Cognitive Linguisticsas An Interdisciplinary Branch Of Linguistics

ShokhidaNorkulovnaAbdullaeva

PhD, senior teacher of Uzbek state world languages university, Tashkent,Uzbekistan

Email: Shohi66@mail.ru

Abstract: This article sketches the theoretical position of cognitive linguistics together with a number of practical features of the way in which research in cognitive linguistics is organized.The purpose of this article is to acquaint with one of the actively developing areas of modern linguistics - cognitive linguistics, with its theoretical provisions and research methods.It is revealed that, there are three fundamental characteristics of cognitive linguistics can be derived: the primacy of semantics in linguistic analysis, the encyclopedic nature of linguistic meaning, and the perspectival nature of linguistic meaning.Aimed at the picture of the world, cognitive linguistics helpsto understand the essence of life guidelines, cultural attitudes, ethical values, systematized and integrated into a single whole and reflected in the language. Cognitive Linguistics is a new approach to the study of language which views linguistic knowledge as part of general cognition and thinking; linguistic behaviour is not separated from other general cognitive abilities which allow mental processes of reasoning, memory, attention or learning, but understood as an integral part of it. Cognitive linguistics (CL) is an interdisciplinary branch of linguistics, combining knowledge and research from both psychology and linguistics. It investigated how language interacts with cognition, how language forms our thoughts, and the evolution of language parallel with the change in the common mindset across time.

Linguistic structures serve the function of expressing meanings and hence the mappings between meaning and form are a prime subject of linguistic analysis are discussed. In this article is analyzed linguistic forms, closely linked to the semantic structures they are designed to express. Semantic structures of all meaningful linguistic units can and should be investigated.

Key words:generative semantics, sub disciplines, encyclopedic, epiphenomenal, conceptualizations, recontextualization.

1. INTRODUCTION.

In the paradigm of the concepts of modern world linguistics, cognitive linguistics has firmly taken its place. Cognitive science – is a branch of scientific research that studies the human mind and thinking, as well as, related mental processes and states.In cognitive linguistics, we see a new stage in the study of the complex relations of language and thinking, a problem that is largely characteristic of theoretical linguistics.

Cognitive linguistics has developed in the last two decades of the 20th century, but its subject - the features of assimilation and processing of information, methods of mental representation of knowledge using language - was outlined already in the first theoretical works on linguistics in the 19th century.

The object of cognitive science is *Cognition* (/kɒgˈnɪʃ(ə)n/) refers to "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses"["Cognition". Lexico. Oxford University Press and Dictionary.com. Retrieved 6 May 2020.] It encompasses many aspects of intellectual functions and processes such as: attention, the formation of knowledge, memory and working memory, judgment and evaluation, reasoning and "computation", problem solving and decision making, comprehension and production of language. Cognitive processes use existing knowledge and discover new knowledge;

as a consequence, cognitive science seeks to investigate the phenomenon of knowledge in all aspects of its acquisition, storage, processing, and use. Cognitive science, including learning

language is aimed at the thought process itself, at cognition, therefore, cognitive research has both philosophical and purely engineering scientific aspects.

Considering the theory of V. Humboldt about the national spirit, A.A. Potebnya recognizes the question of the origin of language as a question of the phenomena of mental life preceding language, of the laws of its formation and development, of its influence on subsequent mental activity, that is, a purely psychological issue. A.A. Potebnya understands that in the mental

activities are the strongest concepts, put forward, and concepts that remain at a distance [Potebnya 1993, p. 83]. It is the strongest ideas that participate in the formation of new thoughts (Herbart's law of apperception). A.A. Potebnya well sees the role of association and the fusion of associations in the formation of a series of representations. Heterogeneous ideas, perceived at the same time, without losing their integrity,can be added together. When merging, two different views are perceived as one [Potebnya 1993, p. 91].

Cognitive Linguistics is a new approach to the study of language which views linguistic knowledge as part of general cognition and thinking; linguistic behaviour is not separated from other general cognitive abilities which allow mental processes of reasoning, memory, attention or learning, but understood as an integral part of it. It emerged in the late seventies and early eighties, especially through the work of George Lakoff, one of the founders of Generative Semantics, and Ronald Langacker, also an ex-practitioner of Generative Linguistics.

