

Conceptual information as a process of language manipulation of information in cognitive linguistics

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Abstract: The article deals with realization of conceptual information as a process of language manipulation of information in cognitive linguistics. Besides that it has been analyzed cognitive informations as a specific human information acquiring in the experience of cognating in perception of the world.

Key words: conceptual information, concept, cognitive linguistics, sense-perceptual, discourse, actualization, pragmatics, mental information.

Introduction

From birth, a person acts as an observer and an active participant in events taking place in the world around him, learning, analyzing, comparing various objects, processes, phenomena. As a result, he accumulates a certain experience, acquires knowledge, i.e. in his mind, a conceptual picture of the world is formed, consisting of concepts of different levels of complexity and abstraction.

The cognitive turn in science has placed at the center of research interests primarily cognitive information as specifically human information acquired in the experience of knowing the world when perceiving and generalizing this experience. Actually, the subject of cognitive science is mental information, which J. Fodor defines as an "internal code" [4]; R. Dzheckendoff refers to the tasks of cognitive theory as the study of the structure of mental information and the principles of "computing" (computing) this information [5]. Mental information is related to various mental spaces, the content of which can be both information about the real world and about plans, beliefs, intentions, etc.

Conceptual information is considered as a result of human cognitive activity, as that meaningful information that has already become a product of

human processing and structuring of knowledge. Conceptual information arises in the process of comprehending all information coming through different channels and can include both information about the objective state of affairs in the world and information about possible worlds and the state of affairs in them.

In connection with the construction of models for understanding text / discourse, the problems of using and extracting information in acts of communication are of great importance: cf. division of information into cognitive (knowledge, beliefs, opinions, attitudes) and contextual (speech acts, situation, communication); given (presumably known to the addressee) and new (presumably not known to the addressee). A special place is given to the type of information that constitutes the common / shared knowledge of the participants in the communication. This type of information is necessary to clarify what is meant by "given / old" information, since access to its referent is provided by a common / shared knowledge base. The general basis is formed by the information necessary for communicative interaction, which expands, accumulating information added by each subsequent statement. The mental representation of this information is "simple inference based on certain data and assumptions" [1].

The study of linguistic units that actualize conceptual information is an important factor in the knowledge of the language and at the same time knowledge of the world. In this connection, we want to give our working definition of the term conceptual information. In our opinion, conceptual information is the minimum unit of knowledge in the knowledge of the world from the side of a person. Linguistic units of actualizing conceptual information are physical, not physically, psychological, speech, and emotional, and

in reality, as linguistic units of actualizing conceptual information are combined under one system.

From the point of view of theorists and practitioners of cognitive semantics, reality is “projected” into the semantics of natural language, as a result, the “projected world” in the terminology of R. Jackendoff is generated [5]. It differs from the world of reality due to the specific characteristics of a person and due to the specificity of specific cultures. In each specific linguistic community, there is a kind of tacit agreement of the speakers to express their thoughts in a certain way, schematization, idealization of the world takes place. It is in this idealized and schematized world that the formation of an immanent mental construct is possible - a concept that is the final product of the activity of thinking in cognizing the external world. Currently, in linguistics and cultural linguistics, there are numerous general theoretical developments of this concept and specific descriptions of certain concepts. Introducing a complex mental education, the concept receives many ambiguous interpretations. Within the framework of the linguoculturological direction, which studies the relationship between language and culture, language and folk mentality, scientists consider the concept as “the result of a collision of the dictionary meaning of a word with personal and national experience” [2,4], as a “plot of culture in the human mind”, “bundle” representations, concepts, knowledge, associations, experiences accompanying the word.

In cognitive-linguistic studies, concepts are defined as ideal units of mental or psychic resources of our consciousness, carrying complex, encyclopedic information about the reflected object or phenomenon. Due to the variety of interpretations of the concept “concept”, let us dwell in more detail on the definitions given by M.V. Nikitin and N.A. Kobrina, which include the most essential characteristics of the concept.

According to M.V. Nikitin, the concept is “a discrete multifactor mental unit with a stochastic (probabilistic) structure.” Its unity and separateness are provided by the identity of the denotation with

which it is correlated in some mental worlds. The stochastic nature of the concept is due to the probabilistic nature of the world it reflects (we are talking about the everyday probability of everyday consciousness - approximate, but fairly uniform quantitative estimates of the occurrence of entities and events). The boundaries of a concept cannot be defined precisely, they are indistinct, vague, and therefore there is a partial overlap and overlapping of concepts, the establishment between them of diverse conceptual connections and interactions.

The stochasticity of the concept is also emphasized by N.A. Kobrin, noting that this property makes the mechanism of the concept's connection with real verbalization diverse in the type and inhomogeneity of the result obtained. The choice of linguistic means and ways of verbalizing a particular concept is due to the presence of certain encyclopedic knowledge of the speaker and depends on a number of factors such as the purpose and type of nomination, motivation and pragmatic orientation, the degree of consideration of the recipient, etc. [1, 81-82]. In addition, in the selection of linguistic ways of verbalizing concepts, an important role is played by the historical era and culture to which the speaker belongs, his linguistic features and gender characteristics.

Due to the global scope of concept content, communicants express only part of the conceptual content using words. A word usually represents a concept not completely, but fixes by its meaning (or lexical-semantic variant) only one or several conceptual features. Recognizing the concept as a unit of the content plan of a linguistic sign, linguists note the possibility of modeling the structure of a concept through observing the compatibility of linguistic units. It should be noted that issues related to identifying the content and structure of concepts, the basis of their formation, classification, etc., remain unresolved. The lack of consensus is due to the fact that the concept has a multi-layered and multidimensional structure, various components are distinguished in it (conceptual, figurative, value, determining the

combination of the specific and universal, national, collective and individual-personal, emotional and rational.

In a broader sense, the structure of the concept is presented by some authors as a movable field structure that can be described in terms of the core and the periphery. To the core, according to Z.D. Popova and I.A. Sternin, are the prototypical layers with the greatest sensually-visual concreteness, the most vivid primary images. The periphery of the concept is made up of more abstract features [3,60], or rather, various pragmatic aspects, connotations and associations - everything that is brought by culture, traditions, folk and personal experience. Since personal experience (as well as the type of thinking, the ability to generalize and other characteristics of the speaker's personality) plays an essential role in concretizing a concept that is wide in scope into a certain linguistic verbalization, it can be assumed that the volume of the concept is individual.

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