

Research on Vocabulary Teaching of College English from the Perspective of Cognitive Linguistics

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Abstract. Cognitive linguistics is one of the most popular research fields in linguistics of the late twentieth century. With the development of the subject, its influence on English vocabulary teaching is becoming more and more obvious. Cognitive linguistics can help teachers to enlarge their vocabulary words, deepen their vocabulary understanding and even train their logical thinking ability. This paper expounds the applications of the basic level category theory, prototype theory and conceptual metaphor theory of cognitive linguistics in English vocabulary teaching to provide some references for the relative researchers.

Introduction

Vocabulary is very important in the language system. With the development of linguistics and other subjects, English vocabulary teaching methods emerge in an endless stream. The traditional teaching methods which are popular in history are grammar translation method, direct method, situational teaching method. These methods have been very popular in different historical stages, but there are some defects that can't be overcome. The study of vocabulary teaching is of great importance because of its importance in language acquisition. Without vocabulary, there is no language, no meaning. Vocabulary learning is a difficult problem for many language learners. English vocabulary is no exception, so people often expect to have a better solution to the difficulties of vocabulary teaching methods. At the beginning of the development of cognitive linguistics, it is closely related to vocabulary. Cognitive linguistics is an extension of structural linguistics and transformational generative grammar. The basis of cognitive linguistics comes from the transformation of cognitive linguistics into a linguistic mechanism. The study of language cognition in the process of language processing. The specific content of cognitive linguistics is the basic memory of the language, and then pay attention to the language, in the brain of the input process, and finally the language output process. Through this mechanism, we can obviously enhance people's ability to remember the language, so as to improve the effect of language teaching. The main feature of the integration of cognitive linguistics into English vocabulary teaching is to improve students' ability to understand the definition of lexical prototypes.

Functions of Cognitive Linguistics in Vocabulary Teaching of College English

Enlarge Vocabulary Words. In the current English vocabulary learning, most of the words in the textbooks belong to the basic vocabulary. Teachers should be hard as the basic vocabulary of many words in the process of teaching English vocabulary, the vocabulary and other distinction, not simply in order to improve the students' vocabulary and vocabulary blindly increase the burden of students. According to the progress of teaching and the actual situation of students, teachers should give priority to help students master the basic vocabulary of vocabulary, so as to improve students' English vocabulary learning ability. In the process of learning basic vocabulary, teachers need to guide the students to pay attention to the metaphorical meaning behind the basic vocabulary and explain it briefly. The definition of metaphor in English vocabulary can be roughly divided into two meanings, which are frequently used in daily life and are widely accepted by people. To strengthen the students' understanding of the definition of metaphor can effectively help students master the basic definitions of words and metaphor, and understand the relationship and difference between them. Basic

vocabulary plays an important role in English vocabulary. The metaphor of basic vocabulary is relatively complex and often used in daily life. The metaphorical interpretation requires the students to master the actual life independently. In the teaching process, teachers should pay attention to guiding students to master this ability and improve their ability of autonomous learning. To develop the students' independence according to the interpretation of the basic vocabulary, and to grasp the extension of the word. Therefore, students' understanding of the metaphorical interpretation of the basic vocabulary can obviously help students develop the basic vocabulary. It is of great significance for students to master English vocabulary knowledge in the field of cognitive linguistics.

Deepen Vocabulary Understanding. The application of cognitive linguistics in English vocabulary teaching can broaden students' imagination space of words, and sum up other deep meanings through the original meaning of words. For example, in the foundation of the word learning, the teacher adopts the development mode of cactus classified vocabulary. After explaining the basic meaning of the word, the teacher asked the students to read the article, and contacted the context to infer the meaning of the words in the article. By summing up the different meanings of the words in the article, the students sum up the meaning of the original meaning of the word. This kind of teaching method not only saves the time of memorizing words, but also makes the words have the nature of classification. Most of the words are derived from the human body structure of the human body and the general knowledge and experience. Other extensions are mapped out by the prototype definitions. There is a complementary relationship between the definition of metaphor and polysemy, and the definition of metaphor is the theoretical basis of polysemy. In the process of teaching, teachers should cultivate and improve students' understanding of vocabulary in English learning, so as to help students understand the internal relations between the definition of the word and the meaning of metaphor. By understanding the meaning of lexical polysemy, and the development of law can help students understand the meaning more profound, and evolved into their own ability, to improve students' ability to understand English is important. College English teachers should pay attention to guide students to analyze the vocabulary in the process of vocabulary teaching, so that students can give full play to the association.

