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## Сравнительно-сопоставительный анализ концептов ИСТОРИЯ/HISTORY на материале лексикографического дискурса

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**Аннотация.** Целью исследования является построение модели сравнительного исследования репрезентаций концептов в русском и в английском лексикографическом дискурсе. Научная новизна состоит в том, что в работе впервые предпринимается попытка сравнительно-сопоставительного анализа ядерных и периферийных признаков русского и английского концептов ИСТОРИЯ/HISTORY на материале лексикографического дискурса. Данные, полученные из этимологических и толковых словарей, позволили выделить основные признаки концептов. Периферийные зоны, отмеченные в ходе изучения отобранного материала, были проверены с помощью ассоциативных словарей. На первом этапе изучения особенностей формирования концептов было выявлено их социокультурное восприятие. На втором этапе были определены периферийные признаки, отражающие когнитивный аспект восприятия, а изучение сочетаемости имен концептов охарактеризовало их с коммуникативной и прагматической сторон. В результате была предложена модель исследования, которая позволила представить структуру русского и английского концептов ИСТОРИЯ/HISTORY, выделить ключевые сходства и различия и рассмотреть особенности восприятия концептов в разных культурах.

EN

## Comparative analysis of the concepts ИСТОРИЯ/HISTORY on the material of lexicographic discourse

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**Abstract.** The aim of the research is to construct the model of a comparative study of the concept representation in Russian and English lexicographic discourse. The scientific novelty of the research lies in the fact that it was the first attempt to make the comparative analysis of the core and peripheral features of the Russian and English concepts ИСТОРИЯ/HISTORY using lexicographic discourse. The material for the research was obtained from etymological and explanatory dictionaries that allowed characterizing the core features of the concept names as well as verifying their periphery zones through the associative dictionaries. At the first stage, the socio-cultural perception was revealed through the study of the concept formation. At the second stage, the peripheral features presenting the cognitive aspect were identified via dictionary entries analysis. At the next stage, the compatibility of the concept names was characterised according to their communicative and pragmatic sides. As a result, the authors modeled the overall structure of the Russian and English concepts ИСТОРИЯ/HISTORY, established their similarities and differences and highlighted various aspects of the concept perception depending on the culture.

### Introduction

Modern linguistics requires an up-to-date study of key concepts that reveals the perception of reality by a society. The relevance of the research is explained by the fact that in any culture the categorisation of objects and events forms the system of concepts, verbalised in language, which can be considered a key to the interpretation of human thinking. To understand the structure and dynamics of human concepts, how such concepts combine and how meaning is expressed by such concepts, is one of the challenges of scientists studying the human mind (Aerts, Gabora, Sozzo, 2013).

For comparative analysis, the Russian and English concepts ИСТОРИЯ/HISTORY were chosen. Such choice is explained by the following reasons. On the one hand, it is a key concept that determines the existence of humanity. We should know who we are and understand our past, as history explores what was before us and prevents from future mistakes. On the other hand, it preserves the eternal human values, which we learn through deep analysis of various historical facts.

So, the main tasks of the research are:

1. To identify the core and peripheral features of the Russian and English concepts ИСТОРИЯ/HISTORY in lexicographic discourse.

2. To verify the peripheral features of the studied concepts via data presented in associative dictionaries.

3. To highlight similarities and differences of the Russian and English concepts ИСТОРИЯ/HISTORY.

In order to fulfil the stated tasks, the following methods of research are selected:

1. The formation of the concept and its initial features are viewed through the method of historical-etymological analysis aimed at determining the origin of the concept name and identifying its primary meaning. The study of the dictionary entries characterizing the concept name is used for verifying the most important features in synchrony. This analysis allows establishing a system of relevant features that form the concept core.

2. Lexicographic discourse makes it possible not only to reveal the most relevant features of the concept core but also to determine its periphery. The lexicographic and semantic analysis of the sources (Русский ассоциативный словарь. URL: <http://www.thesaurus.ru/dict/index.php>; Kiss G., Armstrong C., Milroy R. The Associative Thesaurus of English. Edinburgh: University of Edinburgh, МНО Speech and Communication Unit, 1972) helps to identify the deep, subconscious, associative links of words that verbalize the concept. Through the analysis of data, it is possible to determine the evaluative elements of the concept content.

3. The complete structure of the concept is modeled using the method of conceptual analysis, which includes the study of the compatibility of the concept name and the study of explicitly and implicitly presented information concerning the concept in lexicographic discourse. The comparative analysis allows identifying and describing in detail the common and distinctive features of the Russian and English concepts ИСТОРИЯ/HISTORY for determination of their socio-cultural components.

