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**NOMINATIVE-PHRASEOLOGICAL CONSTRUCTING OF THE CONCEPT *BREXIT* IN THE ENGLISH LANGUAGE INTERNET DISCOURSE**

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**CONTENT**

INTRODUCTION………………………………………………………...……3

PART 1. THE PROBLEM OF CONCEPT IN MORDEN LINGUISTICS……6

1.1. The definition of concept…………………………………………………..6

1.2. The types of concepts and their structure………………………………...12

1.3. Concept and language picture of the world………………………………19

Conclusions to Part 1………………………………………………………….30

PART 2. FEATURES OF THE NOMINATIVE-PHRASEOLOGICAL REPRESENTATION OF THE BREXIT CONCEPT IN INTERNET NEWS……...31

2.1. Isolation of the body of nominative units for the verbalization of the concept……………………………………………………………………………….31

2.2. Structuring the nominative body of units verbalizing the concept……….33

2.3. Methodology for selecting phraseological units related to the Brexit concept……………………………………………………………………………….48

Conclusions to Part 1………………………………………………………….62

CONCLUSION……………………………………………………………….63

REFERENCES………………………………………………………………..67

**INTRODUCTION**

In the second half of the last century language as an active mediator between the world of reality and human consciousness comes into view of many experts adjacent to the linguistics disciplines: logicians, anthropologists, psychologists, etc. It proves the fact that the solution of numerous fundamental questions (the question of categorization of the world, the relation between language and thinking) can’t be found within any separately taken science. In this regard, within the anthropocentric paradigm of modern linguistics we can find some promising areas: cognitive linguistics (G.I.Berestiyev, N.N.Boldyrev, V.Z.Demianko, E.S.Kubryakova, John Lakoff , Z.D.Popova, E.V.Rahylina, I.A.Stersh), psycholinguistics (A.A.Leontyev), ethnolinguistics (A.S.Gerd, N.I.Tolstoy), etnohermenevtics (E.A.Pimenov, M.V.Pimenov).

Despite the diversity of the disciplines, all of them are the result and the accumulation of the ideals which were expressed by such philosophers of language as W.Humbolt, L.Weissberg, L.Wittgenstein, A.A.Potebnya, E.Sapir, B.Wharf. These disciplines are focused on the study of extra-linguistic realities through the world prism.

One of the main purposes of language description is the investigation of linguistics worldview. Language is considered to be one of the means of formation and incarnation of the knowledge about the world, both inner and outer.

The central term in the study of linguistic worldview is the concept that attracts many researchers, linguists and philosophers. However, the term concept in the modern science of language has no unambiguous interpretation. The question of the classification of concepts is under investigation now, their methods, structure and its place in linguistic terminology. The status of disputed concept shows, above all, the difficulties of the formation of a new scientific paradigm.

The recognition of close links between culture and language stimulated complex studying of the phenomenon of mentality, culture and language using the single system of instrumental categories.

A certain milestone in the development of this area of linguistics is the emergence of a new discipline - cognitive linguistics as a sign of increased interest in concepts became the emergence of a great number of research works.

The studying of any concept as a unit of linguistic worldview presents a certain value for revealing the peculiarities of culture and human community. However, there are concepts that are of particular importance in the cognitive space and in the culture of a speech community.

The importance of the research is reflected in the lack of unity of approaches and methods to the description of the concept BREXIT in the English language Internet discourse.

The choice of the concept BREXIT for studying can be explained by its importance for English linguistic culture and by the lack of works devoted to the subject under investigation.

**The aim** of the investigation is nominative-phraseological constructing of the concept BREXIT in the English language Internet discourse.

**Tasks** of the study:

1. To analyze the literature on the problem investigated.

2. To give a precise definition of the term "concept" in modern linguistics.

3. To view the basic characteristics of the concepts, determining their structure and typology.

4. To investigate the concept BREXIT.

5. To determine etymology, definition, structure of the concept BREXIT.

**The object** of study is the concept as a phenomenon of cognitive linguistics.

**The material** for studying will be the data of the English language Internet discourse (Canadian and British newspapers (“The Time”, “The Stage”, “The Sun”, “The London Gazette”, “The Globe and Mail”, “The Telegraph”, “The Quora”, ect.), websites and social networks). For studying the concept BREXIT we analyzed 53 contexts and more then 1 500 articles about Brexit.

**The subject** of the investigation is the essential characteristics of the concept, its conceptual, valuable components.

The following **methods** were used in the investigation method of classification, component of analysis, etymological analysis.

**The theoretical significance** of this investigation can be defined as a contribution to the development of theoretical problems of cognitive linguistics connected with the studying of linguistic worldview and concepts.

**The practical value** of the investigation is that the data obtained in the analysis of the concept BREXIT can be used in the studying of relations between thinking and language, the methods of investigation can be used in studying other concepts.

**The approbation** of the work was carried out at IV International scientific-practical conference “Modern philology: theory and practice” (Odessa, 2018).

**PART 1**

**THE PROBLEM OF CONCEPT IN MORDEN LINGUISTICS**

* 1. **The definition of concept**

The term "concept" came into active use in the mid-80s. Most of the researchers considered “concept as a mental structure that represents the knowledge of a person about a certain fragment of reality; the basic form of the conceptual thinking" [29, p. 103].

Many scientists studied the problem the concept, among them S. Askold-Alekseev. In the first half of the 20th century he proposed a new approach to this problem and consider it from the point of view of psychology. According to his theory of concept, this notion means “certain thoughts that replace a certain number of things of the same kind in the process of thinking. Concepts are the flowerbuds of complicated mental activity. As usual we confine ourselves to the thought of throwing these buds that in terms of psychology are equally shapeless and include a complex structure of opportunities" [28, p.152].

The idea of the concept was particularly significant from the point of view of linguistics, the rapid development of which takes place in the 90’s of the 20th century. The study of national peculiarities of words, especially in the field of semantics, requires a certain linguistic unit, which features correlating concepts and lexical meaning, showing new features of the specific subject. At the same time there appeared a new important historical approach to describe the term "concept". This approach can be found in the works of D.S.Likhachev. The scientist considered the concept to be “a prior thought, the embryo of semantic word" that occurs as a "response to a previous human experience." The concept not only replaces the meaning of the word, it "expands it, leaving the opportunities for speculation as to the emotional aura of the word. The richer is human experience, the richer is the concept" [47, p.102].

The historical aspect of the concept is reflected in the works of Yu.S.Stepanov: "If the concept is composed of layers of different temporal occurrence, it is necessary to reflect its evolution in a certain sequence or hierarchy of structural levels which makes up the stages of concept in different period of times" [30, p.118]. The relations of form and content are determined between these stages, through which old elements become coherent to the following levels.

The researcher highlighted the following techniques describing the concept:

1) "literal sense" or "inner form";

2) "passive," "historical" layer concept;

3) the most recent, current and active layer concept.

In his book "Constants: the Dictionary of Russian Culture" Yu.S.Stepanov notes that concepts can "hover" over the words and things being expressed in both of them and also involve concepts and skills in the terms of language and in the terms of their substantive implementation. Finally, a comprehensive approach (philosophical, cultural, psychological, linguistic) to the analysis of the concept enabled the author to disclose the nature of the concept "as the main center of culture in the mental world of a person." [75, p.15].

Academician D.S.Likhachev proposed to put into use the term "conceptosphere." The author defines “concept as a unit of conceptosphere of the nation which includes the potency of the concepts as the representatives of language". An important role in the creation and enrichment of the national language belongs to poets, writers, media because most of the research works are based on the material of prosaic works of the 19th-20th centuries, an on contemporary literature (both Ukrainian and world) [57, p.131].

The Russian linguist M.S.Shyshykov in his work "The Study of Concepts: on paradigmatic for syntagmatic"[57, p. 132] speaks about a certain kind of conceptual "lexicon" and how the concepts interact with each other and form a system.

The conceptual system is "the system of interconnected information which depicts the individual cognitive experience at different levels (including preverbal and nonverbal) and in various aspects of knowledge, and understanding of the world" [57, p. 158].

It is important to trace the sequence of the structure of such a system: from concrete to abstract concepts of perception of the world. So the researchers propose using the term "microconcept" and "macroconcept". In order to avoid the problems during the investigation of inerconceptual relations, M.S.Shyshykov expresses the idea about the need of studying concept based on syntagmatic models or on the models of functioning of the conceptual system. Therefore, using the concept of predicative function makes it possible to clarify the functions of the concepts, their interconnection as "conceptual thinking of a person centered around predicatives".

Thus, the development of methods of conceptology covered not only the pragmatic level (creating the conceptual "lexicon") but syntagmatic as well.

In Ukrainian linguistics the problem of concepts was studied by V.V.Zhayvoronok, V.I.Kononenko, O.B.Kuzmina, L.A.Lysychenko, L.I.Nikolayenko, V.M.Rusanovsky, V.F.Starko and others. A great contribution to the development of this problem was made by A.A.Potebnya. Let us dwell on the theories of some scientists connected with this problem.

Thus, V.N.Rusanovsky believes that it is appropriate to analyze the concepts on the basis of the internal form of the words which "nominate concept"; "the internal form is important not only in the creation of the word, but also in ensuring the interdependence between the form and the content, in reporting the mechanism of expressing the idea of the word, in clarifying the main function of the word - the ability to single out objects and their properties" [70, p. 8].

Zh.Krasnobayeva-Chorna highlighted seven aspects of the interpretation of the concept (logical and philosophical (J.Kemeni, Charles Pierce, Frege), pure philosophical (J.Deleuze, F.Havatari), linguistic (W.Hook, W.Zvehintsev, O.Taranenko), linguistic and cultural (A.Vezhbytska, D.Gudkov, I.Zakharchenko, V. Ivashchenko, S.Maslova), cognitive (A.Kubryakova, S. Popov, V. Demyanenko) psycholinguistic (A. Zalewski, B. Stark, J. Stern, A. Lysychenko) and literary-cultural (L.Hrusberg, L.Ivanov, A.Kaganovska)). They investigated the structure of the term-field concept in different spheres of its interpretation.

Under the notion of the “term-field the researcher understands a set of terms united by common meaning or by common semantics which has the same conceptual correlation and the same semantic relations" [73, p.105]. It creates a kind of a system, the core of which is the concept and the periphery of terminological units is based around it.

The representatives of the logical-philosophical vector mix up the two terms, “notion” and "concept". The term concept can be determined through the notion (R.Carnap, M.Kondakov). Since the term “notion” is one of the main forms of thinking, so its role in the formation of thought is very important.

The representatives of classical postmodernism G.Deleuze and F.Havatari – who represent the philosophic aspect - concentrate their attention on the relations between the terms "concept" and "proposal". According to their statement concepts are "measured by philosophical grammar, which replace them by “proposals”, taken out of the phrases where they are functioning. Concept is not a proposal and proposal by itself can never be the intentional (that is the phrase)". The representatives of linguistic theory (G.Kolshansky, G.Carnap) correlate the terms "lexical meaning" - "notion" - "concept", but a group of researchers (V.Chesnokov, L.Reznikov) consider it necessary to distinguish them.

V.V. Kolesov in the work "Life comes from the word ..." by concept means not conceptus (conditionally transmitted by the term "concept"), and conceptum ("Embryo", "seed"), from which grow in the process of communication all the semantic forms of its embodiment in reality. The researcher also defines the cultural concept "as the basic unit of mentality, which within the verbal sign and language as a whole appears in its semantic forms as an image, concept and symbol" [51, p.81].

V. Zhayvoronok uses the term "concepts of historical and cultural consciousness of the people", considering them not just words-signs, but linguistic units filled with ethnocultural content, which mostly function in cultural contexts and are marked by imagery and ethnosymbolism [46, p.51].

V. Kononenko emphasize the term "linguo-cultural concept" does not appear, instead we come across the phrase "defining words of the concept" - "microfields of primitive language formations to denote the most essential, defining for Ukrainians words-concepts", each of which has a system of primary and secondary meanings. characterized by broad associative connections, the ability to perform cognitive functions of metaphorization, symbolization, personalization, enhanced opportunities to engage in various contexts, to form stable inversions" [52, p. 112].

Yu. Holoborodko notes, “concept as one of the central key terms in the apparatus of cognitive linguistics. Attempts to date a holistic description of the concept is related to the problem of distinguishing this term from such as concept, meaning, lexical meaning, sema, denotation, etc., as well as description of the relationship of the concept with such concepts as image, symbol, archetype, mythology" [39, p. 28].

V. Shevchuk, who is rightly called "a modern classic of modern Ukrainian literature, creator and researcher of the literary process in Ukraine" [64, p. 90]. He notes that "the concept - the term is ambiguous and how it should be considered", and offers the following understanding: "The concept is a complex abstract concept that is used in the creation of a work of art and which becomes the intellectual core that connects the work the only construction is its defining thought, which runs through the whole work in the form of figurative signs, and at the same time is the initiator of the creation of symbols, metaphors, connecting inappropriate concepts in an unexpected perspective and thus filling the work with in-depth meaning. This is a conscious operation of the cultural heritage of previous epochs through the use of generally accepted, universal national meanings. The concept amazes the educated reader with unexpected comparisons of symbols, creating a refined structure that often replaces the plot" [64, p. 91].

