на мовному рівні реалізується такими мовними засобами, як іронія, каламбур, антиградація. **Перспективи** подальшого дослідження становить аналіз інших продуктивних когнітивних моделей утворення гумористичного ефекту в сучасній англомовній фантастичній прозі.

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IMAGE SCHEMAS IN CONTRASTIVE LINGUISTICS: THE CASE OF CONCEPT *EDUCATION* IN ENGLISH, FRENCH, UKRAINIAN AND RUSSIAN LANGUAGES

The study focuses on the lexical representation of the concept EDUCATION in the English, French, Ukrainian, and Russian languages. The concept under analysis is verbalized by the key nouns *education*, *éducation*, *освіта*, *образование* and their derivatives. The objectives of the study are to establish the mental structures of human cognition that underlie the concept EDUCATION in English, French, Ukrainian, and Russian and to compare the language means of representing the concept EDUCATION in the languages under analysis. Materials used in the present research include data retrieved from English, French, and Russian language corpora, newspapers and magazines, books by English, French, Ukrainian, and Russian authors. Conceptual analysis is the method used to establish the mental structures of human cognition that underlie the concept EDUCATION in English, French, Ukrainian, and Russian.

Human understanding of the abstract phenomenon of education is based on repeated behavioural or experiential patterns known as image schemas. The research showed that the representation of the concept EDUCATION relies on the similar set of image schemas in the languages under analysis. In English, French, Ukrainian, and Russian conceptualization of EDUCATION is based on the image schemas PROCESS, OBJECT, CONTAINER, and PART – WHOLE. The image schemas are either named directly (image schema PROCESS) or manifest themselves in the types of relations or attributes associated with a certain image schema. For example, image schema PART-WHOLE represents concept EDUCATION as a component in the bigger structure or an element that can be modified.

Quantitative analysis was allowed to establish that the significance of individual image schemas varies across languages under analysis. In English and French languages there is a tendency to emphasize the procedural component of education. It is evident in the fact concept EDUCATION relies on image schema PROCESS that allows speakers to transfer experience gained through perception and motor bodily function to high-level cognition. In Ukrainian and Russian languages the effectiveness or results of education are important for the conceptualization. In Ukrainian and Russian languages image schema OBJECT became the basis of representation the concept under analysis.

Key words: Contrastive analysis, Cognitive Linguistics, image schema, conceptualization, concept.

Бєляєва А. В. Образ-схеми у контрастивній лінгвістиці: аналіз концепту ОСВІТА в англійській, французькій, українській та російській мовах. Статтю присвячено зіставному аналізу образ-схем, які репрезентують уявлення про освіту в аналізованих мовах. Досліджуються структура, наповнення та шляхи вербалізації уявлень про освіту в різноструктурних мовах. Аналіз текстових фрагментів, у яких об’єктивовано образ-схеми, засвідчив, що концепт ОСВІТА в англійській та французькій мовах спирається образ-схему ***процес***, а в українській та російській мовах більш продуктивною виявилась образ-схема ***об’єкт***.

Ключові слова: контрастивна лінгвістика, когнітивна лінгвістика, концепт, образ-схема.

1. Introduction

The phenomenon of education has always been closely connected to the development of humanity. Nowadays, education is becoming the value of the knowledge-based society promoting international cooperation in this sphere. It is reflected in the tendencies towards unification in education sectors in different countries. However, the differences in understanding and evaluating the phenomenon of education may be more complex than the mere inconsistencies in the grading systems or terms used in educational institutions. Analysis of the concept of education aimed at uncovering the cognitive mechanisms that organize human knowledge about this phenomenon can help bring forward deeper variation in the ways education is perceived by people. Since natural language semantics is based on the conceptual system that results from everyday human existence, language units denoting concepts can provide the key to the speakers' understanding of and attitude to real world phenomena [Kurteš 2006, p. 120]. The meaning of a language unit (e.g. word) is built of concepts. In this view, semantics gives words significance and relates them to the world. Words, in turn, are mapped onto conceptual structure [Murphy 2002, p. 388-391]. Concept analysis proves to be applicable in contrastive language studies because it attempts to establish the structure of human experience and helps to reveal similarities and culture-specific differences in cognitive perception. The realization of this approach is linked to the problem of *tertium comparationis* or 'common ground' and foundation for contrastive language research. Cognitive linguistics can help take universal and specific aspects of language into account by providing a concept system and concept models than become *tertium comparationis* uncovering similarities and differences in language manifestations of the concepts across languages.

