

LINGUO-COGNITIVE ANALYSIS OF A LITERARY TEXT: LINGUISTIC MEANS OF EXPRESSION OF CONCEPTS AND IMAGES

ANÁLISE LINGUO-COGNITIVA DE UM TEXTO LITERÁRIO: MEIOS LINGUÍSTICOS DE EXPRESSÃO DE CONCEITOS E IMAGENS

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ABSTRACT

The work is devoted to the study of the linguo-cognitive analysis of the literary text in the aspect of linguistic means of expressing concepts and images. The relevance of this article is due to the growing attention to the analysis of the literary text using the methods and techniques of cognitive linguistics. The main aspects of cognitive linguistics, lingua-cognitive analysis, and text as an object of cognitive linguistics research are widely covered in the work. The main features of the literary text, its components, and lingua-cognitive analysis of linguistic means of expressing concepts and images are defined. The purpose of the research is to reveal the lingo-cognitive analysis of the literary text in the aspect of linguistic means of expressing concepts and images. The object of research is a literary text as material for lingua-cognitive research. Research methods. Such research methods such as description, analysis and synthesis, comparison, generalization, cognitive analysis, linguistic analysis, and modelling were used in the work. The article reveals the lingua-cognitive analysis of the literary text in terms of linguistic means of expressing concepts and images. The essence of the concept of “cognitive linguistics” and the main aspects of this phenomenon are characterized. The interpretation of the term “lingua-cognitive analysis” is defined. The essence of the “text” concept and the classification features of the text are described. The scientific work describes the features of the literary text. The components of the literary text influencing the lingua-cognitive analysis are characterized. Such elements of the literary text as image, concept, character, and evaluation are summarized.

Keywords: Artistic text, Cognitive linguistics, Concept, Image, Linguistic means, Linguistic-cognitive analysis, Text.

RESUMO

O trabalho dedica-se ao estudo da análise linguo-cognitiva de um texto literário no aspecto dos meios linguísticos de expressão de conceitos e imagens. A relevância deste artigo se deve à crescente atenção dada à análise do texto literário utilizando os métodos e técnicas da linguística cognitiva. Os principais aspectos da linguística cognitiva, da análise linguística-cognitiva e do texto como objeto de pesquisa em linguística cognitiva são amplamente abordados no trabalho. São definidas as principais características do texto literário, seus componentes e a análise linguístico-cognitiva dos meios linguísticos de expressão de conceitos e imagens. O objetivo da pesquisa é revelar a análise lingocognitiva de um texto literário no aspecto dos meios linguísticos de expressão de conceitos e imagens. O objeto de pesquisa é um texto literário como material para pesquisas linguísticas e cognitivas. Métodos de pesquisa. Métodos de pesquisa como descrição, análise e síntese, comparação, generalização, análise cognitiva, análise linguística e modelagem foram utilizados no trabalho. O artigo revela a análise linguístico-cognitiva do texto literário em termos de meios linguísticos de expressão de conceitos e imagens. Caracteriza-se a essência do conceito de “linguística cognitiva” e os principais aspectos desse fenômeno. A interpretação do termo “análise linguístico-cognitiva” é definida. A essência do conceito de “texto” e as características de classificação do texto são descritas. O trabalho científico descreve as características do texto literário. São caracterizados os componentes do texto literário que influenciam a análise linguística-cognitiva. Elementos do texto literário como imagem, conceito, personagem e avaliação são resumidos.

Palavras-chave: Texto artístico, Linguística cognitiva, Conceito, Imagem, Meios linguísticos, Análise linguístico-cognitiva, Texto.

Introduction

The study of literary text nowadays is one of the primary ones being conducted in the field of linguistics. This is because the author's text contains a significant number of linguistic means of expressing concepts and images. For instance, when describing a particular character as typical or standardized, the writer can use various kinds of comparisons or indirect references to certain qualities of the character that allow him or her to be better characterized. Therefore, when reading about a certain phenomenon related to an image, the reader is already subconsciously aware of why it was used. At the same time, the application of the concept also makes it possible to grasp what the author wanted to convey since the concept has many components that a person can comprehend only by breaking down a broad phenomenon into smaller parts.

According to the research purpose, its objectives are as follows:

- to define the essence of the concepts of “cognitive linguistics”, “lingua-cognitive analysis”, “text”;
- to describe the features of cognitive linguistics and lingo-cognitive analysis;
- to characterize the specifics of a literary text;
- to identify linguistic means of expressing concepts and images.

