

Nastenko Svitlana. The Theoretical Background of the Megaconcept's Semantic Space in Spanish Poetry.

The article analyzes the theoretical foundations of the megaconcept's semantic space in modern linguistics and Spanish poetry in particular. The work focuses on the study of textual concepts, concentrated in the ethnic group, is carried out by means of the National linguo-cultural specificity. The basis for the reconstruction of the poet's cognitive system is the relationship between individual-author's cognition and conceptual content of poetry. The research allows to conclude that the conceptual megaspace is the system of implicit meanings, developed through a series of textual concepts on the language levels and based on the conceptual meta-image.

Key words: verbalized concept, megaconcept, textual concept, individual-author's cognition, conceptual megaspace, meta-image.

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Cognitive judgements on intellectual activity

The article presents a brief excursus of linguistic and cognitive judgements concerning the basic conceptual framework of the lexical-semantic field of «intellectual activity». The paper also briefly highlights the philosophical and linguistic aspects of the major concepts that constitute this field. The article addresses to the universal linguistic phenomenon of polysemy, which is considered from the standpoint of cognitive linguistics. Methodological basis of the investigation of polysemy process is the presentation of polysemantic shifts within the frame theory. Some considerations on synonymous aspect of prototypical concepts of the field are presented either. The focus of the analyses is a verbalized concept THOUGHT.

Key words: lexical-semantic field, cognitive linguistics, intellectual activity, verbalized concept, frame structures.

Statement of the problem and its significance. Topicality of the article is determined by the fact that cognitive investigations of language data help to formulate and define, to some extent, those mental frames, which could be observed in human's mind and methods of human cognizance of the world and its conceptualization. The emergence of cognitive science as a distinct field of study can be traced to 1956. Many disciplines have contributed to the birth of cognitive science. On the one hand, the dissatisfaction with behaviorism and on the other astounding mathematical advances triggered the environment that was conducive to the birth of a discipline that could explore the notions of memory, perception, classification, learning, and information processing. In addition, the increasing importance of artificial intelligence and computer science necessitated the greater role of cognitive science in studying the problems dealing with information acquisition, storage, and processing [2].

THOUGHT and MIND are the basic concepts used in describing cognition, and the respective words are the key words of the metalanguage used by cognitive science whose objective is to give a comprehensive account of the human mind and thought. Cognitive linguistics, as one of the main contributors to the field, searches for the solution of «mind and thought» problem in the area of language meanings the exploration of which aims to expose knowledge representation structures, or patterns in the mind that humans apply while thinking and speaking.

The structures of these patterns are construed via examining various linguistic phenomena from different levels of language – lexical, syntactic or textual. The lexical phenomena that can be reconsidered from the cognitive perspective are polysemy, synonymy/antonymy and hyponymy, all of which are integrally represented in a lexico-semantic field – a spacious group of words referring to one and the same general notional category. Traditional linguistics centered on lexico-semantic fields based on various categories of thought, however, the very category of THOUGHT represented through a considerable number of lexical units has never been in the center of attention.

This research done within the framework of cognitive linguistics aims to propose a conceptual structure, which underlies the lexico-semantic field constituted by nouns designating various manifestations of INTELLECTUAL (RATIONAL) ACTIVITY.

This paper focuses on a fragment of this research – the conceptual foundations of polysemy developed by the word **thought** as the designator of the central, prototypical concept representing mental activity in the best way.

The examination of polysemy developed by the word **thought** is undertaken within the generalized conceptual model construing the mental space linked to the considered lexico-semantic field. This model built on the analysis of language data demonstrates hierarchical part-whole relations between the categories and subcategories within mental space (fig. 1).

