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PRINCIPLES OF A SYSTEMATIC APPROACH IN CONCEPTUAL LANGUAGE RESEARCH: RELEVANCE AND IMPLEMENTATION

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ABSTRACT

The article analyzes the essential attitudes and related methods of cognitive linguistics from the point of view of a systematic approach to the object under study. The main attention is paid to theoretical and methodological provisions of the cognitive-discursive version of Russian linguocognitology. The aim of the work is to correlate the methodological foundations and practices of the cognitive-discursive approach based on them with the content of the universal principles of analysis proposed in systemology. On the basis of this logical procedure, using various methods of descriptive method (observation, generalization, deduction, interpretation), as well as illustrative language facts, the degree of compliance of the methodological basis of linguocognitology with the properties of language as a naturally functioning open system is established. Systems theory, or systemology, is presented as a General scientific fundamental platform that allows you to set and effectively solve multidimensional problems of particular branches of knowledge. The basic provisions of the conceptual analysis of language/speech units and its modifications, as well as frame semantics, methods of studying the categorical organization of language and some other approaches are considered. The article substantiates the systemological adequacy of the linguocognitive methodology in comparison with other approaches that have taken place in the history of linguistics. The most important principles of system analysis are involved in the analysis: modelability, purposefulness, poly – factoricity, integrity, interdependence of the system and environment, used in system research; the composition of the work is built in accordance with these principles. As a result, we emphasize the heuristic possibilities and the realized scientific contribution of cognitive-discursive language research to the understanding of its systemic nature.

KEY WORDS: cognitive linguistics; cognitive-discursive paradigm; conceptual studies of language; method; methodology; principles of analyzing system objects; system theory; language as a tool of cognition; language as a system.

INTRODUCTION

The question of the essential representation of the studied object does not lose its relevance throughout the history of scientific thought. In relation to multidimensional systemic phenomena, one of the most important conditions for their adequate cognition is associated with the construction and subsequent agreement of aspect models, each of which represents certain properties of the system, essential for the tasks of research in the line of a given research paradigm. "The successful application of the system approach in science is determined by the success of particular system theories." In the methodology of systems theory, this condition corresponds to the principle of multiplicity of descriptions of complexly organized objects and encourages the improvement of the system approach within specific Sciences. In particular, there is an awareness of the complementary nature of the substantive, structural and functional models of the knowable. Thus, in the modern science of language, researchers allow the possibility of integrating the results of systematic-structural and anthropocentric research, believing that both have different sides of the language reality as their subject. For example, V. Z. Demyankov urges not to take the term "cognitive revolution" literally, noting that the emergence of cognitive linguistics does not necessarily imply "the overthrow of the previous way of theoretical life". A similar observation is found in the works of V. A. Maslova, who

believes that overcoming the immanent view of language does not contradict the use of the achievements of the structural method. A consonant thought about the relationship between traditional (descriptive) and structural linguistics was previously expressed By L. N. Zasorina: the achievements of traditional linguistics are necessary as an empirical basis for the analysis of language structure, so that both directions are in a continuous connection, but do not deny each other. Without a method for identifying inter-element relationships (the constructive side of the system), pre-structural linguistics placed the analysis of disparate facts of the language and their most explicit properties (phonetic or semantic) in the foreground, which received historical or psychological explanations (cf., for example, the linguistic concept of neogrammatists) and were reduced to classification. At the same time, the material aspect of the system and the rule of chance in it were emphasized. Representatives of structural linguistics, on the contrary, at a higher level of abstraction concentrate on a comprehensive and regular study of the relational framework of the language system, making the transition from the level of empirical knowledge to the level of constructing a logically verified theory, including for the purposes of machine translation. In addition to the then-well-known descriptive techniques, deductive methods were introduced into research usage.