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

Reflections on the participation of language in the knowledge of the world can be found in the works of thinkers of different times and peoples from antiquity to the present day. Their detailed reviews were made by L.G. Zubkova [Zubkova 2000] and N.A. Kobrina[Kobrina 2000].

The emergence of cognitive science in general has been characterized as an "evolutionary revolution", a transition from the traditional, formal-structural tendency to describe linguisticphenomena to new aspects of understanding language and thinking. However, despite the seemingly radical nature of the changes, the object of linguists' research has remained the same - linguistic phenomena. Only the vision of the subject area of linguistics has changed, which drew attention to new issues of speech-thinking activity and made it possible to revise the previously established ideas about language, in connection with the influence of other areas of knowledge on linguistics [Manerko, 2007, p. 31].

The trend related to cognitive is characterized by:

1) an appeal to extremely complex and important phenomena - mental processes inherent in a person as "Being reasonable";

2) interdisciplinarity of research: developing gradually an increasingly complex program of its scientific interests, cognitive science has united all those disciplines that were somehow related to the study of the human brain and its work.
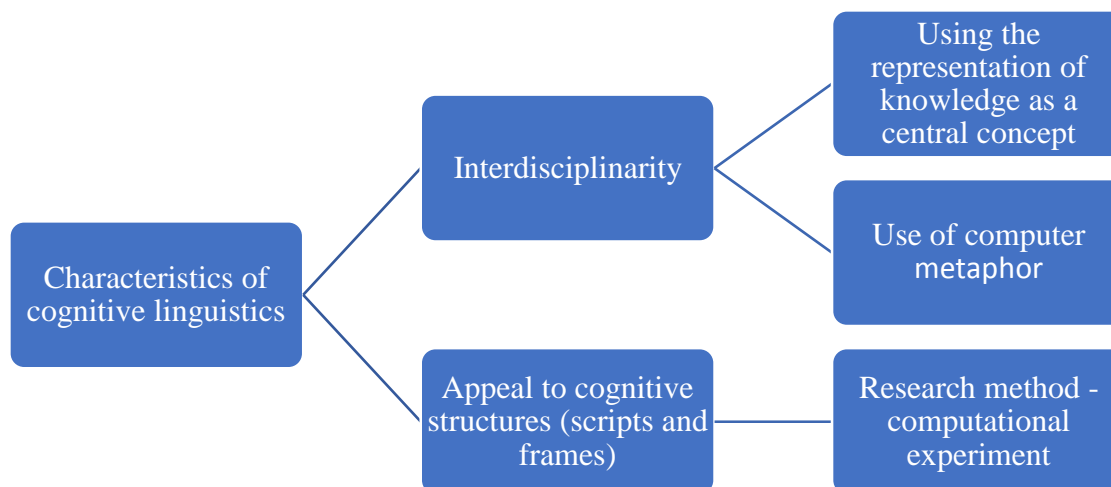
"Cognitive linguists ... will have to learn to live at a slower pace of development. Empirical thoroughness and verifiability are gaining in value: the value of meticulous and time-consuming work grows ..." [D. Geeraerts 2006, p. 45–46]. Indeed, if "big theories" that are not focused on direct applied application can remain rather abstract and not specify all the details of working with specific data, then theories intended for practical use in the natural sciences cannot be brought to work with specific data (such theories will be useless here).

It attracted to the new challenges a growing number of specialists in different fields; cognitive science made an attempt to combine both traditional fundamental sciences and connect to itself new and even developing sciences and theories at the same time [Brief Dictionary of Cognitive Terms, 1996, pp. 3, 7, 58].Dirk Geerarts [Geerarts, 2006], Raymond Gibbs [Gibbs, 2006] and many other modern researchers believe that cognitive linguistics needs an empirical revolution.

