

CONCEPT BREAK METAPHORIC ACTUALISATION IN ENGLISH LANGUAGE CONSCIOUSNESS

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INTRODUCTION

Within recent decades, the linguistic thought is clearly oriented on the study of the thinking and language interaction processes problems.

One of the most important cognitive abilities of a person is the ability to distinguish from the general flow the information that is necessary to meet its own needs, and to correlate it with the surrounding world and the state of things¹. An important cognitive component of the human mind is the ability to form concepts and categories formation, which, in fact, is called conceptualization and categorization of the world². Mechanisms of categorization, interpretation and human world representation in language increasingly attract researches' attention, analysis of concepts in the speech space. The object of many linguistic studies in recent years is the peculiarities of objects and phenomena conceptualization.

The given research is fulfilled within linguistic and cultural approach to the concept study, because concept BREAK is considered as a verbalized cultural-marked meaning, represented by language signs that express certain cultural values of a particular linguistic culture representatives, as collective consciousness units, which are marked by ethno-cultural consciousness and have a linguistic expression.

The concept BREAK content is disclosed in the aspect of lexical semantics and cognitive linguistics, where all questions related to the conceptual system fragments explication in the language are studied within the knowledge category perspective, which is defined as central in this field. The paper considers the principles of speakers' knowledge and ideas about extra linguistic reality representing in the systemic language

¹ Приходько А.М. Концепти та концептосистеми в когнітивно-дискурсивній парадигмі лінгвістики. Запоріжжя: Прем'єр, 2008. Ст. 20.

² Кубрякова Е.С. Категоризация мира: пространство и время. М.: МГУ, 1997. Ст. 3.

meaning of the lexeme *break* and its derivatives as key words of the concept

BREAK designation, as well as actualized in the text fragments where the given words are used.

The urgency of the study is due to the orientation of modern linguistic findings on the study of the reality representation peculiarities, the knowledge transfers and preservation by the linguistic units that reveal the specificity of the particular ethnic group worldview. In addition, the study of the concept BREAK as an extra-linguistic phenomenon is relevant. The semantic structure of the words that objectivize the researched onomasiological space in English was already the object of linguistic research (Gursky S.O., Danilova Z.V., Shiryayeva A.V.), as a result, the scientists managed to outline and describe the invariant meaning of these lexemes and consider their potential ability to combine with other words. By analyzing the metaphorical actualization of the concept BREAK, the first attempt is made to create a universal transition from objects and phenomena of reality to their language marking. Such analysis gives us the opportunity to discover the national specificity of the conceptual space key units coding, thus deepening intercultural understanding.

The purpose of the study is to determine the concept BREAK metaphorical actualization specificity in contemporary English on the modern English material in the aspect of cognitive linguistics and linguacultural.

Achievement of the set goal involves the solution of the following tasks: to define theoretical and methodological principles of the concept BREAK linguistic and cognitive analysis; to formulate a cognitive definition of the concept BREAK in modern English; to inventarise and analyse metaphors, that is, ways of verbalizing it, which is the result of this extra-linguistic phenomenon passing through the prism of the native speakers' national mentality. In the concept structure conceptual metaphors form certain semantic blocks – results of the speakers' language creating activity.

1. Theoretical Foundations of the Study of Concepts in Modern Linguistic Science

Concept is the basic unit of Conceptual Science, Linguistic Culturology, and is a “complex multidimensional socio-psychological

and cultural-significant entity that correlates with both collective and individual consciousness and is related to the field of science and art, the sphere of life and the social environment in which the speech subject is located”³.

At the present stage of linguistics development, one of the leading approaches to the concept study is linguistic-cognitive. Under such approach, the concept is conceived as thought structure objectified in the language sign, mental entities which suppose mental activity, reflect the sequence of views, concepts and the subject representation of certain reality fragment. These representations reflect the value-normative system of the individual, and therefore have a subjective character.

