

O'zbekiston Respublikasi  
Oliy va o'rta maxsus ta'lim vazirligi  
SAMARQAND DAVLAT CHET TILLAR INSTITUTI

# XORIJIY FILOLOGIYA

*til • adabiyot • ta'lim*

ilmiy-uslubiy jurnal  
Samarqand

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4 (53)/ 2014

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Ministry of Higher and Secondary Special Education  
of the Republic of Uzbekistan  
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

# FOREIGN PHILOLOGY

*Language • Literature • Education*

Scientific-methodology journal  
Samarkand

*Хорижий филология: тил, адабиёт, таълим.*  
№4 (53), 2014.

*Уч ойда бир марта чиқадиган  
илмий-услубий журнал*

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*Журнал Олий Аттестация комиссиясининг  
филология фанлари бўйича эксперт кенгаши (2014  
йил 10 мартдаги 2-сонли баённома) тавсияси билан  
зарурий наشرлар рўйхатига киритилган.*

Таҳририят манзили:

*Самарқанд ш., Бўстонсарой кўчаси 93,  
СамДЧТИ.*

*Телефонлар: (998-662) 233-78-43.*

*Факс: (998-662) 210-00-18.*

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*Журнал Самарқанд вилоят матбуот ва  
ахборот бошқармаси томонидан № 09-12 рақам  
билан рўйхатга олинган.*

*ISSN: 2181-743X; Индекс 1266.*

*Журнал 2001 йилдан чиқа бошлаган.*

© Самарқанд давлат чет тиллар институти,  
2014 йил.

*Foreign Philology: Language, Literature, Education.*  
№4 (53), 2014.

*Scientific-methodical journal*

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Languages*

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*The journal is included into the of required  
publications according to the recommendation of the  
expert council in filological sciences of Higher  
Attestation Committee (Proceeding #2 from March 10,  
2014).*

Address of Editorial Office:

*Samarkand, Bustansaray str. 93, SamSIFL.*

*Phone: (998-662) 233-78-43*

*Fax: (998-662) 210-00-18*

*Email: [ssifl\\_info@mail.ru](mailto:ssifl_info@mail.ru)*

The journal was registered with No 09-12 by  
Samarkand Regional Department of press and  
information.

ISSN: 2181-743X; Indeks 1266.

The journal has been published since 2001.

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Languages.



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**ТИЛШУНОСЛИК****KNOWLEDGE AND ITS LINGUISTIC REPRESENTATION**

*Ashurova Dilyaram,  
ph.d., professor UzSUWL*

The notion of language intended to extract, store and transfer information necessitates the study of the ways and mechanisms of presenting knowledge in language. Knowledge and its representation are key issues of cognitive sciences in general, and cognitive linguistics in particular. From the point of view of cognitive linguistics knowledge is regarded as the result of cognition of the surrounding world, as an adequate reflection of reality in the human mind, as a product of processing verbal and non-verbal experience that forms “the image of the world”, on the basis of which one can make his own judgments and conclusions (Герасимов, Петров, 1988, с.14).

Most cognitivists agree that knowledge in the human mind consists of mental representations constructed of concepts, analogies, images, relations between elements within a single mental space. It is acknowledged that knowledge is not an amorphous entity; it is structured to present certain blocks of information, and that conditioned the use of the term “knowledge structures”. It is worthy of note that this phenomenon is known under various names “depositories of knowledge”, “encyclopaedic knowledge”, “knowledge-base”, “background knowledge”, “formats of knowledge”, etc. Despite some terminological discrepancy, on the whole knowledge structures are understood as blocks of information containing a system of interrelated concepts.