Cognitive linguistics emerged from cognitive science originally as a purely applied discipline associated with computer modeling of human thinking processes. Linguistics studies a variety of ways in which cognitive and linguistic structures interact; models the structures of knowledge underlying the meanings of specific linguistic units, categories of their implementation; determines the role of this knowledge in the system of ideas about a person

The most influential linguists working along these lines and focusing centrally on cognitive principles and organization were Wallace Chafe, Charles Fillmore, George Lakoff, Ronald Langacker, and Leonard Talmy. Each of these linguists began developing their own approach to language description and linguistic theory, centered on a particular set of phenomena and concerns. One of the important assumptions shared by all of these scholars is that meaning is so central to language that it must be a primary focus of study. Linguistic structures serve the function of expressing meanings and hence the mappings between meaning and form are a prime subject of linguistic analysis. Linguistic forms, in this view, are closely linked to the semantic structures they are designed to express. Semantic structures of all meaningful linguistic units can and should be investigated.These views were in direct opposition to the ideas developing at the time within Chomskyanlinguistics, in which meaning was "interpretive" and peripheral to the study of language. The central object of interest in language was syntax. The structures of language were in this view not driven by meaning, but instead were governed by principles essentially independent of meaning. Thus, the semantics associated with morphosyntactic structures did not require investigation; the focus was on language-internal structural principles as explanatory constructs.

1-Picture. Characteristics of cognitive linguistics.

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                              │                 │      │   Using the      │
                              │                 │      │ representation of│
                              │Interdisciplinarity│───│  knowledge as a  │
                              │                 │      │ central concept  │
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┌──────────────────┐         └─────────────────┘      ┌──────────────────┐
│ Characteristics of│                                  │                  │
│cognitive linguistics│                                │ Use of computer  │
│                  │                                    │    metaphor      │
└──────────────────┘         ┌─────────────────┐      └──────────────────┘
                              │ Appeal to cognitive│    ┌──────────────────┐
                              │structures (scripts and│─│ Research method - │
                              │     frames)      │      │  computational   │
                              │                 │      │   experiment     │
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Main part. Modern cognitive linguistics studies primarily the nature, assimilation and use of linguistic knowledge, therefore, it mainly studies:

1) the types and types of knowledge represented in linguistic signs, and the mechanisms of extraction from knowledge signs, rulesinterpretations (cognitive semantics and pragmatics);

2) the conditions for the emergence and development of signs and the laws governing their functioning;

3) the ratio of linguistic signs and cultural realities, inthem reflected.

Determining the prospects for the development of domestic cognitive linguistics, we note that at present, two main directions have been formed that are engaged in the development of two typologies of units that form the conceptual system of a person.

The first area– includes research devoted to various ways of configuring conceptual content (a kind of "knowledge formats": image schemes, models, frames, categories, etc.).

The second–works that reveal meaningfulspecificity and a variety of areas of application of the units of the conceptual system. They highlight cultural, ethnic, linguistic concepts that reflect various types of knowledge about the surrounding reality, about a person and his inner world. They also study their own linguistic knowledge.

By the late 1980s, the kinds of linguistic theory development being done in particular by Fillmore, Lakoff, Langacker, and Talmy, although appearing radically different in the descriptive mechanisms proposed, could be seen to be related in fundamental ways. Fillmore's ideas had developed into Frame Semantics and, in collaboration with others, Construction Grammar .

In terms of the sub disciplines covered by linguistics, this means that the core of linguistics in Chomskyan terms respectively excludes sociolinguistics, semantics and the lexicon, and pragmatics. This does not mean, however, that these disciplines, which would be considered peripheral from the generativist point of view, disappeared altogether. In fact, the generativist era witnessed the birth, in the 1960s and 1970s, of approaches that autonomously developed the aspects that were rejected or downplayed by Generative Grammar: sociolinguistics (including the sociology of language, the ethnography of speaking, and

sociohistorical linguistics, next to sociolinguistics in the narrow, Labovian sense), pragmatics (including discourse linguistics and conversational analysis), and formal semantics.

None of the approaches mentioned here, however, overcomes the autonomist restrictions in any fundamental sense. Sociolinguistics and pragmatics exist alongside grammatical theory rather than interacting with it intensively, and the conception of meaning that lies at the basis of formal semantics is too restricted to consider it a truly recontextualized grammar. In other words, the recuperation of the contextual aspects rejected by Generative Grammar could go further, and this is exactly what is happening in a number of contemporary trends in linguistics.

Table -1.Piaget's theory of cognitive development

[Cherry K. "Jean Piaget Biography". The New York Times Company.Retrieved 18 September 2012.]

