

Modelling the Linguistic Worldview: Subject Field Scoping Review

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ABSTRACT

Background. The linguistic worldview theory stems from Humboldt's ideas concerning the interdependence of language and its speakers. Since Humboldt's time national linguistic worldviews remain a challenging aspect of linguistic research accounting for a significant number of publications. As linguistic worldview is a multi-faceted phenomenon, studies differ in terms of the facets they investigate and applied methodology. The linguistic worldview research has covered a wide array of linguistic worldview fragments and utilised monolingual material as well as cross-linguistic analysis of worldview fragments. However, so far, little attention has been paid to the analysis of this ever-increasing body of research and quite few studies have attempted to review the literature in this field.

Purpose. The subject field scoping review aims to overview the available literature on national linguistic worldviews and answers the three questions: What is a diachronic change of researchers' interest in the issue? What fragments of linguistic worldview have been investigated so far? What are the most frequently used methods of modelling the linguistic worldview?

Methods. The literature for the scoping review was retrieved from the three electronic databases: SciVerse Scopus, Web of Science (Core Collection), and Google Scholar. Literature selection was performed in accordance with the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA). To generate a list of current research directions, which rest on the analysis of fragments of linguistic worldview, the visualisation map of authors' key words was created using the VOSviewer software.

Results and Implications. The concise scoping review of the previously published literature on linguistic worldview shows that most publications date between 2015 and 2021 and the years yielding most publications are 2018 and 2019. The number of publications mentioning linguistic worldview grew each year within the study period. The analysis of linguistic worldview fragments helped to identify six directions of researchers' interest in the linguistic worldview field which include lexical fragments, linguistic worldview and consciousness, phraseological fragments, reflection of linguistic worldview in different discourses, linguistic worldview in translation and teaching, and grammar fragments. The most frequently used methods of modelling the linguistic worldview are an associative psycholinguistic experiment, a conceptual analysis, and a comparative method.

KEYWORDS

fragments of linguistic worldview, language, linguistic worldview, modelling, scoping review

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INTRODUCTION

The linguistic worldview theory is rooted in Humboldt's ideas concerning the interdependence of language and its speakers. While language reflects various aspects of a community life, thus accumulating the nation's spirit and mindset, it concurrently shapes human consciousness. Every language therefore represents its community unique view and interpretation of the outside world

through its specific system. As Wilhelm von Humboldt claims, language is the outward appearance of the spirit of peoples, their language is their spirit, their spirit is their language (Humboldt, 1949, p. 41).

Understanding of the linguistic worldview concept and directions of its research are closely connected with its historical background. Humboldt's ideas of language content ethnicity came to the



linguists' spotlight in the 1930s, in particular, Leo Weisgerber developed these ideas and put forward the theory of the linguistic worldview (*sprachliches Weltbild*). His first definition of this concept was word-centric for he argued that the vocabulary of a particular language comprises besides linguistic signs a set of conceptual thinking tools which native speakers master while studying this vocabulary (Weisgerber, 1930). In the article *Sprache*, Leo Weisgerber endeavors to clarify the concept of linguistic worldview, emphasising the nation's spiritual content that, being the treasure of knowledge, 'lives' in the language of a particular community (Weisgerber, 1931). Every language incorporates the totality of formalised knowledge, which the members of the linguistic community have developed since the existence of this particular linguistic community on the basis of their linguistic ability and presented in linguistic forms (Weisgerber, 1931). Neo-Humboldtians aimed at unearthing the cognitive content embedded in a given language. They claimed that language should be viewed not only as a means of communication but as a creative power of the spirit, as a "symbolic guide to culture" (Sapir, 1929, p. 70), as a means of accessing the world (Christmann, 1967).

'Accessing' the world is governed by conceptualisation and categorisation, which are culturally dependent and vary across languages (Lakoff, 1987; Lakoff & Johnson, 2003). When verbalising concepts, an appropriate method of linguistic representation is chosen, which implies categorisation of the designated, i.e., attributing it to the class of animate or inanimate objects, actions or states, qualities and so forth, so that the designation takes the form of one of the available word classes. Therefore, the concept of linguistic worldview implies "a language-entrenched interpretation of reality... The interpretation is a result of subjective perception and conceptualization of reality performed by the speakers of a given language; thus, it is clearly subjective and anthropocentric but also intersubjective (social)" (Bartmiński, 2009, p. 23). A set of ideas about the world is formed historically and inherited by subsequent generations.

National linguistic worldviews have been actively investigated since about the 1980s (Berghout, 2006). The term *sprachliches Weltbild*, literally *linguistic "picture" of the world*, has its equivalents in other languages: *linguistic worldview* in English, *jazykový obraz světa* in Czech, *językowy obraz świata* in Polish, *yezichka slika sveta* in Serbian, *movna kartyna svitu* in Ukrainian, or *yazykovaya kartina mira* in Russian (Glaz, 2022). The languages differ in the number of word classes, modes of verbalising the same concepts, language represents "a segmentation of the world which is not inherent in things but precisely in language" (Christmann, 1967). This accounts for the directions of research which has covered a wide array of linguistic worldview fragments, such as various lexico-semantic groups, idioms representing certain concepts; grammar forms and syntactic structures that govern the expression of the idea; ways of categorising things and phenomena as well as ways of conceptualising abstract

notions (Mierzwińska-Hajnos, 2010; Daulet et al., 2019; Bolshakova & Gladkova, 2020; Humeniuk, 2021; Litvishko et al. 2022). Studies have utilized either monolingual material or involved cross-linguistic analysis of worldview fragments (Barczewska et al., 2016; Alyoshin, 2018; Rudenka & Fang, 2018; Tóth, 2018; etc.).

Providing insight into national linguistic worldviews still remains a challenging aspect of linguistic research. Since linguistic worldview is a multi-faceted phenomenon, studies differ in terms of the facets they investigate and applied methodology. However, so far, little attention has been paid to the analysis of this ever-increasing body of research. To the best of our knowledge, quite few studies have attempted to review the literature. Sartini and Ahimsa-Putra (2017) focused on the studies analysing various worldviews, with little regard to language. The reviewed studies were grouped according to the research paradigms they followed, namely structuralism, evolutionism, functionalism, ethno-science, cultural interpretation and so forth. Haydruk (2018) briefly covered general ideas about linguistic worldview suggested by such prominent scholars as Osgood, Wierzbicka, Palmer and Budagov. So, modern theoretical and empirical studies as well as their quantitative and release date aspects remained beyond the scope of these reviews.

This paper seeks to fill this gap by overviewing available literature on national linguistic worldviews. This study's prior objectives are (1) to map the existing literature and (2) provide a succinct scoping review of the linguistic worldview domain. Following these objectives, the three research questions are put forward:

- (1) What is a diachronic change of researchers' interest in the issue?
- (2) What fragments of linguistic worldview have been investigated comprehensively?
- (3) What are the most frequently used methods of modelling the linguistic world view?

The main contribution of this study is therefore twofold: the systematic analysis of the papers investigating national worldviews is presented; this analysis is based not on subjective selection of data but on that arranged according to the PRISMA statement (Preferred Reporting Items for Systematic reviews and Meta-Analyses). The proposed scoping review is likely to stimulate researchers for theoretical and empirical analysis of those linguistic worldview fragments that still remain underinvestigated. Moreover, this may advance further systematic reviews of the linguistic worldview domain.

METHODS

This scoping review was undertaken using the framework proposed by Arksey and O'Malley (2005), which includes five

phases: defining the research questions, selecting relevant literature, specifying criteria for inclusion and exclusion to make a sample, recording the results across sources, and summarizing the findings. It was found that some researchers expressed concerns about Arksey and O'Malley's framework's limitation to provide for an assessment of the quality of the selected literature (Peters et al., 2015; Panic, 2013; Moher et al., 2009). Given the significance of quality assessment for scoping studies, the authors followed the recommendations provided by Levac et al. (2010) and Daudt et al. (2013). Specifically, we applied carefully selected criteria for including/excluding sources for the present scoping review, used the PRISMA-ScR statement to ensure methodological and reporting quality of this scoping review and VOSviewer software to construct and visualise co-occurrence networks of key words extracted from the selected literature.

Search Strategy

To identify sources for inclusion, three electronic databases were searched: SciVerse Scopus, Web of Science (Core Collection), and Google Scholar. The publication years were limited to the period 2004 to the present because in Scopus and Web of Science, works mentioning linguistic worldview started to appear since 2004. The earlier papers considering linguistic worldview cannot be tracked in these two databases due to their years coverage, as they register papers published since 1996 and 1990 respectively. In Google Scholar the earliest works devoted to linguistic worldview dates back to 2005. However, the national linguistic worldviews have been in the researchers' focus since the 1980s (Berghout, 2006, p. 118).

The search focused on articles in peer-reviewed journals, conference proceedings, as well as books/book chapters that discuss the linguistic worldview. This scoping review covered works from all geographic locations. For feasibility purposes, we sought to identify literature published in English; all non-English content was excluded because of the time and cost needed for their translation. No grey literature was incorporated in our analysis. Moreover, if the analysis of the paper showed that the construct of linguistic worldview was used as one of the dependent variables without studying it, such paper was excluded from reviewing.

The terms used in the search were "linguistic worldview" and "linguistic world image". Mesh search for these terms in the aforementioned databases showed that these terms were mainly adopted within the social sciences including linguistics, psycholinguistics and cultural studies. As our research interest focuses on the concept of "worldview" as a phenomenon characteristic of linguistics, the key words were selected as entries in searching for the relevant sources to exclude studies irrelevant to the topic. The key word combinations included: "linguistic worldview" AND "linguistic world image". All the works in which one of these word

combinations is present either in a title or abstract were considered linguistic-worldview-related literature.

Screening and Data Extraction

First, a total of 1,403 papers were found in the three databases. Duplicates ($n = 1,130$) were removed, and the remaining papers ($n = 273$) were analysed. Application of exclusion criteria resulted in exclusion of 105 records presenting non-English content. The iterative search resulted in 168 studies.

Second, after screening full-texts ($n = 168$), 45 records using linguistic worldview as a dependent variable were excluded as well as 7 records that failed to present methods applied by an author(s). This resulted in 116 sources that were subjects for data extraction.

For the selected articles ($n = 116$) we extracted author's name, author's country, year of publication, study design, and journal (source) name, text evidence describing a fragment of linguistic worldview, and methods applied by researchers. Then, the extracted information was exported to Excel for further analysis.

To illustrate the process of literature selection, the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) flow diagram was used (Figure 1).

Data Analysis

The data analysis was conducted in the following areas: fragments of linguistic worldview such as lexico-semantic word groups, phraseological units, grammar forms, syntactic structures, etc. to identify the areas of research in the field and methods applied by researchers, and the diachronic change of researchers' interest in linguistic worldview. Both quantitative (frequencies and percentages) and qualitative (text inspection) methods were applied for data analysis.

To generate a list of potential areas of research, firstly, the visualisation map of authors' key words was created with VOSviewer software (Figure 2); secondly, we scanned the titles and abstracts of exported articles.

The visualisation map of authors' keywords showed that the most frequently encountered author keywords were semantics, language, linguistics, metaphor, discourse, concept, human, translation. Then, after scanning the titles and abstracts we could more specifically define the areas of research: lexico-semantic groups; idioms representing certain concepts; grammar forms and syntactic structures; ways of categorizing things and phenomena; ways of conceptualizing abstract notions; discourse representation; translation; foreign language teaching.

