

“as red as fire” зі значенням “почервонілий” [4, с. 583].

*You're sick ... Your face is as red as fire...* (J.Jones “Some Came Running”, book II, Chapter XVIII)

“the red, white and blue” зі значенням “англійський флот і армія” [4, с. 583].

Також у даному словнику представлений фразеологізм до похідного слова “red-handed” – “catch (take) smb. red-handed” зі значенням “захопити кого – або на гарячому” [4, с. 583].

I did but tie one fellow, who was taken red-handed in the fact, to the horns of a wild stag. (W.Scott “Ivanhoe”, chapter XXV)

*Blue stocking* – синя панчоха (“зборами синіх панчіх” був названий адміралом Босковеном один з літературних салонів середини 18 століття в Лондоні; причиною тому послужила поява відомого вченого Бенджаміна Спеллінгфліта в цьому салоні в синіх панчохах).

Таким чином, ми можемо зробити висновок, що площина кольоропозначень дає невичерпні можливості для дослідника вивчати не тільки мовні одиниці в синхронії та діахронії, а також зрозуміти менталітет того чи іншого народу.

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**Панченко О. И.** *Специфика концепта цвета в современном английском языке.*

*В статье рассматривается понятие концепта по отношению к цвету и иллюстрируется лингвистическое воплощение концепта на примере некоторых английских идиом в сопоставлении с русским языком.*

**Ключевые слова:** *концепт, лингвистическая единица, фразеологизм.*

**Panchenko O. I.** *Specific features of colour concept in contemporasry English.*

*The article deals with the notion of concept related to colour and the linguistic embodiment of the concept based on some English idioms compared to Russian is analyzed.*

**Keywords:** *concept, linguistic unit, phraseologism.*

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## **АНАЛИЗ АНГЛИЙСКИХ ПОСЛОВИЦ И ПОГОВОРОВ С ГЕОГРАФИЧЕСКИМИ НАЗВАНИЯМИ КАК СРЕДСТВА ВЫРАЖЕНИЯ НАЦИОНАЛЬНОЙ МЕНТАЛЬНОСТИ**

*The work dwells on the most widely used English proverbs and sayings with geographical names, which are specimens of the mentality of British culture; their semantics is revealed; some Russian equivalents are also*

given. In the article the author points out the importance of including proverbs and sayings in the process of teaching a foreign language.

**Keywords:** *proverbs and sayings, mentality, geographical names, semantics, communication, idioms, connotation, cultural linguistics, phraseology, implication*

This study focuses upon the demonstration of national characteristics in the words of English proverbs and sayings. **The aim** is to show that these set expressions reveal the world of culture and help get acquainted with the Englishman's specific lifestyle. In the research the following **goals** were pursued: 1) to evaluate the significance of studying foreign proverbs and sayings in order to become familiar with the nation's mentality and way of thinking; 2) to reveal the semantics of English proverbs and sayings, containing geographical names, thus showing that they demonstrate most specific notions, characteristic of the British culture, 3) to compare the English proverbs with their Russian equivalents (if there are) and to show their semantic differences due to the distinction in the mentality of two countries.

We suppose that on the one hand a language reflects culture; on the other hand the language itself is the result of culture, its essential part, the condition and method of existence. By this we mean that under the influence of mentality and culture some specific rules of communication are produced, so that a nation's culture is shown in its language. Thereby, to understand properly a foreign discourse, to interpret rightly some cultural, historical events, as well as to comprehend any written information, TV or radio broadcasting one needs not only to know the translation of the words, but to perceive the actual and hidden meanings of different expressions, to understand the specifics of national mentality, cultural and material values.

The problem of interdependence of culture and language has been studied since the early 20th century. H. Sweet and W. Vietor were first to point out that each language reflects different points of view and every nation has their own system of concepts which should be studied by international students. Since those times a lot of linguists have been dedicating their inquiries to this issue: Ch. Schweitzer, O. Espersen, Ch. Handscin, R. Lado, C. Fries, V. Humboldt, A. Leontjev, E. Simonet, A. Potebnya, etc. Nowadays a popular science of cultural linguistics, the founder of which is considered to be V. Telia, looks into every aspect of this problem. The objects of cultural linguistics are various units of language fixed in myths, legends, rituals, folklore, fiction, phraseology, idioms.

In each language there are expressions specific for every culture, which carry peculiar meanings and ways of usage. Proverbs and sayings belong to this group. They have been the subject of deep study of scientists in most different ideological branches since ancient times. Most of the scientists agree that proverbs are folklore speech in which not only a person's point of view, but also general people's outlook is expressed. They are such elements of culture and language, which enclose a society's values and beliefs, define specific notions of a mentality. Proverbs belong to the traditional verbal folklore genres and their wisdom has been guidance for people worldwide in their social interaction throughout the ages. These idioms are concise, easy to remember and useful in every situation in life due to their content of everyday experiences. Proverbial phrases are basically conversational, but occur commonly in both spoken and written communication, e.g. lectures, newspapers, speeches, books, fables and poetry. They are used in a wide range of situations and according to Mieder there are no limits to the use of the proverb. They can be used to "strengthen our arguments, express certain generalizations, influence or manipulate other people, rationalize our own shortcomings, question certain behavioural patterns, satirize social ills, poke fun at ridiculous situations" [2, p. 11].