Stage	AgeorPeriod	Description [Parke R.D, Gauvain M (2009). Child Psychology: A Contemporary Viewpoint (7th ed.). Boston: McGraw-Hill.]
Sensorimotorstage	Infancy (0–2 years)	Intelligence is present; motor activity but no symbols; knowledge is developing yet limited; knowledge is based on experiences/ interactions; mobility allows child to learn new things; some language skills are developed at the end of this stage. The goal is to develop object permanence, achieving basic understanding of causality, time, and space.
Preoperationalstage	Toddler and Early Childhood (2–7 years)	Symbols or language skills are present; memory and imagination are developed; non-reversible and non-logical thinking; shows intuitive problem solving; begins to perceive relationships; grasps concept of conservation of numbers; predominantly egocentric thinking.
Concreteoperationalstage	Elementary and Early Adolescence (7–12 years)	Logical and systematic form of intelligence; manipulation of symbols related to concrete objects; thinking is now characterized by reversibility and

		the ability to take the role of another; grasps concepts of the <u>conservation of mass</u>, length, weight, and volume; predominantly operational thinking; nonreversible and egocentric thinking
Formaloperationalstage	Adolescence and <u>Adulthood</u> (12 years and on)	Logical use of symbols related to abstract concepts; acquires flexibility in thinking as well as the capacities for abstract thinking and mental hypothesis testing; can consider possible alternatives in complex reasoning and problem solving.

In a broad sense, cognitive linguistics covers a fairly voluminous area of knowledge. Many researchers use cognitive linguistics for the 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 for Cognitive Linguistics in 1995 and 1997. There are also attempts to integrate between functionalism and cognitive linguistics [A.A. Kibrik, V.A. Plungyan,2010, p.324.]

2. RESULTS.

The research field of modern cognitive linguistics is wide. At the same time, as in any relative a new scientific discipline, it did not finally take shape terminological apparatus and the range of units studied has not been determined, the subject and tasks are formulated in different ways, there are disputes about methods and directions (Vinogradov, 2007,6; Plotnikova, 2005, p. 6).

The main tasks of modern cognitive linguistics include:
1*) study of the role of language in the processes of cognition and understanding of the world;*
2) study of the role of linguistic knowledge in the processes of obtaining, processing and transmitting information about the world;
3) comprehending the processes of conceptualizing categorization
knowledge, description of means and methods of language categorization
and conceptualizing the constants of culture;
4) description of the system of universal concepts that organize the concept sphere;
5) study of the linguistic picture of the world (Maslova, 2004,25).
The link between the Nongenetic perspective and the absence of any fundamental interest in language as a social phenomenon engenders a stepping-stone development, leading by an internal logic to an isolation of grammar. Let us go through the argument in the form of the following chain of (deliberately succinct and somewhat simplistic) propositions.
First, if natural language is not primarily social, it has to be genetic. The relationship could, of course, be construed in the other direction as well. As presented above, the Chomskyan predilection for a genetic perspective in linguistics follows from his lack of

interest for the social side of language. But in actual historical fact, Chomsky's preference for a genetic conception of language seems to have grown more from his discussion with behaviorist learning theory (Skinner in particular) than from a confrontation with Saussure.

Because the amazing ability of young children to acquire language cannot be explained on the basis of a stimulus-response theory, so the argument goes an innate knowledge of language has to be assumed. But if one of the major features of language is– its *genetic nature*, then of course the social aspects of language are–*epiphenomenal*. Regardless of the direction in which the link is construed, however, the effects are clear.

Second, if natural language is primarily a genetic entity, semantics or the lexicon cannot be part of the core of linguistics. Meanings constitute the variable, contextual, cultural aspects of language par excellence. Because social interaction, the exchange of ideas, and changing conceptions of the world are primarily mediated through the meaning of linguistic expressions, it is unlikely that the universal aspects of language will be found in the realm of meaning. Further, if the lexicon is the main repository of linguistically encoded meaning, studying the lexicon is of secondary importance. Here as before, though, it should be pointed out that the actual historical development is less straightforward than the reconstruction might suggest. The desemanticization of the grammar did not happen at once (nor was it absolute, for that matter). Triggered by the introduction of meaning in the standard model of Generative Grammar (Chomsky 1965), the "Linguistic Wars" (see Harris 1993)of the late 1960s that opposed Generative Semantics and Interpretive Semantics basically involved the demarcation of grammar with regard to semantics. The answer that Chomsky ultimately favored implied a restrictive stance with regard to the introduction of meaning into the grammar, but this position was certainly not reached in one step; it was prepared by severe debates in the generativist community.