Figure 1

Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Flow Diagram Summarising Literature Selection

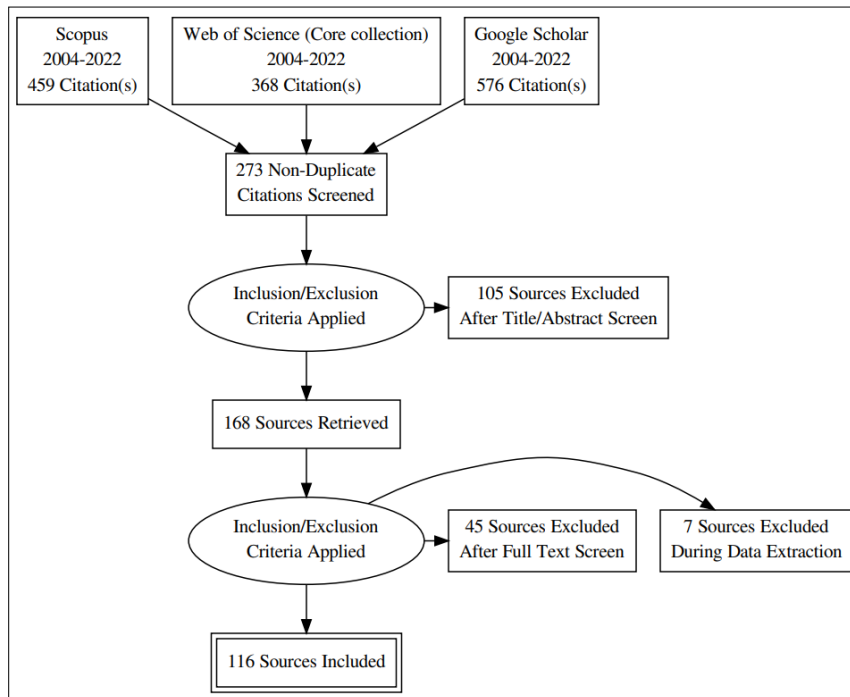
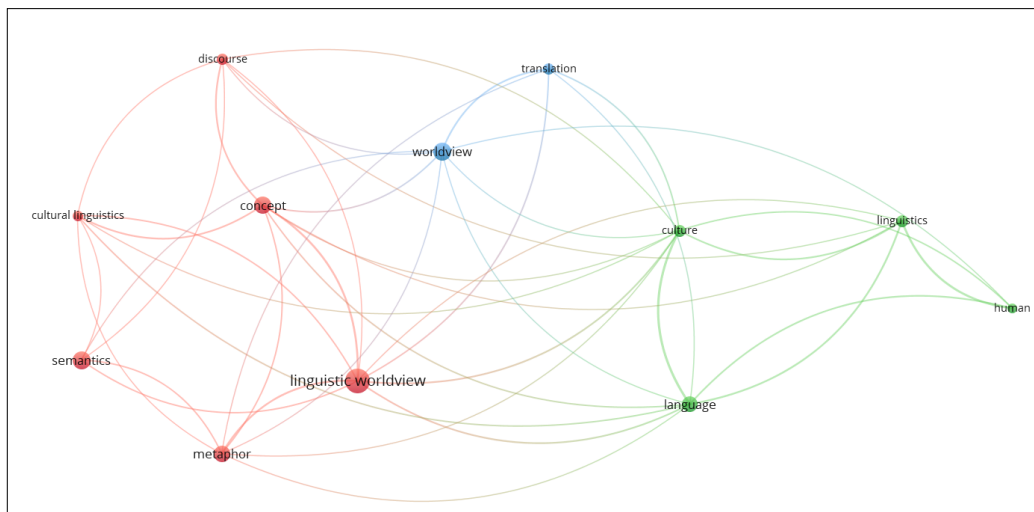


Figure 2

Network visualisation map of authors' keywords



To analyse the methods used by researchers and detect the diachronic change of scientists' interest we charted the main informational fragments. To do this we extracted the data from their original context and sorted materials according to the key themes. Then, the charted data was transferred to an Excel matrix. To categorise the context of the selected studies, categories of criteria were chosen: bibliographical data, direction of research, and methods used (Table 1).

The final stage of the present study includes classifying, summarising and disseminating the results of the data

analysis. Presentation of findings obtained from the charted data includes: first, the description of bibliographical nature (author, author's country) of the selected studies and the research directions; second, methodological character of these studies (study design, methods applied by researchers to explore linguistic worldview, and data used for their analysis); third, the description of the diachronic change of scientists' interest in exploring linguistic worldview for the research time period (year of publication). This presentation of findings provides bases for detecting the key areas of research interest on linguistic worldview. The identified themes are reported in detail in the following sections.

Table 1*Categories of Variables with Their Subcategories Used in Coding of the Selected Literature*

Bibliographical data	Directions of research	Methods used
Author(s)' name(s)	lexico-semantic group	Methods used: quantitative, qualitative or theoretical
Year of publication	idioms representing certain concepts	Timeframe for data collection
Title of the article	grammar forms and syntactic structures	Study design
Name of the journal	ways of categorising things and phenomena ways of conceptualising abstract notions discourse representation translation foreign language teaching	

RESULTS

Review of the Linguistic Worldview Research Domain

This section presents classification of the selected studies on linguistic worldview. Our analysis reveals the growth of research field over time, compares the ratios of fundamental and empirical research, enlists investigated fragments of linguistic worldview that illustrate the directions of research and finds out the methods applied by researchers.

Growth of Research Field over Time

Table 2 shows the diachronic change of researchers' interest in linguistic worldview issue over the period 2004-2022. Approximately, 83.6% (97) of the included articles were published in the last 7 years (2015-2021) of the study period. The number of publications mentioning linguistic worldview increased each year from 2014 to 2021. The years of 2018-2019 saw the largest number of works: 19 and 21 papers respectively. For illustration purposes, the years yielding no publications were excluded from Table 2. Researchers from 9 countries were observed in the retrieved documents. The two countries with the highest research output in linguistic worldview are Russia and Poland. Russia ranked first (77; 66.4%) followed by Poland (25; 21.5 %). Figure 3 demonstrates that empirical studies significantly prevail over theoretical ones (101 vs 15 papers).

