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Conceptual analysis: principles and approaches in teaching

The article presents a brief theoretical overview of research approaches to the conceptual analysis algorithm in modern linguistics. The following methods have been used during the study: comparative-descriptive method, observation, analysis and synthesis, systematization, etc. It has been revealed that the essence of conceptual analysis is to establish the links between objects and phenomena of reality and their representation in language, as well as to determine the content structure of the concept as a mental unit. The authors have offered to focus on the generalization and concretization of theoretical material on conceptual analysis and its stages in the analysis of concepts based on literary texts in the classes of the philological cycle during the magistracy course. The scheme of conceptual analysis has been proposed for use in seminar classes.

Keywords: concept, concept components, conceptual analysis, cognitive linguistics, representation.

Introduction

It is well-known that at present time a large number of research views have appeared on the term “concept”, which makes it possible for scientists to approach to its analysis in different ways. In modern domestic linguistics, its regional schools of conceptual research have been formed: for example, the Moscow school of cognitive linguistics (E.S. Kubryakova, V.Z. Demyankov, and others), the St. Petersburg school of cognitive linguistics (V.B. Kasevich, T.G. Skrebtsova, T.V. Chernigovskaya, and others), the Tambov school of cognitive semantics (N.N. Boldyrev and others), the Voronezh semantic-cognitive school (A.P. Babushkin, Z.D. Popova, I.A. Sternin and others), the Volgograd cognitive school (V.I. Karasik and others), etc. In general, linguistic scientists agree that the main goal of conceptual analysis is the explication of the concept. The essence of conceptual analysis consists in establishing links between objects and phenomena of reality and their representation in language, as well as in determining the content structure of the concept as a mental unit. In this regard, in the disciplines of the philological cycle of Master’s degree course, when analyzing concepts based on literary texts, it is necessary, in our opinion, to dwell in more detail on the generalization and concretization of theoretical material about what conceptual analysis is, what is its essence and what are its stages.

To date, a variety of methods for studying concepts have been developed in linguistics: the theory of profiling (E. Bartminsky), the theory of vertical syntactic fields (S.M. Prokhorova), the theory of conceptual analysis of gestalts (L.O. Cherneyko, V.A. Dolinsky), the theory of O.S. Akhmanova, I.V. Gyubbenet, the method of sketch-frames, involving the study of the principles and mechanisms of secondary representation in the language (Babina L.V.), cognitive-matrix analysis, which studies the mechanisms underlying multidimensional knowledge (Boldyrev N.N., Kulikov V.G.), the method of cognitive dominant, determining the deep mechanisms of interaction between semantics and syntax, the dynamics of the speech-thinking process in the course of syntactic representation (Furs L.A.). The analysis of frame semantics is devoted to the study of cognitive structures (Fillmore C., Minsky M.), the theory of conceptual metaphor (Lakoff J., Johnson M.), the analysis of cognitive prototypes (Roche E. and Lakoff J.), which underlie the language conceptualization and categorization of the world. Scientists define these cognitive models as the main mechanism for processing and storing information about the world in the mind of a human being.

Popova Z.D., Sternin I.A. consider the following as the main stages of semantic-cognitive research 1) construction of the nominative field of the concept; 2) analysis and description of the semantics of linguistic means; 3) cognitive interpretation of the results of describing the semantics of linguistic means — identifying cognitive features that form the studied concept as a mental unit; 4) verification of the obtained cognitive description from native speakers. Scientists examine this stage as optional, but desirable [1; 160]. It is

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important for scientists that “modeling a concept, cognitive features are highlighted, rather than individual meanings” [1; 176].

According to N.N. Boldyrev, the object of conceptual analysis is the meaning and essence conveyed by individual words, phrases, typical propositions, and their realizations in the form of specific statements, as well as individual texts and even whole works [2; 46].

The linguoculturological approach to the analysis of the concept involves taking into account the cultural and historical context of the use of the concept, behavioral, etiquette norms adopted in a particular society, associative data of representatives of a particular ethnic group, in general, the peculiarities of mentality, etc. The concept is recognized as the basic unit of culture, its concentrate (see. works by Stepanov Yu.S., Telia V.N., Vezhbetskaya A., Kolessov V.V., Arutyunova N.D., Karasik V.I., Slyshkin G.G., Vorkachev S.G., Maslova V.A., Krasnykh V.V., Krasavsky N.A., Pimenova M.V., and others).