Literature Review

The issue of lingo-cognitive analysis of a literary text in terms of linguistic means of expressing concepts and images has been studied at the present stage by such domestic researchers as O. Honcharuk (Honcharuk 2014), Yu. Kupchyshina (Kupchyshina 2021), M. Movchan (Movchan 2015), L. Petrenko (Petrenko 2020), O. Petrova (Petrova 2016). In their opinion, the use of cognitive and linguistic analysis in studying literary texts provides an opportunity to figure out why the author has used certain linguistic means to create images or concepts. At the same time, it is

also important that the recipient can comprehend the concept in conjunction with the content of the literary work, and the image should be familiar or standardized.

In particular, the researcher M. Movchan in her work “Linguo-cognitive Analysis of a Literary Text” emphasizes that the cognitive analysis of a literary text is a long and complex process (Movchan 2015: 122). For this purpose, it is expedient to divide all concepts and images in the text into attributes and determine the essence of each sub-attribute. At the same time, the analysis of the text itself does not always allow us to determine what linguistic means were used to obtain the desired impact on the reader. For instance, it is possible to use additional operations to facilitate the proper analysis.

The scholar L. Petrenko agrees with the standpoint of M. Movchan and emphasizes that the concept is a reflection of a stable phenomenon. This is exemplified in the work “The Concept of Concept and Conceptual Analysis of a Literary Text” (Petrenko 2020: 51). The researcher points out that the analysis of linguistic means of expressing a concept is a complex process since the concept is a multifaceted phenomenon with many different elements. At the same time, concepts indicating a person’s feelings, origin, and actions are typical for literary works.

Thus, the existing research base allows us to fully conduct the study. At the same time, it should be noted that all the analyzed works reflect a combination of both linguistic and literary aspects, which contributes to a broad representation of the issue of lingo-cognitive analysis of a literary text.

The purpose of the research is to reveal the lingo-cognitive analysis of a literary text in terms of linguistic means of expressing concepts and images.

Research Methods

The following research methods were used in the academic paper: description, analysis and synthesis, comparison, generalization, cognitive analysis, linguistic analysis, and modelling. The method of description was used to reveal the concepts of “cognitive linguistics”, “linguo-cognitive analysis”, and “text”. The method of analysis and synthesis was applied to identify scientific works related to

the research subject. The method of comparison was used to compare the linguistic means of expressing concepts and images. The method of generalization was applied to summarize the results of the research.

Specifically scientific research methods played a significant role in the academic paper. The method of cognitive analysis was used to represent those linguistic means that make it possible to correlate human speech behaviour with thinking. The method of linguistic analysis was applied to reflect the linguistic means of expressing concepts and images in a literary text. The modelling method was used to construct a diagram of the components of a literary text influencing the lingua-cognitive analysis.

Results

Contemporary linguistics is quite actively exploring the literary text as a certain plane that makes it possible to identify linguistic means representing particular concepts and images. In particular, this is achieved by reaching a level where all elements of the fictional text are considered in a logical relationship with each other. For this purpose, a lingua-cognitive analysis is used.

The lingua-cognitive analysis, in turn, is one of the methods of conducting studies of cognitive linguistics. In particular, cognitive linguistics is a branch of linguistics that considers language in terms of a cognitive mechanism, where speech, thinking, and knowledge, influence the formation of certain phenomena in human consciousness. This branch involves analyzing broad concepts and terms broken down into components, which helps identify a narrow range of problems presented. Only after dividing a certain phenomenon into its smaller components, a scientist can identify the logical connections between its elements and understand why these elements together form a certain phenomenon that is understandable to others. Accordingly, with the help of cognitive linguistics, it is possible to trace a person's linguistic behaviour, establish cause-and-effect relationships in his or her thinking, identify the main processes in the development of the brain and intelligence, and correlate the person's vision of the world with the surrounding reality.

Thus, linguistic and cognitive analysis is “the implementation of a procedure for studying a text that involves identifying the place of language in the cognitive mechanism” (Golikova 2019: 43). Consequently, it is the use of certain techniques and methods for revealing regularities in the relationship between human thinking and its impact on the formation of certain phenomena. In particular, linguistic analysis is nowadays often used in studying literary texts.