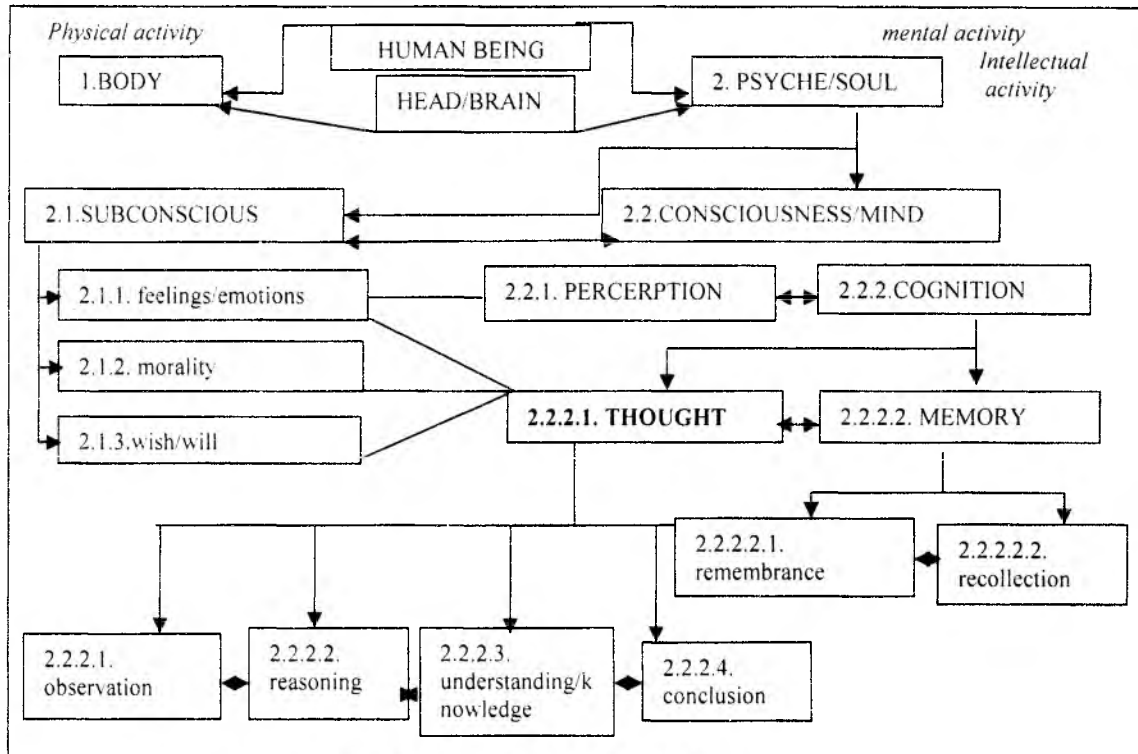


Fig. 1. General model of the field

Evidently, the concept **THOUGHT** perfectly suits the anthropocentric conception.

This conception places the concept of **MAN** in the center of everything that can be expressed by a word. Thus, (a) **HUMAN BEING/MAN** is considered as the measure unit (entity) of all the things existing in the world and stands at the top of the conceptual world picture as well as the mental lexicon being the verbalized representation of the former one [3]. Its hierarchical structure can be presented as an iceberg where superficial language items serve as a means of material access to the word meaning as empirical data and material essence. Being at the top of the lexical tree, **MAN** concept is manifested in the universally recognized mental and physical activity. The mediate source of physical activity is (the) **BODY** (marked number 1 in the figure), the mediate source of mental activity is (2) **MIND/PSYCHE**, while **BRAIN** is the prime one of both of them. It serves to control and coordinate mental and physical actions and is interpreted as the center of thought, mind, intellect, and understanding [3; 4].

Being an aspect of internal psychic phenomena and a unique synthesis of human essence and man's activity manifestations mental activity illuminates a highly complicated range of man's spiritual universe primarily the universe of **THOUGHT**. Belonging to the psychic domain, mental activity proceeds in the mind, by means of «mental actions», wherein man operates not with existing objects and not through physical movements, but with their dynamic images constructed on the basis of thought processes. Therefore, mental activity refers to the specific manifestation of **mind** in any organism, having regard to the differences in quality and degree of mental organization within and between species. In the most general metaphysical sense, **MIND** (number 2) denotes the organized entity (totality) or substratum underlying psychical structures and processes, **conscious** and **subconscious** [3; 4].

