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APPLICATION OF LANGUAGE TO THE MAIN ISSUES OF COGNITIVE LINGUISTICS AS A SUB-BRANCH OF COGNITIVE SCIENCE

Language is the main issue of Cognitive Linguistics as a sub branch of cognitive science. In Cognitive Linguistics and Psycho-Linguistics there is a major role given to communicative attitudes and abilities of speaker no matter what language he speaks. The genre of Cognitive Linguistics and cognitive science is to search and try to explain the nature and mechanism of cognition, the way of expressing this cognition meaningfully by using a language and relationship between language, communication, mind and culture. Each general category contains a number of sub processes of which helps to explain the ways that humans encode cognitions into meaningful language patterns in some unique ways. Cognitive component includes perception of language as a result of social phenomenon, its functions, and linguistic system of foreign languages as historically settled formations, interconnection of the language and culture, communicative nature of the language and the role of foreign language in modern political-cultural life. Therefore in teaching or learning a foreign language especially for intercultural communicative competence, all the information, supplied and provided by cognitive science, cognitive psychology and cognitive linguistics, should be taken into considerations.

Key words: language, Cognitive Linguistics, communicative, cognitive science, linguistic, foreign languages.

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Когнитивтік ғылымның қосалқы саласы ретінде когнитивтік лингвистиканың негізгі мәселелеріне тілді қолдану

Тіл – когнитивтік ғылымның қосалқы саласы ретінде когнитивтік лингвистиканың басты мәселесі. Когнитивті лингвистика мен психолингвистикада спикердің қай тілде сөйлейтініне қарамастан, коммуникативті көзқарастар мен қабілеттерге үлкен рөл беріледі. Когнитивтік лингвистика мен когнитивтік ғылымның жанры – танымның табиғаты мен механизмін, сол білімді тіл арқылы мағыналы түрде білдіру тәсілін және тіл, байланыс, ақыл және мәдениет арасындағы қатынасты іздеу және түсіндіру. Әрбір жалпы категорияда адамдар танымдық білімді мағыналы тілдік заңдылықтарға кодтаудың кейбір ерекше тәсілдерін түсіндіруге көмектесетін бірқатар ішкі процестер бар. Когнитивті компонент тілді әлеуметтік құбылыстың нәтижесі ретінде қабылдауды, оның функцияларын, тарихи қалыптасқан құрылымдар ретінде шет тілдерінің тілдік жүйесін, тіл мен мәдениеттің өзара байланысын, тілдің коммуникативті табиғатын және қазіргі саяси және мәдени өмірдегі шет тілінің рөлін қамтиды. Сондықтан шет тілін оқыту немесе үйрену кезінде, әсіресе мәдениетаралық коммуникативті құзыреттілік үшін, когнитивтік ғылым, когнитивтік психология және когнитивтік лингвистика ұсынған барлық ақпаратты ескеру қажет. Когнитивті лингвистика – тіл мен сананың арақатынасы мәселелерін, әлемді тұжырымдамалаудағы және санаттаудағы, танымдық процестердегі және адам тәжірибесін жалпылаудағы тілдің рөлін, адамның жеке танымдық қабілеттерінің тілмен байланысын және олардың өзара әрекеттесу формаларын зерттейтін тіл біліміндегі бағыт. Деңгейлеу арқылы алынған білімді ретке келтіру процесі, яғни жаңа білімді адамның санасында бар және осы адамның ана тілі болып табылатын тілдің деңгейлері жиі қойылатын белгілі бір айдарлар бойынша бөлу.

Түйін сөздер: тіл, когнитивтік лингвистика, когнитивтік ғылым, лингвистика, шет тілдері.

