

LEXICAL ITEM 'BANKRUPT' IN THE CONCEPTUAL STUDENTS WORLDVIEW

ЛЕКСИЧНА ОДИНИЦЯ «БАНКРУТ» У КОНЦЕПТУАЛЬНІЙ КАРТИНІ СВІТУ СТУДЕНТІВ

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This article presents a theoretical approach to the concept interpretation 'worldview' including cognitive and evaluative components. The purpose of the article is to identify features of the conceptual worldview of students on the comparison basis of lexical and associative meanings. The lexical item 'BANKRUPT' was selected according to criteria: contextual conditionality, frequency, information, presence in dictionaries and encyclopedias of different fields, relevance due to the conditions of today. About 1000 people at the age of 16–40 years have been involved into the associative experiment. Obtained results (1366 reactions) have been processed using statistical methods. The application of modeling allowed structuring the associative field defining core and periphery. Component analysis identifies comparable structural elements in the lexical meaning and associative field. The article dwells upon the psycholinguistic aspect of the economic lexical item 'BANKRUPT' in the conceptual worldview of students. The conceptual picture, an individualized view of the world, is presented in our minds. To identify peculiarities in the construction of conceptual worldview there have been used information about the structure of lexical and associative meanings. All reactions representing essential features form core and periphery – the associative meaning. Comparison of lexical and associative meanings has been made according to algorithm: defining main components in the lexeme structure using structural-semantic principle; calculation of core reactions because the lexicon core of the native speaker reflects the actual worldview; establishment total number of core reactions that are connected with vocabulary; determination the level of lexical and associative meanings' approximation. The economic lexical item 'BANKRUPT' is on the edge of incomplete coincidence. This allows arguing that changes in reality reflected in core reactions of the associative field only with time will be reflected in the lexical meaning.

Key words: concept, conceptual worldview, associative experiment, associative meaning, lexical meaning.

У статті представлений теоретичний підхід до інтерпретації поняття «картина світу», що включає когнітивний і оцінний компоненти. Метою статті є визначення особливостей концептуальної картини світу студентів на основі порівняння лексичного й асоціативного значень. Лексична одиниця економічної сфери «БАНКРУТ» була відібрана відповідно до таких критеріїв, як: контекстуальна зумовленість, частота, інформативність, присутність у словниках та енциклопедіях різних сфер, актуальність. Близько 1 000 осіб у віці 16–40 років взяли участь в асоціативному експерименті. Отримані результати (1 366 реакцій) оброблені статистичними методами. Застосування методу моделювання дозволило структурувати асоціативне поле, визначаючи ядро і периферію. Компонентний аналіз дозволив зіставити структурні елементи лексичного значення й асоціативного поля. У статті розглядається психолінгвістичний аспект лексичної одиниці економічної сфери «БАНКРУТ» у концептуальній картині світу студентів. Концептуальна картина, як індивідуальний погляд на світ, представлена у нашій свідомості. Для визначення особливостей концептуальної картини світу була використана інформація про структуру лексичного й асоціативного значень. Усі реакції утворюють ядро і периферію – асоціативне значення. Порівняння лексичного й асоціативного значень відбувалося за алгоритмом: визначення основних компонентів у структурі лексеми з використанням структурно-семантичного принципу; підрахунок ядерних реакцій, тому що ядро відображає реальний світогляд мовця; підрахунок загальної кількості ядерних реакцій, що співвідносяться з лексичним значенням; визначення рівня взаємовідношення лексичного й асоціативного значень. Лексична одиниця «БАНКРУТ» знаходиться на межі часткового збігу лексичного й асоціативного значень, що дозволяє стверджувати про те, що зміни в реальності, відбиті в ядерних реакціях асоціативного поля, тільки з часом будуть зафіксовані у лексичному значенні.

Ключові слова: концепт, концептуальна картина світу, асоціативний експеримент, асоціативне значення, лексичне значення.

Introduction. In the context of the powerful challenges in modern psycholinguistics is actively updating its problems and becoming one of the most important tools for studying human consciousness and the whole complex of mental-cognitive processes. The relevance of the article is determined by the interaction of mental processes and language, because the results of man world cognition are enshrined in linguistic concepts and categories. The purpose of the article is to identify features of the student's conceptual worldview on the comparison basis of lexical and associative meanings of the economic lexical item 'BANKRUPT'. The objectives are to study the latest scientific works about worldview; to carry out the associative experiment; to systematize obtained reactions; to create the associative field of 'BANKRUPT'; to define the lexical meaning of the economic lexical item 'BANKRUPT'; to reveal peculiarities of the economic lexical item 'BANKRUPT' in the conceptual worldview of students. The object of the article is fragments of the linguistic and conceptual worldview reconstructed by comparing the lexical and associative meanings. The subject of the article is the structure of the associative field and the associative meanings of the economic lexical item 'BANKRUPT'.

