

UDC 81'37'429:314:318-22

DOI <https://doi.org/10.52726/as.humanities/2025.2.9>

N. O. MYKHALCHUK

Dr. in Psychology, Professor,

Head of the Expert Commission of the Educational and Methodological Council,

Rivne State University of the Humanities, Rivne, Ukraine

E-mail: natasha1273@ukr.net

<https://orcid.org/0000-0003-0492-9450>

E. E. IVASHKEVYCH

PhD in Psychology, Associate Professor, Translator,

Associate Professor at the Department of Theory and Practice of

Foreign Languages and Teaching Methodology,

Rivne State University of the Humanities, Rivne, Ukraine

E-mail: ivashkevych.ee@gmail.com

<https://orcid.org/0000-0001-7219-1086>

D. O. BIHUNOV

PhD in Psychology,

Associate Professor at the Department of Theory and Practice of Foreign Languages and Teaching Methodology,

Rivne State University of the Humanities, Rivne, Ukraine

E-mail: dmytro.bihunov@rshu.edu.ua

<http://orcid.org/0000-0001-6100-7765>

S. A. BIHUNOVA

PhD in Psychology, Associate Professor, Doctoral Candidate,

Rivne State University of the Humanities, Rivne, Ukraine

E-mail: svitozara.bihunova@rshu.edu.ua

<http://orcid.org/0000-0001-6860-6939>

MICRO-PRAGMATIC ANALYSIS OF THE CONCEPT SECURITY IN THE MIND OF AMERICANS

The purpose of our research is: to show Micro-Pragmatic Analysis of the concept SECURITY in the mind of Americans; to present internal structure of the concept SECURITY and its subconcepts, as SAFE, PROTECT, DEFEND, FREEDOM, STRENGTH, WAR, TERROR. The analysis of associative links of concept SECURITY representatives revealing a certain associative meaning, which allows us to consider linguistic units associated with this meaning as some entrances to the concept SECURITY. Such subconcepts as SAFE, PROTECT, DEFEND, FREEDOM, STRENGTH, WAR, TERROR are associated with the concept of SECURITY or they are in a synonymous relationships with the main concept SECURITY. The analysis of all the presented meanings allows us to identify the main components of the meaning of the concept SECURITY: 1) a subjective feeling, sensation, state: a) physical security; b) stability, order in different spheres (financial, social, political, etc.); c) confidence, trust, peace; 2) everything that provides this feeling, sensation: objects, people, their actions. These interpretations of the meaning of the concept SECURITY allow us to notice certain features of the linguistic representation of the concept SECURITY. Thus, the antonymic interpretation is widely used (unthreatened, riskless, not exposed to danger, not likely to change), which generally indicates a high potential ability of antonyms (representatives of the concepts WAR, THREAT, DANGER, etc.) to appeal to this basic concept SECURITY. Based on this, it seems possible to model a conditional situation in which the concept SECURITY is actualized: instability, uncertainty, fear of worsening the situation, risk, danger, threat, destruction, losses in some area of life, causing a desire for protection, defense, security, guarantees, order, safety.

Key words: the concept SECURITY, subconcepts SAFE, PROTECT, DEFEND, FREEDOM, STRENGTH, WAR, TERROR, instability, uncertainty, fear of worsening the situation, risk, danger, threat, destruction, losses in some area of life.

Introduction. In the philological literature a lot of scientists think that a concept is a clot of culture in the consciousness of a person. In the form of a concept culture enters the mental world of any person. On the one hand, a concept is something that by means of which an ordinary person himself /herself enters into this culture, and in some cases influences it. On the other hand, a concept is the basic cell of culture in the mental world of a person [Mykhalchuk, Kharchenko, Kalmykov, Ivashkevych Er., Ivashkevych Ed., Hupavtseva, Mysan].

The linguacultural concept reflects both the collective and individual experience of representatives of some given culture. This gives some scientists main grounds to differentiate concepts based on individuality/collectivity in the consciousness of the individual, group and nation. Consequently, we can talk about the opposition of universal, ethnospecific, sociospecific (in different spheres) and individual concepts [Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, Chebykin].

It should be noted that a number of researchers have addressed the dichotomy of collectivity/individuality in order to differentiate such terms as a concept and a notion [Alahmadi, Foltz]. For example, some scientists distinguish between the terms “a concept” and “a notion”, and they understand the concept as the result of cognition, such as the result of a simple, ordinary, everyday comprehension of the world by a person, and the concept as the result of theoretical knowledge, which occurs on the basis of identifying and understanding the essential characteristics of objects and phenomena as a result of gradual abstraction from their secondary, individual features of some notion.