The material for the research was taken from the following dictionaries: Алабугина Ю. В., Глинкина Л. А., Шагалова Е. Н. Новый толковый словарь русского языка для всех, кто хочет быть грамотным. М.: АСТ, 2014; Александрова З. Е. Словарь русских синонимов: практический справочник. М.: Русский язык, 2005; Большой толковый словарь русского языка / отв. ред. С. А. Кузнецов. СПб.: Норинт, 2000; Горбачевич К. С. Словарь эпитетов русского языка. СПб.: Норинт, 2002; Дмитриев Д. В. Толковый словарь русского языка. М.: Астель; АСТ, 2003; Ефремова Т. Ф. Новый словарь русского языка. Толково-словообразовательный: в 2-х т. М.: Русский язык, 2000. Т. 1; Крылов Г. А. Этимологический словарь русского языка. СПб.: Виктория Плюс, 2008; Мудрова А. Ю. Словарь синонимов русского языка. М.: Центрополиграф, 2009; Ожегов С. И., Шведова Н. Ю. Толковый словарь русского языка. М.: ТЕМП, 2006; Словарь сочетаемости слов русского языка / под ред. А. С. Гавриловой. М.: Аделант, 2014; Словарь сочетаемости слов русского языка / под ред. П. Н. Денисова, В. В. Морковкина. М.: Русский язык, 1983; Ушаков Д. Н. Толковый словарь русского языка. 2001. URL: <https://ushakovdictionary.ru>; Шушков А. А. Толково-понятийный словарь русского языка. М.: Астель, 2003; Cambridge Dictionary. URL: <https://dictionary.cambridge.org>; Collins Cobuild English Dictionary for Advanced Learners. L. – Glasgow: Collins, 2001; Collins Cobuild Essential English Dictionary. L. – Glasgow: Collins, 1988; Collins Thesaurus. URL: <https://www.collinsdictionary.com/dictionary/english-thesaurus>; The Concise Oxford Dictionary of Current English / ed. by H. W. Fowler, J. B. Sykes. Bombay: Oxford University Press, 1988; English Synonym Dictionary Thesaurus. URL: <https://www.thesaurus.com>; Longman Dictionary of Contemporary English. Moscow: Russkii yazik, 1992; Macmillan Dictionary. URL: <https://www.macmillandictionary.com>; Online Etymology Dictionary. URL: <https://www.etymonline.com>; Online English Synonym Dictionary. URL: <http://www.synonymy.com>; Oxford Advanced Learner's Dictionary of Current English / ed. by A. S. Hornby. Oxford: Oxford University Press, 1998; Webster's Revised Unabridged Dictionary. URL: <http://www.finedictionary.com>.

Concepts fascinated scholars for a long time, that is why there are different understandings of this term in scientific literature. Therefore, the works of various prominent scholars devoted to the concept interpretation served as the theoretical background for the article (Карасик, Слышкин, 2001; Маслова, 2004; Плотнокова, 2014; Hurtado-de-Mendoza, Molina, Fernández-Dols, 2012; Sinha, 2000).

The integrative understanding of concept presents it as “a conditional mental unit aimed at a comprehensive study of language, consciousness and culture” (Карасик, Слышкин, 2001, p. 75). Thus, a concept appearing in human mind is determined by culture and verbalized in a language which expresses the peculiarities of the world vision by a society. Language becomes a tool that helps to transfer the content of concepts not only from a person to a person but also from a generation to a generation. This position is accepted by linguists, as language affects and reflects culture just as culture affects and reflects what is encoded in language (Jackson, 2014; Dicks, 2018). The understanding of a concept as a unit of thought is originated as the result of knowledge quantification and categorization. It comes from the idea that a concept is a universal and individual mental entity, the formation of which is determined by the form of abstraction (Sinha, 2000). Therefore, it is obvious that the study of concepts is one of the most important research directions in modern linguistics.

Linguists noted that the structure of a concept has a core and peripheral zones. V. A. Maslova believes that the structure of a concept can be represented as a circle, in the centre of which there is the main content (core), and everything that is brought in by the national culture and personal experience is located on the periphery (Маслова, 2004). Concepts represented with the help of a language are recorded and systematized in various dictionaries, which describe different aspects of concept representation. However, the subsequent study of different dictionary entries gives the opportunity to investigate and describe how language units change or maintain their structure over time.

The analysis of dictionary entries allows extracting cultural peculiarities of concepts. That is why it seems possible to model the complete structure based on the concept verbalization in lexicographic discourse. Moreover, lexicographic analysis broadens the scope of multicultural research and stands out as a promising tool to visualize and represent everyday concepts (Hurtado-de-Mendoza, Molina, Fernández-Dol, 2012). Lexicographic discourse is defined by A. M. Plotnikova as a type of communicative interaction, in which the meanings of words are displayed as quanta of knowledge about the world implemented in dictionary entries. She also notes that modern lexicographic discourse can be viewed in socio-cultural, cognitive and communicative-pragmatic aspects (Плотникова, 2014).

The practical value of the research is explained by the fact that every nation has its own evolution, which is caused by historical, cultural, and economic factors. As a result, representatives of different cultures conceptualize reality in their own way and reflect it in their language (Dodd, 2017). Therefore, the findings of the research can be successfully applied in various courses devoted to intercultural communication, lexicology, comparative and historical analysis.

## Discussion and results

The name of the Russian concept ИСТОРИЯ comes from Greek *ιστορία* – ‘study; knowledge’ (Крылов, 2008). History is one of the oldest sciences, which helps to consider the activity of humanity for millennia. The etymology of the concept name corresponds with the understanding of history by Russian historians. V. O. Klyuchevsky thought that the subject of history was the inheritance, the lesson, the eternal law (Ключевский, 1993). Without knowledge of history, we must admit ourselves to be coincidences, not knowing how and why we came to the world. So, the primary feature of the concept ИСТОРИЯ is *study, knowledge*.