There are different types of knowledge structures: linguistic (lexicon, grammar, phonetics word-formation, etc.); encyclopaedic (world knowledge, history, politics, economies, nature, etc.), communicative (communicative aims and intentions, conditions and circumstances), cultural (literature, art, cultural values, customs and traditions, etc.). All these

types of knowledge are united into two main groups: linguistic knowledge and non-linguistic or knowledge of the world presented in the human mind. The problem of relationships between knowledge structures and their verbal explications is the main concern of cognitive linguistics (Болдырев, 2006). In this respect a crucial task is to define which elements of language are most relevant to knowledge representations. Knowledge structures are presented in the human mind in the forms of “frames” (a stereotyped situation and its verbal representation), “scripts” (a stereotyped dynamic sequence of events, episodes, facts), “gestalts” (a united structure combining both emotional and rational components).

The taxonomy of linguistic units most relevant to knowledge representations has not been worked out yet, although a lot of linguistic examples have been provided in the works by V.Evans, M.Green, G. Lacroff and others. Our observations have proved that most conspicuous in this respect is lexicon. As is known, in Cognitive Linguistics the “encyclopaedic view” of word meaning has been accepted; it means that knowledge underlies linguistic meaning (Evans, Green, 2006). For example, the word “wedding” contains a wide range of notions, events and associations based on human experience and background information, national traditions. It includes the following frames:

1) a marriage ceremony held in a church or a registering office;

2) a wedding party including the place where it is held, wedding

guests, a wedding cake, wedding presents, congratulations;



**Wedding** 3) wedding rings as a symbol of marriage;

4) honeymoon – a holiday usually taken by a man or a woman after marriage

5) the emotional atmosphere of excitement, happiness, merriment

Even more important in terms of knowledge structures are derivative and compound words. A distinctive feature of these units is their complex, composite, componential structure. Consequently, derivative and compound words compared to simple words are more informative and semantically richer. Due to their composite character these units do not only nominate objects but also ascribe them some properties, characteristics and attitudes. It can be easily proved by comparison of the word “*man*” and its derivative “*manly*”. The main meaning of the word *man* is “an adult male human being” (CCELD); the word *manly* assumes much more meanings and connotations associated with men’s behavior, character and appearance. This can be illustrated by the following example:

By *manly* I mean all that *eager, hearty, fearless, modest, pure* (OED).

The suffix *-ly* added to the root morpheme *man* changes the conceptual structure of the derivative ascribing to it a lot of new conceptual senses.

Derivatives and compounds to some extent similar to syntactical constructions; they fulfill both the function of identification of objects and the function of predication designating the features and properties of these objects. In other words, these units are characterized by propositional structure. In Cognitive Linguistics propositional structures are regarded as the main “formats” of knowledge. Hence derivatives as cognitive signs present new knowledge on the basis of old knowledge provided by a word-formation model. In the process of word-formation syntactical constructions are compressed into a single word, a derivative or a compound word. It does not mean, however, that from the semantic and cognitive point of view these units are less

informative. On the contrary they acquire additional conceptual senses. Here is an example:

*I couldn't be a householder, a bread-winner, a home-at-sixer, a husband, a shopper-on-Saturdays, a guardian to your kids* (E. Gillespie, *The Best American Short Stories*, New-York, 1974, p.18).

This utterance is characterized by a high degree of informativity both of notional and emotional character. This is mainly achieved by a chain of compound words, characterized by the semantic compression and saturation of information. In the process of word-formation the compound words acquire additional senses, which become apparent if we compare the compounds to the syntactical structures they are based on:

*a house-holder* – one who holds a house;

*a bread-winner* – one who has to win his bread;

*a home-at-sixer* – one who comes home at six;

*a shopper-on-Saturday* – one who does shopping on Saturday.

The comparison reveals the differences between the compounds and the corresponding syntactical structures both in the amount and the character of the information they contain. The compounds are characterized by more abstract and generalized meanings whilst the syntactical structures are more concrete and exact. Besides, in the process of word-formation new senses in this case of the emotive-evaluative character, are generated.

So, it follows that from the cognitive point of view derivatives and compounds are a) more informative compared to simple words; b) generate new conceptual senses in the process of word-formation; c) present new information on the basis of the old one provided by a word-formation model; d) serve as signals of conceptual information, as a means of the conceptual world picture representation.