The meaning of the term *worldview* (also worldview, world view, and German Weltanschauung) is an intellectual perspective on the world or universe. Ronald H. Nash [1] defines worldview as a conceptual scheme by which we consciously or unconsciously place or fit everything we believe and by which we interpret and judge reality. Nash continues, <...> because people behave as they believe, their worldviews guide their thoughts, attitudes, values, interpretations, perspectives, decisions, and actions. [1, p. 24]. Martin Heidegger [2] deals with question about philosophy and worldview in the treatises: <...> worldview and philosophy are incompatible and must be separated. Worldview is stranger to philosophy, is unphilosophical in character, constitutes primary obstacle to doing philosophy and its true identity. Worldview is not theoretical, but gives guidance for life and attitudes toward things, regulates interpret of existence and its meaning, gives wisdom. Worldviews are possible only when humans are conceived as subjects and the world is presented as object for interpretation. Worldviews are outgrowth of misleading metaphysics that is limited to modern age. With man as center, world picture becomes important. The world conceived and grasped as a picture. i.e., its objectification. It is set up by man. World as picture is world as object, object of knowledge and representation, of use and disposal.

On the one hand some philosophers and scholars claim that the progressively scattered field of knowledge of the twentieth century points to the importance of worldview as a unifying force for the organization and deployment of scientific research. It would act like a logical theory in the project of Enlightenment. On the other hand, explicit use of the term *worldview* in anthropology is decreasing over the years, to the extent that some have announced the end of it [3].

Nowadays *worldview* is used very differently by linguists, philosophers and sociologists. The term *worldview* is often used to emphasize a personal and historical point of view [4]. The worldview of an individual – a representative of a certain culture – includes not only cognitive but also evaluative (axiological) components. It constitutes the core of a person's worldview. As a child, as a person grows and experiences the world, he/she sees relationships, categorizes, discriminates and generalizes about what his/her senses reveal. A person replaces the sensory experiences and memories with abstract generalized ideas and understanding in forming concepts. He/she fits many concepts together into schemes, and structures his/her conceptual schemes into a framework. The conceptual framework can change as new experiences provide new insights. In this way, human comprehensive conception of the world as a whole, that is, the worldview develops. It is something that continually evolves – indeed, a person spends the rest of his/her life testing and refining it, based on feedback he/she gets. In short, the worldview is a conceptual framework and a set of beliefs used to make sense out of a complex, seemingly chaotic reality. A worldview is a coherent collection of concepts and theorems that must allow us to construct a global image of the world, and in this way to understand as many elements of our experience as possible [5].

Methods and techniques of research. The associative experiment obtains empirical material of the stimulus BANKRUPT (about 1400 reactions in Ukrainian) expressing actual concepts used by the subject in the life at the present stage of social development. The selection criteria of BANKRUPT are: contextual conditionality, frequency, information, presence in ten or more dictionaries and encyclopedias of different fields of knowledge, and relevance due to the conditions of today. A mixed form is used to perform the free associative experiment: firstly, the stimulus was perceived by ear; secondly, the reaction was recorded by the recipient.

About 1000 people have been involved into the associative experiment according to the world

standards for selection of recipients. The group of respondents includes the age of 16–40 years, preference was given to the student audience, because the formation of linguistic opportunities is almost complete and the meaningful content (vocabulary, hierarchical structure of values, pragmatic attitudes) remains relatively stable throughout life. Recipients of economics (economists, financiers, auditors, accountants, managers, and marketers), philology (philologists, translators, and teachers) and technical field (IT engineers, electricians, and mechanics) have taken part to get reliable results.

Associative analysis with elements of statistical method is used to process the collected material: hierarchy identification of the reaction frequency in the associative field; calculating the number of identical responses and the total number of reactions per stimulus. Method of modeling is used to structure the associative field. Comparison method is a means of comparing lexical and associative meanings. Component analysis identifies comparable structural elements in the lexical meaning and associative field.

Results and discussions. The most practical and important thing about a man is still his view of the universe. During the natural process of human maturation, the veracity of personal narratives or worldviews is often challenged, and the need for revision is frequent. Some views are challenged from biological, emotional, and mental growth. Others are challenged by exposure to new information, concepts, people, and specific circumstances that contradict the underlying premises of the stories [6].