The Ukrainian linguist O.Taranenko emphasizes that "lexical meaning as a category of speech and as a unit of thinking can not be mixed up with any class of words even in terms" [56, p.12].

In linguistics concept and notion sometimes act as equal synonyms as they are directly taken from Latin and have the same meaning.

In the "Linguistic Encyclopedia Dictionary" the term “concept" has two meanings:

“1) opinion reflecting the generalized form of the objects and phenomena of reality through fixing their properties and relations;

2) the same thing as grammatical or semantic category in this meaning the term “concept” is used more often.” [ 58, p. 383].

According to P.Chesnokov, “notion” and “concept” are quite different terms. By the term “notion” the scholar understands " a predicative unit of thought reflecting the essential features of the object of reality which identifies objects as separate things which are in special relations with each other", under the term “concept” he understands a unit of thought which represents the whole, an undifferentiated fact of reality - the smallest unit of mental process" [77, p.121].

A.Zalevskaya draws a differentiating line between “a concept” and “a notion” stating that “the concept is usually implemented in the immediate sense”, “a concept” is the expression of the content or complexes of contents” [63, p.55].

The main problem of the cognitive aspect is the differentiation of the terms "concept" - "gestalt" - "frame". Frame is interpreted "as a multiconcept that represents a kind of packed information and concentrates the attention on the approach of studying information which is stored in memory, structures the information and specifies it." Gestalt is seen "as a conceptual framework, it stresses the integrity of the image which is stored in memory and is nonidentical to the amount of features". “Concept” is meaningful information which is stored in individual or collective consciousness and endowed with a certain integrity, this is a kind of information which is experienced".

The presence of various theories that reveal the essence and understanding of the concept is connected with the problem of differentiating of this unit from such elements as notion, significant and lexical meaning. The most compelling, in our opinion, is such understanding of the term as: concept is the mindimage, the culture clot in the human mind, it is the very thing through which culture finds its way to the mental world of the speaker; this is an aesthetically significant phenomenon, a means and a result of individual exploration of reality by a person.

**1.2. The types of concepts and their structure**

The question of the typology of concepts is one of the first theoretical questions posed by cognitive linguistics in the process of its formation. The search for the definition of the concept and its mental peculiarity was closely connected with the problem of classification of concept. The researchers paid much attention to it.

The intensive development of cognitive linguistics, theoretical understanding of the concept "concept" and typology of concept has led researchers to realize that the concept is the term that combines different types of mental phenomena, whose function is structuring of knowledge of human mind. There is a general notion that concept is a unit of thought which, by its content and organization, can be very different, while maintaining its core function – to structured the knowledge and to act as a unit of mental process. The typology of concept is possible and necessary in view of the fact that different types of knowledge are presented by different concepts.

Concepts can be classified in different ways, each of them will reflect the “cognitive reality”. It is the most important to distinguish between concepts according to the type of knowledge in depicting reality, which they fix, because the method of their description and identification depends on this very fact [68, p.32].

The research carried out in this field will enable us to suggest the following typology of concepts.

On the basis of standardization and analysis, concepts are divided into individual concepts, group concepts (age, social) and nationwide concepts. Group concepts are standardized within a group and national concepts within the conceptual sphere of people, individual concepts are not standardized at all.

According to the content, concepts are divided into the following types (by Z. Popova and J. Sternin):

Imaginative - generalized sensory-visual images of objects or phenomena. Conceptual representation is objectified in language by specific lexical units, mostly of semantic origin. The fact that just the semantic side of such units represents the image is proved by their dictionary definitions, many of which are almost entirely made up of transfers of sensible signs of the object of nomination. For example: “shiver” is a frequent convulsion of a body; “maple” is a tree with large carved leaves; “swallow” is a migrant bird with narrow pointed wings, nimble and fast in flight. Images are static and present the rejection of the most striking external signs of a separate object or phenomenon.

A scheme is a concept represented by a generalized space graphic or contour diagram; it is hyperon with a weakened image - a tree in general (visual image of a tree in general - the trunk and the crown); the image of the river – a long strip; the image of a man - head, body, arms, legs.

A scheme can be drawn that proves the reality of the existence of this form of knowledge structure. Scheme is the concept of an intermediate type between the imaginative and meaning. It is a certain stage of the development of abstraction.

Meaning is the concept that consists of the most common, essential features of an object or phenomenon. It is a result of rational reflection and understanding. For example: “square” is a rectangle with equal sides; “baobab” is a plant of the family Umbelliferae; “plane” is an aircraft heavier than air carried with wings. A.P.Babushkin defines the term “meaning” as a logically constructed concept without image, for example: “fruit”, “toy”, etc., but all of these concepts have an image level, it is proved by the existence of the so-called prototypes. A prototype is a representative of the image of a certain class of things, categorized by concept. For example: “a flower” - chamomile, rose; “desert” – Sahara; “a bird” – dove; “pet” – cow; “poultry” - chicken. In fact it is the imaginative core of the concept, it is a unit which codes a corresponding class of objects [30, p.43].

Meaning, as a rule, is verbalized by terminological vocabulary and professional terminology and also by the notions of rational semantics: “citizen”, “client”, “petitioner”, “plaintiff”, “defendant”, “judge”. The meaning arises on the basis of representation or scheme through a gradual diversion of minor, random features (“fruit”, “vegetables”, “poultry”), or joining other components of other meanings.

A connection can be established between the elements which really exist (airplane, automobile), and between the elements that can exist by themselves, but the whole image is unreal (mermaid, centaur). In the last example, we can see that such meanings can be found, but the objects can not. This is evidence that, in the first place fantasy is a combination of real features of unreal objects, and in the second place - the concept is the product of the reflection of reality, but it is treated as a result of mental activity.

Concept-Frame unites separate parts into a whole, implies a complex situation and it can be compared with the scenes of a film, the boundaries of which attract all that is typical of a given set of circumstances. Lexicographic limitation of frame is compensated by the knowledge of a person, by the "three-dimensional" vision of the scene. A person, that finds himself in this or that situation, just extracts from memory a ready frame, which enables him to act in this or that way. So, “frame” is a presupposition model, which can be regarded as a social objectification of human experience, a "holographic" image in the collective consciousness of individuals.

Insight is the penetration into the essence. The main characteristic of insight is considered to be the definition of lexemes which are well known to everybody.

The script is a sequence of several episodes in the same period of time. These are the stereotype episodes with signs of movement and development. In fact they are frames that are unfolding in time and space as a sequence of separate episodes, stages, elements: a visit to the cinema, a trip to another city, visiting a restaurant, clinic, competition. “Stadium” is a frame and visiting a stadium, reconstruction of a stadium, etc. – these are scripts.

Gestalt is a comprehensive, holistic thought functional structure, the organized diversity of phenomena in human mind.

Gestalt (the term by Kh.Ehrenfels, an Austrian art expert of the late 19th century) is a holistic way of combining sensory and static aspects of the imagined object or phenomenon.

Experimental research has shown that the value of these words is linked to the sensible phenomena, they are linked in consciousness into some complex picture. Typical gestalts are concepts objectified by such lexemes as: “queue”, “game”, “torture”, “love”, “fate” and others. These are the major types of concepts according to the conceptualized information [73, p.106].

There is also a possibility to divide concepts according to their stability into stable concepts (regularly verbalized in the standard form of language) and unstable (irregularly or nonverbalized concepts). And there is another important distinction: concepts can be divided into verbalized, which have some special ways of expression in language, and hidden, nonverbalized or artificially verbalized only in case of a special task (for example, experimental conditions). According to the degree of abstraction of content, concepts are divided into abstract and concrete.

The concept, therefore, is a complex thought-unit which in the process of mental activity (in accordance with the hypothesis of the holographic readout by A.A.Zalevskaya) is rotated by different sides being actualized during mental activity either in its conceptual level or frame level, schematic level or its representation in different combinations of these conceptual units. Images, schemes, frames, meanings, gestalts are tightly intertwined in human mental activity and its communicative practice [73, p.107].

The structuring of the concept and its heterogeneity became evident for researchers from the very beginning of cognitive research. There were different opinions as to the main components of the concept. Previous research suggests three basical structural components (elements) of the concept: image, information content and interpretative field.

**Image**

The presence in the concept of the image component is determined by neuro-linguistic character of the universal subject code.

The experimental research has shown that, for example, the most striking visual images of native Russian speakers are connected with the names of celestial bodies, vehicles, objects, seasons, months, time of the day, names of body parts of man and animals, the names of persons in family relations, plants, equipment, publications, parts of landscape. Maximum vivid images have been identified with such items as: the sun, the moon, blood, bus, desk, night, teeth, etc.

It is interesting to know that some of the images can be found in abstract lexicology, they also have a sensual character, but they are more subjective, more sharply differ in different subjects: religion - church, icons, the Bible, candles; silent - people with tight lips and expressive eyes, empty room, silence; life - washing dishes in the kitchen, a TV in the house, cleaning the room; mathematics - figures, formulas, graphs, etc.

A sensual image of a concept in the structure is not homogeneous. It is formed by:

1) cognitive perceptual symptoms which are formed in the mind of the speaker as a result of the depiction of reality with the help of the senses (perceptual image);

2) image signs formed by metaphorical reconsideration of a corresponding object or phenomenon (cognitive or conceptual metaphor). This image can be called metaphorical or cognitive.

A perceptive image includes visual, tactile, taste, sound and olfactory images (a red rose, a sharp tongue, a church with domes, a sharp knife, a sour lemon, a warm kitty, a brown bear, etc.).

A cognitive abstract concept image refers to the material world. For example, in M.V.Pimenova’s works we can see the demonstration of the role of conceptual metaphors in forming the content of abstract concepts of the inner world of man - soul, spirit. It is demonstrated by the example and of a literary text where the Russian concept “душа” is conceptualized through the metaphor “дом” (проникнути в душу, согреть душу, погасить свет в душе) [40, p.112].

So, the image component in the concept of a structure consists of two components - the perceptual and cognitive image (metaphorical) image which reflects the imaginative characteristics of a conceptualized object or event.

**Informative content**

The informative content of the concept includes a minimum of cognitive features that define the basic, the most important features of an object or event.

These features are the most essential for the object itself and for its use, which characterize its most important differentiating features, which are compulsory for the conceptualized object or event.

Information cognitive symptoms are usually not many, it is a definitional minimum of features which define the essence of the concept. The information content of many concepts is in close touch with the contents of a dictionary definition of the concept but it includes only differentiating features of the concept and excludes incidental, nonobligatory, ones.

Examples of informative content of the concept:

• Square - rectangle, equal sides;

• Star – an object in the night sky, self-luminous, red-hot;

• Airplane - an aircraft heavier than air, with wings;

• Dog – domestic animal, akin to the wolf;

• Window - a hole in a wall, for light and air.

To determine the informative content of the concept that reflects artifacts and scientific notions is easier than to define the informative minimum of the concepts reflecting natural objects (the names of animals, natural phenomena) or conceptualized abstract entities. Numerous private, encyclopedic, evaluative attributes are not included in the informative content of the concept, they already belong to the interpretive field, although it is not always possible to draw a clear distinction line between the informative and the interpretive content of the concept.

**Interpretative field**

An interpretative field concept involves cognitive symptoms which in this or that aspects interpret the main informative content of the concept and proceeding from it presenting some kind of introductory knowledge or evaluating it.

The interpretative field is not homogeneous. it singles out several areas quite clearly and they have some substantial internal unity and combine similar features in content cognitive symptoms. At this stage of research it is possible to identify at least several of them:

• The evaluative area combines cognitive features expressing an overall assessment (good/bad), aesthetic (beautiful/ugly), emotional (pleasant/unpleasant), intelligent (smart/stupid), moral (good/evil));

• The encyclopedic field combines cognitive symptoms characterizing features of the concept, requiring familiarity with them on the basis of experience, learning, interaction with the denotation of the concept. For example, for the concept “a storm” these are such features as: dangerous to man, the most dangerous fireball, it happens usually in the summer, destroying planes and preventing flights, disrupting electrical appliances, one shouldn’t hide under a tree. The concept of water: one can be drowned, water is blue, there is often lack of water, one can’t live without water, water is expensive, it is pleasant to bathe, etc.

• The utilitarian field combines cognitive features expressing utilitarian, pragmatic attitude of people to denotated concept, it is knowledge connected with the possibilities and peculiarities of its use for some practical purposes. For example: car - a lot of problems, expensive to maintain, convenient to travel in summer; English – very necessary now; dog – very expensive to keep, with a big dog a house is safer.

