Concept “ENGLAND” and its Subconcepts in the Consciousness of Ukrainian Students*

Концепт “АНГЛІЯ” та його субконцепти у свідомості українських студентів**

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ABSTRACT
The purpose of the research is the empirical study of the peculiarities of the deployment of the concept ENGLAND and its subconcepts in the linguistic consciousness of Ukrainians in terms of logical-semantic organization of the respondents’ thinking and speech activity.

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**Methods.** Theoretical methods were categorical and structurally-functional analysis of lexical units, the methods of systematization, modeling, generalization; empirical ones – the analysis of lexical units, the experiment. For the purpose of studying the ways of explication of the concept “ENGLAND” and its subconcepts in the consciousness of Ukrainian students we used the associative experiment; the designations of the kernel and the periphery of the concept ENGLAND were included as stimulus-words.

**Results.** It was shown that the concept ENGLAND was included into the worldview of the Ukrainian ethnic group. It is a cultural script in the individual consciousness, the form of which facilitates the formation of the mentality of Ukrainian students. Due to the influence of the concept ENGLAND, a person immerses himself/herself in British and, thanks to the translation of lexical units from English to his/her native Ukrainian language, in Ukrainian culture, and thus can influence the British multicultural world (even if a Ukrainian does not live in England).

**Conclusions.** We proved, that in the mind of the person a concept is generated on the basis of the results of practical activity, cognition and assessment of the objective world. At the same time, any concept appears in the form of the image that can be amplified by various degrees of abstraction. When the number of its signs increases, that is the level of abstraction also increases, the sensory image gradually turns into a mental image. This principle of formation of the mental representation of knowledge about the world allows us to consider the concept as a complex, amplified paradigmatic structure, which includes various aspects of knowledge and personally significant experience, including scripts of worldview, rational, emotional, multicultural aspects.

**Key words:** the concept ENGLAND, subconcepts, the linguistic consciousness of Ukrainians, logical-semantic organization of the respondents’ thinking, speech activity, personally significant experience, scripts of worldview.

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**Introduction**

Contemporary Psycholinguistics is increasingly studying the processes of linguistic representation of the person’s inner world (Bates, 2003), and, of course, his/her emotional sphere (Barsalou et al., 2008). A person does not only think, but also the individual is quite emotional being. That is why emotionality cannot help but leave an imprint in any language, because emotional states, influencing the person’s cognitive processes, directly interfere with the sphere of his/her nominative and communicative activity (Evans, 2016).

The field of Psycholinguistics includes different questions about how the language is connected with the world, how language expressions, units, categories are related to the person’s perception of the environment (Evans, 2013), how they reflect the person’s cognition, how
the structures of the language knowledge are represented in the mind of the individual and participated in processing and information transferring (Croft, 2009). The analysis of any language becomes inseparable from the disclosure of regularities of mental processes, structuring and classification of the characteristics and functions of things, the images of which are intercepted, stopped and fixed by different verbal forms (Murphy et al., 2021).

In the paradigm of psycholinguistic approaches, the active understanding by the use of the language that provides the best access to the inner world of a person, to the structures of his/her experience are not directly observable. Our ideas about the surrounding reality are objectified in the language and create a basis for the analysis of those processes that take place in human consciousness and thinking (Byram, 2012). Thus, the study of language units has the aim to analyze those mental representations of knowledge that correlate with them at the level of consciousness (Gibbs, 2005).

Along with Intercultural Pragmatics, discursiveness appears as one of the aspects of a new paradigm of the theory of concepts (Kecskes, 2014; Zinken, 2007). The essence of Intercultural Pragmatics is in that fact that the understanding of the language is established as a phenomenon that serves to transfer knowledge from one person to another, from one generation to another (Langlotz, 2015). Therefore, for the analysis and the description of language phenomena, the presentation of cognitive and communicative functions in the language is taken into account and the goal of their study is set in the process of constant interaction and coordination among themselves (Liu & Zhang, 2014).

This approach of Intercultural Pragmatics having been mentioned by us also allows us to understand that the success of communication depends on knowledge about the language system (language knowledge) and knowledge about the world (so called encyclopedic knowledge) (Shyrokov et al., 2005). This fact is connected with the intensification of searches in the direction of studying the role of concepts in human discursive practice (Skehan, 1998). The means of representing concepts by different units of speech and levels of speech, their semantic structure, text-creating potential, features of the individual conceptual picture of the world are studied in psycholinguistic literature (Barsalou, 1999; Lakoff & Johnson, 1980; Meyer, 2004; Talmy, 2000; Zlatev, 2005).

When researching verbal means of presenting concepts, linguists-cognitologists are guided by such theoretical and methodological
principles as anthropocentrism, explanatory principle ang the principle of functionalism (Cook, 1991; Krzeszowski, 1993; Ritchie, 2004; Strugielska & Piatkowska, 2017; Widdowson, 1998). The latter are manifested in the fact that choosing language units in their real functioning as the object of the analysis, scientists (Kramsch, 1993; 2011; Matsuo, 2014; Sperber, 1996) try to explain linguistic facts and processes, involving a wide range of data from other, often non-linguistic disciplines. Anthropocentrism as a central principle of modern linguistic research consists in the fact that scientific objects are studied mainly according to their basic role, the purpose and the functions in the development of the human personality according to the conditions of complex relations with the surrounding world (Christiansen & Chater, 2015). Under such guidelines, the essence, nature, functions of the language are rethought, its interpretation goes beyond the purely rational, pragmatic purpose (Hall et al., 2006; Langacker, 2008).

One of the most important areas in the study of Psycholinguistics is study of concepts. In a lot of researches, the concept is understood as: mental representation (Lakoff & Johnson, 1990; Langacker, 1991); an abstract unit of logical semantics (Coffa, 1991; Zalta, 2001); the potency of a thinking personality (Dummett, 1993; Millikan, 2000). There are also several approaches to the concept in the Russian-speaking picture of the world: from the point of view of Psycholinguists, the concept is considered as a unit of a universal subjective code (Gorelov, 2001; Norman, 1987); according to linguo-cognitive aspect, the concept is understood as a global unit of structured knowledge, one of the forms of manifestation of which a language it is (Babushkin, 1998; Krasnykh, 2002; Kubryakova, 1994; Likhachev, 1997; Mezhibo, 2008); as to the definitions of linguoculturological approach, the concept is considered as a multidimensional semantic formation, where the value, figurative and conceptual sides are distinguished (Byram, 2006; Vorkachev, 2003; Zusman, 2003; Stepanov, 2001).

Scientists have studied concepts COUNTRY, RUSSIA, AMERICA, GERMANY, FRANCE, EUROPE and a number of others (Grishina, 2003; Kudankina, 2005; Malykhina et al., 2017; Pimenova, 2013; Posternyak 2020). Taking into account that English includes the main communicative means, a need to analyse the concept ENGLAND is necessary to understand and perceive the “content” of the language, which is undeniable.
In the Ukrainian-speaking picture of the world the concept is understood as a phenomenon of culture, the meaning of which is clear from the point of view of cultural peculiarities of Ukrainians comparing them with British culture (Mykhalchuk et al., 2021; Mykhalchuk & Bihunova, 2019).

The purpose of the research is the empirical study of the peculiarities of the deployment of the concept ENGLAND and its subconcepts in the linguistic consciousness of Ukrainians in terms of logical-semantic organization of the respondents’ thinking and speech activity.

Methods

Theoretical methods were categorical and structurally-functional analysis of lexical units, the methods of systematization, modeling, generalization; empirical ones – the analysis of lexical units, the experiment. To study the concept ENGLAND and its subconcepts we used one of the main psycholinguistic methods – the associative experiment. Also, we have taken into account the theory of Corpus Linguistics and its role for the organization of associative experiment (Roszko, Roszko et al., 2018; Roszko, Tymoshuk et al., 2018).