Therefore, for example, the approach to the study of the concept, according to Yu.S. Stepanov, assumes a step-by-step historical and etymological analysis of all layers of the concept: starting with 1) the “third”, “least relevant”, “most distant in history” (analysis of the “internal form”), then turn to 2) the study of “passive”, “historical” layer of the concept (analysis of the history of the concept), then refer to 3) the newest, most relevant and active layer of the concept (analysis of the “social side” of the concept, study of the concept as a collective property) [3; 43].

Research methods

During the study such methods as continuous sampling, observation, analysis and synthesis, systematization, comparative-descriptive method, and others were applied.

Methods and material

When analyzing linguocultural concepts, Karasik V.I. indicates the following stages: 1) semantic analysis of words, naming the names of concepts; 2) etymological analysis of these names; 3) semantic analysis of figurative, associative meanings of words that embody concepts; 4) interpretive semantic analysis of contexts where words and phrases are used that denote and express concepts; 5) interpretive culturological analysis of associations associated with a certain concept; 6) interpretive analysis of value-marked statements (proverbs, aphorisms, quotes) expressing certain concepts; 7) analysis of short essays written by informants on a topic corresponding to the content of the concept under study; 8) analysis of the associative reactions of informants to the verbal designation of the concept [4; 28–32].

For describing and studying concepts the study of V.A. Maslova provides such methods as the theory of profiling (E. Bartminsky), the technique of vertical syntactic fields (S.M. Prokhorova); the method of conceptual analysis for identifying gestalts (L.O. Cherneyko, V.A. Dolinsky), vertical context (O.S. Akhmanova, I.V. Gyubbenet); frame semantics (C. Fillmore), theory of metaphor and metonymy (J. Lakoff, M. Johnson), scripts (R. Schenk, R. Abelson), frames (M. Minsky), cognitive prototypes (E. Roche, J. Lakoff) [5; 44–45].

The method of self-observation, self-searching (introspection) is the most productive, according to A.V. Vezhbetskaya and R.M. Frumkina. Methods for the study of artistic concepts, the study of individual conceptual structures as components of the author's picture of the world within the framework of conceptual analysis of literary texts appear to be multifaceted and personality-oriented.

N.S. Bolotnova in her work “The lexical structure of a literary text in the associative aspect” explains the importance of analyzing the associative-semantic fields designed in the study of literary texts. According to the scientist, the analysis of associative-semantic fields allows one to deduce individual author's ideas about objects [6; 67]. L.G. Babenko emphasizes the reflection of the individual author's perception of the world in the literary text, which is a particular version of the conceptualization of the world. When analyzing a poetic text, the researcher correlates the “elements of the verbal and artistic structure” with its “associates” and determines the “semantic correlates” that make up the associative-semantic field of the given element of the literary text. So, semantic correlates are conceptual meanings of mental formations studied in the text [7; 108]. Universal perception may not correlate with the author's, or vice versa. The method of analyzing cognitive-propositional structures is used by a linguist to characterize concepts. A.S. Kravets interprets a proposition as an elementary statement connecting the name of a nomination with a predicate [8; 21].

Considering the bilateral nature of the concept, L.G. Babenko notes that the textual concept is integral and discrete which is explained by its composite nature. From the point of view of the scientist, the following plan of conceptual analysis of a literary text is proposed: 1) the study of contexts containing predicate words

of one semantic area, verbs, adjectives, adverbs, and also nouns with predicate semantics in the text; 2) analysis of figurative representatives of the concept; 3) revealing the attitude of the lyrical subject to the object under study through the prism of oppositions.

As a result of the analysis, scientists are invited to distribute all the components of the concept at the levels of the conceptual field; the core is a generalized cognitive propositional structure. All nominations of subject and predicate constitute the nucleus zone, i.e. cognitive propositional structure; the nearest periphery — figurative nominations of the concept, and further — the subjective-modal meanings of the concept. This field is characterized by a mandatory individual, unique character, which indicates its difference from other author fields [7; 138-154]. Summarizing the research procedures, L.G. Babenko highlights the following: 1) definition of a complex of keywords in the text; 2) a description of the conceptual space denoted by these keywords; 3) the definition of the basic concept (concepts) of the described conceptual space [7; 83].

The identification of the core of the concept also seems to be of paramount importance for M.I. Kuzmina [9; 17]. N.A. Kuzmina proposes the following algorithm for analyzing the concept: 1) to isolate the conceptual core, 2) to determine the set of basic metaphorical models that make up the conceptual core, 3) to determine the elements of the selected metaphorical models that encode the same concepts in different ways, 4) to form the associative-verbal network, consisting of numerous intersecting metaphorical models (conceptual layers) [10].