• The regulatory field combines cognitive symptoms prescribing what should be and what should not be done in the field, covered by the notion of concept: law should be observed; a criminal should be punished, etc.

• The social-cultural field combines cognitive symptoms, reflecting the ties of concept with life and culture of a nation: traditions, customs, writers and other representatives of culture.

The paremiological field is a special area in the structure of the concept because it does not reflect the modern attitude of people to the concept but in most cases historical understanding by the people of various aspects of this concept .

The imaginative and the informative content of the concept represent its informative framework which has a relatively structured character. The interpretative field permeates the concept and fills the space between its structural components - it is the less structured part of the concept, it can be described as an enumeration of different signs.

The structure of this or that concept can be described after denoting and describing its content, that is, after identification of the cognitive symptoms of the concept.

**1.3. Concept and language picture of the world**

The concept of "picture of the world" refers to fundamental scientific concepts. It expresses the most essential characteristics of man, his being. The picture of the world as a global image is constantly formed in the process of contacting man with the environment and other members of the society. The world of art is objectified in language, fine arts, music, rituals, various socio-cultural stereotypes of human behavior.

Language is the main form in which our representations of the world are reflected, it is also the most important means by which a person receives and generalizes his knowledge, fixes and communicates them to a society. Man as the subject of knowledge is the bearer of a certain system of knowledge, ideas, considerations of objective reality [70, p.4].

Language is perceived as a connecting element between an individual and the mentality of the nation to which it belongs. Due to the language, it is possible not only to find this connection at the present stage, but also to follow its development throughout the history of the nation and society. All elements of folk culture are imprinted in the language of a certain people, which is different from the other because of the specificity of the reflection in it of the world and the person in it.

The term "picture of the world" was first used at the turn of the nineteenth and twentieth centuries. physicist V. Hercz and it was understood by him as a collection of internal images of external objects, which serve to derive logical judgments regarding the behavior of these objects [10, p.12].

The picture of the world, embodied in the language, corresponds to the notion of "language picture of the world" (according to the terminology of American cognitivists - "the conceptualization of the world, placed in the language"). The beginnings of the thesis about the language picture of the world belong to V.Humbelzh, who asserted that in "Each natural language has its own picture of the world." "Every language – thought Mr.Humbelzh, denoting individual objects, actually creates them for the people, real bearers of this language, thus it forms the picture of the world" [41, p.155]. Humbelzh's views were perceived and developed by Neohumdolgians. Developing his ideas, L.Weissberg, a representative of neo-Humdolgian linguistics, concludes that the following basic provisions should be based on linguistics:

1) the language acts as the middle link, where the synthesis of the inner world of man and the surrounding external reality takes place;

2) linguistics is based on the worldview realized through the native language. L.Weissberg considers language as the creation of a nation, which reflected the process of knowledge of all generations. Language - the spiritual world, which appears to a particular person as something objective, but in relation to the recognizable it turns out to be subjective and one-sided. The subjects of the language picture of the world are the speakers of the language, since the picture of the world is a way of its knowledge, and consequently, the result of the cognitive activity of people, the reflection of the results of the activity of consciousness (by Humbelzh).

Another source of the "language picture of the world" is American ethnolinguistics and its hypothesis of linguistic relativity. Sepir-Wharf, according to whom not only the type of the language depends on the type of culture, within the limits of which it is, but also the type of culture, depends on the type of the language in which it is developing and functioning [69, p.141].

The language picture of the world is a "way of reflecting reality in the mind of a person, which consists in perceiving this reality through the prism of language and cultural-national peculiarities inherent in a certain language group, the interpretation of the world around the national conceptual canons." [59, p.37]. In the minds of people belonging to this or that national team, it is composed and transmitted from generation to generation by its image of the picture of the world, the objective surrounding reality. The image of the world, according to many linguists, - the original global image of the world, which represents the essential properties of the world in the understanding of its carriers, is the basis of the human worldview and is the result of all its spiritual activity. "The image of the world - the subjective image of objective reality created by man - is not a mirror image of the world, but always a certain interpretation of it." [59, p.37].

Serebryanska I.M. notes “The linguistic picture of the world is formed from a set of linguistic images that correspond to mental images (concepts). The concepts of "concept" and "linguistic image" are obviously units of different structural levels: the concept - the conceptual picture of the world, the linguistic image - the linguistic picture of the world, and the former is embodied and popularized in the latter.” [72, p.20].

In linguistic culture, the language and conceptual picture of the world are distinguished. The conceptual picture of the world is not only a system of notions about the totality of the realities of the environment, but also the system of meanings, embodied in these realities through words - concepts. The conceptual picture of the world is much wider than the language, because different types of thinking take part in its creation.

The language picture of the world is a system of interconnected language units that reflects the objective state of the things of the environment and the inner world of man. If the conceptual picture of the world exists in the form of concepts that form the conceptosphere, the language picture of the world exists in the form of values of verbal signs that form the aggregate semantic space of the language.

Concepts are holistic formations that create the cognitive substance of the language and act as the basis for the linguistic picture of the world. They allow to store knowledge of the world and at the same time are the building blocks of the conceptual system of such knowledge. Solving the problem of the correlation of language and conceptual pictures of the world, scientists seek to establish how the formation of these or other concepts.

The language picture of the world is regarded as the character of the reflection in the language of the conceptual picture of the world and the linguistic means of expressing knowledge about it. It is the language picture of the world that reflects the peculiarities of the vision of the conceptual picture of the world among different peoples [70, p.4].

The conceptual picture of the world is the basis of the language picture, but the conceptual picture of the world is more universal and common to people with the same level of knowledge about the world, while the language reflects the experience of each people and reveals not only the common knowledge but also the peculiarity of the vision of the world. Three phenomena are important for the language picture of the world they are closely related: human being - world - language. It is the person who acts in the first place it. He is the starting point, because he recognizes the world independent of him and creates means of fixing and communicating knowledge about it to other people and for their own knowledge. Accordingly, a person is the key for the construction of the linguistic picture of the world.

Modern representations about the language picture of the world in the presentation of Yu.D.Apresyan are as follows. Each language reflects a certain way of perceiving and conceptualizing the world. The values reflected in it create an integral system of views, a kind of definite collective philosophy, which becomes mandatory for all native speakers. In a certain language, the method of conceptualization of reality is partially universal, partially national-specific, so carriers of different languages can see the world in different ways, through the prism of their languages.

Theoretical substantiation of the problem of perceiving the world in the form of a language picture of the world gives B.O.Serebrenikov in his work "The Role of the Human Factor in the Language. Language and picture of the world". The author sees the conceptual model of the world more than a linguistic phenomenon. The picture of the world, as it depicted in human’s imagination, is more complicated phenomenon than just the language picture of the world [71, p.14].

G.Ufimtsev, a Russian linguist, notes that the conceptual model of the world contains information provided in the concepts, and the basis of the language model of the world is the knowledge contained in the semantic categories, composed of words and phrases, differently structured within a certain field of one or another specific language. The basis of the verbal, language picture of the world is the representation of the general picture of the world through the language (by Serebryanikov).

T.G.Nikitina understands under the conceptual picture of the world not only a system of basic logical categories that are universal. On the "lower floors" of the conceptual picture of the world, in her opinion, will be reflected the national peculiarities of the perception of the world and the understanding of the world (according to Serebryanikov) [69, p.16].

Y.M.Karayulov emphasizes that the picture of the world is determined by scientific knowledge and linguistic specificity, and the boundaries between the language and conceptual models of the world seem to the scientist to be shaky and vague [48, p.55].

L. Lysychenko notes that “it is in the language picture of the world that the originality of the division of the conceptual picture in different peoples is revealed. With the help of language, practical knowledge acquired by individuals is transformed into a collective asset, a collective experience. The conceptual picture of the world is the basis of the language picture, but the conceptual picture of the world is more universal and is common to peoples with the same level of knowledge about the world, while language reflects the experience of each people and reveals not only common knowledge but also the worldview" [59, p. 37].

V. Maslova emphasizes the scientific nature of the language picture of the world: in which the socio-historical experience is fixed - both universal and national. The latter determines the specific features of the language at all its levels. Due to the specifics of language in the minds of its speakers there is a certain language picture of the world, through the prism of which a person sees the world "[60, p. 64].

The researchers of the language picture of the world emphasize such peculiarities: each nation has certain differences in its linguistic picture of the world. The language picture of the world is secondary in its nature, anthropomorphic in its direction. V.M.Telia represents a language picture of the world as information scattered throughout the conceptual framework and associated with the formation of the concepts themselves by manipulating the linguistic meanings. The scientist notes that the language picture of the world does not have clear boundaries, therefore, its place as a conceptual model of the world can not be defined as a periphery [78, p.97].

Conceptual picture of the world by means of language is converted into language. Conceptual picture of the world and language differ in the means of creation: the first uses concepts and representations, and the second language units. Thus, the presence of non-verbal means of expression in the conceptual picture of the world and linguistic means of generating common features and national peculiarities of the world's linguistic picture is a fundamental difference between them.

Describing the linguistic picture of the world, linguists note its special significance and functions: language provides the needs of society in communicating and cognition. To accomplish this task and to direct the functions that it performs. The main functions are communicative, cognitive, thought-oriented, representative, emotional, expressive and imperative.

Each linguistic unit focuses on the conceptual environment of the environment, becoming a speech manifestation of a particular fragment. But since the conceptual picture of the world (and hence its fragments) is a dynamic, not static phenomenon, the linguistic units that reflect it undergo various transformations and acquire conceptual meanings that extend the semantic field of one or another linguistic sign. As a result, the latter often functions not just as a word-nomination with one or more linguistic meanings, but as a word - a cultural concept.

Consequently, in linguistics, a picture of the world is conceptual and linguistic. The first unit corresponds to the concept, the second - the meaning of the word. However, in order to understand the phenomena and processes occurring precisely in the language picture of the world, the third component is also important - the domestic picture of the world, the notions of the world that do not have a linguistic expression, but are the source of it. In the structure of the linguistic picture of the world, it is important to admit the three-part paradigm of world picture: the domicile, that is, psychic, conceptual, that is, logical and linguistic by itself. Three levels of science correspond to three scientific terms: the concept as a linguistic perception of a phenomenon, which is accompanied by numerous attributes and associations in the mind, a notion as a linguistic and logical unit, which is the consequence of the generalization of the most essential in the speaker's view of the features of the concept, accompanied by the linguistic expression, and the meaning of the word, which contains a conceptual basis and is complicated by features connected in the minds of the carriers of the language with this concept and with internal connections. Concept is characterized as a psychological basis for meaning, but not the meaning itself, therefore the concept is transmitted in a language not a separate meaning of a word, but a certain lexico-semantic microfield. Homeland level of knowledge can be enriched not only through direct observation, but also at the expense of knowledge gained through linguistic means. For example, almost nobody saw the kangaroo, but every representative of our culture clearly imagines this animal due to the knowledge of literature or other means of information received throughout his life by means of linguistic means. The knowledge acquired in this way is in consciousness associated with certain features and ideas that exist at our home-level. The results of the dominant mental activity in the language picture of the world are transmitted with certain meanings of the word, in turn, in the speech process, values may be subjected to changes that affect other previous dominant representations, and the content of the concepts that are the basis of lexical meaning, therefore changes in the lexical system on Levels of the world's linguistic picture can lead to changes in the conceptual system and the reintegration of features into the dominant notions.

Sometimes the idea is expressed about the immutability of language picture of the world, but this is not the case, since in the language picture of the world there is often a reintegration of values, there is an appearance of new words along with the old ones that reflects the contemporary notion of the world. An example can be the words by L. Lysychenko, the combination of sunrise and sunset. In the modern scientific picture of the world it is known that the sun does not come down and does not come in our understanding of the word, but these words retained the ancient vision and understanding of man of these processes [59, p.37].

It is no coincidence that they distinguish a language picture of the world of modern society and archaic, and archaicness can be conditioned by dynamic processes in society and in consciousness for a small period of time, and not necessarily for a millennium. In the process of development of the conceptual picture of the world there is a lag in the general linguistic picture of the world, and new concepts may have an expression in the narrow sphere of the functioning of the language and only eventually gradually become part of the general picture of the world. At the same time, the general picture of the world can reflect the corresponding concepts more simplified in the semantic plane than in the terminology system.

In certain cultural-historical and socio-political conditions, there may be a discrepancy between the progressive conceptual picture of the world and the archaic linguistic picture of the world. The picture of the world consists of concepts and connections between them, so it is also called the conceptual picture of the world.

Conceptual signs are manifested through the semantics of the language. Values of words, sentences, texts serve as a source of knowledge about the content of certain concepts. Concepts are represented by words, but the entire set of linguistic means does not give a complete picture of the concept. The word meaning in the language represents only a part of the concept, in consequence of which there is a need for synonymy of the word, the need for texts that together reveal the content of the concept.