Let’s describe the procedure of the associative experiment. The respondents were presented with a word or a set of words and informed that they had a need to answer with the first words that had come to their mind. Typically, each respondent was given 100 words and 7–10 minutes for answers.

The associative experiment allowed us to find out how the components of the linguistic consciousness of the speakers of a definite language had been realized in speech activity. As usually a general level of education and culture has a great influence on the structure and characteristics of the person’s speech and his/her verbal memory. Thus, all respondents who participated in our experiment had the same level of education – they graduated from secondary schools and at the time of conducting the empirical study were studying at universities or institutes. Also, all respondents know English at B2 level.

We organized the experimental study of the linguistic associations by the core and the periphery of the concept ENGLAND
and its subconcepts, such as ENGLISH, ENGLISHMEN and ENGLISHWOMEN. The informants were suggested responding in a writing form by filling in a questionnaire that included the following elements: the information about the research objectives; the content of the assignment; a Table for answers; free space for respondents’ comments. After summing up all reactions in each group of respondents, a set of associative groups was obtained. These were unordered sets of associations for given stimulus. Sets were distributed into some subsets: firstly, in accordance with a given semantic parameter of each association; secondly, according to the rank assigned by the respondents to the associative reactions.

Both paradigmatic and syntagmatic associations were analysed separately (the latter turned out to be much fewer). The core of the concept ENGLAND and its sub-concepts ENGLISHMAN and ENGLISHWOMAN were proposed as stimulus-words for the survey.

In order to investigate the associative representations about the core of the concept ENGLAND, we carried out a survey of 210 respondents who received the following questions:

1. *What kind of English...?*
2. *It is good that England ...*
3. *It is bad that England ...*
4. *Colour of England ...*
5. *Symbol of English ...*

The range of answers turned out to be quite wide and we will cite those ones which were repeated on a number of occasions, that were the most typical associations.

In order to test the assumption about a positive attitude towards ENGLAND and ENGLISH in the respondents’ perception we performed the statistics of the semantic distributions. The basic idea can be summed up in so-called distributional hypothesis: linguistic items with similar distributions have similar meanings. The more semantically similar two words are, the more distributionally similar they will be in turn. The distributional hypothesis in Psycholinguistics is derived from the semantic theory of language usage, such as words that are used in the same contexts tend to purport similar meanings.

As a mathematical-statistical method for the analysis of the results we used frequency analysis. It allows us to identify tendencies in the distribution of associations expressed by respondents.
For the purpose of studying the concept “ENGLAND” and its subconcepts in the consciousness of Ukrainian students, we used the questionnaire (Mykhalchuk & Ivashkevych, 2023).

Participants

The respondents were students of the Faculty of Ukrainian and Foreign Philology and Study of Art in Oles Honchar Dnipro National University (210 people, in age from 18 to 23. There were 21 men and 189 women, 10.0% and 90.0%, respectively).

According to the method of selecting respondents, the sample should be considered random, which makes it possible to exclude intentional distortion of the characteristics of a general population of data. In order to increase the representativeness of the results of empirical research, all respondents who participated in the research spoke English at B2 level (spoken fluency), which contributed to the reliability of the experiment and created the same conditions for respondents to express their own opinions.

Results

The empirical results of our research of concept “England” and its subconcepts in the consciousness of respondents were presented in the international repository “Mendeley Data” (Plakhtii et al., 2022).

The most of the linguistic units having been named by the respondents were paradigmatic associations. We have recorded 54 words, which are definitions expressed by adjectives. Let us list some of the associations proposed by the respondents when they mentioned ENGLAND (in alphabetical order), indicating in parentheses the number of repetitions of certain lexemes in different questionnaires.

Ancient (40), ancient (relatively) (1), aristocratic (5), beautiful (8), civilized (9), cold (4), contrasting (1), cool (4), correct (1), democratic (7), desirable (2), developed (17), distant (34), diverse (1), domineering (15), educated (2), exciting (1), exquisite (13), fascinating (2), foggy (21), great (7), grey-red-black (1), highly cultured (3), highly developed (25), historical (7), ideal (2), independent (3), insular (37), interesting (50), large (8), luxurious (1), majestic (30), modern (6), monarchical (4), mysterious (8), old (4), picturesque (5), powerful (12), prim (1),

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prosperous (11), rainy (51), refined (2), reserved (15), rich (5), royal (3), small (5), strict (2), successful (9), traditional (3), well-mannered (20), well-to-do (3), white-blue-red (2).

The distribution of the average number of used lexemes (the frequency of occurrence in the sample is more than 1.0%) of the verbalization of the concept ENGLAND having been named by the respondents is shown in Fig. 1. Scientists (Sternin & Rudakova, 2011) distinguish the following quantitative parameters for attributing of cognitive feature to different areas of the field: the core is the most recurrent feature(s) with a brightness index of at least 0.12–0.15; the near periphery with the brightness index 0.10–0.04; the far periphery with the brightness index 0.03–0.02; extreme periphery is with the brightness index 0.01 and less. Accordingly, the lexemes rainy, interesting, ancient, insular, distant, majestic, highly developed constitute the core of the concept ENGLAND. The lexemes of the near periphery include the following lexemes: foggy, well-mannered, developed, reserved, domineering, exquisite, powerful, prosperous, successful, civilized, mysterious, large, beautiful. The lexemes of the far periphery comprise the lexemes historical, democratic, great, modern, rich, picturesque, aristocratic, small, monarchical, cold, old, cool. The lexemes which are at the extreme periphery of the concept and which are used very rarely (frequency of usage is less than 1.0%): ancient (relatively), contrasting, correct, desirable, diverse, educated, exciting, fascinating, grey-red-black, ideal, luxurious, prim, refined, strict, white-blue-red.

It should be noted that the most of the lexemes that characterize the concept ENGLAND do not obtain the normal law of data distribution and the actual frequencies, which are deviate quite strongly from the expected ones. This sense can be explained by a relatively small number of respondents, as well as insufficient and unreliable knowledge of respondents about England.

It can be noted that the positive characteristics of England as a country include 4 lexemes from the core zone of the associative field of the concept under study and 10 lexemes from the near periphery. Negative characteristics comprise 1 lexeme from the core zone. On the basis of the obtained data, it can be assumed that the attitude towards England is positive.
Figure 1
The Distribution of the Average Used Lexemes (the frequency of occurrence in the sample is more than 1.5%) of Verbalizations of the Concept ENGLAND Named by the Respondents

To test this assumption and to determine the attitude of the respondents to the concept ENGLAND, we carried out the statistics of the semantic distribution, shown in Fig. 2. The authors of the article coded lexemes as positive, neutral or negative ones based on English dictionaries that provide information about the emotional connotations of words (The Oxford English Dictionary, 1989). The agreement between researchers was 97.0%. Also negatively connotated lexemes were classified by us (number of lexemes is 4, 7.7% of the total number of lexemes, 11.0% frequency of usage of lexemes in the questionnaires): rainy (51), cold (4), strict (2), prim (1). Neutrally connotated lexemes include (10 pcs., 19.2%, 25%): insular (37), distant (34), foggy (21), reserved (15), large (8), small (5), cool (4), old (4), white-blue-red (2), grey-red-black (1). Positively ones comprise (38 pcs., 73.1%, 64.0%): ancient (40), ancient (relatively) (1), aristocratic (5), beautiful (8), civilized (9), contrasting (1), correct (1), democratic (7), desirable (2), developed (17), diverse (1), domineering (15), educated (2), exciting (1), exquisite (13), fascinating (2), great (7), highly cultured (3), highly developed (25), historical (7), ideal (2), independent (3), interesting (50), luxurious (1), majestic (30), modern (6), monarchical (4), mysterious (8), picturesque (5), powerful (12), prosperous (11), refined (2), rich (5), royal (3), successful (9), traditional (3), well-mannered (20),
well-to-do (3). The obtained results of the semantic distribution show that the respondents’ attitude to England (both country and culture) is definitely positive.