According to E.V. Dziuba, the scheme for analyzing the development of personal meanings of concepts consists of the following points:

- 1) absolutization of meaning, development of semantics towards generalization;
- 2) expansion of the meaning of the concept word in the language by introducing additional connotative shades;
- 3) symbolization of objective meaning;
- 4) limiting the scope of the concept word;
- 5) semantic deepening;
- 6) concretization of the objective meanings of the concept;
- 7) inclusion of orientational-temporal semantic components into the structure of the concept;
- 8) inclusion in the structure of the concept of perceptual semantic components, which are mental processing of data from the sensory perception of the world;
- 9) inclusion in the structure of the concept of axiological components [11; 67-70].

As a result, the semantic structure of the concept is represented in the form of a field, where the core is the objective meanings of the concept, the nearest periphery is the individual author increments of meanings, the far periphery is the figurative representations of the concept, and the extreme periphery is the processing units of sensory data. The degree of mental data processing, in this case, is the determining principle of the distribution of the components of concepts, so the nuclear ones are those components that have developed a conceptual area, the peripheral ones are the units of imagination and sensory perception.

According to V.A. Maslova choice of the methodology for characterizing the concept is determined by the type of the studied concept and its place in the cultural life of the people, its complexity, including the goals and objectives put forward by the researcher [5; 45]. The following concept description technique is relevant for the study of culturally significant concepts from the point of view of identifying the core and periphery in the structure of the concept:

- 1) determination of the reference situation to which the investigated concept belongs (based on the material of a literary text);
- 2) referring to encyclopedic and linguistic dictionaries, determining the place of the concept in the national picture of the world;
- 3) referring to data from etymological sources;
- 4) attracting contexts: poetic, scientific, journalistic, the study of proverbs and sayings, etc.;
- 5) the analysis of the associative links of the key lexeme should be compared with the results obtained at all previous stages of work;
- 6) if the concept carries a certain value, it is supposed to refer to the extralinguistic elements of culture - painting, sculpture, architecture [5; 46].

O.A. Feshchenko divides the methods studied by other scientists into two groups based on the used approach:

- 1) "systematic" — a lexicographic description of keywords (concept names), the study of the interaction between these keywords within a certain context.

Based on the research of Z.D. Popova and I.A. Sternina, O.A. Feshchenko highlights the most common methods of concept analysis:

- interpretation of the meanings of a keyword based on dictionary definitions;
- the study of polysemy of words in the diachronic aspect;
- analysis of phraseological and paremiological units, which include the studied name of the concept;
- psycholinguistic experiments (associative experiment method).

2) “textual” — the analysis of the concept within the framework of the literary text, carried out based on the following tasks:

- to identify the circle of lexical compatibility of the keyword through continuous sampling;
- to define individual author’s concepts and describe them;
- to build text fields in which the concept is implemented;
- to analyse the semantic development of words-representatives of the concept [12; 23].

Results and Discussion

In Kazakhstani linguistics, studies of linguocultural concepts in the aspect of the concept of Eurasianism, identification of the idioethnic features of the artistic discourse of writers, the concept of bilingualism, etc., are gaining popularity today (see the works of Suleimenova E.D., Li V.S., Shaimerdenova N.Zh., Shaibakova D.D., Zhuravleva E.A., Akhatova B.A., Gizdatova G.G., Sabitova Z.K., Tumanova A.B., Ikhsangalieva G.K., and others). Consideration of the main provisions of the scientific research of the authors mentioned above is beyond the scope of this article.

In preparation for the seminar classes (and at the practical lessons) during the magistracy course on the topic “Conceptual analysis, its specificity”, students are allowed to summarize and classify the rich theoretical material on this issue; to determine the most effective methods and techniques that are acceptable for their dissertation research.

As an example, we will try to present our version of conceptual analysis. Following the researchers V.I. Karasik, G.G. Slyshkin, we believe that the essence of the concept might be most fully revealed by analyzing its components: conceptual, figurative, and value (according to V.I. Karasik, G.G. Slyshkin) [13; 32–37]. Therefore, when analyzing the concept, we adhere to this concept of V.I. Karasik, G.G. Slyshkin. However, in this case, in our opinion, there is a need for further clarification and expansion of the range of research of the components of the concept, in particular the figurative component.

Let us consider the stages of conceptual analysis with a brief description of the applied research methods and techniques.