This research **focuses on** the lexical representation of the concept EDUCATION in the English, French, Ukrainian, and Russian languages. **The objectives** of the study are to establish the mental structures of human cognition that underlie the concept EDUCATION in English, French, Ukrainian, and Russian and to compare the language means of representing the concept EDUCATION in the languages under analysis. First step in concept analysis is the limitation of the field to be elaborated. In this paper the concept EDUCATION is seen as a verbalized concept, which is a concept expressed in the languages by means of words that name it, such as *education*, *éducation*, *освіта*, *образование* and their derivatives. The **methods** used in the study include the conceptual analysis in terms of image schemas, comparative-typological methods, and quantitative analysis. Since research looks into several languages analysis of image schemas is carried out for each of them separately with further comparison and contrast. Even though the analysis of mental structures in human cognition aims at establishing cognitive universals to use them as *tertium comparationis*, "one should cherish no illusions, however, nor should one take the international character of system of concepts for granted" [Nuopponen 2010, p. 10].

2. Concepts and Image Schemas in Cognitive Semantics

In Cognitive studies human experience, feelings, sensations, and knowledge gained about the real world phenomena are the basis for the formation of mental categories. Categorization as the way of organizing knowledge and experience gained through (physical) interaction with the world can be listed among general cognitive abilities along with abstraction and schematization [Langacker 1999, p. 25]. Subsequently categories are subject to mental transformation or cognitive-semantic conversion of systematization and concept formation; the latter can be regarded as mental structures derived from reality and based on sensations. Concepts can encode knowledge not only about physical entities or phenomena, but also about abstract notions.

2.1. Concepts as Basic Units of Cognition

Research in Cognitive Linguistics suggests that concepts originally arise as sensory perceptions and then move to the higher levels of abstraction to become mental images [Чекулай 2006, p. 5-6]. In this view, the formation of concepts is a complex process that relies on the procedures of category change for the somatic and sensory experience by means of conceptual metaphoric and conceptual metonymic transfers to the abstract sphere of rational cognitive realm

[Чекулай 2006, p. 15]. The basis for concept creation and structuring is the selection of the most relevant attributes obtained from the empirical analysis of the impact that real world phenomena (entities, objects, events) have on human perception, thinking, and emotions. Thus, the most significant properties and attributes of phenomena become encoded in concepts. This process of concept creation follows the mixed associative-linear path. Experience gained through sense perception is transferred by analogy to the complex abstract concepts that have no physical counterpart in objective reality. Thus, the influence of certain elements of the real world on the perceptual or somatic sphere of an individual becomes the foundation of concept creation and formation of the associative relationship which permits to identify the referent of the concept. The result of these procedures is the development of the generalized image, mental "footprint" of the phenomenon from the perspective of an individual who interacts with it [Чекулай 2006, p. 16]. Concepts are the units of cognition that retain the knowledge about real world phenomena and abstract notions.

2.2. Concepts and Image Schemas in Cognitive Linguistics

In Cognitive Linguistics concepts are seen as multidimensional structures linked to primary bodily sensations and perceptions that become units of cognition as a result of abstraction. Through repeated exposure associative relationship between a phenomenon of the world and the impact it has on perceptual or somatic sphere of an individual is formed. Concepts emerge as rational (notional) and perceptual (sensations-based) components of human experience are combined. Rational (logical) component of the concept is the result of the process of conceptualization; it reflects the structure and characteristics of the phenomena. The combination of the rational and perceptual conceptual components is possible through the mental operation of image schema creation [Johnson 1987, p. 29]. The latter "help to explain how our intrinsically embodied mind can at the same time be capable of abstract thought. As patterns of sensory-motor experience, image schemas play a crucial role in emergence of meaning and in our ability to engage in abstract conceptualization and reasoning that is grounded in our bodily engagement with our environment" [Johnson 2005, p. 15].

