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Research Article

THEORETICAL POINTS OF THE TERM "COGNITION"

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ABSTRACT

The current article is devoted to the particular theoretical views of the analysis of word meanings from the point of cognition. Moreover, it deals with the specialized approaches in order to clarify research problem more comprehensively. The significance of the article relies on the approved achievements. The concept of proverbs, their essence, the philosophy of phrases and proverbs are the basic features of any culture.

KEYWORDS

Cognition, cognitive activity, cognitive organization, cognitive structure, comparison, observation, relationship, hierarchical classification.

INTRODUCTION

Cognition is all about understanding and knowing something. Cognition is the states and processes that are involved in knowing. In this process, perception and judgment also included. Knowledge is accumulated consciously and unconsciously by processes such as, perceiving, recognizing, conceiving and reasoning and cognition include all this phenomenon. In other words, cognition is a state experience of knowing that can be distinguished from an experience of feeling or willing. Originally the word cognition comes from the Latin, where "cognoscere" means to know. Thus in its broadest and most

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etymological sense, cognition refers to everything that pertains or is related to knowledge. Cognition is therefore the accumulation of all the information that people acquire throughout their lives through learning and experiences. More concretely, the most accepted definition of cognition today is the ability of living beings to process information from perception. That is, through the uptake of stimuli from the outside world through the senses, the person initiates a series of procedures that allow the acquisition of information and is defined as cognition. Cognition is therefore a process that is carried out by the brain structures of the people and that implies the accomplishment of more of an activity that allows to develop the learning. The main cognitive processes that encompass cognition are learning, attention, memory, language, reasoning and decision making. The execution of these activities together gives rise to the cognitive process and the transformation of the sensory stimuli into knowledge. Cognitive activity presents a series of characteristics that define its functioning. In general terms, the properties of cognitive activity define much of cognition as a mental process.

The cognition is the process of information out of perception, knowledge and subjective characteristics of living beings. Such processes as learning, reasoning, attention to memory, decision making, problem and solving or the elaboration of emotions are encompassed by cognition. The study of cognition has been made from different perspectives such as neurology, psychology, psychoanalysis, sociology or philosophy. In this sense, cognition is interpreted as a global mental process that allows the processing of information that accesses the minds of human beings. Cognition process is closely connected to some other abstract concepts such as mind, knowledge, reasoning, learning, intellect and brainpower. There are various characteristics of cognition as well as, the two other notions cognitive structure and cognitive activity play an important role in the cognitive process of human creatures.

Upon waking each morning, you begin thinking—contemplating the tasks that you must complete that day. Should you go to the bank, the cleaners, or the grocery store first? Can you get these things done before you head to class or will they need to wait until school is done? These thoughts are one example of cognition at work. Exceptionally complex, cognition is an essential feature of human consciousness, yet not all aspects of cognition are consciously experienced. For example, many decisions we make about choosing to do something or refraining from doing something involve cognitive processes related to weighing options and making comparisons to other events in memory. However, cognition has been argued to not be involved in all the actions we make, such as reflexes that recoil your hand after touching an extremely hot surface, which operate on automatic feedback loops between the effector and spinal cord. Cognition is described in the Oxford dictionary as the mental actions or processes involved in acquiring, maintaining and understanding knowledge through thought, experience and the senses[1]. Cognition is described by Licht, Hull and Ballantyne as the mental activity associated with obtaining, converting and using knowledge. [2]

It is important to recognize that although the term cognition is an umbrella term that encompasses many different mental processes, similarities exist between how groups define cognition by defining it as a variety of mental processes that allow us to maintain, understand and use information to create knowledge and reflect upon it. Within the pieces that make up cognition, a main component is what is commonly referred to as thinking, which Matlin has defined as coming to a decision, reaching a solution, forming a belief, or developing an attitude. Again, we see that

[1] English Oxford Dictionary, 2018 (definition of cognition)

[2] Scientific American Psychology by Licht, Hull and Ballantyne (2014)

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even a subcomponent of cognition, such as thinking, still represents somewhat of an umbrella term which can be broken up into groups of processes and procedures that make up our thinking. Definitions are not universally accepted, and some groups within psychology consider cognition and thinking as the same group of processes. However, we will use the definitions provided above for the sake of simplicity.