Considering the problem of the relationships between a concept and a notion, scientists assert that the distinction between them runs along the following explanation, such as notions are something what people agree with, people construct them in order to have a common, a real and ordinary language when discussing problems. Concepts exist in themselves, people reconstruct them with varying degrees of (un)certainly [Hamedi, Pishghadam]. According to the researchers [Cui, Wang, Zhong], the peculiar fashion for the term “concept” indicates an interest in reconstructing

those entities in a human life that we encounter in everyday life without thinking about their “true reality” or something like a priori meaning. However, it is far from all possible thoughts to apply on concepts: sometimes it is more productive to reconstruct familiar meanings of concepts, and on the basis of established ideas some well-known concepts, without destroying them, try to construct new ones. For scientists, a concept is a collective essence, and a concept is an individual construction of something well-known.

Thus, the terms “a notion” and “a concept” are not identical ones. The notion is rather one of the component parts of the concept and indicates only significant, distinctive features of a phenomenon or an object. The concept can reflect any, not necessarily essential features, in a combination with a whole complex of personally significant experiences, associations and assessments.

The purpose of our research is: to show Micro-Pragmatic Analysis of the concept SECURITY in the mind of Americans; to present internal structure of the concept SECURITY and its subconcepts, as SAFE, PROTECT, DEFEND, FREEDOM, STRENGTH, WAR, TERROR.

Literature Review. Researchers identify several essential features of linguacultural concepts. Among them there are the complexity of existence, mental nature, conventionality and vagueness, variability, multy-appealability, multidimensionality, multy-classification. However, the main feature that distinguishes a linguacultural concept from other mental units is called value, the accentuation of the value element is in that sense, that the center of the concept is always value, since the concept serves the study of a culture, and the basis of a culture is precisely the value principle of understanding any concept.

In the definition of the concept of some famous scientists [Chen, Zhao, de Ruiter, Zhou, Huang], they have done the attempt to reconcile different views on its understanding and took into account all similar aspects of numerous definitions. So, a concept is a discrete mental formation that is a basic unit of a person’s thought code, possessing a relatively ordered internal structure, representing the result of the cognitive activity of an individual and a society and carrying out the complex, encyclopedic information about the reflected objects or phenomenon, about the interpretation

of this information by public consciousness and the attitude of public consciousness to this phenomenon or the object.

This definition expresses the idea of discreteness and ordered internal structure of the concept, which in principle contradicts its essential characteristics. It should be noted once again that the concept is an ideal entity, therefore, its structure can only be discussed for research purposes, considering hypothetical schematic models of its construction.

If we talk about the structure of the concept, highlighting concrete and abstract conceptual features of it, we'd like to emphasize that the core of the concept consists of concrete-figurative characteristics, which there are the results of everyday sensory perception of the World in the whole. Some abstract features are derivatives of the concrete ones, which are the result of theoretical, scientific knowledge.

More complex and detailed model of the concept is proposed by scientists [Collins, Sanchez & Espana]. These scientists understand the core of the concept as a sensory basic image, acting as a coding image of the universal Subject Code of some object. This image belongs to the existential layer of the person's consciousness and has an operational or objective character, based on the biodynamic and sensory fabric of the consciousness. The basic image of any concept is surrounded by a cognitive layer of concrete sensory origin, reflecting the sensory-perceived characteristics and attributes of the object. Further in the structure of the concept (although not for all concepts) more abstract layers are distinguished, reflecting a certain stage of understanding the existential attributes, which related to the reflexive layer of the person's consciousness. And, finally, the interpretative field of the concept, including an assessment of the content of the concept, interpreting individual cognitive attributes and forming for the national consciousness the following from the content concept of different recommendations for the person's behavior and understanding of the reality, can be associated with the spiritual level of the person's consciousness, which presupposes in a broad sense states the assessment of the concept from the point of view of its value for the nation [Guerrero]. Scientists [Greco, Canal, Bambini, Moro] say that the degree of brightness of cognitive features in the consciousness of people varies, and therefore

these characteristics are ordered in the structure of the concept according to the field feature. At the same time, national, group and individual specificity of the concept is observed.

In the theory of scientists [El-Zawawy; Huang, Loerts, Steinkrauss], the concept is presented as a complex multidimensional mental formation that includes figurative-perceptual, conceptual and dominant value components. In the main ideas on the linguacultural concept, the researchers present their model of the concept and claim that it is grouped around a certain "strong" (such as value-accentuated) point of the person's consciousness, from which associative vectors diverge. The most relevant associations for native speakers make up the core of the concept, while less significant ones form the periphery. In their opinion, the concept has no clear boundaries; as one moves away from the core, associations gradually fade away. Researchers also introduce the term "entrance to a concept", understanding it as a linguistic speech unit that serves us as the name of the concept and actualizes its central point. A concept, in such a way, is characterized by the presence of many "entrances", such units of the language and speech, with the help of which this concept is actualized in the consciousness of its bearer [Mykhalchuk, Bihunova].

