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VERBALIZATION OF THE CONCEPT FRIENDSHIP
IN ENGLISH FAIRY TALE DISCOURSE
(BASED ON THE NOVELS "HARRY POTTER" BY J. K. ROWLING)

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The article deals with special aspects of the verbalization of concept FRIENDSHIP in modern fairy tale discourse. The given research studies a term "concept", its constituent structure and functional meaning in linguoculture. Linguo-cognitive structure of concept FRIENDSHIP and verbal means of its realization in English linguoculture scope were analyzed. Lexical units, certain parts of speech, informal expressions and idioms that reflect concept FRIENDSHIP were emphasized. Systematization of means of concept FRIENDSHIP verbalization in English fairy tale discourse was performed.
Key words: concept, fairy tale discourse, friendship, verbalization.

Nowadays the category of concept is involved in researches of philosophers, logicians, psychologists, culturologists and carries the imprints of all these linguistic interpretations. On the one hand concepts are interlinked in one global system, but on the other – each of it represents correlation of elements and processes of all possible types: mental, sensory and emotive ones.

The relevance of our research is based on the fact that anthropocentric paradigm, within the framework of which language phenomena are taken in close relation to a human, his/her consciousness and worldview, has determined active research of the processes of conceptualization and categorization of reality in different spheres of modern linguistics. Concept is a basic form of categorization and the main mean of conceptualization.

The object of the research is modern English fairy tale discourse that is represented by series of novels "Harry Potter" by J. K. Rowling. **The subject** is special aspects of verbalization of concept FRIENDSHIP in English fairy tale discourse.

There is no single approach to solution of a concept problem; the content of this notion varies in conceptions of different scientific schools and certain scientists – it is accounted for a relative novelty of conceptual researches, complexity and multifunctionality of this mental entity. Concept is a mental category, and it is open for interpretation.

According to Kubriakova O.S., concept is a unit of mental or psychic sources of our memory and the informational structure that reflects knowledge and experience of a person. It is an operational unity of memory, mental lexis, conceptual system and brain language, the whole world picture that is reflected in human's psyche [1, p. 90]. In cognitive psychology dictionary we can read that "concept is a mental representation of a thought that includes description of essential features of a class or meanings" [2].

In encyclopedic dictionaries we read: the concept is a multilateral notion that includes not only conceptual and definitional characteristics, but also imaginative, estimative and associative ones that should be taken into account while describing the concept; it is a notion of a human consciousness that provides the formation of universal field which helps to perceive an object involved in spiritual tradition. The concept is a culturally marked verbalized sense that is represented by ranges of its language realizations which create a corresponding lexico-semantic paradigm [3, p. 64]. Associative formations of concept name belong to sphere of verbalization of concept and cannot be included in its content, but allow describing of it.

We consider the concept to be a discretionary mental formation that is a basic unit of the intellectual code of a human and has a relatively well-ordered structure. It represents the result of cognitive activity of an individual and society. It also contains complex and encyclopedic information about the represented object or phenomena, interpretation of the given information of a public perception and attitude of a public consciousness to this object or phenomena.

Concept is visualization of the world fragment or part of such fragment that has a complex structure. This structure is expressed by means of different groups of features that are actualized with the help of various language means. Conceptual feature is objectivized in fixed and free forms of combination of the corresponding language units – representatives of concept. Concept reflexes categorical and essential knowledge characteristics about some world fragments. The features that are functionally notional for the corresponding culture are reflected in the structure of concept.

Concept as a unit of constructed knowledge has a definite, but not clear-cut structure: it includes components that create different conceptual layers. In a context of concept verbalization conceptual features are represented as semes: and conceptual layers sometimes can coincide with semes (but not always, because as usual there are more conceptual layers than semes). Relative to each other layers exist against the background of increasing of abstractedness of every next level. Interpretation field comprises periphery of concept. Periphery includes semistructured predications that reflect interpretation of certain conceptual features and their combinations in the form of statement and/or consciousness goals that in the given culture stem from mindset of different people. Contradictory of goals is explained by affiliation not to the core of concept, but interpretation field that includes "conclusions" from various cognitive features of core and periphery of concept. Features of concept that were taken away from its interpretation field demonstrate flotation and diffusion of cognitive layers that compose periphery of concept.

