

## КОГНІТИВНА ЛІНГВІСТИКА

DOI: 10.2478/lccc-2023-0002

UDC 81'36 [811.111 + 811.161.1 + 811.161.2]=111



**Natalia Diachok,**



**Oksana Popkova**

### **PREDICATIVE AND ATTRIBUTIVE MODELS OF THE IMPLEMENTATION OF COGNITIVE STRUCTURES WITH THE “ABSENCE” CORE IN THE UKRAINIAN, RUSSIAN, AND ENGLISH LANGUAGES**

*The article deals with possibilities to develop formal models for implementing the cognitive structures with the conceptual core “Absence”. The paper is devoted to the analysis of the material obtained from three languages. The objective of the study is to build linguistic predicative and attributive models that implement cognitive structures with the “Absence” core by analyzing factual material of the three proposed languages.*

**Key words:** “Absence” concept, formal models, cognitive structures, implementation of the concept.

**Introduction.** The topicality of the work is due to the study of universal and unique cognitive structures that a person operates in the aspect of their embodiment in different languages. The paper is devoted to the analysis of the material from three languages; the material demonstrates possibilities of the development of formal models for implementing the cognitive structures with the conceptual core “Absence”. It should be highlighted that generally the “Absence” concept is implemented by the means peculiar for each language taken separately. In case of the Ukrainian language, these are usually 1) noun *відсутність*, 2) adjective *відсутній*, 3) particle *нема / немає*, and 4) preposition *без*. In the Russian language – 1) noun *отсутствие*, 2) verb *отсутствовать*, 3) verbal adjective or participle (depending on the position in a sentence) *отсутствующий*, 4) particle *не / нет*, and 5) preposition *без*. In the English language – 1) noun *absence*, 2) adjective *absent*, 3) participle *missing*, 4) preposition *without*, 5) pronominal construction *there is (are) no* etc.

Text corpora of the Ukrainian, Russian, and English languages demonstrate inclusion of the above means into the contexts. That forms typical models of verbal

© Diachok N., Popkova O., 2023

implementation of the concept proposed as the example to study certain cognitive structures.

Cognitive structures are usually understood as psychological constructs explaining different forms of human knowledge. These are thinking processes used by people to process and understand the information. Schemes and mental models are the examples of cognitive structures. Each of them ensures meaning and organization of the experience and control of both processing some new information and searching through the stored one.

Cognitive structures systematize information for perception and memorizing. They are an integral part of understanding and memory. It is proposed to single out at least three categories of cognitive structures: “1) comparative structures of thinking like memorization and classifying; 2) symbolic representation structures like mathematics, gestures, dance, and music; 3) logical reasoning like reasoning, cause and effect, evaluation and problem solving” (<https://www.alleydog.com/glossary/definition.php?term=Cognitive+Structures>).

A cognitive structure is represented as a mental frame, pattern or scheme that supports and organizes the totality of information united by a certain topic. When a need for a cognitive structure arises in a specific situation, it is considered that an individual searches for a thing in his / her memory; during the search, the stored cognitive structure is “retrieved” and subsequently used according to the current needs.

“Cognitive structures are the basic mental pattern people use to process any information. Metaphorical thinking being one of the mental tools present innate in human beings which when practiced consciously could help developing cognitive structures in turn help to process information. According to Jean Piaget and William Perry learning is facilitated by the mechanism comprising symbolic representations of the mental processes that is actively constructed by the learners based on the existing cognitive structures” (Navaneedhan, Kamalanabhan, 2017, p.90).

For instance, Jean Piaget believes that our current knowledge has evolutionized with the course of time while the striving for learning implants in the early childhood. The main concepts in terms of our knowledge, e.g. in mathematics and natural sciences, have been formed by the experience of the whole generations by means of combinations and changes up to the origin of new notions. The theory by Piaget describes processes of human development from the childhood to the adult stage. The adults do not perceive a new set of ideas at once. Piaget believes that we digest new information slowly assigning the meaning to the new information according to our previous experience.