Image schema is an embodiment of pre-linguistic experience motivating conceptual mappings and operating as a dynamic pattern of relating perceptual interactions or motor programs that structure human experience. Without such integrating procedure human experience would be chaotic and difficult to comprehend [Johnson 1987, p. xix; Kövecses 2006, p. 207]. Image schemas make it possible to rely on the structure of sensory and motor operations to understand abstract concepts and draw inferences about them. Image schemas are abstract representations of recurring sensory-motor experience that structures the way people understand the world [Johnson 1987, p. 29; Gibbs 1995, p. 349]. Among the main characteristics of image schemas scholar list their preconceptual, highly schematic, analogous and flexible nature which allows image schemas to combine information derived from different sources [Hampe 2005, p. 1-2]. Thus, image schemas are the abstract mental patterns that provide the unity of the concept because they integrate information from multiple modalities: visual, kinesthetic, auditory, and tactile [Gibbs 1995, p. 349].

Research in cognitive psychology, namely pre-linguistic concept formation in infants, has demonstrated that image schemas are an umbrella term that includes three stages of conceptualization and has called for the differentiation between the three different elements: spatial primitives – image schemas – conceptual integration [Mandler 2014]. Spatial primitives are the first stages in human perception and include basic spatial notions, e.g. OBJECT, CONTAINER. Image schemas are stories created with the help of spatial primitives that help conceptualize simple spatial events, especially movements, such as SOURCE TO GOAL, PATH TO CONTAINER. Conceptual integration reflects the notions of non-spatial elements blending spatial primitives and image schemas; it underlies understanding abstract notions [Mandler 2014, p. 12-17]. In this research image schemas are seen as the combination of reasoning and sensory-motor perceptions providing the link or analogical transfer between the domain of basic spatial primitives and formation of

abstract concepts. As the paper focuses on the analysis of language means of reflecting concepts and image schemas, delineation of spatial primitives, image schemas per se, and conceptual integration proves to be difficult, if possible, to carry out. Language retains the results, the outcomes of the process of structuring abstract concepts in cognition on the basis of image schemas that underwent the procedure of metaphorical extension [Johnson 1987, p. 15]. In Cognitive Linguistics metaphor is seen as the conceptual operation of mapping the structure of conceptual source domain onto target domain [Lakoff 1980]. Thus, in the paper metaphorical extension is treated as the equivalent of the operation of conceptual integration.

Even though image schemas have been the focus of numerous Cognitive Linguistics studies, there is still no unified approach to singling out and ordering these units. In his seminal work Johnson (1987) listed such image schemas as: CONTAINER; BALANCE; BLOCKAGE; CENTER-PERIPHERY; ATTRACTION; COUNTERFORCE; RESTRAINT REMOVAL; ENABLEMENT; MASS-COUNT; PATH; LINK; PROCESS; SCALE; PART-WHOLE; NEAR-FAR; MERGING; SPLITTING; CYCLE; FULL-EMPTY; MATCHING; SUPERIMPOSITION; CONTACT; ITERATION; SURFACE; OBJECT; COLLECTION [Johnson 1987, p. 126]. Other scholars made attempts to bring forward the hierarchy of superordinate and subordinate image schemas claiming that not all image schemas have the same cognitive status [Cienki 1997; Croft 2004; Peña 1999; Santibáñez 2002]. The relevance of some image schemas, namely OBJECT, has been called into question since not all scholars single it out [Peña 1999; Santibáñez 2002]. In this paper we share the view expressed by Santibáñez (2002) that OBJECT is a basic image schema. Ontologically it serves to organize and structure knowledge about physical entities, whose individual properties are further specified by PART-WHOLE, CENTER-PERIPHERY, and LINK image schemas. Thus, in the research this image schema belongs to the higher level and includes conceptually dependent specific image schemas such as PART-WHOLE.

2.3. Cognitive Semantics and Analysis of Concepts

Cognitive Semantics assumes that language reflects conceptual system and can give access to conceptual structures since language deals with mental representations of the objective reality in speakers' mind and not directly with the real world phenomena [Evans 2007, p. 6]. In Cognitive Semantics meanings are seen as motivated mappings from conceptualization to expression that reflect, but do not fully coincide with, cognitive structures [Sinha 1999, p. 231]. Even though language conceptualization is rooted in pre-linguistic schematization, it forms only a subset of the concepts as mental units. Conceptual structure, in turn, can give access to a vaster repository of knowledge derived from sensory-motor systems as well as subjective experience. Analysis of concepts in Cognitive Semantics focuses on establishing cognitive mechanisms that are the foundation of knowledge about the objective reality and abstract notions. In Cognitive Semantics conceptual analysis is the method of identifying and studying the structure of verbalized concepts, that is the results of human cognition reflected by language means. Semantics can give a key to understanding individual language units and mechanisms of human knowledge about the world. Since meaning of language units is built of concepts, semantics can relate words to the world.

