

HOW TO COGNIZE TERMS
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The article explains how the process of cognition of scientific concepts differs from the process of cognition of everyday phenomena, how categorization and conceptualization mechanisms affect this process, and how language reflects cognition.

Introduction. With the development of cognitive linguistics at the end of the 20th century, scientists began to be interested not only in what is represented in the language, but also how the verbal and cognitive activity occurs, so the language ceased to be understood as something isolated from consciousness and existing in itself, and began to act as the primary vehicle of human thoughts. Through the mechanisms of the language, the process of cognition is indirectly studied. In humans, the process of cognition of reality occurs through the senses, logical understanding and practical verification. As to scientific cognition, it also includes modelling, generalization and prediction. Language, in this case, acts not only as an intermediary between thought and its verbalization, but, provides its unique mechanism for the implementation of this activity.

Results and discussion. Understanding the process of categorization is one of the key aspects of researches in cognitive linguistics. It should be noted that categorization is not only the ability to classify the surrounding phenomena but also based on this classification possibility to create understanding and explanation of reality. In linguistics, this process is associated more with semantic fields than with conceptual fields (as in logic); therefore, the influence of the human factor in the language is taken into account. Despite this, scientific categorization certainly presents a clearly defined centre category; however, there are elements, which are located on the periphery and may be included in other categories. Compare, for example: “Self-assembly takes place at molecular, mesoscopic, and macroscopic scales”. The point is not that sources can represent the term as an element of different areas of knowledge, but that in the human mind, there is an interaction between different categories at ordinary and scientific levels. This example indicates a procedural character of categorization, which is reflected in a specific communicative situation.

In addition to categorization, the central aspect of cognitive linguistics, or rather a semantics, is conceptualization. Conceptualization is understood as the mental processing of incoming information and the mental construction of objects and phenomena, leading to the formation of ideas about reality in the form of concepts. The linguistic method for describing conceptualization is the creation of conceptual-frame structures that take into account the meanings of linguistic units, context, stable structures of knowledge and the pragmatic aspect.

Conclusion. Thus, the process of scientific knowledge is closely connected with the mechanisms of conceptualization and categorization, which are special mechanisms of language that contribute to the construction of a special scientific picture of the world in the minds of every scientist.