Perizat Balkhimbekova[1*], Akmaral Kurmanayeva[2]
[1*]Corresponding author, Doctor of Philosophy (PhD), L.N. Gumilyov Eurasian National University, Kazakhstan, Astana, ORCID: 0000-0002-4510-8379 E-mail: peri_75_@mail.ru
[2]Doctor of Philosophy (PhD), International Educational Corporation, Kazakhstan, Almaty, ORCID: 0000-0001-7198-9184 E-mail: akma_kurmanayeva@mail.ru

THE "CREATE/DESTROY" DICHOTOMY: EXPLORING COGNITIVE AND STRUCTURAL-SEMANTIC ASPECTS

Abstract. The relevance of comparative studies of structurally heterogeneous languages has not diminished recently in science. One of the problems attracting such scientific attention is the "creation/destruction" dichotomy in English and Russian. Researchers in this field have prioritised the study of the "creation/destruction" dichotomy in terms of a deep understanding of human cognition and behaviour. This dichotomy includes cognitive and structural-semantic aspects, each of which has a great capacity to convey information from a cognitive perspective. Cognitively, it includes processes such as imagination, creativity, cognitive biases, and mechanisms such as memory, attention, and perception. Structurally and semantically, it takes on a conceptual character that defines the essence and application of structures' of "creation/destruction". The article analyses empirical material in two languages in order to explain the essence of the "creation/destruction" dichotomy found in English and Russian, and describes the relative meaning. The study will consider linguistic, cognitive and structural aspects of the mentioned structure and review the works of researchers and investigators in this field. The paper also discusses the cognitive and structural-semantic aspects of the dichotomy "creation/destruction" and their use in an educational setting. Empirical studies have shown that cooperative learning, reflection, imaginative play, and addressing cognitive biases have a positive impact on the educational experience. Critical thinking, problem-solving skills, creativity, and metacognition have been found to be enhanced in students by incorporating these outcomes into the teaching and learning process.
Keywords: create/destroy dichotomy; cognitive aspects; structural and semantic aspects; educational settings; reflection

Перизат Жанатқызы Балхимбекова[1*], Ақмарал Жұмаділлақызы Құрманаева[2]
[1*]автор-корреспондент, философия докторы (PhD), Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Қазақстан, Астана қ., ORCID: 0000-0002-4510-8379 E-mail: peri_75_@mail.ru
[2]философия докторы (PhD), Халықаралық білім беру корпорациясы, Қазақстан, Алматы қ., ORCID: 0000-0001-7198-9184 E-mail: akma_kurmanayeva@mail.ru

«ҚҰРУ/ЖОЮ» СӨЗДЕРІНІҢ ДИХОТОМИЯСЫ: КОГНИТИВТІК ЖӘНЕ ҚҰРЫЛЫМДЫҚ-СЕМАНТИКАЛЫҚ АСПЕКТІЛЕРДІ ЗЕРТТЕУ

Аңдатпа. Соңғы кездері ғылымда құрылымы әртектес тілдерді салыстыра зерттеу өзектілігі еш кеміген емес. Сондай ғылыми жіті назарды аударатын мәселенің бірі ағылшын және орыс тілдеріндегі «құру/жою» дихотомиясына қатысты туындап отыр. Аталған саланы зерттеушілер «құру/жою» дихотомиясын адамның танымы мен мінез-құлқын терең түсіну тұрғысынан зерттеуге басымдық беріп келеді. Бұл дихотомия когнитивтік және құрылымдық-семантикалық аспектілерді қамтиды, олардың әрқайсысы танымдық тұрғыдан ақпарат беруде мол мүмкіндікке ие. Когнитивтік тұрғыдан ол қиял, шығармашылық, когнитивтік бейімділік сияқты процестерді, сондай-ақ есте сақтау, зейін және қабылдау сияқты механизмдерді қамтиды. Құрылымдық-семантикалық тұрғыдан ол «құру/жою» құрылымдарының мәні мен қолданылуын анықтайтын тұжырымдамалық сипатқа ие болады. Мақалада ағылшын және орыс тілдерінде кездесетін «құру/жою» дихотомиясының беретін мәнін түсіндіру мақсатында екі тілдегі эмпирикалық материалдарға талдау жасалады, салыстырмалы мәні сипатталады. Зерттеу арқылы аталған құрылымның лингвистикалық, когнитивтік және құрылымдық аспектілері қарастырылып, аталған саладағы зерттеушілер мен ізденушілер еңбектеріне шолу жасалады. Сонымен қатар мақалада «құру/ жою» дихотомиясының когнитивтік және құрылымдық-семантикалық аспектілері, сондай-ақ олардың білім беру ортасында қолданылуы қарастырылады. Эмпирикалық зерттеулер бірлесе оқу, рефлексия, елестету ойыны және когнитивтік бейімділіктерді шешу білім беру тәжірибесіне оң әсер ететінін көрсетті. Осы нәтижелерді оқыту мен оқу процесіне енгізу арқылы оқушылардың сыни тұрғыдан ойлауы, есептерді шешу дағдылары, шығармашылық қабілеттері мен метатанымы артатыны анықталды.