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Применение языка к основным вопросам когнитивной лингвистики как под отрасли когнитивной науки

Язык – это главный вопрос когнитивной лингвистики как подотрасли когнитивной науки. В когнитивной лингвистике и психолингвистике большая роль отводится коммуникативным установкам и способностям говорящего независимо от того, на каком языке он говорит. Жанр когнитивной лингвистики и когнитивной науки состоит в том, чтобы искать и пытаться объяснить природу и механизм познания, способ выражения этого познания осмысленно с помощью языка и отношения между языком, коммуникацией, разумом и культурой. Каждая общая категория содержит ряд подпроцессов, которые помогают объяснить способы, которыми люди кодируют когнитивные знания в значимые языковые паттерны некоторыми уникальными способами. Когнитивный компонент включает в себя восприятие языка как результата социального явления, его функций, языковой системы иностранных языков как исторически сложившихся образований, Взаимосвязь языка и культуры, коммуникативную природу языка и роль иностранного языка в современной политико-культурной жизни. Поэтому при обучении или изучении иностранного языка, особенно для межкультурной коммуникативной компетенции, должна учитываться вся информация, поставляемая и предоставляемая когнитивной наукой, когнитивной психологией и когнитивной лингвистикой. Когнитивная лингвистика — направление в языкознании, которое исследует проблемы соотношения языка и сознания, роль языка в концептуализации и катего-ризации мира, в познавательных процессах и обобщении человеческого опыта, связь отдельных когнитивных способностей человека с языком и формы их взаимодействия. Под категоризацией понимается процесс упорядочения полученных знаний, то есть распределения нового знания по тем или иным рубрикам, существующим в сознании человека, и часто задаваемых категориями языка, носителем которого этот человек является.

Ключевые слова: язык, когнитивная лингвистика, коммуникативная, когнитивная наука, лингвистика, иностранные языки.

Introduction

There are specific ways of existence and survival for all beings as well as their development which is done by following and applying some certain rules and principles of nature. Nothing is arbitrary and everything is connected to each other by complex and inseparable ties. The major duty of the human being is to search and understand the existence, rules of the world, universe and its unique nature too. This problem can be solved only if we can transfer those rules and principles of beings into humans' way of thinking.

Human beings always get inputs throughout their lives by senses, experiences and instructions. The capacity of interpreting and transforming these inputs into meaningful information, as a result understanding and revealing the rules and complex relations in the nature are humans' two of the most important features. «Ability of humans to understand and explain is almost unlimited because of many things: cognitive thinking of a person, cognitive infrastructure of human beings, ability to transfer this cognition by inheritance and ability of a person to develop intuitively in thinking and exploring.»

(Isabekov C.Y., 2010:250). Capability of a person to understand complex issues, to go into the deep structure of nature, finding connections and mutual interrelations between events are all done by specific feature of human beings: «thinking». Human beings put things, creatures and beings in to groups and classify them according to their features. Therefore, categorization is important form of understanding the world by a person.

Thinking and consciousness reflect the world, connections and relations not only in the mental or ideal form but also in general form. If the human beings do not use this capacity, they may lose the understanding the full meaning and completeness of idea about the world and nature. This capability and potential is called «cognition».

Cognition is a set of mental processes characterized by attention, learning, recognizing, knowing, reasoning and understanding things. It is a capacity of perception and deduction. Because of its complexness and wideness various disciplines, such as psychology, philosophy, linguistics, science and computer science all study cognition. However, the term's usage varies across disciplines; for example, «in psychology and cognitive science, «cognition»

usually refers to an information processing view of an individual's psychological functions. It is also used in a branch of social psychology called social cognition to explain attitudes, attribution and group dynamics (Sternberg R.J., Sternberg K., 2009). In cognitive psychology and cognitive engineering, «cognition is typically assumed to be Information processing in a participant's or operator's mind or brain» (Blomberg O., 2011: 85). Philosophers have long been interested in relationship between knowing, mind and external reality. Phychologists took up the study of cognition in the 20th century. Some disciplines like «cognitive sciemce» and «cognitive linguistics» were founded to do researches and provide satisfactory explanation about how people cognate and perceive external world and express this perception by using a language,

«Cognitive science or cognitive psychology is interested in thinking or psychological processes that take place in person's cognitions at the time of discovering, thinking and speaking activities.» (Isabekov C.Y., 2010:260). It deals with cognitive process which humans percept, represent and reproduce in their minds. The special level of mental representation exists beyond biological, social and cultural specifications (Islam, A. 2011) says that «this is not enough, the influence and input of environment should also be taken into consideration too» (Islam A., 2011).