In general, the text as an object of investigation in cognitive linguistics began to be studied in detail in the XX century. This is because cognitive linguistics as a field began to develop actively, and scientists determined that there is a clear connection between the formation of certain phenomena and human thinking. However, cognitive linguistics could not make a qualitative study of the text since the term “text” was not used. In particular, it can be noted that until the 1930s, there was no specific interpretation of the “text” concept, and, accordingly, texts of various fields and types did not have a specific structure and could contain grammatical or other errors. It can also be pointed out that the classification of texts was not standardized until the middle of the last century, which means that assigning a text to a particular genre did not imply that it was standardized. Therefore, the interpretation of the “text” concept was not specific, and the assignment of a particular text to a genre was conditional (Petrova 2016: 298).

At the same time, the most common definition of a text nowadays is that a “text” is “a completed speech process that is reflected in writing and edited, while belonging to a particular genre or type; it has a title and super phrasal unities; it contains interconnected units and has various functions” (Ahmed 2021: 75). This definition is broad but it reflects the essence of the concept quite accurately. At the same time, there is no single classification of texts; however, they are mainly divided into descriptive, narrative, explanatory, argumentative, and instructional. By the way, the texts can be divided according to the personality of the author, that is, texts from the 1st, 2nd, or 3rd person. Texts can be categorized by what they are aimed at, namely: description, reasoning, and narration. Texts are often simply divided into fiction and non-fiction.

Literary texts in our research are the basis for cognitive analysis. The feature of these texts is that they reflect a simulated reality that does not always correspond to reality. In other words, the author can subconsciously reflect events in a different sequence or describe something that did not happen; however, the main thing is that the function of the text is achieved. At the same time, if we take nonfiction texts, it is important to reproduce reality with documentary accuracy since it is necessary to preserve the truthfulness and fidelity of the material presented. That is, the aesthetic function prevails in a fiction text, while the pragmatic function prevails in a nonfiction text (Alduais 2022: 94).

It should be emphasized that a literary work in the general sense is “an author’s system of signs that reflects the writer’s intention in a material form and aims to influence the reader” (Tatsakovich 2018:95). Accordingly, the recipient receives a literary work where the artistic unity of various means is preserved; all components have structural and semantic consistency, communication means are preserved, and all units are ordered according to the purpose of influencing the reader. At the same time, it is not necessary for a literary text to maintain the sequence of events. The author can deliberately arrange the events in the story in a different sequence to make the reader interested in perceiving the information and to ensure that the recipient receives the information they need at the right time. For instance, the ending of a story can be reversed at the beginning of the text, and all the events will be arranged in reverse order, making it possible for the reader to learn important information about how it all began only at the end of the text.

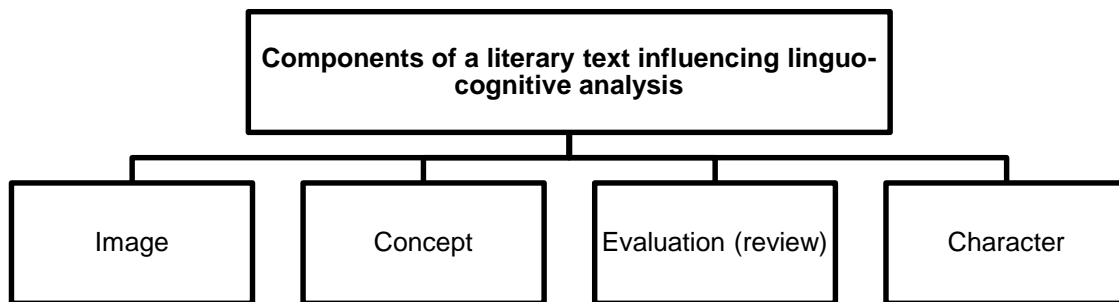
In general, a literary text is aimed at influencing the reader to form certain images and feelings. In addition, by evaluating the characters, the recipient forms his or her own opinion about certain moral values and aspects of behaviour in different situations. Moreover, when reading a literary text, the recipient is aware of the poetry, expression, intensity, aesthetics, pictoriality, and imagery of the literary work. At the same time, a person brings all these aspects through the prism of intelligence and life experience. In particular, if the reader possesses knowledge in a certain field, then metaphors, epithets, oxymorons, synonyms, antonyms, historicisms, archaisms, dialectisms, and phraseological units relating to another

field and appearing in the text may be incomprehensible to him or her. At the same time, it will also be difficult for the reader to understand the character's expressiveness and emotionality if he or she has not been in the same situation as the character (Chrzanowska-Kluczevska 2017: 32).