Перизат Жанатовна Балхимбекова¹*, Ақмарал Жұмаділлақызы Құрманаева²
¹*автор-корреспондент, доктор философии (PhD), Евразийский национальный университет имени Л.Н. Гумилева, Казахстан, г. Астана,
ORCID: 0000-0002-4510-8379 E-mail: peri_75_@mail.ru
²доктор философии (PhD), Международная образовательная корпорация, Казахстан, г. Алматы,
ORCID: 0000-0001-7198-9184 E-mail: akma_kurmanayeva@mail.ru

ДИХОТОМИЯ СЛОВ «СОЗДАТЬ/РАЗРУШИТЬ»: ИЗУЧЕНИЕ КОГНИТИВНЫХ И СТРУКТУРНО-СЕМАНТИЧЕСКИХ АСПЕКТОВ

Аннотация. В науке актуальность сопоставительных исследований структурно неоднородных языков в последнее время не ослабевает. Одной из проблем, привлекающих внимание ученых, является дихотомия «созидание/разрушение» в английском и русском языках. Исследователи в этой области ставят изучение дихотомии «созидание/разрушение» на первое место с точки зрения глубокого понимания человеческого познания и поведения. Данная дихотомия включает в себя когнитивный и структурно-семантический аспекты, каждый из которых обладает большой способностью передавать информацию с когнитивной точки зрения. В когнитивном плане она включает такие процессы, как воображение, творчество, когнитивные предубеждения, а также такие механизмы, как память, внимание и восприятие. В структурно-семантическом плане оно приобретает концептуальный характер, определяющий сущность и применение структур «созидания/разрушения». В статье анализируется эмпирический материал на двух языках с целью объяснения сущности дихотомии «созидание/разрушение», встречающейся в английском и русском языках, и описывается ее относительное значение. В исследовании рассматриваются лингвистические, когнитивные и структурные аспекты указанной структуры, а также обзор работ исследователей и ученых в данной области. В работе также рассматриваются когнитивные и структурно-семантические аспекты дихотомии «созидание/разрушение» и их использование в образовательной среде. Эмпирические исследования показали, что совместное обучение, рефлексия, игра с воображением и устранение когнитивных предубеждений оказывают положительное влияние на образовательный опыт. Было установлено, что благодаря включению этих результатов в процесс преподавания и обучения у учащихся развиваются критическое мышление, навыки решения проблем, креативность и метапознание.

Ключевые слова: дихотомия создать/разрушить; когнитивные аспекты; структурно-семантические аспекты; образовательные учреждения; рефлексия

Introduction

The concept of create/destroy has intrigued scholars from all fields due to its profound insights into the human experience. Milkowski (2017) emphasizes the relevance of cognitive representations and semantic factors in understanding this idea, which goes beyond mechanistic explanations. Researchers can get a better understanding of cognitive processes by examining the interplay between computational, semantic, and causal factors. Shepel et al. (1557) study the create/destroy dichotomy through conceptual analysis approaches, focusing on its verbal forms and associated semantic fields. They emphasize the relevance of the nominative field, which comprises both direct concept nominations and peripheral units that convey attitudes and perceptions associated with the concept. Askerova (2020) explores the function of linguistic nominativity in language and speech activities. The study digs into the semiotic and epistemological components of nominativity, with an emphasis on the idealization process and the reflection of generalizations through linguistic signs. Kanaar (2019) suggests that the create/destroy dichotomy can be tackled from both an ontological and functional stance. Recognizing the ontological dilemma surrounding these notions allows us to investigate their impact on personal development. Individuals can shed opposing beliefs and connect with their inner wisdom by actively participating in the tension between creation and destruction.

The cognitive aspects of the create/destroy dichotomy

The create/destroy dichotomy refers to underlying cognitive processes that influence our understanding and interaction with the concepts of creation and destruction. Exploring the cognitive components of this duality provides insight into how our minds negotiate and perceive these competing influences. This section investigates the key cognitive processes involved in the create/destroy dichotomy, offering insight on their importance and ramifications.

Imagination and creativity are interrelated cognitive processes that influence our interaction with the create/destroy dichotomy. Carrick (2020) emphasizes the cognitive benefits of imaginative play, including the development of critical thinking and higher-order reasoning abilities. Imagination is an important stimulant for creative thinking since it allows us to consider alternate scenarios and produce fresh ideas. In contrast, creativity entails the creation of unique and valuable outputs through mental associations, transformations, and creative techniques. The dynamic interaction of imagination and creativity has an impact on our ability to create or destroy in a range of fields, including art, invention, and problem solving. By using the power of imagination and creativity, we may overcome the create/destroy dichotomy and discover new regions of potential and invention.

Cognitive biases can influence our choices about creation and destruction. Cognitive biases are systemic flaws in cognition that can cause deviations from rationality. Biases such as loss aversion, confirmation bias, and the sunk cost fallacy can all have an impact on our decision-making processes when faced with the create/destroy dichotomy. These biases may favour preservation over change, suffocating creative experimentation or preventing vital destruction for advancement.