Figure 2
The Results of the Semantic Distribution of The Verbalization of the Concept ENGLAND (based on the frequency of the usage of lexemes by the respondents)

Among these associations, it is possible to distinguish such frames as the size of the country, its State structure, age, colour, geographic location, weather, traits of the character of inhabitants and some others.

There are practically no neutral words in the list of associations; we could also include the characteristics of the size of the country, but we see that these characteristics are ambivalent – England is characterized as a small and a large country simultaneously.

A small number of adjectives can be considered as negatively connotated ones. The word “prim” is worth noticing, which has the following interpretation in The Oxford English Dictionary (1989): Excessively, unnaturally strict in behaviour, treatment, extremely punctilious in relation to the decencies.

It should be noted that the correctness of the valence of the combinations “educated country”, “civilized country”, “right country”, “diverse country”, “traditional country” is questionable. It can be assumed that the first 3 associations represent the transfer
of the characteristics of the inhabitants to the country on the whole. The subsequent ones represent the contraction into one combination of detailed explanation, such as “a country with a diverse culture”, “a country where there are rich, carefully cherished traditions”, etc.

Syntagmatic associations (9) were also observed in the obtained material: empire; prosperous, where is stable and constant development; modern, but in combination with beautiful nature; rich in culture, history, values, ancient; rich in history and culture; has a rich and interesting history; rich in talents; respects traditions; inaccessible, but beautiful; a great large maritime state with an interesting and complex history.

The history of the country prevails in this list of associations. There are also associations with nature and culture.

The analysis of the associations which were proposed by the respondents indicated the ambivalence of this concept in the English language: the country is both large and small, ancient and modern, democratic and monarchical. A similar ambiguity is observed by colour associations. Almost all primary colours were enumerated when the respondents specified the colour that they associated with ENGLAND. Their total list was 11 units: white, dark blue, light blue, red, green, yellow, grey, black, red with blue, orange, gold. There was also one syntagmatic association: a black-white-red check on a beige background. The most of the associations (30 and 20.0%, respectively) are related with red and blue colours, which can be explained by the colours represented on the flag of Great Britain. The royal ornament (black-white-red check on a beige background) is associated with the colours of Burberry, the official supplier of uniforms for the British Royal Air Force.

Further, we tried to find out which positive associations the respondents proposed in the connection with the concept ENGLAND. An incentive remark was proposed: It’s good that England ... The shortest response was the following: exists, that is the fact of the country’s existence causes a positive association.

Some answers in this part of the questionnaire coincide with the adjectives that characterized England by the answer to the first question. These words are rich, influential, highly developed, interesting, beautiful, peaceful, monarchical, educated, insular, perfect, civilized.

A number of positive associations are related to the geographical location of the country and, first of all, to the fact that England is located
on the islands. There are such answers, as: island; located on an island; island country; other “maritime” associations adjoin the “island” component: it has access to the sea, a maritime state, is located on islands, since this gives it a number of advantages over other European countries (navy, large fishing industry, practically has no borders with other countries).

The respondents are interested in tourist aspect of the concept ENGLAND: world-famous sights Big Ben, the Tower of London; has a great number of beautiful places of interest; rich in sights; the country is always interesting for tourists. ENGLAND is also associated with THE ENGLISH LANGUAGE: the English language, the country which is associated with British English at once.

The economic level of the state is favourably received as well: attempts developing its economy and all the branches of industry at the same time. The culture of the country arouses positive associations on the whole: appreciates, takes pride, cherishes the treasures of its national culture and carries on the traditions and cultural values; and in the most significant individual components (literature: granted us such writers like Shakespeare, Dickens, Kipling, Byron, Jane Austen, Oscar Wilde and music: the country where excellent musicians are born).

The disputable problem for THE ENGLISH about reasonability of retention of monarchy in the country in our respondents’ picture of the world is solved positively: It is good that England respects the law and the Queen; is ruled over by Elizabeth II.

Most of the questionnaires positively associate the wealth and the preservation of the traditions in ENGLAND in one way or another: rich in history and traditions; with ancient traditions; honours traditions and do not forget about its rich history, but moves with the times; preserves its traditions, has its own peculiarities; a state with a long and interesting history, maintains its traditions.

Noteworthy reflection of the concept ENGLAND in the respondents’ picture of the world is observed by us by listing negative associations (response to the stimulus It is bad that England...). First of all, let us pay attention to the ambivalence of a number of answers: located on the islands, which was also recorded as a positive characteristic of the country. London is a separate world for tourists, although, probably, almost every capital is like that (well-known sights of London are also included into the list of positive associations).
Negative associations are grouped according to the following criteria:

– geographical location, that is the remote location of the country; there are such variants of answers: far; far away; far away from us; so far; far from Central Europe; so far away. And not even geographically, but rather in visa and financial terms; so far from Ukraine, very rarely grants citizenship for foreign visitors.

The last remark is also connected with another criterion of negative association:

– political system, relations with other countries, closeness: is a closed country, a member of the European Union, but not a country that belongs to the Schengen area; inaccessible to many people, closed to many; is not a member of the EU, but remains outside the EU; it is difficult to get to this country; does not want to let anyone in from other countries, honours and respects exclusively its citizens; has nothing in common with native country; too conservative; prim, proud, ossified, sometimes rude and cruel.

Negative associations are also related to the weather in England: it often rains there; rainy; wet from rain; is located on the islands because it creates a lot of problems with weather conditions.

The pragmatically conditioned negative assessment is connected with the price level in the country: rather expensive country; a country in which it is expensive to support oneself; prices are very high in England and it is difficult to get to England in general.

According to the respondents’ opinion, the symbols of ENGLAND in the linguistic picture of the world of Ukrainians are: a queen, a palace, the British monarchy, a raven, a double-decker, a unicorn, Sherlock Holmes, Big Ben (which is the hallmark of England), a crown, a castle, a flag, an anthem, a lion, a rose, a ship, tea, a dynasty, a telephone box, Tardis (a time machine from science-fiction series “Doctor Who”), Shakespeare, Harry Potter. Thus, the associations have been related to symbols, which are also diverse and reflect the state structure of the country (a queen, a flag, an anthem, a metonymical designation of parliament – Big Ben, a literary character, the animal and a flower, transport), etc. The official symbols of England are a lion and a rose.

The last question to the respondents was “What have you read about England?” The answers were rather monotonous: articles on
Wikipedia, in the Internet, in textbooks; among the authors respondents were mentioned Walter Scott, Cornwell, Shakespeare, Conan Doyle, Agatha Christie, Oscar Wilde, Thomas Hardy, Charlotte Bronte, Neil Gaiman, Philippa Gregory’s novels about the War of the Roses. Attention is drawn to the fact that, according to the survey, the concept ENGLAND in the respondents’ perception is formed due to the English-language translated literature and English mass media. English language dictionaries and scientific text sources apparently are not significantly involved into the cognitive process of respondents in Ukraine.

The next linguistic component included into the questionnaire was the subconcept ENGLISHMAN. The questionnaire comprised such frames as “appearance”, “character”, “behaviour”.

Let us show the linguistic content of the frame “appearance” presented by the respondents. There are such slots as “height”, “constitution”, “face”, “eyes”, “hair”, “clothes”. The results of the associative survey indicate a significant ambivalence of this subconcept.

Thus, the height of an Englishman in our respondents’ vision is characterized by the following words: tall (63), average height (8), sometimes short (1). Therefore, the overwhelming majority of the respondents consider the Englishman to be tall.

The linguistic content of slot “figure” turned out to be more varied. We obtained the following list of associations in the gradation from thinness to obesity: thin (36), not too muscular (1), lean (13), fit (6), slim (18), slightly fat (1). Thus, there is divergence in the assessment of appearance from complete antonyms (lean – obese), while there are more frequent associations “slim”, “thin”.

