

EXPLICATION OF THE CONCEPT *COGNIZE* IN THE VERBAL SYSTEM OF THE MODERN YAKUT LANGUAGE

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The structure and semantics of the verbal system of a language explicate knowledge and/or the cognitive process, reflecting the results of a man's life experience and cognitive activity. The purpose of this work is the concept analysis of lexicographic codification of mono- and polysemantic verbs of cognition in the modern Yakut language. The concept structure of mono- and polysemantic verbs of cognition of the Yakut language has been analyzed for the first time. We applied the methods of component and concept analysis of vocabulary, with the general research method being the inductive-deductive one. The analysis of the verbs of the concept *cognize* revealed the following groups: cognitive activity (according to the intensity subdivided into initial, medium, and final), cognition through prediction, scientific research, negative connotations in cognition, interpersonal relations in cognition, cognition through senses, perception and sensation, impossibility to undertake cognitive activity."

"**Keywords:** concept, verb, polysemy, lexicography, cognize, codification"

INTRODUCTION

Lexical units of direct and indirect nomination reflect various results of speakers' perception. Knowledge is associated with the thought process, being its inherent part. One of the forms of knowledge representation is the verbal system of a language, including the verbal system of the Yakut language. The structure and semantics of the verbal system of a language explicate knowledge and/or the cognitive process, reflecting the results of man's life experience and cognitive activity. The concept *cognize* means both the process and the result of this process. The language, including the verbal system of the modern Yakut language, transmits significant cultural values. The Yakut verbs of the concept *cognize* develop the abstract conceptual content by extending variety of all content types and progressive differentiating types of cognitive attitude to reality.

The Great Dictionary of the Yakut Language (2008) contains vocabulary and phraseology of the modern literary Yakut language, common dialecticisms, folk terminology, figurative colloquial words, and commonly used literary language. Moreover, the Dictionary possesses a specific folklore corpus (obsolete words and phrases), formulas found in written texts of the Yakut epic *Olonkho*. The Dictionary reveals the lexico-semantic system of the Yakut language with all its stylistic nuances which is almost inaccessible for most speakers as a whole.

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The present paper deals with the codification of the logical connections in the semantic structure of Yakut verbs with the concept *cognize* in the Great Dictionary of the Yakut Language.

According to their semantics, mono- and polysemantic verbs *cognize* belong to the group of verbs of intellectual activity and are quite intriguing semantically as semantic relations within the related meanings of a polysemantic verb are expressed through forms of one word.

A great achievement of the modern Yakut lexicography is the publication of the eleven (out of fifteen) volumes of the multivolume standard-descriptive Great Dictionary of the Yakut language. The Dictionary is of great significance as it seeks to demonstrate the centuries-old lexical resources of the Yakut language with its unique semantic characteristics. One of these characteristics is codification of the structural semantics of verbs of cognition resulting from a long historical process.

Recent studies in the most intensively developing fields of cognitive linguistics, psycholinguistics, sociolinguistics, culturology, etc. have aroused interest in the concept structure of mono- and polysemantic verbs of cognition (Rosch, 1975; Kubrjakova, 2001; Furaschova, 2009; Kovaljeva & Kulgavova, 2014). Investigation of language units of direct nomination in terms of cognitive linguistics is of particular interest at the present stage of the progress in linguistics.

The purpose of this work is the concept analysis of lexicographic codification of mono- and polysemantic verbs of cognition in the modern Yakut language.

The concept structure of mono- and polysemantic verbs of cognition of the Yakut language has been analyzed for the first time. The process of cognition proceeds from standard original experience contents to more various and universal ones. Development and extension of meaning components of verbs of cognition result in formation of such semantic categories as polysemy and homonymy.

METHODS

The analysis of semantics of mono- and polysemantic verbs of cognition brings us to the domain of concepts, the units of cognitive activity, knowledge quanta. Concept as a quantum of knowledge is represented in the verbal system of the modern Yakut language by the word *cognize*. The semantic analysis of lexical and phraseological units was performed using dictionary entries. The component analysis was employed to decompose language units into minimal meaningful elements. To verify ontological concept information in language units the method of verification is used. The direct nominative meaning of the verbs of the concept *cognize* of the modern Yakut language reflects the main components of the concept structure. The Dictionary provides examples from Yakut literary texts, Yakut epic texts of Olonko for each word meaning. Undoubtedly, it contributes to explication of word actualization in the context. To analyze figurative semantics of language

units of indirect nomination the method of phraseological identification is utilized and the structural-semantic analysis of phraseological units is carried out. A general research method is the inductive-deductive one, i.e. theoretical conclusions are drawn as a result of the performed analysis of practical material.

