

The Application of Cognitive Linguistics Theory in the Deep Learning of English Vocabulary Knowledge in Vocational Colleges

Peng Zhitao

School of Foreign Languages & Trade, Guangzhou City Construction College, Guangzhou, Guangdong, China

Keywords: Cognitive linguistic theory, Higher vocational English, Vocabulary knowledge, Deep learning.

Abstract: As the process of global economic integration accelerates, exchanges between countries are becoming more frequent. The importance of English as a universal language is becoming more prominent, and all kinds of vocabulary will have new meanings as the times develop. To achieve accurate docking of all kinds of information, you need to deeply understand the meaning of English vocabulary. However, the traditional Chinese teaching methods of English vocabulary knowledge can no longer meet the needs of the development of the times, and English teaching reform is imperative. Through literature review, it is found that in the deep learning of English vocabulary knowledge in higher vocational colleges, the in-depth application of cognitive linguistic theory energy efficiency helps students to deeply understand vocabulary meaning and enhance students' understanding and cognition of English vocabulary. At the same time, this paper proposes three ways to set the English vocabulary comprehension context, pay attention to the effectiveness of the basic category teaching, and strengthen the interpretation of the meaning of the English word prototype, to help students learn English vocabulary and improve the overall level of English vocabulary teaching.

1. Research background

1.1 Literature review

The metaphorical cognitive theory contained in cognitive linguistics theory is one of the important components of cognitive linguistics theory. When adopting metaphorical teaching methods, teachers should pay special attention to the metaphorical differences between Chinese and Western cultural differences, pay attention to cultivating students' thinking patterns, and let students learn to explore the logical relationship between upper and lower layers of language, and then discover the metaphorical problems by observing the phenomenon of things. Thereby strengthening students' depth and breadth of vocabulary learning (Wang, 2018). The vocabulary ability of students in the process of learning English is one of the important indicators to study the learning effect, and the key to determine the vocabulary ability is to cultivate the depth of students' learning vocabulary. However, students do not grow vocabulary knowledge as the L2 learning time increases naturally during the learning process, and vocabulary knowledge needs to be consciously deepened. According to the theory of cognitive linguistics and the concept of metaphor theory, it is possible to extend the learning method of lexical deep processing, and then promote students to develop mental vocabulary development and semantic network (Du, 2012). The important aspects of cultivating students' communicative competence need to build students' vocabulary. If the lack of support for a large amount of vocabulary will cause obstacles in students' language communication. Only by analyzing and understanding the application of cognitive linguistics in the deep learning of English vocabulary knowledge can we propose specific and effective strategies and methods to promote the innovation and extension of English vocabulary methods and techniques, and improve the effectiveness of English teaching (Dong, 2018). The basic learning theory of cognitive linguistics is highly consistent with the learning concept advocated by social constructivism. It is very necessary to integrate cognitive linguistic theories with the deep learning of English vocabulary knowledge in

higher vocational colleges, which can achieve mutual growth and promotion. Applying cognitive linguistic theories to the in-depth study of English vocabulary knowledge in higher vocational schools needs to be carried out in terms of interpreting words and phrases, stimulating students' enthusiasm for learning, cultivating students' metaphorical competence, and analyzing new vocabulary cognitive skills (Tian, 2015).

1.2 Purpose of research

In the process of college English teaching, the accumulation of students' English vocabulary is the basic content of vocabulary teaching, and it is also an important part of English teaching. It can not only cultivate students' language ability, but also improve students' language quality. Therefore, vocabulary knowledge teaching is very important for students' learning (Ding, 2008). However, in the traditional teaching mode of English vocabulary knowledge in higher vocational colleges, many English teachers do not correctly recognize the importance of deep learning of English vocabulary knowledge, nor do they establish a correct concept of English vocabulary learning. Some teachers put the teaching focus into the teaching of listening and speaking, which caused the English teaching in higher vocational colleges to focus too much on the cultivation of English practical ability, ignoring the deep learning and accumulation of English vocabulary. As a result, some students are unable to keep up with the teaching rhythm in the process of learning due to the weak English foundation, resulting in tired and tired learning psychology, which makes English learning difficult (Peng, 2005). With the continuous development and popularization of cognitive linguistics, it has brought new development directions and perspectives for the deep learning and teaching of English vocabulary in higher vocational colleges, which has positively promoted the reform and innovation of English teaching. The application of cognitive linguistics theory in the deep learning of English vocabulary knowledge in higher vocational education reflects the cognitive style behind the search for linguistic facts in English teaching work, and through this new cognitive method and teaching method for English education. New explanations and explanations are also the inevitable way of English teaching reform (Zhang and Duan, 2017). With the acceleration of the process of global economic integration, the English vocabulary has become more and more frequent, and most of the new words have re-assigned new meanings on the original basis. Therefore, the in-depth development and application of cognitive linguistic theories in the deep learning of English vocabulary knowledge in higher vocational colleges can enable students to understand the content and meaning of English vocabulary in a deeper level, and then grasp the key content in English vocabulary (Wang, 2018).