By the end of the XX century, the awareness of the activity nature of the linguistic sign with its inclusion in different spheres of individual and social life caused a change in the research interests of linguistics. Currently, this contributes to the deepening of systemic concepts applied to language as an effective tool for human cognition and orientation in the surrounding world. This value orientation of the cognitive-discursive paradigm is leading both in the study of the role of the language component in thought processes, and in the analysis of verbalized results and patterns of cognition. The use of specific methods of linguocognitology, corresponding to the tasks set and the nature of the subject, brings scientific constructions closer to reality, also increasing their adequacy.

According to the General opinion, an adequate system vision of an object is determined not only by its internal nature, but also by the research procedures used and ways to reflect the results obtained in the form of knowledge. In this regard, it is important to note the fact that sufficiently developed linguocognitive methods are fully adapted and consistent with various principles of the existence of systems, which allows, resorting to these methods, to comprehensively take into account the various characteristics of the language as a naturally functioning open-type system. On the line of the regular and progressive development of science from the elementary through the structural to the system-integral modeling of phenomena, conceptual research creates a favorable ground for considering language in the direction from the whole to the details and in the relationship of its systemically significant features. At a new level, the system relations of language units between themselves and, most importantly, their external language context are practically revealed. The focus of attention, therefore, is the openness of the functional system in the unity of its substance and structure. Next, we will consider the methodological basis of Russian cognitive linguistics in relation to the most important principles of describing system objects.

The ideas and methods of lingvocognitive in understanding language as a system

The result of applying scientific methods in the process of obtaining and processing empirical data, as we know, is embodied using a model of the studied object or phenomenon. The model is a specific object created for the purpose of obtaining and/or storing information, which reflects the characteristics and connections of the original object of any arbitrary nature, which are essential for a practical task, and serves as an explanatory research tool. From the point of view of systemology, creating this specific object means reproducing in a particular set of characteristics of the system. A system in the ontological sense is understood as a historically variable, structured and connected set of elements of a particular nature, existing in the environment as an integral (integrative) entity and functioning to achieve an external and/or internal goal in relation to it. It is believed that all systems, without exception, to some extent have properties of composition, structure, functioning (behavior), as well as integrative qualities.

The principle of modelability allows us to abstract and manifest in an idealized model only certain properties of the object that are of interest to the researcher and significant for this scientific direction, so that it turns out to be simpler than the system as a whole, but it must necessarily be adequate to it. The method of reconstructing a complex unity and reflecting the organization of a fragment of the world in the mind of the researcher represents the methodological aspect of the concept of a system.

The generalization of existing models of language phenomena taking into account the theory of systems leads linguists to the conclusion that in essence all linguistic theories and concepts "represent models of the systematic organization of certain linguistic units", in the content of which the systemicity of language is imprinted differently and which, acting as initial premises, generate different directions in linguistics. Their formation is accompanied by the development of not only a conceptual-terminological apparatus, but also a set of methods that ensure the systematization of language material within a particular model. At the same time, the methodological guidelines of each linguistic direction include, along with approaches to identifying new material, ways to explain it in relation to the identified patterns (the objective side of the method) and data from related Sciences (the subjective side of the method).

The creation of a cognitive-oriented model of the language system in relation to data from the psychology of cognitive processes and other related disciplines is associated with an explicit or intuitive adherence to a number of universal system principles related to the above-mentioned system parameters. As a result, this approach increases the completeness and adequacy of research descriptions.

An essential feature of the cognitive-discursive paradigm is the explanatory analysis of factual material in its connection with the representation of knowledge in language and, thus, with human cognition, thought structures, as well as a wide range of cognitive Sciences engaged in mental "infrastructure". This approach is based on the principles of determinism and purposefulness. The first of them States the need to go beyond the system to understand the laws of its functioning and behavior, which are often caused by the external environment-the metasystem of the highest order. In full accordance with this attitude, the formation of the meaning of sign language units in the process of their functioning is associated with the expression of thought structures and mechanisms.

In turn, going beyond the studied object and, if necessary, combining data from different Sciences meets the principle of interdisciplinary. Following the principle of interdisciplinary, along with setting up a multidimensional description of the system, helps to create a more holistic view of the system object. In particular, the output of linguistics in cognitive psychology is realized when explaining language phenomena in the use of data on the structuring of information in consciousness (cf. theories of language conceptualization and categorization), about various aspects of cognition, including the features of human attention and evaluation activities (selection and evaluation as functions of language interpretation in the choice of internal word forms/use of evaluation vocabulary).