When referring to associations with the appearance of an Englishman, the attention of many respondents is attracted by the description of the face or its features. In the respondents’ conception the face of an Englishman is characterized as a long one; the description of features is very diverse: with regular softly clean-cut facial features, dim facial features, with regular facial features, neutral features. Thus, there is practically no ambivalence in the linguistic content of slot “face”, definitions related to facial features make up a synonymous row: softly clean-cut, neutral, dim.

When the respondents focused their attention on a face, such details as a nose (sometimes a long nose), red moustache and eyes stand out. The eyes are characterized only from the point of view of colour.
The following set of colour characteristics is observed: light eyes, light blue eyes. There is no divergence, the respondents perceive eye colour unequivocally. The characteristic of the look was also added by the adjective: a serious look.

The colour scheme that characterizes an Englishman also concerns hair colour. There is a single characteristic of skin colour: pale skin. The idea of the Englishman’s hair colour is ambivalent. There are the following variants: brunette (5), dark or light brown hair (4), dark-haired (23), fair hair with a red tint (2), light brown red hair (1), not dark hair (1), red (1). Thus, despite certain ambivalence, the majority of respondents consider an Englishman to be dark-haired, in contrast to a red-haired in fiction.

Several garments associated with an Englishman are also mentioned in the respondents’ answers in the description of the appearance of an Englishman: wears a scarf, a hat, a raincoat and glasses, a black cloak and a top hat. The general characteristics of clothes are: stylish clothes; strictly dressed, if not strictly, then very elegantly; fashionable, strictly dressed, that is an idea of the strictness of the clothes of an Englishman is common to the greatest number of respondents.

Let us further list those definitions for the word “appearance” in relation to an Englishman, which are presented in the questionnaire (Mykhchalchuk & Ivashkevych, 2023). It should be noted that stylistically some words are used: unsuccessfully, nevertheless. Respondents also include them in the general list, which has the following form: well-groomed and neat look, aristocratic look, charismatic, tidy, well-groomed look, official, pleasant, handsome, neat, handsome enough, unremarkable, simple, reserved, attractive. In our opinion, the original single description of the appearance of an Englishman was: with many mixed roots, unusual for us. This appearance testifies to a certain lack of formation of this subconcept in the respondent’s picture of the world.

Some personal associations were presented in the answers of respondents: looks like Thom Hiddleston or Benedict Cumberbatch; perhaps has medieval knight’s features.

Thus, summarizing the most typical respondents’ answers in relation to the subconcept ENGLISHMAN, we’ll note that the latter looks slim, thin, with dark hair and light eyes, strictly and neatly dressed, which in general (except for hair colour) coincides with the textual embodiment of the subconcept.
The next frame in description of an Englishman is “Character”. In the most cases the respondents have paradigmatic associations when they chose the appropriate vocabulary. They are diverse; their total number was about 60. Let us group these associations depending on their connotation:

– positively connotative words: affable, attentive, calm, charming, cheerful, confident, considerate, courteous, erudite, gentle, good-natured, impeccable, persistent, perspicacious, polite, proud, punctual, responsible, responsive, restrained, reserved, self-disciplined, sociable, well-educated, well-read, well-wishing.

A large number and a great variety of positive associations is in certain contradiction with the textual ambivalence of this frame.

Negatively connotative associations are less diverse and to some extent they have the logical development of such quality of the character, such as: reserved, somewhat reserved, restrained, constrained, cold, pedantic, secretive. Nevertheless, more expressive negative connotations are used: often arrogant, stubborn, narcissistic, selfish, harsh. In our opinion, such associations as self-seeking, strict, moderately self-confident, slightly strict can have both positive and negative connotations, depending on the meaning that the respondents imply.

The obtained syntagmatic associations mainly express a positive assessment: with a sense of their own dignity, a patriot, devoted to some business, kindness, positivity, purposefulness.

Special attention is paid to the sense of humour as a characteristic of an Englishman: with a sense of humour, a strange sense of humour, witty, good sense of humour, an interesting companion with a sense of humour, with humour.

And, finally, let us characterize the linguistic content of frame “behaviour” of an Englishman: logical, calm, secretive, restrained, conscientious, diligent, tactful and slightly mannered, slightly free, modest, courteous, not defiant, decent, a little constrained, sociable, open-hearted, polite, with gentle hints and jokes, tolerant, polite, kind to others, interesting companion, calm, cold-blooded.

A distinctive feature of the content of this frame is the presence of a number of oppositions, which are constructed with the help of conjunction but: behaviour is calm, but at the same time emotional; restrained, but not unemotional; quick-tempered, but deliberate;
friendly, but rather secretive, which, from our perspective, reflects the ambivalence of the concept we are studying.

The association in the behaviour of an Englishman is the concept of gentlemen: behaves gallantly like a gentleman, a true gentleman; Sherlock Holmes.

A long syntagmatic associative array is characterized by respondents from Ukraine: the behaviour is relaxed, polite, he smiles a lot, although his smile can be strained; speaks a little, but essentially and on purpose; jokes subtly and exquisitely, can hold a conversation on any topic, even if he is not interested very much.

The subconcept ENGLISHWOMAN on the material of dictionaries and texts finds a wider embodiment characteristic than the other subconcepts we have analysed. Let us consider the linguistic content of frame “appearance” with reference to an ENGLISHWOMAN. As according to the relation to an Englishman, slots “height”, “face”, “constitution”, “hair”, “clothes” can be distinguished in this frame. There is also a general assessment of appearance, and slot “make-up” (good make-up) is added.

Slot “height” is represented by the following components: tall, of a medium height, short, petite. The prevailing association is “of a medium height” (63.0%).

The figure and constitution of an ENGLISHWOMAN, as in the previous content of the slot, attracts the attention of the majority of respondents. The following associations were recorded: graceful, not thin, slender; medium build, thick, good posture, well-built. The predominant characteristic is “slender” (70.0%).

Facial features are presented by the respondents in such a way: delicate features, dim facial features. There is the association of sharp facial features in a single case. The respondents paid particular attention to the cheekbones and eyes. The colour scheme of the eyes is reduced to two options: blue and green (the number of associations is approximately the same).

The respondents paid much attention to the hair. The most typical associations are the following: blonde, wavy or curly hair, long or short hair; dyed, fair-haired, red-haired, wavy hair, medium-length fair hair. The idea of fair wavy hair prevails (more than 50.0% of associations).

According to the garments, only a hat is mentioned in the replies: a beautiful lady in a hat.

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The general characteristics of garments are represented by the following associations: fashionable, not revealing, stylish, neat, slightly untidy, elegantly and tastefully dressed.

As for the general characteristics of the appearance of an ENGLISHWOMAN, we can distinguish:

- positive assessments: refined, graceful, beautiful, nice, pretty, good-looking, delicate, well-groomed (8 associations);
- neutral or “mildly” negative associations: not too pretty, not quite attractive.

The ordinary appearance of an ENGLISHWOMAN is emphasized in a number of cases: ordinary, a non-distinctive appearance. However, the ambivalence finds its expression in some opposite characteristics: ordinary, but perhaps there are traits of a lady from a royal family; unremarkable, but emphasized artificially.

More extraordinary characteristics of appearance are also interesting:

- Perhaps many people of our race, whether a person is English or German, may have the same facial features, examples of behaviour, character traits. It’s just that people have developed stereotypes in relation to certain nationalities;
- don’t really bother about their appearance.

Thus, in the most cases the appearance of an ENGLISHWOMAN is associated with a slender lady of medium height with blond wavy hair.

Frame “character” has a clear ambivalent psycholinguistic content. There are number of oppositions, such as in the associations with the subconcept ENGLISHMAN: modest, but confident; sweet, but strong temper; not hot-tempered, but with manifestation characteristic of a woman; knows how to keep up a conversation, but speaks more about the weather, her children; gentle, but at the same time is able to stand up for herself.

The most frequent characteristics is: a well-bred lady (about 45%). Let us try to present other character traits, mentioned by the respondents, in the form of Table 1.

