COMMUNICATIVE-COGNITIVE APPROACH TO THE STUDY OF DISCOURSE IN LINGUISTICS

INTRODUCTION

The relevance of the research is due to the need to study the theory of discourse in linguistics, as a means of forming new approaches to various sciences, and not only of a social nature. Consideration of linguistic structures have constitutive and causal power, which requires researchers to pay close attention and further study of discourse in conjunction with the social, cultural, national, and personal qualities of communicants. Studying the theory of discourse with an assistance of discourse with the help of a communicative-cognitive approach and adopting a speech act as a minimal unit of discourse makes it possible to consider the genres of discourse, study them, and develop new concepts.

The novelty of the research: in the course of the study, an analysis of modern trends in the study of discourse in linguistics through a communicative-cognitive approach was made.

The objective of the research is to determine the features of the communicative-cognitive approach to the study of discourse in linguistics.

Modern researches in the field of linguistics are based on an approach to discourse as a dynamic, developing phenomenon. Thus, the examination of the nature of verbal communication, its principles, and the analytical categories are based on new approaches, among which possible to single out the communicative-cognitive paradigm of the language process study.

The communicative and cognitive orientation is based on the significance of the concepts of person, subject, personality, activity and the interaction between them. This thesis, as a conceptual linguo-didactic idea, determines the scientific support and methodological support of researches.

Van Dijk, who studied discourse in modern realities, described it as a speech stream in constant motion, absorbing a combination of diverse signs of the historical era, social, national, cultural, and personal characteristics of the participants of communication, both the locutionary target and the locutionary source (VAN DIJK, 1998).

The discourse reflects the mentality and culture on various levels: national, private, and individual. A discourse is a text in dynamics, a process of generation, perception and imitation. Understanding of discourse can be considered a complex communicative phenomenon, which includes extralinguistic factors in addition to the text. This is the possession of information about the environment, about the recipient, target of the communication, about the goals of the discourse and the attitudes between participants of communication. These factors are necessary for full awareness and comprehensive interpretation of messages.
LITERATURE REVIEW

Today, one can note the increased interest of scientists in the study of discourse and its structure in various linguistic schools. Therefore, among the significant works on the analysis of discourse that have formed a modern understanding of it, one can single out:

In the work of M. Warren “Just spoke to: The types and directionality of intertextuality in professional discourse”, the features of the methodology and classification of professional English discourse are revealed (WARREN, 2013).

Kibrik in his work, “Analysis of Discourse in a Cognitive Perspective” formed a holistic model that allows evaluating the relationship between the elements of problematic linguistic analysis of the discourse. The author tried to combine heterogeneous discourse phenomena and create a consistent as well as a coherent description of them (KIBRIK, 2003).

Krasnykh, in the article “Theory and History of Linguistics”, defined the concept of discourse, both in its broad and narrow sense, having examined them in detail. Besides, the author identified two levels of discourse, linguistic and lingual-cognitive, as well as determined their properties, characteristics and principles. The former one has a connection with the language, manifesting in the means of the language used and revealing itself in the discourse as a result. The latter level is interconnected with linguistic consciousness. This level determines the selection of the means of the language and affects the generation and the perception of the text. Second form appears in the context, characterizing the discourse as a process (KUBRYAKOVA, 2000).

Makarov in the monograph, which is a landmark book containing an examination of the scientific literature on the problem of discourse analysis, proposed the concept of language communication, formed the basis of the theory and methodology of the study of discourse (MAKAROV, 2003).

Selivanova in the article “Nomination and Cognition: a new typology of motivation of linguistic units” substantiated the new concept of motivation as an end-to-end linguo-cognitive operation, whose result can be considered the building of an onomasiological sign structure in the projection onto the structure of knowledge about the signified matters. The author proposed new principles of classification of motivational relations (SELIVANOVA, 2011).

Van Dyck in “Discourse as Structure and Process” provides the basic principles of discourse analysis that developed at the end of the 20th century. The author fully reflected the understanding of discourse and methodology, which are today the basis for further research (VAN DIJK, 1997).

In the work “The Language Circle: Personality, Concepts, Discourse”, V.I. Karasik analyzes the main problems of the theory of discourse and linguistics, offering a formed typology of linguistic personalities in various aspects. In addition, Karasik considers cultural concepts: quanta of experienced knowledge, which in the complex can be called the concentrated experience of society, nationality, and all of humanity (KARASIK, 2002).

