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Cognitive approach in terminology

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Abstract

This article is devoted to the consideration of one of the modern methods of terminology research – cognitive. A brief history of the development of linguistics is given, the main directions in linguistics in the second half of the 20th century are shown. The definitions of the cognitive approach in linguistics are considered. As a result, the advantages of using this approach in the study of terms are revealed.

Keywords: cognitive linguistics, term, terminology, terminology, language functions.

Аннотация

Данная статья посвящена рассмотрению одного из современных методов исследования терминологий, а именно, когнитивного. Приведена краткая история развития языкознания, показаны основные направления в лингвистике во второй половине XX века. Рассмотрены определения когнитивного подхода в лингвистике. В результате выявлены преимущества использования данного подхода при исследовании терминов.

Ключевые слова: когнитивная лингвистика, термин, терминоведение, терминология, функции языка.

The history of the development of linguistics, like any other science, is a complex process that has gone through several main stages. Such ancient countries as Greece, Rome, India, China had their first linguistic schools. About two and a half thousand years ago, the basic concepts of linguistics began to take appear. However, only in the 19th century did linguistics become a relatively independent discipline, while earlier it developed along with philology as a whole, and also relied on philosophy.

In the 20th century, the leading trend in science, including linguistics, was structuralism. As N. V. Bryanik rightly notes, “structuralism is most often assessed not as a certain concept or theory of science, but rather as a special methodology that has specifics in different areas of humanitarian knowledge. Indeed, there is no single, integral concept of structuralism, and, nevertheless, there is a certain invariant conceptual core that can be distinguished from different representatives of structuralism at different stages of its development” [3, 239].

Representatives of structuralism developed methods for studying linguistic phenomena by differentiating individual units of various levels (phonemes, morphemes, words, sentences). Further, their description, comparison with each other, classification were carried out. Each unit of the language had its place in the general system.

Since the second half of the 20th century, a new stage in the development of science begins – post-non-classical. In the early 1950s of the 20th century, several directions began to develop in parallel in linguistics, which took their foundations in structuralism, but then became isolated.

These are generative linguistics, linguistic semantics, communicative and activity theories of language (psycholinguistics, neurolinguistics, cognitive linguistics).

Since the 1970s, interdisciplinary research has become widespread. Despite great advances in the field of semantic analysis and practical developments in generative linguistics, it became impossible to solve issues related to the functional side of the language (with communication) by purely linguistic methods.

Extra linguistic factors began to play a special role in linguistics. In order to conduct such research, it is necessary to rely not only on linguistics, but also on sociology, philosophy, history, cultural studies. Despite the large number of diverse schools and trends (for example, terminologies began to be studied in a sociolinguistic aspect), one common feature can be distinguished in them, namely, the desire to explain the extra linguistic phenomena of the language, which cannot be studied only with the help of linguistic methods.

Cognitive linguistics became one of the most promising, but at the same time, which caused a lot of controversy, the scientific direction.

Cognitive linguistics is a direction in linguistics that arose in the 70s and 80s. 20th century and is currently under active development. At the origins of this direction is cognitology, the science of the processes of assimilation, use and accumulation of information by a person. E. S. Kubryakova notes that “the tasks of cognitive science include the description/study of knowledge representation systems and information processing and processing processes, and – at the same time – the study of the general principles of organizing human cognitive abilities into a single mental mechanism” [6, 8].

S. V. Grinev adds that the cognitive approach is important “not only for studying the development of scientific knowledge, but also for studying the development of human culture and civilization as a whole” [4, 33].

Cognitive linguistics allows to solve the accumulated problems by methods that take into account cognitive aspects (that is, taking into account the processes of human thinking, attention, perception, cognition, understanding). At the same time, language is considered as a kind of key to understanding human thought processes. For the first time in the history of linguistics, linguists turned not to language activity, but to the language “within us”, that is, they thought about the relationship between language and thinking.

There has been a revision of the functions of the language, scientists have focused their views on the cognitive function, and it is “a deep and detailed study of the cognitive function of the language in all its manifestations” that distinguishes cognitive linguistics from other areas [1, 19]. In addition, the special role of language in the conceptualization and categorization of the world was noted (it is not for nothing that one of the basic concepts of cognitive linguistics is the concept).

It should be noted that the achievements of other areas of linguistics were taken into account in the development of the cognitive direction. Thus, the method of component analysis, developed by generative linguistics and developed by linguistic semantics, as well as traditional structural analysis, is widely used. The methods of psychology (method of free associations) and neurophysiology did not stand aside either.

Most clearly, in our opinion, the goal of cognitive linguistics was formulated by N. N. Boldyrev, moreover, he showed the uniqueness of cognitive linguistics and its difference from other areas. In his opinion, “the task of cognitive linguistics is as follows: through the comprehension of language, to penetrate into the forms of different structures of knowledge and describe the dependencies existing between them and the language. This new formulation of the research goal, associated with a new understanding of the problem of the relationship between language and consciousness, is the fundamental difference between cognitive linguistics and traditional linguistics” [1, 23].

In other words, cognitive linguistics allows, through language, to reveal the content of mental representations, thereby showing the work of human consciousness. However, N. N. Boldyrev rightly notes that “the task of a linguist is not to explain how the human brain works... but to show the correlation and interaction of language units and the structures of knowledge underlying them” [1, 23].

Thus, the cognitive approach, in which language is considered as a cognitive ability, has become widely used in various sections of linguistics, including terminology. The problems of terminology constantly attract the attention of both foreign and domestic linguists.

The cognitive approach in terminology allows to go beyond purely linguistic research, look at terms from the point of view of scientific and everyday knowledge, since it makes it possible to “apply the provisions of anthropocentrism, consider terminology as a result of human cognitive activity, the foundations of which are formulated within the framework of everyday knowledge. This approach complicates and deepens the understanding of the term and professional knowledge in general” [5, 41].

With the help of a cognitive approach, explanations are found for such phenomena as synonymy, ambiguity, borrowing. This becomes possible, among other things, thanks to the study of extra linguistic factors.

V. E. Brigrinevich, considering the advantage of the cognitive method, notes that “the cognitive approach allows you to go beyond considering the term only as a structural-semantic unit of the language. The term is a linguistic sign that has a two-level structure, where the outer level is semantics, and the inner, or deep, conceptual structure. At the same time, the conceptual structure can be transformed, various conceptual features can be actualized in it, which leads to a direct change in the external level, in the semantics of the term” [2, 16].

Thus, it is the cognitive approach that allows, through terminology, to convey professional knowledge of a particular area, to present this knowledge in the form of certain structures, and the term in this case “becomes a tool of knowledge itself, fixing the information received in its content. It makes it possible to generalize and multiply scientific knowledge, and pass it on to the next generations of scientists” [7, 68].

As noted earlier, since the 1970s, the formation of a cognitive direction in linguistics began, which, despite many opponents who believed that it duplicates existing schools, is actively developing at the present time. Exploring the cognitive function of language in all its diversity of manifestation, we have the opportunity to take a fresh look at the relationship between language and mental processes, to present knowledge in the form of various cognitive models.

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The use of authentic texts in teaching a foreign language

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Abstract

The article deals with the issues of teaching a foreign language in a higher educational institution at non-linguistic faculties. The use of authentic texts focused on the professional interests of the future specialist in teaching a foreign language is a very important aspect of learning. The