Papers were published in a quite wide array of journals founded in European, Asian, and North and South American countries, such as Armenia, Belgium, Canada, China, the Czech Republic, Germany, India, the Netherlands, Poland, Russia, Slovakia, and Venezuela.

Mostly, papers related to linguistic worldview were published in journals released in Russia, Poland, and China. (Table 3).

Findings on Linguistic Worldview

As a result of the review of works devoted to the description of various national linguistic worldview, it is possible to present the main directions of research.

The vast majority of studies (71%) are devoted to the description of one national linguistic worldview, focusing on Hebrew, English, Chinese, Polish, Russian, Tatar, Teleutian, French and Yakut languages. 25.7% of the studies conduct a comparative analysis of two national linguistic worldviews, the analysed languages being English/Polish, English/Russian, Chinese/Russian, Polish/Ukrainian, Slovak/Hungarian, Tatar/English, Swedish/Russian. Comparison of three linguistic worldviews is presented by a rather restricted number of works – 2.9%, the analysed languages being English/Chinese/Russian, Lao/Hungarian/Russian.

As for research directions, it is possible to distinguish six of them: lexical fragments, linguistic worldview and consciousness, phraseological fragments, reflection of linguistic worldview in discourses, linguistic worldview in translation and foreign language teaching, and grammar fragments. The overwhelming majority of empirical studies examine national linguistic worldviews represented via lexical units or via their connection with consciousness – 31.7% and 21.5% respectively. There are also works that deal with specific linguistic worldview fragments, in particular texts of the Bible, advertising and Internet communication.

Theoretical Findings on Linguistic Worldview

The main challenges in linguistic worldview research have been described by Bartmiński (2012, 2015). The researcher suggests that a national linguistic worldview is studied with the help of two procedures: semasiological, which comes from a word meaning to the denoted object and onomasiological, which comes from the object to its denotation. Bartmiński explains both procedures in detail, while discussing

Table 2
Characteristics of Publications Included in this Scoping Review

Publications included into this scoping review (n = 116)			
Author(s)' country		Russia: 77	Spain: 1
		Poland: 25	Estonia: 1
		China: 4	Armenia: 1
		Slovakia: 3	Denmark: 1
		Ukraine: 3	
Study design		Empirical studies: 101	Fundamental studies: 15
	Year of publication	Empirical Studies	Fundamental Studies
	2004	1	0
	2009	0	1
	2010	3	0
	2013	2	3
	2014	8	0
	2015	10	4
	2016	6	2
	2017	7	0
	2018	18	1
	2019	20	1
	2020	13	2
	2021	12	0
	2022	1	1

Figure 3
The Number of Fundamental and Empirical Publications per Year.

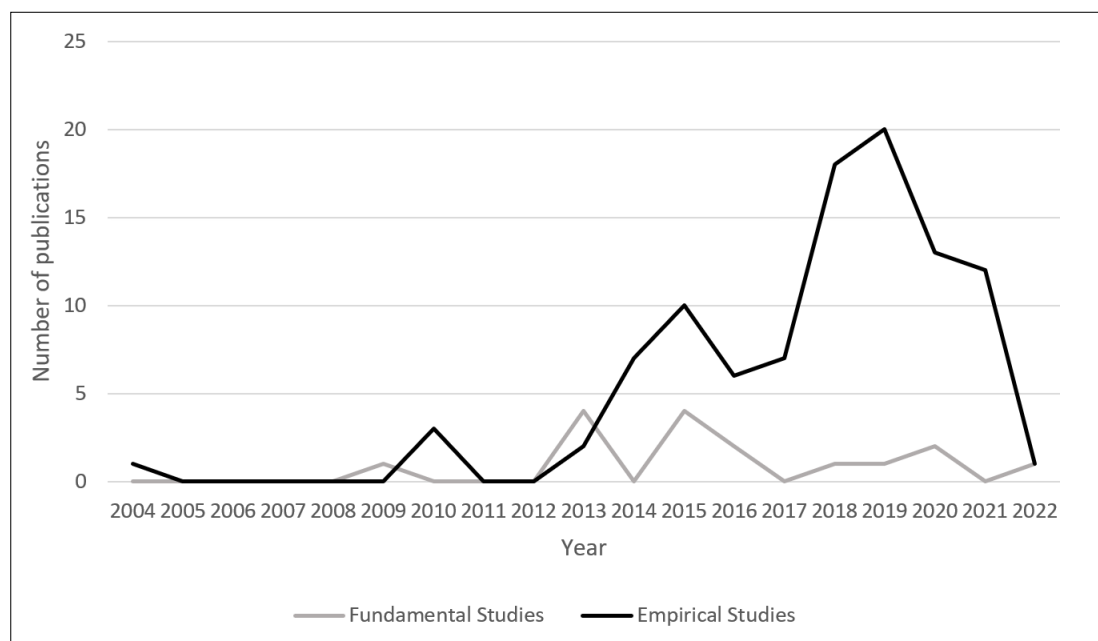


Table 3*Country of Publishing a Journal*

Country	Journal
Russia	Voprosy Jazykoznanija
	Voprosy Kognitivnoy Lingvistiki
	Vestnik of Saint Petersburg University. Language and Literature
	Vestnik of Northern (Arctic) Federal University
	Vestnik Tomskogo Gosudarstvennogo Universiteta
	RUDN Journal of Language Studies, Semiotics and Semantics
	Journal of Siberian Federal University. Humanities & Social Sciences
	Sibirskii Filologicheskii Zhurnal
	Modern Journal of Language Teaching Methods
Poland	Psycholinguistics
	Acta Baltico-Slavica
	Cognitive Studies Études cognitives
	Poradnik Jezykowy
	Półrocznik Językoznawczy Tertium
	Poznań Studies in Contemporary Linguistics
China	Studia z Filologii Polskiej i Słowiańskiej
	Journal of Suzhou University of Science and Technology
	Journal of University of Electronic Science and Technology of China
	Chinese Science and Technology Translators Journal

the type of data that should secure the validity of findings and the types of linguistic worldview fragments.