Language is the main issue of Cognitive Linguistics as a sub branch of cognitive science. In Cognitive Linguistics and Psycho-Linguistics there is a major role given to communicative attitudes and abilities of speaker no matter what language he speaks. The genre of Cognitive Linguistics and cognitive science is to search and try to explain the nature and mechanism of cognition, the way of expressing this cognition meaningfully by using a language and relationship between language, communication, mind and culture. According to William Croft and D. Alan Cruse (2004) «there are four broad cognitive abilities that play an active part in the construction of construal. They are: attention/ salience, judgment/comparison, situatedness and constitution/gestalt» (CroFt W., Alan C., 2004:39). Each general category contains a number of sub processes of which helps to explain the ways that humans encode cognitions into meaningful language patterns in some unique ways. Cognitive component includes perception of language as a result of social phenomenon, its functions, and linguistic system of foreign languages as historically settled formations, interconnection of the language and culture, communicative nature of the language and the role

of foreign language in modern political-cultural life. Therefore in teaching or learning a foreign language especially for intercultural communicative competence, all the information, supplied and provided by cognitive science, cognitive psychology and cognitive linguistics, should be taken into considerations.

Experiment

The process of foreign language teaching is supposed to reach up to foreign language 'acquisition'. Foreign language acquisition also refers to the scientific discipline devoted to studying that process, here foreign language refers to any language that studied and acquired in addition to one's native language. Language acquisition refers to the process by which human beings acquire the capacity to perceive and comprehend language, as well as to produce speech patterns in a language to communicate. Therefore, by acquisition of foreign language result is emphasized more than process in general. As various branches of linguistics, foreign language acquisition is also closely related to psychology, cognitive linguistics and education. The term acquisition' is originally used to emphasize the subconscious nature of the learning process (Krashen S., 2010:11). Mostly, «subconscious leaning process' is represented by cognition'. Much modern research in foreign language acquisition has taken a cognitive approach.» (Van P.B., 2010). Cognitive Linguistics research is concerned with the mental processes involved in language acquisition and how they can explain the nature of leaners' language knowledge. Cognitive theories view foreign language acquisition as a special case of more general learning mechanisms in the brain.

The dominant model in cognitive approaches to foreign language acquisition and indeed in all second-language acquisition research is the «computational model» (Ellis R., 2008). The computational model involves three stages. In the first stage, learners cognate or acquire certain features of the language input in short-term memory. Then, learners convert some of this gained input into second-language knowledge, which is stored in leng-term memory. Finally, learners use this second-language knowledge to produce spoken-communication output. Cognitive theories or aspects try to explain all these processes in language acquisition. Once we acquired or cognate a foreign language by the process of language studying we get foreign language knowledge. Depending on various characteristics of using, understanding

and providing this second language knowledge it is nominated by different terms such as, implicit and explicit language knowledge, declarative and procedural language knowledge. Therefore as it has been mentioned above language acquisition is more than language learning activities, it is represented in general as a result of language learning process, the ability and capability of use of that language depending on cognition and understanding of it.

The mental processes on foreign language acquisition can be divided mainly into two: micro-processes and macro-processes. While micro-processes include attention, working memory, integration and restructuring, and monitoring (Leveridge N.A.), macro-processes include the distinction between intentional learning and incidental learning; and also the distinction between explicit and implicit learning and acquisition.

What people do with a language, ones they have acquired is mostly communicating with others in that language. In communication process humans produce speech patterns in the foreign language that they have acquired.

It is widely known that foreign language acquisition occurs in natural settings and environment the best. So, majority of foreign language acquisition research has been devoted to language learning in natural settings. But a few of the students have the chance of going abroad where the target language is spoken. Therefore, it is inevitable that language acquisition takes place through language education in the classroom settings and environment. Consequently there have also been investigations to find out the ways of conducting foreign language acquisition in the classroom environment more successfully. These kinds of researches are mostly on language education, but always empirical, based on data and statistics, and mainly concerned with the effect that Instruction has on the learner, rather than what the teacher does.

There have been attempts made to systematically measure and check the effectiveness of language teaching practices for all levels of language, from phonetics to pragmatics and for almost every current teaching methodology. «It has been revealed that using many traditional language-teaching methods and techniques, including teaching grammar rules and vocabulary lists is inefficient in foreign language teaching for the requirements of globalizing modern world» (Полат Е.С., 2002:272). They do not culminate communicating in target language effectively, fluently and appropriately. Therefore, «to become proficient and competent in a foreign language, students must be given opportunities to use

it for cross-cultural and intercultural communicative purposes» (Нарымбетова Ж.С., 2009:25).

