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A DYNAMICAL SYSTEM OF HUMAN COGNITIVE LINGUISTIC THEORY IN LEARNING AND TEACHING OF THE TYPICAL UNIVERSITY IN HENAN PROVINCE

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ABSTRACT

Applying a dynamical system of human cognitive linguistic theory in the learning and teaching showed a relationship between learning and teaching and cognitive linguistics of theory along different dynamical systems between teachers and students in the typical university of Henan Province. The results indicated that dynamical system of cognitive linguistic theory is the most important factor affecting the learning and teaching between teachers and students. Learning and teaching were significantly correlated with a dynamical cognitive linguistic theory system in the different university along various dynamical systems between teachers and students in the typical university of Henan Province. Therefore, this dynamical human cognitive linguistic theory system plays a vital part in different dynamical systems between teachers and students of the typical university in Henan Province.

Key Words: - Cognitive Linguistics of Theory, Human Ecological Theory, Dynamical System, Learning and Teaching, Typical University.

INTRODUCTION

It is important that applying a dynamical model of human cognitive linguistic theory in the learning and teaching covers a wide range of subjects. Human cognitive linguistic theory are typically filled with large numbers of learning and teaching along different dynamical systems, learning and teaching and cognitive linguistics of human ecological theory (Margalef, 1958; Langacker, 1987; Joan, 1994; Leonard, 2000; Liao, et al. 2010; Liao, et al. 2011a; Liao, et al. 2011b; Liao, et al. 2014a; Liao, et al. 2014b). Moreover, Human cognitive linguistics is

established on human experience between learning and teaching of the world and the way by which they perceive and conceptualize in different university along different dynamical systems between teachers and students (Langacker, 1987; Joan, 1994; Talmy, 2000; Eysenck 2001; Langacker, 2002).

For example, Ruiz de Mendoza (1997) suggests that cognitive linguistics is a new research approach to the research of language that emerged as a reaction against the key generative paradigm which pursues an autonomous view of language (Talmy, 2000; Eysenck 2001; Langacker, 2002). Mark Johnson (1987) defines an image schemas a recurring, dynamic pattern of human perceptual interactions and motor programs that gives coherence and

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structure to human experience (Langacker, 1987; Joan, 1994; Eysenck, 2001; Langacker, 2001).

Therefore, human cognitive linguistic theory indicates that human cognitive linguistic theory model plays a vital part in different dynamical systems between teachers and students based on questionnaire investigation applications in the field of ecological conservation and restoration in Henan Province of typical universities (Tab. 1; Tab.2).

MATERIALS AND METHODS

The dynamical human cognitive linguistic theory system plays a vital part in different dynamical systems

between teachers and students of the typical university in Henan Province. Quantitative assessments are mainly based on questionnaire investigation of different dynamical systems between teachers and students of the typical university in Henan Province (Tab.2; Fig.1).

Using 20000 questionnaire investigation tables of techniques, we examined human cognitive linguistic theory plays a vital part in different dynamical systems between teachers and students based on questionnaire investigation applications in the field of ecological conservation and restoration in Henan Province of typical universities in July, 2014.