The next group of linguistic units most relevant to knowledge representations includes phraseological units. It has long been acknowledged that phraseology of any language reflects people's culture, history, national mentality and life style (Маслова, 2007). Therefore phraseological units by their very nature are intended to convey knowledge structures related to all spheres of life. From this position phraseological units can be subdivided into specific groups representing religious, mythological, literary, historical knowledge structures.

**Religious knowledge structures:** *a forbidden fruit, the brand of Cain, the golden calf, serve God and Mammon, Sodom and Gomorrah, Jude's kiss, old as Methuselah, the apple of Sodom, the Last Supper, Solomon's wisdom, a good Samaritan.*

Each of these phraseological units activates religious knowledge structures and a set of associations related to the Bible stories. For example, the phraseological unit *a forbidden fruit* activates in the mind of the reader the story of Adam and Eve who ate the fruit of the tree in the Garden of Eden and that was strictly prohibited by God. As a result, they were punished and forced to leave the Garden of Eden. Currently, this phraseological unit is used in the meaning of "a pleasure or enjoyment that is disapproved of or not allowed". Another phraseological unit *the massacre of innocents* refers to the biblical story describing the killing of Jewish male children at the age of two or less ordered by wicked king Herod, who wanted to make sure that Jesus wouldn't become king as it had been predicted by priests. Now, this phraseological unit means "the cruel killing of a large number of innocent people, especially those who cannot defend themselves".

**Mythological knowledge structures:** *Pandora's box, Achilles' heel, a Trojan horse, Cassandra's warning, the riddle of the Sphinx, in the arms of Morpheus, rise like Phoenix from the ashes, between Scylla and Charybdis, Promethean fire, Penelope's web, the thread of Ariadne.*

All these phraseological units represent certain myths – legends about gods and heroes, stories and fables about superhuman beings taken by the preliterate society for a true account. From the cognitive view these units are regarded as cognitive models awaking in the mind of the reader a certain myth. For instance, the phraseological unit *Pandora's box* refers to the story about the first woman on the Earth who because of her curiosity opened a box where all miseries, evils and diseases were kept. As a result all of them flew out to afflict the mankind. The phraseological unit *Achilles' heel* – from the mythological legend about Greek hero Achilles, who according to the legend was a son of a goddess. She wanted to protect her son dropping him into the sacred waters of the heaven river. As a result, his body became invulnerable except his heel by which she held him. During the battle Achilles was killed by an arrow pointed at his heel, the only vulnerable place in his body. The modern meaning of this phraseological unit is "a seemingly small but actually crucial weakness; a place of vulnerability, especially in a person's character".

**Literary phraseological units:** *the last of the Mohicans, Billy bunter, Jekyll and Hide, Peter pan, John bull, a dark horse, a gentleman's gentleman, cakes and ale, curled darlings, a dog in the manger, mad as march hare, grin like a Cheshire cat, a tangled web, A Paul Pry, John Barleycorn.*

Interpretation of these phraseological units requires good knowledge of fictional literature. For example, phraseological unit *the last of the Mohicans* means the last representative of the society, nation, group and originates from J.F. Cooper's famous book under the same title. Another phraseological unit *Billy Bunter* – is the main character of children's stories by Frank Richards about a British public school. Bunter is a fat, stupid boy who loves eating and always gets into trouble.

**Historical phraseological units:** *cut the Gordian knot, Benefit of Clergy, read the Riot Act, cross the Rubicon, the wars of the Roses, a*



*Dutch bargain, Hobson's choice, the jolly Roger, black flag, Jack the Ripper.*

The above mentioned phraseological units activate in the human mind knowledge structures of historical origin. For example, *the wars of the Roses* – a name given to a series of civil wars in England during the reign of Henry VI, Edward IV and Richard III that had been lasting for 100 years. These wars were marked by a ferocity and brutality practically unknown in the history of England. Phraseological units *cross/pass the Rubicon* and *die is cast* are associated with the name of Julius Caesar when he crossed the river Rubicon and began the war against the Roman senate. Currently, these phraseological units are used in the meaning of “to make a decision or to take an action that cannot be later changed”.

