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В.В. Жуковська

Житомирський державний університет імені Івана Франка
канд. філол. наук, доцент

A. Goldberg's Cognitive Construction Grammar Framework: the Main Theoretical and Methodological Underpinnings

Construction grammar is a thriving field of grammatical theorizing within a cognitive linguistic paradigm. Over the last decades, the framework has evolved into a sophisticated linguistic theory with well-developed theoretical and methodological principles based on a solid cognitive and functional foundation. Construction grammar blurs the boundaries between vocabulary and grammar, semantics and pragmatics, meaning and use, and describes language as a holistic organism. The holistic approach to language units aptly reflects the reality of mental activity, built on uniform cognitive mechanisms and performed on a single language substrate. This paper provides an outline of construction grammar's theoretical and methodological assumptions in the interpretation of cognitive construction grammar elaborated by A. Goldberg[1].

Cognitive construction grammar integrates the fundamental ideas of R. Langacker's cognitive grammar [6], Ch. Fillmore's construction grammar [2], and G. Lakoff and M. Johnson's theory of conceptual metaphor [5], with a focus on articulating general cognitive principles underlying language-specific constructions. The most authoritative research in the field is A. Goldberg's seminal monograph "Constructions: A Construction Grammar Approach to Argument Structure" (1995) [3]. In this publication, the author develops the notion of 'grammatical construction' as a novice theoretical concept and applies construction grammar rules to regular language constructions. Linguistic constructions are endowed with the status of structural-semantic primitives rather than "taxonomic epiphenomena" [1: 667].

According to A. Goldberg's classical definition of grammatical construction, "C is a CONSTRUCTION iff$_{def}$ C is a form-meaning pair $<F_i, S_i>$ such that some aspect of F_i or some aspect of S_i is not strictly predicted from C's component parts or from other already established constructions" [3: 4]. The form of construction is motivated by its meaning, which is interpreted as a cognitive basis, a speaker's idea of the situation.

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[1] A detailed review of other schools in the construction grammar paradigm is presented in [7]

Following the cognitive commitment, the researcher points out that all aspects of a language reflect human experience, cognition, and construal of reality.

A. Goldberg examines the argument structure of a set of sentence-level English constructions. The researcher focuses on five basic structural patterns (propositions) of a simple sentence, which are associated with a specific set of arguments and thematic roles determined by a specific construction (Table 1) [3]:

Table 1

Argument structure constructions in English

1. Ditransitive	X CAUSES Y to RECEIVE Z	Subj V Obj Obj$_2$
		Pat faxed Bill the letter.
2. Caused Motion	X CAUSES Y to MOVE Z	Subj V Obj Obl
		Pat sneezed the napkin off the table.
3. Resultative	X CAUSES Y to BECOME Z	Subj V Obj Xcomp
		She kissed him unconscious.
4. Intransitive Motion	X MOVES Y	Subj V Obl
		The fly buzzed into the room.
5. Conative	X DIRECTS ACTION at Y	Subj V Obl$_{at}$
		Sam kicked at Bill.

A. Goldberg's cognitive construction grammar differs from other constructionist theories, assuming that all constituents of a construction have equal status and are dependent on the core meaning of the construction. In contrast, the predicate-argument approach allocates a central place in a sentence structure to a verbal predicate, specifying the number and quality (semantic and morphological properties) of its actants. According to A. Goldberg, a construction's semantic structure determines its arguments. Since their reliance on semantic and valence features of the verb-predicate is decreased by the semantics of a construction, the arguments of a construction obtain the status of a construction's constituents but not of a verb's actants. A verb is merely one of the constituents in a construction required for meaning production in a sentence or utterance, and all constituents of a construction have equal status. A construction has its own semantics, independent of the lexical components it employs [3: 1]. The equal status of a verb and other arguments deprives a verb of its major position in a construction, which is viewed as a verb-oriented structure rather than a verb-centric one.

A. Goldberg utilizes frame semantics to explain the mechanisms of interaction between verbs and sentence-level constructions. Depending on semantics, a verb correlates with a certain participant role in a specific type of event, and a construction positions argument roles that likewise correlate with a certain type of event. The verb 'purchase', for example, is linked to the roles of BUYER, SELLER, and GOODS, whereas the verb 'sing' is linked to the roles of SINGER and SONG. Argument roles of sentence-level constructions are more generic and are referred to as semantic (thematic) roles (AGENT, PATENT, THEME, EXPERINCER, etc.) in the specialized literature [1: 674].