In addition to the associations listed above, the character of an ENGLISHWOMAN is described by a number of other positive associations: kind, benevolent, caring, witty, hospitable, confident, successful, compliant, energetic, (character) restrained, calm, prepossessing, strong, persistent.
Table 1
Ambivalence of Associations About the Character of an ENGLISHWOMAN

<table>
<thead>
<tr>
<th>Positive associations</th>
<th>Negative associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affable (15)</td>
<td>(Sometimes) supercilious (11)</td>
</tr>
<tr>
<td>Serious (47)</td>
<td>Frivolous (13), not serious (12), smiling (34)</td>
</tr>
<tr>
<td>Polite (37), courteous (15)</td>
<td>Arrogant (12)</td>
</tr>
</tbody>
</table>

Negative associations include the words: *not always sincere*. The general characteristics of the associations related to the character of an ENGLISHWOMAN allows us to imagine her as a calm, reserved, polite smiling lady.

Associative representations connected with the behaviour of an ENGLISHWOMAN in the respondents’ perception echo the idea of a character in a number of questionnaires: cheerful, restrained, smiling; polite, calm, restrained behaviour. However, there is also a pronounced ambivalence here (Table 2).

Table 2
Ambivalence of Associations About the Behaviour of an ENGLISHWOMAN

<table>
<thead>
<tr>
<th>Positive associations</th>
<th>Negative associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows rules of conduct (12)</td>
<td>Does what she wants (5)</td>
</tr>
<tr>
<td>Modest (34)</td>
<td>Frisky (5)</td>
</tr>
<tr>
<td>Behaves somewhat flirtatious (40)</td>
<td>Constrained (behaviour) (23)</td>
</tr>
<tr>
<td>Smiling (45)</td>
<td>Smiles a strained smile (2)</td>
</tr>
<tr>
<td>Talkative (7)</td>
<td>Keeps up conversation, listens to a partner of communication, asks questions, but by courtesy (1)</td>
</tr>
</tbody>
</table>

In addition to these ambivalent assessments, the respondents also give a number of other positive associations: has self-esteem; always ready to help; aristocratic behaviour. A person associated with an ENGLISHWOMAN was named Miss Marple.

The words of one of the respondents can be used to sum up the ambivalence of the respondents’ associations with the words ENGLISHMAN and ENGLISHWOMAN:

*It is very difficult to answer questions about an Englishman and an Englishwoman, since I have no strong associations; I imagine people I know, or just a lot of people. Their appearance and behaviour depend on age, family, region. And character is an individual thing, as character*
traits are acquired with age and life experience. All Englishmen cannot be the same. In any case, to my eyes they are not.

Thus, we can conclude that the respondents’ perception of the concept ENGLAND provides significant discrepancies; this concept is ambivalent, which evokes both positive and negative associations, expressed with synonymous and antonymous linguistic units.

*The 2nd stage of the experiment.*

The results of the empirical analysis of the dynamics of the formation of ambivalence of associations according to the character of an ENGLISHMAN and ENGLISHWOMAN allow us to state that the concept ENGLISH and its subconcepts are systematized by the consciousness of Ukrainians in the form of an associative-verbal field, the production and modeling of which is one of the means of representing their linguistic picture of the world. So, we organized the empirical study of the peculiarities of the deployment of the concept ENGLISH and its subconcepts in the linguistic consciousness of Ukrainians in terms of the logical-semantic organization of the respondents’ thinking and speech activity. For this purpose, we also used the procedure of a free associative experiment.

The subject of the research of the 2nd stage of the experiment was the system of current methods of modeling the associative content of meanings in the semantic field of the linguistic consciousness of Ukrainians, actualized by the concepts ENGLAND and its subconcepts.

The research procedure involved an empirical study of the system of associative-semantic connections in the paradigm of the logical-semantic organization of speech of Ukrainians. Respondents were asked to respond to stimulus words (or a sequence of language signs) with an association (and/or associative series) that first comes to mind and is so called a formula of meaning. The reproduction of the associative context as a specific case of the unfolding of a speech event, oriented to the reflection of the nuclear semantics of concepts by the logogen and the synthesis of an adequate semantic construct, required the respondents to update the universal dynamic code of the verbal-cognitive system: understanding and categorizing the structural elements of the given semantic field, establishing associative-semantic connections between the elements of the semantic construction, the choice of the most correct form of meaning creation and the constructive deployment of a symbolic image within the limits of available language experience.
At the same time, we did not consider the linguistic semantics of the associative series as the source material for study, but the linguistic consciousness of the respondents, which consists of standardly organized frames containing knowledge of the world by native speakers. The analysis included the representation of the associative-semantic content of the corresponding semantic series, which allows denotatively representing the content units of one associative-semantic paradigmatic field, the repetition of lexemes, the frequency of typical verbal reactions among respondents (the absolute frequency of the method of meaning creation was calculated). The latter made it possible to reconstruct to a certain extent the semantic field of formatting of the logical-semantic dimension of the respondents’ speech and to reveal the level of the activity of Ukrainian students in the process of forming associations by them.

Primary data processing was carried out by the method of content analysis followed by the calculation of average statistical values of the obtained material. The IBM SPSS Statistics 21 computer program for statistical data processing was used to generalize and analyze the results of the empirical section.

The subject field of this study allows us to interpret the formation of associations as the transfer of the conceptual content of signs of one system (in particular, signs of the semantic field of a certain concept) to another logical-semantic system of signs, which is accompanied by variable modifications (narrowing, expansion, actualization of the basic meaning) of the conceptual component of the concept.

The generalized results of identifying the key methods of meaning-making and trends of associative expansion of the semantic field within the logical-semantic structure of speech in the groups of respondents of the sample population are shown in Table 3. The analysis of quantitative indicators of the absolute frequency of the use of polymodal methods of associative meaning-making by Ukrainian students proved the dominance in the semantic dimension of the associative frames of culturally primitive (typical) responses. The least frequent, respectively, are subjective associations of the idiosyncratic (creative, affective-cognitive) type, which can be determined both by the age characteristics of the respondents and by the general pragmatic orientation of the worldview positions of modern Ukrainian youth.
All the results obtained by us were processed according to the factor analysis procedure. We obtained two significant factors (Table 3). It should be said right away that we did not get a statistically significant difference in the results for male and female respondents, so we will present and analyze these results simultaneously. This fact also indicates that the ENGLAND concept and its sub-concepts are presented in the minds of both men and women with the same semantic load.

**Table 3**

*Results of Factor Analysis Using the Methods of Associative Meaning-Making of Ukrainians with the Actualization of the ENGLAND Concept and its Subconcepts*

<table>
<thead>
<tr>
<th>№</th>
<th>Types of associations</th>
<th>Factor 1</th>
<th>Factor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syntactic constructions in the form of a sentence</td>
<td>0.9127</td>
<td>-0.0067</td>
</tr>
<tr>
<td>2</td>
<td>Semantic and affirmative</td>
<td>0.8830</td>
<td>0.0001</td>
</tr>
<tr>
<td>3</td>
<td>Logical adjectivation</td>
<td>0.8161</td>
<td>0.0002</td>
</tr>
<tr>
<td>4</td>
<td>Creative</td>
<td>0.7540</td>
<td>-0.0054</td>
</tr>
<tr>
<td>5</td>
<td>Semantic exaggeration</td>
<td>0.6781</td>
<td>0.0007</td>
</tr>
<tr>
<td>6</td>
<td>Semantic and pragmatic</td>
<td>0.5549</td>
<td>-0.0012</td>
</tr>
<tr>
<td>7</td>
<td>Emotionally valuable</td>
<td>-0.0004</td>
<td>0.5470</td>
</tr>
<tr>
<td>8</td>
<td>Purely author’s statements</td>
<td>0.0005</td>
<td>0.4301</td>
</tr>
<tr>
<td>9</td>
<td>Semantic opposition</td>
<td>0.0006</td>
<td>0.3791</td>
</tr>
<tr>
<td>10</td>
<td>Semantic identity</td>
<td>-0.0018</td>
<td>0.2781</td>
</tr>
<tr>
<td></td>
<td><strong>Factor weight</strong></td>
<td><strong>6.4</strong></td>
<td><strong>3.6</strong></td>
</tr>
</tbody>
</table>

We will give examples of the use of associative expressions by Ukrainian students based on the concept ENGLAND and its sub-concepts.