The analysis of dictionary entries of the concept name shows that the profiling definitions are ‘the past kept in the memory of mankind’ and ‘the process of nature and society development’, which are mentioned in 7 out of 9 dictionaries (Словарь сочетаемости..., 1983; Ефремова, 2000; Большой толковый словарь..., 2000; Ушаков, 2001; Дмитриев, 2003; Ожегов, Шведова, 2006; Алабугина, Глинкина, Шагалова, 2014). The frequency of mentioning the definition in dictionaries allows subsuming the verbalized features to the core ones. In addition, the analysis of definition content permits to highlight key elements in it. The word *past* indicates the long existence of the concept and verbalizes the core feature – *past*. The word group *the process of development* actualizes one more feature and indicates the infinity of history and its constant evolution.

The second common group of definitions relates to the etymology of the concept name and the primary feature. *Study and knowledge* lead to the formation of *science*. Dictionary entries verbalize two features related to science: ‘the science of the mankind past’ and ‘the science of the development of the field of a science’. These definitions are mentioned in 6 dictionaries out of 9 and name core features – *the science of past and the science of development* (Словарь сочетаемости..., 1983; Ефремова, 2000; Большой толковый словарь..., 2000; Дмитриев, 2003; Ожегов, Шведова, 2006; Алабугина, Глинкина, Шагалова, 2014).

One more feature of the concept ИСТОРИЯ is verbalized in explanatory dictionaries through the synonyms – *narration, story, description* (Ефремова, 2000; Большой толковый словарь..., 2000; Дмитриев, 2003; Ожегов, Шведова, 2006; Алабугина, Глинкина, Шагалова, 2014). The concept in this meaning is the delivery of knowledge as a literary work – *story*. The features that are least often actualized in lexicographic discourse are revealed through the definitions ‘*academic subject*’ (Ефремова, 2000; Ожегов, Шведова, 2006) and ‘*human memory of the past*’ (Ушаков, 2001). In these features, the connection with the primary feature *knowledge* is also traced. In the first case, it is delivered through the classes; in the second case, it is stored in human memory. These definitions are not frequent; therefore, they verbalize the concept periphery.

To understand the development of the concept ИСТОРИЯ in Russian culture, we define various language expressions of the concept name. In the Dictionary of Russian Synonyms, synonymic row is quite limited, and the words actualize the concept features named above: *past, story, incident* (Александрова, 2005). The identical synonymic rows verbalizing the same features are presented in the dictionaries (Мудрова, 2009; Словарь синонимов..., 2014). The words can be grouped according to the verbalized features: *past* – tradition; *story* – narration, description, epic, novel, essay, tale, chronicle, annals; *incident* – unpleasant event, occurrence, episode, fact, case, casus, acts and *scandal* – outrage (Мудрова, 2009; Словарь синонимов..., 2014). A large number of words naming the concept indicates its importance for representatives of culture and emphasizes the belonging of the listed features to the concept core.

At the next stage of the research, the data of the Russian Associative Dictionary are analysed. The multifunctional web system of this dictionary provides a wide range of opportunities that include the list of responses to the studied stimuli and the general characteristics of the interviewees that took part in the experiment: gender, age, occupation, residence. Thus, the Russian Associative Dictionary gives the following associative field of the concept ИСТОРИЯ: *love (46), CPSU (44), USSR (42), medical history (26), of life (18), story (14), of parties (13), of the country (13), textbook (13), science (11), long (10), of states (9), geography (8), terrible (8), of the city (7), Russian (7), of one city (6), Russia (6), with geography (6), sad (5), interesting (5), subject (5), cheerful (4), ancient (4), interest (4), our (4), Fatherland (4), repeats (4), past (4), fairy tale (4), funny (4), school (4), antiquity (3), life (3), of people (3), Middle Ages (3), Stalin (3), lesson (3), teacher – male (3), infinite (2), disease (2), centuries (2), universal (2), stupid (2), state (2), Ancient world (2), of soul (2), hushes (2), art (2), map (2), of the region (2), lies (2), favourite (2), world (2), uncertainty (2), extraordinary (2), new (2), of the society (2), ordinary (2), usual (2), of the past (2), Motherland (2), of Motherland (2), nasty (2), situation (2), of creation (2), country (2), strange (2), theory (2), teacher – female (2), facts (2), of the humanity (2), A. Nevsky, algebra,*

*archeology, endless, conversation, large, letters, was, century, Great Patriotic War, eternal, thing, wars, time span, everything that was before, various, stuff, geometry, deep into, silly, of Greeks, sin, Greece, far, date, detective, Old Russia, Old Russian, rubbish, we don't have it, pathetic, women, forgotten, forgotten people, mystery, entertaining, complicated, knowledge, from life, very interesting, hysteria, class room, China, book, company, finite, which, red, beauty, brief, crusade, cult of personality, course, beloved, love, human, Maradona, Marx, Medvedev, medicine, of medicine, events, myth, many, fashion, my life, my, nonsense, the newest, people, people's, science of life, science of the past, science, sensational, not repeated, not forgotten, unfinished, unpleasant, not easy, confusion, about a lady, about love, communication, social science, of one crime, of one person, of one love, experience, native, of falling, monument, memory, party, repeated, will show, vices, cautionary, poetry, truthful, ancestors, unpleasant, professor, adventure, simple, controversial, development, different, to understand, tells, revolution, Rome, Roman, of native land, growth, of your life, I wish to pass it, seminar, scandal, boring, boring at school, event, advice, Soviet Union, modern, medieval, middle, old, very old, statistics, moan, fear, fate, fates, secrets, of a comrade, foggy, dark, heavy, silent, study, history textbook, to study, factory, physics, philology, philosophy, good, stores, civilization, civilizations, human's, something incomprehensible, schools, classrooms, a school teacher, joke, the greatest science, humorous.*

The associative field of the image ИСТОРИЯ consists of 610 answers, with 233 different responses, where the diversity coefficient ( $K_p$ ) equals 0.38 ( $K_p$  was calculated according to the formula:  $K_p = B : A$ , where A is the number of reactions, B is the number of different reactions).