The principle of purposefulness (the ultimate goal, purpose), which has no less priority for any system, is methodologically expressed in the interpretation of its properties relative to their role in the implementation of a certain goal by the system. In order to achieve this goal, it is maintained as an integral entity, including when external conditions change. So, the most common subject of conceptual studies is the cognitive function of linguistic phenomena in its unity with communication, in that different language repeatedly shows the Ling – an Pocognoli: "language is an adaptive operation, which is carried out the description and formation of a model in the mind of man"; "language becomes... a means of ordering... a conceptual picture of the world. and a method of relative determination of the behavior of people in a particular ethno-cultural community. The various structures of knowledge are objectified by semiotic systems, the most important of which is language", so that through the signs of language "we do not convey our own thoughts to another person, but indicate the direction of the processes of conceptualization and categorization, we strive to "awaken" knowledge of the corresponding categories and the relations of representation between them". In this way knowledge about the system can receive linguistic expression in the format (system-ant), script (system of the order of the day; the build system), insight (to detect the system in anything), scheme (multistage system), frame (the political system).The emphasis on cognitive function determines the specificity of methods of conceptual research of language, each of which reveals separate aspects, the most significant aspects of its implementation in speech-thinking activity.

Consideration of various aspects of the language, including structural ones, in inseparable unity with the conceptual system of its native speaker, recognition of the determinative influence of cognition on language processes corresponds to the principle of interdependence of the system and the environment. This principle characterizes the system by its ability to form and manifest its properties in interaction with the environment, exchanging matter, energy, and information with it, and essentially distinguishes an open dynamic system as an object of a natural class.

The question of the existence of a language system in the environment has been the subject of special attention of Russian linguistics since the second half of the XX century and is actively developed in the anthropocentric paradigm. As a fundamental move in the methodological setup according to which human knowledge is impossible without language learning and at the same time to explain the nature of the language can only be based on man and his world. The closest intertwining of the language system with socio-cultural and cognitive contexts is postulated.

From this realistic point of view, we study actual aspects of the" habitat" of language in the environment, such as its relationship with thinking, the functions performed, the role of man in language and language for man. The idea of structural and functional interdependence of cognition and communication has formed a special perspective of linguistic analysis, in which the properties of language as an open system are revealed in the closest connection with the processes of conceptualization and categorization of reality by a person. The participation of the object of linguistics in these processes makes it legitimate to describe language expressions in a conceptual context and raise new questions about the relationship between primary and secondary, minimal and encyclopedic, everyday and scientific-theoretical knowledge, language and thought structures/processes at different levels of interaction and taking into account the generating picture of the world. Following the principle of separating the system from the environment, the semantic and conceptual levels of knowledge representation, language and cognitive worldview are naturally differentiated.

The most developed and traditional methods of cognitive modeling in linguistics are the methods of conceptual, frame and prototypical analysis. Using a set of techniques, they lead to the establishment of various causal correlations between the characteristics of the language system and its conceptual environment. In addition, using these methods, mechanisms of feedback between language and cognitive processes in the course of forming and understanding language meanings are established. Thus, the method of conceptual analysis in its definition, contextual and taxonomic varieties is aimed at identifying the type, structure and content of concepts and conceptual structures underlying specific language/speech units. According to the wide variety of interacting thought-language entities in research practice, it is used in describing the phenomena of word-formation, lexical, syntactic, discursive properties, for example, in studying the conceptual basis of thematic and lexical-semantic groups, functional-semantic fields, term-systems and multi-valued words, transposition and non-transposition processes of word formation, patterns of organization and deployment of discourse in different spheres of communication. The conceptual analysis of dictionary definitions allows us to identify a more or less General information invariant, which is imprinted in the signs of the language and provides communication of the language community. A linguocognitive reading of the regular / author's compatibility highlights the features of the concept that are communicative significant for the language group/individual, and also helps to understand the mechanisms and results of overlapping mental areas in the construction of new conceptual structures. For example, as the analysis of poetic texts of the XX century has shown, the reification of the social order as an abstract entity is often achieved through a conceptual metaphor, which is based on the integration of the conceptual areas "Social order" and "Man", emphasizing the comprehensive dependence of the citizen on the conditions of social life: Does the dog growl, does the cow low, / the System is on guard; Huge eyes / "eyes" Systems / Swayed there because of / Eyebrows; Stop. The speaker croaks indistinct / <...> and the official has a cold, the fragile neck of the system, / / < ... > < ... > melts, diving into its native burrow...