The English culture is defined distinctly with the usage of proverbs, phrases and quotations that portray the social and ethical values of its society from time immemorial. Spoken English enriches itself when there is a use of proverbs and sayings. They should be

included in the process of study at school and at the university. Durbin Rowland points at some arguments in favour of the use of proverbs in language studying. He says that proverbs “stick in the mind”, “build up vocabulary”, “illustrate admirably the phraseology and idiomatic expressions of the foreign tongue”, “contribute gradually to a surer feeling for the foreign tongue” and proverbs “consume very little time” [3, p. 89]. Joseph Raymond states his arguments for proverbs as a teaching device. Proverbs are not only melodic and witty, possessed with rhythm and imagery; proverbs also reflect “patterns of thought” [4, p. 522]. We assume that they help expand the student’s knowledge not only in linguistics, but also cultural studies and above all, broaden their horizons and understand better the representatives of other nationalities.

One of the types of proverbs, expressing national mentality is the ones with geographical (place) names. In these sayings the name of a place has acquired various associations and connotations, thus, having a figurative meaning and used for a range of situations. To comprehend their meanings as well as to relate them to some equivalents in the mother tongue, a student needs additional background knowledge. By deciphering the implication of a proverb or saying with a place name, one becomes familiar with historical and cultural events of the foreign country.

Having studied various English proverbs and sayings with geographical names, we have come to the conclusion that they hardly ever have Russian equivalents. The reason for this is that the English expressions include unique geographical places and related to them notions and connotations, which come from people’s everyday life, folklore, myths, poems, fairy-tales, songs, slang and other sources. For example, in English there’s a saying: *to grin like a Cheshire cat*, meaning to smile or grin inscrutable. In the Russian language there’s only the paraphrase of this idiom – загадочно улыбаться, or one can translate it word by word: улыбаться\ухмыляться как Чеширский кот.

The English proverb “*To carry coals to Newcastle*” has a Russian equivalent: “Ездить в Тулу со своим самоваром”. These expressions denote the concept of absurdity of doing some things. The place names are present in both proverbs as in Great Britain just like in Russia there are places famous for their industry, but the geographical spots unmistakably relate each of the proverbs to a distinct culture.

The proverb “*To be on the highroad/ highway to Needham*” means to be on the brink of destruction, ruin, bankruptcy. There’s no equivalent of it in Russian. To decipher its meaning we do not actually turn to some geographical place in Britain or any event related to it. To understand the semantic meaning of the idiom we are to consult the English word-building. The place-word “Needham” is a derivative from the noun “need” and the suffix “ham”, which is most commonly used in the names of English towns (e.g. Nottingham, Birmingham), making the proverb sound figurative.

One more example of the proverbs with place names is the proverb “*To send to Coventry*” in which “Coventry” is a real geographical place. The saying is used to mean the process of ignoring somebody, showing disregard or lack of respect. The background to understand its semantics is the following: in the 17th century there was a prison in Coventry, which was the place of the royalists’ exile. There’s another explanation: the soldiers lived in common people’s houses, which caused the fact that the city-dwellers started hating the military man. Thus the service in Coventry became an undesirable duty, the expression of social reprimand. So we may observe that the proverb has acquired a more general notion and now has a wider usage than in the previous times.

The expression “*To talk Billingsgate*” has an equivalent in the Russian language – “Ругаться, как базарная торговка”. The English variant refers to a large market in London – Billingsgate. Although the Russian saying doesn’t have a place-name, its semantics and usage

are very close to that of the English language. But in the latter the image is more specific.

The proverb "*He will never set the Thames on fire*" appeared in common usage in the late 18th century, and has always been used as an ironic expression to describe someone who is lethargic, simple minded, or lacks enterprise. In the Russian language there's a variant without any place-names – "Он звезд с неба не хватает", standing for practically the same concept.

One more saying, specific for the UK is "*Yorkshire born and Yorkshire bred, strong in the arm and weak in the head*", known since the nineteenth century. It's a popular rhyme ascribed to many different parts of Great Britain. It implies that some regional types are more able to do things requiring manual strength rather than intellectual problem solving; the names of other (chiefly northern) English counties and towns may also be used instead of Yorkshire.

Having studied the English proverbs and sayings containing geographical names, we have come to the following **conclusions**:

1) These constructions are an important part of culture, which contain wisdom, truth, morals and traditional views in a metaphorical form.

2) The person who does not acquire competence in using proverbs will be limited in conversation; will have difficulty comprehending a wide variety of printed matter, radio, television, songs.