We classified the given reactions according to contiguity, similarity, syncretic and mediated ones. Contiguity reactions are the associative pairs that do not have common essential features in content. A variety of these associations comprises the so-called thematic associations: CPSU (44), USSR (42), story (14), Fatherland (4), life (3), Middle Ages (3), Stalin (3), centuries (2), state (2), Ancient world (2), map (2), world (2), Motherland (2), theory (2), country (2), facts (2), Nevsky, century, Great Patriotic War, wars, date, Old Russia, knowledge, book, crusade, human, Maradona, Marx, Medvedev, myth, people, ancestors, revolution, Soviet Union, civilization, civilizations. The similarity of verbal associations (similarity of lexical meanings) implies the presence of common semes. Generally, this group includes verbal associations of metaphorical type. Thus, these answers are subdivided into classification and determination groups:

- classification reactions: *past (4), antiquity (3), time span, everything that was before.*
- determination reactions:
  - o attributive: *long (10), terrible (8), Russian (7), sad (5), interesting (5), cheerful (4), ancient (4), our (4), funny (4), infinite (2), universal (2), stupid (2), favourite (2), extraordinary (2), new (2), ordinary (2), usual (2), nasty (2), strange (2), eternal, various, silly, endless, large, far, Old Russian, pathetic, forgotten, entertaining, complicated, very interesting, finite, red, brief, the newest, people's, sensational, not repeated, not forgotten, unfinished, unpleasant, not easy, native, repeated, cautionary, truthful, unpleasant, of forgotten people, simple, controversial, different, Roman, boring, boring at school, modern, medieval, middle, old, very old, foggy, dark, heavy, silent, good, human's, something incomprehensible, humorous;*
  - o verbal: *repeats (4), hushes (2), lies (2), was, will show, to understand, tells, to study, stores;*
  - o prepositional: *deep into, from life;*
  - o adverbial: *many;*
  - o relative pronoun / conjunctive: *which.*

Syncretic reactions are the associations where the relations between the stimulus word and responses are vague: *of life (18), of parties (13), of states (9), of the city (7), of one city (6), of people (3), of soul (2), of the region (2), of the society (2), of the past (2), of Motherland (2), of creation (2), of the humanity (2), of Greeks, of medicine, of one crime, of one person, of one love, of falling, of native land, of your life, of a comrade.*

In addition, we distinguish the mediated answers in which the response has no direct relation with the word-stimulus. The relation with the stimulus can be viewed only through a third, not formally expressed member. Schematically, the relation in this case is represented as S (word-stimulus) – R (reaction): *love (46), beloved, love, about a lady, about love; [through medicine] medical history (26), disease (2), medicine; [through education or science] textbook (13), science (11), geography (8), with geography (6), subject (5), school (4), lesson (3), teacher – male (3), teacher – female (2), algebra, archeology, geometry, class room, course, science of life, science, social science, science of the past, professor, seminar, study, history textbook, physics, philology, philosophy, schools, the greatest science, classrooms, a school teacher; [through important historical events] Russia (6), Greece, China, cult of personality, Rome; [through personal perception] interest (4), fairy tale (4), situation (2), uncertainty (2), letters, thing, stuff, sin, detective, rubbish, we don't have it, mystery, hysteria, beauty, my life, my, nonsense, confusion, vices, adventure, I wish to pass it, scandal, moan, fear, fate, fates, secrets, joke; [through social activity] art (2), conversation, women, company, events, fashion, communication, experience, monument, memory, poetry, development, growth, event, advice, statistics, factory.* The placement of responses according to the level of relations between the elements of various associative pairs is illustrated in Table 1.

The given reactions are determined by the lexico-grammatical features of the word-stimulus, as nominative and attributive reactions prevail over other types of associations. Syncretic reactions take 13% of the total number of associations and reflect various types of historical aspects. Contiguity and similarity responses have an approximately equal percentage with 26% for thematic answers and 24% for the associations of metaphorical 1.5% or epithet 22.5% types. At the same time, mediated answers constitute the largest group that reveals links of the studied image with medicine, education and social activities. Thus, we can conclude that the Russian concept ИСТОРИЯ is connected not only with the associations that possess common semes or have close thematic relations but also reflect different aspects of social activities.