A verb specifies lexically profiled or conceptually salient participant roles, whereas sentence-level constructions define their argumentative roles. Lexical profiling refers to an aspect of the meaning of a linguistic construction activated by certain units within a corresponding semantic frame, while constructional profiling is concerned with the realization of argumentative roles in terms of nuclear grammatical relations. A verb's arguments can be lexically profiled, but they cannot be profiled by a construction.

A. Goldberg's model of a grammatical construction comprises two levels of linguistic representation: SEM(antics), which represents the semantic structure of a construction in terms of argument roles, and SYN(tax), which specifies the syntactic organization of a construction in terms of how grammatical functions of the subject and object implement the argument roles. The 'PRED' slot indicates the possibility of a particular verb being mapped onto a construction, and the blank angle brackets indicate the possibility of that verb's participant roles fusion with a construction's argument roles. Figures 1 and 2 show representations of the *Ditransitive construction* and the *Ditransitive construction* with the verb 'send', respectively [3: 55].

Linguistic constructions are organized into structured networks with inheritance relations, such as polysemy links, subpart links, instance links, and metaphorical extension links.
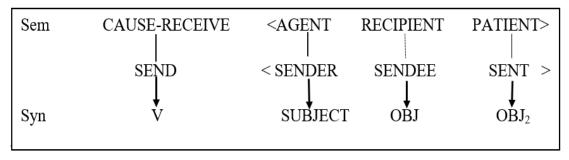

Fig. 1 Representation of the Ditransitive construction in Cognitive construction grammar
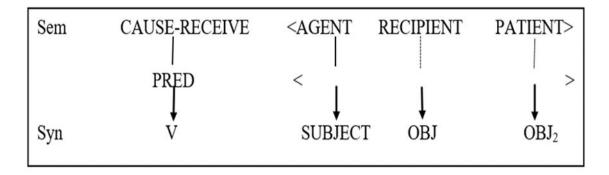
Fig. 2 Representation of the Ditransitive construction with the verb 'send' in Cognitive construction grammar

The main virtue of the constructional framework, according to A. Goldberg, is its 'descriptive adequacy', which permits it to encompass both linguistic generalizations and idiosyncrasies [4: 11]. From this perspective, language is understood as a holistic entity in which none of the language levels is autonomous or 'nuclear', but rather all levels operate together in a language production. For the description of language, all units are of equal importance, and a uniform analysis is applied to both idiosyncratic 'periphery' and 'nuclear' linguistic units. No elements or procedures work on just one of the language levels since they are all interrelated. Language analysis is not restricted to 'nuclear' central examples, neglecting the study of epigrammatic phenomena and exceptions to the rules, and no language unit or structure can achieve a central or more important status. On the contrary, all units are equally important for language grammar, and the idiosyncratic 'periphery' and 'nuclear' linguistic units are subjected to the same unified analysis. Different language levels are analyzed simultaneously rather than sequentially, and units at one language level are always available and can interact with units from another level. Construction grammar aims to encompass all levels of language with the goal of comprehending each language in its entirety by inventorying all constructions in it.

Given the reported benefits and undeniable potential of cognitive construction grammar framework, in our future research we intend to apply the framework's procedural apparatus to the study of specific linguistic material (in our case, English detached nonfinite constructions with an explicit subject) using extensive corpus data and sophisticated quantitative methods.

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В.О. Корінець
Житомирський державний університет
імені Івана Франка
Н.В. Горобченко
Житомирський державний університет
імені Івана Франка
канд. пед. наук, доцентка

Формування інформаційно-комунікативної компетентності старшокласника

Анотація. Одним із ключових завдань сучасної освіти є підготувати підростаюче покоління до життя й професійної діяльності в новому, високорозвиненому інформаційному середовищі, ефективному використанню її можливостей. Саме з появою нових педагогічних інструментів – комп'ютерних технологій – суттєво змінюють не тільки форми й методи навчання, але й підходи до виховання особистості. Процес використання сучасних комп'ютерних технологій у повсякденному житті готує молодь до реальної і потрібної суспільству трудової діяльності, формує в неї позитивне ставлення до засобів