LANGUAGE UNITS VERBALIZING THE CONCEPT POWER

 (based on an idiomatic fund )

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***Key words:*** *concept, cognitive linguistics, idioms, phraseological units.*

The modern anthropocentric approach to the analysis of data reinforced the attention of scholars to the representation of the reality in the consciousness of a person. The scholars investigate the means of the representation of knowledge, the processes of mental activity of a person.

The cognitive approach to the analysis of the language gives a linguist a possibility to investigate various features of language units in discourse and treats *concept* as unit of the individual activity reflecting the sociocultural knowledge about the phenomenon. The new insights into the system of conceptual structuring in language that have been coming from the relatively recent tradition of cognitive linguistics have rested on the methodologies already standard in the field of linguistics overall: introspection in conjunction with theoretical analysis.

**The topicality of the research** is predetermined by the study of phraseological units.

Despite the considerable amount of works, problems of verbalization particularities still need to be resolved. Today, the term “concept” is widely used in various fields of linguistics. It has entered into the notional system of cognitive, semantic, and cultural linguistics. The study of the concept in modern linguistics is of the paramount importance. However, any attempt to comprehend the nature of the concept is associated with a number of the most diverse points of view. The intensive research of it in the field of cognitive linguistics has demonstrated a great disparity in the understanding of the term “concept”. Discrepancies cause ambiguity and terminological confusion. Thus the term “concept” is an umbrella term for several scientific directions: first of all for cognitive psychology and cognitive linguistics, dealing with thinking and cognition, storing and transforming information, as well as for cultural linguistics, which is still defining and refining the boundaries of the theory formed by the postulates and basic categories.

In cognitive linguistics, the concept, in contrast to a word, has a more complicated structure. The content of the concept is divided into linguistic meaning and cultural sense. That is why it is often called a unit of knowledge, an abstract idea or a mental symbol [2].

Concepts as elements of consciousness are quite independent in the language. According to V. Evans, concepts are intermediaries between the words and extralinguistic reality [3, p. 53]. They are fundamental units of knowledge central to categorization and conceptualisation. Concepts inhere in the conceptual system, and from early in infancy are redescribed from perceptual experience through a process termed perceptual meaning analysis. This process gives rise to the most rudimentary of concepts known as an image schema. Concepts can be encoded in a language-specific format known as the lexical concept. While concepts are relatively stable cognitive entities they are modified by ongoing episodic and recurrent experiences [3, p. 31].

 One of the language means of verbalization of the concept POWER is an idiom.

Idioms have always aroused the curiosity of linguists, and there is a long Whereas the original tradition in the study of idioms, especially within the fields of lexicology. An important development marks the last few decades of idiom research. Whereas originally idioms were the focus of only small part of the research of a few individuals whose concern it was wheather idioms could be dealt with in a more general framework, model or theory, they now represent an important research theme for a significant group of researchers. This may be due to the fact, that linguists have come to realize that idioms and idiomlike constructions make up a large part of our knowledge of language and are persistent feature of language.

**The Aim of the Research.** The main aim of the research is to present main meaning of the language units verbalizing the concept power.

The analysis of the idioms verbalizing the concept power showed that those lexical means may be divided into thematic groups:

1. **being in a position of power**, e.g.:

* run the show (informal) [1] – *to be in charge of an organization or an activity;* e.g. *No player in the state will be counted on as much as Sobolewski. He needs to run the show and score enough to keep the Redwings in games against much taller, deeper and athletic teams (Time, Dec. 15, 2007);*
* call the shots/tune [1] – *to be the person who makes all the important decisions and who has the most power in a situation,* e.g. *Price said. "They're a player, an important player, but they don't call the tune any more (New York Times, May 28, 2009);*
* set the agenda [1] – *to decide what subjects other people should deal with in a way that shows you have more authority than them,* e.g. *While Obama is no longer the wonderkid who vaulted from obscurity to seize the 2008 Democratic nomination from pre-race favorite Hillary Clinton, he has: # The power of the presidency, with the ability that office brings to set the agenda and dominate the headlines. (Telegraph, May 4, 2008)*
* have the upper hand[1] *– to have a position of power and control over someone else,* e.g. *At least on PBS you could watch interviews and political debates featuring the politicians themselves without being subjected to the constant assault from the political committees that have a lot of money to deceive the public. De-funding CPB is just another way the wealthy will have the upper hand in the next election. (Newsweek, Aug. 15, 2007);*
* big fish in a small pond[1] *– this term is used to refer to an important or highly-ranked person in a  small group or organization*. *,* e.g. *When compared to Vienna, life in Salzburg was almost innocent for Mozart. In Salzburg, he was a big fish in a small pond, and in Vienna a middle-size fish in a very big pond (Telegraph, September 14, 2009).*

2. **showing your power**, e.g.:

