WERBALIZACJA POJĘCIA „KŁAMSTWA" W AMERYKAŃSKIM DYSKURSIE SĄDOWYM

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Adnotacja. Artykuł koncentruje się na badaniu pojęcia „kłamstwa" w amerykańskim dyskursie sądowym, ponieważ wiele kwestii dotyczących istoty i typologii pojęć wymaga znacznego wyjaśnienia. Podkreślamy, że nie ma jeszcze jednoznacznej definicji tego terminu. Ponadto nie ma ogólnie przyjętej klasyfikacji. Wszystko to przesądza o znaczeniu badania. Materiałem faktycznym są dokumenty procesu Oscara Pistoriusa w celu zbadania środków językowych, za pomocą których werbalizuje się pojęcie „kłamstwa". Wspomniana koncepcja została zbadana za pomocą takich metod, jak metoda analizy interpretacyjnej, analiza definicyjno-składowa, analiza dyskursywna, analiza kontekstowa. W wyniku badania dokonano przeglądu aparatu terminologicznego, zbadano implementację tej koncepcji w amerykańskim dyskursie sądowym, a także wyodrębniono środki językowe, które werbalizują tę koncepcję. Badanie jest obiecujące, ponieważ interesujące byłoby prześledzenie innych pojęć i środków językowych ich werbalizacji, porównanie pojęć wyróżnionych w przemówieniach prokuratorów z koncepcjami w przemówieniach prawników.

Słowa kluczowe: koncepcja, werbalizacja koncepcji, struktura koncepcji, środki językowe, amerykański dyskurs sądowy.

VERBALISATION OF THE CONCEPT "LIE" IN AMERICAN COURT DISCOURSE

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Abstract. The article focuses on the study of the concept "lie" in American court discourse, since many questions concerning the essence and typology of concepts need to be substantially clarified. Yet, there is no clear definition of the term. In addition, there is no proven classification. That lent relevance to the research. The factual material is the Oscar Pistorius Trial documents with a view to exploring the concept of "lie" verbalisation. The above-mentioned concept has been examined with the help of such methods as the method of an interpretative analysis, definitional-component analysis, discourse analysis, and contextual analysis. The study has made it possible to review the terminological apparatus, to examine the implementation of this concept in judicial discourse and to establish the linguistic means verbalising it. The research is promising, as it would be interesting to trace other concepts and the linguistic means that verbalise them; to compare the concepts presented in the speech of a prosecutor with the concepts presented in the speech of a lawyer.

Key words: concept, verbalisation of the concept, structure of the concept, linguistic means, American court discourse.

ВЕРБАЛІЗАЦІЯ КОНЦЕПТУ «БРЕХНЯ» В АМЕРИКАНСЬКОМУ СУДОВОМУ ДИСКУРСІ

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Анотація. Стаття присвячена дослідженню концепту «брехня» в американському судовому дискурсі, оскільки багато питань, що стосуються суті та типології концептів, потребують істотного уточнення. Підкреслимо, що нині не існує чіткого визначення терміна чи загальноприйнятої класифікації. Все це зумовлює актуальність дослідження. Фактичним матеріалом є документи судового процесу у справі Оскара Пісторіуса з метою дослідження мовних засобів, за допомогою яких вербалізується концепт «брехня». Зазначений концепт був досліджений за

допомогою таких методів, як метод інтерпретативного аналізу, дефініційно-компонентного аналізу, дискурсивного аналізу, контекстуального аналізу. Було розглянуто термінологічний апарат, вивчено реалізацію цього концепту в американському судовому дискурсі, а також виокремлено мовні засоби, які вербалізують цей концепт. Дослідження є перспективним, оскільки було би цікаво простежити інші концепти та мовні засоби їхньої вербалізації, порівняти концепти, виокремлені у промовах прокурорів, із концептами у промовах адвокатів.

Ключові слова: концепт, вербалізація концепту, структура концепту, мовні засоби, американський судовий дискурс.