Third, if semantics or the lexicon cannot be part of the core of linguistics, linguistics will focus on formal rule systems. The preference for formal syntax that characterizes Generative Grammar follows by elimination from its genetic orientation: formality is required to keep out meaning, and studying syntax (or more generally, the rule-based aspects of language) correlates with the diminished interest in the lexicon. It should be added that the focus on rules is not only determined by a negative attitude with regard to meanings, but also by a focus on the infinity of language: language as an infinite set of sentences requires a rule system that can generate an infinity of sentences.

Finally, if linguistics focuses on formal rule systems, the application of the rule systems in actual usage is relatively uninteresting. If the rules define the grammar, it is hard to see what added value could be derived from studying the way in which the rules are actually put to use. The study of performance, in other words, is just as secondary as research into the lexicon. (p. 13) This chain of consequences leads to a decontextualization of the grammar. It embodies a restrictive strategy that separates the autonomous grammatical module from different forms of context. Without further consideration of the interrelationship between the various aspects of the decontextualizing drift, the main effects can be summarized as follows:

a) through the basic Chomskyan shift from langue to competence, linguistics is separated from the social context of language as a social code;

b) through the focus on the genetic aspects of the language, linguistics is separated from the cognitive context that shows up in the semantic side of the language;

c) through the focus on formal rule systems, linguistics is separated from the situational context of actual language use.

Concept. The essential ways of forming concept.

Conceptualization – is a process of formation and formation of concepts in consciousness (Boldyrev 2004), comprehension of new information leading to the formation of a concept (KSKT, pp. 93 - 94). Human consciousness, highlighting in objective or subjective (mental) reality, a certain separate area, a sphere, comprehends it, highlighting its distinctive features and bringing it under a certain class of phenomena. The result of conceptualization is a concept, a mental reflection of the selected features of a given area, which acts as a denotation of the concept, that is, that real sphere that has found a mental reflection in the concept. Our research experience shows that concepts are formed in the human mind at least from the following sources:

1.from his direct sensory experience – perception reality with the senses;

2. from direct operations of a person with objects, from his objective activity;

3. from the mental operations of a person with other concepts already existing in his mind - such operations can lead to the emergence of new concepts; G.G Slyshkin calls them meta-concepts (Slyshkin Abstract 2005);

4.from linguistic communication (a concept can be communicated, explained, offered to a person in linguistic form, for example, in the learning process, in the educational process - the child is constantly asking what this or that word means or what this or that object is for;

5.from a person's independent cognition of the meanings of linguistic units assimilated in the process of life (an adult looks at the interpretation of an unknown word for him in the dictionary and through it gets acquainted with the corresponding concept).

For the effective formation of a concept in consciousness, for the completeness of its formation, only one language, to involve sensory experience, visibility is necessary - which is clearly manifested in the learning process, objective activity with this or that thing is necessary. Only in such a combination of different types of perception in a person's consciousness a full-fledged concept is formed in the unity of the figurative component, information content and interpretation field.

Language, thus, is only one of the ways of forming concepts in the mind of a person. How do concepts arise in the mind of a person? Researchers identify the following ways of forming concepts:

➢ on the basis of sensory experience, that is, as a result of the perception of the surrounding world directly by the senses:

➢ through sight, hearing, smell, touch. It's enough to seeone or another object (for example, a flower - a snowdrop, a violet),a visual image, on the basis of which the corresponding concept is formed;

➢ on the basis of the subject-practical activity of a person, that is, as a result of his actions and operations with various objects, for example, a knife, a key, soap, as well as anymechanism;

➢ on the basis of experimental-cognitive and theoretical-cognitive (scientific) activities: physical,

➢ chemical, psychological, linguistic and other experiments, mathematical solutions;

➢ on the basis of mental activity, as a result of reasoning, inferences, conclusions, on the basis ofmental operations with already known concepts;

➢ based on verbal and non-verbal communication, whenone person conveys, communicates, explains to another person an unknown concept using linguistic means, or other means of communication: gestures, conventional signs, pantomime, etc.