In Cognitive Semantics there is no universal method of studying concepts. Therefore, scholars rely on a combination of techniques whose priority is determined by research objectives. Research procedures used by linguists can be based on:

1) methods borrowed from philosophy and anthropocentric linguistics;

2) knowledge processing analysis. Within the framework of the first approach in order to study language phenomena linguists utilize logical models, such as frames and scripts, or rely on metalanguage of universals to describe the meanings of language units [Fillmore 1982; Wierzbicka 1985].

Analysis in terms of the knowledge processing method seeks to establish how human experience is interiorized by cognition [Clausner 1999]. It relies on conceptual metaphor, metonymy, and image schemas.

3. Image Schemas in Conceptualization of Education in English, French, Ukrainian, and Russian

Materials used in the present research include data retrieved from English, French, and Russian language corpora (BNC, Oslo Multilingual Corpus (OMC), Leipzig Corpus (LC), National Corpus of Russian Language (NKR); newspapers and magazines «День» (Day), «Українська правда» (UP) (1999-2010); literary texts by English, French, Ukrainian, and Russian authors.

3.1. Methods

The study analyzes the contexts in which lexical units naming the concept EDUCATION appear focusing on such words as: *education*, *éducation*, *освіта* 'education', *образование* 'education' and their derivatives in English: *education*, *educate*, *educated*, *educational*, *educationally*, *educationist / educationalist*, *educator*, *educative*, *educatee*, *educatory*, *edutainment*, *educationese*, *uneducated;* in French: *éduquer*, *s'éduquer*, *educable*, *éducateur /éducatrice (adj)*, *éducatif /éducative*, *éducationisme*, *éducationniste*, *éducationniste*, *coéducation*, *inéducable*, *reéduquer*, *reéducation*, *éducationnel*, *éduqué*; in Ukrainian: *освічувати*, *освітити*, *освічуватися*, *освітитися*, *освічення*, *освіченість*, *освічений*, *освітянський*, *освітянин*, *освітянка*, *освітній*; in Russian: *образовать*, *образованный*, *образованность*, *образовательный*, *образоваться*, *образователь*. Conceptual analysis and the study of its relation to other knowledge structures is carried out in terms of domain, which provides the cognitive framework, the basis for the meaning of a language unit, and profile, which stands for meaningful semantic structure that becomes evident when the language unit is used in communication [Croft 2004, p. 25].

Cognitive Linguistics studies use different terms to refer to the aforementioned mental structures and cognitive process: profile and base; concept and idealized cognitive model; concept and image schema; cultural model [Langacker 1987; Lakoff 1987]. In this paper the study of cognitive representation of education relies on image schemas as the principle of conceptual system organization in human consciousness based on repetitive patterns of sensorimotor experience of the individual. The study shares Langacker's view that language units serve to profile the most significant part of a concept which becomes the focus of speaker's attention [Langacker 1987, p. 145]. In language the process of cognitive profiling manifests itself as explicating a seme of the word. Thus, in the text fragments words or word combinations correspond to the part of the meaning of the image schema underlying concept EDUCATION.

3.2. OBJECT Image Schema

Image schema OBJECT presents concepts as entities that can be moved, are perceived as a whole, and can be mentally divided into components [Santibáñez 2002]. Image schema OBJECT is used in the process of analogical transfer from the sensory-motor experience of physical entities to the abstract concept EDUCATION. Languages under analysis give evidence that a number of characteristics of physical objects can be conceptually projected onto EDUCATION. Those characteristics are: countability, size and shape, location, ability to be moved. In all languages under analysis EDUCATION is perceived as an object that can be counted, which can be inferred from the usage of the plural form of the words denoting the concept (*educations*, *éducations, освіти, образования*) and its ability to collocate with numerals, especially in Ukrainian and Russian: *друга освіта*, *два высших образования*. Countability of the analyzed concept is further evident in the examples: *They had sorely missed the excitement of the drills while away, and they* ***counted*** *education* ***well lost*** *if only they could ride and yell and shoot off rifles in the company of their friends* [Mitchell 1984, p. 7]; ***La plupart*** *des éducations visent à enseigner la gestion de la défaite* [Werber, p. 216]. By analogy to physical objects concept EDUCATION is represented as a physical entity of certain size and shape: *Я вижу, образование у нее* ***небольшое*** [NKR: 279].