J. Piaget assumed that babies are born with the schemes acting at their birth; he called those schemes “reflexes”. Similar idea is proposed by Noam Chomsky in terms of generative grammar.

In other living beings, these reflexes control their behaviour for their whole life. However, in case of humans, when babies use those reflexes to adapt to the environment, the reflexes are soon replaced by the structured schemes. Such cognitive schemes are implemented by humans – both babies and adults – in the language schemes and are operated adequately in different communicative situations. The first implementation of a cognitive structure in a language can be spontaneous – a spontaneous reaction. Although, with the course of time and along with the experience being acquired as well as corresponding frequency of such language structures, they become customary and typical in use.

“Piaget’s (1936, 1950) theory of cognitive development explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence

was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment” (McLeod 2018). In his studies, the scientist also develops the idea that it is thinking that is the driving force of a language development.

On the contrary, L. Vygotskii considered that language provokes cognitive development. He also emphasized that “the development of semantic manifestation of speech is limited for linguistics by changes in subject content of words; but it is not peculiar for linguistics to think that during the historical development of a language the semantic structure of the word meaning experiences certain changes, the psychological nature of this meaning changes, a linguistic idea transfers from the lowest and most primitive forms of generalization to the highest and the most complicated ones...” (Vygotskii, 1999).

What at first glance might seem polar thoughts reach a common denominator: it is doubtful as for the fact that any cognitive structure is implemented in the language by a series of relevant lingual means forming finally typical language structures that can be represented by the corresponding schemes, or models. These two types of structures, being different in their nature, are interconnected into their common – semantic – plane.

**The purpose** of this study is to form linguistic predicative and attributive models of the implementation of cognitive structures with the “Absence” core by analyzing factual material obtained in three languages. The objectives to be solved are as follows: 1) to collect factual material by analysis the text corpora of the Ukrainian, Russian, and English languages; 2) based on the obtained material, to define the typical structures capable of representing the meanings of absence of one or another object; 3) to form relevant linguistic models and qualify them.

**Methods and techniques of the study.** The factual material has been accumulated by automatic searching. The structural models of the corresponding cognitive structures have been formed by the structural method. The descriptive method has been used to determine the concepts of cognitive structures. A comparative analysis has helped to compare typical models of the implementation of the “Absence” concept in the three languages and specify their integral and differential signs.

**Results and their discussion.** Apart from the models with the structural component GENITIVE-NEGATIVE, there exist models to verbalize the “Absence” notion in the Ukrainian language:

1. PERSONAL FORM OF THE AUXILIARY VERB *БУТИ* + ADJECTIVE *ВІДСУТНІЙ* (Nominative sing. / pl.) – predicative centre:

a) *Наша керівниця сьогодні (0-position БУТИ) відсутня* (Nominative sing.);

*Nasha kerivnytsya s'ohodni vidsutnya;*

Eng. *Our manager is absent today;*

*\*Our manager today (0 to be) absent;*

b) *Вчора на засіданні він був відсутній* (Nominative sing.);

*Vchora na zasidanni vin був vidsutniy;*

Eng. *He was absent from the meeting yesterday.*

2. PERSONAL FORM OF THE AUXILIARY VERB *БУТИ* + ADJECTIVE *ВІДСУТНІЙ* (Ablative sing./pl.) – predicative centre:

a) *Наша керівниця буде сьогодні відсутньою* (Ablative sing.);

*Nasha kerivnytsya bude s'ohodni vidsutn'oyu;*

Eng. *Our manager will be absent today;*

b) *Вчора на засіданні він був відсутнім* (Ablative sing.);

*Vchora na zasidanni vin buv vidsutnim;*

Eng. *He was absent from the meeting yesterday.*

3. ADJECTIVE *ВІДСУТНІЙ* (pre- / postposition) + NOUN / PRONOUN (sing./pl.).

Text corpora of the Ukrainian language demonstrate that these means can be found in different actual contexts.

