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**ОСОБЛИВОСТІ ВЕРБАЛІЗАЦІЇ ФРЕЙМУ *INTERNATIONAL AFFAIRS*
У СУЧАСНІЙ АНГЛІЙСЬКІЙ МОВІ**
**ОСОБЕННОСТИ ВЕРБАЛИЗАЦИИ ФРЕЙМА *INTERNATIONAL AFFAIRS*
В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ**
**PECULIARITIES OF VERBALIZATION OF THE FRAME *INTERNATIONAL
AFFAIRS* IN MODERN ENGLISH**

Розглянуто особливості вербалізації фрейму *INTERNATIONAL AFFAIRS* як однієї зі складових концепту *EDUCATIONAL MANAGEMENT* у двох варіантах сучасної англійської мови: британському й американському. Показано, що *освітній менеджмент* є молодією галуззю науки, яка досліджує особливості та принципи управління освітньою системою взагалі та кожним освітнім закладом зокрема. Визначено поняття *концепт* і *фрейм*. *Концепт* розглядається як ментальна одиниця, яка є мінімальним компонентом концептуальної картини світу кожного цивілізованого суспільства. *Фрейм* розглядається як система взаємопов'язаних та взаємозалежних концептів. Виявлено основні лексичні засоби, за допомогою яких фрейм *INTERNATIONAL AFFAIRS* актуалізується у сучасній англійській мові. Наведено мовні засоби, які репрезентують цей фрейм в англійській мові. Семантичну ідентичність лексем, що вербалізують фрейм *INTERNATIONAL AFFAIRS* в американському та британському варіантах англійської мови можна пояснити тим, що кожен ВНЗ є легальною організацією, невід'ємною частиною якої є міжнародне співробітництво. Крім того, було встановлено, що всі лексичні одиниці, які вербалізують цей фрейм у британському та американському варіантах сучасної англійської мови, належать до загальної лексики, а не спеціальної. Єдиною специфічною когнітивною рисою, яку вони мають, є *сфера освіти*.

Ключові слова: концепт, фрейм, вербалізація, освітній менеджмент, британський варіант англійської мови, американський варіант англійської мови.

Рассмотрены особенности вербализации фрейма *INTERNATIONAL AFFAIRS* как одной из составляющих концепта *EDUCATIONAL MANAGEMENT* в двух вариантах современного английского языка: британском и американском. Показано, что *образовательный менеджмент* является довольно молодой областью науки, которая исследует особенности и принципы управления образовательной системой в целом и каждым образовательным учреждением в частности. Определены понятия *концепт* и *фрейм*. *Концепт* рассматривается как минимальная единица, являющаяся минимальным компонентом концептуальной картины мира каждого цивилизованного общества. *Фрейм* рассматривается как система взаимосвязанных и взаимозависимых концептов. Вывявлены основные лексические средства, при помощи которых фрейм *INTERNATIONAL AFFAIRS* актуализуется в современном английском языке. Представлены языковые средства, которые репрезентируют данный фрейм в современном английском языке. Проанализированы общие и отличительные черты в средствах вербализации фрейма *INTERNATIONAL AFFAIRS*

в британском и американском вариантах современного английского языка. Семантическую идентичность лексических единиц, вербализирующих фрейм INTERNATIONAL AFFAIRS в современном английском языке можно объяснить тем, что каждый вуз является легальной организацией, неотъемлемой частью которой является международное сотрудничество. Кроме того, было установлено, что все лексические единицы, вербализирующие данный фрейм в современном английском языке, принадлежат к общей лексике, а не специальной. Единственной специфической чертой, которой они обладают, является *система образования*.

Ключевые слова: концепт, фрейм, вербализация, образовательный менеджмент, британский вариант английского языка, американский вариант английского языка.

