ON THE ISSUE OF DIACHRONIC TYPOLOGICAL RESEARCH

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Annotation

The article deals with the problem of the correlation of synchronous and diachronic approaches to language analysis. Modern advances in semantics and linguocognitivistics, based on the influence of cognitive factors on the semantic development of words, raise the question of how to combine these approaches. In this paper, it is proposed to overcome one–sidedness in the university training of linguists in order to more fully take into account both aspects – synchrony and diachrony - in the analysis of language.

Keywords

Theoretical linguistics, semantics, synchronic research, diachronic research, dichotomy.

Language, like other phenomena of reality, does not stand still, but changes and develops. From the very beginning of its formation, theoretical linguistics has been concerned with the processes of language change and development. It was noted that language change is characterized by obvious contradictions: according to V.A. Grechko, in order to clarify the specific causes of changes in certain linguistic phenomena, it is necessary to consider the history of these phenomena, to study their interrelation and dependence in the language system in synchronic and diachronic aspects. It is necessary to study their interrelation and dependence in the language system in synchronic and diachronic aspects [1].

The founder of the theory of synchronic and diachronic research was F.Saussure. According to Saussure, for a science dealing with the concept of meaning, it is necessary to distinguish between two axes of time. For linguistics, this distinction between the axes of time- synchrony and diachrony - is absolute, "since language is a system of pure significations determined solely by the current state of its components."

F. Saussure distinguishes two linguistics depending on the distribution of the two axes of synchronicity (simultaneity) and diachrony (sequence), namely synchronic (static) and diachronic (evolutionary) linguistics. According to F. According to Saussure, synchronic linguistics must deal with the logical and psychological relationships that connect coexisting elements and form a system, and study them as perceived by the same collective consciousness. Diachronic linguistics, on the contrary, should study the relationships linking elements that follow each other over time and are not perceived by the same collective consciousness, that is, elements that are constantly inherited from each other and do not form a system as a whole.

According to F.Sossyure the very beginning, linguistics paid too much attention to diachrony, while it could not affect the entire language system at once, but only its individual

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[1] Grechko, V.A. G 81 Theory of linguistics: Textbook/V.A. Grechko.— M.: Higher School, 2003.— 375 p,93

elements. However, "language is a system, and all its parts can and should be considered in synchronous relationships[2]."

Synchronic and diachronic linguistics differ in their facts in language learning. If the former "knows only one point of view of the speaker, then its entire method boils down to collecting linguistic facts from the speaker," then diachronic linguistics must distinguish between two points of view, one traces the passage of time, and the other goes back to the past. In addition, if synchronic linguistics covers only a set of facts related to a particular language, then diachronic linguistics considers facts that do not necessarily belong to one language[3].

Synchronicity and diachronicity are the second dichotomy in linguistics, along with the first language-speech dichotomy. Using this principle of double categorization, F. Saussure believes that "everything diachronic in language occurs only through speech" (Saussure 1964: 387).Thus, speech is the source of all changes. Any innovation appears in the speech of an individual from the beginning and becomes a fact of language when it is accepted by the entire speaking team.

We believe that no matter how far a language has developed, it is always possible to find basic basic structures in it. And following E. S.Kubryakova, we believe that "historical factors should prevail in the formation of categories in natural languages, and the best representatives of categories are often their historically earlier forms.[4]"In our case, however, it is the data obtained at the synchronous level that prompts us to look for answers to the question "why languages (grammatical categories)they are arranged exactly this way, and not otherwise."

In the process of studying the grammatical categories of time in the nostratic group of languages, the data obtained at the diachronic and synchronic levels contribute to expanding the scope of research and explaining the current state of the studied category. The term "diachronic typology" is defined in linguistics as a typological direction that examines not the similarity of the material components of the compared languages, but their categorical and meaningful structures[5]. The main idea of diachronic typology is the idea that all languages (even unrelated ones) have a common path of development, according to which some languages can outpace others in their development.

In our study, we also consider it appropriate to use data from a cognitively oriented typology, in which "language and language activity are, in fact, the most direct product of cognitive activity and can be considered as a starting point for its reconstruction."

According to E.S.Kubryakova, "all linguistic phenomena should be studied not only from a structural and semantic point of view, not only from a purely formal point of view, but also from the point of view of their role in the production of text and discourse" (Kubryakova 2004: 325).The author bases these considerations on the fact that "language performs two main functions-recognition/representation and communication (discourse), while recognition and communication equally determine the specifics of the language and its structure.

List of used literature

[2] S. F. de Saussure 1964. General Linguistics course, 381-383s.

[3] F.de Saussure 1964. General Linguistics course, 382s.

[4] E.S.Kubryakova "Language and knowledge. On the way to gaining knowledge about language: parts of speech from a cognitive point of view." 114p.

[5] T.M.Nikolaeva "Nonparadigmatic linguistics", 135 p.

1.F.Saussure "Course of General Linguistics", Ural University Press, 1999.

2. E.S.Kubryakova "Language and knowledge. On the way to gaining knowledge about language: parts of speech from a cognitive point of view." Ed. Languages of Slavic culture, Moscow, 2004.

3.T.M.Nikolaeva "Nonparadigmatic linguistics", Moscow, 2008.

4.https://cyberleninka.ru/article/n/metodika-diahronicheskogo-issledovaniya-i-kognitivnyy-podhod-k-yazyku