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**THE PROBLEM OF COGNITIVE TERMINOLOGY IN THE WORKS OF
A. BAITURSYNULY**

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Abstract. The article focuses on the emerging cognitive terminology in linguistics, the cognitive approach to the term, and the problems of cognitive terminology in the works of A. Baitursynuly. The article identifies three criteria for the professional linguistic personality of A. Baitursynov. The professional linguistic personality of a scientist is analyzed according to 1) professional knowledge in the subject words used by a professional linguistic personality; 2) keywords in professionally oriented communication, personal-personal meanings reflected in the topics and problems raised; 3) motivational-pragmatic criterion. The first dimension is determined by the content of the cognitive structure associated with personality cognition. The second dimension is reflected in the problems and topics raised by A. Baitursynov, personal conclusions and thoughts. The scientist's personal views on the literacy of Kazakh children, the compilation of the Kazakh alphabet, auxiliary tools written for Kazakh teachers, the order of writing, the principles of creating subject words, the purity of the language, the art of words, and the ideas of enlightenment express his personal views. The third motivational-pragmatic dimension is reflected in the samples of folklore analyzed in the works of the scientist. His inclusion in scientific discourse of Enlightenment ideas in the works of poets Abai, Shakarim, Magzhan, etc. determines the spiritual and communicative level of the professional linguistic personality of the scientist. It is proved that the words of the subject are a unit of professional linguistic personality discourse. Features of the term study in the cognitive-communicative and pragmatic aspects are indicated. According to the works of A. Baitursynuly, it is analyzed that the term is a special cognitive and informational structure, represented by a specific linguistic form of professional and scientific knowledge accumulated by a person throughout his life. The article discusses the problem of language and education in cognitive terminology. It is proved by concrete examples that the term is a name of a scientific concept resulting from the activities of a researcher or a specialist in a certain field of science. An important place in both naming the term and establishing its definition is occupied by the complex thought process of a specialist in a special field. The article analyzes the traditional naming function of the term, the activity of consolidating new knowledge, and the activity of guiding.

Key words: cognitive terminology, professional language personality, subject words, terminological title, professional discourse, professional knowledge, professional experience.

Introduction. In the traditional model of structural-systematic research, the term is the name of things and phenomena of a particular branch of science, knowledge, and technology. We get information that the term is the name of a scientific concept, a linguistic unit, and is used in a special field from the given definition. There is no information about the content of knowledge conveyed by the term, whether it appears through scientific knowledge, or is the result of the thought process of a certain professional linguistic person. A new research model of linguistics, which has emerged and developed rapidly in recent years, pays special attention to the listed aspects of the term. In connection with this, a cognitive approach was formed to the term and its definition, to the term system as a whole. The problems of cognitive terminology are mentioned in the works of researchers M. Alekseev, L. A. Manerko, V. F. Novodranova, V. M. Leichik, M. N. Volodina, E. I. Golovanova, S. Isakova, K. Aidarbekova, M. Kozhayeva, etc. Cognitive linguistics considers linguistic phenomena as the result of the cognition and thinking process of language speakers. If a word in common use is the name given by the language to a thing or phenomenon as a result of a complex thought process, recognizing the environment and taking its distinctive features as a basis, the term turns out to be the name of a scientific concept that arose as a result of the activities of a professional linguistic person in a particular field of science.

The main part: methods: Principles of terminology and cognitive terminology in linguistics, discourse, professional discourse, concepts of professional linguistic personality, and principles of term creation by A. Baitursynuly, developed terms were taken as research materials. The following methods were used in the study: description, analysis, summing up, component analysis method, typing method from dictionaries, etc.

Result. A professional linguistic person is a person who speaks the language in terms of using systematic means of the given language in discourse to achieve a certain goal in the world and portray the surrounding reality. Cognitive terminology considers the term as a unit of professional linguistic personality discourse.

The most important characteristics of the “professional language personality” are as follows:

1. Special (activity in the professional sphere) activity, which is carried out depending on the level of mastery of the scientific world picture through the gradual passage of various difficulties of science; as a result, a person can perform professional activities of various difficulties.

2. Social multitasking, which requires a different level of world knowledge, capable of performing several social roles: as a rule, most of these roles require a simple consciousness, but when performing social roles, a person necessarily has a professional role that goes beyond reality due to the formation of a scientific world picture in his mind.

3. Formation of a scientific world picture in the process of obtaining (learning) knowledge; the process of forming a scientific world picture implies a gradual transition from a simple to a scientific world picture [1, 77].