There are various classifications of the constituent elements of the concept. So, Yu. S. Stepanov distinguishes three layers in the structure of the concept, which can be considered, on the one hand, as components of a single concept, and on the other, as separate concepts:

1) surface / active layer (main actual a sign known to every bearer of culture and significant for him) is included in the national concept; actuallythe concept is grouped around a certain "strong" (that is, value-based) point of consciousness, from which associative vectors diverge; most relevant to carriers the language of the association constitutes the active layer, with the distance from the core, a gradual attenuation of associations occurs;

2) deep / passive layers (additional features,relevant for certain groups of cultural carriers) are not recognized by all members of society and belong to the concept spheres of various subcultures;

3) the internal form of the concept (not realized in everyday life, known mainly to specialists, but

determining the external, sign form of the concept expression) (Karasik, Slyshkin, 2001, pp. 75-80).

So, the concept is born as a sensual image, but, having appeared in the mind of a person, this image is able to move along the steps of abstraction. With an increase in the number of features fixed by the concept, with an increase in the level of abstractness, the concept gradually

evolves from a sensory image to a mental image proper.

At the same time, the well-known fact that any abstraction must be explained by example testifies to the figurative nature (basis) of any concept. This is also evidenced by numerous cognitive metaphors that form the figurative component of abstract concepts.

Man not only designated the world, but also described it. In such descriptions, new concepts were born ... Their appearance is the result of linguistic argumentation, a consequence of the discursive activity of a person, about which one can speakas a verbal and cogitative activity, and even carried out in completely definite historical, cultural and especially pragmatic conditions. In these situations, concepts arise in terms of their nominal definition"(Kubryakova 2004, p.16).Conceptualization is an ongoing process as insociety, and in the individual mind.

3. ANALYSIS.

An experiment in cognitive linguisticsCognitive linguistics focuses on building a holistic concept of language. This implies, in particular, the study of various aspects of the real use of language in communication and cognition, the study of the relationship between thought, language, behavior. With such broad interests, cognitive linguistics develops at the intersection of several disciplines, and the empirical methods it uses allow for different ways of collecting, processing, and interpreting data. Therefore, it is not surprising that the arsenal of methods of this discipline is much more extensive and diverse than in traditional linguistics. In particular, experimental methods here occupy one of the dominant positions. The analysis of concepts is one of the topical trends in linguistics in recent years. The introduction of the concept of "concept" into linguistic research made it possible to synthesize heterogeneous linguistic facts and to reveal the connections of the language,thinking and culture.

Concept research conducted by domestic scientists, can be conditionally divided into two groups depending on the goals and methods of analysis. M.V. Pimenova offers the following ways to identifyconcept:

1) identifying the etymon of the word (by identifying the "pre-written history of the concept");

2) the study of the root group - that is, the group of words formed from a given etymone;

3) the study of the basic uses of derived words indiachrony (i.e., identifying epigmatic connections);

4) the study of the basic uses of these words at the synchronous level (i.e., the identification of syntagmatic connections);

5) identifying the paradigmatic connections of the analyzedconcept words;

6) comparison of a given word with a similar (or close) word-concept in other languages.

M.V. Pimenova believes that only a synthesis of all methods, andalso the obtained linguistic material and extralinguistic factors will reveal the national-cultural specificity of the analyzed word and, in this regard, the national-cultural specificity of the analyzed concept.

From roughly 1985 onwards, in fact, a number of trends in linguistics appear to link the grammar more closely to the contextual aspects that were severed from it by generative theorizing. The peripheral aspects that were being developed largely separately and autonomously are now being linked up more narrowly with the grammar itself (which can then no longer be autonomous). When we have a look at the relevant developments, we will see that Cognitive Linguistics plays a role in each of them.