In addition to the value element, the structure of a linguacultural concept can be distinguished by factual or conceptual and figurative elements. The conceptual element of a concept is stored in the mind of the person in a verbal form and can therefore be reproduced directly in the person's speech, while the figurative element is non-verbal and can only be described [Mykhalchuk, Bihunova, Fridrikh & Vietrova].

The analysis of the above views on the concept and its structure allows us to conclude that they all contain similar characteristics. Firstly, any concept can be considered in the context of something like collective or individual. Secondly, most often a concept is presented as a certain field formation with a center and a periphery, with general, collective features in the center and specific ones on the periphery. Thirdly, almost all researchers highlight the presence of conceptual, emotional and evaluative features in the structure of the concept [Mykhalchuk, Bihunova, Bihunov & Ivashkevych Er.].

So, the functionality of the concept assumes that, depending on the situation, the distribution of conceptual features within the concept can change. At any moment of time, any component of the concept can come to the fore, “come to the fore”, changing the distribution of features within it, and therefore its semantic content.

Results and their discussion. The subject of our research is the concept SECURITY. This concept we will analyze on the contemporary material of speeches of Joseph Robinette Biden. So, we’ll propose a model of the substantive potential of the SECURITY concept as a key concept of American political discourse. So, we’ll do the analyses of the concept SECURITY and its subconcepts in the suggestions of Joseph Robinette Biden. The analyses will be done on the micro-pragmatic level.

1. **“We will stand with Ukraine for as long as it takes”** [A declaration of Joseph Robinette Biden unwavering U.S. support for Ukraine’s sovereignty].

Semantic Analysis of the phrase:

- *Core Meaning of the concept SECURITY:* The phrase directly conveys a commitment to support Ukraine indefinitely, regardless of the duration of the conflict or the challenges involved. The concept SECURITY is implemented in the context of this phrase implicitly, by use the phrase “will stand... for as long as it takes”.

- *Connotations:* In this phrase of J. Biden all Connotations are Positive. The use of “stand with” implies solidarity and unity, suggesting a shared cause and a collective effort of American people.

- *Implicature:* The phrase implicitly suggests that Ukraine is facing a significant challenge that requires sustained support.

Syntactic Analysis of the phrase:

- *Simple Sentence Structure:* The structure of the sentence makes the message clear and easy to understand.

- *Use of Future Indefinite Tense:* The use of “will” emphasizes the commitment to future action.

- *Temporal Clause:* “For as long as it takes” is a temporal clause that conveys the indefinite nature of the support.

Micro-Pragmatic Analysis of the phrase:

- *Illocutionary Force:* This phrase performs the speech act of promising present and future actions.

- *Perlocutionary Effect:* The intended effect is to reassure Ukraine of continued support, bolster its morale, and deter potential aggressors.

Psycholinguistic characteristics of this phrase:

- *Emotional Impact:* The phrase evokes strong emotions, such as hope, solidarity, security and determination.

- *Memory and Recall:* The simple, repetitive rhythm of the phrase makes it easy to remember and recall.

- *Cognitive Processing:* The phrase is easy to process, as it relies on the basic sentence structure and familiar vocabulary.

2. **“Ukraine remains unbroken. Ukraine remains free”** [A statement of J. Biden emphasizing Ukraine’s resilience against Russian aggression].

Semantic Analysis of the phrase:

- *Core Meaning of the concept SECURITY:* The phrase directly conveys the idea that Ukraine, despite adversity, maintains its territorial integrity and political independence, and Ukraine will be free.

- *Connotations:* The repetition of “Ukraine remains” (we have anaphora) emphasizes the enduring nature of the quality to be free, to be secured.

- *Implicature:* The phrase implicitly suggests that Ukraine has faced significant challenges, but has overcome them.

Syntactic Analysis of the phrase:

- *Simple Sentence Structure:* The structure of the sentence makes the message clear and easy to understand.

- *Parallel Constructions:* The repetition of the phrase “Ukraine remains” creates a sense of rhythm and balance.

- *Use of Present Indefinite Tense:* The use of the Present Tense emphasizes the current state of Ukraine and its ongoing struggle.

Micro-Pragmatic Analysis of the phrase:

- *Illocutionary Force:* The phrase performs the speech act of asserting a fact and expressing defiance.