**Table 1.** Placement of responses according to the level of relations

Level of relations			Percentage	
Contiguity reactions			26%	
Similarity reactions	classification reactions		1.5%	
	determination reactions	attributive	19.8%	22.5%
		verbal	2%	
		prepositional	0.3%	
		adverbial	0.2%	
	relative pronoun / conjunctive	0.2%		
Syncretic reactions			13%	
Mediated answers		through love story	8.2%	37%
		through medicine	5%	
		through education or science	13%	
		through historical events	1.8%	
		through personal perception	6%	
		through social activity	3%	

We should note that the lexicographic discourse of the Russian Associative Dictionary is largely consistent with dictionary definitions of explanatory dictionaries. Such features as *past* (antiquity, time span), *story* (fairy tale, letters), *academic subject* (history textbook, lesson) etc. are verbalized. However, associative data allow, on the one hand, correcting the explanatory description of the concept ИСТОРИЯ, and, on the other hand, identifying the evaluative component in its content.

Therefore, at the next stage of the analysis, the responses are classified according to semantic field grouping. Within each semantic group, we distinguish positive, neutral and negative answers based on their lexico-semantic analysis.

- Semantic field of historical facts and institutions:
  - o positive – *Fatherland (4), Motherland (2), Great Patriotic War;*
  - o neutral – *CPSU (44), USSR (42), Middle Ages (3), state (2), Ancient world (2), country (2), Soviet Union, civilization, civilizations;*
  - o negative – *wars, crusade, the cult of personality, revolution.*
- Semantic field of medicine:
  - o positive – no reactions;
  - o neutral – *medical history (26), medicine;*
  - o negative – *disease (2).*
- Semantic field of love story:
  - o positive – *love (46), beloved, love;*
  - o neutral – *about a lady, about love;*
  - o negative – no reactions.
- Semantic field of social activities:
  - o positive – no reactions;
  - o neutral – *situation (2), conversation, events, communication, experience, memory, development, growth, event, advice, statistics, factory;*
  - o negative – no reactions.
- Semantic field of human creation:
  - o positive – no reactions;
  - o neutral – *story (14), a fairy tale (4), art (2), map (2), theory (2), book, fashion, monument, poetry, letters, the detective;*
  - o negative – no reactions.
- Semantic field of characteristics:
  - o positive – *interesting (5), cheerful (4), our (4), funny (4), extraordinary (2), pathetic, entertaining, humorous, truthful, very interesting, good, native;*
  - o neutral – *of life (18), of parties (13), of the country (13), long (10), of states (9), of the city (7), Russian (7), of one city (6), ancient (4), of people (3), infinite (2), universal (2), of soul (2), of the region (2), new (2), of the society (2), ordinary (2), usual (2), of the past (2), of Motherland (2), of creation (2), strange (2), of the humanity (2), endless, large, eternal, various, deep into, of Greeks, far, Old Russian, different, Roman, of native land, of your life, modern, medieval, middle, old, very old, of a comrade, silent, human's, from life, finite, which, red, brief, of medicine, many, the newest, people's, sensational, not repeated, not forgotten, unfinished, not easy, of one crime, of one person, of one love, of falling, repeated;*
  - o negative – *terrible (8), sad (5), stupid (2), nasty (2), silly, foggy, dark, heavy, boring, boring at school, something incomprehensible, unpleasant, forgotten, complicated, unpleasant, controversial, cautionary.*
- Semantic field of education:
  - o positive – *the greatest science;*
  - o neutral – *textbook (13), science (11), geography (8), with geography (6), subject (5), school (4), lesson (3), teacher – male (3), teacher – female (2), geometry, classroom, course, the science of life, science of the past, science, social science, archeology, professor, seminar, study, history textbook, physics, philology, philosophy, schools, classrooms, a school teacher;*
  - o negative – no reactions.

- Semantic field of personal perception:
  - o positive – *interest (4), mystery, beauty, adventure, joke;*
  - o neutral – *we don't have it, my life, my, I wish to pass it, secrets, fate, fates;*
  - o negative – *uncertainty (2), stuff, sin, rubbish, hysteria, nonsense, confusion, vices, scandal, moan, fear.*
- Semantic field of actions:
  - o positive – no reactions;
  - o neutral – *repeats (4), hushes (2), was, will show, understand, tells, stores, to study;*
  - o negative – *lies (2).*
- Semantic group of related answers:
  - o positive – no reactions;
  - o neutral – *past (4), antiquity (3), life (3), centuries (2), world (2), facts (2), thing, century, time span, everything that was before, date, women, knowledge, company, human, myth, people, ancestors;*
  - o negative – no reactions.
- Semantic field of proper names: *Stalin (3), Nevsky, Maradona, Marx, Medvedev.*
- Semantic field of countries: *Russia (6), Greece, Old Russia, China, Rome.*

**Table 2.** Semantic group ranking

No.	Semantic group	Percentage		
1	Semantic field of characteristics	positive	4%	35%
		neutral	26%	
		negative	5%	
2	Semantic field of historical facts and institutions	positive	1%	17.8%
		neutral	16%	
		negative	0.8%	
3	Semantic field of education	positive	0.1%	12.1%
		neutral	12%	
		negative	-	
4	Semantic field of love story	positive	8%	8.3%
		neutral	0.3%	
		negative	-	
5	Semantic field of medicine	positive	-	5.3%
		neutral	5%	
		negative	0.3%	
6	Semantic field of human creation	positive	-	4.9%
		neutral	4.9%	
		negative	-	
7	Semantic group of related answers	positive	-	4.6%
		neutral	4.6%	
		negative	-	
8	Semantic field of personal perception	positive	1.3%	4.6%
		neutral	1.3%	
		negative	2%	
9	Semantic field of actions	positive	-	2.3%
		neutral	2%	
		negative	0.3%	
10	Semantic field of social activities	positive	-	2.3%
		neutral	2.3%	
		negative	-	
11	Semantic field of countries	neutral	1.7%	
12	Semantic field of proper names	-	1.1%	