The study of the concepts, the linguistic worldview understanding and its influence on thinking is undoubtedly important⁴, since the concept is “a cognitive entity that substitutes in the process of thinking the indefinite plurality of objects of the same kind”⁵. It is formed in the process of processing information, which involves the identification of analogies, the formation of associative relationships, analysis, synthesis, that is, the concept – this “embryo of thinking operations”⁶.

Consequently, with the help of concepts as descriptive units of the subject intelligence, we can describe the dynamics of the structural and functional intelligence organization in the form of creation and development, that is, the process of conceptualization. Thus, the main descriptive unit of the intelligence organization of the subject, which knows the reality are the concepts as a combination of notions the person operates.

Moreover, the concept is the result of the reality fixation in the people minds, expressed by the verbal sign and determined by the culture and national mentality of the native speakers.

To sum up, we define the concept as a mental entity, which has an ordered internal structure that is the result of the cognitive activity of the

³ Ковалёва Т.Ю. О содержательных контекстах понятия концепт: от В. Гумбольдта и А.А. Потебни к А. Вежбицкой и Ю.С. Степанову. *Язык. Человек. Картина мира* : материалы всерос. науч. конф. Омск: Омск. гос. ун-т, 2000. Ч. 1. Ст. 16.

⁴ Kecskes I. *Language, Culture, and Context*. The Routledge Handbook of Language and Culture. 2014.

⁵ Geeraerts D. *Conceptual Structure and Conceptual Variation*. Shanghai: Shanghai Foreign Language Education Press, 2017.

⁶ Gyuro M. Humor and Metaphors in Medical Language. *Discourse and Interaction*. 2017. № 10. P. 49.

individual and society, contains information about the object or phenomenon to be marked, its interpretation and its relation to the social consciousness, that is, it is ethno-specific and has a linguistic expression.

According to the logic of scientific research the methods are determined by the nature and properties of the researched object. Therefore, as the main method of research, we chose a conceptual analysis.

The basic principles of conceptual analysis, according to O. Selivanova, are modularism and holism, cognitivism, and connectionism⁷. This antonymies researcher outlines on the basis of human brain neurophysiological properties: the divisibility of the human spirit to the complexes of subsystems – modules (modularism (M. Barvish, E. Lang, V. Demyankov), a description of the universal laws that underlie all mental abilities (holism); the ability of the human brain to operate symbols like a computer (cognitivism), a way of representing any concept that involves the activation and excitement of interrelated elements (connectionism). Therefore, among the main features of the conceptual analysis the following may be outlined: a high degree of conceptual units' abstraction that appear in the analysis, arranging the components selected in the analysis as a part of a conceptual structure, operation with generalized concepts.

In conceptual cognitivism several areas of conceptual analysis are outlined, one of which is the so-called “logical analysis of language” (N. Arutyunova, A. Yakovleva, T. Radziyevska, R. Rosina, N. Ryabtseva, G. Yavorskaya, etc.). Ethnocentric theory of A. Vezhbitskaya. One type of conceptual analysis, developed by I. Melchuk, S. Nikitina, L. Tsimbulsky, relies on the interpretation of concepts through the semantic records of formalized language.

The most appropriate for our research is the method of conceptual study proposed by M. Boldyrev as a process of revealing conceptual characteristics through the values of the linguistic units representing a certain concept, their vocabulary and language contexts⁸, since the object of such analysis is the meaning of individual words, phrases, typical sentences and their implementation in the form of specific expressions.

⁷ Селиванова Е.А. Когнитивная ономаσιология. К.: Фитосоциоцентр, 2000. Ст. 114–120.

⁸ Болдырев Н.Н. Когнитивная семантика. Тамбов: Изд-во Тамб. ун-та, 2000. Ст. 31.

The use of several approaches aimed at disclosing the concept content and structure, causes a variety of linguistic means of its description, and thus ensures the reliability of the results.