Currently, integrative conceptual structures in the language are studied to a much lesser extent than other knowledge formats. However, discovered an important property of conceptual integration, which is taken into account when studying this phenomenon in cognitive linguistics: the conceptual correlation areas is a fixture of their conceptual characteristics, strengthening of some and the neutralization of the other, so that the total of the newly formed structure, or blend, "is not reduced to the sum of the values of integrated units", i.e. it is emergent. One of the most striking examples is found in the phenomenon of phraseological semantics of a derived word, for example, the meaning of the words writer, traffic controller (traffic control)it is not identical to the total content of the areas "person" and "action", but implies the strengthening of the attribute "profession".

In system analysis, this property of real systems is related to the integrity principle when describing an object. The structural and functional integrity of the examination object is one of the methodological foundations of lingvocognitive. Integrity refers to the irreducible of the quality of a system to the sum of the

properties of its elements, first, and the dependence of each element and relationship on its place and functions within the whole, second. Compliance with this principle means identifying internal and external factors, interacting parameters and mechanisms that determine the emergence of an emergent quality of the system.

Consideration of the language system together with its environment and identification of links between them using special procedures is in full compliance with the principles of coherence and multi-factorial in the system analysis. According to the first principle, it is only possible to adequately understand and describe a certain system if one identifies and then examines it as part of a more global system, since it is in interaction with it that the system in question manifests its integrity and specificity. Pre-cognitive semasiology, as we know, interpreted language meanings primarily in terms of syntagmatic and paradigmatic relations, in isolation from the cognitive substrate, and drew a clear line of demarcation between linguistic and non-linguistic knowledge. Knowledge of internal system connections of a word with other words in lexical fields was considered mandatory for its understanding and use. In contrast, cognitive semantics focuses on both internal and external structural connections of a language system, in particular its content plan, with the multi-factor discourse environment and user experience of the language. It is believed that the actualization, transformation and understanding of the meaning of a word is determined by extra-linguistic factors and to a large extent by the cognitive environment, which helps the researcher to understand the essence of language phenomena more deeply. On the other hand, this intertwining allows us to study the coherence expressed through language and speech.

According to the presented experimental approach, the analysis of the meaning of the word is intended to " establish... the area of knowledge that underlies the meaning of this word, and to structure it in a certain way, showing which parts of this area and how (through what scheme) are "captured" by the sign..." From the point of view of systems theory, such a task seems to mean analyzing the manifestations of positive feedback of language, its structure and substance, in relation to the cognitive supra system. These manifestations are specified by various mechanisms, various means of language and cognition, and in their regularities can be accessible to the researcher through the use of conceptual-representative analysis. Being a form of deepening conceptual analysis, as N. Besedin writes, this method allows us to correlate verbalized features of the concept with different-level means and factors involved in their representation. With its help, it is possible to present the most complete picture of the formation of meaning in speech-thinking activity based on the complex interaction of mental and linguistic representations. In cognitive studies of language, the method of conceptual-representative analysis, which takes into account a set of factors, has been justified in the study of the morphological representation of concepts, since these concepts, being the most abstract, are refined in the formation of a specific meaning due to the interaction of three language levels— morphology, vocabulary and syntax – with the nearest context. The influence of a multi-factor environment on the production and understanding of speech meanings is also a fundamental attitude of modern discourse analysis. In addition to organizing knowledge and operating it, it addresses a whole spectrum of parameters of the communicative situation, social interaction, which define the features of language conceptualization of a certain fragment of the world in discourse and determine the features of "packing" information into language units, according to the conditions of communication. A correlative (ideally) examination of semantics and grammar is carried out against the background of the communicative situation, individual characteristics of the speaker and socio-cultural background.