He we would like to note about the term "Cognitive activity" and its characteristics. Cognitive activity is an activity that done by cognition. Cognitive activity is a mental process through which the person is able to grasp and perceive aspects of reality. This activity is performed through the sensory organs and has the main purpose of understanding reality. Cognitive activity involves processes of reception, integration, relationship and modification of the surrounding information. In this sense, the information is not perceived passively but actively. The person modifies and adapts the stimuli captured to generate knowledge through cognition. Cognition is the method by which the person is able to assimilate ideas, form images and generate the construction of knowledge. Without cognitive activity, people would be unable to generate their own and elaborate knowledge, and they would perceive the world in a passive way. Finally, cognitive activity is characterized by being a process that allows to bring structure and organization to knowledge. The information elaborated through cognition is integrated in a global way and generates hierarchical classifications that give rise to the cognitive structure of the person[3].

Multiple investigations have focused on studying the elements that make up the structure of cognition. That is, to determine which aspects are involved in cognitive processes. In this sense, it is maintained that cognition is an activity that involves the realization of multiple processes. Cognition is therefore a generalized mental procedure encompassing different tasks. At present there is some controversy when defining the cognitive structure[4].

Cognition is a broad and abstract mental process that often plans divergences in the establishment of its functioning. However, there is some consensus today that the main aspects of cognitive structure are as follows.

OBSERVATION

The first activity performed in cognition is observation, that is, the detection and assimilation of one or several visual elements. The observation is carried out through the sense of sight and allows the capture of the stimulus and the reception of the relevant information.

Identification of variables

Research on cognition suggests that the second activity of cognitive structure is to identify variables. This means that once the stimulus is captured and perceived, the cognitive processes are responsible for locating the elements or the parts involved in the study phenomenon in a precise and specific way. This activity allows the identification and delimitation of the different characteristics of the elements perceived and give rise to a first phase of cognitive organization.

Comparison

Parallel to the identification of the stimulus variables, the comparison appears. This process, as the name implies, tries to compare the perceived elements with the rest of the information that is possessed at the cerebral level. The comparison allows identifying the similar and distinct aspects of each of the elements perceived.

Relationship

Once the incentives are identified and compared, the cognitive process focuses on relating the perceived elements. This action consists in establishing

[3] Gibson, G. 1950. The perception of the visual world. Cambridge, Mass.: Riverside Press.

[4] *Von Eckardt B (1996). What is cognitive science?. Princeton, MA: MIT Press. pp. 45–72*

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connections between two or more things in order to integrate the acquired information and generate a global knowledge.

Ordering

Apart from relating, it is believed that cognitive activity also involves ordering processes. Through this activity the elements are arranged and distributed through ordered structures. The ordering usually takes place from the characteristics or the qualities of the elements and allows to organize the knowledge.

Hierarchical classification

Finally, the last aspect of cognitive structure is to classify knowledge in a hierarchical way. This last activity consists of articulating or relating the various phenomena in terms of their importance. In general, they can be presented from the general to the particular (when using a deductive cognitive method) or from the particular to the general (when using an inductive cognitive method)[5].

CONCLUSION

Finally, the appearance of long-term memory is that cognitive function that gives rise to the formation of solid memories and resistant to the passage of time. It constitutes the knowledge content of the people and allows the retrieval of information stored in the brain structures.

Thought is an abstract function and difficult to delimit. In general, it is defined as the activity that allows to integrate all the information acquired and stored in the brain structures. However, thought not only operates with previously acquired knowledge, but can be integrated with the rest of cognitive functions (perception, attention and memory) to function in parallel with the acquisition of new information. In this sense, thought is considered an indispensable function for the execution of any cognitive process. Likewise, thought is an important activity that modulates the activity of perception, attention and memory, so it is fed in a bidirectional way with the rest of Cognitive functions . Some of the specific activities that can be carried out through thought are reasoning, synthesis or regulation of problems. In its most general sense, thought is that activity that gives rise to executive functions.

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