The book (Głaz et al., 2013) comprises studies concerning diverse aspects of linguistic worldview, in particular, presenting linguistic worldview in literature, stereotypes and values in a national linguistic worldview, the onomaseological category of quantity, representation of such concepts as 'slave' and 'patriotism'.

The fundamental book by Głaz (2022) outlines the concept of linguistic worldview along with its historical background, dating back its origin to ancient Greece and tracing its development onwards in Western ethnosemantics and the theory of linguistic relativity. It surveys and compares the existing approaches to linguistic worldview analysis, the most propagating being universalism and language-specificity, cultural linguistics methods, cognitive ethnolinguistics methods, the Russian approaches to 'yazykovaya kartina mira'. The book pinpoints their differences convergence, and discrepancies. As a sample, the book proposes studies of the following three cases: Earth interpreted as home, mother and sister in speeches of Pope Francis; the family metaphor and the house metaphor.

Also, researchers differentiated between conceptual and linguistic worldviews (Grzegorzczkova, 2015; Ajdarkhan,

2018; Tokarski, 2016; Novoseletska et al., 2020). On the basis of theoretical studies, the concept of linguistic worldview is clarified, the dynamic of its development as well as its main universal features are described (Gabbasova et al., 2013; Suleimenova, 2013; Alefirenko & Li, 2015; Kozlova, 2016; Alefirenko et al., 2019). Apart from that, it was proposed to apply a questionnaire method to study a national linguistic worldview (Stria, 2015). According to the Polish ethnolinguistic school of Lublin, both language and cognition are embedded in culture, which accounts for formation of stereotypes that can be modelled via image schemas (Carisio, 2020).

Empirical Findings on Linguistic Worldview

Linguistic Worldview and Consciousness. Empirical findings in this section are presented according to the topical principle.

The correlation between linguistic worldview and human consciousness has been studied via concept analysis (11 papers), an associative experiment (6 papers) or comparative analysis of two national linguistic worldviews (6 papers). These studies concerned the Russian language except for only one research that focused on the Lao language (Lenart & Markovina, 2021). The experiments were carried out with a different number of respondents from 4 to 65 years old.

Depending on the age of the respondents, different formats of tasks were offered: filling out a paper or electronic questionnaire.

The interview of preschool age Lao speakers was conducted via the shoulder-to-shoulder method. The obtained data was compared with the data obtained during a previous study of Hungarian and Russian that used the same method and the same stimulus words. The data was downloaded and analysed with the help of the Sketch Engine (a tool for corpus research of language data). The associations received from the respondents, on the one hand, prove the similarity of the linguistic worldview of representatives of the three countries, on the other hand, demonstrate the unique characteristics of the national linguistic consciousness of Lao, Hungarian and Russian children (Lenart & Markovina, 2021). Also, through interviews of 4–6-year-old children, categorisation of artifacts in the Russian linguistic worldview was studied on the linguocognitive category TOYS (Dziuba & Podsukhina, 2019). The paper (Salnikova & Asanbaeva, 2017) presents linguistic representation of the associative area of the word “lyceum” in the linguistic worldview of a child living at the beginning of the XXI century. Another experiment addressing stereotypes about Great Britain and France in the linguistic worldview of philology students from Russia revealed 23 stereotype semantic fields (Lasitsa, 2020). Associative areas of the words denoting domestic animals were determined for the Russian and Mongolian linguistic worldviews (Shkuropatskaya & Undarmaa, 2016). The associative field with its core and periphery was identified for the lexeme ‘client’ (Kushmar, 2019).

Linguistic worldviews can intersect or integrate in the case of a bilingual speaker (Khayrullina et al., 2016) or closely related nations (Pivovar, 2019). The distinguishing features of FAMILY was compared for the Russian and Chinese languages (Shulgina, & Fang, 2014). Also, researchers examined the representation of MACHINE in English and Russian (Bulgakova & Sedelnikova, 2015) and FEMALE in English and Russian Orthodox Discourse (Baimuratova, & Korobeynikova, 2020). The concept ‘female’ was analysed across three languages as well – English, Russian and Tartar (Bazarova, & Gilyazeva, 2018).

As for concept analysis, representation, characteristic features and axiological value of the following concepts in national linguistic worldviews were analysed:

- concepts related to the idea of the anarchic denial in Russian (Martynov, 2014);
- HOSPITALITY in Kazakh (Chakyroglu & Suiyerkul, 2014);
- WEDDING in Russian (Komarova et al., 2017);
- concepts related to the conceptual sphere “geopolitics” in English (Kurbatova, 2017).

- HOLY FOOL in the linguistic worldview of the Russian-speaking population of Ukraine (Gordienko-Mytrofanova & Kobzieva, 2018);
- HOME, FAMILY, WORK, EUROPE, FREEDOM and HONOUR in Lithuanian (Sawaniewska-Mochowa, 2018);
- LIE in French and Russian (Shatilova, 2018);
- FACE in Chinese (Daulet, 2019);
- LIGHT in Russian Medieval Religious Consciousness (Erofeeva, et al., 2019);
- MONEY in French (Shapovalova, 2019);
- BOUNDARY presented in Russian song lyrics (Milovanova & Matrusova, 2020).

Lexical Fragments. Empirical findings included into this section are presented according to the topical principle.

Papers dealing with lexis total 28. Researchers selected the data and material from lexicographic sources and various texts (Mierzwińska-Hajnos, 2010; Kostina et al., 2014; Dalabayeva, 2014; Jakubowicz, 2015; Bolshakova & Gladkova, 2020, etc.) or during field expeditions to places of compact residence of native speakers (Obraztsova et al., 2019; Abdullayeva et al., 2019; Olenov et al., 2019).

A challenging aspect of linguistic worldview analysis appears to be the formation of word metaphorical meaning since it inspired quite a number of studies. Researchers’ interest might be justified due to the fact that metaphors allow for revealing linguoculturally driven ways to interpret abstract concepts and find similarities between things, which help shed light on peculiarities of a linguistic community thinking. From theoretical perspective, metaphors were described as units of conceptual and linguistic worldviews (Sadykova & Kayumova, 2014); two different approaches to metaphor analyses were compared – the Ethnolinguistic School of Lublin and Conceptual Metaphor Theory (Zinken, 2004).