The semantic fields that comprise the associative core of the concept ИСТОРИЯ are the semantic fields of characteristics, historical facts, and education. These groups of answers coincide with the results of the definitional analysis. For example, the feature *story* is verbalized in the semantic field of human creation, the features *academic subject, the science of past and the science of development* are actualized in the semantic field of education and so on. At the same time, we should conclude that the studied concept possesses the dynamic component of its lexico-semantic characteristics and pragmatic markers that are actualized through other semantic groups and contents. Table 2 contains information on the evaluative components of the concept. The percentage of positive, neutral, and negative reactions is 14.4%, 77.2%, and 8.4%, respectively. The evaluative components of the Russian concept ИСТОРИЯ are presented in Figure 1.

The modeling of the Russian concept ИСТОРИЯ allows seeing its complete structure. The core features are: *study, knowledge; past; the process of development; the science of past and the science of development; story; incident and scandal.* The peripheral features are formed based on culture representatives' associations. Some of them are verbalized in dictionaries: *academic subject* and *human memory*, and some are identified when analyzing data from the associative dictionaries. Peripheral features can be relevant and spontaneous. If they are spontaneous, they suddenly arise in minds of natives and may have an indirect connection with the core. Associative features can be grouped according to the semantic field, and they are evaluative with the predominance of neutral ones.

## Russian concept ИСТОРИЯ

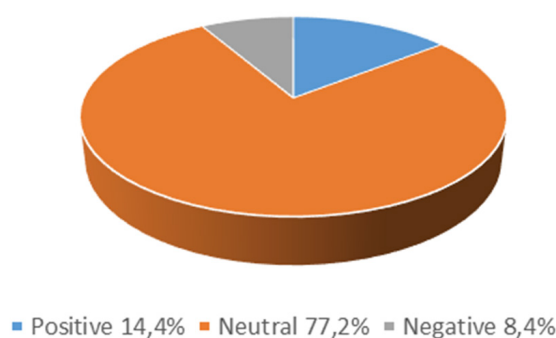


Figure 1. Evaluative components of the Russian concept ИСТОРИЯ

The study of the etymology or internal form of the English concept name HISTORY shows that it has the same origin as the Russian concept name (Online Etymology Dictionary). So, both concepts have the identical primary feature – *study, knowledge*.

The analysis of the dictionary entries of the concept name shows that the profiling definitions are ‘the past’, ‘events in the past’ ‘the time before the present’, which are verbalized in 8 dictionaries (Collins Cobuild Essential English Dictionary, 1988; The Concise Oxford Dictionary..., 1988; Oxford Advanced Learner’s Dictionary..., 1998; Cambridge Dictionary; Macmillan Dictionary; Longman Dictionary..., 1992; Webster’s Revised Unabridged Dictionary; Collins Cobuild English Dictionary..., 2001). These definitions explicitly and implicitly (a phrase – ‘*the time before the present*’) express the core feature – *past*. The definition ‘*the study of past events*’, mentioned in 4 dictionaries out of 8, is the explication of the primary feature pointing out what is studied (The Concise Oxford Dictionary..., 1988; Oxford Advanced Learner’s Dictionary..., 1998; Cambridge Dictionary; Macmillan Dictionary).

Studying history, people should record their knowledge and this feature is verbalized in the English concept HISTORY. The words *record* and *account* used in the definitions ‘methodical record of public events’, ‘a record or narrative description of the past event’, ‘a written account of past events’ represent the core feature – *record* (Collins Cobuild Essential English Dictionary, 1988; The Concise Oxford Dictionary..., 1988; Oxford Advanced Learner’s Dictionary..., 1998; Webster’s Revised Unabridged Dictionary; Collins Cobuild English Dictionary..., 2001).

In the next common group of definitions, the feature *academic subject* is actualized through the key words of the definitions: ‘subject studied at school, college, university’, ‘the discipline that records and interprets past events’ (Macmillan Dictionary; Webster’s Revised Unabridged Dictionary; Collins Cobuild Essential English Dictionary, 1988; Collins Cobuild English Dictionary..., 2001). History as an academic subject has always performed two important functions in any society. It ensured continuity in its development, establishing the connection between a younger generation and traditions, but also served as a powerful means of forming national identities.

In the structure of the English concept HISTORY, the opposite features are noted. The definitions ‘an event that is not relevant’ and ‘something that is not important now’ actualize the feature *something no longer important*, to which the feature *the important event* is opposed (Oxford Advanced Learner’s Dictionary..., 1998; Cambridge Dictionary; Longman Dictionary..., 1992; Collins Cobuild English Dictionary..., 2001). However, the feature *of the important event* is not a core one, as it is used only in one dictionary (Collins Cobuild Essential English Dictionary, 1988).

The definition ‘a long story including details’ is also mentioned in one dictionary, which indicates its belonging to the periphery (Longman Dictionary..., 1992). This feature was formed based on metonymy when characteristics of history were transferred to a literary work.

