about concepts has been analyzed. The article draws the attention to the fact that concepts play a very crucial role in the process of cognition. The linguistic sources by various scientists have been used to support the content of the article. A lot of linguistic theories dealing with the stated problem have been referred to in the article.

The article states that concepts are known to be formed in the process of a human being’s perception the world, or realities in it. The ideal contents of the concepts are proved to be used to differentiate them from the language signs that are meant to be material. They refer to our thoughts, in other words the concepts that are observed to exist in a human’s brain are considered to carry purely mental character.

Key words: concept, brain, memory, linguistics, information, knowledge

Introduction.

It is not deniable that the term ‘cognitive’ is often used in linguistics. We find it crucial to discuss the meaning of the notion of it. The term *cognition* covers the processes of storing, receiving and transmitting any information in the human’s brain. A man’s knowledge about the world, his/her way of thinking and how he/she manages to think are known to be manifested as a result of the cognitive activity.

The categorization of the human’s experience happens because of the cognitive activity. The meaningful information that a person acquires during any cognitive activity finds its expression in the independent forms of a language. E.S.Kubryakova writes about it: “Linguistic consciousness, in general and as a fragment of it, is a form of structuring and recording people's social experience, knowledge of the world ..., a form of presentation and actual storage of knowledge in the individual's mind” (Kubryakova 1977, p.90).

F.Y.Veysally has his own point of view about the stated problem. According to his opinion, human cognition must be studied from a functional point of view. He then claims that all cognitive activities are proved to be kept in the brain of a human. ‘That is why the investigation of the living brains can be considered to be a relevant feature for cognition’ he writes (Veysalli 2015, p.30).

According to the cognitivism, human beings must be described and explained in terms of information processing, and human behavior must be described and explained in terms that reflect their inner state. These situations can physically be detected, observed, and interpreted as obtaining, storing, processing, and then mobilizing the information for a rational solution.

Since the solution to this problem is directly related to the use of the language, it should be considered perfectly normal for language to be the focus of cognitivists. It is noteworthy to state that at present, the term ‘cognitivism’ is meant to be presented in the following form:

- 1) the program of the research of the ‘cognitive mechanism’ of a person;
- 2) to study the process of receiving information that is coming to a person through different channels;
- 3) constructing a mental model of the world;
- 4) the establishment of the systems that provide different types of cognitive acts;
- 5) understanding and correcting ideas that is expressed in the natural language by human and computer programs;
- 6) the development of a computer program model capable of understanding and interpreting texts;
- 7) a wide range of mental processes that serve the acts of thinking (Veysalli 2015, p. 35).

It should be noted that the study of cognitive processes is also important in the language acquisition. N.Chomsky is known to have some studies on this research. He is said to use cognitive processes to ensure the adequacy of his theory.

N. Chomsky mainly explained his claims on the study of distant languages. The mentioned scientist notes that a child’s language acquisition cannot be explained by mechanical behaviorist models. He shows that the principles of genetic cognition are active in the language learning, noting that learning is not everything, learning is only the activation of a process, which is the same for all languages and is related to other cognitive processes in the human’s brain (Chomsky 1972, p.180). All these are the main factors that have caused the growing international interest in N.Chomsky. It is necessary to underline that even today, its supporters and opponents are constantly refining these ideas.

The American philosopher and cognitivist J.A.Fodor describes the general cognitive system through three mechanisms: transducers (sensory receptors that receive external stimuli, e.g., sound and light waves, etc.), input systems (special cognition modules cover work-related systems and operates through transducers), each input system operates individually (Fodor 1984, p.12). People are believed to hear the voices of those who speak to them. For example, phonemes that are not pronounced when receiving information and their distinguishing features are known to be a means of perception.

If there is a talk about the processes that take place in the brain, then it is impossible to pass without remembering the meaning of the concept. Thus, concepts belong to the human's mind, and they have a pure mental nature. Research in linguistics in the 90s focused on the concept, linguoculture, etc. in the cognitive linguistics in which terms can be encountered. The most common among these terms is considered to be the notion of 'concept'. This term was used by S.A. Askold-Alekseyev since 1928.

Different linguists tried to explain the meaning of the *concept*. E.S. Kubryakova writes about it: 'Concept is an operational unit of memory, mental lexicon, conceptual system and brain language, worldview, quantum of knowledge' (Kubryakova 1977, p.90).

V.I. Karasik explains the meaning of the concept as following: 'A concept is a mental structure of perceived typified fragments of meaning, which has a meaning stored in human memory' (Karasik 2004, p.59).

Z.D. Popova and I.A. Stern claim that the concept is a unit of thought, not of memory. They believe that the main task of the concept is to provide a thought process. The concept contains information, but we can say that it needs proof that it is a unit of memory (Popova., Sternin 2007, p.135). F.Y. Veysalli writes that the basis of cognitive research is the mental reflection of the surrounding world of cognitive structures stored in the memory. He (F.Y.Veysalli) considers that the smallest cognitive structure is a concept (Veysalli 2015, p. 35). In a general and tentative sense, the concept serves to store knowledge about the world. The cognitive system is the process of remembering subjective units of experience and dividing them into data packets based on certain characteristics. Through these cognitive structures, human activity in communication and understanding of the information it sends is resolved. Any man is part of the world around him/her, so he (or she) must be able to deal with the outside world and distinguish individual objects and classify them. In "The Language of Thought", J.A.Fodor argues that conceptual structures are innate. Another linguist, D. Beckerton, is one of the scientists who claims that the concept is innate. However, basing on F.Y. Veysalli's views on this issue, we can conclude that the process of conceptualization of cognitive linguistics today proves that a man shows prenatal disposition. On the other hand, the mental concept reflects the experience of the surrounding world (Fodor 1984, p. 100). A.Abdullayev writes about concepts: 'Concepts are internal representatives of separate fragments, aspects of the surrounding world in the human psyche, i.e. they are inside us' (Abdullayev 2011, p.189). Concepts as a whole are parts of knowledge that are protected, activated and used during acts of thinking and speaking. They are units of meaning that cannot be analyzed and cannot be broken down into smaller parts in the process of cognitive processing of information. In short, concepts are believed to be considered a characteristic of the spirit. The concepts that emerge in the human's