If we pay attention to the construction of a literary text, we can identify its main components influencing the lingua-cognitive analysis. This is reflected in Figure 1.

The image is a special component that reflects the subject sensitivity. This is an extract from a text that contains information about impressions and aesthetics related to a particular character. It can be noted that the image is not a picture of a particular character, but a picture of people with typical features who are in similar situations and may act as the character did. After all, when a fictional text has a heroine who is raising a child on her own, the recipient associates this character with other single mothers and, thus, the reader forms a certain image of a single mother. The image is created by describing the character's environment, inner world, social status, expressiveness and emotionality (Betsenko 2023: 248).

Figure 1 – Components of a Literary Text Influencing lingua-cognitive Analysis



Source: compiled by the authors.

The concept implies the representation of a particular stable phenomenon in a literary work. It can be a collective image that refers to a certain process, phenomenon, subject, or object. This includes not only the phenomenon itself but also the things associated with it and the derivative processes that are also related to it. For instance, such concepts as “good”, “evil”, “affection”, “love”, “city”, and “village” are quite common in literary works. Therefore, if the reader encounters a

particular concept in a piece of literature, he or she subconsciously forms his or her vision of what is depicted in the story (Petrenko 2020: 50).

The character is the element of the literary work around which the entire text is based. A character may not necessarily have a prototype; it is often a fictional person who is formed through a fictional image. Sometimes a character is created based on references to well-known characters from certain literary texts. The elements of forming an idea of a character are their appearance, clothing and style, speech, behaviour, and actions.

The character in the literary work is not just a secondary hero but a person who somehow influences the development of events. At the same time, even if a character does not play a central role, he or she is still a carrier of certain traits and moral values that are inherent in a particular person. Therefore, a character is an independent unit that has its own manners and behavioural characteristics. However, each reader can evaluate the same character differently, depending on the moral values and life experience of the recipient (Freeman 2009: 1187).

The evaluation (review) in a literary text reflects the recipient's attitude to the reality represented. It is formed based on moral values and life experience, depending on the content of the literary work. The evaluation or review involves analyzing certain phenomena in a text in terms of positive and negative, useful and harmful, and true and false. At the same time, the evaluation of the literary work is also conducted with the help of various linguistic means that are presented in the text; these can be phraseological units, exclamations, and lexemes. However, the evaluation does not mean that a particular character is only bad or only good since almost all characters in literary works do both positive things and make mistakes.

The evaluation is often based on the following factors: the subject of evaluation (a character or reality), the object of evaluation (what was done or what happened), the overall evaluation (how was the evaluation conducted and what grade was obtained), the presence of an evaluation scale (what are the parameters of evaluation and the permissible limits), the evaluation basis (on what basis is the evaluation performed), the evaluation standard (what is the evaluation carried out in comparison with). The evaluation is quite often conducted by the things that

should be evaluated, such as the character's physical abilities, his moral world, the character's surrounding reality, and the character's ability to act differently in a particular situation (Bozhko 2018: 38).

Evaluations are often related to the recipient's life experience. Thus, his or her subjective opinion may be conditioned by what the person felt at the time, which is the same as the character's time. Consequently, without the necessary experience, it is difficult for the recipient to adequately assess the situation presented. The evaluation can also be emotional if the events remind you of something in your life or evoke different feelings. The evaluation is intellectual when the recipient is aware of the presented literary text in terms of logic and cause and effect. The evaluation is also based on the reader's moral and ethical standards since he or she correlates the situation in the story with what is right and what is wrong. The evaluations can also be normative if the recipient relates what is presented in the literary work to practical activities (Arkhipova 2020: 8).

It is worth noting that the lingua-cognitive analysis of a literary text includes the following linguistic means of expressing images. This is summarized in Table 1.