The priority task will be to establish the lexical representation of the concept (the name of the concept), since such words are “particularly important and indicative for a particular culture”⁹, and the discovery of the same composition by analysing the interpretation of the basic concept lexical representation in various ideographical, synonymous dictionaries, thesauruses. To clarify, correct these vocabulary materials, it is expedient to add examples from a various texts, that is, the contextual realization of the concept under study.

The unit of contextual analysis is the conceptual metaphor that is the product of the cognitive activity of the human brain, the dynamic mental process, which forms new concepts and without which it is impossible to gain new knowledge.

According to numerous studies of I. Kant, H. Blumenberg, I. Richards, H. Weinrich, M. Reddy, S. Pepper etc. metaphorization is the natural ability of man. Modern cognitive linguistics considers metaphor as a form of thinking, and a metaphorical model as the means of cognition and explanation of reality.

The idea of the metaphor conceptuality was expressed by Aristotle, who understood it broadly as a transfer in general, dividing the metaphors into categorical and by analogy: “Metaphor is the transfer of an unusual name from the genus to the species, or from the species to the genus, either from a species to a species, or by analogy”¹⁰, Even in 1936, I. Richards emphasized that the figures of the language have a conceptual status¹¹. In linguistics, conceptual metaphors are sometimes referred to as conceptual schemas or metaphorical strategies. They are universal and are regularly reflected in concrete metaphorical statements. For the first time before use, the term “conceptual metaphor” was introduced by J. Lakoff and M. Johns¹². In their interpretation, this means the process of

⁹ Вежбицкая А. Семантические универсалии и описание языков. М.: Языки русской литературы, 1999. Ст. 282.

¹⁰ Aristotle's Poetics. Scholar Select. Andesite Press, 2015. P. 39.

¹¹ Свидерский В.И. О диалектике элементов и структуры. М.: Изд-во МГУ, 1962. Ст. 142.

¹² Lakoff G., Johnson, M. Metaphors We Live By. Chicago, IL: University of Chicago Press, 2003. 193 p.

understanding one concept or conceptual sphere in terms of another concept or conceptual sphere.

Conceptual metaphors are “an integral part of the cultural paradigm of the native speakers”¹³, it is the prism through which the person sees the world¹⁴. The metaphor can reflect the traditions according to which the choice of abstract categories comprehension means is carried out, the existence of which is due to climatic, territorial, social and other extralinguistic factors, which are objective for a certain language group. According to V. Maslova, all that is embodied in culture, tradition, folk and personal experience¹⁵.

Trying to outline the margins of the reality fragment that defines its language expression. In the role of an extra language correlation of the investigated concept, we chose those realities that denote the damage. In our opinion, this very phenomenon that most capaciously transmit the generalized meaning of the concept BREAK speech verbalizers. In our study, damage is understood as a turning point, a transition to a qualitatively new level of existence, a change in the way of functioning. The objects of BREAK can be concrete (any objects of objective reality), and abstract units (feelings, emotions, behaviour) as well. We can talk nominally about the change of functioning way, for example, emotions and feelings, but they are the objects of damage as well, loss of harmony, balance: disappointment, humiliation, annoyance, betrayal, etc.

Ideographic sources analysis showed that the concept BREAK semantic structure consists of semes: separation, destruction, betrayal, breakage, breaking, fracture, wear, damage, interruption, gap, detachment from the whole, sharp sound, explosion, breakthrough, bankruptcy, change of location, confinement, termination, splitting, impact, etc. Each seme is identified by a number of semantically connected lexical units, which are the linguistic expression of the investigated concept. Namely:

analyze, bankrupt, beat, breach, bruise, burst, bust, cashier, change, chip, comb, crack, crackle, crash, craze, crumble, cultivate, cut, dash, degrade, demolish, depart, destroy, diminish, disband, discontinue,

¹³ Khabirova E. Metaphorical terms in the context of linguistic research articles. *XLinguae. European Scientific Language Journal*. 2018. № 11. P. 504.