Empirical studies of metaphors dwell upon various lexicosemantic groups relating to various spheres of life; metaphorical symbols are embedded in the language and consciousness of a language community speakers. For example, research into Russian and Galician zoomorphic metaphors denoting livestock found out associative links between animals’ activity and way of life and people’s behaviour and style of life; the study showed that both languages utilise universal axiological stereotypes stemmed in mythology and biblical texts while there are few nationally restricted metaphorical associations (Merzlikina, 2021). Similarly, the experimental study of Russian and Mongolian words denoting pets distinguished cultural peculiarities that account for differences in linguistic worldviews (Davaa, 2015). Mentality, cultural values and national character appeared to be encoded by somas, which was demonstrated by the analysis of Chinese linguistic worldview (Daulet et al., 2019). In addition, groups of professionals can exploit terms that were coined due to metaphorization as is the case with many of

the English theatre terms that have originated from poetic metaphors (Churilova et al, 2020) or vintners' terminology (Zawisławska, 2015).

Apart from that, researchers have been actively investigating more specific fragments of national linguistic worldviews, such as animal names in Russian (Krylova, 2019) or plant names in the Polish language (Mierzwińska-Hajnos, 2010, 2013); names of mental disorders in English, Chinese and Russian (Rudenka & Fang, 2018); zoonyms in the Russian and Mongolian linguistic worldviews (Shkuropaskaya & Davaa, 2018); names of emotions in Russian and English (Olomskaya et al., 2018); names of intellectual abilities in Estonian (Degel, 2010); hospitality words and phrases in Russian (Chirich & Shtukareva, 2019); tombstone inscriptions for dogs in Polish (Urszula, 2016). Investigation of Swedish and Russian words denoting human movements found out that the Russian linguistic worldview maps this fragment in much more detail than the Swedish one (Alyoshin, 2018). In addition, it appeared that the noun and verb semantics in Russian implicitly include a certain fragment of linguistic worldview of the cultural community (Kolmogorova, 2015).

Also, within mainstream cultures researchers address dialectal worldviews, in particular, the lexical system of Orenburg dialects (Russia) reveals a significant number of Turkic borrowings associated with the nature of the area (Bekasova, 2019). Modeling the fragment "Fire" of Pskov dialects allowed identifying more than forty toponyms related to the concept of conflagration (Bolshakova & Gladkova, 2020). Besides, researchers investigated the Teleut that is spoken by an indigenous minority of Russia, the language community totals about 2,600 people so the language is on the verge of extinction. Several fragments of the Teleut linguistic worldview were described, namely lexemes that verbalize culturally significant frames – food, hunting, horse-breeding, family, labour, and life (Araeva et al., 2015; Obratsova et al., 2019; Abdullayeva et al., 2019; Olenev et al., 2019).

Assimilation of loan words implies their integration in a foreign linguistic worldview, even biblical borrowings undergo some modification entailed by incorporation of biblical stories in a given culture, in particular, Bartmiński (2019) distinguishes five level of assimilation of the words borrowed in Polish.

Phraseological Fragments. Empirical findings in this section are based on the topical principle.

National worldview is also reflected and fixed in idioms and various paroemiological units – proverbs, sayings, riddles, slogans, wellerisms and so forth (15 papers). All scholars agree that the semantics of a phraseological unit correlates with the culture code shared by the speaker and listener. For instance, the analysis of English gender-marked phraseological units revealed that gender stereotypes govern the

national linguistic worldview formation to a great extent encoding the inequality between men and women (Humeniuk, 2021). The comparative study of the gender representation in Tatar and English phraseological units revealed that the female component in both languages frequently conveys a negative connotation (Khuzina & Mukhtarova, 2018). Comparison of Russian and Swedish phraseological units with the colour component showed that most of them characterise human beings, with less than 20% possessing positive connotation (Konovalova & Basova, 2021). In fact, the overwhelming majority of phraseological units possess the axiological component (Markelova et al., 2016; Kotova & Raina, 2020). Studies of phraseological units helped determine cross-language similarities of linguistic worldviews in French and Russian (Makarova et al., 2018; Gasymova et al., 2022). Also, it was shown that the emotive and sensory components of Tatar idioms is determined by Tatar history, culture and traditions (Khasanzyanova, 2018; Yahin et al., 2017; Sibgaeva et al., 2021); the same seems to be true for the Uzbek linguistic worldview (Yuldashev, 2020). According to the study of phraseological units with a numerical component in the Yakut language, these units describe the appearance of the heaven hero and the underground creature from the Olonkho (Zakharov et al, 2021). In Chinese, phraseological units with zoonyms reflect the roles of certain animals in the life of the Chinese ethnos (Daulet et al., 2019).

The study of Polish proverbs selected from a 4-volume academic collection demonstrated that the triad family-work-religion is considered as priorities (Gieroń-Czeczor, 2020). However, the researcher suggests that the role of proverbs in the formation of these values is declining since most of the analysed units concern the irrelevant phenomena and relationships, thus becoming outdated. The use of transformed proverbs in memes and advertising demonstrates the non-acceptance of existing restrictive norms. Apart from that, phraseological units representing the concepts WORK and LAZINESS in the Archi language were examined (Samevov & Gasanova, 2017). Also, researchers endeavoured to reconstruct the linguistic worldview of the past epochs, in particular, that of the Poles of the XVIII century (Kuryłowicz & Szamryk, 2021).

The experience of creating the phraseological Polish-Ukrainian dictionary was presented by Sosnowski & Tymoshuk (2017). The dictionary comprises modern phraseological units that reflect the current linguistic worldview of Poles and Ukrainians.