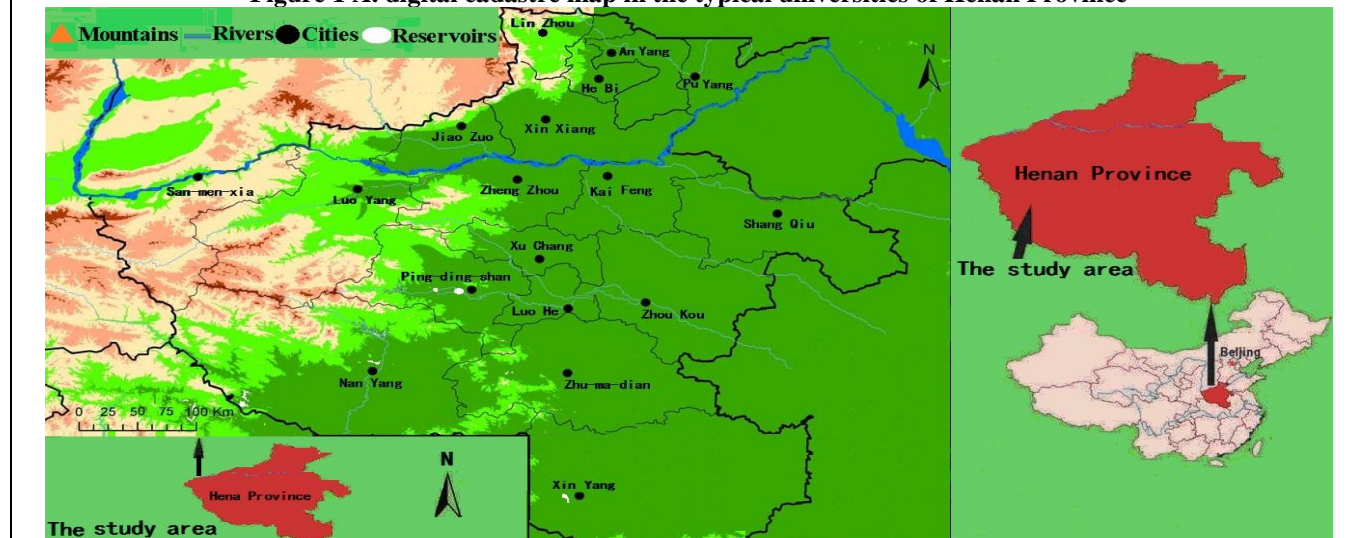
Table.1 The relationship between cognitive linguistic theories from the different perspectives

The relationship between cognitive linguistic theories from the different perspectives	Author
Cognitive semantics (metaphor).	Lakoff and Johnson, 1980,1987.
Case Grammar, Frame semantics, Syntax, Lexical Semantics.	Fillmore,1968;1976.
Cognitive grammar.	Langacker,1987.
The definition of cognitive linguistics.	Dirven, 1990; Mendoza, 1997.

Table. 2 The human cognitive linguistic theory plays a vital part in different dynamical systems between teachers and students based on questionnaire investigation applications in the field of ecological conservation and restoration in Henan Province of typical universities

Cognitive Linguistic	Acceptation of teachers	Acceptation of students	Cognitive Linguistic	Acceptation of teachers	Acceptation of students	Cognitive Linguistic	Acceptation of teachers	Acceptation of students
Semantics.	Yes or No	Yes or No	Space.	Yes or No	Yes or No	Syntax.	Yes or No	Yes or No
Grammar.	Yes or No	Yes or No	Time.	Yes or No	Yes or No	Embodiment.	Yes or No	Yes or No
Discourse.	Yes or No	Yes or No	Culture.	Yes or No	Yes or No	Society.	Yes or No	Yes or No
Metaphor.	Yes or No	Yes or No	Schema.	Yes or No	Yes or No	Category.	Yes or No	Yes or No
Concepts.	Yes or No	Yes or No	Mind.	Yes or No	Yes or No	Prototype.	Yes or No	Yes or No
Subjectivity.	Yes or No	Yes or No	Iconicity	Yes or No	Yes or No	Cognitive.	Yes or No	Yes or No

Figure 1 A. digital cadastre map in the typical universities of Henan Province



CONCLUSION

The results show that acceptance of teachers and students in the learning and teaching of dynamics of system is:

Cognitive>Culture>Society>Schema>Grammar>Iconicity
>Semantics>Embodiment>Subjectivity>Metaphor>Discourse>Prototype
>Category>Space>Time>Mind>Concepts>Syntax.

Therefore, the results indicate that dynamical human cognitive linguistic theory system plays a vital part in different dynamical systems between teachers and students of the typical university in Henan Province.

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