Table 1 – Linguistic means of expressing images

Nº	The purpose of linguistic means	Types of linguistic means	Method of expression
1	Linguistic means aimed at expressing information about the character's age and similarity to someone who matches the image (Semino 2023: 25)	Metaphors, comparisons, pronouns, phraseological units	One-member and complete sentences
2	Linguistic means aimed at expressing information about the character's spiritual values that correspond to the image (Ghani 2016: 18)	Metaphors, colloquialisms, phraseological units, dialectisms	One-member and complete sentences, possible incomplete or unfinished sentences (to show mostly negative traits)
3	Linguistic means aimed at expressing information about the character's mental abilities that correspond to the image (Ibáñez 2010: 204)	Colloquialisms, comparisons, phraseological units, exclamations	One-member and complete sentences, possibly incomplete or unfinished sentences (to show a generally low level of intellectual ability)
4	Linguistic means aimed at expressing information about the character's physical abilities that correspond to the image (Hart 2019: 20)	Colloquialisms, comparisons, phraseological units, exclamations	One-member and complete sentences, possibly incomplete or unfinished sentences (to show a mostly low level of physical ability)
5	Linguistic means aimed at expressing information about the character's mental state that corresponds to the image (Skaliky 2018: 28)	Colloquialisms, comparisons, phraseological units, exclamations, dialectisms, and diminutives	One-member and complete sentences
6	Linguistic means aimed at expressing information about the character's financial condition, property, and image of the character (Tairova 2020: 2986)	Colloquialisms, comparisons, phraseological units, exclamations, dialectisms, abbreviations, substitution of terms for colloquial expressions	Short and one-member sentences
7	Linguistic means aimed at expressing information about the character's actions that correspond to the image (Jurin 2017: 15)	Colloquialisms, comparisons, phraseological units, synonyms, diminutives, folklorists	One-member and complete sentences, incomplete or unfinished sentences are possible (to show mostly negative consequences of the character's actions according to the image)

Source: development of the authors.

In other words, depending on the impact on the reader and the information that needs to be conveyed to form the image, different linguistic means are used. These are mostly colloquialisms, phraseological units, metaphors, and comparisons. At the same time, one can also reveal diminutives, folklorisms, dialectisms, abbreviated words, substitution of terms with colloquialisms, and exclamations. It can also be noted that if a positive image is being formed, then colloquial vocabulary can often be found, which shows the character's closeness to the people. At the same time, if a negative image is to be portrayed, it is often through using special phraseological units or replacing terms with colloquialisms, which reflects the character's desire to show his or her superiority over other characters (Movchan 2015: 122).

The following linguistic means are used to express the concept. These are shown in Table 2.

Table 2 – Linguistic means for expressing concepts

Nº	The purpose of linguistic means	Types of linguistic means	Method of expression
1	Linguistic means aimed at expressing the negative meaning of the concept (Temirova 2021: 1715)	Evaluative vocabulary (exclamation or short statement)	One-member and complete sentences
2	Linguistic means aimed at expressing the positive meaning of the concept (Temirova 2021: 1716)	Evaluative vocabulary (exclamation or short statement)	One-member and complete sentences
3	Linguistic means aimed at expressing the mystical origin of a phenomenon or its validity/invalidity (Shtyrlina 2020: 15)	Allegory, metaphor, phraseological unit	Коротке чи неповне речення
4	Linguistic means aimed at expressing the characters' reactions to something (Shtyrlina 2020: 16)	Evaluative vocabulary (exclamation or short statement)	Short or incomplete sentence
5	Linguistic means aimed at expressing the behaviour of something or someone (Shtyrlina 2020:17)	Allegory, comparison, metaphor, phraseological unit	Short or incomplete sentence

Source: development of the authors.

Thus, it can be noted that in terms of linguistic means of expressing concepts, they are narrower compared to linguistic means of expressing images. This can be explained by the fact that the concept as a phenomenon should be concise and convey a large amount of information using a minimum amount of symbols. At the same time, it should be emphasized that the lingua-cognitive analysis of concepts is complicated by the fact that a concept is often directly related to the text; consequently, it is difficult to properly decompose a concept into its components without fully understanding the text (Honcharuk 2014: 49).

It is worth noting that the simplest means of linguistic and cognitive analysis is to represent a concept with a diagram, where all the components of the concept are represented as separate components. The concept can also be analyzed by presenting it in the form of a table, where each row corresponds to a component of the concept; columns contain information about the meaning of the concept, the source of knowledge about it, and the procedures performed (attached procedures).

The attached procedure is always algorithmized in computer science, but not always in other sciences, although it is always psychologically conscious. In linguistics, such a procedure can be, for instance, the comparison of two objects by figurative means. In any case, the attached procedure is an action (physical action or intention of the character, mental action, reader's evaluation), in the course of which knowledge about the concept attribute, new information is acquired (Csábi 2018:9).

Along with this, the linguistic expression of the concept makes it possible to represent an effective authorial strategy, which refers to the author's tactics for forming the names and meanings of concepts. In particular, a very important aspect is the choice of the proper name for the concept, which is because the author should define the concept in such a way that the reader can interpret it by the essence of the literary text. At the same time, the author should understand that the concept is short and concise; consequently, excessive information only harms the formation of the concept since the object of description is lost with the increase of attributes (Chistyak 2016: 158).