In our opinion, the language picture of the world is a system of representations of the world that, passing through human knowledge, become mental structures that are reflected at all levels of the language system and can be passed on to other members of the community by means of the national language.

We emphasize that most researchers believe that there is a close relationship between the language and conceptual pictures of the world: the language seems to outline, it outlines certain elements of the conceptual picture of the world. That is, the language explains the content of the conceptual picture of the world, linking words among themselves, resulting in speech being formed. Despite this, linguistic and conceptual pictures of the world have a number of distinctive features (Table 1).

Table 1

Language and conceptual pictures of the world: distribution origins

|  |  |
| --- | --- |
| LANGUAGE OF THE WORLD | CONCEPTAL PICTURE OF THE WORLD |
| Individual | Unique for all language collectives |
| Generated by naïve consciousness | Generated by national consciousness |
| Subjective, because it is generated by the linguistic consciousness of a certain ethnic group | Characterized by the objective character of the reflection of the real world; "Invariant" of international human knowledge |
| It changes very slowly | Being in constant dynamics |
| Characterized by a progressive evolutionary development | Characterized by rapid periods of development and their frequent changes |

Let's also highlight the most significant features of the world's linguistic picture (Scheme 1):

Scheme 1

The presence of concept names

Specific targeting of subject areas in a certain sphere of communication

Specific qualifications of certain subject areas

Specific combination of associative features of concepts

SIGNS OF WORLD LANGUAGE PICTURE

A non-uniform conceptualization of fragments of reality, depending on their significance for a particular ethnic group

The language picture of the world is a part of the general scientific, subsystem of the conceptual picture of the world, containing those components that relate to the linguistic signs. It acts as a precursor and creating factor of special world picture. This is due to the fact that a person is capable of perceiving and understanding the world, and thus of himself, thanks to the language in which the universal and national experience is established. The latter determines the prism through which a person perceives the world and, accordingly, forms a linguistic picture of the world.

It is important to develop a comprehensive methodology for studying the concept. We think that conditionally the method of research of the concept can be divided into the following points:

1. Construction of the nominative field of the concept and establishment of its nominative density.

The concept "can be described through the analysis of the means of its linguistic objectification", because for a full study of the concept "it is necessary to explore the whole linguistic corpus that is represented by the concept...". Z. Popova and J. Sternin define the set of linguistic means that objectify concepts in a specific period of society development as a nominative field of the concept [68, p.159].

According to I.A. Krasavsky, “… dictionaries represent the whole set of human knowledge about the world; vocabulary definitions contain verbalized human ideas, concepts, "concepts" that make up the very essence of the picture of the world." [49, p.55]. It is the "nominative field includes units of different parts of speech", which are represented by direct nominations of the concept, cognate words, synonyms, derived nominations, occasional individual-author formations, phraseology, metaphorical nominations, specifics, collection of texts, and source base of the work, the nominative field includes only direct nominations of the concept, their synonyms and derivatives.

As noted by Z. Popov and J. Sternin, "the presence of a large number of nominations of a concept indicates a high nominative density of this fragment of the language system, which reflects the relevance of the verbalized concept in the popular consciousness." [58, p.115]. The term "nominative density" was introduced into linguistic circulation by V. Karasyk. Under this concept, he understands the degree of detail of the linguistic representation of a particular conceptual space, the detail of "the denoted fragment of reality, multiple variable notation and complex semantic nuances of the denoted." [47, p.55].

1. Selection and description of structural elements of the concept.

According to the method of analysis of cultural concepts by Yu.Stepanov, in the structure of the concept we distinguish two components - cultural and conceptual. The cultural component contains three layers: historical, etymological and relevant, which "cover a set of diachronically variable and stable semantic characteristics and methods of verbalization." [75, p. 84].

3. Modeling the field structure of the concept.

To analyze the concepts by modeling its field structure, A. Prikhodko proposed to distinguish the macro- and micro-level of the concept field. To the first he included those that cover many concepts, while the concept field of the microlevel "can be considered an idiofield of a single concept." Recognizing field structure of the concept, Z. Popova and J. Sternin note that "the field description should be made based on data on the brightness, relevance of certain cognitive features in the structure of the concept." [69, p. 178].

Speaking of the concept as the meaning of the concept, researchers understand the meaning of the smallest unit of the concept. Because cognitive contain atoms of meaning, or a complex of meanings, then to denote the most elementary unit of linguistic and cultural concept use the term semantic element, or component of meaning. If "the structure of the concept is a set of generalized features necessary and sufficient to identify an object or phenomenon as a fragment of the picture of the world", then, accordingly, the conceptual structure of the linguistic and cultural concept is a set of semantic elements.

Acquaintance with the known methods of conceptual analysis allowed to make generalizations: despite their contradictions, they all rely on the same research procedures - etymological, component, contextual types of analysis, modeling of conceptual field structure, construction of concept nominative field and density,, lexical analysis of the concept, conducting interviews for associative experiment. Therefore, taking into account the postulated integrative approach, during the analysis of the concept Brexit the complex technique directed on covering of its various aspects is applied.

In further research, we plan to analyze the content of the concept with help corpus method based on linguistic corpora of the English language.

**Conclusions to Part 1**

The presence of various theories that reveal the essence and understanding of the concept is connected with the problem of differentiating of this unit from such elements as notion, significant and lexical meaning. The most compelling, in our opinion, is such understanding of the term as: concept is the mindimage, the culture clot in the human mind, it is the very thing through which culture finds its way to the mental world of the speaker; this is an aesthetically significant phenomenon, a means and a result of individual exploration of reality by a person.

The imaginative and the informative content of the concept represent its informative framework which has a relatively structured character. The interpretative field permeates the concept and fills the space between its structural components - it is the less structured part of the concept, it can be described as an enumeration of different signs.

The structure of this or that concept can be described after denoting and describing its content, that is, after identification of the cognitive symptoms of the concept.

The language picture of the world is a part of the general scientific, subsystem of the conceptual picture of the world, containing those components that relate to the linguistic signs. It acts as a precursor and creating factor of special world picture. This is due to the fact that a person is capable of perceiving and understanding the world, and thus of himself, thanks to the language in which the universal and national experience is established. The latter determines the prism through which a person perceives the world and, accordingly, forms a linguistic picture of the world.

**PART 2**

**FEATURES OF THE NOMINATIVE-PHRASEOLOGICAL REPRESENTATION OF THE BREXIT CONCEPT IN INTERNET NEWS**

**2.1. Isolation of the body of nominative units for the verbalization of the concept**

Modern cognitive linguistics focuses on the description and structure modeling concepts like global mental one national language through the analysis of the conceptual pieces that objectifies their content. The study of the specificity of the verbalization of concepts makes it possible to identify the peculiarities of the world perception of a particular ethnic group.

Word Brexit means "a referendum held in the UK and Gibraltar June 23, 2016 from 7 to 22 h., which was adopted on the question on expediency of membership of Great Britain in the EU, with a vote 51.9% for withdrawal from the EU and 48.1% on non-exit from the EU, at 72.2%" [12, p.4].

The above referendum in English was called **Brexit**. This word is a complex noun formed by the formulation of two basics: *Britain/British* abbreviated basis and the complete base of the word *exit* (**Br**itain or **Br**itish + **exit** = **Brexit**).

This word-making process took place by analogy, like the word **Grexi**t (**Gr**eek/**Gr**eece + **exit** = **Grexit**) in 2012.

In the course of the study, it was found that from the moment of the first fixation of the **Brexit** language unit to date, English words, in addition to *Brexit*, recorded 2 words **Brexiter** and **Brexiteer**.

The word **Brexiter**, which refers to nouns, was formed by affixation, by adding a suffix *– er* to the *Brexit* base. The **Brexiteer** word was also formed by fixing a suffix *– eer* to the *Brexit* base. Both words have the meaning "who supports the UK's exit from the EU" and are used informally. [3, p. 48].

In addition to words recorded in English-language dictionaries, a number of words derived from the word *Brexit* were found in the English-language press. All these words, as a rule, are complex words.

The complex words include the words **Brexitland** and **Brexit-related** (in the phrase "Brexit-related Law"), which formed the word combination of two words. In the first example, the word **Brexitland** was formed by the word formulation of the words *Brexit* and *land*, with the meaning of "England, the country of Brexit." In another example, the word **Brexit-related** was created by adding the words *Brexit* and *related* with the meaning "relevant to Brexit".

However, besides the word-laying of the full basics, the word **Brexshit** was formed by the word-laying of the truncated basis of *Brexit* and the complete basis of *shit* (**Brex**it + **shit** = **Brexshit**): "The Brexshit Book: A Remainer's Self-Help Guide to Brexit and Leaving the EU".

As for the meaning of the word **Brexshit**, we want to say that, as in the previous newly formed words, the meaning of which was not recorded in the dictionaries, and in this word, the meaning is contextually determined. In other words, the meaning of a word can be understood from a certain context. The word **shit**, which is part of the word **Brexshit**, has a negative meaning "shit, trifle, abomination, shit". That is why, in our opinion, the meaning of the word **Brexshit** in the above context is "petty things Brexit".

We also want to add that, besides the above words, *Brexit* was formed by the telescoping (by adding the cut-off bases of **Brex**it and ex**odus**) to the complex word **Brexodus**: "**Brexodus** has begun. We EU nationals know staying on is too big a gamble Joris Luvendijk".

The word **Brexodus** refers to nouns and it means "massive outflow of personalities from the UK (especially the indigenous population) and corporations in relation to Brexit, that is, the UK's exit from the EU." [12, p.4].

Pro-Brexit is used in the context of signing supporters of the UK exit from the EU. It is formed by adding two parts of the pro-consoles with the value of the commitment of something, and Brexit.

Pro-English prefix means support or approval of something.

Thus, the above examples show that the socio-political phenomenon of the referendum on the UK's withdrawal from the EU has been reflected in the British language in the form of the word Brexit and derivative words from him. These words were formed by means of fixation, word-laying of full and truncated bases, and telescoping.

**2.2. Structuring the nominative body of units verbalizing the concept**

The structure and meaning of concepts are manifested through the value of the linguistic units representing the concept and their vocabulary. The first analysis of the concept means the definition of its representations in the language, for each of which the dictionary definitions are given.

So, as a result of the review of lexicographic sources, the definition of the core of the Brexit concept was chosen - noun an exit (= act of leaving) by the United Kingdom from the European Union (short for "British exit").

Also, we will highlight:

1. *hard Brexit* - a Brexit in which the United Kingdom [stops](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/stop) being a [member](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/member) of the [European](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/european) [single](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/single) [market](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/market) and gets [full](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/full) [control](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/control) of [its](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/its) own law-making and [immigration](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/immigration): Investors [worried](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/worried) about a "hard Brexit" [sent](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/sent) the [pound](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/pound) to a three-decade [low](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/low).
2. *soft Brexit -* a Brexit in which the United Kingdom's [relationship](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/relationship) with the [European](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/european) Union is a [close](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/close) as [possible](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/possible) to what it was before Brexit: In a "[soft](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/soft) Brexit", [Britain](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/britain) would be out of the EU but would [retain](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/retain) [strong](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/strong) [economic](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/economic) [ties](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/tie), make [budgetary](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/budget) [contributions](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/contribution), and [allow](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/allow) [free](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/free) [movement](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/movement) of [people](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/people).

As a result of the analysis of the selected actual material, offset tokens included in the conceptual field of the concept Brexit: *exit, leaving, departure*.

* *Exit* - the [door](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/door) through which you might [leave](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/leave) a [building](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/building) or [large](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/large) [vehicle](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/vehicle), or the [act](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/act) of [leaving](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/leaving) something, [especially](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/especially) a [theatre](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/theatre) [stage](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/stage); to [leave](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/leave) a [building](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/building) or [large](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/large) [vehicle](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/vehicle).

verb: go out, get out, come out, depart, leave;

noun: outlet, egress, way out, departure.

- *Leaving* - to go away from someone or something, for a [short](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/short) [time](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/time) or [permanently](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/permanently).

* verb: depart, quit, abandon, forsake, go;
* noun: farewell.

Leave – verb: depart, quit, abandon, forsake, go, desert.

- *Departure* - the [fact](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/fact) of a [person](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/person) or [vehicle](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/vehicle), etc. [leaving](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/leaving) [somewhere](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/somewhere); the [act](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/act) of [leaving](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/leave) a [place](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/place), or a [flight](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/flight), [train](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/train), etc. that is [leaving](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/leave) a [place](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/place) at a particular [time](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/time).

noun: [leaving](http://dictionary.dictatenews.com/ru/synonym/leaving.html), [going away](http://dictionary.dictatenews.com/ru/synonym/going_away.html), [exit](http://dictionary.dictatenews.com/ru/synonym/exit.html), [exodus](http://dictionary.dictatenews.com/ru/synonym/exodus.html), [withdrawal](http://dictionary.dictatenews.com/ru/synonym/withdrawal.html), [leave-taking](http://dictionary.dictatenews.com/ru/synonym/leave-taking.html), [get away](http://dictionary.dictatenews.com/ru/synonym/getaway.html).