RESULTS AND DISCUSSION

Verbs of cognition are semantically productive. In the Great Dictionary of the Yakut Language verbs are illustrated by examples from folklore, works of Yakut writers, poets, journalistic texts, etc. Hence, examples to the verbs of cognition are given in Yakut unabridged.

Word polysemy is widely represented in the Dictionary. It is a language universal and an integral part of natural languages, their constituent. Words of any language are a universal basis to develop polysemy, with almost any language unit having enough potential for developing new meanings. The problem of distinction between polysemy and homonymy was considered in Arsenjeva, M.G. & Strojeva, T.V., & Hazanoviè, A.S. (1966). Polysemy as a semantic category is of linguistic interest in respect to further development of semantics of original language units (Ullman, 1962; Olshansky, 1983; Robins, 1987; Deane, 1988; Tuggy, 1993; Verspoor & Lowie, 2003; Zaliznjac, 2004; Popova, 2011). The concept *cognize* includes verbal lexemes of various semantics, stylistic nuance, combinative power. The verbs of the concept *cognize* are related to the field of intellectual activity as any knowledge is associated with the thought. The polysemantic verbs of the concept *cognize* are close to the verbs of mental activity and informative verb by certain senses.

Traditionally, polysemy is referred to as presence of several meanings, lexico-semantic variants in one word (Katz, 1972; Leech, 1974; Novikov, 1982; Geeraerts, 2006; Shmelev, 2008; Popova & Sternin, 2010). In the present paper polysemy is considered in terms of concept processes proceeding in semantic structure of polysemantic verbs of cognition in the modern Yakut language.

We classify Yakut verbs of cognition into three groups according to semantics:

- 1) monosemantic verbs of cognition (*'take an interest in, be interested in something, someone', 'being in a trance, have a vision, foresee, recognize and interpret something inaccessible to ordinary people's perception (on shamans)', 'show interest in something, become interested in something', 'annoyingly repeat something in speech; explain something long, volubly', 'find something interesting', 'find something interesting in something heard or seen, show interest in something, take an interest in something', 'make inquiries in detail about something'*);
- 2) polysemantic verbs of cognition: 9 verbs, including 4 verbs (stare at someone, something; guess; learn, train; tell fortunes by cards) with two meanings, 2 verbs (make the acquaintance of, teach) with three meanings, 1 verb (govern,

lead) with five meanings, 1 verb (know) with eight meanings, and 1 verb (think) with ten meanings.

- 3) some polysemantic verbs of cognition (*return somebody's favor; leave (behind), forget to take something somewhere, do not bring something with you absent-mindedly; learn, train to do something (e.g., about arms, legs) show transfer of meaning to other domains;*
- 4) polysemantic verbs (*find a solution, resolve, settle (e.g., a question, problem); summarize something, come to some conclusion*) involve transfer of meaning to the domain 'cognition' from other domain;
- 5) word combinations as parts of verbs of cognition ('*consider someone unworthy, think of someone as inferior to oneself*'; '*reveal, find out something*'; '*examine in detail*'; '*notice, memorize, pay attention to something*'; '*do not develop normally*'; '*be jealous*'; '*memorize*'; '*make a note of something*'; '*rack one's brains over something*'; '1) *mature mentally, become mature*; 2) *grow reasonable, grow wise*'; '*a thought came to one's mind*'; '*one's mind has cleared up*'; '*forget something absolutely*'; '*suggest an idea to someone*'; '*finally comprehend something*'; '*find the right thought, remember something forgotten*'; '*think of something constantly*'; '*plunge in thought, be deep in thought*'; '*feel inclination for someone, favor someone, something*'; '*stop thinking of something*'; '*not see any possibility to do something by someone*'; '*pierce with eyes, one's glance, stare at something or someone*'; '*stare fiercely, glare, look fixedly at something or someone*'; '*be reasonable, not lose good sense at a critical moment*'; '*find out the truth*'; '*take offence at someone*'; '*be sure to cope with something, someone*'; '*try to explore*'; '*make inquiries, question, find out*'; '*question, make inquiries*';
- 6) pair words as parts of verbs of cognition: '*know about something, someone thoroughly, have one opinion on something, someone*'.