Stage 1 – analysis of the conceptual component of the concept: 1) analysis of the etymology of the word-name of the concept; 2) semantic analysis of the word-name of the concept using explanatory dictionaries; 3) derivational analysis of the word-name of the concept in the aspect of etymology, semantics;

Stage 2 – analysis of the figurative component of the concept: 1) semantic analysis of figurative, associative meanings of words that embody the concepts; 2) interpretive semantic analysis of contexts in which words and phrases are used that denote and express concepts; 3) interpretive cultural analysis of associations associated with a certain concept (according to V.I. Karasik). In addition, 4) an optional method we propose to compose models of conceptual metaphors and to analyze them in linguistic and cultural aspects (based on the materials of the artistic discourse of specific authors).

Stage 3 – analysis of the value component of the concept: 1) interpretive analysis of value-marked statements (proverbs, aphorisms, quotes) expressing certain concepts; 2) analysis of informants' associative reactions to the verbal designation of the concept (according to V.I. Karasik).

It should be especially noted that the use of semantic analysis with the help of a free-associative experiment in conceptual research facilitates to clarify the additional meanings of the word-names of the concept, as well as to reveal the value-associative potential of a particular concept, to reveal its ethnospecific uniqueness. The analysis of associations for a particular stimulus word allows to identify the cognitive features of the concept, its axiological understanding by a specific society-carrier of linguistic consciousness (see the work of A.A. Leontiev, E.S. Kubryakova, A.A. Ufimtseva, Z.D. Popova and I.A. Sternin, M.V. Pimenova, V.P. Belyanina and others; E.D. Suleimenova, B.A. Akhatova, N. Zh. Shaimerdenova, G.G. Gizdatov, Z.K. Sabitova, G.K. Ikhsangalieva and others). In this regard, the opinion of the researcher Z.K. Sabitova that “... words-reactions are those words that are directly connected in an associative verbal network (as a way of representing linguistic consciousness), covering with a certain completeness of the entire lexicon of

the modern “average carrier” of the language-culture, thereby allowing to identify the system of his cultural stereotypes, which reflects the peculiarities of the national character” [14; 312–313].

Conclusions

Thus, mandatory conditions for conducting a conceptual analysis by undergraduates should be: studying the available research approaches to the analysis of concepts (preliminary stage), choosing the most optimal approach applicable to a specific research topic (main stage), and then clearly defining the goal and objectives of studying the selected concept/concepts (directive stage, or in other words: the stage that determines the further actions of the researcher). In addition, it should be noted that the choice and use of specific methods, techniques, and methods of concept analysis also depends on the complexity of the concept or concepts selected for analysis, the specifics of the factual material presented by the researcher to illustrate and substantiate the main research results.

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И.В. Григорьева, А.Б. Туманова, Ж.Ж. Жарылғапов

Концептуалды талдау: оқытудағы ұстанымдар мен тәсілдер

Мақалада қазіргі лингвистикадағы концептуалды талдау алгоритмінің зерттеу тәсілдеріне қысқаша теориялық шолу берілген. Сонымен қатар, мақалада мына әдістер қолданылған: салыстырмалы-сипаттамалық әдіс, бақылау, талдау және синтездеу, жүйелеу және т.б. Концептуалды талдаудың мәні объектілер мен шындық құбылыстары арасындағы байланыстарды орнату және оларды тілде бейнелеу, сондай-ақ менталдық бірлік ретінде концептің мазмұндық құрылымын анықтау болып табылады. Авторлар магистратурадағы филологиялық цикл пәндері бойынша сабақтарда көркем мәтіндер негізінде талдау кезінде концептуалды талдау, оның кезеңдері туралы теориялық материалды жалпылауға және нақтылауға назар аударуды ұсынған. Семинарларда қолдану үшін концептуалдық талдау схемасы берілген.

Кілт сөздер: концепт, концепт құрастыру, концептуалды талдау, когнитивтік тілтаным, репрезентация.

И.В. Григорьева, А.Б. Туманова, Ж.Ж. Жарылгапов

Концептуальный анализ: принципы и подходы в обучении

В статье представлен краткий теоретический обзор исследовательских подходов к алгоритму концептуального анализа в современной лингвистике. Были использованы методы: сравнительно-описательный, наблюдение, анализ, синтез, систематизация и др. Выявлено, что суть концептуального анализа состоит в установлении связей между объектами и явлениями действительности и репрезентацией их в языке, а также в определении содержательной структуры концепта как ментальной единицы. Авторами на занятиях по дисциплинам филологического цикла в магистратуре предложено при анализе концептов на основе художественных текстов акцентировать внимание на обобщении и конкретизации теоретического материала. Кроме того, дана схема концептуального анализа для применения на семинарских занятиях.

Ключевые слова: концепт, составляющие концепта, концептуальный анализ, когнитивная лингвистика, репрезентация.

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