2. Analysis of the conceptual theory of cognitive linguistics

Cognitive linguistics is a branch of linguistics and an interdisciplinary subject combining cognitive psychology with linguistics. This theory began to take shape in the 1980s. Applying cognitive linguistics theory to English vocabulary learning can deepen English vocabulary learning ability and play an important role in improving students' English vocabulary learning quality and quantity (Jia, 2012).

2.1 Basic category of cognitive linguistic theory

People consciously organize some things that have the same or similar things, and based on different understanding angles of different things, distinguish and classify things, forming different categories, that is, the process of people's cognition of surrounding things. The cognitive category is the basic level of students' pursuit of the cognitive world. Therefore, in the process of English vocabulary teaching and learning, the application of cognitive linguistics theory combined with the requirements of English syllabus can effectively help students learn English vocabulary recognition. The effective classification of vocabulary is achieved in the process.

2.2 Cognitive linguistic theory prototype category

After the advancement of the basic category theory, it is the prototype category theory. In the

prototype category theory, members of various categories generally have the same attributes and characteristics, but the category prototype owners have more attributes and characteristics than the category members, which is also a typical central member feature in the category. Therefore, in the process of English vocabulary teaching, teachers should pay more attention to the method of using English vocabulary archetypal teaching, and pay more attention to the explanation and interpretation of the prototype meaning in English vocabulary. After that, according to other words, the extension of the meaning of the word is extended, so that the students can first understand the meaning of the prototype word first, and then the effect of the inference can be achieved. One point that needs attention is that teachers must first thoroughly explain the meaning of a word. Students can only achieve faster and more effective extension and expansion after they have mastered the vocabulary center and core meanings.

3. The importance of cognitive linguistics theory in the deep learning of english vocabulary knowledge in higher vocational colleges

3.1 Effectively help students understand lexical meanings in depth

Cognitive linguistics theory can effectively help students to deeply understand and grasp the connotation and meaning of English vocabulary content in the process of deep learning of English vocabulary knowledge in vocational colleges, and grasp the meaning of prototype and extended meaning in English vocabulary. However, in the actual teaching process, various uncertain factors will be generated. At this time, it is necessary to test the teacher's lecture skills. Teachers must actively develop their own teaching expertise, guide students to treat English vocabulary accumulation and learning with diversified thinking and perspective, and stimulate students' enthusiasm and interest in vocabulary learning. At the same time, teachers should help students improve the cognitive system of vocabulary learning, and further strengthen and enhance students' understanding of the level and ability of English vocabulary and meaning. Applying cognitive linguistic theories to the process of students' daily English vocabulary learning and accumulation can not only help students accumulate English vocabulary, but also further enhance students' understanding and cognition of language.

3.2 Enhance students' understanding and cognition of English vocabulary

Students learn a lot of English vocabulary in the process of learning English. Some words have very similar structures, but the meanings are quite different. At this time, in the process of deep teaching English vocabulary, it is necessary to apply cognitive linguistic theory knowledge and methods to better help students understand and grasp the semantics and context of vocabulary. If the student breaks away from the specific meaning of the vocabulary in the context, and only makes a one-sided article to understand the meaning, it will form a mindset, which will lead to misunderstanding and confusion in the process of actual learning and application, resulting in difficulty in learning English. Therefore, in daily teaching, teachers should actively guide students to establish the concept of learning the importance of English vocabulary and meaning, help students to build a more flexible mode of thinking, and analyze specific meanings in specific contexts according to vocabulary. After a lot of thinking exercises, students will change their original single and one-sided understanding thinking, improve their ability to understand and understand words, divergence thinking when encountering practical problems, and accurately locate the different meanings of vocabulary in different contexts.

4. The application path of cognitive linguistics theory in the deep learning of english vocabulary knowledge in higher vocational colleges

4.1 Set the English vocabulary understanding context

In the process of English vocabulary teaching, teachers can stimulate the enthusiasm and interest of students by setting the English learning context related to teaching content. In addition, teachers

can organize student groups to explore and communicate English vocabulary. In the process, students not only strengthen their mastery of vocabulary, but also review the knowledge points and words they have learned before in the process of communication. Know the new effect. At the same time, teachers should also play a guiding and supporting role in this process, and continue to give students affirmation and encouragement, in order to enhance students' confidence in learning English vocabulary. For example, when explaining the word “fastfast” in the classroom, students can randomly perform this scene in the classroom, and use multimedia technology to play a video of the breakfast production, so that students can quickly enter the scene and deepen the impression of the word.

