Cognitive Peculiarities of Compound Words in Literature

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Abstract: Compound words in literature can add depth and complexity to the writing. They often convey a specific meaning that cannot be achieved with individual words. However, reading and understanding compound words requires a certain level of cognitive ability, such as understanding the meaning of the root words, deciphering whether the words are being used literally or figuratively, and identifying any additional nuances created by the combination of words. Nonetheless, compound words can greatly enhance the richness and beauty of a literary work when used skillfully. In this article, we can discuss information about cognitive peculiarities of compound words in literature.

Key words: cognitive linguistic, compound words, literature, connotation, analytical methods, interactive way, writing skills.

Compound words in literature have a number of cognitive peculiarities that may impact the reader's understanding and interpretation of the text. Compound words often carry a specific connotation or meaning, and the reader must understand the individual components of the word in order to fully comprehend its intended meaning. Additionally, the use of compound words may create unusual sentence structures, which can increase the reader's cognitive load. In some cases, the use of compound words may also create ambiguity or uncertainty in the reader's understanding of a particular passage or concept. However, skillful use of compound words in literature can illuminate subtleties of meaning and create a more vivid and expressive reading experience.

Compound words in literature can have a significant impact on the reader's cognitive processing. The reader must be able to understand the meaning of the individual components of the word in order to fully comprehend its intended meaning. Slow or inaccurate decoding of compound words can increase the reader's cognitive load and reduce their reading fluency and comprehension. Furthermore, the use of complex or unfamiliar compound words can create barriers to understanding, particularly for readers who do not share the author's vocabulary or linguistic conventions. However, well-crafted compound words can add depth, nuance, and richness to literary works, enabling the author to express complex ideas and emotions in a more precise and evocative language. There are three different configurations for compound words: closed, open, or hyphenated. The connected words are not separated in closed form. The "joined" words still function as a single unit in open form, but in hyphenated form—you guessed it. There is a space between them. Between the combined words, there is a hyphen.

The formal "birth" of cognitive linguistics is simultaneously associated with the international linguistic symposium in Duysburg, Germany, which became the first international conference on cognitive linguistics in the spring of 1989. Participants in the symposium formed the International Association for cognitive linguistics, founded the journal cognitive linguistics, and created the series

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of monographs cognitive linguistics research, which later published the works of prominent representatives of the field.

In essence, cognitive linguistics took shape earlier than this conference, in the late 1980s. This is not the period of its appearance in science, but the period of its flowering, the time of publication of many works created in the spirit of this ideology. By the time of the official formation of the school of cognitive linguistics, a number of monographs had been prepared, which were later recognized as classics of this direction (e.g. George Lakoff, Johnson 1980; Johnson-Laird 1983, Fauconnier 1985, Lakoff 1987, Langaker 1987, and a number of scientific papers and pamphlets by scientists had been published)6.

Some other scientists, however, advance the idea that cognitology, as a science, as a relatively new field of linguistic and psycholinguistic research, was formed only in the early 1990s, when the First Journal "cognitive linguistics" dedicated to this approach was published. As the main goal of cognitive linguistics, it is determined to determine the participation and share of the language system in the process of cognition. The participation of language units in the linguistic reality of acquired knowledge and the determination of the role of linguistic activity in the formation and "processing" of information are some of the manifestations of cognitive analysis. Cognitivist-linguist is interested in the role of linguistic phenomena in the activity of thinking, the tasks they perform. But this interest is not simple. He (cognitivist) seeks out the causative causes of the relationship of linguistic and contemplative activities and tries to understand, analyze the texts of communication-linguistic structures, both content and content, which are the consequences of these reasons. Hence, cognitive linguistics is basically a field of science that studies, "explains" human linguistic activity in the connection of cause and effect.

Since comparing language units or fragments of a language system helps to gain a deeper and fuller understanding of the categories of each individual language, the problem of Comparative Study of languages is the focus of current linguistics. The implementation of linguistic research from a cognitive linguistic point of view and the transition to a new stage of analysis makes it possible to consider the problems of language acquisition in another point in the next period.

When comparing languages, a functional-cognitive approach and functional-semantic analysis are used, due to which, on the one hand, the uniqueness or generality of languages is evident as a result of the combination of universality and idea-ethnic States in the structure of the universe and thought processes, on the other hand, in the structure of language categories.

A cognitive approach that allows us to visualize the process of human locomotion as a dynamic phenomenon and can linguistically represent this dynamic state is very important and necessary. Cognitive science combined all disciplines related to the study of the human brain and its work in several directions: logical orientation, engaged in the study of the formal rules of thinking, neuro science orientation, engaged in mechanisms and processes on the basis of thought acts, psychological orientation, the focus of which is the problem of the interconnection of language and thinking, based on the study of

Cognitive orientation was traditionally present in science in the circles of philosophy and psychology. The issues of knowledge, perception, cognition of the outside world have been the subject of research in philosophy since antiquity. Currently, cognition is an interdisciplinary science, it is associated with the processes of operational thinking, knowledge of the universe and combines various disciplines (philosophy, psychology, linguistics, logic, anthropology, neurophysiology, cybernetics) to interpret certain aspects of a person. Cognitive science, which emerged as an interdisciplinary experiment in the study of the nature, structure and functioning of consciousness, found its continuation in modern linguistics, in which it describes "the results of object cognitive activity, which are collected and brought into a certain data system, which are somehow indicated in our consciousness, and form the basis of mental or cognitive processes", writes the famous linguist I.S.Kubryakova.