In the 2019-2020 years, the main topic of following investigation is actual. Authors S. G. Vorkachev and E. A. Vorkacheva point out that there is no universal definition of discourse. This is due to the fact that “discourse” has many meanings. In turn, the lack of a clear and meaningful definition of discourse leads to the impossibility of unambiguous classification of its varieties and special attention had been considered to the thematic discourse (VORKACHEV, VORKACHEVA, 2019).

RESEARCH METHODS

During writing an article, the author was guided by his own experience and material obtained as a result of the analysis of scientific literature on the problem. Peculiarities of the concept of “discourse” and its interpretation from the perspective of various linguistic schools, as well as various sciences, are considered on the basis of the works of T. van Dijk “Handbook of discourse analysis” (classification of discourse theories based on the disciplinary-genetic approach) (VAN DIJK, 2003), J. Torfing (based on the post-structuralism tradition of discourse analysis) (TORFING, 2005), L. Phillips and M. Jorgensen “Discourse analysis: theory and
method” (analysis of three discourse theories based on constructionism as a unifying metaparadigm) (FILLIPS, YORGENSEN, 2004; BART, 2009).


RESULTS

The discourse is a complex phenomenon in the communication process, which has the features that conducts the relationship of discourse with the product of linguistic manipulation. Among these specific features are relevance, homogeneity as well as ideological and genre affiliation. Some researchers identified homogeneous properties of discourse and verbalized activity (social community, correlation of the phenomenon with the cultural layer).

In linguistics, such a division of views is determined by the multidisciplinary of approaches. Since the study of discourse is carried out during assessing the trends and innovations of interchangeable disciplines, as well as due to the established synthesis of two leading areas of research: communicative and cognitive. It is necessary to note that the study of discourse in various fields of linguistics and cognitive science forms a kind of barrier between other linguistic phenomena due to paying attention to the linguistic side of the discourse only.

In a broad sense, discourse is a generalized communicative phenomenon that occurs between the locutionary source and the locutionary target in a specific spatio-temporal context. Communication can be written or verbal and include non-verbal as well as verbal elements.

According to Van Dijk’s concept, the principles of linguistic social functioning are recognized and evaluated from the position of a pragmatic approach to the concept of discourse. Also, when social factors are considered, such as personal characteristics of participants in the process, their emotional mood, feelings, ethnic, national, and social affiliation can be mentioned.

Understanding of discourse takes place in a clear relationship with the cognitive processing model, which transforms discourse into an object of communicative-cognitive linguistics. Due to the fact that the discourse reflects the essence of diverse knowledge, arranged in a hierarchy, which are necessary for the initiation and understanding of speech. These processes involve strategies for selecting information that is important for participants in a particular context.

The concept of “discourse” was first used by Z. Harris, who was trying to introduce the distribution method and transfer it to a coherent text from the sentence (Habermas, 2006). Until the 70s of the 20th century, linguistics was based on the proposal of Yu. Habermas who drew attention to the relationship of discourse with speech, considering the discourse in the context of speech communication, considering social rules, norms and values for the first time (BENVENIST, 2002). E. Benvenist highlighted the meaning of discourse as “speech attributed to speakers”. In this connection, the speaker (PLUNGYAN, 2018) tied the interpretation of the term to the process of creating the text.

Summing up the meaning of the concept of discourse it is possible to distinguish that discourse is a capacious term that contains linguistic and extralinguistic properties. It also has an attachment to the context of ideological and genre affiliation, uniforms the meaning and relevance to particular situations. In addition, the discourse is interconnected with cultural layers, current historical period, and relational social structure.
Plunyan considered discourse in a broader sense than text: as a result, and process of linguistic activity. In this connection, two discourse levels can be distinguished (PLUNGYAN, 2018):

- Interconnection with a coherent speech flow, a text, a completed speech creation, accompanied by communicative adequacy. At the same time, discourse can be expressed as a community of generated texts through language tools.
- Interconnection with the mental processes of the locutionary source and the locutionary target, including psychological, sociocultural, and national characteristics, attitudes, strategies for comprehension and generation of speech, which determine many speech factors: such as speech coherence, pace, and selection of means for its realization.
- M. Foucault in his works examined the problems of the implementation of discursive practices, which contains the following principle (FUKO, 2008):
  - A commonness of anonymous historical rules that must be considered defined in specific economic, geographical, and linguistic spaces by performing the function of utterance.

