

Lecture №15

Question on the status of cognition linguistics

Cognition paradigm of language and, accordingly, cognition linguistics as a scientific direction are quite often proclaimed new, the present stage in history of linguistics. It is accepted to speak even about cognition revolutions (or cognition revolutions), meaning theoretical positions and ideas (first of all N.Homskii). In a basis cognition the approach to language its understanding as the phenomenon considered not “ in itself and for itself ” as independent essence, and as one of displays cognition abilities of the person, i.e. “ lays Inside of us and for us ”. Unlike “ not cognition” the approach to the language, assuming studying of external displays of language, cognition the linguistics proclaims necessity of consideration of language such, what it represented in consciousness of the person, in its head. Affirms, that language processes are served cognition by structures and mechanisms. Such sight at language connects linguistics with psychology and testifies to an opportunity to identify cognition linguistics as the interdisciplinary branch of the knowledge including a lot cognitively of focused sciences.

It is accepted to speak also about cognition to a science, or cognition, studying mental processes, cogitative activity of the person and results of this activity - knowledge of the world, including the knowledge presented in language and with its help (language knowledge). Language, as is known, forms cogitative activity, therefore cognition is engaged in the scientific analysis of language as means cognition. Under the term “cognition” (from latin cognitio, cogitatio - the knowledge, cognition) means “ ... cognitive process or set mental (mental, cogitative) processes of perception of the world, simple supervision for surrounding, conceptualisation, thinking, speech and so forth, serving processing and processing of the information acting to the person or from the outside on different is sensual-perceptual to channels” (Kubrjakova, etc. 1996, 81).

In cognition language activity is considered as one of modus (ways) cognition, and this activity makes only top of an iceberg in which basis lay когнитивные the abilities, not being actually linguistic, but forming a basis for the last. Not casually, that speaking usually “ avoid to speak something around cognition the person ” (V.Z.Demjankov) (compare to relevance, after Grise). For cognition it is important to establish, what types of knowledge (information) the person as it processes this information for reception of new knowledge and as they "are packed and structured in mental sphere of the person, in its reason owns. The perception, imagination, attention, thinking, memory, etc. mental components form separate mechanisms of processing the information entering into sphere cognition of activity of the person. Language knowledge is, along with knowledge of an external world, one of kinds of realization cognition abilities of the person, therefore cognition the linguistics is a part of all complex cognition the focused sciences among which the major is cognition the psychology.

The problematics of cognition in linguistics is so wide and various, that it is difficult to allocate precisely in it one any problem as which it would be possible to consider central. And this circumstance does not allow to speak about cognition in linguistics as already finally generated direction with the scientific device, own эпистемологией and, the main thing, with the only thing, up to that not had in linguistics of analogue an object of research. At the same time independent current it is possible to consider as an attribute an opportunity of its delimitation with already developed direction or oppositions to it. Cognition and cognition paradigms as a whole quite often spend linguistics by opposition of two different approaches to language - cognitive and communicative. It is obvious, that such, "large-scale", the projection of linguistic paradigms in modern linguistics does rather inconvenient postulation of autonomy of a separate direction inside of the uniform approach to language, "a uniform sight" at language. Uniting different schools and currents within the limits of cognition paradigms it is possible to consider their general, global problem which "consists in the description and an explanation of language ability and-or knowledge of language as internal cognitive structures and dynamics speaking-listening, considered as system of processing of the information, consisting of final number of independent modules and correlating the language information at various levels" (Kubryakova, etc. 1996, 33).

The general cognitive installation, thus, unites numerous, having programs and solving private problems of current and the doctrine which have many things in common with other sections of linguistics or with other directions. These things in common are shown in the general problematics and in the general object of research. So, in studying the substantial part of language to be developed began actively cognitive to the version of conceptual semantics, frame semantics, etc. cognitive illumination problems language conceptualisation and language conceptualisation the world receive, problems of a language picture of the world. But the closest communication and direct interaction are shown in a generality of a problematics of cognitive linguistics and psycholinguistics, that sometimes allows an occasion to identify these branches of scientific knowledge. It is thought, to approve more pertinently, that the developed approaches and results enrich linguistics, but in any way do not create new object (is more exact, a subject) research, even a new method. First of all, certainly, it is possible to speak about enrichment of psycholinguistics - in fact psycholinguistics if to consider it as the theory, instead of it is simple as a method, it is called to reflect adequately mental attitudes and the operations really inherent in the native speaker; without it its existence simply loses sense.