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ИЛМИЙ-МЕТОДИК ЖУРНАЛ

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HUMAN KNOWLEDGE REFLECTION IN
MODERN LANGUAGE

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The article is devoted to the problem of linguistic investigation of a man and society. Language is considered to be a cognitive mechanism. Cognition processes in the mind of a human being during his activity are investigated from the point of view of the language. Modern linguistic paradigm is characterized by its interest in the problem of interrelations of language, thinking and culture.

Key words: reflection of human knowledge, interdisciplinary research, cognitive linguistics, language world-view, fragments of the world, concept, theoretical construction of image schema, discourse.

Мақола инсон ва жамиятни лисоний ўрганиш муаммосига бағишланган. Когнитив тилшуносикда лисон яхлит идрокий механизм сифатида намоён бўлади. Инсон ўз онгида воқеликни акс эттириш ҳамда мазмунли тасвирни идрок қилиш қобилияти тилда ўз ифодасини топади. Тилшуносликдаги ушбу замонавий парадигма лисон, онг ва маданият ўзаро мулоқот муаммоларига қизиқиш билдиради.

Калит сўзлар: инсон билимининг акси, фанлараро тадқиқот, когнитив лингвистика, лисоний олам тасвири, концепт, акс эттириш схемасининг назарий тузилиши, дискурс.

Статья посвящена проблеме лингвистического исследования человека и общества. В когнитивной лингвистике язык предстает как общий когнитивный механизм. Процессы, связанные с познавательной деятельностью человека, его мировосприятие и миропонимание рассматриваются через призму языковых явлений. Современная лингвистическая парадигма характеризуется проявлением интереса к проблемам взаимодействия языка, мышления и культуры.

Ключевые слова: отражение знаний человека, междисциплинарное исследование, когнитивная лингвистика, языковая картина мира, фрагменты мира, концепт, теоретическая конструкция схемы изображения, дискурс.

Human knowledge being reflected in a modern language is considered to be topical. It is acknowledged that the development of new approaches in linguistics is a result of cooperation of humanitarian sciences and it requires enjoying the achievements in psychology, sociology, ethnography, political science, etc. The appearance of interdisciplinary research is the evidence of a rapid development of science. It should be recognized, in the last few decades, scholars conduct interdisciplinary research in many areas of philology. Psycholinguistics, lingvoculture, lingvoconceptology, cognitive linguistics are among them. All of them together compose the cognitive linguistics.

An important theoretical approaches lie on the ground of cognitive paradigm of linguistics, including an experimental approach to the study of a language as a mental phenomenon.

In cognitive linguistics a language is seen as a holistic perceiving mechanism. The ability of human beings to reflect the reality and create their meaningful image in mind is expressed in a language. This modern paradigm of linguistics is interested in problems of correlation and communication of a language, consciousness, perception and culture.

Consciousness, because of its reflective nature, is a highly integrated system of regulation of mental processes by which a person perceives the world around him. There are the following types of consciousness – scientific, philosophical, religious, and others. All of them appear as an individual (individual consciousness) and national (collective consciousness). "Mental ethnic uniqueness" is defined by forms of interaction with nature, communicative norms and psychological characteristics that make a deep level of individual and collective consciousness, expressed in terms of mentality as a particular way of understanding the world, or world view of its bearers. National mentality is acquired by people during their interaction over centuries of life, it includes traditional forms of reactions to the world around us, patterns of behavior and activities, as well as methods for controlling communication, established on the basis of internalized value system [1. 67.]. The concept of social consciousness or mentality often pulls together with the concept of the so-called picture of the world [2. 23.].

Due to the fact that the form of existence of the world picture in the thinking man is an abstraction in the form of concepts and their relationships, it should not be seen as a mirror image of reality, but as a result of interpretation of the world collective or individual consciousness. The world-view of a language is a view of the world that particularly differs from reality,

but the specific "shade" of the world, depending on the national value of phenomena, things and processes, is determined by national characteristic peculiarities of activities, way of life and culture. The views of the world, conveyed by different languages are partly universal and partly differ from each other. People, speaking different languages, see a little different world. The world-view of a language is called naïve because it differs from the scientific world-view. The naïve description of the inner world – native psychology – generalizes the internal experience, accumulated by numerous generations.