Thus, the first line of hierarchy is constituted by the concepts of BODY (1) → BRAIN → MIND (2). The second line of subdivision deals with the differentiation of two main domains of mind's activity: the SUBCONSCIOUS (2.1) → CONSCIOUSNESS/INTELLECT/INTELLIGENCE (2.2).

As the frame of this article is limited the attention will be focused only on the CONSCIOUS level of mental activity. Consequently, the concepts, constructing the SUBCONSCIOUS domain, mainly, 2.1.1. FEELINGS/EMOTIONS, 2.1.2. MORALITY, 2.2.3. WISH/WILL will be remained as background elements.

It is the concept of THOUGHT that is the prime goal of this investigation on the one hand, and on the other – the main object of the work is the sphere of consciousness and its intellectual (i.e. rational) activity. However, dealing with intellectual activity, one can, but inevitably, touch upon the tangle relations of conscious and unconscious phenomena.

It is just the opposition of subjective and objective that splits mental activity into two distinctive worlds of human existence: **mundus sensibilis** – the world of senses and feelings and **mundus intelligibilis** – the world of reason perceived by the intellect [3; 4]. These worlds correlate with the two considered domains that of the SUBCONSCIOUS and CONSCIOUSNESS. Nevertheless, it must be mentioned that such a division into objective and subjective is of mere logical assumption, because these conceptual elements are often fused in the word semantics, particularly in the structure of polysemantic one. Suffice it to say, for example, that the meaning structure of the word **mind** compacts all the mentioned conceptual factors and is viewed either as the system of cognitive and emotional phenomena and powers that constitutes the subjective being of a person or as the reasoning substance or substance that thinks, feels, perceives and wills [4; 5].

The conscious sphere of man's activity as the highest form of reflection of objective reality is mostly associated with the concepts of CONSCIOUSNESS/INTELLECT/INTELLIGENCE (2.2). Constituting the upper level of mental life and the power of mind, whether rational or not CONSCIOUSNESS is considered to be the spiritual substance or the form of existence of the mind in the broadest possible sense, i.e. smth. in the nature that is distinguished from the physical [3; 4].

In general, CONSCIOUSNESS is the sum total of active mental processes participating in man's understanding of the objective world and of his personal being. **INTELLECT** viewing as an aspect of the mind, concerned with cognitive processes, such as remembering, imagining, conceptualizing, reasoning, understanding, and judging. The term may focus attention on the powers of knowing and thinking by which one may **comprehend**, **consider**, and **conclude** and especially the more coldly analytic powers, independent of and discrete from willing and feeling.

Consequently, intellect refers to the rational, or higher, thought processes. **INTELLIGENCE** is a term that is still used by psychologists with considerable latitude of meaning. Sometimes it is used as a synonym of cognition, that is to say, it is applied to any of the numerous knowledge gaining processes. Sometimes it is restricted to the conceptual and rational processes, as distinct from processes of sense perception. And, sometimes, it is used in the still more restricted sense of the process or function of apprehending and understanding relations. The view put forward by me is that the term «intelligence» should be mostly restricted to the mental function of apprehending logical (rational) relations [3; 4]. Thus, intelligence is likely to imply specific ability to cope with problems, situations and may apply to exhibition of the play of rational powers of the intellect.

This particular mental space explicating the conscious domain has also undergone the process of hypothetical partialization into the following fragments: (2.2.1) PERCEPTION, (2.2.2) COGNITION/COGNIZANCE. The latter can be further subdivided into two interrelated concepts that are of THOUGHT (2.2.2.1) and MEMORY (2.2.2.2). They are the very concepts, which bear the idea of intellectual (rational) activity and present it in the best possible way. Both of them enclose more concrete intellectual activity concepts.