1. «*А ще на засіданні з поважних причин був відсутній Богдан Ступка*» (<http://www.mova.info/corpus2.aspx?tid=36453>);

«*Якщо вона відсутня, то шлях для любові закритий*» (<http://www.mova.info/corpus2.aspx?tid=161864>);

«*У цій ситуації, схоже, нема варіантів для НАЕР. Тобто Нацагентство є, а предмет його уваги відсутній*» (<http://www.mova.info/corpus2.aspx?tid=5350>).

2. «*Однак у випадку, якщо лідер країни змушений бути відсутнім на одному із засідань G20, його місце, звичайно, займає посадова особа більш високого рангу*» (<http://www.mova.info/corpus2.aspx?tid=108390>);

«*Олександр Онищенко (позафракційний) був відсутнім на всіх засіданнях*» (<http://www.mova.info/corpus2.aspx?tid=111242>);

«*Залишається відсутнім електропостачання у 5 населених пунктах*» (<http://www.mova.info/corpus2.aspx?tid=52330>).

3. «*Навіть стратегії розбудови держави знову підозріло спільні, себто відсутні*» (<http://www.mova.info/corpus2.aspx?tid=6100>);

«*Тільки поді «водії» з «доріг з хабарами», з відсутнім навіть фізіологічним сервісом з'їдуть на «дороги нові»*» (<http://www.mova.info/corpus2.aspx?tid=18036>);

«*Причому річ не тільки й не стільки в малій кількості нових розробок (немає грошей) і практично відсутній системі трансферу космічних технологій (немає просунутих користувачів)*» (<http://www.mova.info/corpus2.aspx?tid=9003>).

There are following models for implementing the “Absence” concept in the Russian language:

1. NOUN / PRONOUN (Nominative sing./pl.) + PERSONAL FORM OF THE VERB *ОТСУТСТВОВАТЬ* (pre- / postposition) – predicative centre.

a) *Доктор* (Nominative sing.) *отсутствовал* на рабочем месте;

*Doktor otsutstvoval na rabochem meste;*

Eng. *The doctor was absent from the workplace;*

\**The doctor absent from the workplace;*

b) *Они* *отсутствовали* (Ablative pl.) на рабочем месте;

*Oni otsutstvovali na rabochem meste;*

Eng. *They were absent from work;*

\**They absent from work.*

2. ADJECTIVE / PARTICIPLE *ОТСУТСТВУЮЩИЙ* (pre- / postposition) + NOUN / PRONOUN (sing./pl.).

a) *Отсутствующий инженер* (Ablative sing.) *не смог исправить ошибку;*

*Otsutstvuyushchiy inzhener ne smog ispravit' oshibku;*

Eng. *The missing engineer was unable to fix the error;*

b) *Он* (Nominative sing.), *отсутствующий*, *не смог справить ошибку;*

*On, otsutstvuyushchiy, ne smog spravit' oshibku;*

Eng. *Missing he couldn't fix the mistake;*

\**He, absent, could not correct the mistake.*

The materials of the Russian language text corpora confirm the applicability of these structures.

1. «У нас же, во-первых, сильное лобби со стороны табачных компаний, которое препятствует принятию соответствующих законопроектов, во-вторых, даже при имеющемся законе о запрете курения в общественных местах и запрета на продажу сигарет несовершеннолетним, никто их не соблюдает – законы нарушаются постоянно и их работу никто не контролирует, в-третьих, по сравнению с активной пропагандой курения у нас напроць **отсутствует** пропаганда отказа от курения и здорового образа жизни» (Форум: Всемирный день отказа от курения (2011));

«Во время происхождения тайны ты как бы **отсутствуешь**» (Светлана Алексиевич. Время second-hand // «Дружба народов», 2013);

«Таким образом, у налогоплательщика **отсутствовала** обязанность по удержанию и перечислению в бюджет налога с доходов, выплаченных финляндской фирме – иностранному юридическому лицу» (Судебная практика применения законодательства о налогах // «Бухгалтерский учёт», 2003.06.16).