Usually they distinguish two pictures of the world – the conceptual and linguistic. Conceptual view of the world seems richer than the language one, because in its formation different types of thinking operate. Despite of their

differences, the two views of the world are interconnected: a language acts as a means of communication because it explains the content of the conceptual view of the world and signifies it by creating words and means of communication between words and sentences [3. 16.].

However, the language does not reflect reality, but merely represents it

with symbolic means, reflecting the peculiarities of its conceptual development. Consequently, in the formation of the world picture a language is a form of expression of the conceptual (abstract, intellectually) content produced by a man in the process of his activity.

Language world-view is understood as a "representation of reality, reflected in language signs and their meanings – linguistic division of the world, language ordering of objects and phenomena, inherent in the system of meanings of words about the world " [4. 68.]. Ranging in different languages, a language world-view is the information scattered throughout the conceptual framework and associated with the formation of the concepts themselves by manipulating in this process by linguistic meanings and their associative fields that enriches the conceptual system by linguistic forms and content, which is used as a knowledge about world by language bearers.

Thus, the language world-view is presented as a verbalized part of conceptual world-view and at the same time as its deep stratum and the top, taking into account the value of the knowledge embodied in the form of a language, for its formation.

A language world-view performs the function of registration and inventory of all the accumulated experience of speakers of a given language. "It is, above all, a certain set of symbols of different fragments of the world, a set of nomination units mapping the world" [5. 8.].

Here it can be seen not separate independent attributes of objects and events, but integral objects of the real world. At the same time, their images are distorted, they spell out only those contours and features that are significant from the point of view of the person. Relief character of a language world-view due to the fact that it is not exposed to the reflection of the world as a whole, but only its components, which seem most important to a speaker. Creating for collective of speaker specific color due to the national significance of objects, phenomena, processes, a language world-view passes selective attitude toward them [6. 64-65.].

Semantic reflection of ways of representing reality in a language does the term "language world-view" sufficiently arbitrary: "image of the world, reconstituted according to only one language semantics, rather cartoon and schematic because its texture is woven mainly of the features that form the basis of categorization and the category of objects, phenomena and their properties, and the adequacy of a linguistic image of the world is corrected by empirical knowledge of reality, common to certain users of natural language "[7. 66.].

Linguistic representation of the world can be viewed as linguistic thinking, because, firstly, the view of the world is its understanding or interpretation, rather than a simple "photographs" and, secondly, considering submissions or reflection, has a linguistic character, it is created in the form of a language and exists in the form of a language.

The core of the vocabulary of any language funds up words fundamental for a man. As such, they are considered for the reason that a person in the

first place, on the basis of social needs calls vital objects. Then, using the existing basic words by secondary nomination, a person explores other new objects of reality. In the process of secondary nomination he is redefining the existing meaning of the word based on the association by similarity (metaphor) and contiguity (metonymy). Semantic space of a language covers explored world view, incorporating the linguistic and extralinguistic knowledge.

Cognitive linguistics study concepts in the form of frames, scripts, geshtalt, prototype, etc. to create a language world-view.

Human knowledge is related to its social and cultural experience. Manifesting in various forms, knowledge consists of the sum of the data elements. According to W. Chafe a prototype is the mental knowledge about a typical image [8. 37.]. A. Wierzbicka promotes the very close idea: cognition of a simple object is not the same object, it must bring the knowledge necessary to describe the details of an image [9. 228.].

A prototype should reflect the characteristics of the object, which are important from conceptual point of view.

Ch. Fillmore contends that "abstract human knowledge and practice, i.e., the complex frame, is used as a basis of a meaningful image. Using words it creates a unique structure of knowledge, that gives the opportunity to understand words which are linked with each other". At the same time, frames are not a simple sum of knowledge parts, they are units of information which are embodied around the concept"[10. 16.].

English hyperclaster body is one of the knowledge area composing a language world-view.

According to the Oxford-Duden dictionary hypercluster "Body" consists of the following superclusters: "Trunk", "Head", "Neck", "Limb" [11. 33.]. For example, *Harry got up on Sunday morning and dressed so inattentively that it was a while before he realized he was trying to pull his hat onto his foot instead of his sock. When he'd finally got all his clothes on the right parts of his body, he hurried off to find Hermione, locating her at the Gryffindor table in the Great Hall, where she was eating breakfast with Ginny (J. K. Rowling. Harry Potter and the Goblet of Fire).*

According to the theory of cognitive models of G. Fauconnier and J. Lakoff, the container image scheme is more than simply a geometric representation. It is a theory about a particular kind of configuration in which one entity is supported by another entity that contains it. In other words, the container schema is meaningful because containers are meaningful in our everyday experience [12. 31.].