* throw your weight around [1] – *to behave in a way which shows that you are more important or powerful than other people ,* e.g. *Every now and then on' NYPD Blue,' I do a fight scene with an actor who is playing a criminal. You come across these actors who need the reality of being pushed around. You have to physically battle with them. And you really do get into blows. You really have to throw your weight around. (Newsweek, Aug. 25, 2009);*
* flex your muscles [1] – *to take some action to show people how powerful you are,* e.g. *If you really want to save time, don't hang around and compare war stories, don't flex your muscles in the mirror, don't stop at the juice bar for an apple-carrot spritzer. Get into your shorts, get working, then go home. You'll be amazed at how much more economically your valuable exercise minutes are being spent (Guardian, Sept. 24, 2005);*

3. **people in powerful positions**

* the powers that be [1] – *the people who control things but who are not known,* e.g. *I took it as part of the natural dynamic between the media and the powers that be in Mexico,' Mr. Riva Palacio said, adding that the incident was quietly resolved.'' That's how things work here. (Guardian, Nov. 24, 2006);*
* a big cheese (humorous) / a big gun/noise (informal) [1] – *an important or powerful person in a group or organization,* e.g. *The Badgers have played a gooey schedule. Still, they've needed last-second field goals by Matt Davenport to beat Indiana and Northwestern, and a late-game touchdown plunge by quarterback Mike Samuel saved the day against woeful Boise State. Not the stuff of a big cheese (Time, Dec. 15, 2006);*
* the movers and shakers [1] – *people who have a lot of power and influence,* e.g. *What a great time to be alive! ", I was reminded of yet another thing that I am thankful for --– the incomparable teachers who have enriched my life. There is no higher vocation than that of an educator. # Themovers and shakers of our civilization can do what they do because their teachers showed them how. (Telegraph, May 4, 2008);*

4. **controlling and influencing people**

* twist/wrap sb around your little finger [1] – *to be able to persuade someone to do anything you want, usually because they like you so much,* e.g. *Mr. Derick was twisted around her little finger and that’s all because his decision of purchasing the company was far from being his own (New York Times, June 8, 2006);*
* have sb in the palm of your hand [1] – *to have so much control over someone that they will do whatever you want them to do,* e.g. *When you're detailed in every aspect, you can tell a player how he can be a better player. Then you have him in the palm of your hand because better players make more money and all that stuff. (Newsweek, September 5, 2003);*
* have friends in high places [1] – *to know important people who can help you get what you want,* e.g. *Colorado Republicans are mixed about whether Norton's friends in high places help or hurt her candidacy, but most pundits agree she has A-list support in what was a B-list primary before she jumped in. (Guardian, Nov. 24, 2004);*

**5. thinking you are more important than you really are**

* be too big for your boots (informal) [1] – *to behave as if you are more important or clever than you really are, e.g. Hey, honey, you have to watch out for a while – don’t you think that you are too big for your boots? What do you think you’re doing here? (Newsweek, Aug. 15, 2005);*
* delusions of grandeur [1] – *the belief that you are more important or powerful than you really are* *,* e.g. *They are just unique. " // Blase self-confidence? Arrogance, even? Accuse Liverpudlians of having delusions of grandeur and they'll point out that they have more museums and galleries than any other city in Britain except for London, that their port shaped the British empire and that their music scene produced the greatest band the world has ever known. (Guardian, Nov. 14, 2005);*

**6. pleasing people in authority**

* do sb’s bidding (old-fashioned) [1] – *to do what someone tells or asks you to do,* e.g. *When I tried to tell him I might be right, this person was furious, I did his bidding, no matter what – I had to do this in spite of my personal beliefs (New York Times, April 18, 2005);*
* lick sb’s boots (very informal) [1] – *to try too hard to please someone important,* e.g. *Swilling beer, licking boots, and ignoring the natives with one of Jim Baker's finest  (Newsweek, October 5, 2006);*
* bow and scrape [1] – *to try too hard to please someone in a position or authority,* e.g. *Where I grew up you had to bow and scrape to the nearest man and keep your mouth shut (Telegraph, July 15, 2003).*

So, the analysis of idioms verbalizing concept power showed that they may be divided into thematic groups showing the position of the subjects of the action, describing their actions and intentions.

The meaning of the language units verbalizing the concept power in English reflect the personal and general sociocultural content of the power phenomenon in the society that the person gets in the process of the socialization.

**THE LIST OF THE USED LITERATURE**

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**Резюме:**

Стаття «Мовні засоби вербалізації концепту POWER (на метеріалі фразеологічного фонду)» присвячена розгляду мовних засобів вербалізації актуального для англомовної картини світу концепту POWER. В даній роботі проаналізовано ідіоматичні засоби вербалізації концепту POWER. В результаті аналізу виявлено, що ідіоми можна поділити на тематичні групи, які показують позицію предмету чи дії , що описують їх дії чи наміри. Концепт показано як комплексний феномен, який відіграє важливу роль в лінгвокультурі британського суспільства.