Emotions significantly influence how we approach the create/destroy dichotomy. Lohse (2019) discovered that the effect of emotional priming is related to people's conscious knowledge of emotional faces. Subliminal priming, or influencing behaviour by exposing people to unobserved stimuli, is regarded to be persuasive evidence for the presence of unconscious mental processes (Dolan, 2002). In contrast, the assumption behind subliminal priming is predicated on a threshold of perceptual awareness. Recent research suggests that awareness of simple stimulus features should be described by multiple levels rather than a strict "seen" or "not seen" dichotomy based on a threshold (Ramsøy and Overgaard, 2004; Overgaard et al., 2006; Sandberg et al., 2010; Windey et al., 2014; Wierzchoń et al., 2014; Overgaard and Sandberg, 2012).

Joy and enthusiasm are two excellent emotions that can motivate constructive innovation and nurture creativity. Negative emotions, such as fear or wrath, on the other hand, might cause destructive behaviour or limit creativity. Understanding how emotions alter our cognitive reactions to the create/destroy dichotomy provides us with insights into the affective components of decision-making and creative endeavour. Emotions have a significant impact on how we approach the dilemma and how our constructive and destructive behaviour play out.

Memory, attention, and perception are cognitive factors that influence how we perceive and process information regarding creation and destruction. According to Marchetti (2014), basic features of consciousness, such as episodic memory, episodic future thought, perception, language, and conscious thinking, rely on constructive processes powered by attention and working memory. Memory processes influence our thinking and guide our future behaviour, therefore they have a huge impact on how we see past creation or destruction. Memories of earlier experiences and outcomes impact our attitudes towards both creative and destructive endeavors. Attention systems determine our concentration and cognitive resources for components of creation and destruction. In terms of the create/destroy dichotomy, where we direct our attention can have a big impact on our cognitive processes, decisions, and subsequent actions. Perception, which encompasses both sensory and cognitive processes, is critical in how we see and understand creative and destructive behaviour. Our perceptual frameworks and interpretations influence how we grasp the intents, meanings, and repercussions of both creative and destructive behaviour. We acquire a better knowledge of how these cognitive systems influence our perception, processing, and information storage by recognizing the impact of memory, attention, and perception on our cognitive responses to creation and destruction. This perspective illuminates how people negotiate and interact with the create/destroy dichotomy in various settings, altering their cognitive reactions and decision-making processes.

Exploring the cognitive components of the create/destroy dichotomy allows us to better grasp the

underlying processes. It emphasizes how imagination, creativity, cognitive biases, and emotional variables influence our cognitive responses to creation and destruction. By studying these cognitive characteristics, we can learn more about how people, communities, and societies navigate the complicated interplay of creation and destruction, eventually shaping our world and its future trajectory.

The structural and semantic aspects of the create/destroy dichotomy

The structural and semantic parts of the create/destroy dichotomy are intricately intertwined, with serious consequences. The structural component refers to the physical or intellectual framework that allows for creation and destruction. It requires understanding the ingredients, interactions, and processes involved in the formation or destruction of something. In contrast, the semantic aspect is concerned with the meaning, interpretation, and significance of actions of creation and destruction. It requires understanding the motivations, values, and outcomes of these activities.

Understanding the connection of the create/destroy dichotomy's structural and semantic components is crucial. The structural aspects establish the framework and conditions for production and destruction, but the semantic aspects form our perception and appraisal of these activities. Exploring the structural characteristics of creation and destruction helps us comprehend the underlying systems, processes, and resources. It requires examining the components, arrangements, and relationships that enable these actions to occur. Examining the semantic components helps us to explore deeper into the meanings, motivations, and outcomes of actions of creation and destruction. It requires considering the cultural, societal, ethical, and personal ramifications of these decisions.

Understanding how the structural and semantic parts of the create/destroy dichotomy interact reveals information about how we perceive, assess, and engage with these conflicting forces. It reveals the underlying systems and factors that influence our cognitive, emotional, and behavioral reactions to creation and destruction. Understanding both the structural and semantic components of the create/destroy dichotomy allows us to obtain a more full understanding of its intricacies and ramifications in diverse settings.

Materials and methods

The researchers used a number of approaches, including conceptual analysis, linguistic analysis, and investigations into the semiotic and epistemological components of nominativity. These approaches gave a full understanding of the verbal expressions associated with the create/destroy dichotomy. Researchers investigated the cognitive subtleties and structural-semantic qualities, revealing the intricate levels of human cognition associated with creation and destruction.

Statistical Analysis:

Table 1 – Cognitive Aspects of "Create/Destroy" Dichotomy
Кесте 1 – "Құру/жою" сөздері дихотомиясының когнитивтік аспектілері
Таблица 1 – Когнитивные аспекты дихотомии слов "создать/ разрушить"

Cognitive Aspect	Influence on Educational Practices
Imagination	encourages imaginative activities and creative tasks
Creativity	enhances hands-on learning experiences
Cognitive Biases	addressed through collaborative learning approaches
Emotions	promotes reflection and emotional intelligence
Cognitive Mechanisms	utilized to improve decision-making abilities

Practical Applications in Education

The research findings have important practical implications, especially in educational contexts. Educators have used these insights to enhance their teaching approaches. Imagination-based exercises promote creative thinking in students while also fostering innovative problem-solving abilities. Collaborative learning, combined with the elimination of cognitive biases, creates an environment in which students may critically evaluate occurrences. Students can make better decisions if they practise emotional intelligence through reflective exercises. These programmes significantly improve students' metacognition, allowing them to successfully evaluate their own cognitive processes and learning

approaches.