Words and their meanings play pivotal role in linguoculture and in a human's life. Every word has its own conceptual structure that includes a great amount of notions which are formed in a human's consciousness and mind. They take part in rethinking of information and communication process. Eventually, culture changes with views of a person and meanings of words become more diversified.

Nowadays concept and linguoculture developers pay more attention to concepts of emotional and ethical nature. One of the most trending ones is concept FRIENDSHIP. It is relevant for linguistic research, because the notion FRIENDSHIP in English discourse is known as multifaceted one.

Throughout history of development of the notion FRIENDSHIP its meaning almost didn't change in English-language culture. The English think that FRIENDSHIP is state of objective reality, amity, candour, amicable relationship, friendliness [4, p. 599; 5, p. 567]. By concept FRIENDSHIP they understand communication, amity, relation, intimacy, mutual understanding, love and affection [6, p. 183]. The English also think that FRIENDSHIP is a condition of amicability, feeling and behavior that exist between friends. Reliance of friendship is more valuable than money [7, p. 524]. English etymology dictionary [8] specifies that "friendship" is the English word from of old times. We agree that FRIENDHIP is ideological concept that has prescriptive component in its basis.

The core of the concept FRIENDSHIP is its subordinate concept FRIEND that has the same structure [9, p. 124]. A prototypical subject of amicable relations is a human [9, p. 165]. A central postulation of an ethical model of FRIENDSHIP is recognizing of amicable relations as the greatest blessing, pleasure and precondition of life worth living. FRIEND is a spiritual touchstone and a moral judge, and human compares his/her actions with the opinion of a friend. Friendship not only satisfies a human's inherent motivation to communication, but is also oriented to ethical and moral development; true friendship can connect people who have high moral character [9, p. 27]. Confirmation of this thought we see in numerous lexicographical sources where FRIEND is defined as a person who can support and sympathize [4, p. 559].

In folk culture characterization of friendship is unclear, because it is not always positive [9, p. 175]. Real friendship is characterized by egoism; besides that there is fake friendship that is characterized by hypocrisy, insincerity and striving for getting immediate benefit. Concept FRIENDSHIP covering a big fragment of linguistic world-image reflects character of attitude of one linguistic persona to another and is ethical concept [10, p. 49-50]. This concept reflects a natural organization of the world, a certain life principle that determines value systems of the society.

Research of such concepts as FRIENDSHIP for finding out concept of the given reality provides analyses of those fragments of text and idioms that anyway are connected with this phenomenon. To determine elements of these concepts it is necessary primarily to rely on semantical structure of names that are connected with this general notion. Lexicographic sources allow defining regularly used lexemes concerning concept FREINDSHIP. In the first place here we can see harmony, compatibility, understanding, and talent to form groups, alignment of interests, sexual and family relationships, sponsor support, love, beginning and renewal of friendship.

According to these statements we can make a conclusion that the main sense of friendship is communication with a person that is based on mutual likeness, knowing of his/her personal qualities and love that brings peace and quiet.

Relying on research results of Roget's Thesaurus, The Explanatory Longman Dictionary and The Explanatory Webster Dictionary semes of concept FRIENDSHIP can be divided into 3 groups: feelings, relations and actions that in their turn comprises 12 semes: 1) amity, 2) sociality, 3) brotherhood, 4) likeness, 5) knowledge, 6) love, 7) intimacy, 8) support, 9) protecting, 10) introduction, 11) reconciliation, 12) not enmity which in its turn are divided into more detailed semes.

Generally verbalization means verbal description of inner turmoil, feelings, thoughts and behavior. Put it otherwise, verbalization is the process of expression by means of phonic notation of symbols concerning world description [11]. In everyday consciousness of a speaker the perceiving of conceptual representation of FRIENDSHIP has linguocultural universal character. It is analogical to perceiving of conceptual image of society part that is authoritative in lingoucultural plan.