¹⁴ Маслова В. А. Введение в когнитивную лингвистику: Учебное пособие для вузов. М.: ИТДГК «Гнозис», 2004. Ст. 91.

¹⁵ Ibidem. Ст. 55.

disintegrate, dislocate, dismiss, disperse, dissolve, disturb, divide, drill, enter, erupt, exceed, expel, explode, fail, fall, finish, fissure, force, fracture, fragment, gentle, graze, housebreak, infract, infringe, intercept, intermit, interrupt, kick, kill, knack, knap, liquidate, open, part, reduce, rend, replace, separate, sever, shatter, shiver, smash, snap, splinter, split, spring, start, stave, stop, suspend, tame, tear, transgress, turn, vary, violate, wreck.

The BREAK concept in English is represented by a number of images, the analysis of which allows you to highlight the basic conceptual metaphors that actualize the corresponding language phenomenon.

Consequently, we analysed the contexts in which the inventoried lexemes are used and basing on the discovered conceptual metaphors, united by the common meaning of structural change, characterized by varying degrees of this sign expression, divided them into groups.

2. Concept BREAK Metaphorical Actualization as a Change in Physical Condition and the Person's Moral State

Concept BREAK metaphorical actualization as a change in physical condition. The basic idea of this metaphor group is the idea of the object quality as a unity of elements and structure. Thus, a holistic characteristic of the quality of things and phenomena, their nature – is a characteristic of the object as a system with a certain structure. Therefore, BREAK, in our case, is a violation of the structure, that is, the integrity and unity of the object.

Interruption. This conceptual metaphor is based on the idea of a person as a speaker, whose linguistic continuum is interrupted by inappropriate remarks of the listener, makes it temporarily or completely silent.

With this insight into a bold, ambitious, and ardent, yet artful and politic character, we resume the broken thread of our narrative (21, 98).

"Mr. Twist, it can't be done," broke in Mrs. Bilton a fresh and mountainous wave of speech gathering above Mr. Twist's head. "It absolutely—" (13, 150).

'Do you know', said Mrs. Oliver, chipping in again, 'whether Celia was there or not?' (2, 49).

Separation. At the heart of this metaphor is the idea of an object as a structural unit, which is damaged as a result of the loss of a part, its detachment.

Even as he saw this, one of the bodyguards peeled off to come ahead and see what was wrong (2, 242).

Division. The concept BREAK can be metaphorically represented as a division thought to be a separation into (component) parts. Verbs denoting the partitioning process are used with the nouns *part*, *unit*, *group*, and *piece*.

The crack-up of the Rolls-Royce company was surprised and shocked by everyone in Britain (8, 81).

The verb *to crack* denotes a fleeting physical process that is accompanied by a sharp sound. As a rule, objects of this process are fragile, delicate material objects. Thus, in this context, the unexpected collapse of the company due to the negligence of the management, as well as the fact that this event caused a great resonance in society, is indicated.

I didn't want to break into a twenty-pound note (10, 23).

In this case, the verb *to break* is used in a figurative meaning not due to its nominative ability to call processes aimed at destroying the structure of objects, but because of the result of such processes – the presence of individual parts of the integrity.

Break in relationships. This metaphor is based on the perception of damage as a cessation of relations between people, states as a result of irrelevant actions of one of the parties.

In 1929 he broke with the Liberal Party over Lloyd George's politicizes (2, 27).

Disease. The concept BREAK can be metaphorically represented as a disease, a pathological process that manifests itself in disorders of the anatomical structure, metabolism, and the functioning of the organism (its parts) in humans or animals.

I'd crack up if there wasn't someone I could talk to (4, 83)

When I last saw Smith he looked like a man who's had the spirit crushed out of him (13, 113).

Avoid – try not to communicate with anyone, to resist someone, to step aside from any actions, to participate in any business, work.