Finally, the interdisciplinary study methodologies used to investigate the create/destroy dichotomy have improved our understanding of its linguistic representations while also providing educators with practical tools. Incorporating these discoveries into the teaching and learning processes boosts students' creativity, problem-solving skills, critical thinking, and metacognition.

Literature review

In the linguistic literature of recent years, the dominant point of view is that the definition should reflect all components of the content plan of a linguistic unit, not only meanings taken in a narrow sense. In addition to referential information about a lexical unit, definitions include connotative, pragmatic, communicative semes (this is connected with the general desire to enrich the lexicographic description by means of components that were previously reflected weakly and unsystematically). Such an attitude is quite fruitful, since, indeed, the content plan accommodates more than it is represented in dictionary interpretations. It should be sought in a direction diametrically opposite to the one presented above, although it is not easy to draw a rigid boundary between the 'bare' semantics of a word and individual (cultural, background, etc.) accretions associated with it in the consciousness of a native speaker (Pimenova, 2001: 110). In modern linguistic literature there is no general opinion about what is the semantic basis of a polysemantic word, i.e. its meaningful core. This problem has been studied by linguists of various schools for almost a century and a half Sh. Bally (1965), A.A. Potebnya (1993), L.V. Shcherba (1974), V.V. Vinogradov (1977: 162-189), D.N. Shmelev (2007), M.V. Shmelev (2000), Y.D. Apresyan (1995), M.V. Nikitin (2007), N.V. Pertsov (2015), and many others. The following concepts reflecting the semantic commonality of a lexeme have been proposed as concepts: the general meaning of a word, semantic invariant and semantic center.

For example, according to researchers, determining the general meaning of a polysemous word is one of the most difficult tasks in the field of searching for the semantic core, which, being present in the meaning of each of its variants, remains their invariable basis.

Within the framework of determining the level of functioning of this meaning core, the notion of the level of the language system acquires special significance. The acceptance in this paper of the linguistic system as the deep level at which lexemes function coincides with the ideas about the functioning of the specially organized material of the linguistic system (Pessina, 2011).

Results and discussions

The idea of creation and destruction dichotomy in the learning process has been studied in various fields of educational psychology, cognitive science and pedagogy. In an empirical framework, the two concepts are often considered within broader theories such as constructivism, cognitive development and unlearning. Some researchers have explored the process of creation i.e. creating or gaining new knowledge and destruction i.e. rather than learning or deconstructing prior knowledge contributes to cognitive and educational development. Let us consider them conventionally, dividing them into several parts: cognitive constructivism: knowledge creation,

Cognitive constructivism: knowledge creation. Cognitive constructivism, particularly based on the work of Jean Piaget (1954) and Lev Vygotsky (1978), has shaped much of our understanding of how learners actively create their knowledge by interacting with the environment and other people. In this sense, creation is the process of building new mental representations, skills and understandings based on prior knowledge.

The researcher J. Piaget's view of the stages of cognitive development of learners emphasises the importance of assimilation and accommodation in the learning process. According to the researcher, assimilation is when it involves the creation of new information in accordance with the cognitive structures that are used on a daily basis, while the process of accommodation requires changing these structures to perceive new information. Because this can lead to one type of extinction. At that point, you will need to replace old schemas or create more complex schemas. This interaction of creation and destruction is the basis of cognitive growth.

J. Piaget in his work "The Construction of Reality in the Child" published in 1954, studies how learners study by interacting with the environment to create this knowledge system (Piaget, 1954). The cognitive conflicts mentioned above lead to new processes of understanding information, i.e. to the

creation of new knowledge that is thought to disrupt old knowledge that is no longer needed.

And if we rely on the sociocultural theory of L. Vygotsky, he believes that knowledge is formed socially. Vygotsky believed that knowledge is formed according to social changes. He concludes that cognitive development is the process of forming understanding through interaction with educated people in a cultural context.

In the work "The development of higher psychological processes" published in 1978 by researcher L. Vygotsky these processes were analyzed. L. Vygotsky discussed how cognitive creativity can be fostered through the interaction of language and social processes (Vygotsky, 1978). In his view, learning is seen as a dynamic process in which learners create new cognitive structures through social action and interaction.
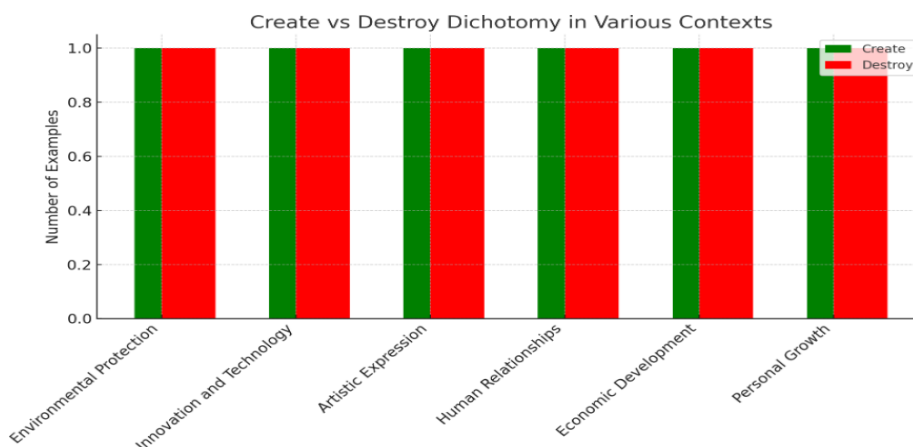
Picture 1 – Creation and destruction dichotomy across various contexts
Сурет 1 – Әртүрлі контекстегі құру және жою дихотомиясы
Рисунок 1 – Дихотомия создания и разрушения в различных контекстах