The defining of the language expression range of the studied concept allows understanding its development and relevance in English culture. The following synonyms are suggested in the English Synonym Dictionary Thesaurus for the concept name HISTORY: *past, antiquity, yesterday, ancient times, bygone times, days of old, days of yore, good old days, olden days*. The data from the Online English Synonym Dictionary and the Collins Thesaurus make it possible to expand the row: *annals, chronicle, account, memoir, record, story, relation, narrative, saga, recital, recapitulation, life story, biography, autobiography*. A significant number of synonyms for the concept name proves its relevance and importance for English culture. All synonyms verbalize the above-mentioned core features of the concept: *past* (past, antiquity, yesterday, ancient times, days of old, days of yore, good old days, olden days), *record* (annals, chronicle, account, memoir, record, recapitulation), *story* (story, narrative, saga, recital, life story, biography, autobiography), *something no longer important* (bygone times). However, the features ‘academic subject’ and ‘the important event’ have no language verbalization in the dictionaries of synonyms and thesauri, thus, they can be treated as periphery characteristics.

In the next step, we refer to the Associative Thesaurus of English (Kiss, Armstrong, Milroy, 1972). The statistics show the following results to the stimuli *history*: the total number of responses – 94, different responses – 53, responses with the frequency (1) – 37, the diversity coefficient – 0.56. The associated field can be presented by the following answers: *geography (16), book (7), lesson (5), ancient (3), past (3), time (3), bunk (2), bunkum (2), exam (2), French (2), horrible (2), me (2), Nelson (2), of (2), school (2), story (2), archaic, art, Boadicea, books, British, class, communism, date, dull,*

*economics, England, English, fail, France, future, Greece, has, is, king, kings, literature, long, mark, monarchy, mystery, nasty, natural, news, pain, repeats, rot, stories, subject, ugh, war, world, yesterday (1)* (Kiss, Armstrong, Milroy, 1972).

According to the relations between the elements of the associated pairs, the presented answers are grouped in the following way:

- contiguity reactions – *book (7), Nelson (2), story (2), Boadicea, king, kings, monarchy, stories, war, communism, books, future, news;*
- classification reactions – *time (3), past (3), date;*
- determination reactions:
  - attributive: *ancient (3), French (2), horrible (2), archaic, British, English, dull, long, nasty, natural, rot, world;*
  - verbal: *has, is, repeats;*
  - prepositional: *of (2);*
  - interjectional: *ugh.*
- syncretic reactions – *yesterday* [combination of contiguity, classification and determination relations];
- mediated reactions – [through school and education] *geography (16), lesson (5), exam (2), school (2), subject, mark, class, literature (as a school subject);* [through social activity] *literature (as a product of activity), art, economics;* [through personal perception] *bunkum (2), me (2), pain, fail, mystery;* [through the phraseological unit “*Live the present not the past*”] *bunk (2);* [through the important historical events] *England, France, Greece.*

The percentage distribution of the data is illustrated in Table 3.

**Table 3.** Placement of responses according to the level of relations

Level of relations			Percentage	
Contiguity reactions			22.3%	
Similarity reactions	classification reactions		7.4%	
	determination reactions	attributive	16.7%	23%
		verbal	3.2%	
		prepositional	2.1%	
		interjectional	1%	
Syncretic reactions		1%		
Mediated answers	through school and education		30.4%	46.3%
	through social activity		3.2%	
	through personal perception		7.4%	
	through the phraseological unit		2.1%	
	through the historical events		3.2%	

Mediated answers comprise the largest group, where the reactions through school and education prevail. Within similarity reactions, distribution responses take 23%, classification ones take 7.4%. Contiguity reactions constitute the third main group, while syncretic answers turned to be not typical for the studied concept. The presented data show that the majority of answers correlate with the main features of the English concept HISTORY. For example, synonyms of the concept name (past, time, yesterday) stand out among associations; other answers verbalize such features as *an academic subject* (lesson, school), *story* (book, literature) and so on. The determination associations with identified core features do not intersect, which means that they represent the peripheral features of the concept. Therefore, we can conclude that the English concept HISTORY has various connections with different mental entities in minds of society representatives. So, it is necessary to study the nuclear and peripheral areas of concepts on the basis of semantic grouping.

- Semantic field of education:
  - positive – no reactions;
  - neutral – *geography (16), lesson (5), exam (2), school (2), mark, subject, class, economics;*
  - negative – no reactions.
- Semantic field of social activities:
  - positive – no reactions;
  - neutral – *book (7), story (2), books, art, stories, literature;*
  - negative – no reactions.
- Semantic field of characteristics:
  - positive – no reactions;
  - neutral – *ancient (3), French (2), British, English, archaic, long, natural;*
  - negative – *horrible (2), dull, nasty.*
- Semantic field of countries (3%): *England, France, Greece.*
- Semantic field of historical events and people (5%):
  - positive – no reactions;
  - neutral – *communism, monarchy, king, kings;*
  - negative – *war.*
- Semantic field of personal answers:
  - positive – no reactions;



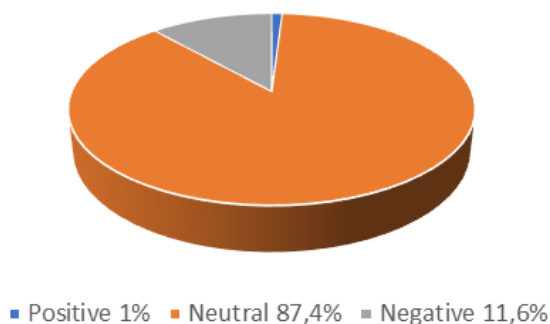
- neutral – *me (2), of (2)*;
  - negative – *bunkum (2), ugh, pain, rot*.
- Semantic field through the phraseological unit: *bunk (2)*.  
 Semantic field of proper names: *Nelson (2), Boadicea*.  
 Semantic group of related answers:
- positive – *mystery*;
  - neutral – *past (3), time (3), date, world, future, news, yesterday*;
  - negative – *fail*.
  - Semantic field of actions: *has, repeats (3%)*.