K. Funk [7] suggests Picture 1 for a deeper understanding of worldview: the sensing, thinking, knowing, acting self exists in the milieu of a world (more accurately, a universe) of matter, energy, information and other sensing, thinking, knowing, acting selves. At the heart of one's knowledge is one's worldview.

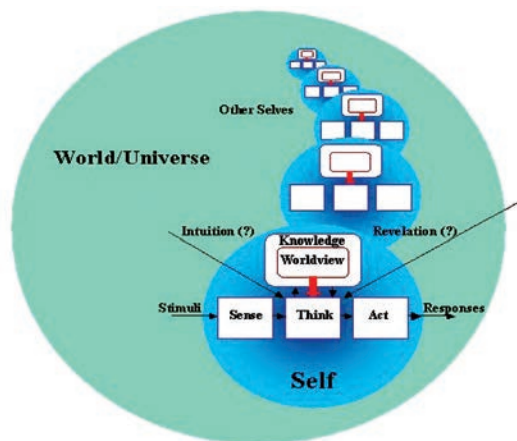


Fig. 1. The self and its worldview in the context of the world

We define worldview is a set of beliefs about fundamental aspects of reality that ground and influence all perceiving, thinking, knowing, and doing. In defining and differentiating between the phenomena of the linguistic and conceptual worldviews scientists usually proceed from the notions image of the world and worldview. The image of the world is interpreted in modern psychology and psycholinguistics as ‘the reflection in the human psychics of an objective world mediated by objective meanings and corresponding cognitive schemes, and thus subjected to the conscious reflection’ [8, p. 99]. In our research the conceptual worldview, an individualized view of the world, is presented in our minds.

To identify peculiarities in the construction of the conceptual worldview of the economic lexical item BANKRUPT there have been used information about the structure of lexical and associative meanings.

Associative meaning is an unstable meaning that has variants based on individual experience [9]. The associative field is formed by 1366 reactions: *багато, банк + 13, банк Україна, банкрут + 1, банкрутом, банкрутство, барабан, без грошей + 24, без коштів + 13, бідна людина + 51, бідний + 76, бідність + 32, біднота, бідняк + 13, бізнес, бамж + 82, боржник, великий + 4, відсутність грошей + 77, все! + 1, Все! Кінець, втрата грошей + 3, глухий кут, Гобсек, грошей нема, гроші + 1, дірка, жах, жебрак, збіднення, збідніла людина, збіднілий + 10, згорів, злидні + 4, знищення набутого, капець, капут + 1, кінець, кінчилися гроші + 31, крах + 17, криза, лузер, людина без грошей + 212, мало грошей, маргінал, мертвий, не зумів виплутатися, не повезло, невдаха + 10, невдача, недостаток, немає грошей + 275, немає майна + 10, ненормальний, непрацевдатний, неспроможність, нестача, нестача грошей, нічого немає, нуль + 162, повний нуль + 63, погані справи, позбутися грошей, позика, проблема, проблеми, пролетів, рекрут, розорення + 48, розорився + 42, розтрата + 1, студент.*

The associative structure indicates as microsystem, where core and periphery are: the lexeme totality of main items reflects essential features of the denotation, without which the object does not exist and secondary ones reflect secondary features. Core associations have the main content load. Core of BANKRUPT includes the most frequency and informative vocabulary and consists of the most quantitatively strong units (Picture 3): *банк + 13, без грошей + 24, без коштів + 13, бідна людина + 51, бідний + 76, бідність + 32, бідняк +*

13, бомж + 82, відсутність грошей + 77, збіднілий + 10, кінчилися гроші + 31, крах + 17, людина без грошей + 212, невдаха + 10, немає грошей + 275, немає майна + 10, нуль + 162, повний нуль + 63, розорення + 48, розорився + 42. These units have the following features: high frequency; elementary form; general value.

The reactions of the associative field are connected. O. Zahorodnia with T. Nedashkivska indicate such connection as a holistic formation that has structure and content. Based on the nature of associative relationships the associate reaction cannot appear itself and therefore it cannot be interpreted beyond stimulus [10, p. 51].