The article deals with peculiarities of verbalization of the frame INTERNATIONAL AFFAIRS as one of the components of the concept EDUCATIONAL MANAGEMENT in two varieties of modern English: British English and American English. It has been shown that *educational management* is a young branch of science investigating the peculiarities and principles of running the system of education as a whole and every educational institution in particular. Such notions as the *concept* and *frame* have been defined in the article. The *concept* is considered to be a mental unity that is the minimum component of the conceptual worldview of every civilized society. A *frame* is considered to be a system of interconnected and interdependent concepts. It has been found out that the frame INTERNATIONAL AFFAIRS is actualized by an impressive number of lexical units in modern English. Lexical units representing the frame in modern English have been shown. Common and distinctive features of lexical means verbalizing the frame in British and American varieties of modern English have been shown. It has been concluded that the frame INTERNATIONAL AFFAIRS is actualized in modern English by a great number of linguistic means. The phenomenon of semantic identity of the lexemes verbalizing the frame INTERNATIONAL AFFAIRS in the American and British varieties of the English language can be explained by the fact that a HEI is a legal organization where international cooperation is an indispensable part. Besides, it has been identified that all the lexical units verbalizing the frame in British and American varieties of modern English refer to the general vocabulary of the English language, not the special one. The only cognitive feature that added to them is *the sphere of education*.

Keywords: concept, frame, verbalization, educational management, British English, American English.

Modern system of higher education is in the process of constant development, change and transformation. This process is caused by a number of different factors, including an attempt to unify and harmonize the European Higher Education Area and implement the Bologna process components into the academic process of higher educational institutions. Besides, the process of globalization that characterizes not only the modern sphere of higher education, but also all the other branches of social life, also plays its part here. Moreover, it influences the general conception of higher education management and the system of management of every particular higher educational institution as well.

The branch of science that investigates the peculiarities and principles of running the system of education as a whole and every educational institution in particular, defines the functions and qualities of a modern manager is called *educational management*. A number of studies within the branches of pedagogics, psychology and management are concerned with researching this new sphere of scientific knowledge.

It should be emphasized that *educational management* is not only a lexical unit verbalizing the process of running an educational institution in modern English; it is a

concept having a ramose semantic structure and including different images, associations and processes connected with the process of running an educational institution.

In our previous papers, lexical-and-semantic variants composing semantic structure of the lexical unit *educational management* have been identified [3] and the generalized frame structure of the concept EDUCATIONAL MANAGEMENT in modern English has been shown [13].

It should be mentioned that the sphere of educational management has been actively investigated for the last decades. Some of the papers focus on its pedagogical and psychological components [4; 12], the others deal with its social and marketing aspects [9], the third ones concentrate on the issues of management [1]. However, there have still been no studies concerned with linguistic or linguocognitive aspects of educational management. This very fact proves the **topicality** of our paper.

The analysis of scientific literature dedicated to researching the notion of *educational management*, allows us to state that it contains such components in its structure as the apparatus of management, methods of running of educational institution, administration, financial activity, international affairs etc. All these aspects, as we think, make up the concept EDUCATIONAL MANAGEMENT, and each of them can be analyzed as a separate frame and as an indispensable component of the concept.

It should be emphasized that every concept is a mental unity that is the minimum component of the conceptual worldview of every civilized society. Besides, the concept is a key element of the conceptualization process resulting in development of the conceptual system – the system of concepts located within the consciousness of a single person or collective consciousness of a whole ethnic group. The concept structures and represents the knowledge about the world, reality and outcomes of the inner reflective activity [7, с. 298].

The papers dealing with the study of the notion *concept* are characterized with broad views on this multifacet phenomenon. As a result, the complexity of defining this notion causes various ideas in its understanding. Such a differentiation is a result of existence of several approaches to defining its nature:

linguocultural [8] where the concept is seen as a result of the link of the word meaning with speaker's personal and ethnic experience;

cultural [10] when the concept is understood as the main element of culture in the person's mental world;

linguistic [2] based on the idea that a linguistic sign is a means of forming the conceptual content;

linguocognitive [6], the representatives of which analyze the concept from semantic-and-semasiological standpoint justifying the search for linguistic representations of this mental unity.

In our paper we stick to the last point of view and consider it to be the key one for achieving the **aim** of our research: to define the peculiarities of verbalization of the concept EDUCATIONAL MANAGEMENT, to show which linguistic means represent the frame INTERNATIONAL AFFAIRS as one of its components and to describe its main cognitive features.