It is obvious that many situational characteristics are recognized by speakers and "woven" into the language fabric through cognition, which, in the concepts of some linguists, gives discourse the status of a cognitive education and allows describing it in a number of ways with mental representations of objects, events and qualities. In this case, the type of discourse is considered as a special type of knowledge about standard communicative situations, about the ways of speech behavior in them and, thus, to a certain extent, it can be considered part of the conceptual environment of speakers.

From the point of view of systemology, the connections of natural language with the cognitive environment are essential for linguistic analysis as an attribute of the external structure of the language system. The consideration of its internal design features in relation to the environment expands the traditional understanding of structure in linguistics and in the practice of conceptual research leads to a greater compliancewith the principle of structurality in the study of systems. In a methodological application, this

principle means that it is possible to describe a system by establishing a network of connections and relationships of its parts with each other and with the environment. The conditionality of cognitive structures inherent in the language organization to one extent or another leads to the need to take into account their structural typology, as well as the mechanisms of correlation of cognitive and linguistic structures (the task given above "show which parts of this area and how (through what scheme) "are captured by the" sign"). Consistent attention to this aspect of thought-language interaction makes, at first glance, the random regular and ordered, which contributes to the development of methods on a unified basis and the creation of coherent concepts of linguistic reality. Among the most important methods and techniques focused on establishing a conceptual and linguistic relations are associative approach (clarifies psychologically real organizing multidimensional associative-verbal network of the individual and society), frame semantics (models objectified in the language of multi component hierarchically organized unit of knowledge about stereotypical situations) and the technique of the sketch frames (describes mental frames, standing for motivators, when you create new words and meanings); the method of propositional analysis of the derivatives (used in the reconstruction of a system of propositions, which are lexical fixed in the structure of word-formation nests), a method of constructing network models of polysemy (defines cognitive mechanisms of development of values and models of lexical polysemy as a single network, the nodes which fit the meaning of the word), receiving cognitive dominant (exposes the mechanisms of selection/variety syntax regarding the modifications of the cognitive model of the event and focus items), cognitive-matrix analysis (aims to build a model integrative concept underlying values and mechanisms of its aspect of representation in language and speech).

For the study of categorical structuring of language phenomena, following N. N. Boldyrev, a conceptual and taxonomic analysis is used. This method focuses on identifying the hierarchy of concepts, as well as their features, which is expressed in the semantics of language units, fixing them at the basic, superordinate and subordinate levels of categorization. The method of prototypical semantics is used when taking into account the gradation of category elements according to their significance, typicity, psychological separation, as it is represented in the minds of native speakers and in the organization of language categories. The optimality of the prototypical organization of a psychologically real category is explained by the best combination of structural stability and flexible adaptability to changes in it, which is equally necessary for effective cognitive activity.

From the point of view of the prototypical device, for example, a number of synonyms with a dominant kernel can be described, or a regular polysemy, which in this case means removing values from their prototype to a more peripheral member on the basis of genus-species, metaphorical and metonymic relations.