Picture 1 illustrates the creation and destruction dichotomy across various contexts. Each category highlights an equal number of examples for creation and destruction in the learning process, emphasizing the balance between constructive and destructive actions among learners according to the above-mentioned researchers' works.

Cognitive dissonance and disruption of old knowledge. Cognitive dissonance arises, a key concept related to the extinction process in cognitive psychology. Here, new information arises because of the discomfort that occurs when it contradicts already held beliefs. To resolve this dissonance, learners may alter their perceptions, sometimes "eliminating" old misconceptions and replacing them with new information. For example, researcher L. Festinger in his work called "A theory of cognitive dissonance" published in 1957 provides an exhaustive analysis of cognitive dissonance, pointing out that new knowledge formed and accepted by learners in the process may come into conflict (Festinger, 1957). In this sense, it is believed that outdated, redundant perceptions must be disrupted in order to make space for new knowledge or information in the process. This process may be uncomfortable for learners, but it is crucial to learners' perception and cognitive development.

Another researcher who has conducted research in this sphere is E.J. Gibson and R.D. Walk in their work "The visual cliff" published in 1960, described an experiment they conducted (Gibson, Walk, 1960). This famous experiment researches how learning children can create deep knowledge, learn to perceive this knowledge and how, when faced with unfamiliar conflicting experiences, they "collapse" due to lack of previously formed knowledge or this new formed knowledge. In line with this researcher's view, along with learning and forming new knowledge, it shows how an outdated knowledge system can be recreated or, in the case of not realising new acquired knowledge, easily destroyed.

Empirical Findings and Applications of the create/destroy dichotomy for educational settings
Empirical research on the create/destroy dichotomy has produced important insights for

educational settings, resulting in a wide range of applications and practices targeted at boosting learning and cognitive development. These discoveries have helped educators gain a greater grasp of the cognitive, emotional, and behavioral components of creation and destruction, as well as how to successfully incorporate them into teaching and learning processes.

According to research, including innovative activities into the curriculum fosters critical thinking, problem-solving skills, and higher-order reasoning capacities in children. Educators can foster creative thinking by promoting open-ended exploration, diverse thinking, and brainstorming sessions. This approach encourages novel approaches to learning and allows students to engage in constructive production inside educational settings.

Giving students hands-on experience and opportunities to work on real-world challenges allows them to actively generate, test, and refine their concepts. This approach encourages students to take risks, learn from their failures, and become resilient in the face of adversity. Project-based learning, design thinking, and maker-centered activities can help students study the create/destroy dichotomy and its cross-disciplinary applications.

Group projects, cooperative learning, and peer feedback enable students to work together, exchange ideas, and create constructively. This not only helps them grasp diverse points of view, but it also promotes collaboration, communication skills, and social-emotional development.

Furthermore, empirical research has demonstrated the role of reflection and metacognition in the create/destroy dichotomy. Educators can promote self-directed learning and metacognitive abilities by encouraging students to reflect on their own creative processes, evaluate their work, and establish improvement objectives. Reflective techniques like self-assessment, and portfolio review assist students get a better understanding of their own creative talents, allowing them to make more informed decisions regarding creation and destruction.

The create/destroy dichotomy's educational uses include addressing cognitive biases that can influence students' decision-making processes. To assist students recognize these biases and build critical thinking abilities, instructors should introduce ideas like confirmation bias, loss aversion, and the sunk cost fallacy. When biases are addressed, students can make more informed and reasoned decisions about creation and destruction, resulting in more successful problem-solving and decision-making processes.

Here are a few examples of how the create/destroy dichotomy is used in various contexts:

Environmental Protection:

1. Environmentalists and scientists labour relentlessly *to create* sustainable ecosystems, encourage biodiversity, and preserve natural environments.

2. Deforestation and pollution *destroy* fragile ecosystems, putting innumerable species at risk and upsetting natural equilibrium.

Innovation and Technology:

1. Innovators are constantly striving *to create* cutting-edge technologies that improve communication, healthcare, and transform many sectors.

2. Cyberattacks and malware can quickly *destroy* years of digital progress, jeopardizing data integrity and disrupting critical services.

Artistic Expression:

1. Artists employ their imagination *to create* breathtaking paintings, sculptures, and music that evoke emotions and encapsulate the essence of the human experience.

2. Throughout history, iconoclasts seek *to destroy* artworks, thus destroying cultural heritage and defying society norms.