Let us prove that the subject words proposed by A. Baitursynuly are the unity of the professional linguistic person discourse. The professional linguistic personality of a researcher can be defined in three dimensions [2,204-205]:

- 1) professional knowledge of subject words used by a professional language person;
- 2) keywords in professionally oriented communication, personal-individual meanings reflected in the topics and issues raised;
- 3) motivational-pragmatic dimension.

The first dimension is determined by the content of the cognitive structure associated with personality cognition. Linguistics talks about “the existence of a subjective character in the emergence of a term” [3, 10] because in scientific communication a new scientific concept is important for communicators, not a general meaning. This is why the cognitive-semantic content of the term in the scientific text is formed in the process of discursive thinking of a researcher, at the stage of the emergence of new scientific conclusions and principles. The author of the scientific text, as a result of his cognitive activity, gives a name to a new concept and is engaged in the term creativity. Such an opinion can be substantiated based on the words of the subject and their terminology in the work of A. Baitursynuly “Language is a tool” [4, 127-150]. The process of analysis shows that the emergence of Kazakh linguistics concepts in this researcher’s work, the differentiation of their meaning, and the emergence of the subject words took place in a certain cognitive-discursive context: the scientific text itself is formed from the author's cognitive activity, the prerequisites for the formation of a scientific concept are created, the concept reflects the cognitive-semantic content of the subject word chosen as the concept name. The researcher's actions when introducing a new concept into scientific circulation can be represented as follows: justification of writing textbooks for the literacy of Kazakh children, the creation of subject words; teaching the language, compiling its methodology, systematically and critically reading the scientific literature on the linguistics science and reflecting on it; practicing the results obtained in the form of a scientific report, lecture, writing a manual; giving a term name to a new concept; determining the specificity of the proposed term in the cognitive and semantic content; identify the main features of the new term and give a scientific definition, etc.

Language elements, speech, sentences, words, syllables, sounds, nouns, prepositions, speech art, language logic, word analysis, prose, winged words, oral literature, and other terms

determine the cognitive structure of A. Baitursynuly's professional linguistic personality. Terms are created based on concepts that already exist in the language. The “internal form of the term” reflects the main features of the termed concept or conveys the necessary terminological information. It should be noted that motivation plays an important role in the naming act. Therefore, the “internal form of the term” or “sign of motivation” is a special sign that is based on the consciousness of the language in the process of naming objects and phenomena of reality. “The choice of this sign is the result of cognitive activity because it is chosen from many other features of the object or phenomenon to which the sign is called” [5, 19]. For example, A. Baitursynuly created a term based on the fact that the term *noun* has a material sign, the term *adjective* has a critical sign, and the term *numeral* has a digital sign. If the term is formulated in a reasoned way, its meaning is evident from the name itself. The condition for being motivated is that the words and terms of each people must be made in the language of that person. A. Baitursynuly emphasizes that “...when translating literature and scientific books in the language of cultured people into Kazakh, we should not be interested in the preparation of subject words, but consider and find words from our mother tongue” [6,256]. The researcher was guided by the position that the ideal of any science is to convey scientific concepts and scientific discoveries to the people, and for this, terms should be created on a national basis.

The complete list of terms of linguistics and literary studies in the researcher's works indicates the breadth of his scientific knowledge. A professional linguistic person not only notes the objects and phenomena of the field of science he is studying but also reveals the relationship between them, and classifies and explains them in detail. For example, in Kazakh linguistics, the first understanding of a compound sentence was given by A. Baitursynuly in the book “Language is a tool. System and types of sentences”. It is divided into **syiysa qūrmalasu** and **qiysa qūrmalasu**. Although the author's sentences (Karabai and Sarybai went hunting) are recognized as single-member simple sentences when analyzed from the point of view of modern linguistic knowledge, we cannot deny that the said sentence is formed based on some linguistic law that makes it equivalent to a compound sentence (compare: Karabai also went hunting, Sarybai also went hunting).

Diagonal compound sentences are classified as compound and complex sentences, and compounds are divided into collective, folding, distinctive, liquid, and thick according to their meaning, and complex are divided into initial subjunctive, determinative subjunctive, and elaborative subjunctive [4, 300-310]. From the given example, A. Baitursynuly explains one of the main concepts of the syntax field of linguistics - compound sentence and distinguishes between its

types, which is the result of the reporter's thought process during his scientific experience. The fact that sentences expressing complex thoughts in our language are complex, and divided into several types depending on their meaning proves that the researcher has a high level of scientific knowledge, thinking, and linguistic intuition and is the result of continuous research.