3) Work with proverbs and sayings at the lessons not only helps to diversify educational process and to make it brighter, it also assists in solving a number of very important educational problems: proverbs in the classroom can improve students' learning experiences, their language skills, and their understanding of themselves and the world.

It is sometimes said that the proverb is not fashionable any more. Such a view overlooks the fact that while the role in English literature has changed, its popular currency has remained constant. Proverbs comment upon life and serve as a form of wisdom from previous generations. From our point of view, the interest in the study of proverbs in the spheres of cultural and comparative linguistics will only grow. Scholars all over the world continue to see into the world of proverbs, to define them and give their characteristics, of which the most recent attempts belong to Shirley Arora, Nigel Barley, Otto Blehr, Davis Cram, George Milner, Peter Sietel, Jan Fredrik Kindstrand, and many others.

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**Пищуліна Т. А. Аналіз англійських прислів'їв і приказок з географічними назвами як засоби вираження національної ментальності.**

*У роботі дається аналіз найбільш вживаних англійських прислів'їв і приказок з географічними назвами, які є зразками ментальності даної культури, розкривається їх семантика, наводяться російські еквіваленти. У статті автор вказує на значимість включення прислів'їв і приказок у процес навчання іноземної мови.*

**Ключові слова:** прислів'я та приказки, ментальність, географічні назви, семантика, комунікація, ідіоми, конотація, лінгвокультурологія, фразеологія, імплікація.

**Пищулина Т. А. Анализ английских пословиц и поговорок с географическими названиями как средства выражения национальной ментальности.**

*В работе дается анализ наиболее употребляемых английских пословиц и поговорок с географическими названиями, которые являются образцами ментальности данной культуры,*

раскрывается их семантика, приводятся русские эквиваленты. В статье автор указывает на значимость включения пословиц и поговорок в процесс обучения иностранному языку.

**Ключевые слова:** пословицы и поговорки, ментальность, географические названия, семантика, коммуникация, идиомы, коннотация, лингвокультурология, фразеология, импликация.

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## **ДИНАМИЧЕСКАЯ СТРУКТУРА ОПЫТА НАУЧНО-ПРАКТИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ (НА ПРИМЕРЕ ТЕРМИНАЛОГИИ РЕМОНТА ЛЕТАТЕЛЬНЫХ АППАРАТОВ)**

*Особенность сценарного фрейма как когнитивной структуры заключается в том, что он позволяет представить знания в виде последовательных этапов (сцен). Построение сценария терминологии дает возможность проследить направления группирования номинативных единиц, продемонстрировать ее целостность и самостоятельность. Автор считает целесообразным использование сценарного фрейма в качестве способа структурирования вербализованного опыта такой сферы научно-практической деятельности как ремонт летательных аппаратов.*

**Ключевые слова:** терминология ремонта летательных аппаратов, фрейм, структура фрейма, сценарий, сцена, слот.

Когнитивный подход в терминоведении позволяет рассмотреть терминологию как концептуальную информацию, организованную в определенные структуры, и предполагает построение концептуальной модели, которая наглядно иллюстрирует глубину проникновения научной мысли в данную область знаний, системность, структурированность, целостность терминологии.

Одним из наиболее распространенных способов описания терминосистемы определенной области профессиональной деятельности является выделение ее концептуально-фреймовой структуры. Метод фреймового анализа позволяет объективно осмыслить и систематизировать опыт, накопленный в данной области, оформив их в соответствующие фреймовые структуры. Возможности методов когнитивной лингвистики в структурировании терминологий были продемонстрированы в работах Л.В. Ивиной, В.Ф. Новодрановой, Ю.Ю. Уткиной и др.

Объектом изучения с позиций когнитивного терминоведения стала медицинская терминология (Е.В. Бекишева, С.Л. Мишланова, В.Ф. Новодранова), различные отрасли экономики (Л.В. Ивина и др.), метеорологические термины (С.В. Гринев, М.А. Лазарева). В ряде диссертационных исследований когнитивный подход был использован в качестве основного при комплексном анализе отраслевых терминологий (И.С. Гаврилина, К.А. Громова, И.Г. Гусева, Е.И. Южакова и др.). Опыт подобных исследований показывает, что способы концептуализации знаний отчасти универсальны, но в основном уникальны в каждой науке. Для изучения когнитивных оснований формирования некоторых русских терминосистем Гаврилиной И.С. (терминология профилактической токсикологии), Громовой К.А. (юридическая терминология) был привлечен сценарный фрейм.

Вслед за Ивиной Л.В. и другими лингвистами, под сценарным фреймом или сценарием мы понимаем особую разновидность фрейма, содержащего стереотипные знания о последовательности действий в определенной ситуации [3, с. 96]. А.Н. Баранов, Д.О. Добровольский определили, что данный фрейм “характеризуется процедурным представлением знаний, при этом знание интерпретируется не как множество его характеристик (интегральных или дифференциальных), а как совокупность процедур,