COGNITIVE STUDY OF LANGUAGE

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ANNOTATION: In this article we are trying to put some order into previous proposal of language learning strategy development. In this case, we assume that strategies are latent knowledge and that learners can be made aware of their existence and their potential use. Effective strategy use will depend on the appropriate storage of strategies for implementation in relevant circumstances. And also we compare different options related to cognitive studies.

Key words:cognitive, paradigm, language, culturological, ethno-cultural, gender-functional, linguistic consciousness, mental-linguistic sphere, concept component analysis, contextual analysis

The purpose of this article is to identify cognitive gaps in the linguistic consciousness of modern youth, which can mainly be considered by analyzing the definitions given to the word. It is compiled in the process of analysis, when native speakers try to explain a word logically or synonymously, without resorting to dictionary material.

Despite the fact that the terms "language and mind"," language personality", as well as a lot of scientific research dedicated to them, the anthropocentric paradigm cannot leave researchers indifferent.

The works of scientists present various approaches to the study of linguistic consciousness, including psycholinguistic (the role of language in the formation of the psychological, including the mental world of a person), cognitive (linguistic consciousness as part of the general cognitive activity of a person), culturological (linguistic consciousness is a cultural phenomenon, language is a special form of culture), ethno-cultural (the role of national thinking under the influence of the national language). gender-functional (the study of the Linguistic-gender level of linguistic consciousness).[1] Because of these facts that I should point out that linguistic consciousness related to national language.

Such diverse directions speak, first of all, about the correlation between them and the prospects for research in this field. Linguistic consciousness is a cognitive, psychological, cultural, national, gender product. Each of these areas is interested in what is behind the word, that is, behind its "body" consisting of a letter and a sound, at the Center for Research on Linguistic Consciousness. More specifically, "a means of activating cognitive structures in our consciousness[2]" there are signs that cognitive structures, in turn, generate new words, new meanings, as well as behavioral patterns.

Since the unity of the mental-linguistic sphere is a concept, then, studying its structure, we can conclude about the structure of linguistic consciousness. In this regard, all aspects of the concept are studied - figurative, conceptual and value[3]. There are different methods for learning cognitive studying of language. The information and conceptual core of the concept is studied using traditional linguistic methods: component analysis, contextual analysis, analysis of dictionary definitions, work with phraseological material, etc. Cognitive and psycholinguistic studies are devoted to the study of the figurative-value component, which is based on the creation of psycholinguistic databases by

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[1] *Дзюба Е. В.* Лингвокогнитивная категоризация действительности в русском языковом сознании: дис. … д-ра филол. наук. – Екатеринбург, 2015. – 629 с.

[2] *Кубрякова Е. С.* Язык и знание: На пути получения знаний о языке: Части речи с когнитивной точки зрения. Роль языка в познании мира / Рос. академия наук, Ин-т языкознания. – М.: Языки славянской культуры, 2004. – С. 163. – 560 с.

[3] *Карасик В.И.* Языковой круг: личность, концепты, дискурс. Волгоград: Перемена, 2002. – 477 с.

means of a verbal associative experiment, the study of the figurative-perceptual component of the concept and the transformation of this data into digital form[4].

Cognitive research in linguistics is aimed at studying the processes of formation and consolidation of individual and collective experimental knowledge in mental forms expressed through language. As Kibrik notes, at present, when studying language and mental processes, it is language that opens up opportunities for us to understand human cognitive abilities[5].

According to the I.A.Sternin and Z.D. Papovs, emotional cognition and reflection of reality constitute a cognitive picture of the world, a conceptual sphere mediated by a particular socio-cultural environment[6]. It was a vital option for studying cognitive language. And also author pointed out that the concept to sphere refers to "the totality of the concepts of a nation formed from all the possibilities of native speakers' concepts[7].

According to G.G. Slyshkin's research, the concept also includes a socio-cultural component as an element of a person's consciousness located in a particular social environment, implying the presence of a certain sign of social value associated with it in the content of the concept. However, the socio-cultural component may or may not correspond to a collective or individual understanding when there is a proper legal attitude on the part of the socio-cultural environment, understood as a society located within the culture that it produces[8].

According to the scientific conclusions of French social experimental psychology, the processes of perception of reality depend not only on the cognitive abilities of the subject, but also on its emotional and evaluative value in a particular social situation, as well as on the presence or absence of other members of society in it. This rule emphasizes the conditionality of the processes of conceptualization and categorization according to the socio-cultural component that characterizes a person's perception of himself, another individual and society as a whole[9]. In other words, knowledge has a social, ethnic, ideological character[10]

Apparently, cognitive linguistics is a branch of linguistics that studies the problems of the relationship between language and consciousness, the role of language in the conceptualization and categorization of the world, in cognitive processes and generalization of human experience, in connection with individual cognitive abilities of a person and forms of language and their interaction.

Categorization refers to the process of ordering the acquired knowledge, that is, the distribution of new knowledge according to certain headings that exist in a person's mind, and is often determined by the categories of the language for which this person is a native language. Conceptualization is the process of determining a set of cognitive characteristics (including categorical ones) of a phenomenon of the real or imaginary world that allow a person to have a

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[4] *Резанова З.И., Миклашевский А.А.* Моделирование образно-перцептивного компонента языковой семантики при помощи психолингвистической базы данных // Вестник Томского государственного университета. Филология. 2016. №5 (43). С.71–92.

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[6] *Попова З. Д., Стернин И. А.* Когнитивная лингвистика. – М.: АСТ, Восток-Запад, 2007. – С. 52-54. – 226 с.

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[9] *Leray D.* Comportement — Cognition — Cerveau [Electronic resource] // Conjoncture. — 2010. – Mode of access: http://www.cnrs.fr/comitenational/doc/rapport/2010/27_conj_2010.pdf.

[10] *Дзюба Е. В.* Лингвокогнитивная категоризация действительности в русском языковом сознании: дис. … д-ра филол. наук. — Екатеринбург, 2015. — 629 с.

somewhat well-established understanding and understanding of this phenomenon, keep in mind and supplement it with new information and can distinguish it from other phenomena.

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2. *Дзюба Е. В.* Лингвокогнитивная категоризация действительности в русском языковом сознании: дис. … д-ра филол. наук. – Екатеринбург, 2015. – 629 с.
3. *Кубрякова Е. С.* Язык и знание: На пути получения знаний о языке: Части речи с когнитивной точки зрения. Роль языка в познании мира / Рос. академия наук, Ин-т языкознания. – М.: Языки славянской культуры, 2004. – С. 163. – 560 с.
4. *Карасик В.И.* Языковой круг: личность, концепты, дискурс. Волгоград: Перемена, 2002. – 477 с.
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6. *Лихачев Д. С.* Концептосфера русского языка // Изв. РАН — СЛЯ. — 1993. — № 1. — С. 3–9.
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