Human Relationships:

1. Developing trust, respect, and understanding *creates* solid, long-lasting relationships that develop love and support among individuals.

2. Betrayal and dishonesty may devastate relationships, *destroying* trust and causing emotional upheaval for those involved.

Economic Development:

1. Entrepreneurship and innovation help *to create* jobs, develop economies, and raise community living standards.

2. Economic crises and conflicts can *destroy* livelihoods, causing unemployment, poverty, and social instability.

Personal Growth:

1. Positive habits and learning experiences *create* personal growth, enabling people to attain their goals and reach their full potential.

2. Negative self-talk and self-doubt can *destroy* self-esteem, stifling personal growth and preventing people from achieving their goals.

The create/destroy dichotomy depicts the dual nature of human acts in any scenario, emphasizing the delicate balance between construction and deconstruction, growth and decline, creation and destruction.

Such associative studies really reflect the existing picture of the perception of the world in the dynamics of developing reality in modern studies. Such an illustration of the transformation of value priorities and socio-cultural challenges taking place in the consciousness of modern people. It is in the language that the powerful root structure of national culture is contained, in the language, as in a mirror, the "spirit of the people" is reflected (Abayeva, 2024).

The study of the create/destroy dichotomy from cognitive and structural-semantic perspectives yielded a complete comprehension of its complexities and consequences.

Cognitive Aspects of Create/Destroy Dichotomy:

Imagination and Creativity:

Imagination and creativity are intertwined cognitive processes that are critical in dealing with the create/destroy dichotomy. Imagination allows for the visualization of other possibilities, whilst creativity combines distinct ideas and solutions.

Cognitive Biases and Emotional Responses:

Cognitive biases like loss aversion and confirmation bias influence production and destruction decisions. Emotional responses, including positive emotions like joy that motivate constructive production and negative emotions that promote destructive tendencies, have a huge influence on how we handle duality.

Memory, Attention, and Perception:

Memory processes modify our perception of past creation and destruction. Attention systems control our focus, influencing our brain processes and decisions about creation and destruction.

Structural and Semantic Aspects

Structural Aspects:

The structural aspect establishes the framework within which creation and destruction occur, including the elements, relationships, and processes that contribute to these events. Understanding these structural factors is crucial because they set the tone and context for both creative and destructive behaviour.

Semantic Aspects:

The semantic component focuses on the meaning, interpretation, and consequences of both creative and destructive behaviour. It covers the activities' goals, ideas, cultural, social, ethical, and personal repercussions. Educational Applications in Real-World Contexts:

These theories have practical implications in educational settings. Educators use imaginative activities, collaborative learning, and reflective practices to help students enhance their critical thinking, problem-solving ability, and emotional intelligence.

Real-World Contexts:

The create/destroy dichotomy is evident in real-world contexts such as environmental preservation, technological advancements, artistic expression, interpersonal relationships, economic development, and personal growth. This dichotomy emphasizes the delicate balance of creation and destruction, expansion and decline, as well as the intricacies of human activity in a variety of settings.

Conclusion

The dichotomy of "creation' and 'destruction" reflects human experience, which describes a

particularly complex part of human existence in a personal or collective environment. It is not just a two-way opposition of life; it also signifies the dynamic interactions that shape human thoughts, actions and social structures. We have tried to investigate these human relations on cognitive, structural and semantic bases and have tried to prove the point made with linguistic facts.

Regarding cognitive functions, we found that the human mind is constantly changing between creating new ideas and eliminating old thoughts. This cognitive process is an integral part of personal growth and adaptation. However, this process also requires further deepening of existing norms, beliefs and assumptions, as well as the individual's ability to question and deconstruct them.

As for the structural, it is known that society and culture develop through processes of creation and destruction. For example, civilizations reach a climax and then enter a phase of decline. Similarly, certain structures will be built and then destroyed. Similarly, social structures are constantly being reformed. It is important to realize that creation and destruction are not only a process of contradiction, but also complementary forces that ensure progress. The creation of new systems or structures must be accompanied by an outdated or destructive deconstruction that allows them to be reinvented and transformed.

Semantically, the meanings we assign to creation and destruction determine how we experience and react to these processes. In many cultures, creation is seen as positive and destruction as negative. However, this dichotomy can be limited. Removal, in a broader sense, does not necessarily cause harm; rather, it can be an important part of cleansing evil for new possibilities. When we expand our understanding of destruction to include the idea of deconstruction, we see that it can be an act of liberation, a cleansing of limited structures that no longer serve us. In this way, both creation and destruction contribute to a full and profound narrative of human experience.

In conclusion, a more comprehensive approach to creation and destruction provides a wealth of information about the processes that occur through their interaction. Rather than striving for a world that is dominated only by creation or that escapes only destruction, we prefer to find the harmonious actions of both. Recognizing that both phenomena are necessary for balance, we learn to develop compassion, understanding and love in the world around us. In this dynamic balance, creation and destruction are not opposing forces, but partners in the ongoing dance of life that shapes the thoughts and minds not only of the world we create, but also of those who inhabit it.