First, the reintroduction of the lexicon into the grammar is probably the most widespread of the tendencies to be mentioned here; it is, in fact, relatively clear within Generative Grammar itself. This lexical tendency in grammatical theory is triggered by the recognition that describing grammatical rules appears to imply describing the lexical sets that the rules apply to. Reversing the descriptive perspective then leads to a description of the valence of the lexical items (i.e., the structures that an item can appear in). The lexicalist tendency appears in various forms in the more formal approaches to grammar: one may think of the projections and theta-roles of Generative Grammar, of the central role of the lexicon in Lexical-Functional Grammar, and of the lexically driven grammar developed in the framework of Head-Driven Phrase Structure Grammar. In the context of Cognitive Linguistics, the relexification of the grammar is most outspoken in Construction Grammar (Goldberg 1995; Croft 2001), which starts from the recognition that there is a continuum between syntax and lexicon: constructions are syntactic structures that may contain lexical material.

Second, Cognitive Linguistics, at large is the most outspoken current attempt to give meaning a central position in the architecture of the grammar. In contrast with formal semantics, however, the conception of meaning that lies at the basis of this approach is not restricted to a referential, truth-functional type of meaning. Linguistic structures are thought to express conceptualizations, that is, conceptualization is central for linguistic structure — and conceptualization goes further than mere reference. It involves imagery in the broadest sense of the word: ways of making sense, of imposing meaning. Also, the conceptualizations that are expressed in the language have an experiential basis, that is, they link up with the way in which human beings experience reality, both culturally and physiologically. In this sense, Cognitive Linguistics embodies a fully contextualized conception of meaning. Again, there are other approaches that develop a meaning-based approach to grammar, like Hallidayan Systemic-Functional Grammar, but Cognitive Linguistics is undoubtedly the most outspoken example of this tendency.

And third, the link between linguistic performance and grammar is reestablished by those functionalist approaches that try to find (potentially universal) discourse motivations for

grammatical constructs. Discourse is then no longer the mere application of grammatical rules, but the grammatical rules themselves are motivated by the discourse functions that the grammar has to fulfill. The existence of passives in a given language, for instance, is then explained as a topicalization mechanism: grammars contain passives because topicalizing direct objects is a useful function in discourse. Seminal publications within this approach include Givón (1979), Hopper and Thompson (1980), and Hopper (1987). In the realm of Cognitive Linguistics, this tendency takes the form of an insistence on the idea that Cognitive Linguistics is a usage-based model of language (as it is aptly called by Barlow and Kemmer 2000). Importantly, the model is also applied to language acquisition. *Specifically*, in the work done by Tomasello and his group (see this volume, chapter 41), an alternative is presented for the Chomskyan genetic argument. These researchers develop a model of language acquisition in which each successive stage is (co)determined by the actual knowledge and use of the child at a given stage, that is, language acquisition is described as a series of step-by-step usage-based extensions of the child's grammar. The grammar so to speak emerges from the child's interactive performance. Finally, language use is becoming an increasingly important factor in grammatical change, witness Traugott's (1988) studies on the role of speaker-hearer interaction in grammaticalization; Croft's (2000) usage-based theory of language change (and grammatical change, in particular); and Bybee's (2001) and Krug's (2000) work on such usage-based factors as entrenchment and frequency in grammatical change.

In order to draw a conclusion about a certain style of thinking on the basis of the simple presence of some form in the language, it is necessary to demonstrate, at a minimum, that the image used is productive, that is, to show that this metaphor is not erased, but really, to one degree or another, affects thinking or reflecting it. To be precise, the claim is not that attempts to show the effect of language on thinking through adequate methods are impossible, but that such approaches are far from dominant in the study of the theory of conceptual metaphor"[Geerarts, 2006, p. 41-42].

Geerarts concludes his reasoning as follows: "Perhaps the most attractive and widely known method of research in cognitive linguistics is just the methodologically weakest type of research ..." [Geerarts, 2006, p. 42].

Categorization, differential and classification of cognitive features.

In linguistics, the thesis has become an elementary truth that according to the structure of one language it is impossible to study the structure of another, just as according to the plan of one city it is impossible to inspect another city. The national specificity of the concept sphere is reflected in the national specificity of the semantic spaces of languages. Similar concepts in different nations can be grouped according to different criteria.

Comparison of the semantic spaces of different languages allows us to see universal universals in the reflection of the world around people, and at the same time makes it possible to see the specific, national, and then group and individual in a set of concepts and their structuring. The notion of *categorization* refers to the central, fundamental concepts of cognitive science in general and cognitive linguistics in particular.Categorization is viewed as a product of human cognitive activity, which gives an idea of how an ordinary human classifies objects, and how he reduces the infinite. Variety of his feelings and the objective diversity of forms of matter and its motion to individual sections, i.e. classifies classes, ranks, and groups numerous categories [Cognitive terms dictionary, 1996].