The role of the language it plays in peoples' lives cannot be denied. In the globalizing world people need not only their mother languages but also a foreign language to communicate with others in the international space. As it has been discussed above, learning or in broader sense acquiring a foreign language does not consist of just memorizing grammatical rules, vocabulary lists or performing some drills. This process is much more complicated including cognition, representing some mental process and activities, understanding mechanism of language and production of speech in target language. Because the students, after given instructions, learn some grammar rules, speech patterns and chunks, some vocabulary and so on. But in real life, it is extremely possible that the students will face the language use and speech patterns that they have never heard, met or studied in the process of language education in classroom atmosphere. But once they cognate the essence, mechanism and mentality of foreign language they can produce language use and speech patterns, they have never heard or studied in the process of language education, for communication in general, intercultural communication in special. Cognition in foreign language acquisition includes understanding the socio-cultural and lingua-cultural background of foreign language too. We think unless the students get the cognition of the target language: do not acquire that language with its socio-cultural and lingua-cultural background; they cannot produce that language appropriately according to its mentality, culture and situation for especially intercultural interaction and communication. In brief, the place and importance of cognition in foreign language teaching and also in mechanism and nature of foreign language acquisition should be taken into consideration.

Results and discussion

It is known and seen that among all the creatures, just human species was able to create and develop capacity for language. This language is rather complex having linguistics (grammatical) system, special speech patterns (syntax), sound system (phonetics), system of word and word building (lexicology) and so on. There have been many attempts to answer the questions such as; how did human beings develop this capacity of language? How do they acquire linguistic input about a language and perceive it? How do they convert

this linguistic input into meaningful patterns and produce a language for intentional communication? In what ways human beings are different from other species in developing the capacity for language?

According to Chomsky (Chomsky N., 1962) there is spontaneous process specific for just human beings crucial for language learning. The other animals can learn by tightly controlled conditions and explicit training. In the other mechanism namely statistical mechanism offered by Newport and Houser (Newport E.L., Haused M.D., 2004) adults compute statistics for words on phonetics segments and can put these segments into syllables and then develop words having meanings that human cannot use this mechanism. General learning mechanism implies that the needs of humans force them to create a language patterns for communication.

Consequently, it can be said that the language, and language use for communication, with all subcomponents and complex structure, are specific just for human beings. There are some approaches and theories on how human beings get the capability of cognition, understanding, acquisition and use of language. One of them is social interactionism» theory advocated by Lev Vygotsky, a Soviet psychologist and made widely known by Jerome Bruner in the western world. It is based on mainly socio-cultural facts and events, roughly claiming that people acquire a language by being lead, given some information and feedback, reinforcement and having interactions by their elders (Bruner J., 1983). The other one is «relational frame» theory offered by Hayes, Barnes-Holmes and Roche in 2001. It is based on Skinnerian behaviorism and says that children learn a language throughout interacting with environment by predicting and influencing psychological events such as thoughts, feelings and behaviors and developing rational responses to these changes in his environment. It has been claimed in this theory that this feature is specific just for human beings, saying that «language acquisition is based on innate, language-specific cognitive capacities» (Hayes S.C., 2001). The following one is «emergentism» theory. One of the providers of this theory as a model is MacWhinney. It is posited in this model that language acquisition is a cognitive process emerges from the biological pressure and environment. MacWhinney advocates in his model that neither nature nor nurture is enough itself for acquiring a language. The prominent scholars of this theory argue that cognition can serve language acquisition additionally and they also claim that «language acquisition is more complex than many believes.» (Whinney B., 1999). As far as we see

in these three theories, a frame has been tried to be drown, dedicated to identify mostly the native language acquisition by developing children.

These theories can supply us a general understanding and give some leading ideas and thoughts how we can benefit from the principles of them and emerge some models in teaching students a second or foreign languages.