Develop Logical Ability. English vocabulary has a special meaning in a specific context, so as to enable students to understand the central meaning of vocabulary through cognitive linguistics. Cognitive linguistics is to cultivate the students' ability of logical reasoning in the extension of their meaning, so that students can learn different knowledge points and use English vocabulary flexibly. The relationship between English vocabulary teaching and cognitive linguistics is complemented by the application of cognitive linguistics, which provides a shortcut for English vocabulary memorization. It has the characteristics of tree memory. The teacher adopts the method of contact and imagination to improve the enthusiasm and initiative of the students, so as to improve the students' ability of thinking in the vocabulary learning. Semantic similarity is a kind of metaphor, is a mapping between the two cognitive domains, namely from the source domain to a target domain projection can be said to be familiar with the specific, tangible, real world to recognize another abstract, invisible, strange thing is a recessive similarity of these different forms of words reflect the rule of the system. It provides a strong theoretical support for teachers in the teaching of English vocabulary. Teachers can use the principle of similarity to analyze the internal relationship between the form and meaning of the vocabulary to help students understand the similarity of English vocabulary. Cognitive linguistics makes them deeply appreciate the interest of vocabulary memory, improve the efficiency of English vocabulary learning and use it flexibly. The conceptual system of human behavior and thought belongs to the category of metaphor in essence. Metaphor is not a form of representation of language, but a cognitive system on a deeper level. It is able to effectively organize our thinking logic, resulting in our way of thinking judgment.

Applications of Cognitive Linguistics in Vocabulary Teaching of College English

Basic Level Category Theory. The category is the earliest philosophical term, and then it is introduced into cognitive linguistics. In order to understand the objective world, people must classify

and categorize the world. And the result of categorization is reflected in the language. The meaning of language lies in how people classify and conceptualize the world. Categorization is a kind of high-level cognitive activity of human beings, and on this basis, human beings have the ability to form the concept, which has the meaning of language symbols. The prototype theory holds that in all the significance of language symbols, with a more central or core meaning, can be regarded as the other significance of the prototype, other meanings are further radiation on the basis of it out, thus forming the radiation range of meaning. The prototype category is a structure composed of a prototype and an edge. The prototype is a typical member of the category, the edge of which is composed of the prototypical members of the category of the meaning and semantics of the machine is in the form of prototype category. The status of category members is different, there are prototype and edge points. In the college English vocabulary teaching, the teacher should first take the prototypical meaning of the vocabulary as the teaching emphasis. As the prototype is the basis for understanding other senses. After the students grasp the prototypical meanings of vocabulary, should be taken to comply with the laws of cognitive ways such as acquisition of fringe items: to fully understand the deep relationship between different meanings, meanings based on the prototype, according to the specific meaning of context analysis and inference of vocabulary, avoid rote. English vocabulary can be divided according to its nature. Therefore, in the teaching process, students should pay attention to the understanding of the meaning of the basic category words, and on the basis of understanding the core vocabulary to learn more complex vocabulary, improve students' English learning ability.

Applications of Prototype Theory. In the process of classification, the prototype is a psychological representation and a cognitive reference point. That is to say, in the same category, each member's status as equal, because the category of members representing the degree is not the same, there are differences between typical and atypical, the center and the edge of which is the typical member or members of the center of category prototype. It is of universal significance to all members of the category, and the most typical member of the category is more likely to be identified and remembered because the members of the prototype have more features than other members of the category. The essence of the prototype theory is that people in certain cognitive things, will belong to a class of things in the individual as the prototype, and then in the premise of constant overall characteristics of the prototype, the other individual cognitive things. Because of the different concepts in different languages, it is difficult to find out the basis for the division of the prototype. The uncertainty of the prototype provides more space for the study of English vocabulary. Vocabulary is the carrier of category and concept, that is to say, the concept of human being is the representation of the concept, and the connotation of the concept is to make the mental representation according to the similarity between the prototype and the prototype. Therefore, it can be found from various angles that the typical or convex. Because of the existence of uncertainty in the definition of the prototype, the learner can use these words as a prototype in the category according to their cognitive habits and experiences. Teachers to those most likely to remember, the most commonly used and most easy to produce Lenovo's words as in this category prototype. In the College English vocabulary teaching, teachers should cultivate students' ability to infer the specific context meaning of the vocabulary according to the prototypical meaning of the vocabulary.

Conceptual Metaphor Theory. Metaphor is not only a rhetorical method, but also can be used as a way of thinking, and the thinking mode of the source domain of the target domain mapping is the thinking mode of the conceptual metaphor theory. When people have a conceptual understanding of the phenomenon, it reflects the cognitive system, which is embodied in the process of English vocabulary memory. Polysemy is one of the most difficult problems in English vocabulary teaching, and it has the law of metaphorical extension. The cactus development model change path on the meaning of research in general. Metonymy or metaphor can be regarded as the extension of the concept of meaning in the process of human cognition. Conceptual metaphor theory and prototype category theory are not contradictory. Metaphor plays an important role in the evolution of the meaning of a linguistic sign in the prototype theory. The mapping from the source domain to the target domain described by the conceptual metaphor theory is a more in-depth description of the

nature of human cognition and thinking process. When teachers teach basic vocabulary, they can make full use of the metaphor theory to make the students learn more quickly, and improve their learning efficiency. In the application of vocabulary in daily life, most people express their abstract knowledge, which is difficult to understand, because they are familiar with the basic things. Applying the theory of metaphor to English vocabulary teaching can improve students' learning efficiency and improve their practical ability to improve their English learning.

Conclusion

Vocabulary teaching is an important part in English teaching. The introduction of basic level category theory, prototype theory and conceptual metaphor theory in English vocabulary teaching can make up for the shortcomings of traditional vocabulary teaching, expand the vocabulary of students, deepen the vocabulary understanding and improve their logical competence. Therefore, the application of cognitive linguistics to English vocabulary teaching can effectively improve the level of English vocabulary teaching.

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