We can regard evaluative categorization as a specific cognitive activity that does not assign a respective object to any natural category, but rather attributes an appropriate positive

or negative value or characteristic to the object, based on a mental reference of the object to a certain evaluative category [Agarwal & Mittal, 2016; Körtvélyessy, 2015]

Scholars who specialize in cognitive linguistics view the evaluative categorization of objects of reality and concepts as a secondary conceptualization and secondary categorization within the framework of another coordinate system, a system of opinions, evaluations, values, stereotypes, which is performed by the human "as an individual" (personal evaluation) or as a member of a specific community (generally accepted, collective evaluation) [Boldyrev, 2000; Vorontsova, 2012; Boyarskaya, 2011].

The object of evaluative categorization are the objects of reality that are differently interpreted during the subject's activity, and express his subjective opinion that is formed based on his personal experience and knowledge [Abisheva, 2003; Babushkina, 2013].

Categorization– refers to the understanding of objects and phenomena of reality within the framework of categories-generalized concepts.Human consciousness, comprehending reality, assigns its individual fragments to certain categories, categories - establishing common features with other fragments and highlighting special features that distinguish this category from others. The establishment of a community of fragments of reality and the development of a generalizing concept for this community by thinking, which is often (but not necessarily) reinforced by a word, is categorization as a cognitive process. The result of categorization as a cognitive process is the formation of cognitive classification features that are identified in groups of concepts and are found in individual concepts. Cognitive classification features arrange concepts and their groups into a single concept sphere.

The cognitive evaluation procedure method was based on the consideration of cognitive classification and differential features of human abilities.[The Problem of Evaluative Categorization of Human Intelligence in Linguistic World Images [INTERNATIONAL JOURNAL OF ENVIRONMENTAL & SCIENCE EDUCATION 2016, VOL. 11, NO. 9, 2635-2645 OPEN ACCESS DOI: 10.12973/ijese.2016.712a]

4. CONCLISION.

To conclude, if we can agree that contemporary linguistics embodies a tendency (a cluster of tendencies, to be more precise) toward the recontextualization of linguistic enquiry, we may also agree that Cognitive Linguistics embodies this trend to an extent that probably no other theoretical movement does. It embodies the resemanticization of grammar by focusing on the interplay between language and conceptualization. It embodies the recovery of the lexicon as a relevant structural level by developing network models of grammatical structure, like Construction Grammar. And it embodies the discursive turn of contemporary linguistics by insisting explicitly on the usage-based nature of linguistics. Other approaches may develop each of these tendencies separately in more detail than Cognitive Linguistics does, but it is the latter movement that combines them most explicitly and so epitomizes the characteristic underlying drift and drive of present-day linguistics. We would like to suggest, in short, that it is this feature that constitutes one of the fundamental reasons behind the success of Cognitive Linguistic.

Cognitive linguistics has established that a concept is not tied to one linguistic sign - it is expressed by many signs, both linguistic and non-linguistic, and is never fully expressed. Any concept is in the brain of different people that make up a particular society; having a common part for all, it also includes many variable characteristics - social, group, individual. Concepts, and with them and the concept sphere are constantly evolving, they lose some signs, acquire some, modify some. Therefore, in order to get through the analysis of the

language a more or less complete picture of the signs of a concept that is part of the conceptual sphere of a particular people, it is desirable involve in research not only lexicographic, but also its psychologically real content, including its evaluative, emotional, encyclopedic content, reflected, among other things, by paremias, associative fields, etc.

It seems that the theoretical significance of cognitive linguistics at the present stage of the development of scientific thought can hardly be overestimated.

There is no doubt that cognitive linguistics is a new stage in the study of such an important problem of linguistics as language and thinking, and it was cognitive linguistics that breathed new life into this problem. The ideas and categorical apparatus of cognitive linguistics make it possible to solve many theoretical problems of linguistics that have caused difficulties or had conflicting decisions in pre-cognitive linguistics.

The development of modern cognitive linguistics as we are seems to largely determine the direction and methodology of scientific research in this century.

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