The concept *cognize* in the modern Yakut verbal system is classified into the following groups:

1. Cognitive activity
 - 1.1. Intensity of cognitive activity
 - 1.1.1. The initial stage of cognition

Acquire knowledge, acquaint oneself with something. *First, one must acquaint with the department in Chappanda, then find out why they dragged this matter out.*

Examine in detail. *One can understand the real meaning of the painting only by examining it in detail.*

Notice, memorize, pay attention to something. *The teacher noticed a smart boy at once.*

A thought came to one's mind. *Suddenly a thought came to my mind and I decided to leave.*

One's mind has cleared up. *I wish their minds cleared up for work.*

Want, desire something, intend to do something. *I intend to go to a village to work.*

Plunge in thought, be deep in thought. *He plunged in thought as the matter didn't work out.*

Scrutinize, examine carefully. *The important person examined me carefully.*

Stare fiercely, glare, look fixedly at something or someone. *The shaman is sitting, glaring at the old man.*

Try to explore. *One should explore the problem of translation carefully.*

Question, make inquiries. *Ask him, maybe he'll allow our trip.*

As one can see from the examples, the word combinations with the verbs of visual action *kér* show, as a rule, the initial stage of cognitive activity.

1.1.2. The medium degree of cognition: Reveal, find out something. *First, one must find out something about this matter.*

Find out something to find the truth about something. *Appearance doesn't say anything.*

Look at something, someone very carefully. *Kuz'ma couldn't see who from them is big, who is small.*

Be interested in, take an interest in something, someone. *He was interested in the Yakut literature too.*

Rack one's brains over something. *Finally he finished his work over which he's been racking his brain for a long time.*

Think about something, someone constantly, use one's mind actively to form connected ideas. *Lookut thought about N'urgusun a lot.*

Have, express one's attitude to resolve some issue. *Ivan Nikolaevich, what do you think about it?*

Remember, recall someone or something. *He was thinking back of the once lost long time ago in the dark fog.*

Think about something constantly. *Nikolay is constantly thinking about the forthcoming trip.*

Be a reasonable person, not lose one's good sense at a critical moment. *Ivan Dusha began to worry and lost his good sense at the critical moment.*

Be sure to cope with someone or something. *Sergey is sure he can cope with this work.*

Ask someone a lot of questions about something in order to find something out. *Having got together, the old men questioned Aleksey.*

Find out, inquire, keep asking. *Find out the way I'll have to take.*

1.1.3. The final stage of cognition: Learn to do something, master, apply something. *Without mastering the beauty of a language one can not become a poet.*

Have an idea of something, know about someone, something. *Having learnt that from his grandpa, he knows well the animal's behavior.*

Distinguish, understand, recognize someone or something. *As soon as the sky got lighter, one could distinguish between the white and the red.*

Know about someone or something quite well, have one's attitude towards someone, something. *As a person who travelled to many countries you must have seen and know a lot.*

Find the right thought, remember something forgotten. *Finally he found the right thought to resolve the problem.*

Remember. *Like a thunderbolt his words remembered well.*

1) Become mentally mature. *A mature man knows himself what to do.* 2) Come to one's senses, become reasonable. *Finally the man came to his senses.*

Finally comprehend something. *Finally he comprehends his father's words.*

Thinking, come to some thought about someone or something, resolve, comprehend, be aware of something. *These are devils, thinking to myself, I ran out of the house.*

Make a right suggestion, guess. A fine thought disappeared, he didn't find the resolution.