Thus, the discourse was perceived by the researcher as a common space in which a number of various temporal and spatial signs are placed, making it possible to go beyond the limits of one text. Whereas discursive practices were regarded by the author as a historical anonymous collection of rules of a particular era in a specific geographical, economic, political, and linguistic space in accordance with the conditions for performing the function of utterance.

Considering the structure of discourse from the perspective of various sciences, it is possible to say that micro-level linguistic studies the concept of discourse in contrast with literary criticism. The micro-level includes consideration of:

- semantics, syntactics, pragmatics;
- modeling of interpretation and staging of discourses.
- Discourse is a complex cognitive structure based on the following principles:
  - iconicity, i.e. the correspondence of the ideas about space and the ways of their representation displayed in the language;
  - separation, i.e. information is divided into known and unknown for locutionary targets.

Such principles are directly related to the phased process of reasoning, when the thought of the participants in communication, logically flowing from the previous one, determines the birth of the next thought. The principles are based on knowledge, which is formed through the generalization of a complex of facts. And the transformation of real situations is due to standardized representations of typical situations and the presence of prevailing scenarios.

Demyankov suggested the discourse, as a set of sentences, centers the content on a basic concept of “topic of discourse” (DEMYANKOV, 1994). Moreover, individual sentences are elements of discourse, which logical content is called propositions. The latter are connected with each other by relations on a logical basis: disjunction, conjunction.

The interpreter, when recognizing the discourse, correlates the basic propositions with the general meaning, adding new information to the mass of the previously received intermediate or preliminary interpretation. Thus, it forms a variety of links within the text. Interpretation as a process recreates the mental world in which the locutionary source described the current state of affairs (both real and imagined).

Discourse analysis determines the need to develop language tools when the interpreter affects not only personal linguistic knowledge but also uses a general background information about the real world. This is due to the processes of interaction of databases located in the cognitive human apparatus occurring in the process of generation and comprehension of speech.
DISCUSSION

After considering the concept of discourse and its features, it is necessary to move on to the communicative-cognitive approach. Discourse, despite the recent formation as an object of research, has become one of the most actively developing linguistic trends. Thus, a commonality of diverse situational characteristics in which discourse arose forms an environment of existence. Today, linguists are studying such types of discourse as advertising, political, medical, technological (computer), educational-pedagogical, and others.

The theory of text, which includes narrative linguistics, was formed in the niche of classical structuralism, and the starting point of analysis for it was a work of written speech, a static object. At the same time, the dynamic principle is present in interpretative acts of the text by recipients or researchers. Based on the text in the analysis, the researcher tries to recreate the cognitive-communicative and objective situation, which could become the basis for the work.

Meanwhile, the analysis of discourse is aimed at setting the activity paradigm. That is when studying discourse through a communicative-cognitive approach, language is not explored as a phenomenon, it is not self-valuable. Language is included in human activity as one of its most important tools, as it is most important product.

Considering the types of discourse from the position of a communicative-cognitive approach, we can distinguish the following classification (KULIKOV, 2005):

- by the way of representing the discourse;
- according to the communication status of the participants;
- in accordance with the behavioral type of participants;
- depending on the surrounding situation.

The use of additional features of the division of the discourse into types makes it possible to highlight its specific varieties. Additional features include:

- communication hierarchy;
- national-cultural component;
- emotional component;
- professional features of communicants;
- the presence or absence of a non-standard general situation;
- the presence of non-verbal components.

Specific types of discourse include:

- written/oral;
- conducted exclusively by professionals;
- conducted by specialists in conjunction with non-professionals/only by non-specialists;
- discourse with different hierarchical positions of participants;
- negative discourse without considering the national-cultural factor/positive discourse considering this factor;
- discourse with/without considering the polite factor;
- discourse with/without a non-standard situation.

