

SCIENTIFIC VIEWS ON THE DEVELOPMENT OF THE ANTHROPOCENTRIC PARADIGM IN LINGUISTICS

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ANNOTATION:

The article analyzes the scientific views on the development of the anthropocentric paradigm and the tendency to understand the structure of speech, which today includes factors related to non-linguistic, in particular, psychological, social and personal consciousness.

Keywords: Discourse, term, anthropocentric paradigm, nonlinear factor, cognitive, speech act.

INTRODUCTION:

It is known that the term discourse (fr. Discours - speech, action) is interpreted in linguistics in several different senses. This term was originally used to refer to the concept of a link text, but later also began to be applied to the concepts of conversation, dialogue. As a result of the development of the anthropocentric paradigm, the term discourse has taken on a broader meaning. The term is now dominated by the tendency to understand the structure of speech, which includes non-linguistic, in particular, psychological, social and personal consciousness. At the same time, it is a recognized fact that the phenomenon expressed by the word discourse cannot be studied from the point of view of pure linguistics, which requires the cooperation of several disciplines, such as psychology, epistemology, sociology, philosophy, cognitology. Linguistic, cognitive, pragmatic, psychological activity of the author and the recipient, the reality of the speech act, as well as direct and distant communication of the participants of the speech act and modeling of the discourse formation process, socio-cultural

information gathered in the discourse play a key role in the study of discourse speech structure. takes over.

Recent research suggests an integrated approach to the text. In particular, it is possible to achieve significant progress in this regard as a result of simultaneous communicative, cognitive and functional stylistic approach to the text. Indeed, the advantage of integrative analysis is that it allows the text to be studied in a combination of linguistic and non-linguistic factors at the same time. This makes it possible to fully shed light on the essence of the same phenomenon.

One of the most common methods in cognitive linguistics today is frame analysis. According to linguocognitology, any text is a specific frame expression. M. Minsky, one of the scientists who developed the frame theory, describes it as follows: "... frame is one of the ways of representing stereotypical situations, in which any frame is interconnected multifaceted information." Consequently, the frame is a large-scale prototype of this or that typical situation and serves as a cognitive context in the process of text creation. Gestalt, one of the cognitive structures, also plays an important role in the study of text creation. The theory of semantic gestalties, which exists in modern linguistics, has been applied to the study of the lexical level of language. The number of studies linking the Gestalt phenomenon to the text is very small. However, the creation of any text reflects the process of "from whole to piece." Prof. According to Safarov, the study of Gestalt and text creation is one of the most important issues.

In the 1950s, the collaboration of psychology and linguistics emerged as a result

of the field of psycholinguistics. The main object of study of psycholinguistics is speech activity. AA Zalevskaya, who made a great contribution to the development of this field in Russian linguistics, wrote about the role of psycholinguistics, emphasizing that "the description and explanation of the functioning of language as a mental phenomenon" should be the main goal of this field. The distinction between language and speech by F. de Saussure has had an impact on the clarity of the concept of 'speech activity' in psycholinguistic research. According to A.A. Leontev, F. de Saussure explained speech activity as a unit of language and linguistic ability. L.V. Shcherba, on the other hand, considered speech activity to be a generalization of the processes of speaking and comprehension. According to ES Kubryakova, it was LV Shcherba who distinguished the speech related to linguistic phenomena, its real basis and the product of the speech process. A.A. Leontev, on the other hand, describes speech activity as "the programming of speech sentences through non-verbal subjective codes". ES Kubryakova emphasizes that under the term of speech activity it is necessary to understand all the phenomena related to the creation of speech and its reception.

The relationship between language and thinking is one of the most pressing problems in the theory of speech creation. The connection of the process of speech formation with thinking is reflected in the schemes known in psycholinguistics as the "model of speech creation". In most of these models, the concept of "From thought - to meaning, from meaning - to word" put forward by LS Vygotsky was reflected.

According to L.S. Vygotsky, an idea must go through several stages before it can become speech. The scientist's idea of the "inner word" had a great influence on the development of views on inner speech. The inner word is the image in the human mind, the symbol of

associations, which appears in the inner speech. It is he who can be the vehicle in the transformation of inner speech into external, natural speech. He interprets the process of the transformation of thought into words in inner speech as "the transformation of the grammar of thought into the grammar of words."

Among the views on verbal thinking, Yu.N. Karaulov's views on the intermediate language are unique. He argues that "intermediate language is the mediator between the language of the brain (i.e., the language of neurons) and the language of man, which has a biological, physicochemical nature."

Another issue in the interpretation of the process of speech creation is whether language and thinking are exact or separate phenomena. While some psychologists and linguists support the first view on the subject, others oppose it.

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