PERCEPTION – is based on sensations, inasmuch it is a single unified awareness derived from sensory processes while a stimulus is present. Perception is also defined as the act or faculty of apprehending by means of not only senses but of the mind as well. According to this, it can perform the following main functions in the process of cognition: 1) it may reflect separate relations inherent in objects and processes of the external world; 2) it may serve as models of other objects not observable but similar in some respects to the one perceived; 3) it may serve as a basis for forming complex conceptions. This concept can be placed in the peripheral zone of the conscious domain [4; 5].

COGNITION/COGNIZANCE can be interpreted as being either the state or process involved in knowing or the act of knowing, which in its completeness includes perception and judgement. The essence of cognition is judgement, in which a certain object is distinguished from other objects and is characterized by some concept or concepts. In general, cognition is a socio-historical process of man's creative activity designed to shape the body of knowledge. The nature of cognition is the knowing mind with its upper level being thought [2; 3].

THOUGHT – The concept of *thought* covers several distinct psychological or mental activities or it denotes whatever is in consciousness, especially if it refers to something outside the immediate environment (as '*In thought I was with her*'). Psychologists have not reached agreement on any definition or characterization of thought process. For some it is a matter of modifying «cognitive structures», that is perceptual representations of the world. Others view thought process as internal problem-solving behaviour and the arranging of ideas in the mind < 'a philosophy of life filled with deep thought' > or merely thinking process with mental concentration on ideas as distinguished from sense perception or emotions [4; 5].

Nevertheless, most of the conceptions agree in view that, being by nature the highest product both of the brain and of social development, **THOUGHT** as an active world reflection process linked with the solution of problems, constitutes the highest level of cognition. Consequently, the logical activity of thought is specified in such intellectual processes as **abstraction, generalization, induction and deduction, analysis and synthesis, construction of hypothesis and theories** and is effected in various forms namely **idea, notion, concept, judgement, inference**.

In my investigation, I share the assumption that the phenomena of *thought* are so varied and diverse that their inclusion in a single category may not be warranted. That is why the concept of **THOUGHT** must be surveyed in its static-dynamic wholeness (integrity), in its potentiality and finality as the essence condensing the conceptual parameters of **quality, quantity, action, state, and result**. Assuming this, it is possible to elucidate the most relevant processes construing the structure of this concept [4; 5].

Thus, thought process can be actualized through more concrete but nevertheless generalized operations and states namely **COGITATION (2.2.2.1.1), COMPREHENSION, KNOWLEDGE (2.2.2.1.2), CONCLUSION, EVALUATION (2.2.2.1.3)**. This division has a psychological problem-solving background. It is known that each normal intellectual act consists of three main stages. The first one deals with thought processes of cogitating, planning and putting a goal. This is the motivational and intentional domain of intellection. The second stage is responsible for comprehending, examining the problem. It embraces the wide scope of thought processes coping with analysis of various problem aspects namely cerebration, cogitation, observation and examination, comprehension and others. While the third stage is a resultant one, it presents the product of thinking in general (i.e. knowledge) or a more concrete one, namely **opinion, judgement, conclusion**. The latter in its turn implies **evaluation** of the achieved result, its comparison with the prime goal, its adjustment (correction) and possible reconsideration [4; 5].

COGITATION is one of the processes of serious, deep thinking. **COMPREHENSION** is the process of grasping, understanding something mentally and gaining knowledge of something. **KNOWLEDGE** is the product of man's social material, cognitive and intellectual activity; the body of information gained in the process of cognition. **CONCLUSION** is the final result of thinking, satisfying a defined goal in the achievement of an effective solution to a problem [3; 4].

Lastly, the concept of **MEMORY**, being also of a complicated nature, can be segmented into two main interdependent fragments respectively to the functions of the memory namely **REMEMBRANCE (2.2.2.2.1)** and **RECOLLECTION (2.2.2.2.2)**. **REMEMBRANCE** is the process responsible for retaining, keeping gained information, while **RECOLLECTION** is the process of retrieving the information stored in the memory [3; 4].