All of these methods and heuristics help to clarify the role of linguistic units in the structure of language consciousness, on the one hand, and, on the other, show how, due to positive feedback, the cognitive organization is embodied in different aspects in the language one. The ability to cover various aspects of cognitive experience in describing the structure and functioning of a language object and, as a result, the study of meanings in the context of various cognitive structures and processes are in full compliance with the postulates of optimal diversity and complementarity adopted by themethodology for analyzing complex systems. The operation of these principles is based on the ability of the system to demonstrate polymorphism, to vary situationally. Just as in the thinking sphere the same concept uses different sources of formation, different cognitive models, functioning as if it "turns" on different sides, so in the language material we observe a variety of means and "techniques" for its actualization as part of a single nominative field. For example, units of the nominative field of the concept SYSTEM, which includes abstract conceptual invariant (a set of interrelated elements (subjects, phenomena, opinions, principles, knowledge, etc.), lexical, syntactic and derivational indicate the types of system objects (keyboard, ritual, plan, mode, etc., card system, Solar system, system of navigation; suffixes -ISM- and -at-) and their characteristics (set, item, structure, integrity, stability, etc.) categorical manifestations of systemic (system, systematize, systems analyst, systematic), case category (The system is a nipple, the Consenting herd and the beast does not take, With a brave commander and a coward becomes braveand NEK. other)).

The multiple representation of mental entities in language/speech reflects the speaker's perspective of the object (conceptual perspective) and thus increases the effectiveness of the language system in transmitting

mental content. On the basis of the principle of complementarity, as a consequence, the complementary unity of language and speech, meaning and meaning in the methodology of linguocognitive research can be argued.

The most important properties of real systems, such as dynamism and the resulting ability to develop, are at the forefront of the development and application of methods for analyzing conceptual derivation in language, i.e., such a cognitive process that provides the emergence of a new knowledge structure from existing concepts and conceptual structures. The formation of new mental structures reflects the dynamics of the conceptual system, due to cognitive activity, as well as the language experience of a person. "Reproduction" of this property by the language system on the basis of positive feedback, in turn, makes it possible to build more complex nominative units in the language that link concepts together. Therefore, the study of derived words that allow us to fix and verbalize conceptual associations, within the framework of the cognitive direction, is given special attention using the theory of mental spaces and conceptual integration.

CONCLUSION

The analysis performed on the example of a number of methodological guidelines of cognitive linguistics reveals evidence of their adequacy to the principles of studying an object as a system. This consistency can be seen both in the instrumental aspect of linguocognitive analysis, which sets the algorithms for research operations, and in the constructive aspect, which is aimed at increasing knowledge. In the history of language science, when solving research problems, certain areas of linguistics approached this in different degrees, introducing into consideration a certain, sometimes very limited, circle of system-language features, around which the private scientific methodology of these areas was built. Using a systematic approach, conscious or intuitive, conceptual studies of the language seems a deeper, consistent and reasonable that observed at the level of the most important processes for the development of science – integration and differentiation.

Integration in cognitive linguistics consists in the appropriate synthesis of data from related Sciences, which help it to form a more comprehensive picture of the life of language as a means of cognition and communication. Theoretically and practically justified the thought of I. A. Baudouin de Courtenay that "with time... language generalizations will reach ever wider circles and connect linguistics more and more with other Sciences: with psychology, anthropology, with sociology, with biology", and I would like to add – with the interdisciplinary study of systems. Methods of adapting systems theory to specific tasks of cognitive language learning are part of the process of differentiation, i.e., the separation of linguocognitology as a branch of knowledge or, at least, an independent branch of linguistics. In terms of the coverage of system features, as well as the principles of the system approach, it has the greater potential and scientific value. According to the General opinion, science as a special cognitive activity is aimed at the development of objective, reasoned and systemically organized knowledge about the world, so that a systematic approach to research, including at the level of its methodology, is assumed as a characteristic that distinguishes science from ordinary, artistic, religious, and mythological types of knowledge. According to Russian philosophers, the productivity of system logic in scientific research is due to a unique combination of constructiveness and flexibility in it at the same time. Accordingly, the gain of this approach observed in the conceptual language studies, plays a vital heuristic role, allowing more clearly and solve already assigned a task analysis of a complex object, on the one hand, and, on the other, to put new, better able to explain previously collected linguistic material. It is also relevant for applied linguistics, as it helps to deepen the understanding of language as a system at the level of the methodology of its analysis, in the circle of other system objects. In a particular case, it can be used in school and University linguodidactics, when presenting, describing and justifying language phenomena in the light of their systemic nature.

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