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THE EMERGENCE AND DEVELOPMENT OF COGNITIVE LINGUISTICS: AN INTERDISCIPLINARY APPROACH

Abstract: This paper explores the emergence and evolution of cognitive linguistics as a scientific discipline. It delves into its aims, tasks, foundational principles, and its connections with other fields of study. Furthermore, it classifies the primary trends and schools within contemporary cognitive linguistics.

Key words: Cognitive linguistics, linguistic functionalism, linguistic form, cognitive structures, human consciousness, thinking, cognition, concept, categorization, conceptualization, conceptual sphere.

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Introduction

In recent years, the investigation into the practical application of language has propelled linguistics to new heights, intertwined with human cognitive activities and both individual and societal aspects of life. This shift is attributed to the broadening scope of linguistics and a heightened interest in how language systems evolve through speech interaction.

By the late twentieth century, numerous fields focused on the acquisition, processing, and storage of information were rapidly advancing. Consequently, a pivotal development in linguistics at the turn of the 20th to the 21st century was the advent of cognitive science. This field has seen significant growth in recent years, driven by the fascination with how the human brain processes and manages information.

Most researchers agree on the definition of cognitology, describing it as the science of knowledge and cognition. It involves the results of perceiving the world and the cognitive activities of individuals, organized into meaningful systems of data represented in our consciousness, forming the foundation of mental or cognitive processes.

Cognitology aims to understand how processes like perception, categorization, classification, and comprehension of the world occur, how knowledge

expands, and which systems provide information for various activities.

Thus, cognitive science is recognized as an independent field focused on the acquisition, processing, and use of information by humans. Emerging as a science of knowledge and its representation, cognitive science integrates numerous disciplines, including philosophy, logic, psychology, linguistics, cultural studies, and neurophysiology, to provide a comprehensive understanding of the human mind.

Given that the mind has been a focal point for scientists since ancient times, cognitive science possesses a rich historical backdrop. Human intelligence, thought patterns, sources of knowledge, and the processes of attaining it have long been explored by disciplines such as philosophy, logic, psychology, and biology. Philosophy, in particular, has a dedicated branch called the theory of knowledge, which addresses epistemological issues such as the potential for knowledge, its relationship to reality, and questions of truth and falsehood. Within cognitive science, these questions are reexamined through the lens of new scientific paradigms emerging in contemporary science.

The inception of cognitive science occurred in the 1940s and 1950s. During this period, top scientists

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from Germany and across Europe converged in the USA. The war underscored the necessity for rapid decision-making to coordinate joint actions among different military units and allied forces, highlighting the critical importance of communication and swift information processing. Consequently, the US government and the Department of Defense invested substantial funds into scientific research, focusing on effective communication and the development of advanced communication channels.

Simultaneously, R. Oppenheimer, the director of the American Institute for Basic Research at Princeton and a renowned physicist, recognized the profound influence of humans on events in physics. This realization underscored the need to evaluate the extent of human impact on problem-solving. Oppenheimer invited experts from various fields, including psychologists (J. Miller), cyberneticists (N. Wiener), specialists in mathematical modeling and information theory, and linguists (R. Jakobson).

This effort to understand human nature, how individuals program their actions, and their influence on science led to the emergence of an anthropocentric paradigm of scientific knowledge. This paradigm shifts from merely describing scientific problems and phenomena to comprehending the role of humans and their consciousness in these processes.

Researchers have also been intrigued by two primary questions: first, how humans can process vast amounts of information instantaneously and make necessary decisions, and second, what mental mechanisms underlie these processes. Psychologists studying war-related disorders of the human nervous system realized they knew little about the normal functioning of human consciousness. This realization highlighted the need to study typical human consciousness to understand the cognitive and perceptual processes involved in experiencing the world. Consequently, psychologists began investigating mental processes, later termed cognitive processes.

Additionally, scientists recognized the critical role of language in processing incoming information. Language serves as the medium for processing, comprehending, integrating, categorizing, and classifying information. Therefore, it became the linguists' task to elucidate how these processes occur. An emerging understanding was that observing language, as an expression of thought processes, provides the best access to consciousness. Language is the primary means through which individuals receive and reflect information about the world, indicating underlying cognitive processes that required investigation. This recognition spurred the development of cognitive science.

Cognitive linguistics emerged as a scientific discipline addressing similar questions to cognitive science but with a specific focus on language. A crucial aspect of the interplay between cognitive

science and linguistics is the study of semantics—the meaning of linguistic forms and expressions. Meaning itself is considered a cognitive phenomenon, and any insights into this phenomenon illuminate the structures of consciousness and their internal organization. These structures include both verbal and non-verbal representations. The most significant representations of our brain and consciousness are those using linguistic signs.

The emergence of cognitive linguistics was formally announced in the spring of 1989 at a symposium in Duisburg organized by René Dirven and other European scholars. This event marked the establishment of the International Association of Cognitive Linguistics and the launch of the journal "Cognitive Linguistics" along with the monograph series "Research in Cognitive Linguistics." In the inaugural issue of the journal, the objectives of this new linguistic field were outlined: to study language as a tool for organizing, processing, and transmitting information. Cognitive linguistics focuses on the conceptual and empirical bases of linguistic categories and concepts, examining language forms not in isolation but as reflections of human perception and conceptualization of the world, general principles of categorization, and information processing mechanisms. It considers how these forms embody the entire cognitive experience of individuals and the influence of the environment.

