

Summary

Subject Matter: Human Intellectual Capabilities as a Conceptual Field in the German Language

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Topicality of the research is determined by the poor coverage of the topic, the lack of thesauruses, which contain information about the “Human intellectual capabilities” conceptual field and the possibility to broaden the knowledge about the German language world picture.

The objective of the research: lexicographical description of vocabulary, corresponding to mental capabilities, taking into account the methods of word formation.

The tasks of the research:

1. The study of theoretical material, dedicated to the study of conceptual, semantic and lexical-semantic fields and lexical-semantic method of word formation.
2. The definition of indicators of *intelligence* and *stupidity* in the German language, the identification of linguistic units that implement these concepts, and structuring of the elements.
3. Structural analysis of the collected material. Interpretation of German lexical and phraseological units that make up the “Human intellectual capabilities” field, revealing metaphors with regard to *intelligence* and *stupidity* as a way of objectification of these concepts.

The theoretical significance of the research lies in the fact that it is based on cognitive language study, which enhances understanding of the content and scope of the language of objectification of conceptual field "human intelligence", forms the idea of conceptualizing the world, reflected in German culture. Using of the

research materials and their further refinement make it possible to develop theoretical textbooks on the subject.

The practical significance of the research lies in the possibility to use the results of research in lexicography, in the practice of teaching and learning the German language.

The results of the research:

1. The conceptual field “Human intellectual capabilities” takes an important place in the German language picture of the world. Nomination of *intelligence* and *stupidity* is based on local cultural and historical traditions.
2. The content of a field “dumm” is more voluminous. It is based on a negative and contemptuous attitude towards the manifestation of ill-considered and thoughtless actions. This is manifested in an ironically playful connotation, as well as in an evaluative contemptuous connotation of its constituent elements.
3. *Intelligence* in the German language picture of the world is represented by the following indicators: “wit, education and good manners” and “smart behavior”. The qualities associated with *intelligence* are: wit, brightness, education, foresight, prudence, cunning, good manners and ability to do business. It is believed that one should demonstrate their intelligence in the right place and at the right time. Boasting of your intelligence is considered inappropriate.