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COGNITIVE AND PRAGMATIC ASPECTS OF THE TERM AS A WAY OF ITS STUDYING

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Abstract: In the article the problem of understanding and explanation of cognitive and pragmatic aspect of studying of terms is investigated. Term creation is considered as a type of activity. The fundamental principles of nominalization in the author's term creation are revealed. The cognitive approach allows us to explain the emergence and evolution of special concepts, to identify the causes and mechanisms of dynamic processes in professional nomination. The question is raised about the influence of linguistic personality on the process of scientific knowledge development in connection with the changing cognitive-communicative needs of scientists. The current tasks of lexicographic description of terms are defined.

Key words: cognitive, concepts, pragmatics, educational purpose, lexical skills, foreign languages, aspect.

The article describes the definition of the term as a way of its studying. The study of the definition within the framework of scientific and professional discourse is one of the most significant and actively developing directions in terminology and cognitive linguistics.

A term is a verbal designation of a concept that is part of a system of concepts in a certain area of professional knowledge and requires the creation of a definition to establish its meaning. Terminological units are related as follows: as members of a system of concepts - the definition of a scientific concept, and as members of a specific language system (word) - the name of the concept, its verbal designation.

A definition is the second form of expression of a verbal concept, the study of which can be useful for scientific areas of knowledge. After all, clarifying the definition of a scientific concept, that is, specifying the meaning of a term, provides the possibility of a clearer use of this term, increases the level of scientific communication.

The process of defining a term, clarifying its limits by optimizing the set of its essential features is in itself a research process. It should be noted that in modern science the terms "definition" and "definition" are used not as doublets, that is, complete synonyms. Definition is a logical operation, during which the content of a concept is revealed, while definition is a verbal expression of those specific features (essential attributes) that distinguish a certain concept from its adjacent ones and represent it.

This is only an analytical expression of the concept. Definitions are an integral part of any scientific theory and largely determine its content. It should be noted that today the study of the definition of terms within the framework of scientific and professional discourse is one of the significant and actively developed areas in terminology and cognitive linguistics.

The modern paradigm of terminology has updated the communicative-pragmatic aspect of studying the phenomenon of the term. L. Yu. Buyanova believes that this approach is based on the principle of anthropocentrism, common to language in general and in particular. The creator of the term is considered as a linguistic personality, and his speech acts are considered as having an attitude, intentions (intentionality), explicit or hidden goals, tactics and rules of scientific communication, presupposition [1].

Based on the traditional theory of speech activity, developed by scientists A. N. Leontiev, A. A. Leontiev, L. S. Vygotsky, Yu. V. Slozhenikina proposed a communicative-pragmatic model of terminological activity [2].

The first stage is a motivating cause, a reason for word production, a motive, a need.

The second phase of term formation is goal setting. The goal of the creators of a special neologism is to implement the specific property of the term to express a special concept as accurately as possible.

The third stage is the analysis of the existing state of affairs, i.e. the proposition. The situation of creating a neologism includes the analysis of discourse, extra- and interlinguistic context.

The fourth step is the formulation of the author's intention. As a rule, it is aimed at eliminating the internal inconsistency of an existing designation.

The fifth stage is the creation of a frame, the delimitation of similar and similar phenomena.

The sixth stage is the modeling of the conceptual structure of the term. The new term should reflect the features that the nominator considers fundamental.

The seventh stage is the formation of a judgment, predication: the term should be related to a certain sentence, be its replacement, and, conversely, the sentence can be compressed into a term.

The eighth stage is nominalization, which is understood as the transformation of an expanded syntactic whole into a single name, in the terminology of E.S. Kubryakova - definitional word formation [3].

The ninth step is the choice of a word-formation mode, i.e., a mode of action. V.M. Leychik draws attention to the general language substrate of any specialized word: terms are based on units of either national or classical languages [4].

The tenth stage is evaluation, author's reflection.

The cognitive approach allows us to explain the emergence and evolution of special concepts, identify the causes and mechanisms of dynamic processes in professional nomination, and determine them by the changing cognitive-communicative needs of scientists.

E.I. Golovanova defines 10 promising areas of cognitive terminology. The following tasks are fundamentally important and can be solved using cognitive science methods:

1) studying the professional linguistic personality as a subject of producing and developing professional knowledge, developing a corresponding typology of linguistic personalities;

2) studying the features of representing the most important epistemological categories in terminology;

3) studying the cognitive aspects of education, transforming the development of terminology systems [5].

The speech of specific linguistic personalities is reflected in dictionaries of various types. L. L. Shestakova notes: "The lexicographic method begins not only to serve the purposes of creating a unique base of sources for studying the speech of real individuals in all its diversity, but also simultaneously becomes one of the objective methods for studying linguistic personality" [8].

The problem of designating this phenomenon is important both theoretically and practically. Currently, a number of terminological phrases are used to name the phenomenon in question: "dictionary of the language of a writer", "writer's dictionary", "dictionary of a writer", "dictionary of one author", "author's dictionary", "dictionary of an idiosyle", "idiolect dictionary", "dictionary of an idiolect", "dictionary of a personality", "dictionary of a linguistic personality. Thus, the problem of linguistic personality has become relevant in the theory of terminology, languages for special purposes, and has found reflection in terminographic practice.

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