Grammar Fragments. Grammatical categories seem to reveal a connection with human cognitive activity, which was proved by the research results (8 papers). In particular, these studies examine the role of the grammatical category of animacy-inanimacy of nouns in creating the Russian linguistic worldview (Narushevich & Bak, 2021), gender markers in language (Gulik, 2015; Humeniuk, 2021; Khuzina &

Mukhtarova, 2018) and the function of the Russian pronoun 'I' in phraseological units (Graneva, 2021) as well as the opposition of the Russian pronouns 'we' and 'they' (Revenko & Osetrova, 2019). The medieval linguistic worldview was analysed in terms of its influence on the morphological system of verb tenses in the modern Slavic languages (Shumilo, 2021). Comparative analysis of morphology of two genetically and typologically different languages – Slovak and Hungarian – revealed that a long-term cultural convergence leads to cognitive analogy even in typologically different languages (Tóth, 2018).

Reflection of Linguistic Worldview in Discourses. Since any author is a native speaker of a certain language and belongs to a certain culture, s/he possesses a certain linguistic worldview that is inevitably reflected in created texts. That is why text analysis, in particular the analysis of fiction contributes to research of national linguistic worldviews (15 papers). From this perspective, Polish and Canadian literature were analysed (Pajdzińska, 2013; Ustinova, 2014). Linguistic worldview was studied on the basis of works of such eminent men of letters as Ch. Dickens (Pospelova et al., 2021), the Russian writers I. Bunin (Antipina, 2020), I. Ilf and E. Petrov (Fefelova et al., 2018), K. Aksakov (Kalashnikova, 2018), modern American writers of Chinese origin E. Tang and M. H. Kingston (Korovina et al., 2020).

The religious discourse reflects linguistic worldview as well, for example the "Hagiography of Protopope Avvakum" was analysed in terms of axiological representation of a linguistic personality (Mirzoeva, 2019). To reconstruct the biblical vision of man and woman rooted in the religious value system, researchers addressed the prophetic books of the Old Testament in Hebrew (Szarlej, 2020).

In turn, scientific texts experience the impact of national linguistic worldviews, which was shown in the study by Tagirova (2019). Analyzing a collection of English research papers' abstracts borrowed from different journals, the author determines the influence of culture on pragmatics of the texts.

It is a well-known fact that Internet platforms have become an unprecedentedly popular means of communication for people from all walks of life. That is why blogs, forums, and social networks clearly present national linguistic worldviews. For instance, the analysis of Polish and American teenagers' vocabulary demonstrated that teenagers conceptualise their ideas about school in different ways, which is due to the differences in their linguistic worldviews (Barczewska, et al., 2016).

There is little doubt that advertisement is affected by linguistic worldview, in particular, comparison of Chinese and Russian advertising slogans allowed for discriminating common and national-specific characteristics of advertising texts (Li et al., 2018).

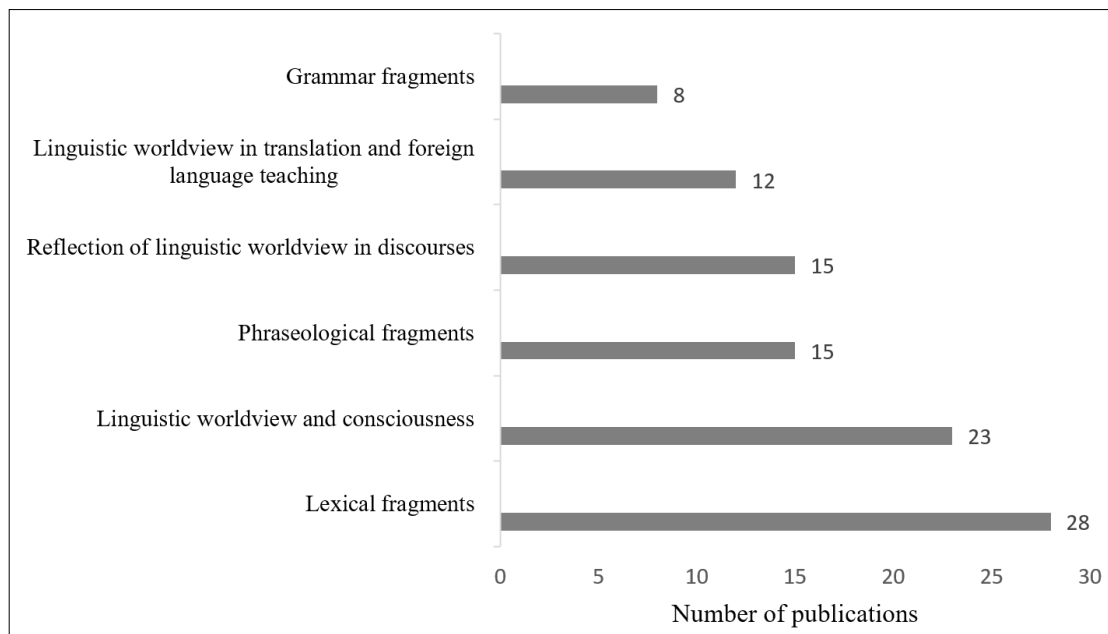
In terms of newspaper texts, analysis of Polish and English articles reporting on the same event – the coming out of a Polish priest – also reveals features peculiar to each of the national linguistic worldviews (Wyrwa, 2017). Besides, English newspapers' headlines (Yergaliyev et al., 2015) and articles covering the issue of migration in the European Union (Sipko, 2018) were analysed in terms of linguistic worldview reflection.

Linguistic Worldview in Translation and Foreign Language Teaching. Since discourses reflect national linguistic worldview, literature being no exception, translators frequently face a serious problem of preserving and transferring linguistically driven peculiarities of a translated text (8 papers). From this perspective, Humboldt's ideas about language and translation were discussed (Qin & Zeng, 2010; Gu, 2016; Gao & Hua, 2021). Researchers focus on difficulties of translating poetry, in particular Gicala analyses English translations of Wisława Szymborska poems and presents a translation strategy, which demonstrates the reconstruction of the linguistic worldview for the target culture (Gicala, 2013; 2021). Another translation problem concerns humour as it varies in cultures and is expressed through different language means, for example, untranslatable humour metaphors are examined in Danish (Levisen, 2019). The literary technique of estrangement is viewed as a means of translation, complementary to translation strategies of domestication and foreignisation. This technique was applied in the Russian translation of the works of modern Israeli writers (Valkova, 2018). Besides, researchers dwelt upon translation of science fiction from Chinese to English (Xiu & Jiang, 2018).

