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Cognitive Principles as the Main Principles of Expressing Ideas in Literary Text

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Annotation: In the system of general linguistic and linguocognitive research, along with the study of language categories, categorization and conceptualization of knowledge, as well as the processes of identifying and learning cognitive principles that determine the specific characteristics of information expression and distribution are of particular interest. A literary text can be described as a combination of a number of literary images formed as a result of a combination of different texts and literary activities and forming a literary text. These images are formed in the mind of the author and the reader, who are considered participants of the literary dialogue, and embody specific linguistic forms of aesthetic -literary existence.

Key words: cognitive principles, cognition, communication, literary text, correlation.

The creation of a literary text requires adherence to certain norms, of which communicative and cognitive approaches are considered as the most important. A one-sided approach to the text, that is, communicative or only cognitive, is not enough. It can be conditionally interpreted as the transfer of linguistics to an anthropocentric paradigm based on the connection of language use with human cognitive activity. According to ES Kubryakova, when describing any language phenomenon, its two functions - cognitive and communicative - should be taken into account. It is precisely this approach that we carry out our research. After all, it is impossible to create a perfect literary text without these approaches, and this can only be achieved through cognition and communication. It is worth mentioning that this process directly requires the application of cognitive linguistics and cognitive stylistics, which is its branch.

It is known that the structure of information plays an important role both in its reflection and in the process of speech perception. As stated by ES Kubryakova, in processing language knowledge, it is necessary to study not only mental knowledge that occurs during processing or is erased from long-term memory, but also the process or operations that take place in it [Kubryakova, 1996]. In other words, when examining the text from the point of view of cognitive linguistics, it is necessary to pay great attention to the cognitive principles of the representation of information in the text. These principles include iconicity, foregrounding, redundancy, and economy.

Cognitive principles are one of the most complex and controversial issues in modern linguistics. In "A Brief Dictionary of Cognitive Terms" (1996), cognitive principles are defined by Luzina as "cognitive relations and cognitive constraints on the expression of information in speech/text; , the sequence of its presentation, etc. [Luzina, 1996].

As a complex cognitive structure involved in the organization of speech, two main cognitive principles are distinguished - the principle of similarity of form and meaning (the principle of

iconicity) and the principle of distinguishing "given" information from "new" information. In addition, another important cognitive principle - the principle of orientation in the text also serves as a prototype for expressing the knowledge of the speaker about the normal structure of the text [Luzina, 1996].

It should be noted that the above principles, when analyzed from the point of view of cognitive stylistics, are considered through the prism of analysis of stylistic tools (metaphor, metonymy, antonymy, irony, gradation, epithet, zeugma, etc.). The main emphasis is on certain cognitive principles, their specific characteristics, linguistic and extralinguistic factors.

A literary text can be described as a combination of a number of literary images formed as a result of a combination of different texts and literary activities and forming a literary text. These images are formed in the mind of the author and the reader, who are considered participants of the literary dialogue, and embody specific linguistic forms of aesthetic -literary existence. One of the important features of the cognitive approach to the literary text is the use of cognitive units - concepts. For example, it is very difficult to reflect the equivalent version of cultural information without mastering the components that embody it. In fact, a high-quality literary translation is based on previously formed knowledge about the traditions, customs, literature, culture, stereotypes and history of the country that uses this language. The communication between the author and the reader and the characters of the work are described using literary concepts.

The term "information" is widely used in both cognitive linguistics and text theory. Based on this term, certain concepts, in particular, knowledge expressed and explained through language forms, as well as communication reflected in the form of text in the process of communication, are combined [Kubryakova, 2004].

In modern linguistics, great importance is attached to information and its classification. Galperin divides information into three types:

a) fact-based;

b) hidden;

c) Conceptual [I. R. Galperin, 1981].

A key factor in this differentiation of information is the focus on the literary text and its interpretation. In this process, the main goal in the interpretation of a literary text/speech is to reveal conceptual information that reflects the author's individual world view.