2. «Он держит в руках загадочный и напроць **отсутствующий** в либретто... атрибут – балалайку» (Эльмар Гусейнов. Балалайка и труссы. Парижские театральные премьеры: новое прочтение русской классики // «Известия», 2001.12.24);

«У нас не крадут, все свои, – пропустила его вахтёрша, и он, скинув куртку, снял с общественного гвоздя синий рабочий халат **отсутствующего** гардеробщика и понёсся вверх по лестнице» (Людмила Улицкая. Казус Кукоцкого [Путешествие в седьмую сторону света] // «Новый Мир», 2000);

«Здесь можно купить решительно все (продается даже **отсутствующая** в Италии как класс сметана), но времени на это придется потратить очень много: пока ко всему протолкнешься, пока объяснишься с продавцом...» (Ольга Набокова, Ольга Гринкруг. Флоренция (2012)).

Structural models of verbal implementation of the “Absence” concept in the English language are as follows.

1. PERSONAL FORM OF THE AUXILIARY VERB *TO BE* + ADJECTIVE *ABSENT* – predicative centre:

**He is absent** at home;

**They are absent** at home;

**Mom was absent** at home.

2. PARTICIPLE / ADJECTIVE *MISSING* // ADJECTIVE *ABSENT* + NOUN / PRONOUN (Accusative sing./pl.):

**The missing / absent person** will not help us;

**The missing / absent blanket** was found in the next room.

3. PRONOMINAL CONSTRUCTION *THERE IS (ARE) NO* + NOUN (Genitive sing./pl.).

**There are no** right or wrong resources;

**There is no** central funding;

**There was no** water yesterday.

The British National Corpus (BNC) proves the availability of these means in the corresponding contexts.

1. «If you are going to **be absent** for any reason, please notify your college or department as soon as possible. ... monitor your attendance and keep a record of it. report your non-attendance if you **are absent** for an extended period and we have been unable» (<https://www.ox.ac.uk/students/visa/during/legal>);

«If you **are absent** from work because of sickness for more than seven calendar days, you should obtain a Fit Note, a copy of which should be sent to your department ... If you **are absent** from work as the result of an accident or injury that happens whilst» (<https://hr.admin.ox.ac.uk/section-4-support-staff-handbook>).

2. «*ADEPT trial – early versus delayed enteral feeding for babies born with **absent** or reversed end-diastolic flow and growth restriction*» (<https://www.npeu.ox.ac.uk/research/projects/3-adept>);

«*Natural mood regulation low or even **absent** in people with depression: how will lockdown affect this?*» (<https://www.ox.ac.uk/news/2020-04-22-natural-mood-regulation-low-or-even-absent-people-depression>);

«*Search. You are here.: ADEPT trial - early versus delayed enteral feeding for babies born with **absent** or reversed end-diastolic flow and growth restriction*» (<https://www.npeu.ox.ac.uk/research/projects/3-adept>).

3. «*Unfortunately **there are no** photographs of Harriet in the John Evans archive at the Ashmolean, but there is a photograph taken in c.1857 in Time and Chance written by Joan ... Maria shared Evans's enthusiasm for antiquity*» (<https://johnevens.ashmus.ox.ac.uk/evans/family2.html>);

«*The 100-page report, launched today by the Reuters Institute for the Study of Journalism, explores what the current UK television market would be like if **there were no** BBC Television*» (<https://www.ox.ac.uk/news/2014-02-26-what-if-there-were-no-bbc>);

«*Scrapbook compiled in succession to X1/1 above, and containing similar material (although **there are no photographs** or examination paper here)*» (<https://archive-cat.magd.ox.ac.uk/records/P174/X1/2>).

**Conclusions.** Linguistic predicative and attributive models of the embodiment of cognitive constructions with the core "absence" were formed. Consequently, any cognitive structure is implemented in the language by a series of relevant lingual means, which can be united into the typical linguistic structures. Being different in their nature, these two types of structures cross at some point in the cognitive plane.