Supercluster "Head" consists of macroframes "Face", "Crown", "Hair" and "Occiput", "Trunk" – "Chest", "Back", "Abdomen", "Waist", "Neck" – "Throat", "Nape", "Hollow of the throat", "Limb" – "Arm" and "Leg".

Macroframe "Face" consists of frames "Forehead", "Temple", "Eye", "Nose", "Mouth", "Cheek", "Ear", "Chin", "Dimple" and "Jaw". Macroframe "Chest" consists of frames "Breasts", "Nipple", "Areola", "Bossom", "Waist", "Flank (side)", "Hip", "Navel". Macroframe "Back" consists of frames

"Shoulder", "Shoulderblade", "Loins", "Small of the back", "Armpit", "Armpit hair". Macroframe "Abdomen" consists of frames "Upper abdomen", "Lower abdomen", "Groin", "Pudenda (vulva)", "Seat (Backside)", "Anal groove", "Gruteal fold (gruteal furrow)". Supercluster "Limbs" consists of macroframes "Arm" ва "Leg". Macroframe "Arm" consists of frames "Upper arm", "Crook of the arm", "Elbow", "Forearm", "Hand", "Fist (clenched fist, clenched hand)". Macroframe "Leg" consists of frames "Thigh", "Knee", "Popliteal space", "Shank", "Calf", "Foot".

The next task is studying the internal structure of concepts which determine the hypocluster body. We can reach the goal by studying relations with other concepts with the help of discourse analysis. According to R. Langacker language semantics can not be examined in isolation from pragmatic description and general knowledge [13. 12.]. G. Lakoff suggests that it is necessary to make the analysis process of expression a language structure which is formed in speech (oral or written form). It means to explore cognitive structure of a polysemantic language unit, which is out of language. That means studying discourse.

One of the founders of the theory of discourse T. van Dijk is committed to it as a communicative phenomenon. He sees the discourse as a transmitter of his own thoughts, wishes and affects by using speech [14. 31.]. And that is why, he came to the conclusion, that discourse is a complex communicative phenomenon, besides a text, it contains extralinguistic factors that help to understand the reality about the knowledge, opinions, and the purpose of the speaker, etc.

For example, the cognitive structure of the domain body is reflected in different discourses:

He carried his left arm somewhat away from his body, for pearl-handled. (O. Henry. A double-dyed deceiver. From Roads Of Destiny).

"Stupefy!" Harry yelled; the spell hit the spider's gigantic, hairy black body, ... (J. K. Rowling. Harry Potter and the Goblet of Fire).

It was a man's head, or maybe a woman's, on a tiger's body a hundred and twenty-five foot long, and there was a dear little temple between its front paws (Mark Twain. Tom Sawyer Abroad).

She screamed with fear, and the two-year-old child that was clinging to her released its grip and rolled at Red-Eye's feet. Both he and the mother reached for it, and he got it. The next moment the frail little body had whirled through the air and shattered against the wall. The mother ran to it, caught it up in her arms, and crouched over it crying (Jack London. Before Adam).

English dictionaries interpret the first meaning of the word *body* in different ways. In Merriam-Webster`s Colligate Dictionary as "the main part of

a plant or animal body esp as distinguished from limbs and head", MacMillan English dictionary for advanced learners (London 2002) as "the whole physical structure of a person or animal, including the head, arms, and legs", Webster's New World Dictionary as "the whole physical structure and substance of a human being, animal, or a plant".

The reflection of concepts *body, trunk, head, neck, limbo,* constituting one thematic group in a language, should be close to one another. For example, *"Head is the organ of thinking", "The eye is the organ of seeing" or "ear is the organ of hearing."* Therefore, in English dictionary explanation of the *body* should be enriched with word's many functions.

Then we in our minds better reflect the reality in above mentioned discourses, systematize cognitive features of the object, which show us appearance and physiological characteristics of it and we conceive meaningful image of the object, expressed in the form of the concept "Body". The cognitive structure of the concept "Body" is composed by features "alive", "having many functions", "whole", "physical structure", "person", "animal", "neck", "trunk", "head", "arms", "limbs". In speakers` imagination those features of the concept are the brightest and most visible symbols and with their help the concept "Body" is linked with the system of its parts – concepts "Head", "Neck", "Trunk", "Limbo" influences them. Descriptive features of the concept "Body" provides information about its external appearance, evaluation form, the view, the structure of the concept, its activities, physical description, physical and emotional signs indicating the state.