If Mary keeps on cutting classes, she'll fail the course (1, 68).

In this example, the learning process is conceived as a certain material object, which consists of a plurality of homogeneous elements. Ignoring classes is actualized with the help of the verb *to cut*, namely, due

to the seme “depriving connection”. The conceptual metaphor “Avoid – Skip” appeared in the associative plane “eliminate, disconnect”.

Reduction. The essence of this metaphor consists in the notion of a structural change as a loss in quantity or volume.

If you cut your article down to about 1000 words, we will publish it in our next issue (7, 85).

Destruction. The basis of this metaphor is the notion of damage as a total destruction of life and the activity manifestations in any form.

They turned room 37 over – it looked as if a tornado hit it (2, 423).

In some cases, in the role of the metaphor “damage-destruction” objects are “plans for the future”:

All my plans fell to pieces (15, 79).

This metaphor finds realization in folk art. In the next proverb, plans are compared with the object of extra-ordinary reality, which has a fragile structure. Such a comparison points to the variability of plans and the dependence of their implementation on many external factors. The nature of the consequences of such changes is actualized through the indication of the destruction place – pockets.

(1) Break the egg in anybody’s pocket (to spoil his plan) (5, 83).

Withdrawal. This is the process by which a certain object of the surrounding reality leaves the place of its previous stay owing to external influence, called “withdrawal”.

Uncle Bob left Sally nothing in his will. He cut her out years ago (to remove someone or something) (6, 53).

The actualized figure of the language became possible due to the presence of the seme “ultimately, irrevocably, clearly aware of the boundaries” in the verb *to cut*.

Withdrawal in some cases is conceptualized using verbs that denote the way of carrying out the appropriate manipulations due to the structural features of the object:

The sugar cane is taken to the factory where the juice is crushed out (removed) (7, 84).

Death. The termination of the physiological processes functioning is called death. In modern English there is a large number of idiomatic expressions that form this conceptual metaphor: to kick the bucket (die, pass away), to turn one's toes etc. The objects of this metaphor are both people and other living creatures (animals, birds, insects, etc.).

The cause of death is the cessation of the vital activity of the organism and its death, the termination of biological metabolism as a result of the natural course of events, aging.

When I kick the bucket, I want a huge funeral with lots of flowers and crying (6, 93).

Inappropriate, rough, with an unpleasant emotional color, the word or expression in formal language is replaced by others, more delicate, in order to adhere to aesthetics. The euphemism are usually applied. So, in our case, instead of “kill, cause death” it is said “to finish”:

The spider finished off the fly (4, 36)

The associative connection was made possible by actualization the nuclear sense of the verb *to finish* “to bring to an end or to complete”, which to some extent explains the nature of the death sense.

Obstacle. The concept BREAK is metaphorically thought as a barrier that impedes, restricts action. This metaphor is realized in the following statements:

When the little boy fell out of the window, the bushes broke his fall (1, 37);

The old lady slipped on the ice, but a snowbank broke her fall (14, 63).

Concept BREAK metaphorical actualization as a change of person's moral state

Disappointment. The essence of this conceptual metaphor is the concept BREAK presentation as a feeling of dissatisfaction because of the impossibility to realize person's dreams and aspirations, failure; disbelief in someone, for some reason. In a metaphorical representation of embedded emotions, hopes are heart and chest. In many religions, the heart is perceived as a place of the soul existence and the birth of feelings. The notion of disappointment as a heart injury is the basis for such sustained metaphorical expressions as to break one's spirit. Example:

Instead of telling me the truth, you decided it'd be easier to break my heart. (14, 122).

You're a broken spirit, needing to be freed from this hellish life. (9, 79).

Humiliation. The conceptual metaphor “humiliation” is based on the idea of a person as a carrier of pride and dignity, which are purely anthropometric qualities. The humiliation is the neglect of the individual dignity, the conscious negative, the unfair attitude, which it doesn't deserve. Human dignity is conceived as a certain quantity,

whereas humiliation is directed at its reduction or even complete destruction.