The languages under consideration contain both universal and original predicative and adjectival models for implementing the "Absence" concept. Their structural features depend on the type and structure of each separate language as well as on the means of verbalization of different concepts, respectively. The models are the basis for modification of verbal implementation of the concept without violation of the identity of its meaning / sense.

There are following common, i.e. universal, models in each of the languages.

1. In the Ukrainian language – PERSONAL FORM OF THE AUXILIARY VERB *БУТИ* + ADJECTIVE *ВІДСУТНІЙ* (Nominative / Ablative sin./pl.) – predicative centre; in the Russian language – PERSONAL FORM OF THE AUXILIARY VERB *ОТСУТСТВОВАТЬ* (pre- / postposition) + NOUN (Ablative sing./pl.); in the English language – PERSONAL FORM OF THE AUXILIARY VERB *TO BE* + ADJECTIVE *ABSENT* – predicative centre.

2. In the Ukrainian language – ADJECTIVE *ВІДСУТНІЙ* (pre- / postposition) + NOUN / PRONOUN (all case forms sing./pl.); in the Russian language – ADJECTIVE / PARTICIPLE *ОТСУТСТВУЮЩИЙ* (pre- / postposition) + NOUN / PRONOUN (all case forms sing./pl.); in the English language – PARTICIPLE / ADJECTIVE *MISSING* + NOUN; PERSONAL FORM OF THE AUXILIARY VERB *TO BE* + ADJECTIVE *ABSENT*.

As it has been mentioned earlier, the third model in the English language – PRONOMINAL CONSTRUCTION *THERE IS (ARE) NO* + NOUN (Genitive sing./pl.) – is considered as syncretic from the viewpoint of its universality and / or uniqueness. Its semantic universality is undeniable as it has corresponding equivalents in the Ukrainian and Russian languages. However, it has structural

uniqueness as we do not observe identical grammatical combinations in the Slavic linguistic materials.

Any models in some specific language demonstrate their conventional development beginning from the reflective verbalization of certain meaning, concept, concrete cognitive structure by its native speakers – i.e. transformation of a mental unit into the language one.

#### References

- Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton.  
Chomsky, N. (1995). *The Minimalist Program*. Cambridge MA: MIT Press.  
McLeod, S. A. (2018). *Jean Piaget's theory of cognitive development*. Simply Psychology. Retrieved from [www.simplypsychology.org/piaget.html](http://www.simplypsychology.org/piaget.html)  
Navaneedhan, C. G., Kamalanabhan, T. J. (2017). What Is Meant by Cognitive Structures? How Does It Influence Teaching – Learning of Psychology? *IRA International Journal of Education and Multidisciplinary Studies* 7. 2. 89-98.  
Piaget, J. (1932). *The moral judgment of the child*. London: Routledge & Kegan Paul.  
Skinner, B. F. (1957). *Verbal Behavior*. New York: Appleton-Century-Crofts.  
Vygotskii, L. (1999). *Thinking and speaking*. Moscow: Labyrinth.  
Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

#### Electronic resource

- <http://korpus.org.ua/search/>  
<http://www.mova.info/corpus.aspx>  
<https://www.english-corpora.org/bnc/>  
[https://www.etymonline.com/word/a-#etymonline\\_v\\_3](https://www.etymonline.com/word/a-#etymonline_v_3)  
<https://www.alleydog.com/glossary/definition.php?term=Cognitive+Structures>

#### Резюме

Дьячок Наталя, Попкова Оксана

### ПРЕДИКАТИВНІ ТА АТРИБУТИВНІ МОДЕЛІ ВТІЛЕННЯ КОГНІТИВНИХ СТРУКТУР З ЯДРОМ «ВІДСУТНІСТЬ» В УКРАЇНСЬКІЙ, РОСІЙСЬКІЙ\* ТА АНГЛІЙСЬКІЙ МОВАХ

**Постановка проблеми.** Дослідження присвячено аналізу матеріалу трьох мов, який демонструє можливість побудови формальних моделей втілення когнітивних конструкцій з концептуальним ядром «відсутність». Загалом втілення концепту «Відсутність» відбувається завдяки засобам, що властиві кожній окремій мові.