The development of modern cognitive linguistics is closely linked to the works of American linguists such as George Lakoff, Ronald Langacker, and Ray Jackendoff. These scholars explored how information enters the human brain, how it is processed, encoded, and verbalized. Ray Jackendoff views linguistic meaning as a mentally encoded information structure, while George Lakoff suggests that the cognitive system shaped by language comprises imaginative perception, mental imagery, and cultural reality representations.

The research and perspectives of these pioneers, along with the contributions of E.S. Kubryakova, have significantly shaped the field of cognitive linguistics in Russia. Despite cognitive linguistics gaining prominence in Russian linguistics only in the last decades of the twentieth century, earlier theoretical works had already examined language from the perspective of its relationship with thought.

The primary objective of cognitive linguistics is to describe and explain the internal cognitive structure and dynamics of the speaker/listener, who is viewed as an information-processing system composed of a finite number of independent components. These components correlate linguistic information across various levels. The goal of cognitive linguistics is to investigate this system and identify its core principles, not just to systematically reflect linguistic phenomena. For cognitive scientists, understanding the mental representation of linguistic knowledge and

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its cognitive processing—termed "cognitive reality"—is crucial.

Today, there are numerous scientific schools and areas of linguocognitive research, each classified differently by linguists. Z.D. Popova and I.A. Sternin offer the following classification of the main schools and directions in modern cognitive linguistics:

1. Cultural Studies: Investigating concepts as elements of culture based on data from various sciences (Yu.S. Stepanov).

2. Linguocultural Approach: Studying concepts named by linguistic units as elements of national linguistic culture and their connection with national values and characteristics (V.I. Karasik, S.G. Vorkachev, G.G. Slyshkin, G.V. Tokarev).

3. Logical Approach: Analyzing concepts using logical methods, independent of their direct linguistic form (N.D. Arutyunova, R.I. Pavlenis).

4. Semantic-Cognitive Approach: Examining lexical and grammatical semantics of language as a means of accessing and modeling the content of concepts from language semantics to the conceptual sphere (E.S. Kubryakova, N.N. Boldyrev, E.V. Rakhilina, E.V. Lukashevich, A.P. Babushkin, Z.D. Popova, I.A. Sternin, G.V. Bykova).

5. Philosophical and Semiotic Approach: Investigating the cognitive foundations of signification (A.V. Kravchenko).

A.V. Rudakova identifies several main schools and directions within modern cognitive linguistics:

1. General Conceptual Approach of the Moscow School: E.S. Kubryakova, V.Z. Demyankov, Yu.S. Stepanov, Yu.N. Karaulov, D.S. Likhachev, Yu.A. Sorokin, E.V. Rakhilina, R.M. Frumkina, A.N. Baranov, D.O. Dobrovolsky.

2. Psycholinguistic Approach: I.N. Gorelov, N.I. Zhinkin, A.A. Zalevskaya.

3. Prototypical Approach of the Tambov School: N.N. Boldyrev, T.A. Fesenko, E.V. Miloserdova, N.I. Kolodina, E.M. Pozdnyakova, A.L.

Sharandin, I.V. Mironova, S.V. Ivolgina, E.L. Kochkina, S.G. Vinogradova.

4. Lexico-Semantic Approach of the Voronezh School: Z.D. Popova, I.A. Sternin, A.P. Babushkin, V.Y. Koprov, G.V. Bykova, L.I. Grishaeva, A.A. Kretov, B.M. Toporova, V.I. Slayko, V.B. Goldberg, O.V. Ivashenko, E.D. Khaustova.

5. Discursive Analysis: A.A. Kibrik, L.V. Tsurikova, O.N. Charykova, V.I. Karasik.

6. Cultural Approach to Knowledge Representation: Yu.S. Stepanov and others.

7. Linguistic and Cultural Approach of the Volgograd School: V.I. Karasik, G.G. Slyshkin, N.A. Kravsky, N.F. Alefirenko, S.G. Vorkachev, A.A. Khudyakov, E.N. Egina, M.V. Milovanova.

8. Gender Analysis of Conceptual Structures: A.V. Kirilina and others.

V.I. Karasik further identifies specific areas within cultural language research:

1. National and Cultural Specifics of Language Use: Vorkachev, Vezhbitskaya, Prokhorov, Telia, Vorobyov, Maslova, Snitko, Bizheva, Klovov, Krasavsky, Evsyukova.

2. Ethnocultural Features of Language and Speech:

- Linguistic and Cultural Studies: Vereshchagin, Kostomarov, Tomakhin, Oschepkova.

- Ethnolinguistics: Gerd, Kopylenko, Tolstoy.

- Ethnopsycholinguistics: Sorokin.

- Theory of Intercultural Communication: Kabakchi, Shamne, Ter-Minasova, Leontovich.

Today, despite varying interpretations, cognitive linguistics is recognized as a branch of linguistic functionalism, which posits that linguistic forms are derived from the functions of language. Cognitive linguistics is rooted in the belief that "linguistic forms reflect cognitive structures, meaning the structures of human consciousness, thinking, and cognition." The primary categories in cognitive linguistics include concept, categorization, conceptualization, and the conceptual sphere.

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