Tom is always tearing Jane down. I guess he doesn't like her (1, 326).

The following examples of conceptual metaphors have emerged due to the actualization of the peripheral seme of the verb *to start* “to assault at anyone, to argue”:

I warn you, don't start on my father! (criticize, teas) (22, 43);

They started on Jim over the Welsh business (criticize, teas) (2, 362).

Betrayal. Any relationship of people exists within the framework of certain binary social relations based on the categories of faith. Betrayal is an irrelevant result that causes the fail of the trust process normal functioning.

The corresponding conceptual metaphor is actualized with the help of the verb *to break*, which is used here in its main meaning – “damage, destroy”. The process of creating a metaphorical connection between the spheres of material and abstract occurs by matching objects of betrayal with objects that have a fragile structure:

Promises are like pie-crust, made to be broken (6, 196);

Eggs and oaths are easily broken (5, 201).

A man that breaks his word, bids others be false to him (6, 196).

Useless, ineffective. The metaphorical representation of the concept BREAK, as uselessness and ineffectiveness, is relevant to the conceptual metaphors of “disappointment”, since it also expresses the inability to achieve a certain result, the meaninglessness of the actions being performed.

The predicate *to beat* belong to the lexemes, which reflect the semantic structure of the concept BREAK in its main meaning “to strike violently or forcefully and repeatedly; to dash against; to break, forge”. A significant number of conceptual metaphors of the subgroup “Uselessness and ineffectiveness” are created with the help of this verb.

Stop beating your gums. I'm not listening to you (1, 28).

In this sentence, the nuclear sememe of the verb *to beat* is actualized – “strike, clap” and slang – “stunning, puzzling, put in a dead end”. The metaphorical assimilation of these two families occurred, obviously, in the plane “desperately trying to achieve any result”.

3. Concept BREAK Metaphorical Actualization as a Turning Point, the Transition from One State of Existence to Another

Concept BREAK metaphorical actualization as a transient moment in the space-time continuum.

Beginning. Damage can be metaphorically represented as the beginning, a point of subjective sensation of birth, the development of any process that is perceived by the observer. The feeling of beginning is closely linked to any movement and direction of this movement. This metaphor objects are actions that by their nature are finite in the time space: party, formal event, picnic, boxing fight, game, play.

Simon is the only person who always break the ice at parties (10, 28)

The beginning of such negative social phenomena as the epidemic, the war, is actualized as “to explode, to fire”:

The Plague broke out in London that Summer, and hundreds died (7, 35);

War was, so to speak, floating in the air, and was each moment expected to break upon the two leading nations of the Continent (16, 131).

Termination. This conceptual metaphor is based on the notion of damage as the end, completion of action, process.

It's hard to kick a habit, but it can be done. I stopped biting my nails (1, 193).

The metaphor verbalized in the sentence appeared due to the actualization of the nuclear semen of the verb *to kick* “strike out with the foot or feet”. In this way, the disrespectful attitude to this phenomenon and the desire to get rid of it forever are expressed.

The government has worked for years to break the back of organized crime (44, 130).

The consequence of spinal injury is usually a loss of ability to move independently. In this case, physical disabilities are projected onto a negative social phenomenon, such as crime.

Concept BREAK metaphorical actualization as transition from potential being to actual.

Change of the existence state. Concept BREAK can be metaphorically represented as (sudden) change in emotional state. The object of such changes is a person who is under the influence of external stimuli laughs, cries, falls in love, admires, etc.

“To laugh – to burst”. In this conceptual metaphor, laughter is compared with the explosion and the attention is focused on such

characteristics of laughter as unexpectedness and intensity, accompanied by loud sound and often outwardly expressed by chaotic movements.

You will of course offer to fight every one of them, until all, the bride included, will burst out into Olympian laughter (16, 101).