Find a solution, resolve, clear up an issue, a problem. *'We'll find a solution', - said the young man seriously.*

Summarize something, come to some conclusion. *The participants of the meeting easily summed up the question discussed.*

Find out the truth. *This is a complicated question and it is very demanding to find out the truth.*

2. *Cognition through prediction:* Being in a trance, have a vision, foresee, recognize and interpret something inaccessible to ordinary people's perception (on shamans). *A shaman was invited to every sick person for a ritual and prediction.*

1) Tell fortunes by cards. *Being smooth-talking, Maria told fortunes by cards.*
2) Using various techniques foresee the future, reveal the past. *Fekla is going to twist sinews for another fortune-telling.*

3. *Research activity:* Explore something. *A bright era for space explorations has come.*

1) Learn, study something for one's personal development, progress. *Being there, I was constantly studying the border service regulations.* 3) Study, research something. *He was the head of the laboratory studying the northern lights.*

Acquire some knowledge, skills, learn. *Gavril wanted to study but he didn't have this opportunity.*

Consider something in detail, very carefully, think over. *Think this matter over.*

Analyze scientifically. *The pupils with the teacher analyzed the water composition.*

Perform an analysis, analyze something. *Analyze this work carefully.*

4. *Negative connotations in cognition:* Annoyingly repeat something in speech; explain something long, volubly. *Father annoyingly kept saying the same how a leader should be.*

Do not develop normally. *Timofey didn't go to school and didn't develop normally.*

Forget something absolutely. *When drunk, he forgets absolutely everything.*

Stop thinking of something. *When a person is disappointed in someone, he stops thinking about him.*

Fail to remember, forget. *Having forgotten his wife's name, he was laughed at.*

Cease to think of, lose memories of someone or something. *Excuse me for my mistake and forget about it.*

Concentrating on something, not notice anything else. *Having forgotten about everything, they concentrated on reading newspapers. // Give up someone or something in favor of something or someone else. Having left everything, having forgotten about everything, let us concentrate on skiing.*

Neglect, disregard someone, something. *Forgetting all the bad, man keeps only the good.*

5. *Interpersonal relations in cognition:*

1) Lead, govern someone. *Semen Illarionov governed the ulus (district). 2) Own something, be of charge of something. People of Bessarabia were very poor after the Romanians had started governing by force.*

Being acquainted with someone, recognize, identify. *The girl recognized her brother's voice and approached.*

Make the acquaintance of, meet someone. *All together we came up to the guest to greet and make the acquaintance. // Establish close relationships with someone, have a close relationship, friendship, love. Later Lyuda got to know this brave young man closer.*

Advise someone. *This man gave me a good advice (idea).*

Have a specified opinion of someone, something. *I think very highly of them.*

Consider someone unworthy, think of someone as inferior to oneself. *Never offend, humiliate anyone, don't pride yourself.*

Envy. *People usually envy the ones riding a reindeer team.*

To take offence at someone. *Having taken offence at her friend, she didn't answer his letter.*

Feel inclination for someone, favor someone, something. *I show favor to just one woman in this ulus (district, area).*

Get used to someone, something. *He got used to northern lifestyle, to people living in the North. // Learn, train to do something (e.g., about arms, legs). With our bodies having become accustomed, we started haying without breaks.*

Impart knowledge, skills to someone, teach, train. *The old Bolugur taught his grandson how to hunt as a man.*

6. *Sensible cognition:* Feel, sense, perceive. *The dogs feeling that the house is close quickened their pace.*

Experience, go through the past incident. *I knew from childhood that life is not a game.*

Foresee, perceive through intuition (usually about something unpleasant). *Mother knew immediately in her heart that something bad had happened.*

Show interest in something, become interested in something, pay special attention. *He paid special attention to the fur tree put in the middle of the square.*

1. Stare, look closely at something or someone. *That man suddenly stopped, staring at me.* 2. Condemn, criticize. *All your life you have condemned, criticized people.*

Make a note of something. *He made a note of the most important interesting places of the story.*

Secretly find something out, determine by some signs, follow something or someone, track down, find out something. *Teaching Stepa, the old man sometimes found out by signs what year it would be for horses.*

Pay attention to, be interested in; listen with interest, attention, heed. *Further Nikitin took an sincere interest in the old man.*

1) Have a presentiment, foresee, foretell something. *Does grandma Nastya not have a presentiment about Charitina's true intentions?* 2) Suggest something, put forward a hypothesis. *One may suggest that this job is easy but well-paid.*

7. Impossibility for cognition:

1) not see any possibility to do something by someone. *I don't see any possibility how to deliver this huge thing;* 2) Perceive, think of something as impossible, unbelievable. *I have no idea how the coaches took to an important competition someone who lags behind.*

At the lexical level the transfer proceeds on the basis of the original denotative aspect of the meaning. In the Dictionary of Linguistic Terms of O.S. Akhmanova connotation is referred to as "an extra meaning of the word (or phrase), its accompanying semantic or stylistic nuances that are superimposed on its main meaning, are used to express various expressive-emotional-evaluative overtones and can endow the phrase with solemnity, playfulness, easiness, familiarity, etc." (Akhmanova, 1969).

