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**PECULIARITIES OF VERBALIZATION  
OF THE FRAME *FINANCIAL ACTIVITY* IN MODERN ENGLISH  
ОСОБЛИВОСТІ ВЕРБАЛІЗАЦІЇ ФРЕЙМУ *FINANCIAL ACTIVITY*  
У СУЧАСНІЙ АНГЛІЙСЬКІЙ МОВІ  
ОСОБЕННОСТИ ВЕРБАЛИЗАЦИИ ФРЕЙМА *FINANCIAL ACTIVITY*  
В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ**

Розглянуто особливості вербалізації фрейму *FINANCIAL ACTIVITY* як однієї зі складових концепту *EDUCATIONAL MANAGEMENT* у двох варіантах сучасної англійської мови: британському й американському. Показано, що *освітній менеджмент* є молодією галуззю науки, яка досліджує особливості та принципи управління освітньою системою взагалі та кожним освітнім закладом зокрема. У статті визначено поняття *концепт* і *фрейм*. *Концепт* розглянуто як ментальну одиницю, яка є мінімальним компонентом концептуальної картини світу кожного цивілізованого суспільства. *Фрейм* розглянуто як систему взаємопов'язаних та взаємозалежних концептів. Виявлено основні лексичні засоби, за допомогою яких фрейм *FINANCIAL ACTIVITY* актуалізується у сучасній англійській мові. Наведено мовні засоби, які репрезентують цей фрейм в англійській мові. Семантичну ідентичність лексем, що вербалізують фрейм *FINANCIAL ACTIVITY* в американському та британському варіантах англійської мови, можна пояснити тим, що кожен ВНЗ є легальною організацією, невід'ємною частиною якої є фінансова діяльність. Крім того, було встановлено, що усі лексичні одиниці, які вербалізують цей фрейм у британському та американському варіантах сучасної англійської мови, належать до загальної лексики, а не спеціальної. Єдиною специфічною когнітивною рисою, яку вони мають, є *сфера освіти*.

*Ключові слова:* концепт, фрейм, вербалізація, освітній менеджмент, британський варіант англійської мови, американський варіант англійської мови.

Рассмотрены особенности вербализации фрейма *FINANCIAL ACTIVITY* как одной из составляющих концепта *EDUCATIONAL MANAGEMENT* в двух вариантах современного английского языка: британском и американском. Показано, что *образовательный менеджмент* является довольно молодой областью науки, которая исследует особенности и принципы управления как образовательной системой в целом, так и каждым образовательным учреждением в отдельности. Определены понятия *концепт* и *фрейм*: *концепт* рассматривается как минимальная единица, являющаяся минимальным компонентом концептуальной картины мира каждого цивилизованного общества, *фрейм* – как система взаимосвязанных и взаимозависимых концептов. Вывявлены основные лексические средства, с помощью которых фрейм *FINANCIAL ACTIVITY* актуализуется в современном английском языке. Представлены языковые средства, представляющие данный фрейм в современном

английском языке. Проанализированы общие и отличительные черты в средствах вербализации фрейма FINANCIAL ACTIVITY в британском и американском вариантах современного английского языка, показано, что семантическую идентичность лексических единиц, вербализирующих фрейм FINANCIAL ACTIVITY в современном английском языке, можно объяснить тем, что каждый ВУЗ – легальная организация, неотъемлемой частью существования которой является финансовая деятельность. Кроме того, было установлено, что все лексические единицы, вербализирующие данный фрейм в современном английском языке, принадлежат к общей лексике, а не специальной. Единственной специфической чертой, которой они обладают, является *система образования*.

*Ключевые слова:* концепт, фрейм, вербализация, образовательный менеджмент, британский вариант английского языка, американский вариант английского языка.