To form a foreign-language worldview in the minds of students, researchers offer various methods (4 papers). For example, they suggest that learning anthropomorphic vocabulary helps students understand English metaphorical transfers and form a secondary linguistic worldview (Pesina et al., 2019). Also, special attention is paid to the linguistic worldview in teaching a mother-tongue (Mikołajczuk, 2015; Pacovska, 2015; Wierzbicka-Piotrowska, 2015).

Thus, the present scoping review showed that linguistic worldview implies language-entrenched interpretation of reality, and it tends to comprise several fragments represented in lexico-semantic word groups, phraseological units, grammar forms, syntactic structures, and so forth. Besides, this scoping review revealed the areas of research, the comprehensively studied issues as well as demonstrated the statistics on the frequency of related publications, the years of the highest propagation of the research interest and the journals that published these papers. This review allows for concluding that linguistic worldview still remains a challenging research area.

Figure 4 demonstrates six research directions mentioned above with the number of publications within the period 2004-2022.

Figure 4*Areas of Research and the Number of Publications.*

DISCUSSION

The given scoping review aims to determine, summarise and present a succinct overview of the existing knowledge on linguistic worldview in order to advance understanding of the linguistic worldview domain. For a detailed outline of the linguistic worldview research domain, special emphases were given to fundamental and empirical foundations of the literature on the issue published to date. By analysing the received scientific findings on linguistic worldview, the present review elucidates how the researchers' interest in national linguistic worldviews across Europe and Asia has changed for the last 18 years, what fragments of linguistic worldview deserved researchers' interest as well as methods applied by researchers for modelling the linguistic worldview. Apart from that, the authors traced the topic relevance rate over years, the year of 2004 appearing to be the outset of linguistic worldview investigation. This review has highlighted different aspects of the literature in question, endowing statistical information.

As a result of research, it was found that only two studies (Sartini & Ahimsa-Putra, 2017; Hayduk, 2018) have analysed the literature dealing with linguistic worldviews. The paper by Hayduk briefly reviews the main philosophical ideas by Osgood, Wierzbicka, Palmer and Budagov concerning linguistic worldview. Sartini and Ahimsa-Putra confined their review area to the studies dealing with worldviews in general, with special attention to the implemented research paradigms such as structuralism, evolutionism, functionalism, ethno-science and so forth. Since worldview is regarded as

a multidimensional phenomenon, the authors of the aforementioned studies investigated the worldview categories which included categories of time and space, causality, the self and the other, the natural and supernatural, and the sacred and profane. However, the authors of the present study focus on the linguistic aspect of the issue and give special attention to the fragments of linguistic worldview and the most frequently applied methods of modelling the linguistic worldview.

The research is based on 116 sources on linguistic worldview which include empirical and theoretical studies published in academic journals and books within the period 2004-2022. The application of the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) allowed the authors to carefully select the literature and ensure relevance of the sources. As a result, it was found that empirical studies significantly prevail over theoretical ones and the peak of researchers' interest fell onto the years 2018 – 2019. The scientists from Russia and Poland were the most active contributors to linguistic worldview research out of 9 countries, which were observed for the purposes of the present study.

Also, this review revealed that the linguistic worldview area has seen an increase of interest in modelling various linguistic worldview fragments, which seems to be accounted for by several factors: first, this topic is align with the current anthropocentric paradigm; second, this area of research goes far beyond linguistics proper and overlaps with those traditionally developed by such sciences as ethnopsychology and ethnolinguistics. By applying VOSviewer software and texts

inspection the authors identified the linguistic worldview fragments represented in various universal concepts such as FEMALE, FAMILY, BOUNDARY, MONEY, etc; the system of language, i.e. vocabulary and phraseology; discourses, i.e. poetic, literary, religious, scientific, mass media and advertising discourses, and Internet communication.

The research found that the most frequently used methods of modelling the linguistic worldview are inter-complementary and mutually reinforcing and often used in the same paper. These methods include: (1) *associative psycholinguistic experiment* used for the purpose of comprehensive study of linguistic consciousness, its structuring and modelling. The analysed studies found out the verbal associative connections of individuals formed on the basis of their previous experience; (2) *conceptual analysis* aiming to identify the culturally distinguished features of significant concepts; (3) *a comparative method* designed to identify common and national-specific features in the linguistic worldview of different linguistic communities.

CONCLUSION

A national linguistic worldview reflects a wide diversity of the given language speakers' life aspects. The linguistic representation of a person's experience and knowledge is regulated by the system of each specific language, including the methods of conceptualisation and categorisation adopted in it. It has demonstrated that this research area is being actively studied in many countries, with special attention paid to the following linguistic worldview fragments:

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the language system - lexical, phraseological, and grammar fragments, reflection of linguistic worldview in different discourses, linguistic worldview in translation and teaching. As for directions of further research, there are large avenues for analysis of unexamined or underresearched national linguistic worldviews and their fragments; also, comparative studies could involve more languages, with special focus on the languages belonging to different language families. Apart from that, given that all the reviewed works deal with the verbal representation of the linguistic worldview, it seems quite reasonable to investigate non-verbal means of communication in terms of national linguistic worldview reflection.

DECLARATION OF COMPETING INTEREST

None declared.

AUTHOR CONTRIBUTIONS

Tatyana Baranovskaya: supervision, writing - review and editing.

Marina Antonova: Conceptualisation, writing - original draft presentation.

Anna Zakharova: software, data curation, methodology.

Stanislav Li: visualisation, investigation.

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