*Semantic and affirmative*
- Business women are not limited to any colors and styles.
- Englishmen are always punctual.
- A simple handshake is a standard greeting.
- Englishmen often organize a business lunch in a pub.
- A lunch for Englishmen will consist of a light meal and a pint of ale.
- Englishmen prefer activities after work hours for socializing.
- For Englishmen English is the official language.
- Englishmen are reserved.
– Englishmen generally do not display their mood in public.
– Englishmen’s punctuality is the most important quality of the character.
– Englishmen always have business relationships.
– English companies are progressive.
– Business meetings of Englishmen should be structured well.
– Englishmen are always internationalists.
– Englishmen call a waiter by raising a hand.
– Englishmen often have a lot of prestigious events.
– Englishmen do not discuss business at dinner at their friends’ home.
– Englishmen never arrive early.
– Englishmen don’t eat before the host begins eating.
– Englishmen always take care not to keep their elbows on the table.
– When Englishmen finish their meals, they always place their knives and forks on the plate.
– Englishmen mean that it is impolite to ask for the invitation to somebody’s home.
– Englishwomen in large cities dress more humbly.
– As Englishmen, so Englishwomen prefer to wear slacks, jackets and sweaters.
– Englishmen should wear dark suits and dark ties for business meetings.
– Englishmen do not wear a blazer, when they go to work.

**Logical adjectivation**
– Conservative dress is still very important as for men so for women. Whether you have an interview for a job for a restaurant position you’ve to wear a conservative dress.
– Arrive a few minutes early is acceptable for safety as for Englishmen so for Englishwoman.
– As for Englishmen so for Englishwomen any business occasions and simple visiting home.
– Ordinary vocabulary of English people can differ between men and women.
– Englishmen use the appropriate titles when they were specially invited by British hosts. If some colleagues invite Englishmen, they use only the first names.
– Englishmen’s staring is always rude.
– Englishmen prefer to get right down to business after they have a few moments’ polite conversation.
– Englishmen prefer some formal approvals.
– A contact has to be registered for Englishmen’s business.
– Presentations of Englishmen should be outlined and simulated.
– At the restaurant Englishmen don’t wave the hands and never shout.
– Englishmen are always invited to watch a game of cricket.
– Englishmen prefer to wait until the host initiates the conversation.
– For business meetings Englishmen always arrive in time.
– If the Englishman is invited to visit someone, he always waits while a host or a hostess initiates the first toast.
– If the host allows Englishmen to smoke, they will do it.
– Finishing their meals, Englishmen always leave a very small amount of food on their plate.
– When the host takes his/her napkin, it is a signal that the meal is over.
– Englishmen and Englishwomen always wear wools and tweeds for some special occasions.
– Englishwomen should wear different suits, light and dark dresses, skirts, blouses for business or some other meetings.
– Englishwomen generally wear cocktail suits or dresses when they have a private meeting.

**Creative ones**
– Men usually are limited though colors and styles, because they maintain a conservative image.
– Englishmen, when they have been asking personal questions or intensely staring at another person, they are embarrassed in these situations.
– If the Englishwomen want to show that something is to be kept confidential or secret, they tap their nose.
– Englishmen do not bring up the professional subject onto the process of the activity after their work.
– English people include someone who are different by a well-known English language.
– For English people loud talking and disruptive behavior should be unacceptable.
– V-gesture is usually done by Englishmen with palm-facing.
– If we’d like to address to the Englishmen in a private talk, we say: “Sir and his first name”, for example: “Sir Mike. If you write a letter, you prefer to address by the formula: “Sir plus the First name and the Last name”, in such a way: “Sir Mike White”. If you have some official conversation, you’ve to address to the person by “Sir plus the Second name”: “Sir White”.
– Englishmen prefer shake hands with everyone who is present – with men, women, and children, in spite of situation where they are: at business or at social meetings.
– Organization of business for Englishmen traditionally is multi-layered. Englishmen’s business ordinary has a vertical or horizontal chain of building a command. A network of Englishmen’s committees, if it is formal or informal, is modeling in larger companies. Group consensus is rebuilt by Englishmen with the aim of their individual initiative.
– In English companies, business still centers around nets which are concentrated around schools, universities and families.
– Business meetings of Englishmen generally have to make decisions, to develop a business plan or arrive for any agreement.
– Englishmen are also suspicious of “go-getters”.
– The most member of business entertaining for Englishmen is done at the restaurants or pubs not in a day-time. According to this it is the most interesting time: the host, who proposed the invitation, has to pay a bill.
– Englishmen’s clothing often expresses affiliation, combining of different styles. The most important symbol of Englishmen’s style is a tie.
– In a case of formal events Englishmen may wear black ties and dark suits, but not light morning coats or jackets.

**Semantic exaggeration**

– Privacy is the most important for Englishmen.
– Personal space is the most important for both Englishmen and Englishwomen.
– It is considered the most inappropriate to touch English people in public.
– We’ve to note that Queen’s English and American English are the most different languages.
– Englishmen prefer to shake hands again when they are leaving.
– Englishmen like a great amount of personal space. Englishmen never stand too close to another person. Englishmen never put the arm around someone’s shoulder.
– Englishmen’s punctuality is the most important for business meetings.
– Englishmen’s business is always well-initiated.
– The Board of English Directors is the greatest source of power. Englishmen always do a principal decision.
– Englishmen always require the greatest decisions. Englishmen’s decisions are always slow.
– Englishmen have a great respect and a great success only when they achieve it in any time.

**Semantic and pragmatic**
– Dark suits, usually black, dark blue or dark gray are quite acceptable for this.
– Shirts of men usually should not have pockets. The pockets of men’s shirts should always be empty. Men should wear solid and bright ties. Men should avoid striped ties.
– Men should wear laced shoes. Men shouldn’t wear loafers.
– Englishmen should maintain a wide paradigm of physical space when they have a conversation.
– Englishmen should avoid V-gesture for Victory sign.
– Englishwomen should extend their hand to men first.
– Englishmen prefer use only the last names.
– Englishmen’s slogan: “Be on time”.
– Englishmen are known for being well-skilled as business persons.

**Emotionally valuable**
– Business has its rules and it is in some case relaxed in England.
– As for Englishmen gifts are generally not a part of doing some business in England.
– Englishmen perceive V-gesture as a very offensive one.
– Englishmen are usually cool and indifferent to other people. Englishwomen are sometimes very friendly and helpful to others.
– Englishmen are not back slappers. Englishmen are not back touches.
— Hugging. Englishwomen always like kissing. Englishwomen like touching. Englishwomen are usually reserved for family members and also for very close friends.
— Englishmen don’t like to wear striped ties.

**Purely author’s statements**
— Englishmen often wear tweed sport coats or blue blazers.
— Englishmen say that the invitation to someone’s home is more common in England than in the other countries of Europe.
— In England, when Englishmen are invited to someone’s home, arrive at least for 10-15 minutes after the fixed time.
— Englishmen prefer to sit at the head of the table or to the right of the hostess. Englishwomen prefer to sit to the right of the host.
— If Englishmen are at a formal dinner, they have not to smoke.
— Englishmen should be said to leave a party in some circumstances.
— After meals Englishmen leave a dinner party at once.
— Englishmen always write a note with a lot of thanks to the hostess.
— The Englishman has to entertain only the person who has entertained him. Englishwomen don’t try to impress her guests with extravagant meals.
— Dress of Englishwoman is always unique. Dress of women also influences their communicative behavior.
— Englishmen prefer school, army, university or club ties.
— As for Englishmen a blazer is a cloth for country wearing.
— English gifts are very specific. Communicative behavior of Englishmen and Englishwomen also depends on gifts.