It is undeniable that the researcher paid attention not only to Kazakh linguistics but also to the syntactic system of other languages, analyzed the classification and definition of compound sentences in them, summed up the ideas about them, proved them with examples, gave and formed a scientific definition of the terms of compound sentences in the Kazakh language, its types, etc. During the development of these terms, the researcher not only studied, analyzed, and made conclusions, but also exchanged views with other correspondent researchers, discussed these issues together, and tried to stabilize the names inherent like the Kazakh language as terms. Consequently, as a result of professional activity in the cognitive-communicative space, the researcher created the terms linguistics and literary studies, which are still used today.

Discussion. The cognitive specificity of the term lies in the fact that it, being a unit of professional-scientific knowledge, is not only a form of scientific knowledge but also the result of the thought process associated with that cognition. The thought process is reflected in the specific definition of the object to be termed. “The term is represented by a specific linguistic form of professional-scientific knowledge accumulated by a person throughout his life, a special cognitive-informational structure” [7, 25]. By this, terms, being carriers of professional-scientific knowledge, become a special cognitive model necessary for the process of professional communication in the field of a special science, and serve as a means of professional communication. Learning a term, a person not only uses it, but also analyzes, explains, and improves it, which shows that the term has the potential to express a special concept, has alternatives, and is closely connected with the cognitive processes of recognizing the surrounding world. The conclusion from what has been said is that the term is a linguistic symbol of special, scientific knowledge, which is a verbalized result of scientific knowledge, a reflection of the scientific picture of the real world, and the unity of a professional linguistic personality. The term is considered a special linguistic unit that forms the basis of professional discourse. The term is a means of conveying special knowledge.

The second dimension is reflected in the personal conclusions, thoughts, problems, and topics raised by A. Baitursynuly. The researcher's personal views on the literacy of Kazakh children, the compilation of the Kazakh alphabet, auxiliary tools written for Kazakh teachers, the order of writing, the principles of creating subject words, the purity of the language, the art of words, and the ideas of enlightenment express his personal views. The reports of a professional

linguist on the order of writing, the creation of subject words, the Kazakh alphabet, etc. are full of ideas about the priority of national and social values. For example, "...The greatest educational tool is a book that teaches children; it must be good and have the order of writing. We say that it is orderly writing: if there is a sign (letter) dedicated to the beginning of each sound in the language" [6,537]; "...Kazakh tried to create subject words in his language instead of being obsessed with foreign words. The literary language was intended to be understandable to the Kazakh in the village, both knowledgeable and ignorant" [6,537].

The third motivational-pragmatic dimension is reflected in the samples of folk literature analyzed in the works of the researcher. His inclusion in the scientific discourse of Enlightenment ideas in the works of poets Abai, Shakarim, Magzhan, etc. determines the spiritual and communicative level of the professional linguistic personality of the researcher. For example, the researcher writes about Abai in the article "The main Kazakh poet": "*... Abai's words are indeed difficult for a person to understand in general. But that difficulty is not a defect caused by Abai's inability to speak, but a defect caused by the student's inability to understand. When so, the blame is not on the writer, but on the student. No matter what he writes about, Abai writes without grasping the roots, inner secrets, qualities. ... Abai is isolated from the words of the poets of his time, the best, more than their words*" [6, 587-588]. The researcher's attention to the science that preceded him, analysis, evaluation, expression of his point of view, and striving for the further development of ideas in the same works are reflected.

Conclusion. In summary, in a special cognitive and communicative space, the subject words served as a conceptual tool for a professional linguistic personality, gave direction to his professional thinking, and stimulated the process of professional activity and thinking, as a result of which new thoughts, opinions, concepts and concepts, terms were formed in language and literary science. The study of the term from a cognitive point of view allows us to understand the thought process in its title. Understanding and analyzing the mechanism of thinking in such a complex process, in turn, requires deep knowledge. Therefore, it is up to us to find an alternative to the worldview of the language, connect it with the understanding of the people, and replenish our terminological fund. The terminological naming process is guided not only by professional knowledge and experience but also by the knowledge, and culture of the nation, and the specifics of national thinking. Therefore, we can conclude that the cognitive aspect of the terminological naming process depends on the scientific education and knowledge, experience, speed of thought, and professional competence of the professional linguistic person who creates the term.