In the novel "Harry Potter" by Joanne Kathleen Rowling we have emphasized certain groups of parts of speech that verbalize concept FREINDSHIP:

–   Verb (22 %): this group has the highest usage frequency that is verbalized with the help of direct or indirect semantic meaning characterizing concept FRIENDSHIP: *the time may come when you will be very glad you saved Pettigrew's life* [12]. *I'll help Ron, I've never seen a de-gnoming* [13]. *Ron clutched Scabbers closer to his chest* [12]. *He would have saved Pettigrew too* [12]. *But Dobby has come to protect Harry Potter, to warn him* [13].

–   Adverb (18 %) this group is also characterized by a high usage frequency in the context. By means of adverb readers can thoroughly imagine and keep track of feelings of heroes in the novel: *'Not to worry…,'said Dumbledore pleasantly* [14]. *'Are you sure you're OK, Harry?' said Hermione, watching Harry anxiously* [12]. *'I was getting really worried when you didn't answer any of my letters'* [13]. *He said gently* [13]. *'That's friendly,' said Harry* [15].

–   Noun (14 %): peculiarity of this group is the author's usage of nouns "friends", "consolation", "present", "guard", "hug", "friend", "surprise", "pal", "smile" that distinctively express FRIENDSHIP as a dominant axiological concept: *He did feel Cho might have chosen her friends a bit more carefully; it was small consolation that the last he had heard* [14]. *'Seen your pal Hagrid lately?' he asked them quietly* [13]. *He was embarrassed, but really quite pleased, when she gave him an extra hug* [15]. *I've got yeh a present* [15].

–   Adjective (10 %): this group that is less widespread in the context is emphasized by the author with the help of such adjectives as "dear", "glad", "nice", "shocked", "surprised", "alarmed": *I'm glad we came to get you, anyway* [13]. *Harry, dear, come and*

sit down [14]. *It was a <u>nice</u> feeling, sitting there with Ron* [15]. *He didn't look <u>surprised</u> to see Harry there*. [12]. *'What's up?' said Hermione, looking <u>alarmed</u>* [14].

  –   Adverb + adjective (8.7 %): peculiarity of this group is intensification of neutral adjectives "glad", "pleased", "nice", "well" with adverbs "very" and "really". It makes a phrase extremely emotional and demonstrates real amity: *I'm <u>very pleased</u> to see you, Harry* [13]. *The time may come when you will be <u>very glad</u> you saved Pettigrew's life* [12]. *That's <u>really nice</u> of her,' said Harry* [15]. *I knew your father <u>very well</u>* [12].

  –   Verb + noun (8 %): actualization of the concept FRIENDSHIP by means of verb and noun combination with adjective allows using of idioms and set-phrases to denote this notion: make some sacrifices, make friends, got our fingers crossed: *You've got to <u>make some sacrifices</u>!* [15]. *Yeah, we really ought to be trying to <u>make friends</u>* [14]. *You <u>conquered the friendship</u> of the centaurs when you helped the traitor Firenze escape us* [14].

  –   Adjective + noun (6 %): verbalization of concept FRIENDSHIP by means of adjective and noun combination allows providing of additional connotation to the key noun FRIED and transform his into A REAL FRIEND: *'Spoken like <u>a true friend</u> and Weasley,' said Fred, clapping Ron hard on the back* [14]. *He was my mum and dad's <u>best friend</u>* [12].

  –   Verb + adjective (4.7 %): associative lexis of the given mean of concept actualization in the novel is represented by word groups: "to be OK", "want to be careful", "need to be careful", "very pleased": *'You want <u>to be careful</u>,' said Ron* [14]. *'<u>Are you OK</u>?' Ron asked nervously* [12]. *Very <u>pleased to meet</u> you* [13]. *'Right, you lot, you <u>need to be careful</u>, because Doxys bite and their teeth are poisonous'* [12].

  –   Participle I (3.4 %): a less used part of the English speech is represented by the following lexis: "grinning", "smiling", "clapping", "shaking", "leaking down": *'Finally!' said Ron, <u>grinning</u> at Harry* [12]. *'Well – goodbye, Harry,' he said, <u>smiling</u>* [12]. *'Spoken like a true friend and Weasley,' said Fred, <u>clapping</u> Ron hard on the back* [14].

  –   Verb + noun + adjective (2.6 %): is the least widespread group, but these combinations play an important role in means of verbalization of concept FRIENDSHIP. While analyzing this group we can emphasize that combination of these parts of speech create certain idioms that characterize the given discourse in semantic meaning: *'We've all <u>got our fingers crossed</u>,' she said* [14].