**Semantic opposition**
— Decision-making is slower by the period of time than in the United States.
— Decision-making is unwise to rush the English into making a decision.
— When Englishmen dining out, it is not polite to toast those ones who are elder than this person.
— Englishmen’s handshakes are always light, but not firm.
— Englishmen always keep their hands on the table not on the knees when they eat.
Semantic identity

Eye contact is unacceptable during conversations between Englishmen and Englishwomen.

We called the first basic factor “Semantic and syntagmatic meaningful associations” (72.36% of variance). It includes the following components with the greatest factor weight: “Syntactic constructions in the form of a sentence” (0.9127), “Semantic and affirmative” (0.8830), “Logical adjectivation” (0.8161), “Creative” (0.7540), “Semantic exaggeration” (0.6781), “Semantic and pragmatic” (0.5549). The second factor was called “Ideosyncratic associations” (20.95% of variance). It included the following components with the greatest factor weight: “Emotionally valuable” (0.5470), “Purely author’s statements” (0.4301).

So, the concept ENGLAND is included into the worldview of the Ukrainian ethnic group. It is a cultural script in the individual consciousness, the form of which facilitates the formation of the mentality of Ukrainian students. Due to the influence of the concept ENGLAND, a person immerses himself/herself in British and, thanks to the translation of lexical units from English to his/her native Ukrainian language, in Ukrainian culture, and thus can influence the British multicultural world (even if a Ukrainian does not live in England).

Discussions

Therefore, the subject (we mean a speaker, a user of concepts), who learns the surrounding world, who thinks, evaluates, feels, – he/she is in the center of the theory of Psycholinguistics. The personal characteristics of individual in a great degree “humanize” the language, bringing to the structure of subconcepts the information about the experience of understanding and mastering the environment (Mykhalchuk et al., 2021). At the same time, the focus of psycholinguistic research is not only and not so much individual according to the linguistic competence, but the use of the concepts and subconcepts at the level of communities and ethnic groups.

In the paradigm of Psycholinguistic researches, language is considered as a space or a paradigm for accumulating the spirit of people, a reflection of their national mentality, the most important component of their culture (Fischer, 2019). As a phenomenon of the
nation’s spiritual culture, the language is as a consolidating basis that unites the people, preserves their unity, transmits accumulated collective experience from one generation to another one. In such way concepts reflect the system of national value orientations in the whole (Barsalou, 2009). That is why the study of such language phenomena as concepts has to be carried out taking into account the spiritual achievements of the ethnic group, a worldview not only of the individual, but also of the language group to which he/she belongs (Kramsch, 2015).

So, the process of nominative activity, by means of which certain fragments of the reality are singled out, influences the formation of concepts and subconcepts in the forms of various nominative and communicative means. A concept, in such a way, is one of the main means of knowing the world, its reflection of the worldview of some nation (Croft & Cruse, 2004). This is what determines the current trends in the development of contemporary psycholinguistic researches show, the direction and the content which have to be found in the search for explanations of how the vision of the world by human consciousness was reflected in Psycholinguistics, in particular in the theory of concepts.

The theory of concepts actualizes the questions of the interaction of language and thinking (Hampe & Grady, 2005). According to this question we’ll distinguish two aspects: linguistic-philosophical aspect, which studies the connections between a language and formal-logical thinking, and psycho-linguistic aspect, which directs the person’s efforts to the analysis of the interaction of the language and a cognitive system of the individual, emphasizing on a special role of perception in presenting new subconcepts.

In the paradigm of Psycholinguistics, concepts and their subconcepts are considered as scripts in which the unity of thinking and communication is in a great degree objectified (Johnson, 1987). At the same time, the attention shifts to the study of the connection between cognitive structures of knowledge and linguistic signs which are actually found in the process of communication, and which logically lead to the study of problems of language and thinking (Geeraerts & Cuyckens, 2010).

When analyzing the connection between language and thinking (Hathout & Namer, 2018), it should be real that thinking is an active process of purposeful, mediated and generalized reflection of the essential connections and laws of the world, and retention of knowledge.
about them in the conceptual sphere of consciousness. The latter is a higher form of mental reflection of the reality by a nervous system of a person, which in its structures implies on social experience, rational and sensory reflection of the reality (Rákosi, 2017).

Mental activity consists of the manipulation of existing systematized and ordered knowledge, the activation of subdivisions of the entire conceptual units of the person, which are reflected with each other and formed a holistic global model of the individual image. The objectification of acquired knowledge is carried out by the language, because thinking must be given a linguistic form in order to be well-expressed. However, the thought is not just expressed by the concepts, but also takes place in them. The concept (or a subconcept) is embodied in the word not spontaneously, but consciously, and it leads to the improvement of the expression of thoughts and the word itself.

In this case, each language can be understood as a unique natural dynamic cognitive and communicative system. Fixing the results of the cognitive activity by the person’s consciousness, the language is provided as a tool for human interpretation of both the environment and the person at all stages of modelling subconcepts.

The necessity and the significance of the language in the process of interpreting the world is determined by the possibility of including systematically organized information in the process of social activity only when this information is received in a form having been suitable for sensory perception and translation (Larsen-Freeman & Cameron, 2008). Each act of thinking (the search of meanings) and the act of communication are functionally different aspects of the single process of forming the subconcepts. Thus, concepts, subconcepts and the language as a whole are recognized as the result of the activity of human consciousness. The aim of modelling concepts is the process of reflection and understanding of the surrounding world, as well as the transmission of a certain amount of communicatively significant information (Sinha, 2009).

Language plays a primary role at all stages of cognition. In Psycholinguistics the main distinctive feature of the understanding of the world by the help of human consciousness is embodiment of personally significant experience. The paradigm of human consciousness is based not only on thinking, but on sensuality, the movements of our body and the physical and social experience of a person (Sosnowski &
Bonnard, 2015). Any knowledge is established within the horizons which are opened by perception from the positions of the body. On the one hand, sensation is the mean of our contact with the existence, the structure of our consciousness, and the body itself determines the attribution of meanings not only to a concept, but also to such cultural objects as subconcepts are (Tomasello, 2003).

On the other hand, sensory perception, which helps the subject to be aware in a certain space and time, is mediated by our language. It is a kind of a thought by which a person sees the reality, projecting the experience of his/her social practice onto it.

Based on structuring the objective reality, the language is some lexical-semantic system, which performs the function of discretization and systematization of the information continuum. The systematization of the vocabulary, in some a way indirectly, has important relationships according to the perception of the world through the prism of established in it categories and concepts (Valian, 2019). The perception of a person leads to the formation of significant organized areas of the lexicon: synonymous cliche, lexical-semantic units, lexical-phraseological frames, lexical-grammatical fields, syntactical synonyms, which reflect the person’s understanding of the interrelationships of natural entities and processes, the laws of being in the environment and the person himself/herself in it (Lynott & Connell, 2010). The study of this cognitive phenomenon reveals us the way to gain knowledge presented in the nominative space of the language, and therefore allows us to see how the reality is organized and understood in this space.

Summarizing all this information, we’ll state that Psycholinguistics shows us real and clear aspects between a language and human thinking, emphasizing on close connection and influence of one thing to another one. The process of formation of human thinking, that is conceptual, generalizing and abstracting one, takes a place only through the mediation of natural language. On the other hand, thinking is recognized as the source of the origin, functioning by the process of the development of the language, the concepts of which act as the means of forming and transmitting human thoughts (Fantini, 2010).

So, a real understanding of the rootedness of the language and speech in the sphere of consciousness determines the focus of modern Psycholinguistic researches on the disclosure of those phenomena of thinking that are behind some general linguistic phenomena. In such
a way the process of the individual’s cognitive activity involves the accumulation of new information and its corresponding modification. Universal cognitive strategies are embedded in the sphere of human cognition, which are concentrated in the brain of the person and determined by his/her biological structure, ensuring the normal existence of the individual in the surrounding space of information (Alyami & Mohsen, 2019; El-Zawawy, 2021; Heidari, 2019).