All relations in the associative field are divided into some groups with the focus on the structural and substantive qualities of associate reactions:

– Syntagmatic (19%). Syntagmatic relation is a type of sematic relations between words that co-occur in the same sentence or text [11], for example, *нічого немає, студент, без грошей + 24, не зумів виплутатися.*

– Paradigmatic (39.9%). Paradigmatic relation is a different type of sematic relations between words that can be substituted with another word in the same categories [11], for example, *боржник, бідняк + 13, збіднілий + 10, бідна людина + 51, людина без грошей + 212.*

– Thematic (28%). They are purely semantic descriptions of the way in which the entities described by the noun phrase, for example, *бідність + 32, бідний + 76, грошей нема, невдача, немає грошей + 275, немає майна + 10.*

– Proper names (0,1%). They are reactions of names, for example, *Гобсек, банк Україна.*

– Emotional (13%). Emotive Language is the type of language which conveys or evokes an emotion in the mind of the reader, for example, *бомж + 82, все ! + 1, Все! Кінець, нуль + 162, повний нуль + 63.*

In order to identify peculiarities in the structure the conceptual worldview is advisable to use information about the structure of the lexical and associative meanings. Lexical meaning refers to the sense (or meaning) of a word (or lexeme) as it appears in a dictionary. Also it is known as semantic meaning, denotative meaning, and central meaning [12].

The lexical meaning 'BANKRUPT' is:

1. Юридична або фізична особа, яка розорилася і неспроможна оплатити свої зобов'язання.
2. Той, хто зазнав краху в своїй діяльності, виявився в чому-небудь ідейно або морально неспроможним [13].

1. Той, хто розорився і не спроможний розплатитися з кредиторами

за борговими зобов'язаннями (про особу, підприємство, фірму). 2. Про того, хто зазнав поразки, невдачі у чомусь [14].

Comparison of lexical meaning with associative meaning of the economic lexical item 'BANKRUPT' is performed according to the following algorithm:

1. Determination of the main components in the structure of lexical meaning: розорилася і неспроможна оплатити; зазнав поразки, невдачі.
2. Calculation of all core reactions in the associative field: банк + 13, без грошей + 24, без коштів + 13, бідна людина + 51, бідний + 76, бідність + 32, бідняк + 13, бомж + 82, відсутність грошей + 77, збіднілий + 10, кінчилися гроші + 31, крах + 17, людина без грошей + 212, невдаха + 10, немає грошей + 275, немає майна + 10, нуль + 162, повний нуль + 63, розорення + 48, розорився + 42 = 1280.
3. Determining the total number of core reactions corresponding to the lexical meaning: без грошей + 24, без коштів + 13, бідна людина + 51, бідний + 76, бідність + 32, бідняк + 13, відсутність грошей + 77, збіднілий + 10, кінчилися гроші + 31, людина без грошей + 212, немає грошей + 275, розорення + 48, розорився + 42 = 917.
4. Statistical processing using the formula: $\frac{A}{B} = C$ where A is the total number of core reactions, B is the number of core reactions corresponding to the lexical meaning: $\frac{1280}{917} = 1.4$
5. Definition of the group by the approximation levels of lexical and associative meanings. If $C = 1$, the stimulus belongs to the first level of approximation; if $C < 2$, the stimulus belongs to the second level of approximation; if $C > 2$, the stimulus belongs to the third level of approximation. The figure 1.4 reflects the second level of approximation, where the associative meaning of core reactions does not completely coincide with lexical ones.

Conclusions. The most practical and important thing is worldview – a set of beliefs about fundamental aspects of reality that ground and influence all perceiving, thinking, knowing, and doing. The conceptual worldview, an individualized view of the world, is presented in our minds. To identify peculiarities in the construction of the student's conceptual worldview of the economic lexical item *BANKRUPT* there have been used information about the structure of lexical and associative meanings. The associative field is formed by 1366 reactions where are core and periphery. Core associations have the main content load: high frequency; elementary form; general value. All reactions of the associative field are connected and relations are divided into syntagmatic, paradigmatic, thematic, emotional and proper names. They are also verbal simple and verbal complex. All reactions, by its percentage value, are an integral part

of core or periphery reflecting both the collective and individual perceptions of a person about phenomenon *BANKRUPT*. Comparison of lexical meaning with associative meaning of the economic lexical item *BANKRUPT* is performed according to the algorithm: determination of the main components in the structure of lexical meaning, calculation of all core reactions in the associative field, determining the total number of core reactions corresponding to the lexical meaning, statistical processing using the formula. The result 1.4 reflects the second level

of approximation, where the associative meaning of core reactions does not completely coincide with lexical ones. The conceptual worldview of students is composed of associative values consisting of images, representations, concepts, attitudes, appraisals in a language form and reproduced in a substantive, cognitive activity of a person. To conclude, economic lexical items in the conceptual worldview are a wide sphere to research in various fields of study such as cognitive linguistics, linguistics, social linguistics, functional psycholinguistics, semantics, and others.

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