Introduction. The concept gained a new perspective in the 1980s, for example, in J. Fodor's baseline study on concepts "Concepts: Where Cognitive Science Went Wrong" (Fodor 1998). Its special status as an object of scientific attention goes hand in hand with the important role it plays in cognitive processes. Concepts, for example, serve as means of cognitive economy, significantly reducing the amount of information entering the mind; otherwise, everything in the external world would require its own name, which would bring the mental lexicon into a state of collapse (Bronnik 2010). With the help of concepts, people can transfer the experience of the past to the present. In the figurative G.L. Murphy's expression, "Concepts are the glue that holds our mental world together" (Murphy 2001). With the development of a new interdisciplinary scientific trend – cognitive science – cognitive linguistics, the key concept of which is the concept, began to develop actively. In the context of cognitive linguistics in connection with the formation of anthropocentric paradigm to reflect the specificity of language knowledge, along with the term "concept" other terms were introduced. They are: "linguoculturerme" with an emphasis on the accumulation of cultural knowledge, proposed by V.V. Vorobyov in 1997(New Dictionary, 2009); "mythologeme" from psychology (the term was originally introduced by K. Jung) (1997); "logoepisteme" introduced by V.G. Kostomarov and N.D. Burvikova in 1996, denoting "a language expression whose meaning is understood through the common memory of speakers" (New Dictionary 2009), but the term "concept" proved to be the most viable and became the so-called umbrella term (Vorkachev 2003).

However, although a considerable amount of research has already been conducted in this field, many questions concerning the essence and typology of concepts need to be substantially clarified. It is still difficult to talk about a clear definition of the term, because, firstly, it is often defined through other not quite unambiguous concepts; secondly, there are difficulties in the issue of distinguishing the concept and other related terms – "meaning", "word", and "concept". In addition, there is no proven classification. Thus, the problem of concept definition and classification is very topical today. Taking the above into account, the aim of our research is investigating the concept "lie".

Main part. We will start with a brief note on the concept as a cognitive phenomenon. A concept, being a multidimensional mental-verbal phenomenon, includes three series of components: notional, figurative and physical (Lyapin 1997: 18). V.I. Karasik also singles out three components in the concept: image-oriented, notional and value-oriented (Karasik 2004: 127). The notional component is called a factual element in the joint study of V.I. Karasik and G.G. Slyshkin (Karasik, Slyshkin 2001: 77). Mention should be made of S.G. Vorkachev's study where he also describes the concept as a three-component formation. In his view, "It is optimal for the completeness of the semantic description of the lingvocultural concept to distinguish three components within it: notional, reflecting its attribute and definitional structure, figurative, fixing cognitive metaphors, supporting the concept in language consciousness, and meaningful, determined by the place which the name of the concept occupies in the lexico-grammatical system of a particular language together with etymological and associative characteristics of this name" (Vorkachev 2002: 80).

As for the concept, we also support the principle of structuredness, although "we think that a concept has no clear structure, no rigid sequence of layers – their interposition, as well as their composition, are individual and depend on the conditions of formation and functioning of the concept in each individual" (Sternin 2000: 14). By structured, not amorphous, we mean the principle of distinguishing the core from the periphery. Following S. Stepanov, who amptly points out the so-called "layers" of the concept, consider the structure of the concept as "three-layered": 1) a basic, topical feature; 2) an additional or several additional, "passive" features that are already "historical"; 3) an internal form, usually not understood at all, imprinted in the external, verbal form" (Stepanov 2001: 47).

The core of the concept includes the basic, topical attribute whereas remaining "layers" enrich the concept. Contemporary studies are attempting to create a unified theory of the concept, which would be aimed not only at revealing the peculiarity of concepts or what distinguishes them from other forms of cognition, but at integrating knowledge generated by different scientific fields to explore the concept as a complex evolving phenomenon (Bronnik 2010), uniting consciousness, language, text and culture. The phenomenon that is dynamic and potentiality meaningful. This is, by and large, possible only at the discursive level. Dynamism as a property of the concept lies in the discursive-communicative conditionality of its realisation in discourse, in the functionality of its existence as a unit not only belonging to the level of mental perceptions or the level of culture, but also uniting these levels of real communication.