Having briefly explained the interrelations of the concepts within the whole structure I will now try to argue that polysemy developed by the word **thought** is grounded on two conceptual foundations. The first one is observed within the «node» concept 2.2.2.1 **THOUGHT**, and the second one is observed within the whole hierarchical model. According to this point of view, polysemy can be treated as the process of concept rotation. Concentration on the whole entity corresponds to the concept generalization, while magnifying and highlighting separate qualities correlate with the operation of concept specification. In this case the

conceptual analysis serves as a motivational ground based on the logic of thought which helps to explicate the variety of language phenomena.

The main idea is that the node concepts of the generalized model can be structured with regard to the object-centered frame model proposed by S. A. Zhabotyńska → [THAT MUCH of SUCH (SOMETHING EXISTS))] SO] HERE-and-NOW] [1]. The model can be expanded by means of its recurrent use, when several interrelated objects acquire semantic roles similar to ones suggested by Ch. Fillmore [1988]. The expanded model fits with the examined data in the following way (fig. 2):

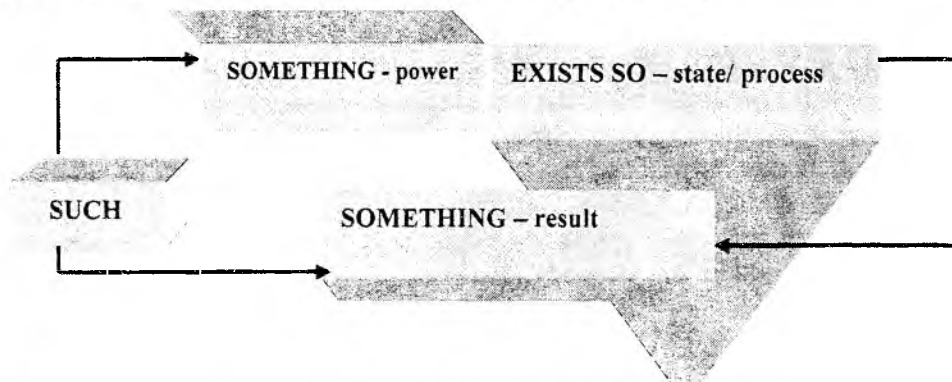


Fig. 2. Integrated frame

It means that the word **thought** can refer not only to a particular **object** (SUCH SOMETHING) and to this object conceived as a **potential agent** /power, faculty, or capacity (SOMETHING-power), but also the state or process experienced by this object, or the action realized by it as an agent /activation of power, faculty, or capacity/ (EXISTS SO-state/process/act). In the latter case the noun results from nominalization: «thought thinks». Besides, the noun can denote the result of thinking (SUCH SOMETHING–result).

Let us consider the examples: **Thought – 1) SUCH SOMETHING**: mental sphere as distinguished from sense perception and emotion; **2) THOUGHT-power**: the power of thinking; the power of reasoning or conceiving ideas; the capacity for thinking, especially the ability to think logically; **3) THOUGHT-process/act**: mental activity; the act or process of thinking; reasoning; the arranging of ideas in the mind; **THOUGHT-state**: serious consideration; attention, care, regard, heed; mental engrossment, concentration; **4) THOUGHT-result**: a result of thinking; what a person thinks, whatever is in one's mind: ideas, opinion; the intellectual product of organizing ideas, opinions and principles; the characteristic thinking of a particular person, group, time, place [2].

Other meanings developed by the word **thought** are caused by its moves within the generalized model of the lexico-semantic field. Such moves are based on metonymy. The central concept(s) of a prototypical category belong to the basic, or intermediate level of the hierarchy of constituent concepts. The basic concepts are grounded on the central schema, and periphery of a prototypical category is formed by the transformations of this schema: the «downward» periphery is structured by the transformations of specification, while the «upward» periphery is made up by the transformations of generalization [2].

