

DEVELOPMENT OF LINGUISTICS AND LITERATURE IN THE ERA OF GLOBALIZATION AND EDUCATIONAL TECHNOLOGIES

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Annotation: *Literary criticism is one of the two philological sciences – the science of literature. Another philological science, the science of language, is linguistics, or linguistics (lat. lingua – language). These sciences have much in common: both of them, each in its own way, study the phenomena of literature. In essence, literary criticism and linguistics are different sciences, since they set themselves different cognitive tasks. Linguistics studies all kinds of phenomena of literature, more precisely, the phenomena of people's verbal activity, in order to establish in them the features of the regular development of those languages spoken and written by various peoples around the world.*

Key words: *criticism, traditional linguistics, cognitive linguistics, social cognition, association.*

Literary criticism studies the fiction of various peoples of the world in order to understand the features and patterns of its own content and the forms expressing them. Nevertheless, literary criticism and linguistics constantly interact with each other and help each other. Along with other phenomena of literature, fiction serves as a very important material for linguistic observations and conclusions about the general features of the languages of certain peoples. But the peculiarities of the languages of works of art, like any other, arise in connection with the peculiarities of their content. And literary criticism can give linguistics a lot to understand these substantive features of fiction, which explain the peculiarities of language peculiar to it. But for its part, literary criticism in the study of the form of works of art cannot do without knowledge of the features and history of the languages in which these works are written. This is where linguistics comes to the rescue. This help is different in the study of literature at different stages of its development. The subject of literary criticism is not only fiction, but all the world's artistic literature – written and oral. Against the background of the emerging holistic view of language based on physicalism (the embodiment of mind) and an understanding that language is a biological phenomenon rooted in semiosis as the experience of life, it is argued that a new philosophical framework for cognition and language is currently taking shape. This philosophy is best characterized as a synthesis of ideas developed in cognitive linguistics, semiotics and biology. These ideas bear directly on autopoiesis as the theory of the living which possesses a greater explanatory power as it assumes the experiential nature of language. Autopoiesis allows for deeper insights into the essence of language which is viewed as a kind of adaptive behavior of an organism involving a meaning system constituted by signs of signs, thus making unification of (humanistic) science an attainable goal. Cognitive linguistics (hereinafter CL) today

is a conceptually well-established direction, which is characterized by certain cognitive attitudes that differ significantly from the rationalistic tradition in the study of natural language. The need to develop a new methodology, which became especially acute in the second half of the 20th century. In connection with the entry of mankind into the post-industrial information age, which led to a certain crisis in the basic epistemological settings of the so-called "traditional linguistics", – led to such an ideological base of the "first generation" cognitive science. Which was based on a rationalistic approach to knowledge, namely, on the central thesis of analytic philosophy that the mind is incorporeal and literal. At this stage, cognitive science was characterized by pure dualism, and the mind was described in terms of its formal functions (operations on symbols) regardless of the body that served as its container. Since then, CL has come a long way in its development. Starting with the attitudes of KN, which grew out of the cognitive revolution of the mid-20th century. and largely continuing to stand on the philosophical platform of Cartesian dualism [Lepore, Pylyshyn 1999], cognitive linguistics, in the person of its best representatives, has revealed a remarkable ability for internal development. New horizons of knowledge, which opens up a cognitive approach to language as a unique property of a living human organism, have been a powerful stimulating factor in rethinking the theoretical baggage accumulated by linguistics over the past 200 years. In particular, the epistemological foundations of the so-called "mainstream cognitive science" have also undergone rethinking (at least by part of the linguistic community). On the agenda was the question of the "humanization" of linguistics, the application of research methods that take into account the complex nature of the phenomenon called "natural language". This movement, which originated within the framework of the first generation of cognitive science, officially took shape in a new ideology at the Duisburg Congress in 1989, when the International Association for Cognitive Linguistics was created, proclaiming its goal "to promote the development and expansion of research in line with cognitive linguistics" – linguistics, outgoing from the main idea that "language is an integral part of cognition, reflecting the interaction of cultural, psychological, communicative and functional factors. "The number of representative international congresses devoted to the problems of cognitive linguistics is growing, special journals and yearbooks are being published (Cognition, Trends in Cognitive Sciences, Cognitive Science Quarterly, Cognitive Psychology, Cognitive Linguistics, Annual Review of Cognitive Linguistics, Cognitive Linguistics, etc.), the circle of issues considered in connection with the role of language in human life. At the same time, some dissatisfaction with the results obtained over the past period is becoming noticeable in the international cognitive community. Significant in this regard was the last, 8th International Conference on Cognitive Linguistics, which was held in July 2003 in the Spanish city of Logrono and brought together a record number of participants (over 500) from more than forty countries. The theme of the conference itself was noteworthy: "Cognitive Linguistics, Functionalism, Discourse Studies: Common Ground and New Directions", which unequivocally indicates that representatives of different directions are aware of the need to comprehend the created in modern linguistics, the situation caused by the lack of a single general theoretical method. Different perspectives of vision and study

of language, regardless of their positive contribution to the science of language as a whole, cannot obscure the fact that today there are, in fact, several linguists, albeit united by a common object of study. However, the presence of a common object in itself is not yet a condition for the coincidence of goals and objectives, especially if the ideal project of linguistics is not defined. It is necessary to find ways and means of integrating the knowledge of the language obtained within the framework of various scientific fields, and the congress in Spain showed that such a process has begun. The plenary reports "Social Cognition: Variation, Language and Culture" are indicative in this respect. On the inevitability of cognitive sociolinguistics "Cognitive linguistics and functional linguistics, or: What's in a name?" "Basic discursive acts: when language and cognition turn into communication", etc. However, so that the process that has begun does not become another fashionable fad, it is required to clearly understand what needs to be integrated with what, for what purpose and on what basis. Thus, the main question arises, as it seems, for today: "What and for what purpose should linguistics study?" The question "What?" implies the need to define the understanding of language as an empirical phenomenon, and until this is done, the question "For what purpose?" hangs in the air. In cognitive linguistics, we see a new stage in the study of complex relations between language and thinking, a problem that is largely characteristic of Russian theoretical linguistics. The beginning of such a study was laid by neurophysiologists, doctors, psychologists. (P. Broca, K. Wernicke, I. M. Sechenov, V. M. Bekhterev, I. P. Pavlov and others). Neurolinguistics arose on the basis of neurophysiology (L. S. Vygotsky, A. R. Luria). It became clear that language activity takes place in the human brain, that different types of language activity (language acquisition, listening, speaking, reading, writing, etc.) are associated with different parts of the brain. There are many cognitive factors that effect language learning. Among the cognitive factors, there are memory, attention and awareness, forgetting, and context or environment in which the learning process takes place. Memory plays a part in bringing about a higher or lower level of language mastery. If the individual is better at understanding the role of memory as well as the rule of attention and awareness, and the rule of forgetting, he/she will be able to achieve a higher rate of language proficiency. In addition to the cognitive factors affecting language learning aforementioned, there are some other metacognitive ones that refer to the strategies that the learner is to be fully aware of during the learning process/ they are planning for learning, self-monitoring, self-evaluation, and setting priorities.

The developments of cognitive linguistics are becoming recognized methods of analyzing literary texts. Cognitive poetics has become an important part of modern stylistics.

Used literature:

- 1 "Believing brain" Michael Sherman
- 2 "Linguistics and Literature" Nigel Fabb
- 3 "Language in literature" Michael Toolan
- 4 "English linguistics. Literature, and language teaching in changing era" Willy A Renandya, Didi Sukiyadi, Masaki Oda, Oshadi.