Laughter and cry are diametrically opposite to the content of emotion, but their external appearance is similar. The same thing we observe in the metaphorical actualization of these emotions – the formation of associative relationships takes place on the same principle:

It began to sob piteously, losing its breath for four or five seconds, and then bursting out crying anew (17, 54).

The whole family was completely crushed by the news (11, 101).

In the following example, the child's behavior is conceived as a mechanical device that can be turned on and off as needed:

A kid who knew how to turn on the charm (8, 378).

The worsening of women's behavior after marriage by analogy is compared to physical injury:

She has broken her elbow at the church door (5, 87).

Reincarnation can also apply to the mental state of man:

The mayor cracked up after only a year in office (went crazy) (1, 66).

The loss of common sense in this case is actualized with the help of the verb *to crack*, which is the physical process, aimed at damage of the object structure, in which the overall integrity is maintained. Such physical characteristics are projected to the mental state of a person, and thus emphasize its features. A person who, for one reason or another, lost the ability to adequately assess objective reality, apparently does not change practically, but the manner of conversation and some non-relevant movements show its illness.

Concept BREAK metaphorical actualization as overcoming uncertainty.

Success. Concept BREAK is metaphorically conceived as a success, the essence of which is to overcome the crisis situation, change the state of affairs. This is a turning point in the transition from one state of existence to another. Successful completion of the action involves persistent work, finding rational ways to solve the problem, overcoming difficulties. In modern English there is a large number of idiomatic expressions that form this conceptual metaphor, and they are formed on the basis of associative ties with animals, birds:

He could hardly believe he had broken his duck at last, that he was to have a start story published in a reputable magazine (9, 77).

The wish for success is sometimes expressed by the expression with opposite meaning:

“Break a leg!” – she whispered as he went on stage (to wish an actor luck) (4, 34).

Adaptation. The process of adapting to new circumstances, the introduction of new under existing conditions, the beginning of the object using is called adaptation, which is metaphorically conceived as:

“Adapt – to tame”, that is, to teach to go in a harness or under a saddle (about a horse):

This is her first chance to break in a pony (9, 23).

Test drive, check in working the suitability, readiness for something to use:

The man decided to break in the car (9, 23).

“Adapt – to wear”, make it more spacious, free, more comfortable (clothes, shoes):

It took me weeks to break in these new boots (2, 25);

“Adapt – to introduce a new person into a collective”

Chief Brody liked to break in his young men slowly (1, 36);

All of the above-mentioned examples of conceptual metaphors were formed as the result of the verb *to break* nuclear seme actualization. The created associative connections are based on the idea of the beast behavior, a team workers or objects of clothing, shoes, cars as objects, first of all, with a certain structure, somewhat deformed under the influence of external factors or in the process of use. Deformation as a physical phenomenon has a generally negative meaning, but in our case gets positive connotations.

Appearing. The essence of this metaphor consists in the perception of “damage” as being perceived sensually, to a certain extent in the eye. According to the knowledge theory, the appearing is evidence of the existence / existence of something new, which was not before. The metaphor *Appearing* is conceptualized as following:

The cavalry escort went by; then the royal coach with its outriders burst into view (7, 46).

The metaphorical transfer from the sphere of a concrete to the sphere of the abstract occurred due to the seme “suddenly” and “sharp” in the verb *to burst* semantic structure, which indicates the manner of

appearance. In this way, the author tries to simulate the rumble of wheels and hooves along the pavement, and also emphasizes the unexpected appearance.

Escape. Damage can be metaphorically represented as escape; the going absents without leave a place of imprisonment or captivity. Any living creature (man, animal) seeks freedom as the necessary condition for its existence. Forced isolation, restriction or imprisonment is contrary to natural instincts, so the person / animal always looks for ways to release.

Two terrorists have broken out of Blackwall Prison (10, 24).