The article deals with peculiarities of verbalization of the frame FINANCIAL ACTIVITY as one of the components of the concept EDUCATIONAL MANAGEMENT in two varieties of modern English: British English and American English. It has been shown that *educational management* is a young branch of science investigating the peculiarities and principles of running the system of education as a whole and every educational institution is particular. Such notions as the *concept* and *frame* have been defined in the article. The *concept* is considered to be a mental unity that is the minimum component of the conceptual worldview of every civilized society. A *frame* is considered to be a system of interconnected and interdependent concepts. It has been found out that the frame FINANCIAL ACTIVITY is actualized by an impressive number of lexical units in modern English. Lexical units representing the frame in modern English have been shown. Common and distinctive features of lexical means verbalizing the frame in British and American varieties of modern English have been shown. It has been concluded that the frame FINANCIAL ACTIVITY is actualized in modern English by a great number of linguistic means. The phenomenon of semantic identity of the lexemes verbalizing the frame FINANCIAL ACTIVITY in the American and British varieties of the English language can be explained by the fact that a HEI is a legal organization where financial affairs is an indispensable part. Besides, it has been identified that all the lexical units verbalizing the frame in British and American varieties of modern English refer to the general vocabulary of the English language, not the special one. The only cognitive feature that added to them is *the sphere of education*.

*Keywords:* concept, frame, verbalization, educational management, British English, American English.

Modern system of higher education is a very dynamic field. It has been constantly developing, changing and transforming. That may be explained by various factors, including an attempt to unify and harmonize the European Higher Education Area and implement the Bologna process components into the academic process of higher educational institutions. Besides, the process of globalization that characterizes not only the modern sphere of higher education, but also all the other branches of social life, also plays its part here. Moreover, it influences the general conception of higher education management and the system of management of every particular higher educational institution as well.

The branch of science that investigates the peculiarities and principles of running the system of education as a whole and every educational institution in particular, defines the functions and qualities of a modern manager is called *educational management*. A number of studies within the branches of pedagogics, psychology and management are concerned with researching this new sphere of scientific knowledge.

It should be emphasized that *educational management* is not only a lexical unit verbalizing the process of running an educational institution in modern English; it is a concept having a ramose semantic structure and including different images, associations and processes connected with the process of running an educational institution.

In our previous works, lexical-and-semantic variants composing semantic structure of the lexical unit *educational management* have been identified [3] and the generalized frame structure of the concept EDUCATIONAL MANAGEMENT in modern English has been shown [13].

It should be mentioned that the sphere of educational management has been actively investigated for the last decades. Some of the papers focus on its pedagogical and psychological components [4; 12], the others deal with its social and marketing aspects [9], the third ones concentrate on the issues of management [1]. However, there have still been no studies concerning linguistic or linguocognitive aspects of educational management. This very fact proves the **topicality** of our paper.

The analysis of scientific literature dedicated to researching the notion of *educational management*, allows us to state that it contains such components in its structure as the apparatus of management, methods of running of educational institution, administration, financial activity, international affairs etc. All these aspects, as we think, make up the concept EDUCATIONAL MANAGEMENT, and each of them can be analyzed as a separate frame and as an indispensable component of the concept.

It should be emphasized that every concept is a mental unity that is the minimum component of the conceptual worldview of every civilized society. Besides, the concept is a key element of the conceptualization process resulting in development of the conceptual system – the system of concepts located within the consciousness of a single person or collective consciousness of a whole ethnic group. The concept structures and represents the knowledge about the world, reality and outcomes of the inner reflective activity [7, с. 298].

The works dealing with the study of the notion *concept* are characterized with broad views on this multifacet phenomenon. As a result, the complexity of defining this notion causes various ideas in its understanding. Such a differentiation is a result of existence of several approaches to defining its nature:

1) *linguocultural* [8] where the concept is seen as a result of the link of the word meaning with speaker's personal and ethnic experience;

2) *cultural* [10] when the concept is understood as the main element of culture in the person's mental world;

3) *linguistic* [2] based on the idea that a linguistic sign is a means of forming the conceptual content;

4) *linguocognitive* [6], the representatives of which analyze the concept from semantic-and-semasiological standpoint justifying the search for linguistic representations of this mental unity.

In our paper we stick to the last point of view and consider it to be the key one for achieving the **aim** of our research: to define the peculiarities of verbalization of the concept EDUCATIONAL MANAGEMENT, to show which linguistic means represent the frame FINANCIAL ACTIVITY as one of its components and to describe its main cognitive features.