Considering a speech act in a discursive structure, it is possible to say that a discourse system is an alliance of result and process, a text in a real-life situation that can be divided into generation, perception of discourse (with heuristic purposes), or the dynamic aspect that is the flow of the discourse and the text itself, i.e. static aspect. Hence, the text is one of the elements of discourse, the communication process that builds the structure of the text. Discourse is a...
relationship between utterances that connect them and generalize into a single formation of discourse.

Van Dijk proposed to consider communicative acts and communicative events as discursive units, the analysis of which considers the locutionary source and locutionary target, their multidisciplinary characteristics (as we have already reported, social, national, cultural, and personal aspects).

Since the communicative act is taken as the minimum unit of communicative impact, the exchange or elementary cycle should be considered the unit of communicative interaction. Discourse can be characterized as a multilevel system consisting of diverse units, in which indirect correspondences to the speech system are revealed, despite the fact that the systems themselves are different. Discursive levels are determined by communicative-cognitive attributes, while language levels are determined by structural ones. At the same time, speech units interact with discourse units: utterance, cue, micro- and macro-dialogue have a correspondence in the course, exchange, transaction, speech event, and discourse.

The controversial issue is the adoption of a speech act as a discursive unit. Classical theory characterizes a speech act as a minimal unit of speech action (OSTIN, 1999), the scope of which is limited by the intent and its characteristics. However, the new communicative-cognitive approach, which is characterized by postmodernism instead of realism and constructivism is preferable to interpretationism, fills the speech act with new meaning. The discursive meaning as a construct in the interpretation demonstrates the active role of the locutionary target, which requires special attention to the context and communicative situation.

The discourse, having an interactive nature, determines the nature of the speech act, which is not just an action, but an interaction, a communicative-cognitive unit. Thus, the speech act, which is the speech interaction of the listener and the speaker to achieve the concrete perlocutionary goals of the locutionary source by forming a discursive meaning within the communicative act, can be called the minimum unit of the discourse.

In the speech acts, the following aspects can be distinguished:

- of locutionary source;
- of locutionary target;
- intentional (creating an anthropocentric complex in a speech act that characterizes communicants and their goals);
- contextual;
- situational;
- meta-communicative (characterizes the ways of implementing a speech act);
- denotative;
- locutionary;
- illocutionary (the main part of the speech act, characterizing its form, content).

Speech acts, combined in one aggregate and sequence, form a speech course, despite the fact that it can include only the speech act of the locutionary source alone. The speech course is similar to the concept of a replica, it is determined by the speech framework of one of the participants in communication.

The sequence of speech moves that are interconnected, develops into a speech step, which is explained as a dialogical set. The latter as a speech unit is an exchange of two speech moves, while complex exchanges include more than three moves. When analysing discourse in communicative-cognitive linguistics, attention is not paid to the opposition of interaction and action (significant for the classical approach), since the communicative-cognitive approach is characterized by understanding the meaning as a construct and emphasizing the active role of the addressee in its use, which allows us to interpret each unit of discourse as interaction.

Several generalized consecutive speech steps are a transaction that is similar to the concept of micro-dialogue in speech. M. Matyukhina singled out the transaction of establishing,
maintaining and opening contact, that is, discursive transactions correspond to communication phases.

The largest component of the discourse structure is a speech event. It is a completed speech interaction, and in speech, it corresponds to a macro-text or macro-dialogue. T. van Dijk noted that a speech event implies the ability to use language to convey beliefs, express emotions, which is part of complex social events.

The actualization of the structure of the discourse, the categories of oral and written forms of discourse makes it possible to separate specific genres of discourse (advertising discourse, art discourse, newspaper news, and so on). M. Bakhtin, anticipating the works of van Dijk, developed the theory of speech genres, although his work was not formed into a separate concept (BAHTIN, 2000).

Carrying out the relationship of speech behavior with social factors, M. Bakhtin defined the speech behavior of people through the terminological base of social psychology, taken in various forms of expression (exchange of thoughts at events or meetings). V. Dementyev interprets the speech genre, starting from Bakhtin’s achievements as “verbal design of a typical situation of social interaction of people” (WARREN, 2013). If we use the traditional stylistic concept of the genre, while using a pragmalinguistic understanding of discursive units, then the theory of discourse can be viewed from the perspective of stylistic features of the discourse and its units. In this case, you can explore discursive strategies in specific genres.

