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[9, .8].

(“ ”, “ ”, “ ”, “ ”,
(base)”) ,

(.).

[12, c. 57].

[1, . 11].

[6, . 155].

[10, c. 3],

1. - , - [3,
c. 61].2. “ ”

frame-work ()

[20, c. 7-11].

3. — “ ” (folk theory); [19, c. 111-119].

4. — [4, c. 188]. [18, c. 219-220]. [8, c. 8], [21, c. 11].

“ ” [5, c. 192], [16, c. 119].

c. 66]. [3,

” [15, . 54].

” [15, . 54]. [15, . 54].

[2, .342].
“ [7, .31]. [7, .31].

“ [15, .65].

[11, .101-102]. (“ [14, .96]), [17];

[1, .14]. / “ [13, .106].

“ ”
“ ”
“ / ”
() () (),

/ [1, .20]. (, , ,)

[1, .14].

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The article is devoted to basic elements of cognitive activity, organization and representation of knowledge. Main attention is paid to the representative models "frame" and "script".

Key words: frame, script, cognitive model, concept, representation of knowledge.

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(), (adults and older adults), (parents and grown-up children), (adult sisters and brothers).

(separating messages from metamessages).

(reframing). «framing» . «Reframing» : 1)

); 2)

(metacommunicating).

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