**Table 4.** *Semantic group ranking*

No.	Semantic group	Percentage	
		positive	neutral
1	Semantic field of education	positive	-
		neutral	29.9%
		negative	-
2	Semantic field of characteristics	positive	-
		neutral	10.7%
		negative	4.3%
3	Semantic field of social activities	positive	-
		neutral	14.8%
		negative	-
4	Semantic group of related answers	positive	1%
		neutral	11.7%
		negative	1%
5	Semantic field of personal answers	positive	-
		neutral	4.3%
		negative	5.3%
6	Semantic field of historical events and people	positive	-
		neutral	4.3%
		negative	1%
7	Semantic field of actions	neutral	3.2%
8	Semantic field of countries	neutral	3.2%
9	Semantic field of proper names	neutral	3.2%
10	Semantic field through the phraseological unit	neutral	2.1%

Table 4 presents the main semantic fields constructing the core: the semantic fields of education, characteristics, social activities. The same semantic components were revealed in the process of lexicographic discourse analysis based on dictionaries. For example, the feature *academic subject* is verbalized in the semantic field of education, the feature *story* is actualized in the semantic field of social activities and so on. At the same time, through the given data, new peripheral zones are activated that illustrate various external links of the English concept HISTORY. That is the semantic fields of countries, historical events, and people. Table 4 also contains information on the evaluative components of the concept. The percentage of positive, neutral, and negative reactions is 1%, 87.4%, and 11.6%, respectively. The evaluative components of the English concept HISTORY are presented in Figure 2.

### English concept HISTORY



**Figure 2.** *Evaluative components of the English concept HISTORY*

The complete structure of the English concept HISTORY includes the core features: *study, knowledge; past; record; academic subject; story; something no longer important*. The peripheral features are formed based on culture representatives' associations. One of them is verbalized in the Longman Dictionary: *the important event*, and some

are identified when analyzing data from the Associative Thesaurus of English. All the associations are grouped according to the semantic field, and the analysis of the evaluation component shows the prevalence of neutral ones.

To sum up the research findings, it can be said that the Russian concept ИСТОРИЯ and the English concept HISTORY have some common features: *past, story, academic subject*. However, as these concepts were formed under the influence of different historical, economic, and social environment, they also possess some differentiation features.

## Conclusion

In conclusion, we can state that based on the dictionary entries and associative lexicographic discourse analysis, various similarities and differences of the Russian and English concepts can be highlighted. Firstly, the concepts have the same etymology, and their primary feature coincides. Secondly, their core features also have several similarities. For example, history is the *past* and the *story* for representatives of both cultures. It is an *academic subject*, but this feature is a core one for Russian culture and a peripheral one for English culture. However, some features of the concepts do not completely match. History is the *record* and *something no longer important* for English speaking people, but it is the *process of development*, the *science of past* and the *science of development* for Russians. Besides, core features with negative connotations are detected in the structure of the Russian concept (*incident, scandal*), while no such features were detected in the English one.

The analysis of associative dictionaries reveals the periphery of the concepts. According to the level of relations in each group, mediated answers take the leading position, where the reactions related to education and science prevail over other responses. At the same time, the distribution of the reactions through other connections, as well as their percentage, is not identical. Contiguity reactions constitute the second largest group for the Russian concept, however, for the English one, thematic responses give way to similarity answers. Also, the percentage of these two groups related to various cultures has slight deviations. Within similarity reactions, classification responses are more typical for the English concept than for the Russian one. While determination reactions in both cultures are constructed mostly through attributive answers. Syncretic reactions got the lowest percentage in each lexicographic discourse, although it should be said that they are practically not presented in the Associative Thesaurus of English (1%) in contrast with 13% in the Russian Associative Dictionary.

The study of the semantic fields of the concepts shows some common fields: the semantic fields of education and characteristics. At the same time, other components of the analyzed concepts vary. Semantic group ranking shows that the Russian concept ИСТОРИЯ is wider than the English one. Within the peripheral zones, some common groups of responses can be observed: the semantic fields of personal perception, actions, countries, and proper names. However, the inner components of the mentioned groups are different. English lexicographic discourse is characterized by neutral and negative answers with no positive reactions while for the Russian Associative Dictionary, positive and neutral answers are more typical. Also, we can distinguish the differences in the semantic fields of countries and proper names that are mostly caused by the geographical position of Russia and England and the influence of this or that person on the history. Concerning some other differences, the Russian concept also can be described through the semantic fields of medicine and human creations, which are not presented in the Associative Thesaurus of English.

The offered model of concept structure analysis creates prospects for further studies of human consciousness in diachronic and synchronic aspects. Concepts are mental units formed around the most significant notions, and the study of their structure allows finding the history of their creation and the formation of their core and peripheral features.

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