



LINGUISTIC AND NON-LINGUISTIC KNOWLEDGE STRUCTURES AND THEIR TYPES

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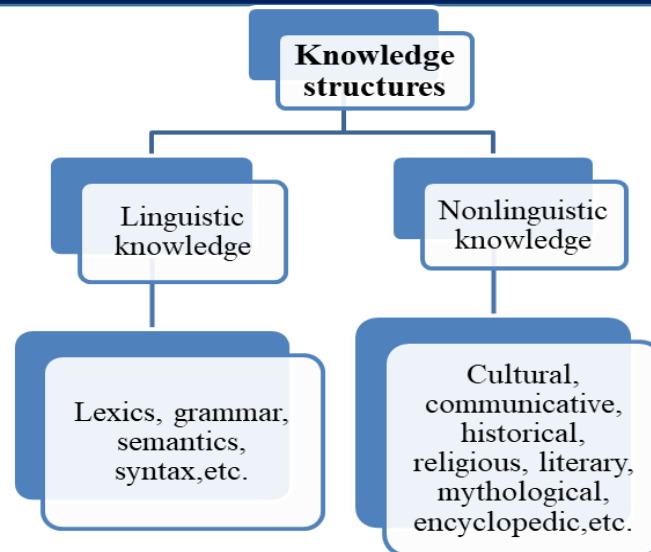
ABSTRACT

Aim and tasks of the research is to discuss the cognitive essence of some stylistic devices, their types and utilization in different texts. To achieve the aim, the following tasks were set: to study the main problems and notions of stylistics and cognitive stylistics and its branches; to define the term cognitive metaphor and to reveal the differences between cognitive metaphor and traditional metaphor; to discuss the theory of conceptual blending, conceptual domains and stylistic devices based on these cognitive principles; to discuss the principle of redundancy as excessive usage of linguistic means; to discuss the principle of knowledge structures and their types; to reveal specific features of stylistic devices based on conceptual blending, principle of redundancy and knowledge structures.

Introduction

The notion of Knowledge structure is one the main notions of Cognitive linguistics. Therefore, it is really important to define it and its types as well. Knowledge structures can be defined as blocks of information

including a system of interrelated concepts. Another definition of knowledge structure is as follows: knowledge structure is a system of linguistic and non-linguistic knowledge to which linguistic units provide access.



The main two groups of knowledge structures can be differentiated: linguistic and non-linguistic. Linguistic knowledge contains the knowledge of lexics, grammar, semantics, syntax, etc. Non-linguistic knowledge includes different types of information: cultural, communicative, social, religious, historical, mythological, literary, encyclopedic, etc.

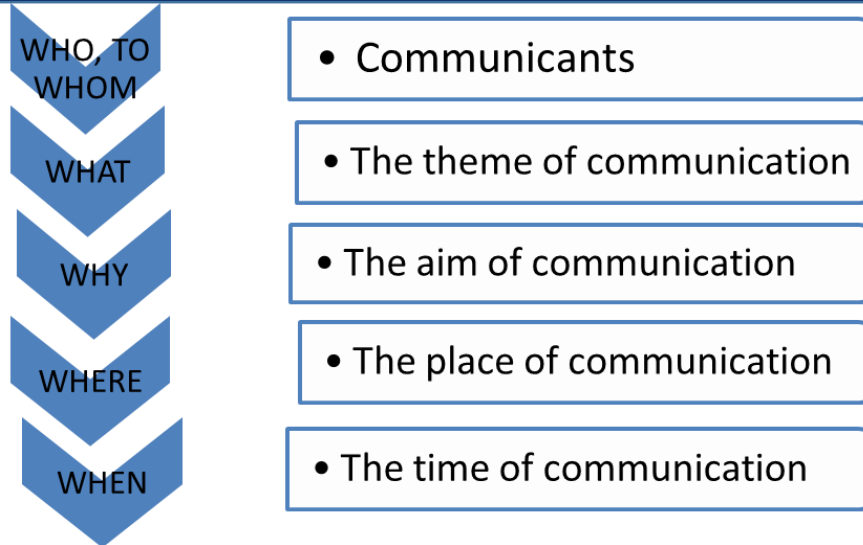
Cultural knowledge contains the information about culture, traditions, customs, history, art, literature, cultural values, symbolisms, religion of different nations. There are different definitions of the notion culture. Culture can be defined as a complex whole which includes knowledge, beliefs, arts, morals, customs and traditions, capacities and habits acquired by a person as a member of the society. Besides, culture can be interpreted as the way of life, the people's behavior patterns and attitudes.

Communicative knowledge includes communicative aim, intention, situation, strategies.

There are different types of communicative aims:

- To inform- to state- to affirm;
- To pass- to describe- to tell- to evaluate - to depict - to review;
- To explain – to compare – to summarize – to generalize – to conclude;
- To prove – to deny – to expose;
- To comment – to argue;
- To urge – to ask for – to call for – to appeal – to demand - to instruct – to order;
- To ask

Communicative situation is considered to be a complex of internal conditions that the communicants keep in mind while they are speaking. E. S. Anzaurova states that communicative situation consists of a chain questions as it is given in the following figure:



From this we can understand that communicative situation can be presented by the following parameters:

- the subject and aim of communication;
- the factor of addresser and addressee, their social, ethnic, individual, characteristics;
- place and time of communication;
- sociocultural context.

Materials and methods

All of these parameters play an important role in communication to achieve understanding and effectiveness. Communicative situation embraces linguistic and extralinguistic factors. At the same time, it reflects the content of communication suggesting a theme. However, the form of expression will be defined with the help of extralinguistic factors such as the aim of communication (to inform, to ask, to persuade, to make smb. do smth., to order, etc.); the place (in the office, at the party, in the stadium, in the hospital, at the theatre, etc.); time (now, yesterday, tomorrow, in the past or future, in the morning, etc.); linguistic personality of the communicants (gender, age, nationality, profession, social status, education, role relations, etc.);

sociocultural context (social, political, cultural views and values).

The factor of addresser and addressee are the main constituents of communication. The addresser sends a message to the addressee. The addressee is the person to whom a message is encoded. During the communication the addresser reflects his views, opinions, evaluations, attitudes, outlook of the world.

As for literary communication, the factor of addresser is of paramount importance. The addresser's views, opinions, attitudes, evaluation and world outlook are presented in the text created by him. He intends to exert a certain influence on the reader. The addressor is represented in the "author's image" in literary communication. The famous scholar V.V.Vinogradov introduced this notion. According to him, the author's image" is a centre focus of the work, which combines all the parts of the work into a unity. The author's image in the fictional text is expressed explicitly, but more often implicitly. There can be differentiated different ways of expressing the author's image: the plot composition, the choice of words, syntactical arrangement of the text, etc. However, The role of stylistically



marked units in asserting the author's position in the text is difficult to overestimate. With the help of stylistic devices, the author expresses his evaluations, subjective modality and emotional impact on the reader.

Results and Discussion

Social knowledge is the knowledge about people's social and professional status, educational and cultural level, gender, age, provision and psychological character. Extralinguistic factors include social and cultural context of the text. In other words, in order to understand the deep layers of the text, the addressee should be aware of socio-cultural background which includes the information about social and political system of the country to author belongs to the economic development of the country, its national cultural specifics, ideology, etc.

One more factor is called historical context that includes the time or the period in which the literary work is written. This context influences the reader's understanding of the text. These settings embrace culture, education, people, institutions with whom people interact, ideology, traditions and values of the people. All these factors have influences on text perception and understanding of the text on reader.

Conclusion

In conclusion, it should be stressed that a new cognitive approach to stylistic devices makes it possible to present a new classification of stylistic devices based on cognitive principles. This assumption makes a certain contribution to cognitive stylistics in general and theory of stylistic devices in particular.

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