By focusing around one or more basic / anchor concepts, each discourse creates its own particular conceptosphere (D. Likhachev; V. Demyankov) or conceptual space, the conceptual world where the discursive personality is formed. Closely related to the conceptosphere is the concept of cognitive space. It is defined as the human experience expressed in the relations between concepts that are formed, developed and modified in the process of cognition: "Cognitive space is the set of concepts and relations among them held by a human" (Newby 2001).

Based on such an understanding, in the structure of the conceptual sphere, as well as of the cognitive space, scientists distinguish "the core (the cognitive-propositional structure of an important concept), the prenuclear zone

(other lexical representations of an important concept, its synonyms, etc.) and the periphery (associative-imaginative representations). The core and the prenuclear zone mainly represent universal and nationwide knowledge, while the periphery represents individual knowledge" (Maslova 2008: 44). The mediator between real and conceptual space is perceptual space. "Perceptual space is the space of subjective sensations, an apparent space; it is as perceived by man in the process of reflection and subsequent fixation in linguistic forms" (Prokhorov 2005: 83). Thus, by means of perceptual space, a certain idea of real space is formed in the human mind in the form of concepts. English-speaking researchers, such as W. Evans and M. Green also write about it: "Concepts, in turn, derive from **percepts**. For instance, consider a piece of fruit like a pear. Different parts of the brain perceive its shape, colour, texture, taste, smell and so on. This diverse range of perceptual information deriving from the world 'out there' is integrated into a single **mental image** (a representation available to consciousness), which gives rise to the concept of PEAR. When we use language and utter the form *pear*, this symbol corresponds to a conventional meaning, and therefore 'connects' to a concept rather than directly to a physical object in the external world" (Evans, Green, 2006: 7). In their theory, we can observe the following logical chain: **percept – mental image – concept – word symbol.** In the process of a person's knowledge of the world or in the cognitive process, both primitive forms of knowledge, such as sensation, and higher forms of thought and self-awareness are involved. Information derived from human cognitive activities is categorized by language and expressed in conceptual structures in speech or text. In other words, the cognitive process is the way in which we acquire, transform and store information obtained from our environment for use in studying and explaining the world, including through information obtained in the process of speech activity. That is, through Language representations of reality are created, on the one hand, reflecting what is in it, on the other hand, constructing, ordering, and systematising this reality. Although the world consists of countless unique objects and phenomena, it is human nature to simplify and classify them in the cognitive processing of information through concepts.

Discourse in this interpretation becomes not so much a linguistic construct that represents a way of configuring knowledge, but rather a tool for learning the world and an instrument that creates new knowledge about the world. Physical objects and phenomena exist objectively, but they acquire their meaning in language, which is structured into patterns or discourses that are transformed in discursive practice (Jorgensen, Phillips 2008).

The views of P. Peverelli, who focuses on the theory of social integration, echo this statement. He develops a model of cognitive space that includes actors involved in social interaction (the social component) and the cognitive component proper, in which these actors share the same cognitive content (shared views, symbols, common language, common background knowledge, etc.). Social and cognitive activities influence each other according to the double helix principle. Because of interaction, they have access to each other's cognitive spaces that leads to mutual enrichment of their spaces. According to the scholar, cognitive space has cognitive, social, temporal and spatial aspects (Peverelli 2000). Moreover, he regards the entire social cognitive structure of human society as an unlimited number of texts: "We regard the entire social cognitive structure of human society as a huge (theoretically unlimited) number of texts. In this view, a cognitive space is also a text" (Peverelli 2000).

To put the key point explicitly, let us explain the idea of the mutual influence of the social and the cognitive with the following example. If a crime is committed, it is a fait accompli. However, the significance of the event will be presented in different ways by different discourses. From the perspective of political discourse, it is likely to be perceived as the inability of the authorities to curb crime but from the perspective of religious discourse – as a decline in the moral foundations of modern society. From an economic standpoint – as a deterioration of the economic situation; from a legal standpoint, as an imperfection of laws. A different assessment will lead to different actions: elections, stricter legislation, etc. Thus, "Language is not just a channel for conveying information about simple phenomena, facts or human behaviour, but a mechanism that generates and constitutes the social world. This extends also to the formation of social identity and social relations. That is, changes in discourse are a way of changing the social world. Struggle at the discursive level contributes to changing and reproducing social reality" (Jorgensen, Phillips 2008: 31).