Cognitive linguistics is celebrating the emergence of a new direction in the circles of functionalism, it makes it possible to associate all language processes with the cognitive activity of a person, with

the acts of categorization and conceptualization of the universe. Conceptualization is one of the most important processes of human cognitive activity, it consists in the conceptual classification of the information being obtained and the separation of some kind of minimal units of personality experience in their content form. Conceptualization is inextricably linked with categorization, which is directed towards the unification of large discharges of language units that demonstrate similarity in one aspect or another, or are characterized as exactly the same categorization and conceptualization ensure that the knowledge of reality is regulated by dividing the results into certain categories related to concepts of different sizes. The results of this process are strengthened in the mind of a person through verbal means, that is, lexicalization. The linguistic picture of the universe, on the one hand, is associated with the reflection of non-linguistic relations of reality, on the other hand, embodies the results of the perception of the universe by the speaker.

The picture of the universe is a holistic, global image of being, which lies on the basis of all the spiritual activity of a person, all his connections with the universe - subject - practical activity, observation, mental understanding of the universe and feeling the world. The landscape of the universe consists of a central concept that expresses the uniqueness of a person's concept, his life.

In the cognitive paradigm, the so-called "scenarios", "frames", "prototypes", "gestalt-structures", classifiers that demonstrate the direction and forms of knowledge activation in human speech-thinking activity have long played a central role. In such an understanding, the lexeme is inherent in the structure of knowledge about the universe with its own meaning - in fact, the ability to manifest prototypes, frames into the universe, which are intermediaries between the content of the language and the reality being expressed6

With lexicographic descriptions, schemes, frames and scenarios concerning "intelligible" thinking fall within the structure of knowledge visualization. It is possible to add to them such mental phenomena as" insight "- "penetration into the essence". These are SEMAS that give information about the structure, design and functional purpose of the object: Scissors (a cutting instrument made of two wedges joined by a screw between two circular pens), umbrella (a device for rain or sun protection.

In addition to these, the structure of visions of knowledge also includes the concepts of figurative, spatial components, devoid of any sensory components of perception; they are excluded from the code with purely logical definitions: honor, prestige, glory (spiritual and moral principles of the individual worthy of respect and pride; good, undisturbed name, Pure name), conscience (the feeling of spiritual responsibility for the surrounding people, society.

Cognitive science makes it possible to associate all language processes with the cognitive activity of a person, with the categorization and conceptualization of the universe. Conceptualization is one of the most important processes of human cognitive activity, consisting of a conceptual classification of information coming to oneself. It focuses on the separation of some kind of minimal unit of human experience in an idealized sense. The conceptualization process is inextricably linked with categorization aimed at combining much larger discharges of units that show similarity in one aspect or another, or are characterized as exactly the same8material approach allows us to reveal how language elements work, act in speech. If the systematic-structural approach answers the question of the structure of the object, the functional approach allows one to answer the question of what is the function of this object.

The cognitive task is related to how the phenomena of the external world are reflected in the language through the perception and thinking activity of a person, that is, this task conditions the accumulation of the subject's knowledge and social experience. Giving his knowledge to another, individual separates himself from individualism and the universe, interpreting the communicative origin of thought. Cognitivism makes it possible to present the lexical system of language in a new discourse, explaining it differently through the prism of human thought perception. The composition of the dictionary, reflecting the processes of knowledge processing and preservation, the organization of knowledge at the beginning of a person, associated with the conceptualization of the experience of language owners, penetrates into the internal lexicon of a person.

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Cognitivism makes it possible to interpret in a new way the content of linguistic categories, their hierarchical structure, since it implies the systematization of all types of knowledge that rely on human cognitive activity. In terms of cognitivism, Language units are assessed as the perception of certain layers of human experience recorded in language. In this regard, during the analysis, it is necessary to determine how each of the categories recorded the structure of knowledge, what role it plays in the reduction and expansion of knowledge, to varying degrees the interpretation and implementation of a certain intension (intention) of the participants in the act of speech.

The cognitive approach makes it possible to take a fresh look at the question of the lexical system of language and the interdependence of grammar as two main branches of language, since in lexical content at the dictionary level, universal-conceptual categories are identified, which also come as basic concepts at the grammar level.

The cognitive approach can be used in the analysis of linguistic phenomena in both the grammatical sphere and the lexical sphere. Relying on cognitivism, word categories are used to analyze individual classes of words, such as verb-word-forming processes-functional-semantic categories, for example, the category of temporality characterized by a multi-layered structure is based on a person's cognitive activity of placing events in the center of time. The idea of the movement of time directly connects with events, situations.

Time is not observed and is recorded through events in the human mind, performing an eventful-distributive function in language. The speaker transfers the eclipse of events from a specific counting point of his or her choice to the time axis. Cognitive models of temporality cover various aspects of human experience, including a broad spectrum of time relationships.

The cognitive approach allows for a new interpretation of the general categorical meaning of word categories. For example, the study of quality as a sign of words is a study of different areas of thought, without resorting to the principles of understanding the universe in the process of knowing it cannot. Usually, adjectives are considered to name individual signs, properties of objects. But a lot of adjectives are visible in the language-that their content is determined by describing the whole situation, events.

The most important task of cognitive semantics is to describe the types or methods of transition from one meaning to another; this is done on the basis of different language and material of various lexical, word-making, grammatical meanings. The most important thing for cognitivism is to view language, first of all, as a connecting between speech and thought activity, on the one hand, and, on the other, by the functioning of language, as a cognitive mechanism.

It is difficult to reevaluate the importance of the cognitive approach in the study of the lexical system of language. The cognitive approach has been divided by the possibility of visualizing the semantics of language units in a completely different way, which consists in systematizing the vocabulary content of the language on the basis of global Concepts. Within the framework of cognitive linguistics, such a broad scientific paradigm, cognitive semantics, a separate section dealing with the issues of language comprehension and use, differs from the usual semantics in the way problems are posed and methods for solving them. The problem of the interaction of language and knowledge accumulated by mankind leads the issue of cognitive semantics to the first echelon of studies that allow a new understanding of the traditional topics of linguistics as a means of language cognition and related to the problems of interaction between language and thinking.

The problem of cognitive linguistics is focused on its main categories, namely categorization and conceptualization, concept, framework, concept sphere, gestalt, prototype, etc. Any linguistic work carried out in the mainstream of cognitive linguistics cannot ignore the named categories associated with cognitive linguistics.

Cognitive peculiarities refer to unique or unusual characteristics of cognitive processes, such as perception, attention, memory, learning, and reasoning. These peculiarities may arise in certain populations or circumstances, and can impact how individuals interpret and respond to stimuli in their environment. For example, individuals with autism spectrum disorders may exhibit cognitive

peculiarities related to social interaction, communication, and sensory processing. Some cognitive peculiarities, such as synesthesia, involve a merging of sensory experiences, while others, such as perfect pitch, reflect heightened sensory processing abilities. In literature, cognitive peculiarities may be represented through the language, structure, and symbolism used by authors to convey complex ideas and emotions.

Psychology-based language research studies the language in terms of basic cognitive systems, among which research on emotion, perception, memory, attention and thinking has a long history. Research in this area is based on laboratory experiments or instrumental search. With the development of traditional experimental techniques relatively backward, later emerging spatial technology, new advances have been made with research based on psychological experiments such as brain scanning and brain imaging, which can provide intuitive comprehension evidence for language perception, but their chances of solving linguistic problems are still very limited.

The study of language forms is one of the main tasks of linguistics. The problem of categories and categorization (categorization) is the focus of study of forms. Cognitive linguistics focuses on the basic question of how categories represent human consciousness, that is, how we categorize things. Traditional theories about categories are based on common attributes, and recent research has shown that the categorization problem is much more complicated than this. Among them, prototype theory (prototype theory) determines that the categorization of humanity follows some basic principles that are far beyond the scope of common features. Not today, Langaker has also mentioned two concepts of categorization: one categorization by prototypes (categorization by prototypes), the other categorization by schemes.

The main issue involved in the cognitive analysis of language is finding answers to two questions about what language is and what methods and structures language is composed of. There are different views on what language is, which can be conditionally divided into two large groups: a group of researchers is a language-an objective phenomenon, it exists independently of the psyche of a person, it can be seen as an area of objective research.

The conceptual structure is the basis of the human system of cognition. Humanity cannot recognize itself and the world without the conceptualization process, the conceptualization process involves two aspects of ability: one is abstract ability and the other is imagination ability. The external appearance of the conceptual system is language. The concept has its own structure, but the existence and development of the concept has a close connection with the existence and development of the language.

The outside world manifests as objects and their properties. The external world does not depend on the subjective knowledge of people, but the description and description of the external world is inseparable from the understanding system of people. People always use concepts that are familiar to them in order to understand and recognize beings from the outside world. The shape and meaning of the language establishes a mapping connection with the outside world through conceptual structure. The knowledge system is the sum of a person's cognitive experience. The system of human knowledge involves the classification of the outside world and the recognition of beings in the outside world as familiar, qualities of beings as familiar, and relationships between beings.

Conclusion. Thus, having considered the cognitive foundations of language, we came to the conclusion that only with a multifaceted and complex approach to describing the foundations of linguistic knowledge, mastering it and explaining the methods of using linguistic capabilities, it is necessary to hope for solving problems. we determined. Such an approach to the complex study of linguistic phenomena can be explained by the fact that in each case the unifying link, and at the same time the main, main factor, is the person and his abilities and needs.

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