  –   Gerund (2.6 %): regardless a small amount of examples where we can see the gerund it is an essential method of verbalization of our concept: *you can't share without ending up <u>liking each other</u>* [15].

In the given examples a group of words that are used in the context and intensify verbalization of concept FRIENDSHIP stand out clearly. Most of all we can find examples where intensifying of the given concept is expressed by means of the adverb "very glad" [12], "very pleased" [13], "very pleased to meet" [13], "very well" [12], "very pleased" [13]. The next adverb or adjective that characterize and simultaneously intensify concept FRIENDSHIP in word groups is "real" or its interpretation "really": *'That's <u>really nice</u> of her* [15]. *A <u>real pleasure</u> teaching you* [12]. *I was getting <u>really worried</u>* [13]. Besides, less used, but nevertheless important intensifying adverb is "nice": *That's <u>really nice</u> of her* [15]. *It was a <u>nice feeling</u>* [15]. The adverb "best" is also essential for verbalization of concept FRIENDSHIP. However it is used not very often, but it is an integral part of actualization in the given discourse: *best friend* [15], *two best friends* [15].

Consequently, having analysed more than 150 examples we see that verbs and adverbs are key in verbalization of concept FRIENDSHIP in modern English fairy tale discourse. Word groups and set expressions are not so numerouss, but they also play essential role in forming of concept FRIENDSHIP and equals to more than 30 %.

Research of concept FRIENDSHIP includes a detailed description of its structure and elements. Having researched semantic field of concept FRIENDSHIP, we can make a conclusion that concept FRIENDSHIP has the following features: trust, honesty, stability, reliability, self-sustainability of a friend, mutual likeness, selectivity, altruism, equality (not

enmity), useful spiritual, emotional or material exchange, etc. Practical value of the research lies in detalization of concept FRIENDSHIP in English linguoculture that makes it easier for recipients of other linguocultures to perceive verbalization of this concept in English fairy tale discourse. We consider a detailed investigation of concept FRIENDSHIP and its verbalization in modern English discourse to be perspectives for further researches.

ВЕРБАЛІЗАЦІЯ КОНЦЕПТУ FRIENDSHIP В АНГЛОМОВНОМУ КАЗКОВОМУ ДИСКУРСІ (НА МАТЕРІАЛІ РОМАНІВ ДЖ. К. РОУЛІНГ «ГАРРІ ПОТТЕР»)

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У статті розглянуто особливості вербалізації концепту FRIENDSHIP у сучасному англомовному казковому дискурсі. В даному дослідженні вивчається термін концепт, його складова структура та функціональне значення в лінгвокультурі. Проаналізовано лінгвокогнітивну структуру концепту FRIENDSHIP та вербальні засоби його реалізації в англомовному лінгвокультурному просторі. Виділено лексичні одиниці, певні частини мови, неофіційні вирази, ідіоми, котрі відображають концепт FRIENDSHIP. Здійснено систематизацію засобів вербалізації в англомовному дискурсі.
Ключові слова: концепт, казковий дискурс, friendship, вербалізація.

ВЕРБАЛИЗАЦИЯ КОНЦЕПТА FRIENDSHIP В АНГЛОЯЗЫЧНОМ СКАЗОЧНОМ ДИСКУРСЕ (НА МАТЕРИАЛЕ РОМАНОВ ДЖ. К. РОУЛИНГ «ГАРРИ ПОТТЕР»)

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В статье рассматриваются особенности вербализации концепта FRIENDSHIP в современном англоязычном сказочном дискурсе. В данном исследовании изучается термин концепт, его составляющая структура и функциональное значение в лингвокультуре. Проанализированы лингвокогнитивная структура концепта FRIENDSHIP и вербальные способы его реализации в англоязычном лингвокультурном пространстве. Выделены лексические единицы, определенные части речи, неофициальные выражения, идиомы, которые отображают концепт FRIENDSHIP. Осуществлена систематизация способов вербализации в англоязычном дискурсе.
Ключевые слова: концепт, сказочный дискурс, friendship, вербализация.

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