Summarizing the above, the following principles of the study of discourse in the framework of the communicative-cognitive approach can be defined:

- communicative-cognitive research paradigm;
- lack of separation of cognitive and communicative factors of communication;
- highlighting the active role of the locutionary source and target in the discourse;
- perception of the meaning of discourse as a structure produced by the locutionary source and target in the course of communication.

Moreover, the object of study of the discourse will be not only the discourse itself but also its units.

**CONCLUSION**

There are many definitions of discourse, which are formed in line with various approaches to the study of discourse. In the article, it had been relied on the interpretation of discourse as a multifaceted communicative-cognitive system defined by a complex of three aspects: the translation of beliefs and ideas that is cognitive, the interaction of communication participants in specific conditions and contexts that are communicative. However, it is appropriate to cite the third aspect as a linguistic usage.

The minimal discursive unit in the communicative-cognitive approach is the speech act, which is the speech interaction of the locutionary source and target to achieve specific perlocutionary goals of the addressee by building a discursive meaning in the course of communication. The speech act includes several aspects such as the locutionary source and target, inter-ethnic, locative, illocutionary, situational, denotative, metacommunicative. It unfolds according to a specific cognitive scenario, considering the communicative features of the act.

In our opinion, a speech act is an adequate means of designating a minimal discursive unit, since the communicative-discursive approach presented a new look at the interpretation of the concept. In addition, the use of a speech act as a unit of the designation of a minimal discursive unit is convenient for the implementation of the linguistic description.

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RESUMEN
El artículo considera las características del enfoque comunicativo-cognitivo del área temática del discurso y su interpretación en lingüística. Los autores dan varias visiones sobre el concepto de discurso, sus principales características y enfatizan la interactividad de su naturaleza. En general, la interpretación del discurso como un sistema comunicativo-cognitivo multifacético se vio a través de un complejo de tres aspectos: la traducción de creencias e ideas que es cognitiva, la interacción de creencias e ideas que es cognitiva, la interacción de los participantes de la comunicación en condiciones y contextos específicos que son comunicativos. El artículo presenta la estructura del discurso desde la perspectiva del enfoque comunicativo-cognitivo, analiza todas los elementos de la estructura. La posición sobre el acto de habla se considera una unidad discursiva mínima y se considera por separado la posibilidad de su uso para descripciones lingüísticas. Se destaca el principio de desplegar un acto de habla de acuerdo con un escenario cognitivo específico con respecto a las características comunicativas del acto.


ABSTRACT
The article considers the features of the communicative-cognitive approach to the subject area of discourse and its interpretation in linguistics. The authors give several views on the concept of discourse, its main characteristics and emphasize the interactivity of its nature. Overall, the interpretation of discourse as a multifaceted communicative-cognitive system was viewed through a complex of three aspects: the translation of beliefs and ideas that is cognitive, the interaction of communication participants in specific conditions and contexts that are communicative. The article presents the structure of discourse from the perspective of communicative-cognitive approach, analyzes all the elements of the structure. The position on the speech act is viewed as a minimal discursive unit and the possibility of its use for linguistic descriptions is separately considered. The principle of unfolding a speech act in accordance with a specific cognitive scenario with regard to the communicative characteristics of the act is highlighted.


Comunicative-cognitive approach to the study of discourse in linguistics
Abordagem cognitiva-comunicativa para o estudo do discurso em linguística
Enfoque comunicativo-cognitivo del estudio del discurso en lingüística

RESUMO
O artigo considera as características da abordagem comunicativo-cognitiva da área disciplinar do discurso e sua interpretação em lingüística. Os autores apresentam diversos pontos de vista sobre o conceito de discurso, suas principais características e destacam a interatividade de sua natureza. No geral, a interpretação do discurso como um sistema comunicativo-cognitivo multifacetado foi vista através de um complexo de três aspectos: a tradução de crenças e ideias que é cognitiva, a interação dos participantes da comunicação em condições e contextos específicos que são comunicativos. O artigo apresenta a estrutura do discurso na perspectiva da abordagem comunicativo-cognitiva, analisa todos os elementos da estrutura. A posição no ato de fala é vista como uma unidade discursiva mínima e a possibilidade de seu uso para descrições lingüísticas é considerada separadamente. Destaca-se o princípio de desdobrar um ato de fala de acordo com um cenário cognitivo específico no que diz respeito às características comunicativas do ato.