The **subject** of the article is presented by lexical units objectifying the conceptual features of the concept EDUCATIONAL MANAGEMENT, in particular one of its structural components – the frame FINANCIAL ACTIVITY. The **task** of the present study lies in singling out the verbalization means of the frame FINANCIAL ACTIVITY in modern English.

The key **method** applied in the research is the frame analysis method. In our opinion, it allows us to have a deep and detailed look into the concept EDUCATIONAL MANAGEMENT. From the point of view of Ch. Fillmore [12], a frame is a system of interconnected and interdependent: if one of the concepts of this structure is included in the text or speech, then the rest are automatically available too [5, c. 162]. As for its structure, the frame consists of slots that are filled with the information about the particular situation.

**The factual material** of the research contains 725 lexical units verbalizing the frame FINANCIAL ACTIVITY in modern English singled out from the brochures and official web-sites of 50 leading higher educational institutions (25 HEIs of Great Britain and 25 HEIs of the USA) within the 10-year period (2005–2015).

A thorough analysis of the factual material allows us to state that the means of verbalization of this slot are identical in both varieties of the English language: British and American.

The lexical units representing this slot in modern English are not peculiar of the sphere of education only. The majority of lexical units verbalizing this slot refer to the general vocabulary of English and are used in other specific spheres of the English language having a common seme *finance*. In other words, the central notion of this slot is *financial activity*. The analysis of the dictionary definitions of lexical units verbalizing this slot has shown that their semantic structure and content fully correspond to their dictionary definitions. Within the sphere of education they acquire only one additional conceptual feature – *in the sphere of education*.

The analysis of factual material has shown that all the universities have their own *capital* and *budget*. These notions are verbalized in all the HEIs selected for the present research by such lexical means as *assets* and *budget*.

This frame also includes such notions as *financing* and *funds* that are represented in both varieties of Modern English with the help of such lexical units as *financing* and *funding/endowment* and also their derivatives. In some contexts these lexemes are used as adjectives in the following word-combinations: *endowment assets*, *endowment distribution*, *endowment payout*, *financial affairs*, *financial profile*, *funding opportunities*, *fundraising* etc.

This frame also contains such notions as *income* and *investment* that are actualized in Modern English by the corresponding lexical units. The analysis of the vocabulary of leaflets and official web-sites selected for the present research has also shown that these lexemes function in the contexts connected with the financial activity of the HEIs in various combinations, for example: *fixed income*, *flat investments*, *endowment income*, *investment opportunities*, *investment strategy* etc.

Students and young researchers get some financing for their study in the forms of *scholarships* and *grants* from the HEI and from the state. The analysis of leaflets and official web-sites allows us to state that both lexical units function in the Modern English worldview in their dictionary definitions: *scholarship* – *an amount of money that is given to someone by an educational organization to help pay for their education* [LDOCE]; *grant* – *a sum of money given by a government or other organization for a particular purpose* [OALD]. These lexical units function in British and American varieties of Modern English in the following word-combinations: *research grant*, *education grant*, *grant aid*, *scholarship award*, *scholarship scheme*, *scholarship program* and others.

It is worth mentioning that the leaflets and official web-sites of the selected HEIs have such a branch as *financial reporting*. The notion *annual reporting* is verbalised

by the following linguistic means: *annual budget, annual costs, annual expenditures, annual expenses, annual funding, annual operating plan* etc. All these means have a common seme – *annual report*.

The detailed observation of the frame FINANCIAL ACTIVITY allows us to state that it includes such notions as *education fee, financial support, staff costs* etc. However, these notions are represented in both national varieties of Modern English by similar means, and their meanings fully correspond to the ones presented in the monolingual English dictionaries.

Thus, the analysis of 725 lexical units allows us to state that the frame FINANCIAL ACTIVITY is verbalized in modern English by a great number of linguistic means. In the process of the investigation it has been identified that all the lexical units verbalizing the frame in British and American varieties of modern English refer to the general vocabulary of the English language, but they acquire their own cognitive features functioning in the sphere of education.

The prospects of further research are seen in defining the cognitive and linguistic features of some other frames composing the structure of the concept EDUCATIONAL MANAGEMENT in the modern English language.

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