- *Perlocutionary Effect:* The intended effect is to inspire hope, unity, security and resistance among Ukrainians, and to demonstrate to the world Ukraine’s unwavering determination.

Psycholinguistic characteristics of this phrase:

- *Emotional Impact:* The phrase evokes strong emotions, such as pride, hope, security and defiance.

- *Memory and Recall*: The simple, repetitive rhythm of the phrase makes it easy to remember and recall.

- *Cognitive Processing*: The phrase is easy to process, as it relies on basic sentence structure and familiar vocabulary.

3. **“When Putin, and his craven lust for land and power, unleashed his brutal war on Ukraine, he was betting NATO would break apart”** [The Speech of J. Biden to support Ukraine, its democratic values on the NATO Summit in Vilnius, Lithuania].

Micro-Pragmatic Analysis of the phrase:

- *Illocutionary Force*: This phrase is a part of speech by President Joe Biden that underscores NATO’s unity in response to Russian invasion of Ukraine. J. Biden highlighted this during the NATO Summit in Vilnius, Lithuania, emphasizing that Putin miscalculated the resolve and cohesion of the alliance and democratic nations rather globally.

- *Perlocutionary Effect*: The statement is significant for its strong language, describing Putin’s motives as a craven lust for land and power, and its reaffirmation of NATO’s collective strength. It draws our attention to the moral framing of the Ukraine conflict as a defense of security, democracy and sovereignty.

4. **“In the months leading up to the war, as Putin amassed his forces on the Ukrainian border and laid the groundwork for his brutal invasion, it was – I was in constant contact with my fellow leaders of the G7 and the European Union and NATO, constantly”** [The Speech of J. Biden to support Ukraine, its democratic values on the NATO Summit in Vilnius, Lithuania].

Semantic Analysis of the phrase:

- *Core Meaning of the concept SECURITY*: This phrase employs several psycholinguistic strategies to convey urgency, security, authority and international solidarity.

- *Connotations*: Positive Connotations actualize Temporal Framing by using “In the months leading up to the war” J. Biden situates the audience in a specific timeline, emphasizing the foresight and preparation of the events. This framing invites the audience to view the situation as deliberate and avoidable one, setting the stage for moral judgment of the aggressor.

- *Implicature*: The phrase presents Agency and Responsibility. The repeated use of “I was

in constant contact” signals active involvement and leadership of America. The repetition of “constant” and “constantly” reinforce a sense of relentless effort, suggesting Biden’s unwavering commitment to diplomacy and coalition-building.

Syntactic Analysis of the phrase:

- *Use of Loaded Adjectives*: Such terms like “brutal invasion” and “amassed his forces” evoke strong emotional reactions. “Brutal” portrays the act as merciless and unjust, while “amassed” implies deliberate aggression, framing Russia as a clear antagonist.

- *Use of Repetition for Emphasis*: The repetition of “constant” shows the relentlessness of both the diplomatic efforts and the perceived threat, heightening the stakes and reinforcing the speaker’s vigilance.

Micro-Pragmatic Analysis of the phrase:

- *Illocutionary Force*: The phrase performs Collaboration and Solidarity by mentioning “G7”, “European Union” and “NATO”. These lexical units highlight the most extensive network of global allies. This underscores unity and a collective response, positioning the U.S. as a pivotal player within the international global paradigm.

- *Perlocutionary Effect*: Perlocutionary Effect presents Urgency and Anticipation. This phrase creates a vivid sense of forewarning, with Putin “laying the groundwork” implying careful and threatening planning. This shifts a great attention to the preventive efforts of Biden and allies.

5. **“Russia alone is responsible for this brutal war”** [Directly blaming Russia for its actions in Ukraine: J. Biden speech].

Semantic Analysis of the phrase:

- *Core Meaning of the concept SECURITY*: This phrase is a concise and impactful assertion that encapsulates several psycholinguistic techniques. It serves as a rhetorical device to assign blame unequivocally and propose emotional and moral responses.

- *Connotations*: Direct Attribution “Russia alone” isolates the people, who are responsible for the war, removing ambiguity. This clear assignment of blame because of war eliminates positive attitudes for alternative interpretations and creates a morally definitive stance.

- *Implicature*: The phrase “Russia alone is responsible for this brutal war” has some

Emotive Impact. The word “brutal” carries some main strong emotional connotations, eliciting feelings of outrage and sympathy. It underscores the severity of the conflict and paints the aggressor in a negative light, appealing to the audience’s ethical judgment.

Micro-Pragmatic Analysis of the phrase:

- *Simplification for Impact:* The brevity of the statement enhances its psychological effect. Short, direct sentences are easier to process and retain, making the message more memorable and persuasive.