**Мета** дослідження полягає у формуванні мовних предикативних та атрибутивних моделей втілення когнітивних конструкцій з ядром «відсутність», що уможливлено аналізом фактичного матеріалу трьох пропонованих мов.

**Методи.** Накопичення фактичного матеріалу здійснено методом суцільної вибірки та завдяки прийому автоматичного пошуку. Формування структурних моделей відповідних когнітивних структур стало можливим завдяки структурному методу. Визначення понять когнітивних структур здійснено через прийоми описового методу. Зіставний аналіз допоміг порівняти типові моделі втілення поняття «відсутність» у трьох мовах та визначити їх інтегральні та диференціальні ознаки.

---

\* Офіційна мова держави-терориста проти України. – Прим. ред.

**Результати.** У кожній з наведених мов маємо такі моделі. В українській мові – ОСОБОВА ФОРМА ДОПОМІЖНОГО ДІЄСЛОВА *БУТИ* + ПРИКМЕТНИК *ВІДСУТНІЙ* (Н.в. / О.в. одн./множ.) – предикативний центр; ПРИКМЕТНИК *ВІДСУТНІЙ* (пре- / постпозиція) + ІМЕННИК / ЗАЙМЕННИК (всі відмінкові форми одн./множ.). У російській мові – ОСОБОВА ФОРМА ДІЄСЛОВА *ОТСУТСТВОВАТЬ* (пре- / постпозиція) + ІМЕННИК (Н.в. одн./множ.); ПРИКМЕТНИК / ДІЄПРИКМЕТНИК *ОТСУТСТВУЮЩИЙ* (пре- / постпозиція) + ІМЕННИК / ЗАЙМЕННИК (всі відмінкові форми одн./множ.). В англійській – ОСОБОВА ФОРМА ДОПОМІЖНОГО ДІЄСЛОВА *TO BE* + ПРИКМЕТНИК *ABSENT* – предикативний центр; ДІЄПРИКМЕТНИК / ПРИКМЕТНИК *MISSING* + ІМЕННИК; ОСОБОВА ФОРМА ДОПОМІЖНОГО ДІЄСЛОВА *TO BE* + ПРИКМЕТНИК *ABSENT* та ЗАЙМЕННИКОВИЙ ЗВОРОТ *THERE IS (ARE) NO* + ІМЕННИК (Р.в. одн./множ.). Як було зазначено раніше, третю модель ми визнавали синкретичною з позицій розуміння її універсальності та / або унікальності. Неможливо заперечити її семантичну універсальність, тому що має відповідні еквіваленти в українській та російській мовах. Утім вона має структурну унікальність, оскільки ми не спостерігаємо ідентичних граматичних комбінацій у слов'янському мовному матеріалі.

**Висновки.** Отже, будь-яка когнітивна структура зреалізована у мові низкою релевантних лінгвальних засобів, що можна об'єднати у типові мовні структури. Ці два види різних за своєю природою структур мають точку перетину у когнітивній площині. Наявні як універсальні, так і оригінальні предикативні та ад'єктивні моделі реалізації концепту «Відсутність» у досліджуваних мовах. Їхні структурні особливості залежать від типу та будови кожної окремої мови та відповідно – від засобів вербалізації тих чи інших понять. За цими моделями відбувається модифікування вербального втілення концепту без порушення тотожності його значення / смислу.