brain are the creation of events and things in the imagination, which leads to the formation of things and events in the human's brain. According to A. Abdullayev's claim concepts as a whole are observed during the acts of thinking and speech activity (Abdullayev 2011, p.189). According to this scientist, concepts are parts of the 'knowledge' that are activated and used. Therefore, in our own words, concepts can be considered as units of meaning that cannot be analyzed and cannot be divided into smaller parts in the process of cognitive processing of information. Many authors note that the conceptual features of a concept differ in the degree of abstraction.

The concept can be divided into the following three types of notions: consciousness as a phenomenon, as the highest form of perception of reality, thinking as a process of conscious perception of reality, and intellect as a mental ability. It is known that consciousness exists in both animals and humans, and that thinking and intellect belong only to humans. We would also like to emphasize that there are some comparative problems in what we have mentioned. It is known that consciousness exists in both animals and humans, and that thinking and intellect belong only to a man. In distinguishing the meaning of a concept, it is important to pay attention to the distinction between thinking and consciousness. According to F.Y. Veysalli, the smallest concepts of cognitive structure is meant to be concepts. The cognitive system performs the function of remembering subjective units of experience. According to F.Y. Veysalli, as a person treats the external world and is able to distinguish individual objects and divide them into classes, concepts are formed in them. Signs of identity and equivalence are made possible by concepts engraved in people's memory.

One of the most important concepts of cognitive linguistics is the concept sphere. Conceptual units are considered to be a field of information consisting of concepts. This term was firstly used by D.S. Likhachev. The role of the brain in the human's behavior and in the formation of human's language skills in general is undeniable.

Conclusion.

The process of concept formation in the mind is carried out through a language. It should be noted that the connection of the consciousness with the surrounding world is also realized through the language. Cognitive consciousness is connected to the outside world and does not acquire the status of any other language. Based on the writings of Z.D. Popova and I.A. Stern, we can say that language consciousness is the part of the consciousness that provides a language (speech) activity: it is the formation and perception of speech, and at the same time it can be considered the retention of the language in the consciousness.

Concepts are completely accepted as parts of the knowledge that are protected, activated and used during acts of thinking and speaking. Concepts are units of meaning that cannot be analyzed and cannot be broken down into smaller parts in the

process of cognitive processing of information. The concepts are mentioned not to be accepted primitive. They should be accepted as units of structured knowledge. They have their own structure.

The process of concept formation in the mind is carried out through a language. It should be noted that the connection of the consciousness with the surrounding world is also realized through the language.

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KOQNITIV LİNQVİSTİKA KONSEPSİYASI.

X Ü L A S Ə

Konseptlərin ideal mahiyyəti onları maddi sayılan dil işarələrindən fərqləndirir. Onlar bizim şüurumuza məxsusdurlar, yəni ki, insan beynində mövcud olan konseptlər sırf əqli səciyyə daşıyır. Onlar insan psixikasında ətraf aləmin ayrı-ayrı fraqmentlərinin, yaxud aspektlərinin “daxili” nümayəndələridir, yəni onlar bizim daxilimizdədir.

Konseptlər tamamilə təfəkkür və nitq fəaliyyəti aktları zamanı mühafizə olunan, aktivləşən və istifadə edilən bilik hissələri kimi qəbul olunur. Konseptlərin təhlil olunması mümkün olmayan, informasiyanın koqnitiv işlənməsi prosesində daha kiçik hissələrə bölünə bilməyən məna vahidləridir.

Şüurda anlayışın formalaşması prosesi dil vasitəsilə həyata keçirilir. Qeyd etmək lazımdır ki, şüurun ətraf aləmlə əlaqəsi də dil vasitəsilə həyata keçirilir. Nitqdə fəal iştirak edən, məlumat mübadiləsi aparan dil, müşahidə funksiyasını yerinə yetirmək üçün şüurun məzmunu açılır. Lakin bəzi alimlərin fikrincə, şüurun dillə əlaqəsi xüsusi linqvistik şüur kimi şərh edilə bilər.

Açar sözlər: anlayış, beyin, yaddaş, dilçilik, məlumat, bilik

КОНЦЕПЦИЯ КОГНИТИВНОЙ ЛИНГВИСТИКИ. РЕЗЮМЕ

Идеальная природа понятий отличает их от материальных языковых знаков. Они принадлежат нашему сознанию, то есть понятия, существующие в человеческом мозгу, являются чисто ментальными. Они являются «внутренними» представителями отдельных фрагментов или аспектов окружающего мира в психике человека, то есть находятся внутри нас.

Понятия рассматриваются как части знаний, которые сохраняются, активизируются и используются целиком в процессе мыслительной и речевой деятельности. Концепты – это смысловые единицы, которые невозможно проанализировать и разделить на более мелкие части в процессе когнитивной обработки информации.

Процесс формирования понимания в сознании осуществляется посредством языка. Следует отметить, что связь сознания с окружающим миром осуществляется также посредством языка. Активно участвуя в речи, обмениваясь информацией, язык раскрывает содержание сознания для выполнения функции наблюдения. Однако, по мнению некоторых ученых, связь между сознанием и языком можно трактовать как особое языковое сознание.

Ключевые слова: понимание, мозг, память, лингвистика, информация, знания.

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