- *Moral Framing:* The phrase appeals to universal moral principles, such as the unjustness of initiating conflict, which aligns audiences with the speaker’s perspective. This framing reinforces the idea of right versus wrong.

Psycholinguistic characteristics of this phrase:

- *Implicit Call to Action:* While the phrase assigns blame, it also subtly calls for solidarity against the aggressor. By highlighting Russia’s sole responsibility, it implies that action (diplomatic, economic, or military) must be taken to address this injustice.

- *Cognitive Anchoring:* Words like “responsible” and “brutal” are cognitively loaded, anchoring the listener’s perception of Russia as not just an aggressor but the sole perpetrator of a heinous act.

Conclusions. If we refer to the list of keywords selected during the first stage of content analysis, as well as to examples of their contextual use, we can see that most of them, in one way or another, represent the concept of SECURITY. The analysis of associative links of concept SECURITY representatives revealing a certain associative meaning, which allows us to consider linguistic units associated with this meaning as some entrances to the concept SECURITY. Such subconcepts as SAFE, PROTECT, DEFEND, FREEDOM, STRENGTH, WAR, TERROR are associated with the concept of SECURITY or they are in a synonymous relationships with the main concept SECURITY. More distant at the first glance there are lexical units LIFE, CHOICE, JOBS, HEALTH CARE, DEMOCRACY. These lexical units in a great degree actualize the concept of SECURITY, since they appeal to the problems of social security. Thus, there are many ways of linguistic appeal to the concept SECURITY,

which is confirmed by the following contexts, the main theme of which can be outlined by the recurrent units that we selected at the first stage of the study:

- We will fight this war on terror with every resource of our national power so our children can live in freedom and in peace [A statement of J. Biden emphasizing Ukraine’s resilience against Russian aggression].

- America and the world are safer [A declaration of Joseph Robinette Biden unwavering U.S. support for Ukraine’s sovereignty].

- America has added more than 2,5 million new jobs since last August. Because we believe in economic freedom and left more money in the people’s hands, America is a stronger country [A declaration of Joseph Robinette Biden unwavering U.S. support for Ukraine’s sovereignty].

- The war campaign and its allies have turned to the tactics of fear and smear because they can’t talk about jobs, health care, energy independence, and rebuilding our alliances as the real issues that matter to the American people. They have no plans, no positive vision and no understanding of an urgent and undeniable truth, such as a stronger America being at home [A statement of J. Biden emphasizing Ukraine’s resilience against Russian aggression].

The analysis of all the presented meanings allows us to identify the main components of the meaning of the concept SECURITY:

- 1) a subjective feeling, sensation, state:
 - a) physical security;
 - b) stability, order in different spheres (financial, social, political, etc.);
 - c) confidence, trust, peace;

- 2) everything that provides this feeling, sensation: objects, people, their actions.

These interpretations of the meaning of the concept SECURITY allow us to notice certain features of the linguistic representation of the concept SECURITY. Thus, the antonymic interpretation is widely used (unthreatened, riskless, not exposed to danger, not likely to change), which generally indicates a high potential ability of antonyms (representatives of the concepts WAR, THREAT, DANGER, etc.) to appeal to this basic concept SECURITY. Based on this, it seems possible to model a conditional situation in which the concept

SECURITY is actualized: instability, uncertainty, fear of worsening the situation, risk, danger, threat, destruction, losses in some area of life, causing a desire for protection, defense, security, guarantees, order, safety. In accordance with the presented characteristics, it can be concluded that the majority

of keywords selected at the first stage of the study actualize the concept of SECURITY, being its direct representatives (security, safe, strength, protect, defend, free), or appealing to situations of danger, instability in various social spheres (war, terror, fight; jobs, health care, future).

