Cognitive Aspects in Science

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Annotation: This article discusses cognitive aspects, metaphors, and ways to apply them. The concept of cognitive aspects and many researches come in handy in applying the article.

Keywords: concept, evaluation, metaphor, conceptualization, categorization, knowledge structure, cognitive linguistics.

As a component of the conceptual system, we consider individual meanings orconcepts formed in the process of cognition of the world and reflecting information about this world. "Even before getting acquainted with language," Pavilenis wrote, " a person gets acquainted with the world to a certain extent, learns about it; thanks to the known channels of sensory perception of the world, he has certain information about it, distinguishes and identifies the objects of his knowledge. The assimilation of any new information about the world is every indie based on the one he already has. The system of information about the world that is formed in this way is the conceptual system that it constructs as a system of certain human representations ofthe world.

The process of conceptualization is closely related to the process of categorization: being a classification activity, they differ at the same time by the final result or by the purpose of the activity. The first is aimed at identifying certain minimal units of human experience in their ideal content representation, the second is aimed at combining units that are similar in one way or another or are characterized as identical into larger categories.

ith the formation of language, the cognitive development of reality takes on new forms, providing a way out of the immediate perceived and storing experience in the long-term memory of a person.

Without classification of language elements, it is hardly possible to construct a linguistic theory that is adequate to the object of research, because "... the study anddescription are always preceded by classification". Classifying is undoubtedly a universal property of language, which is given great attention in modern linguistic theory. So, for example, classification is spoken of as a mandatory property of the "language picture of the world", the classification moment is present in the language category itself, which is often inaccessible to direct observation, and so on. At the same time, we take the following research path as a basis: "...from the lexicon of language-to the analysis of classification, and from classifications - to making judgements about the main categories, classes, categories, etc., within which the world is reflected and represented in the human language".

In relation to the material we study, the problem of conceptualization and categorization of metaphors are particularly relevant, since stylistic device can be represented as a conceptual space, the main constituents of which are knowledges, considered as mental representations of the conceptual system.

As the language material shows, a significant number of metaphorical formations aredistinguished among evaluative words. Taking into account the cognitive approach to language, it is possible to consider metaphor as a cognitive process that expressesand forms new concepts and without which it is impossible to obtain new knowledge. It should be noted that the speaker's ability to create new meanings through metaphor, its role in cognitive processes is a subject of close analysis by many researchers. It is revealed that the metaphorical method of nomination is one of the most frequently used ways of developing language semantics, which allows us to designate new realities: one entity or state is described in units intended for describing other things.

Thus, metaphorization is one of the ways to represent knowledge. Let's consider the process of metaphorization on the example of evaluative lexemes.

For example: fish – 1. An animal which lives in water, is covered in scales and uses itsfins and tail to swim. 2. the flesh of a fish when used as food; 3. (collog) person (cool,queer, etc.)[2].

As can be seen from the dictionary definition, the subject-logical meaning of this lexeme includes a description of the denotat "animal" and the conditions of its existence. This description, at first glance, does not contain any signs indicating the possibility of a metaphorical reinterpretation of this lexeme. However, a significant number of metaphorical phrases with this lexeme type: "cold fish", "queer fish", "strange fish", as well as a large number of phraseological units using the word "fish",such as "big fish", "cool fish", "dull fish", "fresh fish", "loose fish", "odd fish", "poor fish", "shy fish", "a fish out of water", etc., indicates the high figurative potential of this fish tokens. Let's consider the cognitive mechanism of formation of metaphorical formations of the above-mentioned units, which is based on physical and cultural experience associated, for example, with "fishing": "fish is slippery"; "fish is cold blooded"; "fish is difficult to catch"; "fish is shaky", etc.

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CONCLUSION

Thus, the data of human experience related to physical objects form the basis for a large variety of metaphors that include the lexeme "fish". According to researchers, cognitive metaphor has three levels of explanation: 1) surface language; 2) semantics and syntax; 3) cognition.

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