Depart – leave, go away, [remove](http://dictionary.dictatenews.com/ru/synonym/remove.html), [get away](http://dictionary.dictatenews.com/ru/synonym/get_away.html), [take leave](http://dictionary.dictatenews.com/ru/synonym/take_leave.html).

Consider Brexit's concept in the modern English-language press (more than 300 English-language articles of the British press were analyzed).

The British believe that Brexit is a chance to provide the country with a better future, to make it stronger, more independent and more confident. The UK will be able to independently control its borders and thereby reduce the flow of migrants and protect the country from terrorism by accepting only those who will help the country develop in the scientific and educational fields. And this is not all the possibilities that Brexit can open. For a more specific consideration of these possibilities, let's take for example several articles from the modern British press [53, p.46].

So, let's look at the context:

«The Sun», 1st June 2017

“Theresa May said: “Brexit is not a process, but an opportunity. It is this generation’s chance to shape a brighter future for our country. So I want us to work together to fulfil the promise of Brexit too. Because if we get Brexit right, then together we can do great things. We can build a Britain beyond Brexit that is stronger, fairer and more prosperous than it is today. A Britain beyond Brexit that is more global and outward-looking. If we get Brexit right, we can be a confident, self-governing country once again. A country that takes the decisions that matter to Britain here in Britain. We will be able to control our own borders, ensuring that we continue to attract the brightest and the best to work or study in this country, but ensuring we have control over that process so that it is managed properly and that our immigration system genuinely serves the national interest. If we don’t get Brexit right – if we don’t make a success of the next five years – our economic prosperity will suffer, jobs and livelihoods will be put at risk, and with them the security and peace of mind of working families. We won’t have the opportunities we want for our children. We won’t have the high-skilled, high-paid jobs of the future. We won’t have the financial means to fund the public services upon which we all rely. And the brighter future people here in the North East – and across the country – voted for 12 months ago will slip from our grasp. But if we do, the opportunities before us are great. That’s why I make this commitment to you. And this commitment to Britain. If we stand together, and you vote to back me and strengthen my hand, I’ll fight to get the best Brexit deal for Britain. I’ll stand up for Britain, and fight for Britain, to guarantee our economic security, to deliver better-paying jobs, a good school place for every child, real technical education – and extra funding, every year, for our schools and a strong NHS. And I’ll stand up for Britain to ensure we control and reduce immigration when we leave the EU.” [8, p.9].

The main lexemes that help define this context as an example of "opportunities" are: *chance, future, build, control, opportunities, fight, shape, success, commitment*.

Let's carry out the definitive analysis of the *"chance"* lexeme. This lexeme has the following basic definitions:

1. A possibility of something happening, especially something that you want;

2. A suitable time or situation when you have the opportunity to do something;

3. An unpleasant or dangerous possibility;

4. The way that some things happen without any cause that you can see or understand.

So, all the definitions considered by us agreed that the "chance" is any possibility that something will happen, in this context, it is an opportunity to build a better future for the UK through Brexit.

The next lexeme is *"future"*, and here are the interpretations given to it in «Oxford Learner’s Dictionary»:

1. The time that will come after the present or the events that will happen then;

2. What will happen to somebody/something at a later time;

3. The chance of continuing success or existence for something [19, p.143].

Based on the obtained dictionary data, we can conclude that the word "future" also contains a component of the opportunity, that is, it is an opportunity for a successful future of the country.

The following lexeme *"build*" has the following definitions:

1. To make something, especially a building, by putting parts together;

2. To create or develop something over a long period of time;

3. To become gradually stronger [19, p. 56].

This lexeme can also be considered in the concept of opportunities, since it is associated with the development and creation of something for a long period of time, that is, based on our context, this is building in the UK such a system that will make it stronger and more competitive.

Lexem *"control*" has the following basic definitions:

1. The power to make decisions about how a country, an area, an organization, etc. is run;

2. The ability to make somebody/something do what you want;

3. The act of restricting, limiting or managing something; a method of doing this [19, p.94].

Based on the interpretations considered, it can be said that this lexeme also intersects with the concept of possibilities, since it is an opportunity for the UK to control its borders.

The following lexeme *"opportunities"* has such basic definitions:

1. An occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something;

2. The chance to get a job [19, p. 563].

From the above interpretations it follows that "opportunity" is a chance to get or do what we need, and this definition is the main one in our context, confirming the model "Brexit is opportunities".

Another lexeme *"fight"* is treated as:

1. To take part in a war or battle against an enemy;

2. To struggle physically with somebody;

3. To try hard to stop, deal with or oppose something bad;

4. To try very hard to get something or to achieve something [19, p. 81].

In this context, the word "fight" is used as an opportunity to fight for a brighter future in order to achieve everything that is necessary for it.

The *"shape"* lexeme has the following definitions:

1. The form of the outer edges or surfaces of something; an example of something that has a particular form;

2. A person or thing that is difficult to see clearly;

3. The physical condition of somebody/something;

4. To decide or influence the form of something, especially a belief or idea, or someone's character [19, p. 94].

The last meaning of this definition refers to our context: the ability to influence an idea, to choose the ways of its implementation.

Another lexeme - *"success"* is interpreted in the dictionary as follows:

1. The fact that you have achieved something that you want and have been trying to do or get; the fact of becoming rich or famous or of getting a high social position;

2. A person or thing that has achieved a good result and been successful [19, p. 261].

In the above context, this lexeme is used as an opportunity to achieve the set goals, to get a good result.

The final lexeme - *"commitment"* - has the following meanings:

1. A willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something;

2. A thing that you have promised or agreed to do, or that you have to do;

3. Agreeing to use money, time or people in order to achieve something [19, p.42].

This lexeme reflects the promise to do something, devote one's time and energy to the development of something.

So, we have considered all lexemes of this context. On the basis of definitional analysis, it can be concluded that all tokens reflect, in one way or another, the metaphorical model of "Brexit is opportunities."

We now turn to the following context:

«The Quora», 13 April, 2017

“Nicholas Stone:

All the UK's problems will be over (if you want Brexit).

A catastrophic leap in the dark (if you want to stay in the EU).

For those who want to leave the EU, Brexit represents a chance to take control of the UK's borders, restore national sovereignty and save billions of pounds in the EU membership fee. Once out of the EU, the UK will reduce (if not eliminate) immigration, free to make trade deals with anyone around the world and use the saved EU membership fee to spend more money on education and the NHS.

For those who want to stay, Brexit represents a social and economic disaster. The pound will drop in value, inward investment will stop, trade with the Europe will collapse, economic growth will splutter out and the UK government will be involved in long tedious exit rows and negotiations with the EU.” [16, p.2].

Basic lexemes that help define this context as an example of "opportunities": *chance, restore, save, reduce, free*.

The first lexeme was already considered by us in the previous context, so let's begin with the definition of the word *"restore"*. "Oxford Learner's Dictionary" gives the following values of this lexeme:

1. To bring back a situation or feeling that existed before;

2. To return something or someone to an earlier good condition or position;

3. To repair a building, work of art, piece of furniture, etc. so that it looks as good as it did originally;

4. To give something that was lost or stolen back to somebody [19, p.345].

In the above context, this lexeme reflects the ability to bring everything back to the previous qualitative state.

The following important lexeme *«save»* has such interpretations:

1. To keep somebody/something safe from death, harm, loss, etc;

2. To keep money instead of spending it, especially in order to buy a particular thing;

3. To avoid doing something difficult or unpleasant; to make somebody able to avoid doing something difficult or unpleasant;

4. To prevent time, money, or effort being wasted or spent [19, p. 456].

Thus, this lexeme reflects the ability to save something, to prevent unnecessary waste.

Another lexeme *"reduce"* has the following interpretations:

1. To become or to make something become smaller in size, amount, degree, importance, etc;

2. To heat a liquid until it becomes thicker and less in quantity; to become thicker and less in quantity in this way;

3. To lose weight by limiting the amount and type of food that you eat [19, p.551].

In the above context, this lexeme reflects the possibility of reducing the level of immigration in the UK.

The final lexeme *"free"* can be defined as follows:

1. Not limited or controlled;

2. Not under the control or in the power of somebody else; able to do what you want;

3. Not restricted or controlled by anyone else; able to do or say what you want [19, p.112].

Thus, the word "free" in our context is responsible for the possibility of free economic ties between the UK and other states.

So, having conducted a definitional analysis of lexemes of our context, we found out that all the lexemes reflect the various possibilities and prospects that Britain will receive in the event of withdrawal from the European Union, in particular, such as: restructure the model of the field of agriculture, raise the level of well-being and improve the quality of life, independently dispose of agricultural policy, satisfying, first of all, its own food needs.

Despite all the above opportunities, which can open the way for the UK to withdraw from the EU, the media is also discussing the many negative consequences that can lead the country to great losses in the fields of economy, science and culture.

Consider and analyze several contexts that evaluate Brexit not on the most positive side.

The first context is taken from the British edition «The Stage»:

«The Stage» 5 April 2017

“I fear things will get worse, once our unelected prime minister Theresa May has dragged us out if the EU amid hypocritical remarks about “the will of the people” and turned us into a sad, inward-looking lonely little island.

We will be cut off from all the life-giving culture of our European family, completely out of touch with what is going on in the light around us.

However, all is not lost. Everywhere, people who do not wish to be left alone in the dark are forming EUnity groups. EUnity is Ukip in reverse. Despite having no headquarters and no leaders, people are forming groups, economically, financially, politically and – most importantly for those of us in the arts – artistically. We are joining hands with Europe, strengthening our links and acting as pressure groups to get us back in the EU.

The process of rejoining will take some time, but it will happen once the Brexiteers realise the golden future they were promised outside Europe was a lie.

In the meantime, let us renew our membership of ITI and the UTE and get involved with European theatre and other arts as much as we can, inviting European arts groups here and supporting them aboard.” [12, p. 4].

The lexemes of this context, reflecting the "Brexit is a crisis" model, are: *dragged out, cut off, out of touch, lie, inward-looking, lonely*.

The first lexeme *"dragged out"* is interpreted as follows:

1. To cause (something) to take more time than necessary;

2. To force (something, such as a confession) from (someone) [19, p.61].

Based on contextual and vocabulary data, it can be concluded that this lexeme indicates that Britain will be divorced from the European Union, all ties with other countries, including in the field of art, will be severed.

The next lexeme in our context *"cut off"* is treated like this:

1. To interrupt somebody and stop them from speaking;

2. To remove something from something larger by cutting;

3. To block or get in the way of something;

4. To prevent somebody/something from leaving or reaching a place or communicating with people outside a place [19, p. 65].

Based on the contextual data and the above definitions, we conclude that this lexeme reflects the possible isolation of the UK culture from the European family as a result of Brexit.

Another article, chosen by us to consider the withdrawal from the EU in terms of the model of the crisis, was published on June 1, 2017 in the British edition «The Telegraph»:

«Mr.Corbyn hit back with a warning that Mrs.May’s hardline approach to Brexit risked Britain crashing out of the EU without any deal at all.

«The Conservatives» reckless approach has left us isolated and marginalised, increasing the chances of Britain crashing out of the EU without a deal, which would be the worst possible outcome for Britain» he told a campaign event in Basildon.

«That would mean slapping tariffs on the goods we export – an extra 10% on cars – with the risk that key manufacturers would leave for the European mainland, taking skilled jobs with them.»

«In sector after sector, ‘no deal’ could prove to be an economic disaster. Theresa May’s approach risks a jobs meltdown across Britain.» [15, p. 3].

Lexemes of this context: *risked, crashing, reckless, isolated, marginalized, leave, disaster, meltdown*.

The first lexeme “*risked”* has the following interpretations:

1. The possibility of something bad happening at some time in the future; a situation that could be dangerous or have a bad result;

2. A person or thing that is likely to cause problems or danger at some time in the future;

3. To do something that might be dangerous [19, p. 756].

Drawing on contextual and lexical data, it can be concluded that this lexeme reflects the danger of consequences, which will entail a hard way out of the European Union.

Another lexeme *"crash"* has the following definitions:

1. If a vehicle crashes or someone crashes it, it is involved in an accident, usually a serious one in which the vehicle is damaged and someone is hurt;

2. To hit something, often making a loud noise or causing damage;

3. If something such as a business crashes, it suddenly fails or becomes unsuccessful [19, p. 38].

Thus, proceeding from the contextual and dictionary data, we conclude that the lexeme *"crashing"* in this article helps to say about Brexit with a negative assessment, that is, Britain would "fall" out of the European Union, remaining outside its borders.

The next lexeme that we selected to evaluate Brexit from the point of view of the crisis model is *"reckless"*. Consider the definition of this word:

1. Doing something dangerous and not worrying about the risks and the possible results.

Based on our context, we can conclude that this lexeme reflects the recklessness and recklessness of conservatives in choosing an exit option from the EU, since this choice can lead to disappointing consequences.