BIBLIOGRAPHY

1. Alahmadi, A. & Foltz, A. (2020). Effects of Language Skills and Strategy Use on Vocabulary Learning Through Lexical Translation and Inferencing. *Journal of Psycholinguist Research*, 49 (6), pp. 975–991. <https://doi.org/10.1007/s10936-020-09720-9>
2. A declaration of Joseph Robinette Biden unwavering U.S. support for Ukraine's sovereignty (2022). <https://www.whitehouse.gov/>
3. A statement of J. Biden emphasizing Ukraine's resilience against Russian aggression (2022). <https://www.whitehouse.gov/>
4. Chen, Si, Zhao, J., de Ruiter, L., Zhou, J. & Huang, J. (2022). A burden or a boost: The impact of early childhood English learning experience on lower elementary English and Chinese achievement. *International Journal of Bilingual Education and Bilingualism*, 25 (4), pp. 1212–1229. <https://doi.org/10.1080/13670050.2020.1749230>
5. Collins, A. Brian, Sanchez, M. & Espana, C. (2023). Sustaining and developing teachers' dynamic bilingualism in a redesigned bilingual teacher preparation program. *International Journal of Bilingual Education and Bilingualism*, 26 (2), pp. 97–113. <https://doi.org/10.1080/13670050.2019.1610354>
6. Directly blaming Russia for its actions in Ukraine: J. Biden speech (2022). <https://millercenter.org/the-presidency/presidential-speeches/february-24-2022-remarks-russian-invasion-ukraine>
7. El-Zawawy, A.M. (2021). On-Air Slips of the Tongue: A Psycholinguistic-Acoustic Analysis. *Journal of Psycholinguist Research*, 50 (3), pp. 463–505. <https://doi.org/10.1007/s10936-020-09755-y>
8. Guerrero, M. (2023). State of the art: a forty-year reflection on the Spanish language preparation of Spanish-English bilingual-dial language teachers in the U.S. *International Journal of Bilingual Education and Bilingualism*, 26 (2), pp. 146–157. <https://doi.org/10.1080/13670050.2020.1865257>
9. Cui, G., Wang, Y. & Zhong, X. (2021). The Effects of Suprasegmental Phonological Training on English Reading Comprehension: Evidence from Chinese EFL Learners. *Journal of Psycholinguist Research*, 50 (2), pp. 317–333. <https://doi.org/10.1007/s10936-020-09743-2>
10. Greco, M., Canal, P., Bambini, V. & Moro, A. (2020). Modulating “Surprise” with Syntax: A Study on Negative Sentences and Eye-Movement Recording. *Journal of Psycholinguist Research*, 49 (3), pp. 415–434. <https://doi.org/10.1007/s10936-020-09691-x>
11. Hamed, S.M. & Pishghadam, R. (2021). Visual Attention and Lexical Involvement in L1 and L2 Word Processing: Emotional Stroop Effect. *Journal of Psycholinguist Research*, 50 (3), pp. 585–602. <https://doi.org/10.1007/s10936-020-09709-4>
12. Huang, T., Loerts, H. & Steinkrauss, R. (2022). The impact of second- and third-language learning on language aptitude and working memory. *International Journal of Bilingual Education and Bilingualism*, 25 (2), pp. 522–538. <https://doi.org/10.1080/13670050.2019.1703894>
13. Mykhalchuk, N. & Bihunova, S. (2019). The verbalization of the concept of “fear” in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, pp. 20–43. Warsaw. <https://doi.org/10.11649/cs.2043>
14. Mykhalchuk, N., Bihunova, S., Bihunov, D. & Ivashkevych, Er. (2023). The Semantic Space of Concepts in Modern British Political Discourse. *Cognitive Studies | Études cognitives*, Warsaw, 2023 (23), Article 2850, pp. 28–50. <https://doi.org/10.11649/cs.2850>. <https://journals.ispan.edu.pl/index.php/cs-ec/article/view/cs.2850>
15. Mykhalchuk, N., Bihunova, S., Fridrikh, A. & Vietrova, I. (2021). The cross-cultural understanding of metaphors in the information technology sphere. *Cognitive Studies | Études cognitives*, 2021 (21), pp. 24–75. <https://doi.org/10.11649/cs.2475>
16. Mykhalchuk, N., Kharchenko, N., Kalmykov, H., Ivashkevych, Er., Ivashkevych, Ed., Hupavtseva, N., Mysan, I. (2024). Concept “EDUCATION” and its Subconcepts in the Consciousness of Ukrainian managers. *PSYCHOLINGUISTICS*, 36 (1), pp. 154–188. <https://doi.org/10.31470/2309-1797-2024-36-1-154-188>
17. Mykhalchuk, N., Plakhtii, A., Panchenko, O., Ivashkevych, Ed., Hupavtseva, N. & Chebykin, O. (2023). Concept “ENGLAND” and its Subconcepts in the Consciousness of Ukrainian Students. *PSYCHOLINGUISTICS*, 34 (2), pp. 6–47. <https://doi.org/10.31470/2309-1797-2023-34-2-6-47>
18. The Speech of J. Biden to support Ukraine, its democratic values on the NATO Summit in Vilnius, Lithuania (2022). <https://www.whitehouse.gov/briefing-room/speeches-remarks/2023/07/12/remarks-by-president-biden-on-supporting-ukraine-defending-democratic-values-and-taking-action-to-address-global-challenges-vilnius-lithuania/>