Provided **THOUGHT** and **MEMORY** are the concepts belonging to the basic level of the category of mental (rational) activity, it is possible to identify three types of «moves» exhibited in the meanings of the word **thought**: **1) extension: linear «move» (the link between THOUGHT and MEMORY)**; **2) specification: downward «move» (the link between THOUGHT lower segments namely COGITATION, COMPREHENSION, KNOWLEDGE, CONCLUSION, EVALUATION)**; and **3) generalization: upward «move» (the link between THOUGHT and COGNITION via CONSCIOUSNESS/INTELLECT/INTELLIGENCE)**. This hypothesis is confirmed by the data:

Extension (linear move): Thought – 5) THOUGHT-result → MEMORY-result: an idea that stimulates thinking or supplies material for reflection; smth. from the past stored in memory; that which can be recalled: mental image, picture, vision, representation, fantasy, concept, thought in general [4].

Specification (downward move): 6) THOUGHT-process → COGITATION-process: deep, careful and serious thinking; **THOUGHT-result → COGITATION-result**: a deep serious thought; **7) THOUGHT-**

result → COMPREHENSION/KNOWLEDGE-result: smth. understood; concept, notion, knowledge, insight; 8) THOUGHT-result → CONCLUSION/ESTIMATION-result: a result of thinking; an idea or opinion [5].

Generalization (upward move): thought – 9) THOUGHT-power → COGNIZANCE-power: ability to deal with information; → COGNITION-power: the faculty of knowing; THOUGHT-state → COGNIZANCE-state: having conscious knowledge of smth., awareness; THOUGHT-process → COGNITION-process: the process of acquiring knowledge, by reasoning or by intuition; THOUGHT-result → COGNITION/COGNIZANCE-result: knowledge; awareness, clear thought; 10) THOUGHT-power → CONSCIOUSNESS/INTELLECT/INTELLIGENCE-power: power of learning, understanding (clear thought) and reasoning; the capacity for rational thought; THOUGHT-result: perception, conception, notion, knowledge; 11) THOUGHT-power → MIND/PSYCHE-power: that which is in one's mind; mind in some sense reflected in such occurrences as sensations, perceptions, emotions, memory, desires, various types of reasoning (reason, intellect, intelligence) [2; 4].

The above examples do not exhaust all the meanings attached to the word **thought**. The meanings which have not been mentioned here are primarily concerned with specifying the concept of THOUGHT-result and of THOUGHT-process.

Due to the phenomenon of synonymy these subgroups include a number of lexical units highlighting different qualitative features of the mere thought process, its procedure and result.

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Нижегородцева-Кириченко Лариса. Когнітивні розмірковування про інтелектуальну діяльність. Статтю присвячено короткому екскурсу лінгво-когнітивних міркувань щодо базової концептуальної структури лексико-семантичного поля «Інтелектуальна діяльність». Коротко висвітлено філософський і лінгвістичний аспекти основних концептів, що складають це поле. Звернено також увагу на універсальний лінгвістичний феномен полісемії, який розглядається з позицій когнітивної лінгвістики. Методологічною базою розгляду процесів полісемії є презентація полісемантичних зрушень у межах фреймової теорії, при цьому зачіпається синонімічний аспект прототипних концептів цього поля. У фокусі уваги перебуває вербалізований концепт ДУМКА (thought).

Ключові слова: лексико-семантичне поле, інтелектуальна діяльність, когнітивна лінгвістика, вербалізований концепт, фреймові структури.

Нижегородцева-Кириченко Лариса. Когнитивные рассуждения об интеллектуальной деятельности. Статья представляет краткий экскурс лингво-когнитивных рассуждений относительно базовой концептуальной структуры лексико-семантического поля «Интеллектуальная деятельность». В статье также кратко освещаются философский и лингвистический аспекты основных концептов, составляющих данное поле. Статья затрагивает также универсальный лингвистический феномен полисемии, который рассматривается с позиций когнитивной лингвистики. Методологической базой рассмотрения процессов полисемии является презентация полисемантических сдвигов в рамках фреймовой теории, при этом затрагивается синонимический аспект прототипных концептов данного поля. В фокусе внимания находится вербализованный концепт Мысль (thought).

Ключевые слова: лексико-семантическое поле, интеллектуальная деятельность, когнитивная лингвистика, вербализованный концепт, фреймовые структуры.

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