But how would she ever break free from her maniac husband? (20, 56);

He broke out one spring night in 1946 and hitched south (2, 26);

Message. The essence of this metaphor is to perceive “damage” as a way to overcome uncertainty. A message is an element of a language that has an idea and content, a form of information giving, which is suitable for communication. In a message, a person encodes an idea and passes it to the addressee in the process of communication. The nature of the message is compared by analogy with physical processes:

O, I shall expire! Break the news to her gently, Aubrey! I shall die! (18, 7).

The newspaper story cracked the trouble at city hall wide open (1, 66);

“to say spontaneously – to crack”

She was horrified by her first bite at an apple, which her father had cracked up to be the finest fruit in the world (7, 81);

In the last two examples, conceptual metaphors are formed with the verb *to crack*, which expresses a partial damage of the object structure, and its overall integrity persists, but leads to loss of meaning – leakage, rash, etc., which extremely accurately characterizes the aforementioned extra-linguistic phenomena.

Probably, according to the same principle, the following examples of conceptual metaphors are formed: “to joke – to crack”

She’s never serious. She’s always cracking jokes (19, 51);

Wonder how he looks at life. Cracking his jokes too: warms the cockles of his heart (18, 102).

CONCLUSIONS

The metaphorical means of the concept BREAK verbalization are the generalized and indirect expression of a certain phenomenon with the help of language, which in its turn is the result of passing this

phenomenon through the prism of thinking, during which the phenomenon itself is not materialized with the help of language, but its indirect and a generalized reflection. Moreover, it is one of the main means of knowing reality objects that performs cognitive, nominative, artistic and sensory-forming functions. The mechanism of a metaphor formation consists in the formation of comparisons and assimilations of various material and spiritual culture phenomena. Therefore, through the metaphors analysis, we are able to reveal the nature of such assimilations in the nation language consciousness.

The results of the calculations show that most of the metaphors that objectify the concept **BREAK** form conceptual metaphors, which denote “a turning point in the transition from one state to another” (46,4%). This fact confirms the status of the explored concept as an expression, capable of denoting change, the transition from one state of existence to another, which in the language consciousness of the native speakers is perceived not as a beginning, the creation of a new, but above all, the damage, destruction of the preexisting.

As a result of the analysis of the concept **BREAK** conceptual and semantic components, the following features of this concept are established: unexpectedness (most conceptual metaphors are formed on the basis of associations with physical processes that occur suddenly), unpredictability (the result can be both positive and negative); multiplicity (time limitation: beginning, termination), short-term (change of position in space, death), certainty (adaptation, message, appearance, contact), activity (breakthrough, interruptions) loss of perfection, harmony (humiliation, disappointment, irritation, betrayal, destruction, illness).

The methodology used is promising for the further study of speech phenomena in terms of cognitive linguistics and conceptology.

SUMMARY

The article deals with concept **BREAK** metaphors in English; the researched concept is viewed with the concern to its national and cultural actualization peculiarities. The research data includes 915 examples naming damage inventoried through the complete selection from dictionaries, thesaurus of English metaphors, fiction texts etc. The method applied in this research are chosen considering the objectives and data. The semantic and contextual analysis provided in lexicographical sources and fiction texts are used to analyse the data collected. All

inventoried examples are divided into groups according to the actualized phenomenon: “concept BREAK metaphorical actualization as a change in physical condition and the person’s moral state”; “concept BREAK metaphorical actualization as a turning point, the transition from one state of existence to another”. The analysis showed that concept BREAK in the English language consciousness is actualized with the help of verbs which contain in their semantic structure semes: separation, destruction, betrayal, breakage, breaking, fracture, wear, damage, interruption, gap, detachment from the whole, sharp sound, explosion, breakthrough, bankruptcy, change of location, confinement, termination, splitting, impact, etc.

As a result of the analysis of the concept BREAK conceptual and semantic components, the following features of this concept are established: unexpectedness, unpredictability; multiplicity, short-term, certainty, activity, loss of perfection, harmony.

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