OBJECT image schema is grounded in people's experience obtained from interaction with discrete entities of the real world, this interaction includes human ability to move and manipulate physical objects [Santibáñez 2002, p. 186]. In the languages under analysis OBJECT schema

represents concept EDUCATION as a physical object that can be moved by people, for example: *Langdon's jail seminar was part of a Harvard outreach program attempting to* ***bring*** *education into the prison system – Culture for Convicts, as Langdon's colleagues liked to call it* [Brown 2003, p. 100]; *Mais pour instruire ce fils, continua l'abbé, elle avait donc* ***reçu*** *de l'éducation elle-même?* [OMC: 254]; *Якщо еліта хоче консолідуватися навколо ідеї європейського вибору, то вона мусить* ***дати*** *народу освіту* [UP, 2003]; *Цель педагогических курсов –* ***доставить*** *педагогическое образование молодым людям всех сословий, преимущественно крестьянского, православного исповедания, желающих посвятить себя учительской деятельности в народных школах* [NKR: 2070].

In the sentences concept EDUCATION is perceived as a physical object that is given, delivered, received, shown, and seen. Concept EDUCATION conceptualized by analogy to objects is capable of changing its location in space through human influence, as an object it is controlled and manipulated by people. For example: *Albanian education* ***was driven underground*** [LC: 31146]; *Adélaïde a* ***reçu*** *de mon père l'éducation la plus brillante et de ma mère l'exemple de toutes les vertus, c'est à Valvèdre qu'elle doit le feu sacré, cette flamme intérieure qui brûle sans éclat, cachée au fond du sanctuaire, gardée par une modestie un peu sauvage, le grain de génie qui lui fait idéaliser et poétiser saintement les études les plus arides* [Sand, p. 130]. In English, French, Ukrainian, and Russian this image schema became source of metaphoric extension that result in representing education as a vehicle or machine that individuals or groups of people (or state) operate. Thus, relying on OBJECT image schema EDUCATION is seen as a singular or plural entity that is controlled and manipulated by people, changes its location and properties as a result of human influence. In conceptual metaphors based on OBJECT image schema characteristics of goods, products, materials, instruments, vehicles, machines are mapped onto the domain of education.

3.2.1. PART-WHOLE Image Schema

In the study image schema PART-WHOLE, as a connection or configuration that combines parts of a structure or system, is considered to be related to OBJECT image schema. In the languages under analysis concept EDUCATION is perceived as a WHOLE that includes constituents or should be made complete using components. For example: *Pippi explained it was part of their education* [Puzo 1996, p. 58]; *Son père, un ministre de Sainte-Katrine Church, lui avait donné une éducation* ***complète****, pensant que cela ne peut jamais nuire à personne, pas même à un capitaine au long cours* [*Verne 1994, p.* 23]. Languages under analysis give evidence to conceptual mapping of the properties of WHOLE image schema onto the concept EDUCATION in the contexts, where the concept under study is perceived as a physical entity that can be (physically) divided into components. For example: *There is too much inflexibility, too much* ***compartmentalization of*** *education and training systems and not enough bridges, or enough possibilities to let in new patterns of lifelong learning* [OMC: 156]; *Tatiana dit qu'elle veut* ***refaire*** *mon education* [Werber 2000, p. 332]; *Вони закінчували університети, але освіта була* ***деформована****, заідеологізована, не давала повноти мислення, внутрішнього світу* [Day, 2001]; *Среднее образование* ***растянуто*** *на 13 лет, а на высшее оставляется всего три года* [NKR: 1346].