When we talk about obtaining, processing, preserving and using knowledge, forming thoughts and evaluating the surrounding world, and till a new subconcept has its subsequent acquisition of a physical shell, so called “a body of a sign”, the simultaneous existence of various forms and the ways of their representation in the human brain in the form of certain structures of consciousness is assumed. Such structures are concepts and their subconcepts. They are scripts of knowledge, which are oriented to reflected ontology of the world in the connection of needs of social multicultural reality. This process allows us to connect the meaning of the word by the dictionary and in the process of a real communication (Deignan, 2005).

So, the basic category of conceptual semantics is the concept. It is interpreted as an ideal entity that is formed in the mind of a person in the form of a global, well-organized in a certain way, multi-substrate mental unit. A concept is a multidimensional idealized formation that embodies culturally determined ideas of the ethnic group about the world. Also, it can be objectified by a system of linguistic means. The concept is considered as a representative form of information. It is experiential energy multicultural quantum that enters the human consciousness in a form of various types of information, from which it is formed.

Semantically the concept is an abstraction that summarizes the meaning of a number of its implementations. The semantic structure of the concept includes all the signs of the concept (the core of the concept), as well as its original form (etymology), history, contemporary associations, ideas, assessments, experiences, cultural scripts, which are compressed to the main signs of the content of this or that concept. Such a mental structure also includes all communicatively significant information (information about the systemic significance of the sign of the concept), a cognitive memory of the word (its semantic content, which correlates with the original purpose of the sign taking into account the value orientations of the ethnic group) and a pragmatic
component (related to the style of speech of partner of communication and expressive functions of languages).

The subjective world, having been understood by a person at the conceptual level, exists in its ideal form in the system of different linguistic meanings, which become means of semantic interpretation of the conceptual world. The meaning of some word acts as some linguistic imprint, which is conceptually congruent, but not a complete duplicate of the concept, which is a kind of a prototype around which the concept is formed. Thus, the meaning of linguistic signs is connected with its conceptual basis, which makes it possible to reconstruct the concept during the analysis of the semantics of its linguistic representations.

Conclusions

So, the results of the associative experiment of the respondents matched expectations and proved that the concept ENGLAND was actively presented in the linguistic consciousness of the respondents. In this experiment the core and the periphery of the concept ENGLAND were proposed as stimulus-words. The methods relevant for the study were chosen among a rich variability of the methods in the description of conceptual associations. Fixed individual verbal reactions turned out to be quite wide, most of the linguistic units named by the respondents were paradigmatic associations. We have classified these associations according to the following frames: (1) the size of the country; (2) its state structure; (3) age; (4) colour; (5) geographic location; (6) weather; (7) meeting and greeting; (8) body language; (9) corporate culture; (10) dining and entertaining; (11) dress; (12) character traits of the inhabitants of England.

We proved that the concept’s “ENGLAND” associations contain not only positive, but also negative qualities. The core of the concept ENGLAND and its subconcepts receive ambivalent attitude, that is not embodiment in the respondents’ perception. Rich history, a high level of economic and cultural development of the country, the elegance and restraint of its inhabitants, traditions and sights are positively connotated. Negative associations are connected with remoteness, closeness of the country and high prices. Associations relates to symbols reflect the state structure of the country (queen, flag, anthem, metonymic designation of
parliament – Big Ben), literary characters, animals and flowers, kinds of transport, etc.

The important conclusion that can be drawn from the experiment is that the verbalization of the concept ENGLAND in the Ukrainian consciousness is formed due to the English-language translated literature and English mass media. English-language dictionaries and scientific text sources are less in demand. As the result of the research we disclosed certain differences in the perception of subconcepts by respondents in Ukraine. The associative connections of the subconcept ENGLISHMAN indicate its ambivalence in the picture of the world of Ukrainians, however, the latter looks like slim, thin, with dark hair and light eyes, strictly and neatly dressed, restrained and calm, which in general coincides with the textual embodiment of the subconcept (the exception is for hair colour).

The subconcept ENGLISHWOMAN, in contrast to the vocabulary embodiment, is closer in its content to the subconcept ENGLISHMAN. General characteristics of the associations related to the character of an ENGLISHWOMAN allows imagining her as a calm, reserved, polite, smiling lady of medium height with blond wavy hair. We make a generalization that the verbal-associative field of the respondents in Ukraine is formed and actualized to a different extent, which confirms the relevance of the study of verbal consciousness of the person.

The prospects of the investigation are defined by the results obtained and connected with the deeper analysis of the associations produced by representatives with different gender, age and social peculiarities.

In the mind of the person a concept is generated on the basis of the results of practical activity, cognition and assessment of the objective world. At the same time, any concept appears in the form of the image that can be amplified by various degrees of abstraction. When the number of its signs increases, that is the level of abstraction also increases, the sensory image gradually turns into a mental image. This principle of formation of the mental representation of knowledge about the world allows us to consider the concept as a complex, amplified paradigmatic structure, which includes various aspects of knowledge and personally significant experience, including scripts of worldview, rational, emotional, multicultural aspects.
ADHERENCE TO ETHICAL STANDARDS

**Ethic declarations.** Prior to the start of the study, informed consent was obtained from all participants for voluntary participation. The study was conducted in compliance with domestic (Ethical code, 2009) and international ethical standards (American Psychological Association, 2002). The study was approved by the Scientific Ethics Committee of the Scientific Researches of the Public Organization “National Academy of Sciences of Higher Education of Ukraine”.

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**Consent for Publication.** All authors commented on previous versions of the manuscript. All authors have read and approved the final version of the manuscript.
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Концепт “АНГЛІЯ” та його субконцепти у свідомості...


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Концепт “АНГЛІЯ” та його субконцепти у свідомості…


АНТОЛОГІЯ

Метою статті є емпіричне дослідження особливостей розгоргання концепту АНГЛІЯ та його субконцептів у мовній свідомості українців у вимірю логіко-смислової організації мисленне-мовленне діяльності респондентів. З цією метою було використано процедуру вільного асоціативного експерименту.

Методи. Теоретичні методи – категорійний та структурно-функціональний аналіз лексичних одиниць, методи систематизації, моделювання, узагальнення; емпірічні – аналіз лексичних одиниць, експеримент. Для дослідження вивчення шляхів експлуатації концепту “АНГЛІЯ” та його субконцептів у свідомості
українських студентів ми використали асоціативний експеримент; позначення ядра та периферії концепту АНГЛІЯ були включені до експерименту як слова-stimули.

Результати. Показано, що концепт АНГЛІЯ входить до світогляду українського етносу, є культурним скриптом в індивідуальній свідомості, форма якого фасилітує становлення менталітету українських студентів. Через вплив концепту АНГЛІЯ людина занурюється в британську і, завдяки перекладу лексичних одиниць з англійської на рідну, українську мову, – до української культури, і таким чином може впливати на британський мультикультурний світ (навіть якщо українець не живе в Англії).

Висновки. Доведено, що у свідомості людини концепт породжується на основі результатів практичної діяльності, пізнання та оцінки об'єктивного світу. При цьому будь-який концепт виникає у формі образу, який здатен ампліфікуватися різними ступенями абстракції. Коли кількість його ознак збільшується, тобто збільшується рівень абстракції, чуттєвий образ поступово перетворюється на образ мисленевий. Такий принцип формування ментальної репрезентації знань про світ дозволяє розглядати концепт як складну, ампліфіковану парадигмальну структуру, до якої входять різні аспекти знання і досвіду, у тому числі – світоглядний, раціональний, емотивний, мультикультурний аспекти.

Ключові слова: концепт АНГЛІЯ, субконцепти, мовна свідомість українців, логіко-смислова організація мислення респондентів, мовленнева діяльність, особистісно значущий досвід, скрипти світогляду.