Due to this interpretation, the concept acquires world-modelling potential. The concept's typology, for example, can be based on the type of discourse that it belongs to. The development of the most complete typology, taking into account the content, structural, functional features of the concepts, their dynamic nature, discursive and stylistic affiliation, is one of the most important tasks of cognitive linguistics. Thus, the study of the processes of world conceptualisation in modern cognitive linguistics is one of the promising directions in the development of discursive knowledge. It is worthwhile to bear in mind that conceptual research has been able to shed light on new interpretations of words, especially those of many meanings that have a decisive influence on the philosophy and culture of society, such as truth and lies. These concepts have always attracted the attention of scientists, as they reflect a complex system of spiritual, moral and moral dimensions of the linguistic picture of the world and the internal, spiritual life of the individual.

In line with this, the main **purpose of the paper** is to study the linguistic means that verbalise the above-mentioned concept. In order to achieve this goal, the following objectives are to be solved:
1) to clarify the terminological apparatus involved in the article;
2) to examine the structure of this concept in court discourse;
3) to establish the language means used to express the concept "lie";
4) to explain the influence of the context on the language means.

Research methods and techniques. The aim, objectives and specificity of the material determined the choice of methods of analysis. We have used the following methods to resolve the issues raised: 1) interpretative analysis,

establishing the nature of conceptualisation of the concept "lie" on the basis of different means of its realisation; 2) definitional-component analysis, used to describe nominative units, representing the above-mentioned concept; 3) discourse analysis, revealing the content of this concept in judicial discourse; 4) contextual analysis, allowing tracing the specific functioning of language units in discourse.

The factual material was the Oscar Pistorius Trial documents (Oscar Pistorius Trial) with a view to exploring the concept of "lie" verbalisation.

Results and discussion. The word "lie" itself is considered in this paper in two main qualities: 1) as a lexeme, that is to say, a unit of language with its semantics and combinatorial possibilities; 2) as a concept of the same name, in the semantic space of which various units, associatively-semantically connected with the phenomenon "lie", function.

With this aim in mind, we focus on the definition of the word "lie" as a noun: 1) a false statement made with deliberate intent to deceive, an intentional untruth; a falsehood; 2) something intended or serving to convey a false impression, imposture; 3) an inaccurate or false statement, a falsehood; 4) the charge or accusation of telling a lie. And as a verb: 1) to speak falsely or utter untruth knowingly, as with intent to deceive; 2) to express what is false, convey a false impression (Cambridge Dictionary).

To put the key point explicitly, we will focus on identifying the lexical means forming this concept. The core of the concept "lie" at the lexical level consists of the lexemes *lie* and *lying*. The periphery is represented by lexemes that are synonyms to the word *lie*: falsehood, deceit, untruth, imposture, fib, fabrication.

In the prosecutor's speech, the core and the near-periphery are lexically expressed as follows:

*Nel says Pistorius is **lying** about closing the curtains; **insincere** 'spectacle'; it was **a lie**, he says; Why are you **lying** in court?; Oscar **lied** at the bail application; Your version is **a lie**; Your version is so **improbable**, that nobody would ever think it's reasonably, possibly true; it's so **impossible**; **devoid of truth**; Pistorius' version **cannot be true**; suggestions he deliberately killed Steenkamp could **not be further from the truth**; State witnesses gave **false** evidence; It was a terrible **fabrication**;The sound of gunshots would make **it impossible** to hear screams from 177 metres; He says it is hearsay…* (Oscar Pistorius Trial).

As highlighted earlier, the core of the concept is made up of the lexemes *lie* and *lying,* while the near periphery is made up of close synonyms: insincere, fabrication, devoid of truth, not be further from the truth, false, hearsay.