References

Abaeva, M., Dmitrjuk, N., Ufimceva, N. (2024) Issledovatelskij potencial associativnoi leksikografii: perspektivy diahronicheskih issledovanij v Kazahstane [Abayeva, M., Dmitryuk, N., Ufimtseva, N. (2024) The Research potential of associative lexicography: prospects of diachronic research in Kazakhstan]. Tiltanym, №3. P. 72-84. (in Russian)

Apresjan, Y.D. (1995) Izbrannye trudy. T.II. Integralnoe opisanie jazyka i sistemnaja leksikografija. Moskva: School 'Languages of Russian Culture', 767 s. [Apresyan, Y.D. (1995) Selected works. T.II. Integral description of language and system lexicography. Moscow: School 'Languages of Russian Culture', 767 p.] (in Russian)

Askerova, M.J. (2020) Categories of Nominative Semasiology: Word, Meaning, Sign. In D.K. Batayev (Ed.), Social and Cultural Transformations in the Context of Modern Globalism» Dedicated to the 80th Anniversary of Turkayev Hassan Vakhitovich, Vol 92. European Proceedings of Social and Behavioral Sciences. P. 105-111.

Bally, S. (1965) General linguistics and questions of the French language. https: //www.booksite.ru/fulltext/sharl/ (Date of address 16.10.2023)

Bar, M., Biederman, I., (1998) Subliminal visual priming. Psychol. Sci., 9(6). P. 464-468.

Carrick, M. (2020) Imagination at the heart of cognitive development. Retrieved from https://thespoke.earlychildhoodaustralia.org.au/imagination-heart-cognitive-development/

Dolan, R.J. (2002) Emotion, cognition, and behavior. Science, 298 (5596). P. 1191-1194.

Kanaar, N. (2019) Creation, Destruction, and the Tension Between: A Cautionary Note on Individuation in Tristan Egolf, W. G. Sebald, and Niall Williams. Master Thesis. 945. Retrieved from https://scholarworks.gvsu.edu/theses/945

Katsnelson, S.D. (2023) Typology of language and speech thinking. http://superlinguist.ru/index.php?option=com_content&id= 494:2010-11-08-08-10-37- 32&catid=17:2009-11-23-13-41-08&Itemid=17 (Date of address 16.10.2023)

Lohse, M. (2019) Emotional priming depends on the degree of conscious experience. Neuropsychologia, Volume 128. P. 96-102.

Marchetti, G. (2014) Attention and working memory: two basic mechanisms for constructing temporal experiences. Front Psychol. 5: 880. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4132481

Milkowski, M. (2017) The False Dichotomy Between Causal Realization and Semantic Computation. Hybris. 38

ISSN: 1689-4286. P. 1-21. Retrieved from https://philarchive.org/archive/MIKTFD

Nikitin, M.V. (2007) Kurs lingvisticheskoj semantiki. SPb.: RGPU im.Gercena, 819 s. [Nikitin, M.V. (2007) Course of linguistic semantics. SPb.: Herzen Russian State Pedagogical University, 819 p.] (in Russian)

Overgaard, M., Sandberg, K. (2012) Kinds of access: different methods for report reveal different kinds of metacognitive access. Philos. Trans. R. Soc. Lond. B Biol. Sci., 367 (1594). P. 1287-1296.

Percov, N.V. (2015) Lingvistika. Pojetika. Tekstologija. Moskva: Jazyki slavjanskoj kul'tury, 321 s. [Pertsov, N.V. (2015) Linguistics. Poetics. Textology. Moscow: Languages of Slavic Culture, 321 p.] (in Russian)

Pimenova, M.V. (2001) Koncepty vnutrennego mira: Dis. ... doktora filologicheskih nauk. Moskva, 494 s. [Pimenova, M.V. (2001) Concepts of the inner world: Cand. ... doctor of philological sciences. Moscow, 494 p.] (in Russian)

Potebnja, A.A. (1993) Mysl' i jazyk. Kiev: SINTO, 283 s. [Potebnya, A.A. (1993) Thought and Language. Kiev: SINTO, 283 p.] (in Russian)

Ramsoy, T.Z., Overgaard, M. (2004) Introspection and subliminal perception. Phenomenol. Cogn. Sci., 3(1). P. 1-23.

Sandberg, K. et al. (2010) Measuring consciousness: is one measure better than the other? Conscious. Cogn., 19(4). P. 1069-1078.

Shepel, Y., Panchenko, O., Zirka, V., Fedina, O. (2021) The structural-semantic field of dichotomy "one's own – alien" in the English language world picture. Linguistics and Culture Review, 5(S4). P. 84-101.

Sshherba, L.V. (1974) Jazykovaja sistema i rechevaja dejatel'nost'. Leningrad: Nauka, 428 s. [Shcherba, L.V. (1974) Language system and speech activity. Leningrad: Nauka, 428 p.] (in Russian)

Shmelev, D.N. (2007) Sovremennyj russkij jazyk. Leksika. Moskva: Nauka, 335 s. [Shmelev, D.N. (2007) Modern Russian language. Lexicon. Moscow: Nauka, 335 p.] (in Russian)

Shmelev, V.M. (2000) Teoreticheskie osnovy perevodcheskoj dejatel'nosti. Moskva, 210 s. [Shmelev, V.M. (2000) Theoretical bases of translation activity. Moscow, 210 p.] (in Russian)

Vinogradov, V.V. (1977) Osnovnye tipy leksicheskih znachenij slova. Izbrannye trudy. Leksikologija i leksikografija. Moskva, S. 162-189 [Vinogradov, V.V. (1977) Basic types of lexical meanings of the word. Selected works. Lexicology and lexicography. Moscow, P. 162-189.] (in Russian)

Wierzchoń et al. (2014) Different subjective awareness measures demonstrate the influence of visual identification on perceptual awareness ratings. Conscious. Cogn., 27. P. 109-120.

