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CONSIDERATIONS ON UNDERSTANDING THE MEANING OF A WORD

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ABSTRACT

This article is devoted to the problem of cognitive issues of learning foreign lexemes and the impact of memory and comprehension on learning.

Keywords: memory, comprehension, cognitive linguistics, learning styles.

INTRODUCTION

There is a saying in philosophy “Any idea that is expressed by human being is not wrong” [6]. If you think carefully about each idea, you may find it true. Every person will tell something according to his or her background experience. That’s why we tried to be in the middle while searching information about cognitive linguistics. Cognitive linguistics is a linguistic course in the centre of attention that language keeps as general cognitive mechanism or as cognitive instrument. So, cognitive linguistics is objected in modeling world picture and modeling the structure of language cognition. Central problem of cognitive linguistics is a formation the model of language communication as a basis of knowledge interchange. People do not as much express their own thoughts at metaphors as imaginative metaphor, but therefore they expect self-interpretation: semantic field, net of importance, hybrid semantics, semantic space, connection of the various theories, the centre of the semantic field and etc. The language creates the possibility for sequencing and systematizations of knowledge in memory in order to build typical of each given ethno cultural group of the language world picture.

LITERATURE REVIEW AND METHODOLOGY

In its basic model American linguist U. Chef generalized the language only on final stage [2], but its role was reduced only for coding concepts which are already

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ready. V.A.Zveginsev wrote that essential features of knowledge appeared as a discrete nature and that circumstance makes to address to language, which executes three functions [8]. In its collection they form that signs, on which are fixed the participation of the language in mental process. Together with these functions that forms, which follows the reason when conferring the knowledge. Consequently, all types of knowledge-based and spiritual activity of the person cannot exist without language.

V. Gumbolt insisted that language is a general activity of human spirit including all spheres of human being and knowledge [1]. In cognitive linguistics linguists based their attention on eliciting the role of language as a term or tool of knowledge. Language formulates world picture for speaker by denoting nothing in the world.

A quarter century later, a vast amount of research has been generated under the name of cognitive linguistics. Most of the research has focused on semantics, but a significant proportion also is devoted to syntax and morphology, and there has been cognitive linguistic research into other areas of linguistics such as language acquisition, phonology and historical linguistics.

In Ancient Greece, philosophers Plato and Aristotle sought to understand the nature of human knowledge. In the 17th century, Descartes popularized the notion that the body and the mind were two separate entities, known as Res Extensa and Res Cogitans. Other thinkers on the matter of the mind in the 17th and 18th centuries included George Berkeley, Robert Burton, Thomas Hobbes, David Hume, Immanuel Kant, and John Locke. In the 1870s, Wilhelm Wundt moved the study of human knowledge into the realm of experimental psychology [5]. In the early 20th century, the popular notion of mind was altered by John B. Watson's behaviorist viewpoint that consciousness was not an appropriate question for scientific inquiry and that only observable behavior should be studied.

In the 1950s this prevailing viewpoint began to change again as scientists started conceptualizing theories of mind based on complex representations and computational procedures. George A. Miller pioneered the concept of mental representations, chunks of information that are encoded and decoded within the mind. John McCarthy, Marvin Minsky, Allen Newell, and Herbert Simon founded the field of artificial intelligence around the same time [3]. Noam Chomsky further removed the study of the mind from the behaviorism of Watson, B.F. Skinner, and others who had been psychology's primary focus [3]. The mid-1970s saw the emergence of the

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field as a new academic discipline. Today, cognitive science programs exist in more than sixty universities around the world.

There is some debate in the field as to whether the mind is best viewed as a huge array of small but individually feeble elements (i.e. neurons), or as a collection of higher-level structures such as symbols, schemas, plans, and rules. The former view uses connectionism to study the mind, whereas the latter emphasizes symbolic computations. One way to view the issue is whether it is possible to accurately simulate a human brain on a computer without accurately simulating the neurons that make up the human brain. Attention is the selection of important information. The human mind is bombarded with millions of stimuli and it must have a way of deciding which of this information to process. Attention is sometimes seen as a spotlight, meaning one can only shine the light on a particular set of information. Experiments that support this metaphor include the dichotic listening task and studies of inattentional blindness. In the dichotic listening task, subjects are bombarded with two different messages, one in each ear, and told to focus on only one of the messages. At the end of the experiment, when asked about the content of the unattended message, subjects cannot report it.

RESULTS AND DISCUSSION

The ability to learn and understand language is an extremely complex process. Language is acquired within the first few years of life, and all humans under normal circumstances are able to acquire language proficiently. It is also worth noting that learning styles are important in learning a foreign language. Learning and development are the processes by which we acquire knowledge and information over time. Infants are born with little or no knowledge (depending on how knowledge is defined), yet they rapidly acquire the ability to use language, walk, and recognize people and objects. Research in learning and development aims to explain the mechanisms by which these processes might take place.

Memory allows us to store information for later retrieval. Memory is often thought of consisting of both a long-term and short-term store. Long-term memory allows us to store information over prolonged periods (days, weeks, years). We do not yet know the practical limit of long-term memory capacity. Short-term memory allows us to store information over short time scales (seconds or minutes). Memory is also often grouped into declarative and procedural forms. Declarative memory--grouped into subsets of semantic and episodic forms of memory--refers to our memory for facts and specific knowledge, specific meanings, and specific

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experiences (e.g., Who was the first president of the U.S.A.?, or "What did I eat for breakfast four days ago?). Procedural memory allows us to remember actions and motor sequences (e.g. how to ride a bicycle) and is often dubbed implicit knowledge or memory.

CONCLUSION

Effective sense guessing of a receiver as his successful search for a proper sense is possible only on the basis of the active process of basic sense prediction realised in the receiver's mind. The prediction significantly restricts the whole search space and facilitates sense selection task for a receiver. Effective sense hinting of a sender, successful search by him of a proper meaning, most similar to some current sense is possible on the basis of even more sophisticated process of sense prediction in the sender's mind, consisting in constructing there a dynamic model of receiver's states of mind, comparing already "transmitted" sense pieces with the total original "sense picture" aimed for communication, fixing points of uncertainty in the model of receiver's sense apprehension, selecting a new meaning and a sign for hinting at some next point in receiver's sense picture, etc.

Researchers use the word "comprehension" to label what takes place when the reader connects the new information with prior knowledge. Information alone, no matter how well written, does not create comprehension. Comprehension depends on the reader's prior knowledge and reading strategies. Comprehension does not necessarily lead to learning at least, not to learning of a meaningful, useful kind. As Bechtel demonstrated in the 1930s, people do not ordinarily remember much of the exact information they read. Instead, they learn the "gist" of it. They select. They use selected portions of the information to address issues important to them.

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