EDUCATION is metaphorically perceived as physical material that has particular properties and characteristics (flexibility, solidity), can be modified and altered using tools, while retaining its overall structure. Traces of PART-WHOLE image schema can be found in floral conceptual metaphors that map configuration of plants, namely trees, onto the system of education (WHOLE), which is believed to have roots and branches (PART). On the other hand, education can be regarded as a part of a broader system of society or state, and therefore properties of PART are mapped onto the concept: *Тому й освіта, й наука в цьому плані є* ***інтегральними і повинні доповнювати одна одну*** [Day, 2009]; *"Официальная" медицина, "официальная" наука, "официальное" образование* ***входят в стабильную систему****, они освящены авторитетом власти и, в свой*

черёд, поставляют ей "официальных" экспертов, как публичных, так и "закрытых" [NKR: 38].

PART-WHOLE image schema can also be observed in EDUCATION IS A BUILDING metaphor, where internal configuration of a building and its components, such as base and floors are mapped onto the abstract domain of education. For example: *The diversity of the education systems of the EU notwithstanding, there is a European approach to education* ***based on*** *common historic roots, from which stems the success of cooperation between higher education establishments, for example, in the ERASMUS programme which has provided mobility for 500,000 young students* [LC: 690]; *В якому ще ракурсі треба, на ваш погляд,* ***перебудовувати*** *освіту? '* [Day, 2000]; *Российская гимназия сформировалась в лоне православной образовательной традиции, где духовно-нравственное образование* ***полагалось в основу*** *всей* ***системы*** *обучения* [NKR: 2172].

3.3 CONTAINER Image Schema

CONTAINER image schema represents entities as enclosures that contain other entities [26]. In this view, conceptualization of EDUCATION relying on the aforementioned image schema represents it as a holder for physical objects having an inside, an outside, and a boundary between them. For example: *They need to function* ***within an environment of balanced*** *education, supported by an entire community* [LC: 46]; ***L'accès a*** *l'éducation: une approche internationale, par François Orivel, économiste, Université de Bourgogne* [LC: 2]; *Вивчаючи ж предмети, можна* ***входити*** *тільки* ***в*** *«знаннєву» освіту* [Day, 2006]; *Не часто сейчас услышишь, чтобы молодой человек учился в пединституте, а это важно, чтобы люди* ***шли в*** *образование* [NKR: 375]. The enclosed space within the container can be penetrated; individuals and objects can move within its boundaries, its contents can be rearranged. Metaphorical extensions represent concept EDUCATION as enclosed territory where individuals try to get. This process of penetrating the enclosed area is often accompanied by difficulties.

3.4. PROCESS Image Schema

In the languages under analysis image schema PROCESS can be expressed directly by the words *process*, *processus* (French), *процес* (Ukrainian), *процесс* (Russian). For example: *Accordingly, management education is increasingly seen as an ongoing, not once-for-all,* ***process*** [LC: 87201]; *Au ministére de l'éducation, on est beaucoup plus prudent: "Pour que* ***le processus*** *soit crédible, il faut qu'on puisse offrir 100 à150 postes à la rentrée 2005"* [LC: 45404]; *У скрутні часи 1927 року ми подолали масову неписемність, але у 1995 році планка освіти знову знизилася, адже органи влади почали менше приділяти уваги освітньому* ***процесу*** [Day, 2005]; *Для того, чтобы информатизация образования состоялась, необходимо обучение педагогических коллективов новым подходам к обучению, наличие цифровых учебных ресурсов, которые позволили бы педагогу эффективно использовать компьютер в образовательном* ***процессе*** [NKR: 1].

Instances of indirect representation of the image schema rely on descriptive phrases and use of metaphors. For example the stages of the process are stresses such as beginning, duration, termination: *finishes*, *діяльність* (Ukrainian), *сводилось к подражанию* (Russian), *выполнял дела* (Russian), and its attribute of controllability *gérer* 'manage' (French) indirectly express image schema PROCESS in the languages under analysis. For example: *When he* ***finishes*** *his secondary education, Vicente will receive the principal in the fund, which could be put toward college or starting a business* [LC: 388]; *Mes parents ont été incapables de* ***gérer*** *correctement mon éducation* [Dantec 2002, p. 9]; *Тільки врахувавши усі тенденції, а краще – передбачивши їхній вплив на майбутні події, ми зможемо забезпечити ефективну освітянську* ***діяльність,*** *результатом якої буде підготовлена, конкурентоспроможна молода людина, що повністю відповідає професійним і суспільно-громадським вимогам майбутнього життя* [Day, 2008]; *До того образование* ***сводилось к подражанию.*** *Ребенка отдавали мастеру: никто, надо сказать,*

этого ученика ничему не учил, он просто ***выполнял*** *наиболее трудоемкие и не требующие особых навыков* ***дела****: краски растирал, чего-то варил, чего-то строгал* [NKR: 994].