Find a solution, resolve, settle (e.g., a question, problem). *"We'll certainly find some solution", - the young man answered seriously.*

Summarize something, come to some conclusion. *The participants of the meeting easily summed up the question discussed.*

Verbs of motion and visual action can enter into the composition of compound verbs of cognition through transfer of meaning, e.g.:

The verbs of motion ("fly", "reach", "fall", "leave", "fall behind"):

A thought came to one's mind. *Suddenly a thought came to my mind and I decided to leave.*

Forget something absolutely. *When drunk, he forgets absolutely everything.*

Find out the truth. *This is a complicated question and it is very demanding to find out the truth.*

Finally comprehend something. *Finally he comprehends his father's words.*

Stop thinking of something. *When a person is disappointed in someone, he stops thinking about him.*

Do not develop normally. *Timofey didn't go to school and didn't develop normally.*

The verbs of visual action ("look at, see"):

Examine in detail. *One can understand the real meaning of the painting only by examining it in detail.*

Notice, memorize, pay attention to something. *The teacher noticed a smart boy at once.*

Scrutinize, examine carefully. *The important person examined me carefully.*

Stare fiercely, glare, look fixedly at something or someone. *The shaman is sitting, glaring at the old man.*

Try to explore. *One should explore the problem of translation carefully.*

Question, make inquiries. *Ask him, maybe he'll allow our trip.*

Some polysemantic verbs of cognition show transfer of meanings to other domains:

1) Lead, govern someone. *Semen Illarionov governed the ulus (district). 2)*

Own something, be of charge of something. *People of Bessarabia were very poor after the Romanians had started governing by force.*

Return somebody's favor. *Remember my favor one day.*

Leave (behind), forget to take something somewhere, do not bring something with you absent-mindedly. *I forgot my mittens at home.*

Learn, train to do something (e.g., about arms, legs). *With our bodies having become accustomed, we started haying without breaks.*

The concept *cognize* involves besides lexical units the ones of indirect nomination. In the verbal system of the modern Yakut language there are 26 phraseological units. Semantics of phraseological units (further PU) is discussed by I.I. Černyševa, (1970) and V.N.Telija (1981).

When analyzing the bulk of criteria used for PU identification (full or partial reinterpretation of the components, separate structure, stability of lexical composition, reproducibility in full), priority is given to the semantic criterion, i.e. the full or partial reinterpretation of the components.

According to the character of meaning resulting from interaction of structure, combinative power, and semantic transformation of the components, phraseological unities, phraseological expressions, and phraseological combinations are recognized (Černyševa, (1970). PU with the concept *cognize* include phraseological unities only:

I. The group of phraseological unities involves stable word complexes semantically both motivated and not motivated by its components.

The former include idioms whose meaning is fully reinterpreted and not motivated by the meanings of its components, e.g.:

A thought came to one's mind. *Suddenly a thought came to my mind and I decided to leave.*

One's mind has cleared up. *I wish their minds cleared up for work.*

Rack one's brains over something. *Finally he finished his work over which he's been racking his brain for a long time.*

Think about something constantly. *Nikolay is constantly thinking about the forthcoming trip.*

Be a reasonable person, not lose one's good sense at a critical moment. *Ivan Dusha began to worry and lost his good sense at the critical moment.*

Forget something absolutely. *When drunk, he forgets absolutely everything.*

Advise someone. *This man gave me a good advice (idea).*

Consider someone unworthy, think of someone as inferior to oneself. *Never offend, humiliate anyone, don't pride yourself.*

Feel inclination for someone, favor someone, something. *I show favor to just one woman in this ulus (district, area).*

The latter involve phraseological unities whose meaning is motivated by the meaning of its components, e.g.:

Examine in detail. *One can understand the real meaning of the painting only by examining it in detail.*

Notice, memorize, pay attention to something. *The teacher noticed a smart boy at once.*

Plunge in thought, be deep in thought. *He plunged in thought as the matter didn't work out.*