We think it is possible to categorize the models, devoted to define and explain the process of foreign language acquisition, roughly into three groups: «innatist model» provided by Krashen, «cognitive model» offered by McLauglin&Bialystok and constructivist model» advocated by Michael Long. Krashen, in innatist model, briefly argues that, in foreign language acquisition, «subconscious acquisition» is superior to «learning and monitoring», students should have low «affective filter» and «natural order of acquisition» is highly important. He hasn't paid attention to «grammar instruction»; however he emphasized the importance of «comprehensible input». In cognitive model, McLaughlin and Bialystok claim that «control automatic processing», focal/peripheral attention» and «implicit/explicit learning» play very important role in foreign language acquisition. The «knowledge of language» and «form-focused instruction» has also been emphasized in this model. According to constructivist model which was proposed by Michael Long, getting «input» through social interaction and «output» in foreign language acquisition are quite important. «Authenticity» in language learning has also been given attention.

It can be said that, under the lights of the theories, models and ideas posited above, foreign language acquisition is rather complex and they all have given effort to define and explain the nature, essence and process of foreign language acquisition or as our abjective foreign language teaching. Beside these theories and models, there are many separated but interrelated factors such as: cognitive, socio-cultural and linguistic, play role and have affects on foreign language teaching and acquisition too.

Conclusions

If we are to propose an ideal model for the students in Kazakhstan to foreign language teaching or acquisition, we can say that it gets rather difficult. In fact, foreign language would be not the second but the third, for some of them even the fourth, language for Kazakhstan origin students. The great majority of Kazakhstan community is bilingual (Kazakh-Russian, because both of them are official languages

in Kazakhstan); some of them are even trilingual (Kazakh, Russian and a language rooted from his/her ethnic community, such as Uygur, Uzbek, local Turk, etc.). Each of the theories, models and factors given above, offers some ways and solutions from its points of views but not including all aspects of foreign language teaching and acquisition and also mainly focused on native or second language acquisition but not the third (foreign) one. But we think that it is quite possible to benefit from them all to prepare a combination by taking some ways, methods, models and sub-models of each of them which we think are more useful for the specific environment of Kazakhstan.

We think, what we can take from Krashen's innatist model are; «comprehensible input», «low affective filter» and «natural order of acquisition» supposing that these ones are corner stones and do not chance accordingly in native or foreign language acquisition. We can supply «comprehensible input» by applying culture based (socio-cultural and lingua-cultural) tasks, exercises and activities and some brief explanations for grammar and use of language. We think, when the students comprehend the mechanism and logic of foreign language they can produce that language for communication more successful. According to this idea the lower affective filter the students have the less anxiety they will have and the better leaning takes place. In nature of teaching or acquisition any subject, language is not an exception, students learn in natural order: from easier to more difficult or from the more to less often used patterns in the use of language. Additionally, we apply «control automatic processing» from cognitive model believing that Kazakhstan origin students have already learned two languages, they are conscious about the process of language education and, to some extent; they can control their foreign language learning process by comparing their revious acquisitions. We also believe that «focal and peripheral attentions» and both «implicit and explicit instructions» or learning cannot be ignored.

By peripheral and focal attention students attentions are attracted to both consciously and unconsciously to the linguistic and lingua-cultural structure and logic of foreign language. Implicit and explicit instructions are both important in foreign language teaching. Because mental and behaviorist processes and skills should be used together to get the cognition of the foreign language and automatic use of that language.

We assume that in Long's constructivist model «intaking» through social interactions, output and authenticity are quite possible and convenient for the students in Kazakhstan. The students got used to learning languages through interactions because they have already learned two languages mostly by social interactions. The society and students in Kazakhstan are rather open to learning and acquiring foreign languages. The spread of foreign languages is very high according to requirements and demands of business and alizing world in the country. The boom of English, Turkish and Chinese languages could be examples proving this fact. The «output» in this model could be used for Kazakhstan origin students rather actively and beneficially, because students and people in Kazakhstan already use two or three languages in their daily lives to meet their necessities. There is an assumption that for more adult learners' second language acquisition stops and even gets diminished if the learners do not get native-like level for interactions with others especially in globalizing world.

Among many factors affecting and manipulating foreign language teaching and acquisition, the culture also deserves to be investigated. Whether foreign language teaching through its culture reinforces acquiring it or not is one of the main debates in this area. Our main objective is that the use of culture in foreign language teaching reinforces foreign language acquisition or if we can design and develop right lingua-cultural and socio-cultural (culture-based) tasks, activities and exercises, foreign language teaching will end with better and more successful results: outputs that the main of foreign language teaching for intercultural interactions. So we will discuss the role, place and importance of culture in foreign language teaching in detail in the following section.

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