4. Discussion and Conclusion

Nouns that denote concept EDUCATION in languages under analysis are abstract nouns. In Cognitive Grammar all abstract nouns are the result of reification or the ontological metaphor, which allows considering processes as objects or situations [Cognitive 2007, p. 84]. Conceptual process of reification is reflected in language as substantivization, the formation of nouns from verbs [Cognitive 2007, p. 79]. Abstract nouns formed in this fashion can function as countable or uncountable, which is reflected in the words naming concept EDUCATION in the languages under analysis.

Abstract nouns represent the results conceptualization of short-term and long-term or permanent situations [Cognitive 2007, p. 81-83]. Short-term situations, in turn, include short-term events and states. Short-term events are limited in time; they may be repeated at regular intervals; they have beginning, the process itself and outcome; they are usually conceptualized metaphorically as objects. Short-term states are transitory states such as illness [Cognitive 2007]. Lexical units denoting concept EDUCATION in the languages under analysis match the criteria of the nouns describing short-term events. The examples given above reflect the idea of education as a process that has a beginning and metaphorically is interpreted as an object. Quantitative analysis of image schemas representing concept EDUCATION by language means in English, French, Ukrainian, and Russian has established that the significance of individual image schemes varies across languages under analysis.

The study has established that in the languages under analysis concept EDUCATION can be explained in terms of image-schematic representation. Since the name of the concept, that is the word education, does not have physical meaning, the process of conceptual abstraction is required in order to transfer primary physical meanings to the concept of education. In English and French languages concept EDUCATION relies on images schema PROCESS to transfer experience gained through perception and motor bodily function to high-level cognition, 43% and 53% of examples prove it. In Ukrainian and Russian languages image schema OBJECT became the foundation of conceptualizing education in 46% and 45% of cases. The results of the study show that in English and French languages EDUCATION is conceptually seen as interaction, contact and influence aimed at achieving values and benefits in society, as an ongoing process, while in Ukrainian and Russian languages it is regarded as a set structure, an object that can be manipulated, that is given, received and used.

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РЕАЛІЗАЦІЯ СЕГМЕНТА “ETHNICITY” ЛІНГВОКУЛЬТУРНОГО КОНЦЕПТУ «MULTICULTURALISM» ЗАСОБАМИ ФРАЗОВИХ ІННОВАЦІЙ XXI СТОЛІТТЯ У СУЧАСНОМУ АМЕРИКАНСЬКОМУ ВАРІАНТІ АНГЛІЙСЬКОЇ МОВИ (НА МАТЕРІАЛІ НАВЧАЛЬНИХ ТЛУМАЧНИХ СЛОВНИКІВ АНГЛІЙСЬКОЇ МОВИ ТА ІНТЕРНЕТ-ВИДАНЬ)

Стаття присвячена розгляду способів актуалізації одного з культурно маркованих концептів сучасних США, а саме – гіперконцепта *ethnicity*, що виступає одним із складників базового американського концепта *multiculturalism*, засобами фразових інновацій американського варіанта англійської мови, що виникли на початку XXI століття. Аналізується низка інтернет-видань щодо способів вербалізації цього концепта, а також навчальних тлумачних словників англійської мови на предмет залучення нових фразових одиниць-американізмів до словникових корпусів. Робиться висновок про глибокий лінгвокультурологічний потенціал, властивий таким фразовим інноваціям як узуальним засобам актуалізації та вербалізації основних складників концепта *ethnicity* через їхню культурну маркованість, а також про важливість укладання словникових глосаріїв навчального типу та внесення таких одиниць у їхні реєстри. Пропонується розробка нових типів навчальних тлумачних словників, здатних за допомогою фразових інноваційних одиниць повноцінно й неупереджено відображати певну частку концептуальної картини світу в американському варіанті англійської мови.
Ключові слова: етнічність, лінгвокультурологія, лінгвокультурема, лінгвокультурний концепт, мультикультуралізм, фразові інновації.