REFERENCES

1. Alahmadi, A. & Foltz, A. (2020). Effects of Language Skills and Strategy Use on Vocabulary Learning Through Lexical Translation and Inferencing. *Journal of Psycholinguist Research*, 49 (6), pp. 975–991. <https://doi.org/10.1007/s10936-020-09720-9>
2. A declaration of Joseph Robinette Biden unwavering U. S. support for Ukraine's sovereignty (2022). <https://www.whitehouse.gov/>
3. A statement of J. Biden emphasizing Ukraine's resilience against Russian aggression (2022). <https://www.whitehouse.gov/>
4. Chen, Si, Zhao, J., de Ruiter, L., Zhou, J. & Huang, J. (2022). A burden or a boost: The impact of early childhood English learning experience on lower elementary English and Chinese achievement. *International Journal of Bilingual Education and Bilingualism*, 25 (4), pp. 1212–1229. <https://doi.org/10.1080/13670050.2020.1749230>
5. Collins, A. Brian, Sanchez, M. & Espana, C. (2023). Sustaining and developing teachers' dynamic bilingualism in a redesigned bilingual teacher preparation program. *International Journal of Bilingual Education and Bilingualism*, 26 (2), pp. 97–113. <https://doi.org/10.1080/13670050.2019.1610354>
6. Directly blaming Russia for its actions in Ukraine: J. Biden speech (2022). <https://millercenter.org/the-presidency/presidential-speeches/february-24-2022-remarks-russian-invasion-ukraine>
7. El-Zawawy, A.M. (2021). On-Air Slips of the Tongue: A Psycholinguistic-Acoustic Analysis. *Journal of Psycholinguist Research*, 50 (3), pp. 463–505. <https://doi.org/10.1007/s10936-020-09755-y>
8. Guerrero, M. (2023). State of the art: a forty-year reflection on the Spanish language preparation of Spanish-English bilingual-dial language teachers in the U. S. *International Journal of Bilingual Education and Bilingualism*, 26 (2), pp. 146–157. <https://doi.org/10.1080/13670050.2020.1865257>
9. Cui, G., Wang, Y. & Zhong, X. (2021). The Effects of Suprasegmental Phonological Training on English Reading Comprehension: Evidence from Chinese EFL Learners. *Journal of Psycholinguist Research*, 50 (2), pp. 317–333. <https://doi.org/10.1007/s10936-020-09743-2>
10. Greco, M., Canal, P., Bambini, V. & Moro, A. (2020). Modulating “Surprise” with Syntax: A Study on Negative Sentences and Eye-Movement Recording. *Journal of Psycholinguist Research*, 49 (3), pp. 415–434. <https://doi.org/10.1007/s10936-020-09691-x>
11. Hamed, S.M. & Pishghadam, R. (2021). Visual Attention and Lexical Involvement in L1 and L2 Word Processing: Emotional Stroop Effect. *Journal of Psycholinguist Research*, 50 (3), pp. 585–602. <https://doi.org/10.1007/s10936-020-09709-4>
12. Huang, T., Loerts, H. & Steinkrauss, R. (2022). The impact of second- and third-language learning on language aptitude and working memory. *International Journal of Bilingual Education and Bilingualism*, 25 (2), pp. 522–538. <https://doi.org/10.1080/13670050.2019.1703894>
13. Mykhalchuk, N. & Bihunova, S. (2019). The verbalization of the concept of “fear” in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, 19, pp. 20–43. Warsaw. <https://doi.org/10.11649/cs.2043>
14. Mykhalchuk, N., Bihunova, S., Bihunov, D. & Ivashkevych, Er. (2023). The Semantic Space of Concepts in Modern British Political Discourse. *Cognitive Studies | Études cognitives*, Warsaw, 2023 (23), Article 2850, pp. 28–50. <https://doi.org/10.11649/cs.2850>. <https://journals.ispan.edu.pl/index.php/cs-ec/article/view/cs.2850>
15. Mykhalchuk, N., Bihunova, S., Fridrikh, A. & Vietrova, I. (2021). The cross-cultural understanding of metaphors in the information technology sphere. *Cognitive Studies | Études cognitives*, 2021 (21), pp. 24–75. <https://doi.org/10.11649/cs.2475>
16. Mykhalchuk, N., Kharchenko, N., Kalmykov, H., Ivashkevych, Er., Ivashkevych, Ed., Hupavtseva, N., Mysan, I. (2024). Concept “EDUCATION” and its Subconcepts in the Consciousness of Ukrainian managers. *PSYCHOLINGUISTICS*, 36 (1), pp. 154–188. <https://doi.org/10.31470/2309-1797-2024-36-1-154-188>
17. Mykhalchuk, N., Plakhtii, A., Panchenko, O., Ivashkevych, Ed., Hupavtseva, N. & Chebykin, O. (2023). Concept “ENGLAND” and its Subconcepts in the Consciousness of Ukrainian Students. *PSYCHOLINGUISTICS*, 34 (2), pp. 6–47. <https://doi.org/10.31470/2309-1797-2023-34-2-6-47>
18. The Speech of J. Biden to support Ukraine, its democratic values on the NATO Summit in Vilnius, Lithuania (2022). <https://www.whitehouse.gov/briefing-room/speeches-remarks/2023/07/12/remarks-by-president-biden-on-supporting-ukraine-defending-democratic-values-and-taking-action-to-address-global-challenges-vilnius-lithuania/>

