

## Research of Cognitive Units of Language on an Interdisciplinary Basis

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**Abstract:** The article examines the study of cognitive language units on an interdisciplinary basis. Their functioning in modern linguistics. The general meaning of cognitive units is given, what they are and what they serve.

**Keywords:** cognitive language units, interdisciplinary basis, linguistics, conceptualization, categorization, thinking, language, cognitivism, cognitive phenomenon

**INTRODUCTION:** Cognitive linguistics is one of the areas of interdisciplinary cognitive science. When analyzing modern linguistics, many scientists divide it into three main areas:

1. generative linguistics
2. functional linguistics
3. cognitive linguistics

Today, more and more attention is paid to cognitive linguistics, as a direction 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, the connection of individual cognitive abilities of a person with language and the forms of their interaction.

Cognitivism is a body of sciences that integrates research into general principles that govern thought processes. Thus, language is presented as a means of access to thought processes. It is in the language that the experience of mankind, its thinking is fixed; language is a cognitive mechanism, a system of signs that specifically codifies and transforms information.

The object of cognitive linguistics is language as a mechanism of cognition.

When studying cognitive linguistics, one can distinguish such areas as:

1. culturological - the study of concepts as elements of culture based on data from different sciences. Such studies are usually de facto interdisciplinary, not exclusively related to linguistics, although they can also be carried out by linguists (which allows us to consider this approach in the framework of cognitive linguistics); language in this case acts only as one of the sources of knowledge about concepts (for example, data on the etymology of the word calling this concept are used to describe a concept);
2. linguoculturological - the study of concepts named by linguistic units as elements of national linguoculture in their connection with national values and national characteristics of this culture: the direction "from language to culture";
3. logical - the analysis of concepts by logical methods, regardless of their linguistic form;
4. semantic-cognitive - the study of the lexical and grammatical semantics of the language as a means of access to the content of concepts, as a means of modeling them from the semantics of the language to the concept sphere;
5. philosophical and semiotic - the cognitive foundations of the sign are investigated.

At the origins of cognitive linguistics were such prominent scientists as psychologist J. Miller, who was the first to begin the study of language and perception, and linguist N. Chomsky, who raised the question of the essence of language ability and its representation in the human brain in the form of mental abilities related to thinking, consciousness, representations. Scientists were united by a criticism of behaviorism and an appeal to the internal aspects of the organization of language. But then the paths of generativism and cognitivism diverged.

In recent years, the hypothesis of dynamical systems has been widely studied in cognitive science as an alternative to traditional models of cognition as information processing systems. The main provisions of this theory are reduced to the following:

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1. A dynamic system is a kind of system that naturally develops in time.
2. Dynamic models use computational techniques to trace the evolving relationships between a small number of variables over time.
3. Dynamical systems often exhibit a relationship based on interdependencies between variables and a desire for an attractor.
4. Cognitive systems modeled on the basis of dynamical systems theory do not demonstrate many of the classic features of information processing systems

Cognitive science is an interdisciplinary and multilevel science. Thinking is too complex to be fully understood through one discipline or one level of research. The same applies to the hypothesis of dynamical systems to an equal degree. There is no more opportunity to get a complete picture of how the mind / brain works through dynamical systems theory than with the full dataset provided by neuroscientists, or, say, artificial intelligence specialists. All of these disciplines give us a deep, but only partial understanding of the problem. It follows from this that the main task of cognitive science or cognitive linguistics is to integrate the achievements of all sciences into a unified and complete picture of the work of consciousness.

This dynamic cognitive theory can be applied to the analysis of the integration of sciences within the cognitive cycle at several levels:

- 1) local integration at the level of a particular field of knowledge (for example, the cognitive-discursive paradigm in linguistics);
- 2) at the level of a cluster of sciences (for example, integration between individual disciplines within the humanities sciences);
- 3) at the level of interaction of clusters of sciences (that is, the synthesis of humanitarian and natural science knowledge)

If we take Russian cognitive linguistics as an example, then here a vivid example of local integration at the level of a separate area of knowledge is the cognitive-discursive paradigm, within which the scientific school of E.S.Kubryakova operates. This paradigm offers a broad perspective on linguistic cognition.

Western linguists who study the problems of the relationship between cognitive and communicative tend to view communication as a social, social phenomenon; cognition - as an internal (individual) phenomenon. The scientific school of cognitive-discourse analysis, in contrast, relies on a broader approach. She tries to find a common unifying principle between cognition and communication. Analyzing the dichotomy "cognition-communication", E. S. Kubryakova congenially sees common grounds between the two members of this opposition in the orienting (cognitive construal of the world) function of the language, which she recognizes as the main leading linguistic function.

Thus, in cognitive linguistics, language is interpreted as the main means of access to the work of consciousness, it is defined either as facilitating the implementation of cognitive processes in acts of communication, or as serving in the communicative process (discourse) to achieve certain cognitive goals (transmitting or requesting information, exchanging it between speaking and creating a new one, etc.). The bi-directionality of language is especially clearly manifested - both for cognition and communication - with the emergence of such a domestic version of cognitivism as the cognitive-discursive paradigm of linguistic knowledge: each linguistic phenomenon is subject to analysis both from the point of view of its participation in cognitive activity, and from the point of view of its service. discursive activity (E. S. Kubryakova), as well as from the point of view of their coordination with each other.

Cognitive linguistics is becoming a source of new beginnings in theoretical linguistics, striving for a versatile and multifaceted study of the nature of language, to explain the still unexplored features of its structure and organization, and the various functions it performs.

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