4.2 Pay attention to the effectiveness of basic category teaching

In the process of English vocabulary teaching, teachers urge students to combine the category theory in cognitive linguistics theory in order to achieve the goal of students mastering English vocabulary in a solid way. Students will encounter some word vocabulary in the process of learning English vocabulary, which is simple in word form and strong in word formation, and has a high evaluation rate. To quickly master these vocabulary, students must have a solid vocabulary. In the actual teaching process, teachers should follow the law of gradual and orderly, and gradually transition from the basic vocabulary teaching to the non-basic vocabulary, avoiding students' excessive pursuit of difficult and partial vocabulary learning, while ignoring the summary of simple lexical learning methods. Students can not only accumulate a large number of basic vocabulary, but also gradually understand the extended meaning of the meaning of the word. Students can only achieve a thorough integration after they have mastered the vocabulary with a high frequency of use and then learn other vocabulary.

4.3 Strengthen the interpretation of the meaning of the prototype of English words

In the application process of cognitive linguistics theory in the deep learning of English vocabulary knowledge, teachers should pay full attention to the application effect of prototype category theory. Teachers can use the classification method to enable students to deeply understand the prototype meaning of various vocabulary. For example, English vocabulary can be divided into three levels according to high-level, basic level, and low-level categories, and can also be classified into basic category words and upper-level words and subordinate words. At the same time, teachers must also use a hierarchical teaching method. In the process of students learning vocabulary, teachers should first guide students to master the core connotation of English vocabulary. After students master the content and core connotation of English vocabulary, do a good extension and divergence of English lexical meaning. Specifically in the teaching process, the focus of the explanation in the course should be on the prototype meaning of the vocabulary, in order to let the deep meaning of the meaning of the students, and then understand the specific meaning of the words. At the same time, teachers can also try the layered teaching method, focusing on the basic vocabulary of learning. In general, teachers should adopt a step-by-step approach, after students master a large number of basic vocabulary, then guide and train students to master more complex vocabulary, and gradually improve students' English vocabulary ability.

5. Conclusion

The application of cognitive linguistic theory has a wide range and plays an important role in the application of deep learning of English vocabulary knowledge in vocational colleges. This teaching method not only stimulates students' interest in learning English vocabulary, deepens students' understanding and cognition of English vocabulary, but also plays an active role in promoting students' initiative in learning English vocabulary and cultivating students' divergent thinking and innovative spirit. Therefore, teachers should actively adopt new teaching modes and methods, constantly subvert the traditional English vocabulary teaching mode, innovate and innovate teaching concepts, improve students' English vocabulary learning efficiency, and promote the overall level of English teaching in vocational colleges.

References

- [1] Wang T.X. (2018).The Application of Cognitive Linguistics in Deep Learning of English Vocabulary Knowledge, *Journal of Jiangxi Electric Power Vocational and Technical College*, 31 (5), 57-58.
- [2] Du H. (2012).The Application of Cognitive Linguistics in English Vocabulary Teaching, *Journal of Changchun Institute of Education*, 28 (7), 88-89.
- [3] Dong F.N. (2018). Research on the Model of Deep Independent Learning of English in Higher Vocational Colleges from the Perspective of Informatization, *Journal of Tianjin Vocational College*, 20 (9), 72-77.
- [4] Tian H.L. (2015). Reasons for Slow Deep Learning of English Vocabulary and Strategies for Promotion, *Journal of Changsha University of Technology (Social Science Edition)*, 16 (3), 138-142.
- [5] Ding J.H. (2008). Ma Ruixian, Xiong Hongmei. The Application of Cognitive Linguistics in Deep Learning of English Vocabulary Knowledge, *Electricity Education in China*, 18 (23),259-260.
- [6] Peng J.W. (2005). The Application of Cognitive Linguistics in English Teaching, *Journal of Shandong University of Science and Technology (Social Science Edition)*, 7 (4),101-104.
- [7] Zhang W.Z., Duan G.X. (2017). A Study on the Relationship between English Vocabulary Learning Strategies and Vocabulary Knowledge Depth, *Research on Foreign Language Education*, 5 (1), 38-46.
- [8] Wang W.R. (2018). On Deep Learning in English Classroom, *Teacher Education Forum*, 6 (2), 47-49.
- [9] Jia Z. (2012). Cognitive Linguistics Theory's Aid to the “Bottleneck Period” of English Learning, *Teaching and Management*, 8 (12), 137-138.