Appearance, physiological and physical properties of the concept in the language become apparent by attributes which are around the word *body,* indicating its shape and size. For example, *"Then Leonardo came more and more into my life. You see what he was like. I know now the poor spirit that was hidden in that <u>splendid body</u>. but compared to my husband he seemed like the angel Gabriel. (Arthur Conan Doyle. The Adventure of the Veiled Lodger). "There was no hope of stealing the Sorcerer's Stone anymore, for I knew that Dumbledore would have seen to it that it was destroyed. But I was willing to embrace mortal life again, before chasing immortality. I set my sights lower...I would settle for my <u>old body</u> back again, and my old strength (J. K. Rowling. Harry Potter and the Goblet of Fire).*

Harry heard its <u>frail body</u> hit the bottom with a soft thud. (J. K. Rowling. Harry Potter and the Goblet of Fire).

By spacing her teeth slightly apart, Sunny had moved a few inches up the wall, and by the time she stuck her first tooth above the second one again, her <u>little body</u> was no longer touching the net.

"Good luck, Sunny," Violet said.

"We're rooting for you, Sunny," Klaus said. (Lemony Snicket. The Ersatz Elevator).

Its jaws were working convulsively in quick bites against the hook and it pounded the bottom of the skiff with its <u>long flat body</u>, its tail and its head until he clubbed it across the shining golden head until it shivered and was still. (E.Hemingway. The Old Man and the Sea).

In formation of the concept "Body", besides the attributes, indicating the shape and size, very important role play verbs of action. For example,

Your exercises of riding, fencing, and dancing, <u>will civilize</u> and <u>fashion</u> your <u>body</u> and your limbs, and give you, if you will but take it, 'l'air d'un honnete homme'(Chesterfield, "Letters to His Son on the Fine Art of Becoming a Man of the World and a Gentleman"). *The shivering increased as he pulled in and he could see the blue back of the fish in the water and the gold of his sides before he swung him over the side and into the boat. He (fish tuna) lay in the stern in the sun, compact and bullet shaped, his big, unintelligent eyes staring as he thumped his life out against the planking of the boat with the quick shivering strokes of his neat, fast-moving tail. The old man hit him on the head for kindness and kicked him, his <u>body still shuddering</u>, under the shade of the stern (E.Hemingway. The Old Man and the Sea).*
It is worth to analyze other new types of discourses: *The murderer swung lifeless against the wall; and the boy, thrusting aside the dangling body which obscured his view, called to the people to come and take him out, for God's sake (Ch. Dickens. Oliver Twist or the Parish Boy's Progress.)*

"Harry, let go of him," he heard Fudge's voice say, and he felt fingers trying to pry him from Cedric's limp body, but Harry wouldn't let him go. Then Dumbledore's face, which was still blurred and misted, came closer (J. K. Rowling. Harry Potter and the Goblet of Fire). Above given discourses represent the concept "Body" in a new way. The cognitive features "lifeless" and "not functioning", "whole", and "physical structure", "person", "animal", "neck", "trunk", "head", "arms", "limbo", "dead", "person" and "corpse" are bulged out between the two areas of knowledge and lead to a relationship. As a result the meaning of the word *body* "a dead person; corpse" emerges in the language as a partial reflection of the concept "Body". (It is represented in Webster`s New World Dictionary). The cognitive feature of the concept "Body" "a dead person" links it with the concept "Corpse". Cognitive features "whole", "physical structure", "person", "animal", "neck", "trunk", "head", "arms", "limbo" connect concept "Body" with its previous meaning.
The reflection of the concept "Body" in the language may be continued in this way.

Analysis of the concept in various discourses shows that it has more than one hundred different cognitive features associated with more than a dozen concepts.

In summary, we can say that the frame structure of cognitive knowledge area "Body" has been defined. Its activisation in the form of a frame reveals the presence of a concept associated with other concepts. This way we have tried to clarify their conceptualization. For full reflection of the concept "Body"

in a language besides lexical research stage, phraseological and word building stages study is required.

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