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А. БАЙТҰРСЫНҰЛЫ ЕҢБЕКТЕРІНДЕГІ КОГНИТИВТІК ТЕРМИНТАНЫМ МӘСЕЛЕСІ

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Аңдатпа. Мақалада тіл білімінде жаңа қалыптасып келе жатқан когнитивтік терминтаным, терминге когнитивтік көзқарас және А.Байтұрсынұлы еңбектеріндегі когнитивтік терминтаным мәселелері сөз болады. Мақалада А.Байтұрсынұлының кәсіби тілдік тұлғасының үш өлшемі анықталады. Ғалымның кәсіби тілдік тұлғасы 1) кәсіби тілдік тұлға қолданған пән сөздеріндегі кәсіби білім; 2) кәсіби бағытталған қарым-қатынастағы тірек сөздер, көтерілген тақырыптар мен мәселелерде бейнеленген жеке-тұлғалық мағыналар; 3) мотивациялық-прагматикалық өлшем бойынша талданады. Бірінші өлшем тұлғаның танымымен байланысты когнитивтік құрылым мазмұнымен анықталады. Екінші өлшем А.Байтұрсынұлының көтерген мәселелері мен тақырыптарынан, жеке тұжырымдары мен ой-пікірлерінен көрінеді. Ғалымның қазақ балаларын сауаттандыру, қазақша әліпби құрастыру, қазақ мұғалімдеріне арнап жазған көмекші құралдары, жазу тәртібі, пән сөздерін

жасау ұстанымдары, тіл тазалығы, сөз өнері, ағартушылық идеялары оның жеке-тұлғалық көзқарастарын білдіреді. Үшінші мотивациялық-прагматикалық өлшем ғалым еңбектерінде талданған халық ауыз әдебиеті үлгілерінен көрінеді. Оның Абай, Шәкәрім, Мағжан т.б. ақындардың шығармаларындағы ағартушылық идеяларды ғылыми дискурста түсіруі ғалымның кәсіби тілдік тұлғасының рухани және коммуникативтік деңгейін анықтайды. Пән сөздерінің кәсіби тілдік тұлға дискурсы бірлігі екендігі дәлелденеді. Терминді когнитивтік-коммуникативтік және прагматикалық аспектіде зерттеудің ерекшеліктері көрсетіледі. Терминнің адамның өмір бойы жинақтаған кәсіби-ғылыми білімінің нақты тілдік формасымен бейнеленген, ерекше когнитивтік-ақпараттық құрылым екендігі А.Байтұрсынұлы еңбектері бойынша талданады.

Түйін сөздер: когнитивтік терминтаным, кәсіби тілдік тұлға, пән сөздері, терминологиялық аталым, кәсіби дискурс, кәсіби білім, кәсіби тәжірибе.

ПРОБЛЕМА КОГНИТИВНОГО ТЕРМИНОВЕДЕНИЯ В ТРУДАХ

А. БАЙТУРСЫНОВА

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Аннотация. В статье были затронуты вопросы когнитивного терминоведения, когнитивного подхода к термину и когнитивного терминоведения в трудах А. Байтұрсынұлы. В статье определены три критерия профессиональной языковой личности А. Байтұрсынұлы. Профессиональная языковая личность ученого анализируется по 1) профессиональным знаниям в предметных словах, используемых профессиональной языковой личностью; 2) опорным словам в профессионально ориентированном общении, личностным значениям, отраженным в поднятых темах и вопросах; 3) мотивационно-прагматическому критерию. Первая критерия определяется содержанием когнитивной структуры, связанной с познанием личности. Вторая критерия проявляется в вопросах и темах, высказываниях и рассуждениях А. Байтұрсынұлы. Идеи ученого по просвещению казахских детей, составлению казахского алфавита, пособиям, написанным для казахских учителей, порядку письма, принципам создания терминов, чистоте языка, искусству слова, просвещению выражают его личностные взгляды. Третья мотивационно-прагматическая критерия проявляется в образцах народной устной литературы, проанализированных в трудах ученого. Его включение в научный дискурс идей просвещения в произведениях поэтов Абая, Шакарима, Мағжана и др. определяет духовный и коммуникативный уровень профессиональной языковой личности ученого. Доказано, что термины являются единицей дискурса профессиональной языковой личности. Отражаются особенности изучения термина в когнитивно-коммуникативном и прагматическом аспектах. Анализируется по произведениям А. Байтұрсынұлы, что термин представляет собой особую когнитивно-информационную структуру, воплощенную в конкретной языковой форме профессионально-научных знаний, накопленных человеком на протяжении всей его жизни.

Ключевые слова: когнитивное терминоведение, профессиональная языковая личность, термины, терминологическая номинация, профессиональный дискурс, профессиональное знание, профессиональный опыт.