Having discussed the potential of linguistic units to present knowledge structures we turn to the problem of the knowledge activation in the text. As our observations have indicated, stylistic devices play an important role in knowledge representations in the text. Illustrative in this respect are such stylistic devices as allusion, symbol, antonomasia. In fact, these stylistic devices are aimed to activate knowledge structures. The term “activation/activization” is a key term both for Cognitive linguistics and the theory of text interpretation. “Activation” is understood as stimulation of certain parts of the brain in the process of speech activity under the influence of verbal signals, aimed to represent certain knowledge structures (КСКТ, 1996). Proceeding from this notion, we can suppose that some linguistic units are used with a deliberate aim to activate knowledge structures relevant to the conceptual information of the text. The process of activating knowledge structures in the text can be described as follows: under the impact of some verbal signal a certain frame is activated. The frame, as is known, is a certain contour scheme, representing a complex knowledge structure, the elements and entities of which are associated with a particular culture embedded situation. It should be noted in passing that frames are considered to be the basic mode of

knowledge representations (Evans, Green, 2006).

One of the most conspicuous means to activate knowledge structure in the literary text is allusion. According to I.R. Galperin, allusion is an “indirect reference, by word or phrase, to historical, literary, mythological, biblical facts or to the facts of everyday life made in the course of speaking or writing. The use of allusion presupposes the background knowledge of the event, thing or person alluded to on the part of the reader or listener” (Гальперин, 1977).

In terms of Cognitive Linguistics the allusive process can be presented as a comparison or contrast of two referent domains, one of which is verbalized on the surface layer of the text, and the other – is supposed to be in the person's mind. When used in the text, allusion establishes intertextual relationships between the precedent text and the recipient text by activating certain knowledge structures (background knowledge of the addressee).

As our observations have proved one of the most frequently used types of allusion is an allusive anthroponym (the name of a well-known person). It is characterized by a complicated conceptual structure that stimulates ideas, associations and information, thus becoming a symbolical name. For example:

*He has a bit of a Jekyll and Hide, our Austin. I think Dorina is afraid of him* (Murdoch “An accidental man”).

Here the literary allusion expressed by proper names Jekyll and Hide are used. To understand the meaning of this allusion the reader is supposed to be familiar with a short story “The Strange Case of Dr. Jekyll and Mr. Hide” by R.L. Stevenson. The hero of the story is of a dual character. Sometimes he appears to be a good-natured person (Dr. Jekyll), and sometimes he is an embodiment of evil (Mr. Hide). In this context the proper nouns “Jekyll and Hide” reveal the characteristic features of the personage and symbolize the concepts of “Goodness and Evil”.

In summing up, the major points may be outlined:





- knowledge and its verbal representations are the key issues of Cognitive Linguistics;

- knowledge is structured in frames, scripts, gestalts, to present certain blocks of information;

- knowledge structures are verbalized by all linguistic means, among which words,

derivatives, compounds, phraseological units are assigned a priority part;

- in the process of language use some linguistic units are used with a deliberate aim to activate knowledge structures most relevant to the conceptual information of the text.

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**Ашурова Д. Знания и их лингвистическая репрезентация.** В статье обсуждаются ключевая проблема когнитивной лингвистики – проблема языковой репрезентации знаний. С позиций структур знаний проанализированы лексические единицы, производные и сложные слова, фразеологические единицы. Особое внимание уделяется проблеме активизации структур знаний в художественном тексте.

**Ашурова Д. Билим ва унинг лингвистик ифодаси.** Мақола когнитив тилшуносликнинг долзарб муаммоси – билимлар тузилмасини тилда ифода этилиш масаласига бағишланган. Билимлар тузилмаларини ўзида акс эттирувчи лексик бирликлар, ясама ва қўшма сўзлар ҳамда фразеологик бирликлар таҳлил этилган. Алоҳида эътибор билимлар тузилмаларининг бадий матнда акс этиши масаласига қаратилган.