

METHODOLOGY OF STUDYING MORPHOLOGICAL REPRESENTATION IN THE LANGUAGE

The paper comments on the issues, relating to methodology in cognitive linguistics and making it possible to investigate morphological representation in the language

Key words. morphology, methodology, morphological representation

The present article provides an overview of the guiding assumptions to examine the problem of morphological representation in the language. The latter presupposes a categorical way of structuring conceptual content through morphological categories and forms. My approach is theoretical rather than empirical because it involves a demonstration of the fairly plausible claim that morphological representation relies on general principles and mechanisms of human cognition.

As it is widely assumed in cognitive linguistics, language is an instrument for organizing, processing and conveying information. Thus the central idea is that **language forms an integral part of human cognition**. That's why it offers a window into cognitive function, providing insights into the nature, structure and organization of thoughts and ideas. Language is assumed to reflect patterns of thought, certain fundamental properties and design features of the human mind. It follows from this assumption that language structure cannot be studied without taking into account its cognitive basis.

The next assumption is closely connected with the previous one. **Conceptual and semantic levels are not identical but exist in constant interaction**. As a result of this differentiation, concepts are independent of language. In its turn it proves that thought is possible without language. Interaction between these two levels results in that semantics having two directions: towards the conceptual system and towards the language system and thus it performs the role of interface between a language and a conceptual system (see Taylor).

Human conceptual level is a single level of mental representation onto which and from which all peripheral information is mapped (see Jackendoff). This level also serves as a universal basis of a language system (see Boldyrev). N. N. Boldyrev stresses the fact that a conceptual level provides systematization, choice and combinability of linguistic signs to express certain thoughts and interpret them to understand different texts. Conceptual

level is not only the system of concepts, conceptual groups and classes but it's also the level of categorical meanings and senses. The importance of categorical senses is that they (but not single concepts) form a basis for grammatical (and also morphological) categories.

Linguistic meaning is conceptual by nature. In accordance with this assumption, linguistic meaning is treated as an interpretation within the framework of a conceptual system as a whole (see Paviljonis).

Concept is dynamic and non-verbal by nature. It has a flexible structure, which, being in constant development, represents the results of a human cognition and is used in the process of speech-producing activity. It is necessary to stress the fact that not all the concepts have linguistic representation (verbalized). It allows basis to distinguish between verbalized and non-verbalized conceptual content and consequently between a concept as a mental unit, existing as a non-structured *geshtalt* before its verbalization and a concept as a verbalized unit.

From this I then argue that a concept exists in two modes: as a knowledge unit and as a knowledge structure, indexed in linguistic forms.

Conceptualization and categorization as basic processes of cognition are dynamic by nature. In accordance with this assumption, conceptualization and categorization are interpreted both as a process and as a result of the cognitive processing of information by a person. We treat these facts as support for our analysis

Human knowledge differs in accordance with its reference and mode of representation. Correspondingly we distinguish: knowledge of the world (encyclopedic knowledge) VS linguistic knowledge as its part; collective knowledge VS individual knowledge; objective (rational) knowledge VS evaluative (appraisal) knowledge. Language as a cognitive capability of a person performs the central role in processing, storing and conveying knowledge: both objective knowledge of the world and appraisal knowledge. The analysis of different types of knowledge is of fundamental importance to the characterization of the problem under discussion.

Linguistic knowledge is conventional, it is a group knowledge. Individual knowledge is a certain configuration of collective knowledge from the point of view of its scope, content and interpretation. With the above generalities in mind I address the morphology from the perspective of cognitive linguistics.

The most basic theoretical construct of morphological representation is a morphological concept. The latter is defined as a knowledge format represented by morphological categories and forms, on the one hand, and as a concept making a basis for morphological categories and realized in a dis-

course in the form of concrete grammatical meanings (e.g. grammatical tense, number, mood, etc.), on the other. Taken together, morphological concepts make a cognitive basis for a morphological representation in a language.

Conventionally, morphological representation experiences some stages. The first stage of it is connected with the formation of morphological concepts. My hypothesis is that they are formed on the basis of the concepts which already exist in the conceptual system. These concepts (primary ones) have an important and salient position in the conceptual system, they determine the existence of the latter. In cognitive linguistics tradition they are usually termed fundamental concepts. We suggest that the cognitive mechanism which serves to form morphological concepts is that of abstraction. Under its influence the most generalized characteristics in the structure of primary concept are abstracted from the concrete ones and create a new concept (morphological concept).

On the second stage morphological forms activate the main senses in the content of morphological concepts. As a result, generalized morphological senses are formed. Because of their generalized character these senses require further concretization. That is why the next stage of morphological representation is connected with the concretization of generalized senses. It is revealed on the sentence-utterance level in interaction with different linguistic factors. The final stage is connected with the configuration of the conceptual content. It means that activated characteristics of the morphological concept in combination with the activated characteristics of the primary concept finally result in the formation of concrete lexico-grammatical senses which are revealed in the process of communication.

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МЕТОДОЛОГИЧЕСКИЕ АСПЕКТЫ ИЗУЧЕНИЯ МОРФОЛОГИЧЕСКОЙ РЕПРЕЗЕНТАЦИИ В ЯЗЫКЕ

В статье рассматриваются вопросы, касающиеся методологии в когнитивной лингвистике и ее применения к исследованию морфологической репрезентации в языке.

Ключевые слова морфология, методология, морфологическая репрезентация