Another lexeme *"isolated"* has the following meanings:

1. Far away from any others;

2. Without much contact with other people or other countries;

3. Single; happening once [19, p. 186].

Based on the contextual and vocabulary data, we conclude that the word "isolated" in this case indicates that in the event of withdrawal from the EU, Britain will lose many important economic and other links with the rest of the world.

The following lexeme *"marginalize*" can be defined thus:

1. To make somebody feel as if they are not important and cannot influence decisions or events; to put somebody/something in a position in which they have no power [19, p. 451].

Proceeding from this definition, it can be said that if the country chooses autonomy, it will lose its authority in the eyes of other countries and can no longer influence any common deeds and decisions.

The lexeme *"leave"* has the following definitions:

1. To go away from a person or a place;

2. To not do something or deal with something immediately;

3. To make or allow somebody/something to remain in a particular condition, place, etc [19, p. 624].

Thus, the lexeme "leave" in this case speaks of the threat that the key manufactories established in Britain will have to return to the territory of the European Union, taking with them a huge amount of highly skilled labor.

The following lexeme *"disaster"* has such interpretations:

1. An unexpected event, such as a very bad accident, a flood or a fire, that kills a lot of people or causes a lot of damage;

2. A very bad situation that causes problems;

3. A complete failure [19, p. 61].

Based on contextual and vocabulary data, it can be concluded that this lexeme reflects catastrophic consequences as a result of hard Brexit, which can severely injure the economy of the country.

The last lexeme *"meltdown"* has the following definitions:

1. A serious accident in which the central part of a nuclear reactor melts, causing harmful radiation to escape;

2. A situation where something fails or becomes weaker in a sudden or dramatic way (in economics) [19, p. 652].

Thus, the token "meltdown" in this case indicates the loss of a huge number of jobs if the country decides to leave the EU.

So, with the help of lexemes chosen from the above context, we conclude that a hard Brexit can lead to the country remaining isolated, losing its authority in the eyes of other countries, losing a large number of manufactories and, as a result, a huge number of jobs, that will result in an economic catastrophe.

Another context that views Brexit as a threat to the crisis was published in the article of the British edition of “The Telegraph”:

«One of the most plaintive and persuasive bleats about Brexit is that it puts the National Health Service at risk. Thousands of staff from other EU countries might decide to lay down their stethoscopes and go home and, so, where would that leave the sick and the injured? Corroborating evidence for this view emerged this week with the news that European nurses are abandoning the NHS. There has been a reported staggering 96 per cent fall in post-referendum arrivals. Last July, 1304 nurses from Europe joined The Nursing and Midwifery Council. By April, that number was pretty much down to Magda from Riga.

Cue claims that the health service is headed for “the worst nursing crisis in 20 years”. This is all invaluable ammunition for Remainers who are studiedly ignoring the fact that 69% of Britons now say they are eager to get on with leaving the EU.» [16, p. 3].

The lexemes of this context were highlighted: *risk, leave, abandoning, fall, crisis*.

The first lexeme *"risk"* has the following definitions:

1. The possibility of something bad happening at some time in the future; a situation that could be dangerous or have a bad result;

2. A person or thing that is likely to cause problems or danger at some time in the future [19, p. 526].

Based on contextual and vocabulary data, it can be concluded that this lexeme reflects the danger that after Brexit the entire healthcare field of the country will be under attack.

The following lexeme *"leave"* has these meanings:

1. To go away from a person or a place;

2. To stop living at a place, belonging to a group, working for an employer [19, p. 453].

Thus, this lexeme speaks about the threat that thousands of specialists will have to return home to the EU countries, leaving a huge number of patients without the necessary attention.

One more lexeme *"abandon"* has the following definitions:

1. To leave somebody, especially somebody you are responsible for, with no intention of returning;

2. To leave a thing or place, especially because it is impossible or dangerous to stay;

3. To stop supporting or helping somebody; to stop believing in something;

4. To stop doing something, especially before it is finished; to stop having something [19, p. 16].

Based on the contextual and lexical data, we conclude that this lexeme reflects the fact that already after the referendum on the Brexit issue, nurses started leaving the country, leaving their jobs.

The lexeme *"fall"* has the following definitions:

1. The fact of the size, amount, or strength of something getting lower;

2. The fact of being defeated or losing your power [19, p. 63].

This lexeme speaks about such a problem as a significant reduction of specialists who arrived to receive posts after the referendum.

The final lexeme *"crisis"* is treated as follows:

1. A time of great danger, difficulty or confusion when problems must be solved or important decisions must be made;

2. A time when a problem, a bad situation or an illness is at its worst point [19, p. 73].

Being the most important lexicon of our context, it reflects such a consequence of Brexit as an inevitable crisis in the health field.

So, after making a definitive analysis of the lexemes of this context, we can sum up that these lexemes help to consider the exit of the UK from the European Union as a model of the crisis in the health sector caused by an irreversible reduction in the number of qualified specialists.

The main lexemes of the concept "Brexit are opportunities" are: *opportunity, chance, control, build, restore, develop, save*. These lexemes were found in almost every context, much more often than others.

These lexemes reflected the prospects that await the country after Brexit, like: independence from the EU; the ability to independently conduct foreign and domestic policies; control of immigration; modernization of the economy; conclusion of trade and economic relations with any countries of the world; development of industries that have previously yielded good income, such as fishing; exemption from payment of various contributions to the European Union.

When considering lexemes of the concept "Brexit is a crisis", most often the following lexemes: *crisis, shortage, reduce, risk, loss, suffer, crash*.

All these lexemes of such negative consequences of Brexit as: the shortage of skilled labor in the fields of health, agriculture, culture, science and education; loss of important economic and trade ties with the European Union; loss of EU funding; restrictions on travel between the UK and the EU; inflation; unemployment; the escalation of the conflict with Scotland, the increase in the level of crime.

The concept as a complex education has a conceptual, value, perceptual and personal and experiential component. The conceptual component of a concept is its conceptual meaning; perceptual-image - is its relationship with perceptual-sensory sensations (tactile, gustatory, olfactory, auditory, visual); the value component is its place on the axiological scale of values of good and evil; personal-experienced is a personal perception of the object of reality according to human experience.

The people of the United Kingdom have no experience of living in a country withdrew from the EU, and the society is constantly controversy, discussion of this idea, the consequences of such action, the concept Brexit is not permanent, it is in the process of formation, constant change in general and individual components in particular.

According to the results of our research of the concept Brexit, we can say that it is value-neutral. The axiological neutrality of this concept is due to the lack of experience of its perception by residents of the United Kingdom in the absence of residence outside the EU. However, the concept Brexit in verbalization in language is able to acquire a positive or negative color in the environment of evaluative lexis.

“Brexit was always going to come down to a choice between two evils: the heroic but catastrophic failure of crashing out; or the unheroic but less damaging failure of swapping first-class for second-class EU membership).” [18, p. 71].

In the example we see that the language unit Brexit in the environment of language units with negative value evils, catastrophic, failure, crashing, damaging also acquires a negative value. At the same time, the language units that represent the Brexit concept can acquire axiological significance in the environment of language units, which by their nature are also evaluative neutral, but have acquired their evaluative significance contextually.

“Britain was once a global trading power. After Brexit it can be again.”

In the example, as an evaluation-neutral language unit, Brexit acquires a positive meaning in the environment of the global trading power language unit, which has acquired a positive meaning contextually. According to our research, we want to add that the concept Brexit in verbalization in language can change its axiological neutrality in the formation of language units by word formation, when the neutral language unit Brexit is added a language unit with a positive or negative meaning.

“1.This seems, this week more than ever, a perfect description of the state to which British politics has been reduced – a lot of frantically anarchic running overseen by a defunct creature, the Brextinct dodo.

2. For all of this is the afterlife of dead things. One of them is Brexit itself. When did Brextinction occur?

On 24 June 2016. The project was driven by decades of camped-up mendacity about the tyranny of the EU, and sold in the referendum as a fantasy of national liberation.” [18, p. 56].

The language units Brextinction, Brextinct, which originated in English due to the word compiling two bases: complete bases extinction , extinct and the abbreviated basis Br- from Brexit, have acquired a negative value due to the negative value of complete bases.

Summarizing, we note that the evaluation component of the concept Brexit, as well as the concept itself, is in the process of formation. Now the concept Brexit is evaluative-neutral, but is able to obtain axiological meaning in the environment of evaluative vocabulary, in the environment of vocabulary, which acquires evaluative meaning contextually, and by joining the basis with evaluative meaning in the formation of language units by word formation.

**2.3. Methodology for selecting phraseological units related to the Brexit concept**

The referendum held in the UK in 2016 on the withdrawal of the country from the European Union (EU) revealed two irreconcilable sides, one of which supported this position and the other was against it. This could not but be reflected in political discourse, one of the key conceptual oppositions of which is the opposition of "one's own" - another's. " At the same time, a person's position on whether the UK remains part of the EU or is leaving it becomes a kind of a marker of "one's own" or "someone else's". In a situation where the boundaries of "one's own" and "another's" are clearly marked and the relations between opposing sides are sharpened, vivid and effective means of language realization are actualized in the discourse [47, p.126].

Consideration of these means allows to form an idea of how the opposition "own - alien" is verbalized on different linguistic levels in modern discourse. Identification and pragmatic analysis of such language means provides an adequate interpretation of the English-language political discourse and the basis for creating the text in English as an instrument of influence.

As we know, we / they are used in the English-language linguistic literature to name the opposition "one's own" - we / they - these pronouns play a key role in organizing the semiotic space of political discourse, allowing us to identify the boundaries of our "own" and "alien" groups and identify the grounds for the formation of the opposition. It is noteworthy that we / they become markers of "our" or "outsiders" (besides performing the function of substitution of names) when they are opposed in the context of a microcontext (for example, one or two sentences) or various syntactic constructions designed to represent the concepts "one's" and " foreign "and clarify the nature of the relationship between them. So, the opposition we-they reflects the conflict of "our" (in this case people supporting the idea of integrating Great Britain into the European Union) and "strangers" (here - politicians who promoted the ideology of secession from the EU):

“We should hold on to our fury, against those who for the sake of their career or a pet dogma, were prepared to wreck everything. On this day when we mourn what horror the Europe before the European Union was capable of, we should say loud and clear of those that did this: we will not forget them.

We – Generations Y and Z – are the first generation in Europe to almost exclusively change the world with hardly any form of violence. We reject basic ideas of capitalism without even noticing it, simply because technology is making them redundant. We have grown up in multiethnic societies and conciously reject our grandparents’ open and our parents’ ingrained racism. We fight sexism. We denounce exploitation and the devoting of our lives to someone else’s profit..... I have to accept being oppressed by a majority of an older generation that seems intent on depriving us of our future.” [15, p. 4].

Here the role of the pronoun “we” as the marker of "one's own" is in many ways realized through repeated repetition and opposition to "someone else's" within the context of the microcontext (we will not forget them; In publications on the withdrawal of the Kingdom from the European Union, other words related to the nucleus of the opposition "one's own" are actively used, such as self / selves / ourselves ("own") and (the) other / otherness / to other / another , different / difference / differently, alienate / alien:

“It has released a shockwave as people recognise that the political really is the personal, and that what is personal – what counts as a response to alienation in some of the Brexiters – is the ugliness of othering the foreign, the newly arrived, the people who are displaced from home. The starkness of this recognition, in the taunts and daubings and attacks that show a fear of the other, are sobering and scary.”

It is noteworthy that the authors of analytical articles of serious British publications (such as The Times, The Guardian, The Daily Telegraph) usually refrain from using explicit language tools that openly express an aversion to "someone else's", which is dictated by the desire to give the publication an analytical, objectified character and to be in line ideology of tolerance. However, in the new political context associated with the Brexit referendum, even the quality British press (the so-called quality press) abounds with analytical commentaries using the above language means, expressing the opposition's attitude, the conflict of "one's own" and "another's".

The productive means of expressing the state of the split of British society in "their" and "others" in analytical articles are metaphors. The actualization of the metaphor "family" is indicative: the authors of the Brexit publications regularly refer to such images as family disagreement or divorce. The parallel between the family faced with divorce and the situation of Britain's withdrawal from the European Union is intended to emphasize such implicit meanings as the existence of close relations between the EU and the United Kingdom and the painfulness of their rupture, the inevitability of heavy consequences.

Has Britain become the kind of family in which one side is not talking to the other? ..... But Johnson aside – if that’s possible – Britain today is the family divorce writ large. We’re splitting up everywhere.

This is why I am leaving this country. When? Definitely before the ink dries on the divorce contracts.

No less productive is the metaphor of "destruction":

Here stands Britain on the world stage, the sound of cracked glass in the air, economic springs unwinding, political cogs rolling across the floor, riffling through a manual that ought to have been mastered before the act of destruction. ....The flaw in this analogy is its flattery of politicians who incited the hammer blow.