Windey, B., Vermeiren, A., Atas, A., Cleeremans, A. (2014) The graded and dichotomous nature of visual awareness. Philos.Trans. R. Soc. B, 369 (1641).

Әдебиеттер

Абаева М.К., Дмитрюк Н.В., Уфимцева Н.В. Исследовательский потенциал ассоциативной лексикографии: перспективы диахронических исследований в Казахстане. Tiltanym, 2024. №3. 72-84.

Апресян Ю.Д. Избранные труды. Т.II. Интегральное описание языка и системная лексикография. – Москва: Школа «Языки русской культуры», 1995. – 767 с.

Балли Ш. Общая лингвистика и вопросы французского языка // https://www.booksite.ru/fulltext/sharl/ (Қаралған күні 16.10.2023).

Виноградов В.В. Основные типы лексических значений слова // Избранные труды. Лексикология и лексикография. – Москва, 1977. – С. 162-189.

Кацнельсон С.Д. Типология языка и речевое мышление // http://superlinguist.ru/index.php?option=com_content&id= 494:2010-11-08-10-37- 32&catid=17:2009-11-23-13-41-08&Itemid=17 (Қаралған күні 16.10.2023).

Никитин М.В. Курс лингвистической семантики. – СПб.: РГПУ им. Герцена, 2007. – 819 с.

Перцов Н.В. Лингвистика. Поэтика. Текстология. – Москва: Языки славянской культуры, 2015. – 321 с.

Пименова М.В. Концепты внутреннего мира: дисс. ... доктора филол. наук. – Москва, 2001. – 494 с.

Потебня А.А. Мысль и язык. – Киев: СИНТО, 1993. – 283 с.

Шмелев В.М. Теоретические основы переводческой деятельности. – Москва, 2000. – 210 с.

Шмелёв Д.Н. Современный русский язык. Лексика. – Москва: Наука, 2007. – 335 с.

Щерба Л.В.Языковая система и речевая деятельность. – Ленинград: Наука, 1974. – 428 с.

Askerova, M.J. Categories of Nominative Semasiology: Word, Meaning, Sign. In D.K. Batayev (Ed.), Social and Cultural Transformations in the Context of Modern Globalism» Dedicated to the 80th Anniversary of Turkayev Hassan Vakhitovich, vol 92. European Proceedings of Social and Behavioral Sciences. P. 105-111.

Bar, M., Biederman, I,. Subliminal visual priming. Psychol. Sci., 9(6). P. 464-468.

Carrick, M. Imagination at the heart of cognitive development. Retrieved from https://thespoke. earlychildhoodaustralia.org.au/imagination-heart-cognitive-development.

Dolan, R.J. Emotion, cognition, and behavior. Science, 298 (5596). P. 1191-1194.

Kanaar, N. Creation, Destruction, and the Tension Between: A Cautionary Note on Individuation in Tristan Egolf, W.G. Sebald, and Niall Williams. Master Thesis. 945. Retrieved from https:// scholarworks.gvsu.edu/theses/945

Lohse, M.. Emotional priming depends on the degree of conscious experience. Neuropsychologia, Volume 128, May 2019. P. 96-102.

Marchetti, G. Attention and working memory: two basic mechanisms for constructing temporal experiences. Front Psychol. 2014; 5: 880. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles / PMC4132481

Milkowski, M.. The False Dichotomy Between Causal Realization and Semantic Computation. Hybris. 38 ISSN: 1689-4286. P. 1-21. Retrieved from https://philarchive.org/archive / MIKTFD

Overgaard, M., Sandberg, K. Kinds of access: different methods for report reveal different kinds of metacognitive access. Philos. Trans. R. Soc. Lond. B Biol. Sci., 367(1594) (2012). P. 1287-1296.

Ramsoy, T.Z., Overgaard, M. Introspection and subliminal perception. Phenomenol. Cogn. Sci., 3(1), P. 1-23.

Sandberg, K. et al. Measuring consciousness: is one measure better than the other? Conscious. Cogn., 19(4), P. 1069-1078.

Shepel, Y., Panchenko, O., Zirka, V., Fedina, O. The structural-semantic field of dichotomy "one's own – alien" in the English language world picture. Linguistics and Culture Review, 5(S4). P. 84-101.

Wierzchoń et al. Different subjective awareness measures demonstrate the influence of visual identification on perceptual awareness ratings. Conscious. Cogn., 27. P. 109-120.

Windey, B., Vermeiren, A., Atas, A., Cleeremans, A. (2014) The graded and dichotomous nature of visual awareness. Philos. Trans. R. Soc. B, 369 (1641).