The subject of the article is presented by lexical units objectifying the conceptual features of the concept EDUCATIONAL MANAGEMENT, in particular one of its structural components – the frame INTERNATIONAL AFFAIRS. The task of the present study lies in singling out the verbalization means of the frame INTERNATIONAL AFFAIRS in modern English.

As for the methodological tools used for analyzing the most essential social concepts, they are marked with their variety.

The key method that is used in our research is the frame analysis method. In our opinion, it allows us to have a deep and detailed look into the concept EDUCATIONAL MANAGEMENT. From the point of view of Ch. Fillmore [12], a frame is a system of interconnected and interdependent: if one of the concepts of this structure is included in the text or speech, then the rest are automatically available too [5, c. 162]. As for its structure, the frame consists of slots that are filled with the information about the particular situation.

The factual material of the research contains 483 lexical units verbalizing the frame INTERNATIONAL AFFAIRS in modern English singled out from the brochures and official web-sites of 50 leading higher educational institutions (25 HEIs of Great Britain and 25 HEIs of the USA) within the 10-year period (2005-2015).

A thorough analysis of the factual material allows us to state that the means of verbalization of this slot are identical in both varieties of the English language: British and American.

The lexical units representing this slot in modern English are not peculiar of the sphere of education only. The majority of lexical units verbalizing this slot refer to the general vocabulary of English and are used in other specific spheres of the English language. The analysis of the dictionary definitions of lexical units verbalizing this slot has shown that their semantic structure and content fully correspond to their dictionary definitions. Within the sphere of education they acquire only one additional conceptual feature – *in the sphere of education*

The study of lexis of the brochures and official web-sites, singled out for the present research, has shown that the key notions forming the notional basis of this slot are as follows: *collaboration, partnership, opportunities, projects and research*. They are verbalized with the corresponding nouns in the English language (*collaboration, partnership, opportunities, projects, programs, research* etc.) together with such adjectives as *international, joint, research, scientific, exchange* etc. They are usually used in different collocations, for instance *joint partnership, joint collaboration, exchange programs, international collaboration, international research opportunities*. The following example shows the real functioning of the lexical units verbalizing the frame INTERNATIONAL AFFAIRS in modern English:

The Summer Undergraduate Research Fellowships Exchange Programs were developed in order to enhance and broaden Caltech students' undergraduate experiences by giving them the chance to live in another culture, conduct research in a different academic/research environment, and prepare for careers that will most certainly involve international cooperation and collaboration (California Institute of Technology, the USA).

The analysis of factual material allows us to state that all the HEIs pay a lot of attention to their reputation and acknowledgement at the global educational arena. We think that this is the reason why such lexical units as *reputation* and *acknowledgement* are widely used in the educational discourse of British and American varieties of the modern English language.

Semantic content of these lexical units is identical in both varieties of the English language and coincides with those meanings that are found in lexicographical sources: *reputation – the opinion that people have about how good or how bad someone or something is* (Macmillan English Dictionary for Advanced Learners); *acknowledgement – the act of publicly thanking someone for something they have done* (Longman Dictionary of Contemporary English). The common semes of these definitions are *the*

opinion about the activity and acknowledgement of the activity outcomes. These semes are stored in different linguistic means representing this frame that are underlined in the following example:

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence (University of Cambridge, Great Britain).

We think that the phenomenon of semantic identity of the lexemes verbalizing the frame INTERNATIONAL AFFAIRS in the American and British varieties of the English language can be explained by the fact that a HEI is a legal organization where international cooperation is an indispensable part. An identical linguistic apparatus is necessary for facilitating the cooperation between the educational institutions and avoiding any misunderstandings.

Thus, the frame INTERNATIONAL AFFAIRS is actualized in modern English by a great number of linguistic means. In the process of the investigation it has been identified that all the lexical units verbalizing the frame in British and American varieties of modern English refer to the general vocabulary of the English language, not the special one. The only cognitive feature that added to them is *the sphere of education*.

The prospects of further research are seen in defining the cognitive and linguistic features of some other frames composing the structure of the concept EDUCATIONAL MANAGEMENT in the modern English language.

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