Through the metaphor of "destruction", as a rule, a sharp criticism is expressed to politicians who, according to journalists, populist appeals and short-sighted policies have created all the prerequisites for splitting the country into two irreconcilable camps and for predictable economic and political depression. The same goals are metaphors for "crime" and "game", which are used no less often in this political context:

“Leave crew have no new response to questions they refused to answer during the campaign, nor that they take no blame for turmoil they dismissed as scaremongering fiction when the remain side accurately foretold it. Arsonists do not fetch water.

It’s gripping, of course. Game of Thrones meets House of Cards, played out at the tempo of a binge-viewed box-set. Who could resist watching former allies wrestling for the crown, betraying each other, lying, cheating and dissembling, each new twist coming within hours of the last? And this show matters, too. Whoever wins will determine Britain’s relationship with Europe.” [15, p. 4].

The results of the referendum revealed that the people who support the withdrawal from the European Union are those who are against coming out of it. In the analytical press, the opposition of "our" and "outsiders" is formed not on the basis of the conflict between these two sides, but on the basis of opposition of ordinary citizens to the establishment, to politicians who allowed the situation. To implement the paradigm of the "people-power" relations, various syntactic constructions are often used: question-answer unity, parental contributions, emphatic structures. Especially vivid and effective from the point of view of the impact on the addressee, the opposition is realized with the help of various pledge structures:

“The government decides that the UK will withdraw from the EU; and the government notifies the European council of that intention.

But there can be no moving on until we have reckoned with what exactly was done to the people of these islands – and by whom.

In seven days he has been exposed as an egomaniac whose vanity and ambition was so great he [Boris Johnson] was prepared to lead his country on a path he knew led to disaster, so long as it fed his own appetite for status.” [15, p. 4].

This is why a referendum is almost the only means by which people can be heard, and why attempting to override it is a terrible idea.

At the same time, the use of active and passive pledges is correlated with the relations of subordination, when positions of power, superiority correspond to agents of action, positions of subordinate, controlled - patients.

In publications devoted to the Brexit referendum, passive constructions usually prevail in the utterances of ordinary citizens of the country, and active designs in the words of the political elite. Thus, from the people, from "their own", responsibility for what happened is removed, they are in the role of victims, victims of political manipulation, while it was from their decision that the outcome of Brexit depended. Politicians are blamed for the result of the referendum.

Thus, due to the use of collateral, the opposition's relations in a conflict situation shift from direct opponents (those who voted for secession from the European Union and those who voted against) to indirect opponents (the people vs political elite). This substitution is a typical manipulation tool, as it allows you to expand the circle of "your own" and enlist their support for one or another position.

When analyzing the Canadian media, several examples of interesting phonetic techniques were revealed:

“Except now the knickers of those same Brexiters are all in knots. the bitter Brexit battle Mellifluous, monotone, his face a mask of preternatural calm.” [17, p. 135].

In the first and second examples, the combination of sounds creates in the reader's head a clear rhythm, thanks to the accent on the consonants characteristic of the British English version. In the third example, on the contrary, the accent falls on the vowels and broaches M, N. The adjectives used to characterize the noun calm successfully convey the mood of monotonous tranquility.

Thus, the analysis of publications on the Brexit referendum revealed a number of language means used in British political discourse during the period of aggravation of social relations.

The analysis allows to draw a conclusion about the predominance of linguistic means, which explicitly realize the opposition "one's own", that is, the key words-representatives of this opposition, metaphors characterizing the relations of conflict, confrontation, active and passive pledge constructions, which actualize the paradigm of relations "the ruling elite-the people". The results of the analysis allow to adequately interpret the English text in the context of exacerbation of social relations and use the identified language tools to produce your own text in English.

Classification of phraseological units that verbalize the concept

Newspaper and magazine headlines reflect the specificity of the printed publication: publicism, social significance, relevance, genre. In a concise form, the headings of articles convey the essence of the events which are under consideration, while life itself becomes their source. The author's task is to not only to find interesting material, but also to present it in an original way, in particular, to compose an attractive title.

A title is usually one simple sentence, or a phrase, less often consists of one word or more than one sentence. Sometimes, for a more complete disclosure of the topic, the headline is provided with a subtitle that provides additional information. Most attention of the reader is attracted by catchy headlines, emotionally colored, or promising sensation. However, the method of using such titles does not always work. If in the printed publication the practice of using catchy, screaming headings is widespread, for which nothing is worth, then they will be interested only in a certain, limited circle of readers.

In total, more than 1 500 articles about Brexit, abounding in artistic and lexical means of expressiveness, were analyzed, and twenty-five most interesting headings listed below were selected.

So, the headlines of the newspaper "The Independent" abound with metaphors. For example, "Beware the four horsemen circling Europe: Greece, Russia, migrants and Brexit" (Beware of the four riders around Europe: Greece, Russia, migrants and Brexit) is a detailed metaphor used to show the terrible future of Europe and a nightmare, approaching her. The story of the four horsemen of the Apocalypse goes back to the New Testament, to one of his last books - the Revelation of John the Theologian, where they are the main characters. Scientists still disagree about what the riders represent, although they are often called Plague, War, Hunger and Death.

Another example may be the headline: "As Brexit looms, people share the harshest truths about life the UK" (People share the harshest truth about life in the UK, while Brexit looms), where the author wanted to show the inevitable approximation of Brexit, came out as if from a fog, to which people are not ready.

Interesting comparisons, which the authors of the newspaper use to characterize some political leaders who vote against Brexit. So, George Osborne is compared to Pinocchio, a fairy-tale character, whose nose increases every time he says untruth. This pushes the reader to the idea of the insincerity of this person. And the use of comparisons in the headings quoted undoubtedly not only draws readers' attention, but also suggests the reliability of the information published: "Referendum: Michael Gove announced that economic experts warning of Brexit are similar to Nazis." [18, p. 65].

Expressive titles, colored vocabulary, slang, the use of synonyms, antonyms, homonyms and other language games, of course, is of reader interest. In the course are quotes from movies, plays and books, elements of colloquial speech, phraseology, etc. Each such reception finds its reader, and the closer it is to the people, the more clearly the author's intention is seen, the greater the response will be received. It is no coincidence that publishers of the newspaper so often resort to the help of stable expressions (idioms), because they always have ambiguous (indirect) meaning. For example, "On a knife edge" is a stable expression that emphasizes the ambiguity of the situation: "A new survey shows that the outcome of Brexit is on the edge of a knife." And the expression "To shake it all about", all mixed up in the belly of Brexit, is only meant to aggravate people's anxiety for their future and the future of the country. Such phrases, on the one hand, carry an emotional load, and on the other, accurately demonstrate the political situation.

A huge influence on the reader is provided by epithets, in which the author's appraisal opinion is expressed. For example, the adjective "ridiculous" makes it clear that George Osborne is stupid, and his projects are not worth the eaten egg (Osborn accidentally exposed how ridiculous his austerity projects are due to the budget threat after Brexit). And the epithets "brave and brilliant" express the opinion of Donald Trump, positively referring to the referendum, about the will of the British people (Donald Trump praises the "brave and brilliant" voice for Brexit: "They again took control of their country") (Table 2).

Table 2

Analysis of newspaper headlines

|  |  |
| --- | --- |
| Article title | Means of expressiveness |
| David Blanch flower: there is no doubt that leaving the EU will damage Britain. | «There is no doubt» – idiom; «Leaving would hurt Britain» – metaphor.  |
| Ian Duncan Smith compares George Osborne with Pinocchio about house prices because of Brexit. | «Smith compares Osborne to Pinocchio»– comparison.  |
| Beware of the four riders circling around Europe: Greece, Russia, migrants and Brexit. | «The four horsemen circling» – metaphor.  |
| A new survey shows that the outcome of Brexit is at the tip of the knife. | «On a knife edge» – stable expression.  |
| My Week: inside, outside - everything was mixed in the belly of Brexit. | «To shake it all about» – idiom.  |
| Referendum in the EU: Angela Merkel broke the silence to warn the EU about Brexit. | «To break silence» – stable expression.  |
| In connection with the threat that Brexit casts a shadow over the fragile cooperation between Britain and France, it requires care. | «Relationship requires» care» – impersonation; «Brexit casts a shadow» – metaphor; «Delicate» – epithet.  |
| The French government begins to play dirty to avoid Brexit | «The government plays dirty» – metaphor.  |
| Source: Obama's advice to disdain Brexit may flare up again.  | «Advice could back fire» – metaphor.  |
| The EU referendum: The CBR warns that Brexit can blow a hole in the economy of 100 billion pounds and cost 950,000 jobs. | «Brexit could blow a hole» – metaphor.  |
| Referendum: the organizations "Voith Liv" and "Grassroots Out" simultaneously seek to get the right to conduct the Brexit campaign. | «Head-to-head» – idiom.  |
| How Brexit will affect the tourism of the Kingdom. | «Brexit will affect» – impersonation.  |
| Be sure, you must vote, whatever your views on the EU. | «Makesure» – stable expression.  |
| How much money is afraid that Brexit will erase the pound from the chart. | «How much money fear» – impersonation.  |
| George Osborne and Alistair Darling warn that Brexit will burn 30 billion pounds in taxes and spending cuts. | «Brexit would spark» – metaphor.  |
| Osborn accidentally exposed how ridiculous his projects on austerity because of the threat to the budget after Brexit. | «Ridiculous» – epithet.  |
| Survey about Brexit - 44% of respondents would be delighted if Britain voted for Brexit, 28% - for maintaining the status of an EU member.  | «Delighted» – epithet.  |
| John Oliver is here to glory over Europe, at the same time, convincing you to vote for the stay of Britain in the EU. | «Gloriously» – epithet.  |
| Referendum: immigration and Brexit - what kind of lie is spread? | «Lies have been spread» – metaphor.  |
| The referendum: Michael Gove announced that the economic experts warning of Brexit are similar to the Nazis | «Experts are like Nazis» – comparison and hyperbola.  |
| People share the harshest truth about life in the UK, while Brexit looms. | «Brexit looms» – metaphor, «The harshest» – epithet.  |
| Donald Trump praises the "brave and brilliant" voice for Brexit: "They again took control of their country" | «Brave and brilliant» – epithet.  |
| What does the Middle East think about Brexit? Much more than you expected. | «The Middle East» – metonymy; «What does The Middle East think» –impersonation.  |
| Texas, inspired by Britain, reflects on the TEXIS.  | «Texas is thinking» –impersonation: «Inspired by Britain» - metaphor; «Texas» - metonymy.  |
| Brexit reminded us of some extremely important things that people accepted. | «Brexit reminds» – impersonation; «Important» – epithet |

Analyzing the above table, we can say that in twenty-five headings there are ten metaphors, six phraseological units and stable expressions, seven epithets, six personifications, two comparisons, two metonymymes and one hyperbole. In total, there are thirty-four illustrative means in the headings, and this shows that newspapers actively use expressive means to influence the reader, even in such topics as Brexit.

Subagent phraseological units

Subjective names are phraseological units with generalized semantics, objectified in the grammatical categories of the genus, numbers, and cases. In the sentence, the substantive phraseological units perform the syntactic functions of the subjective, the nominal part of the compound predicate or the application [22, p.41].

The following subclasses of substantive phraseological units are distinguished:

1. The phraseological units with the structure Adj. + N and the attributive link between the components: An early bird, a fair fish, a lazy / dirty / big dog, a fat cat, a white elephant. N + N: An animal spirit, a publicity hound.

2. N + prep. + N with possible expansion at the expense of adjectives: A wolf in sheep's clothing, a jackdaw in peacock feathers (N + prep. + N + N), a cuckoo in the nest, a beggar on horseback

3. Part.I (II) + N: A lost sheep, a willing horse. Other designs are also possible.

The Canadian media are resorting to rhetorical questions:

Should Canada step forward? And if so, with which Britons would it speak? Another interesting reception was found in the Canadian newspaper “The Globe and Mail”: A majority. Narrowly. But enough to seal the Brexit. - parcellation. Used to create and reflect emotional stress. The analysis at the lexical-semantic level showed that the authors of articles often turn to various stylistic devices, such as, opposition, metaphors, the use of colloquial vocabulary, irony.

For foreigners, it would be less easygoing, more suspicious and more bureaucratic for work and travel. For its own citizens, it would become a less regulated, more unequal society. For the young, as European color drained away, it could come to seem a dim and stifling place - multiple contrast, with the help of which a vivid contrast is created in the view of the reader. Strengthening the effect of opposition is due to the use of such emotionally loaded adjectives in a comparative degree, which contributes to emphasize the rigidity and inevitability of future changes.

The English and the Welsh, the elderly and the rural, the left-behinds and the just-fed-up, inward-looking nationalists and immigrant-shunning triumphalists, fists thrust skyward as one. – “The Canadian Globe and Mail”. From Great Britain to Little England - The irony used for the title of the analytical article very successfully and most fully reflects the events described in the article. These headings are designed to attract the reader with its originality [35, p.51].