By the way, an increase in the volume of the concept means that the proper approach to the interpretation of a literary text is lost. The interpretation itself involves a combination of approaches and methods to accurately interpret the content and essence of a literary text. Forms of interpretation include paraphrase as a detailed presentation of the text's content, summary, annotation, abstract, and intertextual dialogue as using a source text to create a new one through critical analysis, approval, and polemics (feedback, review, critical article, etc.).

Parameterized textual concepts (those that can be disaggregated into attributes) can be relatively easily represented as frames in the form of a table. Frames of various configurations are a convenient visual representation of the knowledge that makes up the essence of the concept. The convenience lies in the fact that the frame configuration is adequate to the way knowledge is placed in the mind (Kupchyshina 2021: 73).

The concept cannot be fully reflected in any diagram. This is connected with the features of the three-level linguistic embodiment of the concept. Three-level linguistic embodiment is the ability of a concept to exist in the form of systemic potential (a set of means of embodiment/appeals offered by linguistic culture and recorded by lexicography), subjective potential (linguistic heritage stored in the mind of an individual), and textual implementations (discourse-specific appeals with specific communicative purposes). However, it is possible to insert the conceptual core of a concept into a frame structure, since the frame was specially invented as a structure adequate to represent sensory and logical knowledge in human consciousness. The frame structure represents only a minimal set of attributes and features of the concept, without which the concept loses its nature. A frame's extended version enables the addition of the attributes and features.

Discussion

The research has resulted in the emergence of certain controversial aspects. In particular, insufficient attention has been paid to lingua-cognitive analysis in the framework of cognitive linguistics, while the distinction between concept, image,

character, and evaluation does not allow us to speak sufficiently about the procedure of linguistic and cognitive analysis. Scientists have not identified the main mechanisms of lingo-cognitive analysis and its stages, processes, and stages.

In addition, the differences between the lingua-cognitive analysis of a literary text and a non-fiction text have not been covered. It is expedient to reflect the fundamental differences in the mechanism of involving cognitive linguistics in the analysis. At the same time, it has been noted that different linguistic means are used to express concepts and images. However, there is no substantiation for using certain linguistic means as well as it isn't indicated whether other linguistic means can be used, or how this may affect the perception of the texts.

As a result, it can be argued that the issue of linguistic means of expressing concepts and images requires a more detailed study. In particular, it would be advisable to compare the linguistic means of expression used in literary texts by Ukrainian and foreign authors.

Conclusions

Thus, the academic paper reveals the lingua-cognitive analysis of a literary text in terms of linguistic means of expressing concepts and images. Accordingly, the following conclusions were drawn from this research.

The essence of the concepts of "cognitive linguistics", "lingua-cognitive analysis", and "text" has been defined. The conducted research has revealed that cognitive linguistics is a branch of linguistics that considers language in terms of a cognitive mechanism, where speech, thinking, and knowledge influence the formation of certain phenomena in human consciousness. Lingo-cognitive analysis is a method of cognitive linguistics; it involves the implementation of a text research procedure providing for the identification of the place of language in the cognitive mechanism. The application of this analysis to the text contributes to considering it as a phenomenon that represents a completed speech process, reflected in writing and editing. At the same time, it is attributed to a particular genre or type; it has a

title and super phrasal unities, contains interconnected units, and has different functions.

The features of cognitive linguistics and linguo-cognitive analysis have been described. Cognitive linguistics is a field that considers the correlation of linguistic behaviour with thinking, knowledge, and consciousness. In other words, a connection is established between certain phenomena and the grounds for their creation. The linguo-cognitive analysis makes it possible to decompose the following phenomena into smaller components and determine the logic of their creation.

The specifics of the literary text have been characterized. A literary text contains the following basic elements: character, image, concept, and evaluation (review). They influence the linguo-cognitive analysis. At the same time, this text does not always have to correspond to reality but it can be changed or even fictionalized. Such text should primarily evoke the reader's emotions and aesthetic feelings.

The linguistic means of expressing concepts and images have been identified. These include colloquialisms, comparisons, phraseological units, exclamations, metaphors, dialectisms, folklorisms, allegories. Evaluative vocabulary is also used. Linguistic means significantly depend on what is to be expressed, whether it is a concept or an image.

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