More interestingly, the words improbable, impossible that have become contextual synonyms to the word "lie". The dictionary defines the word improbable as: "The adjective *improbable* also means statistically unlikely to happen. You might be afraid to fly, but the odds of a plane crash are so low that such an event is improbable. *Improbable* also means something that is so outrageous that you'd never admit you believed in it" (Vocabulary. com), a impossible как: "1. incapable of being true, as a rumor; 2. not possible; unable to be, exist, happen, etc." (Cambridge Dictionary). Thus, they may also occur in other contexts that are not associated with the concept of lying, although the component "untruthfulness" is present in their meaning. The same can be said of the lexeme hearsay: "information that you have heard but do not know to be true" (Cambridge Dictionary).

The far periphery is represented by lexemes that describe subjective experience and include pragmatic components, connotations and associations. In the far periphery there are no lexical units that directly contain in their meaning the component "lie". However, the context makes it clear that through these lexical units the opponents accuse each other of lying, cheating and dishonest behaviour. Here are some examples:

*…he denies the **allegations** of murder; accused the prosecution of trying to use **inadmissible evidence**; the **similarities** between the two statements are 'striking'; **witness's statement** which is 'remarkably similar… **too similar**' to her own; …**discrepancies** between his first and second accounts of the events on the night of the shooting; Sometimes people **genuinely believe** something has happened and then that is what they tell people. It is a **different thing from it being correct**,' he says. 'You **can't remember**…' Johnson admits to 'uncertainty'* (Oscar Pistorius Trial).

These linguistic means are not synonymous to the word "lie", but the context allows them to show their potential, so in this judicial discourse they are used to accuse the defendant of lying, insincerity, deception, cheating, untruthfulness, although in another context they implement their primary meanings. Next, we will address the issues of definitions of these words: 1. Allegation – a statement, made **without giving proof**, that someone has done something wrong or illegal; 2. Inadmissible – **unable** to be accepted **in a law court**; 3. Discrepancy – a difference between two things that **should be the same**; 4. Uncertainty – a situation in which **something is not known**, or something that is not known or certain (Cambridge Dictionary).

Mention should be made of the contextual antonyms in the prosecutor's speech: *genuinely **believe** – a different thing from it being **correct***. In our view, the sender of the speech is emphasising that if somebody believes something it does not mean that what he believes is true. The phrase *admits to "uncertainty"* becomes an indirect accusation of lying. We see this as a confirmation of the insincerity of the testimony based on the meaning of the verb to admit – to agree that something is true, especially unwillingly (Cambridge Dictionary), where the adverb serves as an indicator of the intentionality of the defendant's actions.

In addition, all the highlighted linguistic means create an additional connotation of sharp contrast against the fact that the defendant is a world-famous paralympian.

Conclusions. Thus, if we structure the linguistic embodiment of the concept "lie", formally we can describe it as a field with the name of the concept in the nuclear part, the near periphery with close synonyms. Significantly, the far periphery, which is represented by associative, connotative meanings of the lexeme "lie", with its various pragmatic

components. The speaker, creating a statement, exercises control over what and how he says, how he formalizes his thoughts. The listener interprets the speaker's statement, and his interpretation may not coincide with the content implicit in this statement of the speaker. The peculiarity of judicial discourse is that the sender of the speech should select such linguistic means to verbalise the desired concept, so that the recipients have unambiguous interpretations of the content embedded in the statement.

The study has made it possible to review the terminological apparatus, to examine the implementation of this concept in judicial discourse and to establish the linguistic means verbalising it.

The practical value of the research lies in the possibility of applying the results obtained in the preparation of lectures and practical classes on general and comparative linguistics, lexicology, stylistics, linguocultural studies; in the development of course and diploma works, master's theses; in intercultural communication courses, as well as in the theory and practice of translation.

The theoretical value of the work lies in the fact that it makes a certain contribution to the study of the processes of world conceptualization, which is one of the developing areas in modern linguistics, as conceptual studies objectify a new interpretation of words, analyzing them in terms of cognitive and pragmatic approach.

The research is promising, as it would be interesting to trace other concepts and the linguistic means that verbalise them; to compare the concepts presented in the speech of a prosecutor with the concepts presented in the speech of a lawyer, to establish similarities and differences for further development of this problem.

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