Н. О. МИХАЛЬЧУК

*доктор психологічних наук, професор,
Рівненський державний гуманітарний університет, м. Рівне, Україна
Електронна пошта: natasha1273@ukr.net
<https://orcid.org/0000-0003-0492-9450>*

Е. Е. ІВАШКЕВИЧ

*кандидат психологічних наук, доцент, перекладач,
доцент кафедри теорії і практики іноземних мов та методики викладання,
Рівненський державний гуманітарний університет, м. Рівне, Україна
Електронна пошта: ivashkevych.ee@gmail.com
<https://orcid.org/0000-0001-7219-1086>*

Д. О. БІГУНОВ

*кандидат психологічних наук,
доцент кафедри теорії і практики іноземних мов та методики викладання,
Рівненський державний гуманітарний університет, м. Рівне, Україна
Електронна пошта: dmytro.bihunov@rshu.edu.ua
<http://orcid.org/0000-0001-6100-7765>*

С. А. БІГУНОВА

*кандидат психологічних наук, доцент, докторант,
Рівненський державний гуманітарний університет, м. Рівне, Україна
Електронна пошта: svitozara.bihunova@rshu.edu.ua
<http://orcid.org/0000-0001-6860-6939>*

**МІКРОПРАГМАТИЧНИЙ АНАЛІЗ КОНЦЕПТУ БЕЗПЕКА
У СВІДОМІСТІ АМЕРИКАНЦІВ**

Мета нашого дослідження: здійснити мікропрагматичний аналіз концепту БЕЗПЕКА у свідомості американців; представити внутрішню структуру концепту БЕЗПЕКА та його субконцептів, таких як БЕЗПЕЧНИЙ, ЗАХИСТ, ЗАХИЩАТИ, СВОБОДА, СИЛА, ВІЙНА, ТЕРОР. Аналіз асоціативних зв'язків концепту БЕЗПЕКА виявляє певне асоціативне значення, що дозволяє розглядати лінгвістичні одиниці, пов'язані з цим значенням, як певні лінки концепту БЕЗПЕКА. Такі субконцепти, як БЕЗПЕЧНИЙ, ЗАХИСТ, ЗАХИЩАТИ, СВОБОДА, СИЛА, ВІЙНА, ТЕРОР, пов'язані з концептом БЕЗПЕКА або перебувають у синонімічних відносинах з основним концептом БЕЗПЕКА. Аналіз усіх представлених значень дозволяє визначити основні компоненти значення концепту БЕЗПЕКА: 1) суб'єктивне відчуття, передчуття, стан: а) фізична безпека; б) стабільність, порядок у різних сферах (фінансовій, соціальній, політичній тощо); в) впевненість, довіра, мир; 2) все, що забезпечує це відчуття, сенс: предмети, люди, їхні дії. Ці інтерпретації значення концепту БЕЗПЕКА дозволяють нам помітити певні особливості лінгвістичної репрезентації концепту БЕЗПЕКА. Таким чином, широко використовується антонімічне тлумачення (поза загрози, поза ризику, не піддається небезпеці, навряд чи зміниться), що загалом свідчить щодо високої потенційної здатності антонімів (субконцептів ВІЙНА, ЗАГРОЗА, НЕБЕЗПЕКА тощо) апелювати до цього базового концепту БЕЗПЕКА. Виходячи з цього, видається можливим змодельовати умовну ситуацію, в якій актуалізується концепт БЕЗПЕКА: нестабільність, невизначеність, страх погіршення ситуації, ризик, небезпека, загроза, руйнування, втрати в певній сфері життя, що викликає прагнення до захисту, оборони, безпеки, гарантій, порядку, безпеки.

Ключові слова: поняття БЕЗПЕКА, субконцепти БЕЗПЕЧНИЙ, ЗАХИСТ, ЗАХИЩАТИ, СВОБОДА, СИЛА, ВІЙНА, ТЕРОР, нестабільність, невизначеність, страх погіршення ситуації, ризик, небезпека, загроза, руйнування, втрати в певній сфері життя.