The title of the financial article "Brexit's eyes are large" a direct reference to the Russian phraseology "Fear of the eye is great." Here, several stylistic means combine at the same time allusion and irony. In the dictionary of Dalya, phraseology is fully pronounced. "In fear, eyes are large, but they do not see anything." Folk wisdom interprets this proverb as premature, unjustified panic. Very big fear about anything. The author skillfully uses irony, in order to interest the reader for reading the dry analysis of financial markets.

Verbal Phraseological Units

Verbal names are phraseological units with generalized semantics of the procedural feature, objectified in the verbal grammatical categories of the form, state, mode, person, time. In the sentence verb phraseological units perform the syntactic function of the predicate.

Basic Subclasses:

1. The most numerous subclass is the phraseological units with the structure V + N. To shoot (throw) the bull, to play the hog, to see the elephant, to play the bear, to raise / wake the snakes, to smell a rat. To this subclass is a subset of phraseologisms with a prepositional extension of the noun with a possessive pronoun: V + pron. + N: To eat smb's toads, to cook somebody's goose.

2. V + adj. + N, whose constant component is the adjective: to beat / flog a dead horse, to back the wrong horse.

3. V + N + Prep. + N: Take the bear by the tooth, take the bull by the horns, let the cat out of the bag. Also, here phraseological units are expanded at the expense of adjectives or possessive pronouns: To help a lame dog over a style, to have bats in one \ 's belfry.

4. V+N+N: To die a dog\'s death, to be bee\'s knees.

5. V + comp. + V: comparative component "like / as". To shrut / swell like a turkey-cock, to act as a chameleon, to run like a deer / hare / rabbit, to grin like a cheshire cat.

6. V + and + V, as well as compound phraseological units with the structure V + N + and + V + N with the expansion of nouns: To give a dog a bad / bad name and hang him, to run with the hare and hunt with the hounds, strain a gnat and swallow a camel.

7. This list is supplemented by other structures such as V + prep. + N; V + N + adv; V + N + prep. etc [35, p. 60].

At the stylistic level, more variations are possible, since language is an instrument that, being in the able hands of the author, allows one to give birth to unique combinations. Thus, the comparison was one of the most popular stylistic devices used to reflect the problem of Britain's withdrawal from the European Union:

“If a majority opts for Brexit, a long earthquake begins - The Washington Post Widespread use of words that characterize natural or physical processes, for example, verbs of burning or melting.

…amid fears that widespread anxiety about European immigration was being inflamed into violent racialism. Ms. Cox was a rising star, admired in and outside Parliament for her selfless energy on behalf of refugees and the poor. Her friends hope her death may cool referendum passions, reminding sullen voters that not all politicians are in it for themselves. The early lead for the Remain campaign has melted away. …finding common cause with the general impatience with old political elites that is flaming up all over Europe. shock waves will ripple But enough to seal the Brexit. Enough to turn Europes nascent wave of far- right parties giddy with possibilities. Enough to trigger a roiling global market meltdown that slammed the pound silly. Sensing a separatist wildfire.” [18, p. 54].

Just as in the Russian-language media, the use of the British dramatist Shakespeare finds application:

“But there are deeper motives here than anxiety about the exchange rate or banks in London decamping to Frankfurt. Behind Brexit stalks the ghost of imperial exception, the feeling that Great Britain can never be just another nation to be outvoted by France or Slovakia. Theres still a providential feeling about Shakespeares sceptred isle as this fortress built by Nature. Or as an old Royal Marines veteran said to me, God dug the bloody Channel for us, so why do we keep trying to fill it ides pelt the voters with forecasts of doom should the other side win.”

The coming referendum on the issue of Britain's withdrawal from the European led the people into confusion, causing the most violent fears about their future.

The ghost of Brexit (care of Britain) wanders through Europe. He is feared as an approaching catastrophe, the scale of which is still unclear, but already frightening. In the statements of representatives of European countries, there was always a certain confusion and excitement. In the sentence "The Ghost of Brexit (leaving Britain) wanders through Europe" it is easy to guess the allusion to the tragedy of the famous British playwright William Shakespeare "Hamlet, Danish princes". As the main character Hamlet is in turmoil, is asked questions about the reasons for the apparitions of his father's ghost, whether you are a good spirit, or an evil angel, the breath of paradise, or the blow, to harm or benefit your thoughts. So terribly you shake the creature with Riddles that do not have a clue? Say why? For what? What should we do? And the people of European states do not know for sure how to assess the coming changes.

The same topic continues with another headline: "To be or not to be: that's what the EU" Which is a direct reference to all the same Shakespeare's work "Hamlet, Prince of Denmark." To be or not to be, that is the question. Is it worth it to humble yourself under the blows of fate, or should we resist and in mortal combat with a whole sea of misery end with them? The author uses allusion, slightly sarcastically, in order to instantly be cast to the imaginative background of the reader, trying to convey the essence of the following article and motivating the reader to read.

Another example of "uncertainty prevailing against the backdrop of Brexit" managers called Brexit a key risk to the global economy with unpredictable development.

**Conclusions to Part 2**

The socio-political phenomenon of the referendum on the UK's withdrawal from the EU has been reflected in the British language in the form of the word Brexit and derivative words from him. These words were formed by means of fixation, word-laying of full and truncated bases, and telescoping.

The main lexemes of the concept "Brexit are opportunities" are: *opportunity, chance, control, build, restore, develop, save*. These lexemes were found in almost every context, much more often than others.

These lexemes reflected the prospects that await the country after Brexit, like: independence from the EU; the ability to independently conduct foreign and domestic policies; control of immigration; modernization of the economy; conclusion of trade and economic relations with any countries of the world; development of industries that have previously yielded good income, such as fishing; exemption from payment of various contributions to the European Union.

When considering lexemes of the concept "Brexit is a crisis", most often the following lexemes: *crisis, shortage, reduce, risk, loss, suffer, crash*.

All these lexemes of such negative consequences of Brexit as: the shortage of skilled labor in the fields of health, agriculture, culture, science and education; loss of important economic and trade ties with the European Union; loss of EU funding; restrictions on travel between the UK and the EU; inflation; unemployment; the escalation of the conflict with Scotland, the increase in the level of crime.

The evaluation component of the concept Brexit, as well as the concept itself, is in the process of formation. Now the concept Brexit is evaluative-neutral, but is able to obtain axiological meaning in the environment of evaluative vocabulary, in the environment of vocabulary, which acquires evaluative meaning contextually, and by joining the basis with evaluative meaning in the formation of language units by word formation.

**CONCLUSION**

Modern cognitive linguistics focuses on the description and structure modeling concepts like global mental one national language through the analysis of the conceptual pieces that objectifies their content. The study of the specificity of the verbalization of concepts makes it possible to identify the peculiarities of the world perception of a particular ethnic group.

The main problem of the cognitive aspect is the differentiation of the terms "concept" - "gestalt" - "frame". Frame is interpreted "as a multiconcept that represents a kind of packed information and concentrates the attention on the approach of studying information which is stored in memory, structures the information and specifies it." Gestalt is seen "as a conceptual framework, it stresses the integrity of the image which is stored in memory and is nonidentical to the amount of features". “Concept” is meaningful information which is stored in individual or collective consciousness and endowed with a certain integrity, this is a kind of information which is experienced".

The presence of various theories that reveal the essence and understanding of the concept is connected with the problem of differentiating of this unit from such elements as notion, significant and lexical meaning. The most compelling, in our opinion, is such understanding of the term as: concept is the mindimage, the culture clot in the human mind, it is the very thing through which culture finds its way to the mental world of the speaker; this is an aesthetically significant phenomenon, a means and a result of individual exploration of reality by a person.

In our opinion, the language picture of the world is a system of representations of the world that, passing through human knowledge, become mental structures that are reflected at all levels of the language system and can be passed on to other members of the community by means of the national language.

The structure of this or that concept can be described after denoting and describing its content, that is, after identification of the cognitive symptoms of the concept.

The language picture of the world is a part of the general scientific, subsystem of the conceptual picture of the world, containing those components that relate to the linguistic signs. It acts as a precursor and creating factor of special world picture. This is due to the fact that a person is capable of perceiving and understanding the world, and thus of himself, thanks to the language in which the universal and national experience is established. The latter determines the prism through which a person perceives the world and, accordingly, forms a linguistic picture of the world.

The importance is that the new language units that arose as a result of the political changes in UK, and by present time are in the process permanent development, will be considered from the point of view of word formation.

Word ***Brexit*** means "a referendum held in the Great Britain and Gibraltar June 23, 2016 from 7 to 22 hours, which was adopted on the question on expediency of membership of Great Britain in the EU, with a vote 51.9% for withdrawal from the EU and 48.1% on non-exit from the EU, at 72.2%".

The above referendum in English was called ***Brexit****.* This word is a complex noun formed by the formulation of two basics: *the British / British* abbreviated basis and the complete base of the word *exit* (***Br****itain or* ***Br****itish +* ***exit*** *=* ***Brexit***).

In the course of the study, it was found that from the moment of the first fixation of the ***Brexit*** language unit to date, English words, in addition to *Brexit*, recorded 2 words ***Brexiter*** and ***Brexiteer***.

The word ***Brexiter***, which refers to nouns, was formed by affixation, by adding a suffix *- er* to the *Brexit* base. The ***Brexiteer***word was also formed by fixing a suffix *–eer* to the *Brexit* base. Both words have the meaning "who supports the UK's exit from the EU" and are used informally.

In addition to words recorded in English-language dictionaries, a number of words derived from the word *Brexit* were found in the English-language press. All these words, as a rule, are complex words.

The complex words include the words ***Brexitland*** and ***Brexit-related*** (in the phrase "Brexit-related Law"), which formed the word combination of two words. In the first example, the word ***Brexitland*** was formed by the word formulation of the words *Brexit* and *land*, with the meaning of "England, the country of Brexit." In another example, the word ***Brexit-related*** was created by adding the words *Brexit* and *related* with the meaning "relevant to Brexit".

However, besides the word-laying of the full basics, the word ***Brexshit*** was formed by the word-laying of the truncated basis of *Brexit* and the complete basis of *shit* (***Brex****it +* ***shit*** *=* ***Brexshit***): "The Brexshit Book: A Remainer's Self-Help Guide to Brexit and Leaving the EU".

As for the meaning of the word ***Brexshit***, we want to say that, as in the previous newly formed words, the meaning of which was not recorded in the dictionaries, and in this word, the meaning is contextually determined. In other words, the meaning of a word can be understood from a certain context. The word *shit*, which is part of the word *Brexshit*, has a negative meaning "*shit, trifle, abomination*". That is why, in our opinion, the meaning of the word *Brexshit* in the above context is "petty things Brexit."

We also want to add that, besides the above words, *Brexit* was formed by the telescoping (by adding the cut-off bases of ***Brex****it* and *ex****odus***) to the complex word ***Brexodus***: "*Brexodus has begun. We EU nationals know staying on is too big a gamble Joris Luvendijk*".

The word ***Brexodus*** refers to nouns and it means "massive outflow of personalities from the UK (especially the indigenous population) and corporations in relation to Brexit, that is, the UK's exit from the EU".

***Pro-Brexit*** is used in the context of signing supporters of the UK exit from the EU. It is formed by adding two parts of the pro-consoles with the value of the commitment of something, and Brexit.

*Pro-* English prefix means support or approval of something.

Thus, the above examples show that the socio-political phenomenon of the referendum on the UK's withdrawal from the EU has been reflected in the British language in the form of the word ***Brexit*** and derivative words from him. These words were formed by means of fixation, word-laying of full and truncated bases, and telescoping.

after making a definitive analysis of the lexemes of this context, we can sum up that these lexemes help to consider the exit of the UK from the European Union as a model of the crisis in the health sector caused by an irreversible reduction in the number of qualified specialists.

The main lexemes of the concept "Brexit are opportunities" are: *opportunity, chance, control, build, restore, develop, save*. These lexemes were found in almost every context, much more often than others.

These lexemes reflected the prospects that await the country after Brexit, like: independence from the EU; the ability to independently conduct foreign and domestic policies; control of immigration; modernization of the economy; conclusion of trade and economic relations with any countries of the world; development of industries that have previously yielded good income, such as fishing; exemption from payment of various contributions to the European Union.

When considering lexemes of the concept "Brexit is a crisis", most often the following lexemes: *crisis, shortage, reduce, risk, loss, suffer, crash*.

All these lexemes of such negative consequences of Brexit as: the shortage of skilled labor in the fields of health, agriculture, culture, science and education; loss of important economic and trade ties with the European Union; loss of EU funding; restrictions on travel between the UK and the EU; inflation; unemployment; the escalation of the conflict with Scotland, the increase in the level of crime.

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