Information in the written text is organized in terms of new and old elements. Analysis of the information structure in language learning on the basis of functional theory is considered as a process of interaction between known and existing and new concepts for language users [Prince, 1981; Halliday, 1985, 2004]. In this context, old and new concepts refer to information that can be retrieved from context (verbal or non-verbal) and non-retrievable, respectively. Within this analysis, the information structure in the text is related to the thematic structure.

According to the principles of expressing information in the literary text there should be a correlation between old and new information to create relevance. This principle, which is not specifically defined for a certain group, can have a negative effect on the communicative nature of the text. After all, in order for speech or text to be fluent and easy to understand, old and new information should be reflected in the speech at the same time.

As above mentioned, the fact that the expressed information is based on the cognitive/functional principle means that it reflects the sequence of old and new information and the relationship between them. Achieving the interrelation between old and new information in the text requires the speaker to be able to choose the theme and the rheme and to have the ability to syntactically vary the sentences.

It is explained by most specialists that the features of attracting attention depend on the level of clarity and clarity of speech elements. After all, perception and depth of thought are the main signs of reasoning and understanding. Regardless of how the sentence is structured, we use special

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elements to attract attention. In this sense, focus and consistency depend on the content structure chosen by the speaker or writer.

As a result of the research carried out in modern linguistics, certain new information about the literary text was introduced. In particular, maintaining a balance between the above-mentioned two types of information is considered the primary factor in forming the basis of the text structure . It should be noted that the new information is understood only against the background of the general knowledge already known in the literary text, which is related to the general knowledge of the addressee and the addressee (writer and reader) and the concept of the linguistic person in the language. Reflects on the wall.

In the cognitive structure of the literary text, expression of opinion and dissemination of information are considered important. There are several important cognitive principles of expressing ideas in a literary text:

➢ principle of iconicity;

➢ principle of old and new information;

➢ the principle foregrounding;

➢ The principle of linguistic integrity.

Another important principle of expressing ideas in a literary text is relevance. According to it, the most important and significant information is determined in a certain way in the structure of the text and is given special emphasis. The language units in the text and their reflection in the speech are closely related to the elements that are considered the most important from the point of view of expressing ideas. The addressee determines the relevant information and reflects the structure of the text in its own way.

Nowadays, this is one of the theoretically important principles of expressing ideas in literary text in many branches of science, in particular, stylistics, cognitive linguistics, and text linguistics.

Conceptualization is also one of the most important concepts in cognitive linguistics, and text linguistics also has an important foundation. The reader or the addressee draws a conclusion for himself based on the information contained in the text, as well as based on the knowledge of existence. This means that conceptualization is considered one of the most important cognitive processes and is a process that serves to know the processes related to human activity, to systematize knowledge based on elementary conceptual meanings, and it also participates in the mechanisms of inference and uncovering hidden information.

Another approach to the expression and analysis of ideas in the literary text is related to the relationship between text linguistics and linguoculturalism. It is known that effective communication in a broad sense is based on deep knowledge and concepts of the participants of the dialogue that are inextricably linked with culture, including lifestyle, mentality and worldview, spiritual value system, customs and traditions. Formation is impossible without skills.

Summarizing the above, the following conclusions can be drawn:

➢ the study of literary text from the perspective of an anthropocentric paradigm requires close relations between branches of science such as text linguistics, communicative linguistics, cognitive linguistics and linguocultural science;

➢ the communicative model of the characteristic description of an literary text approaches the text as the main unit of communication, two-way communicative activity involving the addressee and the addressee factors, and a wide socio-cultural context;

➢ The study of the literary text from the perspective of cognitive linguistics reveals the complex cognitive structure of this phenomenon based on structural features and cognitive principles of information representation, interpretation aspects directly related to conceptualization and categorization.

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The study of cultural concepts as content-thematically dominant, the text reflects universal, national-private, individual-personal ideas and the author's unique linguistic world view requires consideration as an image.

The cognitive essence of the text is that any text includes aspects aimed at understanding and interpreting, cognitive processes, that is, expressing the semantic content of the text. In other words, the perception, understanding and interpretation of the text is a complex cognitive process and means cognitive processing of textual information, which includes conceptualization and categorization of information about the entity reflected in the text.

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