**Ключові слова:** концепт «Відсутність», формальні моделі, когнітивні структури, імплементація концепту.

## Abstract

Diachok Natalia, Popkova Oksana

### PREDICATIVE AND ATTRIBUTIVE MODELS OF THE IMPLEMENTATION OF COGNITIVE STRUCTURES WITH THE “ABSENCE” CORE IN THE UKRAINIAN, RUSSIAN, AND ENGLISH LANGUAGES

**Background.** Problem of possibilities of the development of formal models for implementing the cognitive structures with the conceptual core “Absence” is very actual today. The paper is devoted to the analysis of the material from three languages.

**Purpose** of the study is to form linguistic predicative and attributive models of the implementation of cognitive structures with the “Absence” core that is possible by analyzing factual material of the three proposed languages.

**Methods.** The factual material has been accumulated by continuous sampling and automatic searching. The structural models of the corresponding cognitive structures have been formed owing to a structural method. A descriptive method has been used to determine the concepts of cognitive structures. A comparative analysis has helped



compare typical models of the implementation of the “Absence” concept in the three languages and specify their integral and differential signs.

**Results.** There are following models in each of the languages. In the Ukrainian language – PERSONAL FORM OF THE AUXILIARY VERB *БУТИ* + ADJECTIVE *ВІДСУТНІЙ* (Nominative / Ablative sing./pl.) – predicative centre; ADJECTIVE *ВІДСУТНІЙ* (pre- / postposition) + NOUN / PRONOUN (all case forms sing./pl.). In the Russian language – PERSONAL FORM OF THE AUXILIARY VERB *ОТСУТСТВОВАТЬ* (pre- / postposition) + NOUN (Ablative sing./pl.); ADJECTIVE / PARTICIPLE *ОТСУТСТВУЮЩИЙ* (pre- / postposition) + NOUN / PRONOUN (all case forms sing./pl.). In the English language – PERSONAL FORM OF THE AUXILIARY VERB *TO BE* + ADJECTIVE *ABSENT* – predicative centre; PARTICIPLE / ADJECTIVE *MISSING* + NOUN; PERSONAL FORM OF THE AUXILIARY VERB *TO BE* + ADJECTIVE *ABSENT* and PRONOMINAL CONSTRUCTION *THERE IS (ARE) NO* + NOUN (Genitive sing./pl.). As it has been mentioned earlier, the third model is considered as syncretic from the viewpoint of its universality and / or uniqueness. Its semantic universality is undeniable as it has corresponding equivalents in the Ukrainian and Russian languages. However, it has structural uniqueness as we do not observe identical grammatical combinations in the Slavic linguistic materials.

**Discussion.** Consequently, any cognitive structure is implemented in the language by a series of relevant lingual means, which can be united into the typical linguistic structures. Being different in their nature, these two types of structures cross at some point in the cognitive plane. The languages under consideration contain both universal and original predicative and adjectival models for implementing the “Absence” concept. Their structural features depend on the type and structure of each separate language as well as on the means of verbalization of different concepts, respectively. The models are the basis for modification of verbal implementation of the concept without violation of the identity of its meaning / sense.

**Key words:** “Absence” concept, formal models, cognitive structures, implementation of the concept.

#### **Відомості про авторів**

*Дьячок Наталья, доктор філологічних наук, професорка кафедри загального та слов'янського мовознавства, Дніпровський національний університет імені Олеся Гончара (Україна), e-mail: dyachok74natalya@gmail.com*

*Diachok Natalia, Doctor of Philological Sciences, Professor of the Department of General and Slavic Linguistics, Oles Honchar Dnipro National University (Ukraine), e-mail: dyachok74natalya@gmail.com*

**ORCID** 0000-0003-3949-3423

*Попкова Оксана, викладач кафедри української і слов'янської філології та журналістики, Херсонський державний університет (Україна), e-mail: popkova-oxana@ukr.net*

*Popkova Oksana, teacher of the Department of Ukrainian and Slavic Philology and Journalism, Kherson State University (Ukraine), e-mail: popkova-oxana@ukr.net*

**ORCID** 0000-0002-0794-8959

Надійшла до редакції 17 січня 2023 року  
Прийнято до друку 27 лютого 2023 року