Scrutinize, examine carefully. *The important person examined me carefully.*

Stare fiercely, glare, look fixedly at something or someone. *The shaman is sitting, glaring at the old man.*

Try to explore. *One should explore the problem of translation carefully.*

Question, make inquiries. *Ask him, maybe he'll allow our trip.*

Be sure to cope with someone or something. *Sergey is sure he can cope with this work.*

Find the right thought, remember something forgotten. *Finally he found the right thought to resolve the problem.*

Remember. *Like a thunderbolt his words remembered well.*

1) Become mentally mature. *A mature man knows himself what to do.* 2) Come to one's senses, become reasonable. *Finally the man came to his senses.*

Finally comprehend something. *Finally he comprehends his father's words.*

Stop thinking about something. *When a person is disappointed in someone, he stops thinking about him.*

Envy. *People usually envy the ones riding a reindeer team.*

Take offence at someone. *Having taken offence at her friend, she didn't answer his letter.*

Make a note of something. *He made a note of the most important interesting places of the story.*

Find out the truth. *This is a complicated question and it is very demanding to find out the truth.*

Variance of PU with the concept *cognize* is represented in the Dictionary which demonstrates systemacy of the Yakut phraseology and a way of language development as a whole. Examples of the usual variance of PU with the concept *cognize* are substitution of a verbal and noun component and incorporation of an adverbial component. Let us illustrate:

1. Substitution of the verbal antecedent: Feel inclination for someone, favor someone, something. *I show favor to just one woman in this ulus (district, area).*

2. Substitution of the noun antecedent: Forget something absolutely. *When drunk, he forgets absolutely everything.*

3. Incorporation of an adverbial component: Scrutinize, examine carefully. *The important person examined me carefully.*

Semantic categories are represented in verbal lexical and phraseological units of the concept *cognize* by polysemy and homonymy.

1) Tell fortunes by cards. *Being smooth-talking, Maria told fortunes by cards.*

2) Using various techniques foresee the future, reveal the past. *Fekla is going to twist sinews for another fortune-telling.*

1) Stare, look closely at something or someone. *That man suddenly stopped, staring at me.* 2) Condemn, criticize. *All your life you have condemned, criticized people.*

1) Fail to remember, forget. *Having forgotten his wife's name, he was laughed at.* 2) Cease to think of, lose memories of someone or something. *Excuse me for my mistake and forget about it.* 4) Concentrating on something, not notice anything else. *Having forgotten about everything, they concentrated on reading newspapers.* // Give up someone or something in favor of something or someone else. *Having left everything, having forgotten about everything, let us concentrate on skiing.* 5) Neglect, disregard someone, something. *Forgetting all the bad, man keeps only the good.*

1) Not see any possibility to do something by someone. *I don't see any possibility how to deliver this huge thing;* 2) Perceive, think of something as impossible, unbelievable. *I have no idea how the coaches took to an important competition someone who lags behind.*

1) Become mentally mature. *A mature man knows himself what to do.* 2) Come to one's senses, become reasonable. *Finally the man came to his senses.*

CONCLUSIONS

Among the Yakut verbs of the concept *cognize* there are basic verbs-identifiers representing the main semantic idea of the word class, with verbs being members of the class. The typical semantics of these verbs is to comprehend the meaning, sense of something, get a real idea of someone or something, acquire knowledge. The Yakut verbs of the concept *cognize* are classified into several groups depending on association by different arch-semes.

The analysis of the verbs of the concept *cognize* revealed the following groups: cognitive activity (according to the intensity subdivided into initial, medium, and final), cognition through prediction, scientific research, negative connotations in cognition, interpersonal relations in cognition, cognition through senses, perception and sensation, impossibility to undertake cognitive activity.

Transfer of meaning is observed in the verbs of motion and visual action.

The structural-semantic analysis of verbal PU of the concept *cognize* revealed PU with unmotivated and partially motivated meaning of the components. Phraseological expressions and combinations are not present among these PU. The usual variance of PU of the concept *cognize* in the Yakut verbal system is represented by substitution of the verbal and noun component and incorporation of an adverbial component.

The lexicographic analysis of semantics of units of direct and indirect nomination is an inexhaustible source for further studies in typological linguistics ontologically and epistemologically different from those undertaken from the perspective of one language.

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