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DOI <https://doi.org/10.30525/978-9934-26-227-2-75>

CONCEPTUAL ANALYSIS AS A METHODOLOGICAL BASIS FOR COMPARATIVE STUDY OF PAROEMIAS

КОНЦЕПТУАЛЬНИЙ АНАЛІЗ ЯК МЕТОДОЛОГІЧНА ОСНОВА ЗІСТАВНОГО ДОСЛІДЖЕННЯ ПАРЕМІЙ

Savchenko O. O.

*Candidate of Philological Sciences,
Associate Professor at the Department of
Comparative Pedagogy and Methodology
of Teaching Foreign Languages
Drohobych Ivan Franko State
Pedagogical University
Drohobych, Lviv region, Ukraine*

Савченко О. О.

*кандидат філологічних наук,
доцент кафедри порівняльної
педагогіки та методики викладання
іноземних мов
Дрогобицький державний університет
імені Івана Франка
м. Дрогобич, Львівська область,
Україна*

Conceptual analysis is fundamental to many humanities, such as philosophy, psychology, sociology, cultural studies, literary studies, and

linguistics in particular. It is used by cognitive linguistics, communicative linguistics, linguistic and cultural studies, ethnolinguistics, comparative linguistics, psycholinguistics, etc. The universality of the application of this method in various fields of knowledge is due to the possibility of systematic study of the concept from the standpoint of not only one, but several sciences.

All methods of conceptual analysis pursue a common goal, but each of them has its peculiarities. In order to conduct comparative study of English and Ukrainian proverbs, we consider it expedient to use an integrated approach, which is a symbiosis of linguistic-cognitive, linguistic-cultural, and cognitive-discursive ones.

With the linguistic-cognitive approach, the model of the concept is a multi-layered structure containing the core (prototypical unit of the concept), near and far peripheries and the interpretive field of the concept, which involves evaluations and interpretation of the content of the core by national, group and individual consciousness. Cognitive-discursive one involves the analysis of a concept within a certain discourse. However, the dominant is the linguistic and cultural approach, which is based on the interpretation of the concept as a mental unit of knowledge about the world, which has a complex heterogeneous, multidimensional structure; linguistic expression and marked by ethno-cultural specificity.

Speaking about the complexity of the structure of the concept, its components are not only the elements that form the concept, but also everything that makes it a representative of culture – origin, associations, connotations, evaluations, etc. So, culturally marked associations, connotations, evaluations, etymology, etc. are superimposed on the conceptual component of the concept. Natural language provides access to the concept as a mental entity by verbalizing it. Thus, the verbalization of a concept is its expression by means of language.

The following components are distinguished in the concept as a multidimensional mental formation: 1) notional; 2) perceptual-figurative; 3) evaluative [1, p. 56]. The notional component reflects the indicative and definitional structure of the concept; the figurative component fixes the cognitive metaphors that support it in linguistic consciousness, and the evaluative one is determined by the place occupied by the name of the concept in the language system.

As a means of verbalizing concepts, they are meaningful linguistic units, as “they not only give concepts a certain rational-emotional qualification, but also record those meaningful transformations that occur in language and culture. The mental structure of the proverbially profiled concept is based

on the same components as the structure of the lexicalized concept – on the concept, image, evaluation. However, the perceptual-figurative component is dominant here, because it reflects the moral and didactic orientation of paroemias [1, p. 120].

Thus, taking into account all these statements on the structure of the concept, we elaborated integrated conceptual analysis, which is based on the understanding of the concept as a three-component mental structure. The algorithm of its research comprises five stages:

1. Definition of the verbalizer of the corresponding concept.

2. Analysis of the conceptual core of concepts with the involvement of explanatory and encyclopedic dictionaries, namely, dictionary definitions of the concept name and synonyms; establishment of semantic features that make up the conceptual component of the concept; analysis of the features of the development of the semantics of the name-concept; selection of background information from mythological, cultural and ethnolinguistic reference books, dictionaries of symbols; consideration of paroemic samples that make it possible to expand the conceptual component of the analyzed concept.

3. Identification of cognitive features included in the perceptual-image component. This stage involves the search and analysis of metaphors of the name of the concept in the paroemias of the languages under study, which are objectivized by individual components or the integral phraseological meaning of the paroemia, as well as the comparison of the paroemically verbalized figurative component of the concept with the lexically verbalized figurative one.

4. Outline of the evaluative component reflected in paroemic units of the compared languages.

5. Singling out isomorphic and allomorphic cognitive features of the researched concepts, which makes it possible to distinguish universal and ethno-specific culturally determined components of the lexemes of the Ukrainian and English languages for the designation of this or that landscape concept, along with the general linguistic meanings.

To sum up, this integrated approach to conducting conceptual analysis of paroemias in different structural languages includes elements of linguocognitive, linguocultural, and cognitive-discursive approaches, but the actual linguocultural approach prevails, which is based on the interpretation of the concept as a mental unit of knowledge about the world, which has a complex heterogeneous, multidimensional structure, linguistic expression and marked by ethno-cultural specificity.

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DOI <https://doi.org/10.30525/978-9934-26-227-2-76>

**ETYMOLOGY OF CONCESSIVE MARKERS
IN OLD GERMANIC LANGUAGES**

**ЕТИМОЛОГІЯ МАРКЕРІВ ПОСТУПКИ
У ДАВНЬОГЕРМАНСЬКИХ МОВАХ**

Tuhai O. M.

*Doctor of Philosophy in Philology,
Senior Lecturer at the Department
of Germanic Philology
Borys Grinchenko
Kyiv University
Kyiv, Ukraine*

Турай О. М.

*доктор філософії з філології,
старший викладач кафедри
германської філології
Київський університет
імені Бориса Грінченка
м. Київ, Україна*

У нашому дослідженні схарактеризовано спільні та відмінні етимологічні риси маркерів уведення поступальної дії в підрядному реченні поступки у давньогерманських мовах (готська, давньоскандинавська, давньосаксонська, давньоанглійська, давньофризська, давньо- / середньовісхньонімецька мови).

У давньогерманських мовах в складному реченні семантична реалізація маркерів поступки відбувалася на рівні поєднувальних конекторів *peah / thoh / thogh / þōt / doh* та інші у різних напрямках маркування субординативної клаузи, а саме в ініціальній, медіальній та кінцевій позиціях.

За походженням сучасний англійський сполучник поступки *though / although* (хоча, проте) має скандинавське значення та походить від англо-саксонських сполучників (Anglo-Saxon) *ðēah, ðēh*, середньоанглійських сполучників *thogh, theigh*, де прагерманським типом виступає як основа слово-зв'язка *thau-h* – в якому флексія *-h* вважається енклітиком, а частка *thau-* – це основа вказівного займенника *that* [6, с. 554]. У давніх германських мовах конектор уведення поступальної дії мав наступну реалізацію [5, с. 763; 6, с. 554; 3; 8]: